

**ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**A STUDY OF EFL TEACHERS' TEACHING EFFICACY,
ATTRIBUTIONS TO THEIR TEACHING AND THEIR
PERCEIVED EFFECTIVENESS OF CPD: PGDT GRADUATES IN
FOCUS**

By

EBISSA DHABA MULETA

**DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
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**A THESIS SUBMITTED TO
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This is to certify that the thesis prepared by Ebissa Dhaba Muleta, entitled: A STUDY OF EFL TEACHERS' TEACHING EFFICACY, ATTRIBUTIONS TO THEIR TEACHING AND THEIR PERCEIVED EFFECTIVENESS OF CPD: PGDT GRADUATES IN FOCUS and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Advisor _____ Signature _____ Date _____

Chairperson, Department of Foreign Languages and Literature

DECLARATION

I, the undersigned, declare that this Thesis is my original work and has not been presented for a degree in any other University and that all the materials used in the Thesis have been duly acknowledged.

Name: Ebissa Dhaba Muleta

Signature: _____

Date: December, 2019

Dedication

*I am so richly blessed by the people around me
who have supported and loved me.*

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First of all, I am forever grateful and ascribe all the glory to God for all he has done. He orchestrated my path, gave me the grace and strength to complete this program, and worked all things for my good. I would not have made it without You.

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Definition of Terms and Acronyms

I. Definition of Terms

Attribution theory: is a prime cognitive theory of motivation which concerns seeking explanations and formulating conceptions of the underlying causes of one's success or failure. It explores individuals' beliefs about why certain events occur and associates those beliefs to subsequent motivation (Weiner 2000). Attribution is therefore the perception that people form about the causality behind the degree of success of their actions in situations when these causes may not be directly observable. In this study, EFL teachers' attribution in teaching scale measured the teachers' teaching competency (TC), teacher effort (TE), Students' Ability (StA), student effort (SE) and institution supervision (IS).

Beliefs: According to Richardson (1996), beliefs are defined as “psychologically held understandings, premises, or propositions about the world that are felt to be true” (p. 103). While following this definition, beliefs are understood as largely an overlapping construct of “knowledge” (Woolfolk Hoy, et al., 2006) and “perceptions” (Woolfolk Hoy and Weinstein, 2006) in the study.

Continuous Professional Development: is an ongoing process of learning by using multiple educational sources for the teachers to improve their performance, to keep their competencies up-to-date and to achieve the objectives of the teaching/learning process successfully.

Perception: it is an awareness of an idea and put it in our long term memory or it is someone's view of something, how they see things. It is the use of the mind or the senses to comprehend or understanding a person's surroundings.

English as a Foreign Language (EFL) refers to a situation where the role of the English language in the social life is minimal and restricted to classroom or school context.

PGDT Program: it is an abbreviation to mean Post Graduate Diploma in Teaching. It is a system of teacher education where candidates after completing a three-year BA/BSC Program in

any subject area and apply for one more year training in only teacher education or the Post Graduate Diploma in Teaching.

PGDT Program Completed EFL Teachers: EFL teachers who have completed Post Graduate Diploma in Teaching English and presently teaching the subject in secondary schools.

Self-efficacy: Bandura (1977) defined self-efficacy as one's belief in his/her capacity to perform a specific task successfully.

Teacher beliefs refers to “attitudes, values, judgments, axioms, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, . . . repertoires and social understandings” (Pajares, 1992: 309), not to be confused with knowledge, which is neutral and bias free (Nisbett and Ross, 1980).

Teacher efficacy: In the present study, teacher efficacy refers to “the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran & Hoy, 1998, p.223). The term “teacher efficacy” is interchangeably used with “teachers' sense of efficacy,” “EFL teaching efficacy” and “teachers' self efficacy.” In this study, this construct will be measured by items relating to seven areas: “Efficacy in Classroom Management and Remedial Action (ECMRA),” “Efficacy in Classroom Assessment and Materials Selection (ECAMS),” “Efficacy in Skill and Proficiency Adjustment (ESPA),” “Efficacy in Teaching and Correcting Language Components (ETCLC)” “Efficacy in Age Adjustment (EAD),” “Efficacy in Social Adaptation (ESA),” and “Core Efficacy (CE)”. Self-efficacy is sometimes confused with self-concept, self-esteem, or confidence and locus of control. While these concepts can have similarities in some cases, they also do have differences.

Self-concept: self-concept is a more global construct that contains many perceptions about the self, including self-efficacy. Self-concepts are assessed by having people rate descriptive statements of different characteristics according to their choices. Because of the specificity property of self-efficacy, it has been shown that self-efficacy is a better predictor of behavior than self-concept.

Self-esteem: self-esteem refers to perceptions of self-worth and does not include judgments of capabilities. There is no preset relationship between beliefs about one's capabilities and whether one likes or dislikes oneself.

Self confidence: According to M. Colman (2002), self-confidence is defined as a trust or assertion in oneself, believing in one's aptitude, making a choice which maybe referring to a general context or to a specific event or doings. **Confidence** is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about. It is a catchword rather than a construct embedded in a theoretical system. But self-efficacy refers to belief in one's agentic capabilities that one can produce given levels of attainment. A self -efficacy assessment, therefore, includes both an affirmation of a capability level and the strength of that belief.

Locus of control: Bandura (1997) stated that locus of control is an outcome expectancy that could be defined as “a person's estimate that a given behavior will lead to certain outcomes” (p. 193).

II. ACRONYMS

CPD: Continuous Professional Development

ECAMS: Efficacy in Classroom Assessment and Materials Selection

ECMRA: Efficacy in Classroom Management and Remedial Action

ESPA: Efficacy in Skill and Proficiency Adjustment

ETCLC: Efficacy in Teaching and Correcting Language Components

EFL: English as a Foreign Language

ELIP: English Language Improvement Program

ELIP: English Language Improvement Program

ELT: English Language Teaching

ELTAS: English Language Teacher Attribution Scale

ELT-CPD: English Language Teaching Continuous Professional Development

ELTEI: English Language Teachers' Efficacy Instrument

ETP: Education and Training Policy

HDP: Higher Diploma Program

InS: Institution Supervision

MMR: Mixed Methods Research

MoE: Ministry of Education

PGDT: Post Graduate Diploma in Teaching

SCT: Social Cognitive Theory

StA: Students' Ability

StE: Student Effort

TrC: Teaching Competency

TrE: Teacher Effort

TDP: Teacher Development Program

TESO: Teacher Education System Overhaul

TSES: Teacher Self Efficacy Scale

Abstract

Teaching-efficacy is a topic of significance in mainstream education and in ESL/EFL. Teaching-efficacy belief is an important concept in understanding teachers' thoughts, decisions, feelings, behaviors, performance, and attitudes with regard to their students (OECD, 2008). Research in the educational domain confirms that individuals pursue activities in which they feel they will be competent, and avoid situations in which they doubt their capability to perform successfully (Pajares, 1992). However, EFL teachers, compared to learners, have not received enough exposure to English Language Teaching (ELT) literature and research (Akbari, 2008). Likewise, teacher attributions, particularly language teacher attributions, remained an uncharted territory that awaits further research (Tollefson and Chen 1988; Davis and Sumara 1997 and Peacock 2010). This study intended to explore PGDT graduates of EFL teachers' levels of teaching-efficacy, the teachers' success and failure attributions to their teaching performances, and their perceived- effectiveness of CPD activities in light of constructivist paradigm by employing equally treated Mixed Methods Research (MMR) involving 204 EFL teachers for the survey questionnaires and 8 selected PGDT graduate EFL teachers for the semi structured interviews in 5 zones of Oromia Regional states respectively. To this end, adapting Social Cognitive Theory (SCT) model as a theoretical framework, EFL teachers' levels of teaching efficacy has been explored in relation to ECMRA, ECAMS, ESPA, ETCLC, ESA, EAA, and CE following data generation through adapted scenario-based, Likert-scale ELT teacher efficacy Instrument (ELTEI). Similarly, the teachers' success and failure attributions to their EFL teaching performances: namely Teacher Competence (TrC), Teacher Effort (TrE), Students' Ability (StA), Students' Effort (StE) and Institutional Support (InS). EFL teachers' perceived-effectiveness of CPD was assessed on four sub-components: their views of CPD, methods of CPD they were engaged in, effectiveness of the CPD activities, and factors that affect their CPD activities. The overall finding of the EFL teachers' level of teaching efficacy showed that there was mixed levels of teaching efficacy. The survey results showed that majority of the EFL teachers had the belief that they had moderately high levels of teaching efficacy. However, the qualitative data findings indicate that still some others had a doubt that they can handle or do efficaciously on each sub-components of ELTEI alongside their items to measure similar constructs. Particularly, the findings of the teachers' survey questionnaire in efficacy in skills and proficiency adjustment(ESPA) and efficacy in age adjustment(EAA) sub-component of ELTEI are contrary to the findings of interview data results. The findings of both quantitative and qualitative methods were congruent that the teachers' judgment of the effectiveness of ELT-CPD was moderate ($M=3.45$, $SD=.28$). It was found out that there is no relevant professional development offered, particularly EFL related themes in the CPD manual and the contents of the CPD activities lack language components to help the teachers improve their language skills. The finding indicate that teachers' mean rating score on attributions TrC, TrE, StA and StE for success were higher than their mean score on attributions for failure. The interview findings, too, show that the EFL teachers attributed their success mainly to their efforts and their competence while they attributed the causes of failure in teaching to students' poor background and lack of ability, lack of interest and motivation. Results from this study and follow up research enable enhanced understanding of EFL teachers' teaching efficacy, and their attributions while engaging and/or and following any methods of CPD activities. Several important theoretical and practical implications for teacher development and policy-making in the EFL teacher education context have emerged from the present study.

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Chapter One: Introduction

This chapter sets out the scene of the present study of EFL teachers' teaching efficacy, attributions in teaching and their Perceptions and Practices of Continuous professional development (CPD) in the domain of teacher development and with particular focus on Post Graduate Diploma in Teaching (PGDT) program in Ethiopia. It briefly describes the reforms made in teacher education systems following the change in government system in 1991. This chapter also makes a review of the Ethiopian Education System in general and the English language education in particular. It also highlights what teaching efficacy, attributions in teaching and perceptions towards one's own professional development are. Besides, it describes motivation to carry out this study, statement of the problem, the study's objectives, research questions, significance of the study, and other related issues including definition of key terms and organization of the thesis.

1.1 Background of the Study

Teacher education is grounded in one of the most profound revolutions of the 19th and 20th centuries, namely, the spread of mass education throughout the world, first at the primary school level and then at the secondary level. On the other hand, the late twentieth century has been called 'the age of communication', and with some justification (Wallace: 1991). The world is very rapidly turning into 'global village' which has often been predicted. As the pressure to communicate increases, the divisions of language are felt even more keenly. So language teaching, especially of great world languages which are seen as international channels of communication, becomes ever more important.

Although teacher education programs have been in existence for a long time, second language teacher education is a relatively recent development (DAY, ND). With the explosion in language teaching there has been an increased demand for language teachers and the consequent need to train these teachers. Traditionally, second or foreign language teachers were either native speakers of the target language or had some recognized expertise in the language. Thus, many of us who started our careers as language teachers find ourselves in the position of being trainers of language teachers, or in some way responsible for the professional development of language

teachers. Parallel with this change, there has been the growing feeling that all of us as language teaching professionals can, and even must, take on the responsibility for our own development. Everywhere there are signs that members of the profession are willing to shoulder that responsibility.

At the eve of Ethiopia modern education, European languages were given much attention in the then schools. Stressing this point, scholars have written that “Between 1908 and 1935, the aim of education was to master different languages” (Alemayehu and Lasser (2012: 2) adding that the teaching of English in the middle and secondary schools were dominated by foreign teachers and learning materials. It was only in a Ten Year Plan for the Controlled Expansion of Ethiopian Education appeared in June 1955 that laid a foundation for Ethiopian teachers training to take up the teaching of English to Ethiopian students. Furthermore, with the expansion of teacher training institutes of higher learning, like Addis Ababa University (AAU) as of 1955, Bahir Dar College of Behavioral Sciences (BCBS) as of 1973, and Kotebe College of Teacher Education (KCTE) as of 1969, were entrusted with the training of English language teachers (Hailom, 1993 & Awol, 1999). Later, with the realization of the long existing problems in schools and teacher education programs, Education and Training Policy (ETP) was introduced in 1994, resulting in structural and conceptual changes at all levels of the education system. In the policy, many problems which characterized the entire system are identified and priority areas are also set. The policy also recommended the need for change in teacher education programs in general, and in the English language teacher education program in particular. The Government considers enhanced teacher training and development programs to be a means of ensuring quality education. The expansion of teacher training facilities continued and a large number of teachers continued to receive professional training as more training colleges/universities are established.

Different efforts have been made by the Ministry to improve teachers’ education programs in general and English language teacher education program in particular. Accordingly, a teacher education program reform in Ethiopia, known as Teacher Education System Overhaul (TESO) (MoE, 2002) was initiated in 2002 and came into effect in 2003. The Ministry of Education called for a complete Teacher Education System Overhaul (TESO), which produced a framework detailing five strategies to address the problems in the education system of Ethiopia and enhance the quality of teacher preparation (MoE, 2003: 6). Other efforts made by the Ministry include the launching of

different programs under the umbrella of Teacher Development Program (TDP) (2006). These include: English Language Improvement Program (ELIP), Continuous Professional Development (CPD) program, Higher Diploma Program (HDP). Of course, ELIP, and CPD are being implemented with in-service teachers at all levels. HDP is designed only for teacher educators at teacher education colleges and universities.

Currently, Ethiopian would be teachers are being educated in a program called Post Graduate Diploma in Teaching (PGDT) program (MoE 2009). PGDT is a system in which candidates after completing a three-year BA/BSC Program in any subject area such as English and apply for one more year training in teaching or the Post Graduate Diploma in Teaching (PGDT) program. Accordingly, the specialized courses in pedagogy and in teacher teaching are accessible after having completed another degree in a discipline taught in universities.

As an instructor of English as a Foreign Language (EFL) and teacher educator, the researcher has had about ten years of teaching experience at teacher training college and university level and he was among those who were offering courses like Subject Area Methods (Teaching) I and II in English Language to PGDT trainees right from the start of the program. Besides, the researcher had a chance of supervising the trainees' actual teaching practices. At the end of the school practicum, all teacher educators of the institute of language studies and journalism convene for evaluation and provide feedback on supervision. Majority of the teacher educators express their doubt about the trainees' teaching efficacy, execution of the teaching task. Particularly, of would be English teachers language proficiency, vocabulary of instruction and ability to employ various language teaching strategies were evaluated to be minimum.

The researcher had also opportunities to participate on workshops and community services at different times and places under the theme of "Improving the Quality of English Teaching in Ethiopian Secondary Schools". The participants were teachers of English language who are teaching from grade one to twelve. During the reflections, most of the participants expressed worries about majority of all subjects' teachers' teaching competence and ethics of recently graduating teachers from universities and joining them. Majority of them are in doubt of the teaching efficacy of the new program's products. This was a particular aspect of the problem that prompted the present study.

Within education institutions, teachers are widely recognized in the research as the most powerful determinants of students' achievement. However, despite all the Ministry's efforts discussed above, it is generally agreed among parents, teachers, and employers that a large number of students in high school as well as those in university have limited English communicative abilities and the skills. It is also a largely held public opinion; shared by regional education bureau leaders, Zonal and Woreda education supervisors and other stakeholders, that teachers' competence has not shown improvement albeit consecutive and overlapping efforts to address it (some claim it has become even worse). However, it is possible to note that such claim is assumed without any empirical data. Despite its intuitive appeal, assuming such claim is questionable until we can evaluate by an empirical study. Thus, this would be my motive for selecting the current research area.

1.2 Statement of the Problem

One of the theories of social cognitive psychology which is receiving attention in teaching and teacher education is teacher efficacy Theory. Self-efficacy belief is an important concept in understanding teachers' thoughts, decisions, feelings, behaviors, performance, and attitudes with regard to their students (OECD, 2008). Teacher efficacy, sometimes called teaching efficacy, refers to teachers' belief about their ability to influence students' learning outcomes. Teacher efficacy is considered a future oriented motivational construct that mirrors teachers' competence beliefs for teaching tasks. Research in the educational domain confirms that individuals pursue activities in which they feel they will be competent, and avoid situations in which they doubt their capability to perform successfully (Pajares, 1992). That is, it is the degree of confidence that an individual espouse in carrying out the skills or steps in an activity. The reverse is also true.

Teacher efficacy provides a powerful and unique tool for those convinced that one of the strongest routes to improving the education of individuals is through the improvement and development of teachers and teaching. It has been the subject of a fair amount of research, which has established its popularity and importance in the field of teacher development. Teacher efficacy is defined as ... *the teacher's belief in his or her capability to organize and execute*

courses of action required to successfully accomplish a specific task in a particular context (Tschannen-Moran, Hoy & Hoy, 1998: 233), is a significant predictor of more effective teaching in many domains, such as elementary teaching or pre-service teacher training. Studies show that teachers who have a stronger sense of efficacy have greater ability to accept and apply new approaches than do their less efficacious counterparts (Ghaith & Yaghi, 1997; Guskey, 1988). Efficacious teachers will set more challenging goals for themselves and their students, accept responsibility for the outcomes of instruction, and persist despite obstacles (Gibson & Dembo, 1984; Ross, 1995). This shows that teachers' sense of efficacy has strong impacts on various aspects of teaching and learning.

In the field of English language teaching/learning, too, several studies have been conducted to improve the teaching of English language as a second/foreign language around the world. For instance, self-regulated learning strategies and self-efficacy beliefs of children learning English as a second language (Wang 2004), native and nonnative foreign language teaching assistants' teacher efficacy, and perception of nativeship (Liaw 2004), the impact of foreign language anxiety and test anxiety and self efficacy (Tsai 2013), self efficacy in EFL and its relationship with success (Tilfarlioğlu and Cinkara: 2009), EFL learners' self-efficacy concerning listening comprehension and listening proficiency (Rahimi and Abedini: 2009), students' self regulated learning strategies and self-efficacy beliefs (Wang, Xu: ND), EFL teachers' self efficacy and their perceived English language proficiency, and attitudes (Lee 2009), their pedagogical success (Ghanizadeh and Moafian:2011), the effects of professional development initiatives on EFL Teachers' degree of self efficacy (Karimi, 2011), are the most mentioned ones. However, Chacón, 2002; Shim, 2001, scholars working in the field of Teaching English to Speakers of Other Languages (TESOL) believe that inquiry into teachers' sense of efficacy is extremely scarce worldwide. Examining EFL teachers' sense of efficacy or confidence in competence of teaching English appears to be particularly pertinent and useful in teacher education, for successful teaching and learning of English.

From international context, doctoral dissertations of Lee (2009) and Liaw (2004) are worth mentioning here. Lee explored Korean elementary school English teaching efficacy in relation to the factors that are likely to influence their confidence in carrying out English teaching-related tasks: namely, the attitudes toward the English language, English proficiency (current and

desired minimum levels, as well as the gap between the two levels), and teacher characteristics. He surveyed 1,327 elementary school teachers working in five regions of South Korea. Accordingly, efficacy for oral English language use was found as an additional dimension of teacher efficacy in teaching English. He has also found that teachers' current level of English proficiency and English as an International Language (EIL) attitude toward the English language were the significant predictors for teachers' English teaching-specific efficacy beliefs or confidence. His work focused on elementary school teachers only.

Liaw (2004) has examined the differences between native and nonnative foreign language teaching assistants in German, French, Italian, Spanish, Chinese and Japanese at a major Midwestern University in the areas of 'teacher efficacy' and 'teacher perceptions of language teaching' by employing qualitative and quantitative research methodologies was examined by. His study showed a positive connection between teachers' self-perceived ability in teaching the target language and level of efficacy. He has also disclosed that native and nonnative language teachers from different language departments were found different in such areas as teaching methods in the classroom, levels of instructional strategic efficacy or nativeness issues.

Locally, only limited works are available concerning teacher efficacy researches (Anteneh, 2004; Alamirew, 2005; Girma 2014). The earlier work of all locally done in the area of writing efficacy is by Anteneh (2004). The study attempted to correlate the traditional attributions like ability, effort, task difficulty and luck and teacher related help with writing self-efficacy and performance in writing for those who perceived their score on the test as success. Students with high self-efficacy and high performance did not attribute their failure to lack of ability, lack of effort, unluckiness and bad mood. The study indicated that strong positive relationship between writing self-efficacy and performance in writing and causal attributions have inherent relationships with performance and self- efficacy.

The doctoral dissertation by Alamirew (2005) investigated the beliefs, efficacy and attitude of teachers' and students' in the teaching and learning of the writing skills. He conducted his study on 182 (10+2) students drawn from five preparatory schools and a total of 28 EFL teachers who were drawn from eight preparatory schools in Addis Ababa. Using both qualitative and quantitative data gathered through questionnaires and interviews prepared for both students and

teachers; and through writing examinations set for students, both teachers and students showed that they had average efficacy. Finally, his finding disclosed that ‘teachers’ efficacy is not high’ in writing instruction. Both studies by Anteneh and Alamirew are concerned with self efficacy in relation to learning writing skills by students and its instruction by EFL teachers. Girma (2014) investigated teacher efficacy in English language teaching in Ethiopian context. His finding showed that there is a positive correlation between EFL teachers’ self efficacy beliefs and students’ English achievement scores (Girma 2014: 221).

In the area of teacher development, EFL teachers’ teaching efficacy, together with their practice of CPD and their attributions in teaching and the relationship among these variables is unstudied and is a potential for research. But some researches can be cited from other fields of study. Ross and Bruce (2007) designed a professional development program to increase the teacher efficacy of mathematics teachers. They made professional development to explicitly address four sources of teacher efficacy information identified in social cognition theory (Bandura, 1997). Their finding showed that treatment teachers outperformed control group teachers on three measures of teacher efficacy. They attributed the teacher efficacy effect to the priority given to professional development activities. Similar study by Karimi (2011) considered the potential of professional development in enhancing teachers’ beliefs about their teaching ability and discovered that the treatment teachers obtained significantly higher efficacy scores than the control group of teachers. Spence (2016) examined the effect of explicit Response to Intervention professional development on the perceived self-efficacy of secondary teachers and their ability to impact student achievement. Results of the data analysis demonstrated significant gains in overall efficacy sum scores, personal teaching efficacy scores, and general teaching efficacy scores among the sample of teachers in the study. The results suggested a positive shift in teacher efficacy following the professional development intervention.

Contrary to the above finding, Amanulla and Aruna (2014) conducted a study to find out the effect of teacher efficacy on professional development of higher secondary school teachers of Kerala, India. Their study revealed that there are significant differences between male and female teachers, government and private school teachers and more experienced and less experienced teachers in the mean scores of professional development but there is no significant effect of teacher efficacy on professional development of teachers. While both professional

development and teacher self-efficacy have been thoroughly investigated with reference to many variables, particularly teacher performance and student achievement as the clearest indicator of successful teacher performance, what appears missing in the literature is studies investigating the possible connection between the two [teacher self efficacy versus professional development] variables (Darling-Hammond & McLaughlin, 1995, Lieberman, 1995).

Besides teaching efficacy beliefs, attribution in teaching is an important factor influencing EFL teachers' behavior. Bandura (1986) maintained that attributions are a fundamental part of one's perception of self-efficacy. Attributions are defined as people's judgments in terms of cause and effect in achievement situations (source). They can be internal or external. When teachers have an internal attribution style, they tend to feel personally responsible for students' achievements. Student achievement is then attributed to factors within the teacher. In contrast, when teachers have an external attribution style, they believe that they are not primarily responsible for students' achievements. Research has shown that teachers with internal attribution styles put more effort in teaching low performing students (Georgiou, et al. 2002; Weiner, 1985). Despite Bandura's proposal about the link between attribution and self efficacy, the link has remained comparatively unresearched until most recently.

Studies which have explored the causal attributions of foreign language students in different contexts (Gabillon, 2013; Gray, 2005; Pishghadam & Modarresi, 2008; Pishghadam & Motakef, 2011; Tsi, 2000; Williams & Burden, 1997, 1999; Williams, Burden, & Al-Baharna, 2001; Williams et al., 2002; Williams et al., 2004; Yan & Li, 2008) and EFL university learners' perceptions of success and failure. Zohri (2011) have shown that the attribution to effort is the best predictor of achievement in foreign language learning. For instance, Zohri (2011) in a study that sought to investigate Moroccan EFL university learners' perceptions of failure reported that they attributed their failure to teachers' attitude, effort, interest and pressure. But all these researches are in relation to students' causal attributions of foreign language learning.

Sigel (as cited in Pajares, 1992) defined beliefs as constructions of experience that are held to be true and that guide behavior. According to Pajares (1992), the broad construct of educational beliefs includes beliefs about the teacher's ability to affect students' learning (teaching efficacy), about confidence in oneself to perform certain tasks (self-efficacy), and about causes of success

or failure (attributions). While teaching efficacy refers to teachers' beliefs about their capacity to affect student performance, general teaching efficacy refers to the belief that good teachers can affect students regardless of their home environments (source). This study focuses on two belief constructs: teaching efficacy and attributions.

Unfortunately, as far as the knowledge of the researcher is concerned, inquiry into teachers' sense of efficacy is extremely scarce in local context in general and EFL teachers' teaching efficacy in particular. Hence, with the launching of new teacher education program, PGDT, in the last six years, the researcher found it timely to conduct a research in the area of EFL teachers' teaching efficacy, attribution to their teaching and their perceived effectiveness of CPD: focusing on the program's products. To this end, the researcher has some reasons to take up such a topic. First of all, after launching two separate curricula one for subject matter qualification and the other for teaching profession (PGDT program) 'how would PGDT graduates EFL teachers perceive their teaching efficacy?' In line with this, exploring "How would these teachers assess the level of their English language teaching efficacy?" will enable us to gain insight into the problem. This was, of course, one of my motives for conducting this study.

Secondly, with the Ministry's evaluation of English language teaching practice in Ethiopia, two of the big problems identified to address are *Teachers' subject matter competence is inadequate and Teachers do not match up to the standards and expectations of their professions (MoE, 2009: 3)*. These are among the reasons for the introduction of the new teacher education, PGDT, as a teacher development program. With the intention of improving the quality of English Language instruction and launching of new teacher education program, *what can the level of English language teaching-efficacy and their perceived effectiveness of CPD of PGDT complete EFL teachers be?* This was another reason for taking up such timely issue for the present study. All in all, this research attempts to assess EFL teachers' teaching-efficacy, attribution in their teachings, their perceived effectiveness of CPD and the relationship among these variables. Assessing how far EFL teachers are confident about their teaching and to what causes do they attribute their success or failure in their teaching performance is central to this study. Assessing such topic, would provide useful information in the shift in teacher education system from the teachers' perspective.

1.3 Research Questions

This study attempts to answer the following guiding research questions:

1. What are PGDT graduate EFL teachers' levels of teaching efficacy?
2. What would be PGDT graduate EFL teachers perceived-effectiveness of CPD activities be?
3. To what factors do PGDT graduate EFL teachers attribute their success or failure in their teaching?
4. What sort of relationship/s is/are there among teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD activities?

1.4 Objectives of the Study

1.4.1 General Objectives of the Study

Basically, this study aimed at exploring PGDT graduate EFL teachers' teaching efficacy, attributions to their teachings and their perceived effectiveness of CPD activities.

1.4.2 Specific Objectives of the Study

Of course, the major objectives could be further divided into specific objectives to deeply explore teaching-efficacy, perceived effectiveness of CPD activities and attributions to their teaching of PGDT program graduates of EFL high school teachers. Thus, below are listed the specific objectives which would be addressed in the current study. Of course, there are still sub variables under each objective.

1. To describe the teaching efficacy levels of PGDT graduates of EFL teachers:
 - a. to find out PGDT program graduated EFL teachers' efficacy in classroom management and remedial action;
 - b. to examine PGDT program completed EFL teachers' efficacy in classroom assessment and material selection;
 - c. to describe PGDT program completed EFL teachers' efficacy in skill and proficiency adjustment;
 - d. to assess PGDT program trained EFL teachers' efficacy in teaching and

- correcting language components;
 - e. to discover PGDT program completed EFL teachers efficacy in age adjustment;
 - f. to see how efficacious are PGDT program completed EFL teachers in dealing with students' critical social aspects;
 - g. to find out PGDT program completed EFL teachers' core efficacy.
2. to identify PGDT graduates of EFL teachers' perceived effectiveness of CPD activities;
 - a. to uncover how these teachers view CPD activities.
 - b. to find out how these teachers perceive effectiveness of CPD activities
 - c. To discover the types/methods of CPD activities these teachers practice
 - d. to explore the constraints or factors affecting EFL teachers' practice of CPD activities
 3. to explore PGDT graduate EFL teachers' attributions to their teaching;
 4. to find out the sort of relationship/s is/are among these variables (their perception of their teaching efficacy, their perceived effectiveness of CPD activities and attributions to their teaching).

1.5 Significance of the Study

This study explores EFL high school teachers' teaching efficacy focusing on PGDT as teacher development program. Furthermore, this study explores the relationship among teachers' sense of teaching-efficacy, their perceived effectiveness of CPD activities and attributions to their teachings. Presumed contributions that this study will offer are discussed in the following paragraphs.

The current study is of significance in terms of its methodology. In teacher efficacy studies quantitative measures outweigh qualitative research. The design of this study was mixed methods. Majority of the researches conducted around teaching efficacy (Tschannen-Moran and Hoy, 2001, Duffin et al., 2012, Malinen et al., 2013, Ruys et al., 2011, and Moe et al., 2010 to mention some) and causative attributions (examples) took interest in quantitative inquiry. This study would be supported by qualitative methods such as interviews and to contextualizing the survey findings. Supporting mixed method design, Pinnegar and Daynes (2007) explain "*The turn from numbers to words as data is not a general rejection of numbers but a recognition that in translating experience to numeric codes researchers lose the nuances of experience and*

relationship in a particular setting that are of interest to those examining human experience” (p. 15). Furthermore, indicating the limitations of only quantitative method research of teachers’ efficacy, Henson (2002) supports the employment of qualitative method as *“because an efficacy judgment is a result of an individual’s filtering of internal and external factors, the context surrounding a person’s judgment is very relevant to the study of teacher efficacy, but this is captured poorly by Likert-type questionnaires”* (p. 147). Hence, this study used mixed methods, rather than mono method.

Teaching efficacy and causative attributions are context specific variables. Knowledge of these relationships is very important to explain more completely the outcomes of the new teacher education program, particularly of EFL ones in Ethiopian/local context. It is highly valuable to investigate the teachers’ sense of efficacy level to provide a general picture of the current status of PGDT graduates of EFL high school teachers from the teachers’ perspective. Moreover, the results are also assumed to be important to fill in the gap in research on teaching efficacy of EFL teachers in a local context. Such a study is considered important as we have no attempt or little that I know of has been documented of EFL teachers’ teaching efficacy, attributions to their teachings and their perceived effectiveness of CPD in Ethiopian secondary schools. All in all, the results of this study might be important for different bodies. EFL Teachers, teacher development experts, higher learning institutions, policymakers in the MoE could be interested in the outcome of this study to make the training program more responsive to EFL teachers’ self efficacy building and gets feedback on the effectiveness of CPD. Furthermore, the findings of this study could also be extended to EFL teachers who were trained through the integrated curriculum model.

1.6 Scope of the Study

This study attempts to explore how PGDT graduates of EFL teachers so far and deployed to the world of work, teaching efficacy, attributions to their teachings, and their perceived effectiveness of CPD activities. In this study, the teaching efficacy construct was measured by items relating to seven areas: Efficacy in Classroom Management and Remedial Action (ECMRA), Efficacy in Classroom Assessment and Materials Selection (ECAMS), Efficacy in Skill and Proficiency Adjustment (ESPA), Efficacy in Teaching and Correcting Language Components (ETCLC),

Efficacy in Age Adjustment (EAD), Efficacy in Social Adaptation (ESA) and Core Efficacy (CE). These are the seven sub variables of EFL teachers teaching efficacy. Similarly, EFL teachers' attributions in teaching consists of teaching competency (TC), teacher effort (TE), students ability (SA), student effort (SE) and institution supervision (IS). In the same vein, EFL teachers' perception and practice of CPD measured on four components: their views of CPD, types/methods of CPD they engaged in, effectiveness of the CPD practice, and challenges or factors that affect CPD.

As to professional development is concerned, the teachers' perception and practice of CPD were explored. But only four EFL teachers were selected for qualitative methods. Given the administrative and technical problems that will involve in collecting a large sample of subjects trained through PGDT program from widely scattered over geographical distances in the country, the researcher concentrated on PGDT graduates of EFL teachers who teach in schools found in East Wollega Zone, West Wollega Zone, Horro Guduru Wollega Zone, Jimma Zone and West Shewa Zone of Oromia Regional State. But for the qualitative methods, only the areas of the university the researcher was working at was chosen. This was because the number of PGDT graduates in EFL are very much limited and scattered all over. Sampling EFL teachers from different areas would not be manageable to collect data at a single point in time. The scope of the study was therefore delimited to Oromia Regional State, of five zones for its data sources. EFL teachers completed PGDT both in regular and summer modalities were included.

Regarding data sources, for the quantitative method, 204 EFL teachers filled out the survey questionnaire while only 8 EFL teachers were selected for qualitative methods. Regarding specific nature of the respondents, EFL teachers who attended their PGDT program through both regular and summer modalities were sampled. While regular modality trained EFL teachers are those who attended PGDT program before assuming teaching post, the summer modality are those EFL teachers who were employed in applied background and later attended their PGDT trainings during summer. The other EFL teachers are those who upgraded from diploma to degree level through in-service training during summer and finally certified in PGDT, in English. Though they had PGDT program trainings, the third group of EFL teachers were not included in the study because their diversified backgrounds such as experience, had diploma level trainings, teacher education system they followed, etc.

1.7 Limitations of the Study

This study has some limitations. Studying entire PGDT program as a teacher training program/system was very broad, and out of the scope of this study. Had the process of recruitment of the trainees and implementation of the program been addressed, the findings of this study would have been more comprehensive, and might have reflected the other side of the findings.

Another limitation of the study is that it did not incorporate all EFL teachers from all levels, such as lower grades, elementary, and those who teach at college level as per some of the scenarios in the questionnaire ask.

It was impossible to actually observe whether EFL teachers who claimed to have higher teaching efficacy in delivering quality language instruction or not. Consequently, it is left as my and other EFL instructors' topic of further research as an aspect of CPD and post doc.

The issue under investigation could be more appropriate for case study taking few EFL teachers rather than interviewing only in the qualitative method. Following up of their self assessments of themselves with case study might have helped to crosscheck their self-reported level of efficacy with their actual teachings or handlings of the components of ELTEI.

Time constraint: Time constraint, which was due to different reasons, has a major limiting effect on the quality of the expected research outcome. Among others, the unrest which broke out in most of the country, from November, 2017 to till the completion of the thesis had also greatly affected the researcher's movement during data collection. Hence, the initial plan to cover western Ethiopia was abandoned. Zones such as Kelem Wollega of Oromia Regional State and Asosa of Benishanguel-Gumuz Regional state were left out.

Due to absence of relevant empirical research employing ELT context-specific instruments, ELTEI and ELTAS, both locally and internationally also have some limiting effect on the outcome of the study. Other than designing and validating instruments for both ELT context-specific efficacy instrument and EFL teachers' attribution scale, the investigator could not find a comprehensive study on EFL teachers' teaching efficacy and attributions to their teachings employing the instruments locally as well as elsewhere. Moreover, for the teachers' perceived

effectiveness of CPD, too, the researcher could not find validated and readymade data collection tools. Hence, new instruments for the purpose were developed. These instruments are not error free and flawless.

In sum, even though the factors mentioned under both levels could be the major limiting factors, unreserved efforts were made to minimize their effects and to come up with the required findings.

1.8 Organization of the Thesis

This thesis consists of six chapters. An overall introduction, background, statement of the problem, objectives and research questions of the study are discussed in chapter one. Significance, scope and organization of the study are also provided in this chapter. The Second Chapter reviews relevant literature and provides a theoretical rationale for the study and conceptual framework on which the present study draws on. The Third Chapter is on design and methodology where participants of the study, instruments of data collection, procedures of data collection and analyses employed in this study are discussed. The Fourth Chapter discusses the pilot study conducted and the major insights gained from the study which helped the researcher to make improvements to the instruments and procedures used in the main study. The Fifth Chapter contains the main study data analyses, findings and discussions. The last chapter of the thesis provides the summary, conclusions, recommendations and implications for further studies.

Summary

This unit presented the background for the study, statement of the problem, research questions and objectives of the study. Similarly, significance and scope of the study are explained followed by discussions of anticipated problems of the study and organization of the thesis. In the background section, it has been discussed that teacher education is grounded in the 19th and 20th centuries revolutions of the spread of mass education and ‘the age of communication.’ Similarly, the world’s rapid turn into ‘global village’ increased the pressure to communicate and hence, language teaching, especially of great world languages which are seen as international channels of communication, becomes ever more important. Ethiopia was also not exceptional. At the eve of Ethiopia modern education, European languages were given much attention in the then

schools, importing foreign curricula along native teachers. Then came was the issue of training Ethiopian teachers to teach EFL in 1955. From the very beginning of EFL teachers' education, efforts have been made by the Ministry to improve teachers' education programs in general, particularly, after the introduction of the 1994 ETP. Though teacher education program reforms like TESO, ELIP, HDP, SIP, and CPD for both in-service and pre trainings teachers have been made since then, much have not improved as expected. And currently, a new teacher education system called PGDT Program is being implemented. It was also reviewed that inquiry into teachers' sense of efficacy is extremely scarce in local context in general and EFL teachers' teaching efficacy in particular. Hence, with the launching of new teacher education program, PGDT, in the last six years, the researcher found it timely to conduct a research in the area of EFL teachers' teaching efficacy, attribution to their teaching and their perceived effectiveness of CPD: focusing on the program's products.

The next unit first focused on the concept EFL teacher education in general and looks at the trends in EFL/ESL teacher education as a profession followed by review Ethiopian Teacher education system from its very inception to the present thereby providing a contextual underpinning to the research.

Chapter Two: Review of Literature and Theoretical Framework

In this unit, the existing research literature most relevant to the purpose of this study was summarized. The unit is organized in three sections. In the first section, review of literature on about history of EFL teacher education, trends and issues and conception of language teaching and models of language teacher education are reviewed. It then looks at a brief overview of teacher education in Ethiopia and the different reforms taken by MoE since the introduction of ETP in 1994.

Section two, provides an overview of the theoretical framework and the major variables the study is about to explore of EFL teachers. The section presents assumptions of SCT and the conceptions of self efficacy and teaching efficacy. The issue of context and measurement of teacher efficacy are also highlighted. Review of studies on self efficacy in EFL settings to establish context for the present study have been presented. Historical overview of attribution theory and its application in education in general and EFL in particular are dealt with followed the discussion of teaching efficacy. As an integrated part of the literature review, studies on the relationship between self efficacy and attribution theories are also presented. In the same vein, review of CPD policy in Ethiopia's teacher education system and are highlighted. The link between teacher efficacy and CPD from various studies is summarized. The aim of the section is to provide an understanding of the key themes variables the study seeks to investigate. Finally, conceptual framework of the study is presented.

2.1 Review of Related Literature

2.1.1 EFL Teacher Education

2.1.1.1 History of EFL/ESL Teacher Education

Language teacher education programs are likely to be housed in departments of applied linguistics, education, or languages and literature: These three disciplines provide the knowledge base and opportunities for developing skills and dispositions for both prospective and experienced teachers. Until recently, applied linguistics (psycholinguistics, sociolinguistics, discourse analysis, language description, and language teaching and testing methodology)

formed the core of language teacher education, not unexpected, since language teaching has historically been the primary focus of applied linguistics (Bardovi-Harlig and Hartford 1997, Crandall 1995; 1996). However, during the last decade, general educational theory and practice have exerted much more powerful influence on the direction of the education of both pre-service and in-service language teacher education, resulting in a greater focus on: 1) practical experiences such as observations, practice teaching, and opportunities for curriculum and materials development (Crandall 1994, Johnson 1996b, Pennington 1990, Richards 1990, Richards and Crookes 1988); 2) classroom-centered or teacher research (Allwright and Bailey 1991, Chaudron 1988, Edge and Richards 1993, Nunan 1989, van Lier 1988); and 3) teacher beliefs and teacher cognition in language teacher education (Freeman 1996; 1998, Freeman and Johnson 1998a, Richards and Nunan 1990). In fact, the last decade can be viewed as a search for a theory of language teaching and, by extension, of language teacher education at both the micro and macro levels (Freeman and Johnson 1998b, Johnson 1996a, Larsen-Freeman 1990, Richards 1990).

2.1.1.2 Trends and Issues in EFL/ESL Teacher Education

Language teacher education is a microcosm of teacher education, and many of the trends in current language teacher education derive from theory and practice in general teacher education. These trends include at least four major shifts.

First, there is a shift from transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning. Traditional, transmission-oriented teaching involves top-down approaches which present best practices for teachers to understand and imitate in their teaching (Richards 1990, Widdowson 1997). Traditional teacher education views teachers as passive recipients of transmitted knowledge rather than active participants in the construction of meaning (in learning by reconstruction). Nor does it take into account the thinking or decision-making of teachers. A shift to a constructivist perspective of teaching and teacher learning makes teachers a primary source of knowledge about teaching, reflected in an increasing focus on teacher cognition (Johnson 1999, Kleinfeld 1992, Richards and Lockhart 1994), the role of reflection in teacher development (Bartlett 1990, Freeman and Richards 1993,

Schon 1983; 1987), and the importance of teacher inquiry and research throughout teacher education and development programs (Crandall 1994, Freeman 1998, Wright 1992).

Second, there is a growing sense that language teacher education programs have failed to prepare teachers for the realities of the classroom. As a result, efforts are being made to transform teaching through a focus on situated teacher cognition and practice (Bruner 1986, Lave 1988) and the development of concrete, relevant linkages between theory and practice throughout the teacher education program. The host of differences in learners, programs, curricula, materials, policies, and the socio-cultural environment that teachers are likely to encounter in their careers calls into question any set of “best practices” appropriate for all contexts or any attempts to transfer the knowledge and practice from teacher education programs directly to teaching (Casanave and Schecter 1997, Freeman 1989, Holliday 1994). Decontextualized theory fails to consider the multidimensionality and unpredictability of the classroom environment (Bailey and Nunan 1996, Doyle 1986, Johnson 1996b). Partnerships between programs of language teacher education and language teaching programs or schools provide opportunities for contextualizing and integrating pre-service and in-service teacher education, encouraging prospective and experienced teachers, administrators, and researchers to learn together as they also provide enhanced programs for language learners (Crandall 1994, Darling-Hammond 1994, Holmes Group 1986).

Third, there is a growing recognition that teachers’ prior learning experiences (what Lortie [1975] refers to as “the apprenticeship of observation”) play a powerful role in shaping their views of effective teaching and learning and their teaching practices. These preconceptions are remarkably resistant to change unless awareness of that prior learning is developed in the teacher education program and opportunities for practical experiences and conscious reflection upon those experiences are provided throughout the program (Freeman 1991; 1996, Freeman and Richards 1996, Johnson 1994, Kennedy 1987, Richards and Lockhart 1994). Similarly, one can expect that the way teacher educators were taught will be replicated in their teacher education programs unless conscious reflection upon teacher-education practice also takes place. Self-observation and reflection on practice can help teachers move from a philosophy of teaching and learning developed during their 16 or so years as a learner to a philosophy of teaching consistent with their emerging understandings of the language learning and teaching processes (what

Freeman has referred to as Inter Teaching, analogous to a language learners' development of interlanguage).

Fourth, there is a growing concern that teaching be viewed as a profession (similar to medicine or law) with respect for the role of teachers in developing theory and directing their own professional development through collaborative observation, teacher research and inquiry, and sustained in-service programs, rather than the typical short-term workshop or training program (Crandall 1993; 1994; 1996, Darling Hammond 1994, The Holmes Group 1986). Candlin and Widdowson, in their introduction to each volume of their series, *Language teaching: A scheme for teacher education*, sum up this trend in the following way: "If language teaching is to be a genuinely professional enterprise, it requires continual experimentation and evaluation on the part of practitioners whereby, in seeking to be more effective in their pedagogy, they provide at the same time—and as a corollary—for their own continuing education." Freeman (in Freeman and Richards 1996) argues that one function of in-service training for teachers is to enable them to be "bilingual," that is, to rename what they have been previously doing in light of what they are learning in their training, and by so doing, to function bilingually, adding professional language to the local language they use in their schools.

2.1.1.3 Conceptions of Language Teaching

Teaching as a profession is controversial among scholars compared to other specialized fields of work. The concept of profession has different meanings depending on its usage. It may be used by a layman as a synonym for job, work and occupation, or to describe anyone who is neatly dressed and is concerned with a black coated and white-collar occupation. According to Kpangban (1997), "*A profession is any occupation which demands of its practitioner a prolonged and specialized intellectual and exclusive knowledge and training for the acquisition of special skill and attitude necessary for their particular type of service in the community as well as recognized association for the welfare of both its members and public service*" (p. 12). Reviewing literatures on the conceptualizations of profession and professionals one can notice that professions have evolved so as to protect the public by ensuring that anyone undertaking these crucial jobs is certified as knowledgeable and trustworthy, to prevent no untrained individual performs the role in the way that this could do great harm.

In the same vein, whether or not teaching can be considered as a profession, Wallace (1991: 5) states that *“It is normal for teaching to be considered as a ‘profession’ and for teachers to consider themselves as ‘professional’ people.”* According to him, because the title ‘profession’ rests on at least some of the following qualities as a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standard of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Back to language teacher education, there are some conceptions which have to be clear to all. Traditional language teacher education has involved a delicate balancing act between education and training. The former addresses the development of language knowledge and language teaching and learning. The latter emphasizes the development of skills to apply this knowledge in the practice of language teaching, with a limited opportunity to observe and practice that theory in actual classrooms or simulated contexts such as microteaching (Crandall 1998). Those involved in preparing prospective language teachers refer to themselves as either teacher trainers or teacher educators. Widdowson (1997) describes teacher training as solution-oriented, with the *“...implication that teachers are to be given specific instruction in practical techniques to cope with predictable events..”* while teacher education is problem-oriented, with the implication of *“...a broader intellectual awareness of theoretical principles underlying particular practices”* (1997:121). In both orientations, the prospective or experienced teacher is viewed as a passive recipient of transmitted knowledge; omitted is any understanding of the role that language teachers play in their own development, which teacher research has begun to demonstrate as being of considerable importance (Edge and Richards 1993, Woodward 1991). Teacher development is a life-long process of growth which may involve collaborative and/or autonomous learning, but the important distinction is that teachers are engaged in the process and they actively reflect on their practices. According to Wallace (1991), *“The distinction is that training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself”* (p.3).

Teacher education processes derive their rationales from assumptions about the nature of teacher development how it takes place. This field has been called teacher learning (Freeman & Richards 1996). A number of conceptualizations teacher learning can be found underlying recent and less

recent teacher education processes. Richards & Farrell (2005) explain these conceptualizations as follow.

Teacher learning as skill learning: this view sees teacher learning as the development of a range of different skills or competencies, mastery of which underlies successful teaching. According to this view teaching can be broken down into discrete skills that can be mastered one at a time. Hence, teacher training involves presenting and modeling the skills and providing opportunities for teachers to master them.

Teacher learning as cognitive process: This approach views teaching as a complex cognitive process focusing on the nature of teacher beliefs and thinking and how these influence their teaching and learning. Such teacher education; hence, encourages teachers to explore their own beliefs and thinking processes and to examine how these influence their classroom practice. Self-monitoring, journal writing, and analysis of critical incidents are some approaches used in the process.

Teacher learning as personal construction: According to Richards & Farrell (2005), this educational philosophy is based on the belief that knowledge is actively constructed by learners and not passively received. Learning is seen as involving reorganization and reconstruction and it is through these processes that knowledge is internalized. In teacher education, this has led to an emphasis on teachers' an individual and personal contributions to learning and to understanding of their classrooms, and it uses activities that focus on the development of self awareness and personal interpretation through such activities as journal writing and self monitoring.

Teacher learning as reflective practice: this view of learning is based on the assumption that teachers learn from experience through focused reflection on the nature and meaning of teaching experiences. In teacher education, this has led to the notion of reflective teaching, that is, teaching accompanied by collecting information on one's teaching as the basis for critical reflection through such procedures as self monitoring, observations and case studies. Richards & Farrell (2005) underscore that the above conceptualizations sometimes overlap and may be understood differently by different theoreticians. Though teachers can usefully learn from

procedures drawn from different educational philosophies, this study is framed in line of teacher learning as a cognitive process, as personal construction, and as reflection on action.

2.1.1.4 Models of Language Teacher Education

Although teacher education programs have been in existence for a long time, English as a Second Language (ESL) teacher education is a relatively recent development (Wallace, 1991). He explains that professional expertise in language teacher education can be reached through three models: the crafts model, the Applied Science model, and the Reflective model. Subsequently, these three concepts attained worldwide critical acclamation as teaching models.

The Craft Model is the oldest form of professional education and is still used today in ESL teacher education, albeit rather limitedly. It bases itself on behaviorist psychology which views the “description of mental events as merely speculative, and observable behavior as the only reliable basis for theory *building*” (Roth 1990: 41). Its conceptual basis, however, is widely utilized in practicum courses in which students work with classroom teachers, often called cooperating teachers. Its use in one course in a program of ESL teacher education cannot be regarded as a model for an entire program.

The Applied Science Model is the traditional and perhaps still the most prevalent model underlying most ESL teacher education programs. The model derives its authority from the achievements of empirical science, particularly in the 19th and the 20th centuries. The Applied Science Model emerges on the assumptions that teaching is a science and as such can be examined rationally and objectively. Another assumption is that teachers learn to be teachers by being taught research-based theories and these theories are being conveyed to the students only by those who are considered to be the experts in the particular field. Moreover, teachers are said to be educated when they become proficient enough to apply these theories in practice. According to this model, learning to teach has been viewed as something that could be transmitted from the expert to the novice by turning mass of knowledge or skills into smaller bits in order to make training and learning outcomes manageable.

The Reflective Practice has become a dominant paradigm in language teacher education research and programs worldwide. But it is not an innovation in teaching. It has its roots in the

work of a number of educational theorists and practitioners. Most definitions on reflective thinking found in the literature of teacher education are based on Dewey's inquiry oriented concepts. In the 1980s, Dewey's foundational aspects on reflection were further extended by the American sociologist Donald A. Schon. Later on, in 1991 Wallace described Schon's critique in a more explicit way.

These three models broadly correspond to the three views of teaching identified by Freeman (1991; 1996): **Teaching as doing** (a behavioral model emphasizing what teachers do and encouraging a skills or craft model of teacher education); **Teaching as thinking and doing** (a cognitive model emphasizing what teachers know and how they do it, encouraging both theory and skills development and craft and applied science models of teacher education); and **Teaching as knowing what to do** (an interpretivist view emphasizing why teachers do what they do in different contexts, encouraging the addition of reflection and the development of frameworks of interpretation to theory and skill development in teacher education).

The Reflective Model is based on the assumption that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and considered to reach an evaluation and to provide input into future planning and action. For Wallace a teacher education course should include two kinds of knowledge for it to be professionally structured (Wallace 1991):

1. Received knowledge: It is related to all the theories, concepts and skills that are studied during the student-teacher's ELT methodology lessons.
2. Experiential knowledge: It is that knowledge which is developed by the trainees throughout their teaching practice.

Wallace's three models of language teacher education are likely to be needed in all teacher development, but in different degrees, depending upon teacher experience and understanding. However, neither traditional education nor training are sufficient; also needed are opportunities for teachers to reflect upon their beliefs and practices and to construct and reconstruct their personal theories of language teaching and learning (Bailey 1992, Flowerdew, *et al.* 1992, Freeman and Richards 1996, Sachs, *et al.* 1996). "Teaching depends upon the application of

appropriate theory, the development of careful instructional designs and strategies, and the study of what actually happens in the classroom” (Richards 1990:vii).

Cognizant of the role of teachers play in school, several measures have been taken by the government of Ethiopia to improve the quality of teacher education and thereby the teacher. More than ever before, following the constructivist view of learning and personal development, interest in reflective model of teacher education is increasing from time to time. Self study and autonomous learning in teacher education programs instead of following models and imitating practices are becoming effective ways of developing teachers’ competencies, skills and attitudes. These trends have made it imperative for researchers and teacher educators to make a shift from the behaviorist model of teacher education to constructivist and humanistic model of teacher education. These very rationales coupled with a number of teacher quality problems observed in Ethiopian secondary schools were the inspiration for the Ministry of Education behind the launching of the PGDT programs.

2.1.2 A Brief Overview of Teacher Education in Ethiopia

In the background section, it has been discussed that the teaching of English in the middle secondary schools were dominated by foreign teachers and imported learning materials. It has also been touched upon that the need to train local teachers to fill the gap in the community schools, was also immense. In this section, a brief overview of teacher education is presented.

The history of the training of English teachers is not as long as the history of English teaching and the English curriculum in Ethiopia. However, there are conflicting views regarding when exactly the training of English language teachers began. According to Nigussie (2008) and Wagaw (1979) as cited in Hailom (1993), the training of Ethiopian teachers began in 1944 in one classroom in Minilik II School (p. 3) which was after more than three decades of the introduction of the language into the land. On the other hand, the need for having teachers who are particularly trained to teach English was mentioned only in the recommendations made at the 1962 conference (Tamene, 1999). The result of the recommendation had not been mentioned until 1965/6 during which teacher training curriculum in English was issued. Even in the 1965/6 English curriculum, no particular training for teaching English was recommended. Adaptation of

the New Oxford English course for Ethiopia that was in use in grades 11 and 12 at the time was serving as the academic content of the curriculum in the teachers training institutes as Bender et al. (1976) report it. Of course, the time which the training of Ethiopian teachers began, the teaching of English both at elementary and high schools of the country was entirely occupied by foreign teachers (Stoddart, 1986) as cited in Heugh et al. (2007). Whether or not the training of Ethiopian English language teachers had begun with training of Ethiopian teachers in 1944 needs further research. But, seven years before the conference was held, Addis Ababa University had been entrusted with the training of Ethiopian teachers for teaching English in 1955 (Hailom, 1993). So far, the training of Ethiopian teachers for teaching English, as the earliest source (Bender et al. 1976) indicates, was recommended only after 1960s, might be a formal declaration English language teachers training and designing of curriculum if it had began earlier to.

Sources also indicate that Ministry of Education and Fine Arts started the training of Ethiopian teachers with the support of British Council who provided personnel. According to Hailom (1993) much emphasis was given to professional subjects in the training. High caliber candidates who were motivated to work as teachers were selected for the training. However, later, with the opening of many teacher training institutes, the duration, the content and delivery of the training syllabus had great variations from schools to schools. He further explains that:

The first teacher training college of Addis Ababa moved to Harar in 1952-53. Thus, the Harar Teacher Training Institute resumed its function as a four-year-program. It recruited trainees who completed grade eight and successfully passed the National grade eight Examinations. The training curriculum focused on the continuation of education and the acquisition of professional skills and teaching practice. In order to meet the need for teachers, several community teacher training programs were opened in the senior secondary schools which were later upgraded to become a regular teacher training institutes and the training became a two-year-program (p. 3).

Furthermore, with the expansion of teacher training institutes of higher learning, like Addis Ababa University (AAU) as of 1955, Bahir Dar College of Behavioral Sciences (BCBS) as of 1973, and Kotebe College of Teacher Education (KCTE) as of 1969, were entrusted with the training of English language teachers (Hailom, 1993 & Awol, 1999).

With the start of teacher education at the Faculty of Education of Bahir Dar University (1973), degree programs were initiated to train teachers for senior high schools in 1997 following the phasing out of all the diploma programs. As to the duration of the curriculum of teacher

education, there were also discrepancies among training institutions. For instance, the teacher training there [Bahir Dar] first began as a three-year degree program to train teachers to teach different subjects at the high school level but after the graduation of two cohorts it was raised to four years (Nigussie, 2008).

Another difference between the teacher training institutions was the qualification of the teachers. The graduates from Bahir Dar University had composite majors and no minor; they majored in both pedagogy and in a subject area. Whereas in other institutions, the trainees studied one major and another minor in subject areas integrated with pedagogical courses. It used to be the case in the long past where teacher candidates in many departments learn some education courses and a practical course of teaching practice. Examples of such departments were History, Geography, English, Amharic, Biology, Physics, Chemistry, and Mathematics.

To bring about solutions to the most serious problems that characterized the education system for many years, Education and Training Policy (ETP) was formulated in 1994. In the policy document, among other indicators of low quality of education indicated was insufficient training of teachers (P. 2). Hence, the policy states general and specific objectives of education, an overall strategy and areas of special attention and prioritized action. One of the priority areas focuses on teacher training and overall professional development of teachers and other personnel (p. 33).

The 1994 ETP gave special attention to teacher training and professional development to remedy the crises of education in Ethiopia. To this effect, the MoE carried out an extensive study entitled “*A Critical Review of the Quality and Effectiveness of the Teacher Education System in Ethiopia*” in 2001. The report concluded that the system’s ability to provide education in accordance with the goals of the ETP was weakened by several factors. The study report (MoE, 2002) showed that Ethiopian teacher education had multifaceted problems. The principal one was teachers’ qualification and pedagogical skills required to perform, which in turn were constrained by difficult working environment (like large and heterogeneous classes, minimal teaching resources, poor physical infrastructure), weak pre-service preparation and lack of continuing in-service professional development, and an overly academic, often irrelevant and ill-understood curriculum among others (MoE 2006). Besides, studies had also shown that

methodology courses in the Ethiopian teacher training institutes did not play a significant role in the school curriculum, as they were more academic than practical to help trainees develop professional skills (Hailemichael, 1993 and Abiyi, 2005). This could be one of the causes for the weakness in pre-service preparation of teachers. The training of English language teachers is also not exceptional. Some local studies (Hailom, 1993; MoE, 2009) have implied that the way English teachers have been trained is indicated as one possible cause among the several reasons for the decline of proficiency of the English language among our students as well as teachers.

It was with the realization of the long existing problems in schools and teacher education programs that national level efforts started by the Ministry. These efforts and strong desire to reform the system led to a complete teacher education system overhaul, hence, the emergence of Teacher Education System Overhaul (TESO) in 2002 which later developed into the ‘Teacher Development Program’ (TDP) in 2003. The purpose of TDP and its priority areas are fully explained as:

The purpose of TDP is to improve the knowledge, skills, qualifications and attitudes of primary and secondary teachers, with a view to ensuring (a) the proportion of lower primary teachers fully qualified (b) proportion of upper primary teachers fully qualified; (c) share of secondary teachers fully qualified, and (d) improvement in performance of teachers to promote active learning methodology. The program is organized and implemented under six priority areas (Higher Diploma Program (HDP), Pre-service Education, In-service upgrading and continuous professional development (CPD) program, Leadership and Management Program (LAMP) and English Language Improvement Program (ELIP) (MoE 2006: 15).

The Ministry’s launching of English Language Improvement Program (ELIP) and Higher Diploma Program (HDP) aimed to improve elementary as well as high school teachers’ English in the whole country and teacher educators to upgrade their pedagogical skills respectively. Hence, driving from the ETP (1994), development of educational and subject matter competence among pre-service and in-service teachers was emphasized for staff development. From all the policy documents and reports aforementioned above, it is possible to note that teacher education system, though not the sole factor, had problems that led to poor teacher qualifications and poor subject matter competence. This would require a teacher education system that develops higher-order thinking skills in graduates (MoE, 2003). To this effect, it is worthwhile to briefly look at the efforts being made by the MoE to overcome the acute problem of quality of education in general and deterioration the teaching and learning of English in Ethiopia in particular. So, for

the question, ‘How could the problem be tackled?’ the following section reports government’s endeavors made in the past decade, to improve teachers’ overall competence in general and English language proficiency in particular.

2.1.2.1 Teacher Education System Overhaul (TESO) Strategies

The 1994 Education and Training Policy document sets up implementation strategies, among which one is a change in the structure and content of teacher education curriculum. Other major strategy areas were teacher educators, pre-service selection criteria, pre-service teacher education, CPD, and special upgrading programs (MOE 2003). In line with this, the TESO program had brought about changes in time and content of the teacher education curricula. For the degree programs the time has been reduced from four to three years. Emphasis was given to professional courses, unlike the previous curriculum, which emphasized subject areas. Dawit (2008), explains how TESO has reversed practices of the teacher education programs that existed before as: *“prior to TESO, professional preparation of teachers was perceived by many in higher education as an appendix to the overall teacher preparation process, which mainly involved the development of content knowledge in students”* (p. 299). In table 1 below, presents summaries of the comparison of credit allotment of the Pre-TESO and the TESO curriculum (Nigussie, 2008: 3).

Table 1: Comparison of Credit Allotment of the Pre-TESO and the TESO Curriculum

S/ No.	Courses	Pre-TESO	TESO curriculum	Newly added courses in the TESO Curriculum.
1	Major area courses,	52-56 cr. hrs	30-32 cr. hrs	New courses such as action research, civic and ethics, English communication skills and ICT are included in the TESO Curriculum
2	Minor courses	24-27 cr. hrs	18 cr. hrs	
3	Common courses	30-34 cr. hrs	12-13 cr. hrs	
4	Professional courses	30-32 cr. hrs	24/35 cr. hrs	
5	Teaching practice or practicum	2-3 cr. hrs	25 cr. hrs	
6	Total Credit hours	135/6	109/123	

The credit allotment of teacher training programs particularly, of College of Education of Addis Ababa University, before TESO curriculum was launched was almost similar to the above table. Trainees of would-be senior secondary teachers were expected to go through a curriculum of

total credit hours of 135/6. It is possible to note that from the comparison of the pre- TESO one and the TESO curricula the reduction of credit hours from major area courses was immense. At the expense of major area courses, the credits of professional courses and practicum were significantly improved. Nigussie (2008) explains the issue as:

The TESO curriculum is said to have allocated more time for professional courses, i.e.70 credit hours (65%) of the 108 total credit hours. The argument is that a balance should be maintained between the two, for teachers must be knowledgeable and able in both what they are teaching and how they are teaching (P. 7).

It seems that pedagogical and professional courses had an ample coverage in the curriculum but with what level of competence of the subject matter should be the concern of all. The reduction weights from major areas had reduced the year of training from four to three. This is why the content competencies of TESO graduates were found to be less than adequate (MoE, 2003). The imbalance of credit hours allotted to subject area courses and professional courses might have caused this.

Studies had also shown the contributions TESO program has made to the secondary schools teacher training program in Ethiopia, College of Education and Behavioral Sciences (CEBS), 2008; Nigussie, 2008; Dawit, 2008; Mulugeta 2009). For instance, it has given Ethiopian teacher education in general a solid framework as the system had been characterized by lacking clear policy guidelines (Adane & Dawit, 2002 cited in Mulgeta, 2009: 15-16). It was also the first ever teacher education curriculum in Ethiopia that contained foundation courses, pedagogical courses, subject area teaching courses, practicum, and action research as an integrated package with content area or discipline based courses (CEBS, 2013: 7). This was its unique peculiarity from its predecessor. Moreover, *“It has also planted very well the culture of school and teacher education partnerships and the relevance of active learning and continuous assessment”* (MoE, 2009: 4).

Though TESO was meant to address some of the main problems like deficiency in teachers’ professional competence, and the quality of courses and methods of teaching which are theoretical and teacher-centered (MoE, 2003: 43), it was not without problems. There were many debatable issues on the duration of the training and contents of the program right from the beginning of the program (Mulugeta, 2009: 17). For instance, it was expressed that there was a

mismatch between planned duration of the training major planned reforms of TESO. The following quotation by Dawit is a case in point. *“If TESO’s goal is the preparation of quality teachers and if behind this goal the program intends to provide student teachers with adequate field experience, professional and subject matter knowledge, then three years might be too short to accomplish these objectives”* (Dawit, 2008: 289).

At the same time, it was contended that there was an imbalance between its subject matter area and pedagogical courses. Major area courses which had constituted over 50% of the Pre-TESO program covered only 30% of the TESO while with pedagogical courses made occupy more than 65% of the new teacher education program, as indicated earlier. Moreover, impracticalities of practicum component of the program was immense during its implementation. As a teacher, I’m also evident of the process, the implementation was hampered by factors such as: reduced duration of training, lack of assessment of how practical courses fit into the local schools, financial and logistical constraints, and lack of proper provision of feedback and reflection. However, while debates were going on with the issues raised above, the policy was under strict full scale implementation in Ethiopia in all teacher education or training Universities and colleges starting from November 2002 until nearly mid 2009.

After implementing the TESO curricula for almost eight years, it was stated in the Ministry’s document meant to introduce the PGDT program that the problems that initiated the TESO program would address were not improved (MoE, 2009: 3). This time around, inadequacy in teachers’ subject matter competence is more emphasized. The Ministry made clear that *“lack of a clear plainspoken philosophical orientation that transpired in the program document, curriculum organization and delivery, and evaluation”* were major problems of the program (MoE, 2009:4). Different studies had also revealed that there seemed to be a gap between what was stated in the document and what was practiced (CEBS, 2008; Nigussie, 2008; Dawit, 2008; and Mulugeta; 2009). Hence, a new teacher education system had to be introduced which will respond to the above issues and to improve teachers’ competence, in general and English language teachers’ competence in particular and in turn improve education quality.

2.1.2.2 Overview of the PGDT Program

Owing to the dissatisfaction in the content competencies of TESO graduates and the TESO curricula in general, the MoE launched a new direction in teacher education called Post Graduate Diploma in Teaching (PGDT) Program that was put in place in 2010 in ten selected universities. It is a system in which candidates after completing a three-year BA/BSC Program in any subject area such as English and apply for one more year training in teaching or the Post Graduate Diploma in Teaching (PGDT) program.

According to the document prepared to introduce the program's curriculum framework, the Ministry has revealed what initiated the new program as: *“Cognizant of the TESO's major problems and considering related changes in the structure of higher education, it was believed that reforming the structure and content of secondary teacher education program is in order”* (MoE 2009: 4). To this end, a national task force was set up under the auspices of the Ministry of Education to investigate the problems which characterize Ethiopian Education system and come up with a report. Following the investigation of the local situations and surveying of the international experiences, the task force recommended that *“...diversity in the route to teaching profession should characterize Ethiopian secondary teacher education”* (p. 4) to satisfy the needs of the country. The task force presented that secondary school pre-service teacher education is delivered mainly in a postgraduate certificate form in many countries while they still have vibrant integrated, distance, and on job programs (MoE, 2009). This program is also known by different names as the “Sequential Model”, the “add-on” program or the “Linear” Program (CEBS, 2013).

The Ministry's response to increase the years of training from three to four was welcomed by ample teacher educators in teacher education colleges and universities. Literature on teacher education also indicates that secondary school teacher education is usually a four year or five year program (Cochran-Smith, 2001; Gimmestad & Hall, 1995; Feiman-Nemser, 1990). In most countries where degree programs are offered for three years, graduates who want to be teachers have to attend teacher training for one or more additional years (Darling-Hammond, 2000a). In this regard, PGDT program made clear that one more year after completing subject area courses is mandatory to be a qualified teacher.

Similar to its predecessor, however, the proposal for PGDT Program and its implementation is not without controversy. Offering pedagogical courses for teacher trainees after the completion of their studies of other non-teaching fields or subject matter sciences is not an informed decision in Ethiopian education system for some teacher training higher institutions. Among those who opposed during its proposal was College of Education of Addis Ababa University. Hence, the college presented its arguments in an article published entitled, “*Teacher Education System in Ethiopia: A Need for an Informed Decision*” (2008). In this article, arguments in favor of the integrated modality of teacher development program like that of TESO or its predecessor are presented. Part of their arguments reads as below:

It is important to underscore that the pedagogical component is not merely an optional add-on which comes at the end of the program but a fundamental component of teacher education and professional development all along the program, if, instead, handling the subject matter knowledge with methodology if deferred to later years, students will have a hard time in recalling and integrating course materials that they went through years ago (in the formative years) with the new session in methodology.... Indeed, the enhancement of the professionalism in pre-service program through a kind of immersion in which the would-be teachers get the opportunity to continuously associate with staff that have considerable expertise in pedagogy and dedication for the profession is a key component of a successful teacher education program (College of Education 2008:7).

In the PGDT program proposal, what was not welcomed is the separation of subject matter courses from the methodology or professional courses. Process wise, the college further explained how the integrated model would be preferable to the add-on model as: “...*the usefulness of providing ample opportunity for the would-be teachers to appreciate and examine the challenges of the profession and develop insights, skills and attitudes for managing the challenges as early as possible need to be understood.*” (p.7). It was within this arguments that MoE continued with PGDT program and laid implementation framework, developed objectives of it, criteria for candidates’ selection, etc. The Ministry (2009: 6) has listed objectives of the new program intended to be achieved by the Ethiopian Secondary School Teacher Education as:

...equip trainees with knowledge, skills and dispositions required to become effective secondary school teachers; enable trainees to become reflective practitioners who are able to analyze, evaluate and act to improve their own practices and develop further professional knowledge and skills; develop understanding of the nature of teacher professionalism, the responsibilities of teachers and the professional values and ethical practice expected of them; create awareness that a central characteristics of teaching as a career is engagement in a lifelong process of professional learning and development;

Develop trainees capacity to engage in research to inform and develop their practice; institutionalize equity in teaching force through equitable recruiting procedures and reach unprivileged areas in the provision of quality secondary education; and provide teacher trainees with the theoretical and practical experience they need to achieve the standards and competencies set by MoE.

In the framework, the Ministry states that the program of secondary school teacher education is unique in many respects. Change in Ethiopian school necessitates graduates that challenge the status quo through reflection and changing the existing culture could be possible by involving the teachers in self-study and practice (MoE 2009:5). The document claims it must be more about introducing new practices in collaboration with teachers rather than about modeling and imitation.

The new subject area curriculum has included five main components for training in English language and literature qualification. These include: English Language Skills courses, Literature courses, Linguistics, Grammar (structure) courses, and Supportive courses. Table 2 below presents the course compositions the new subject area curriculum of English Language qualification along with their credit hours.

Table 2. Course compositions the new subject area curriculum of English Language Qualification

	Course composition	Components	Credit hours
1	Major courses	English Language Skills courses	47
		Literature courses	18
		Linguistics courses	12
		Grammar Course	3
2	Supportive courses		32
	Total		112

The course composition of the new subject area curriculum in the English Language qualification answered the complaints of the limited subject areas courses in the TESO program. It was severely criticized for de-emphasizing the subject area component that is only 30 credit hours (30%) were allotted to subject matter knowledge courses. But as it can be seen from table above, major courses accounted for 71.4% (i.e. 80 credit hours), of 112 total credit hours of the program whereas other supportive courses shared the remaining 28.57%, (i.e., 32 credit hours) in

the subject area or content curriculum. Of course, there are courses related to journalism and communication included in it to create employment opportunities for graduates.

Upon completing the English subject area courses, those who are interested in teaching profession can apply and will be recruited as per the criteria set for selection process through competition. Accordingly, professional courses which will lead to more substantial learning by student teachers were identified and divided into three terms where each term having three months duration. Therefore, the duration of this training will be ten months. Table 3 below presents course composition of PGDT program. These courses are proposed to be offered in the one year PGDT pre-service training. The themes of the courses were directly derived from the standards set by the Ministry of Education and from the objectives of the pre-service program. The Ministry also acknowledges that international experiences and the literature are referred to validate the courses (MoE, 2009: 12).

Table 3 PGDT Program Course Breakdown

Terms	Courses	Total cr. hrs	Contact hour / week
I	1. School & Society	3	4
	2. Psychological Foundations of Learning and Development	3	4
	3. Secondary School Curriculum & Instruction	4	5
	4. English for Secondary School Teaching and Learning	3	4
	5. Teaching in multicultural setting	2	3
II	1. Subject area method I	4	5
	2. Teachers as Reflective practitioners	3	4
	3. Assessment & Evaluation of Learning	3	4
	4. Inclusive Education	3	4
	5. Instructional technology	2	3
III	Practicum	4	One month
	Subject area method II	4	5
	Action research project	2	Practicum time
Total Credit Hours		42	

Hence, the PGDT Program has been implemented since 2010 (i.e. for five years now). It was first launched in summer modality to train teachers who were deployed to world of work (i.e.

teaching) already without taking professional courses. Starting from September 2013, candidates were recruited from graduates and put in a regular modality while those who were hired with applied background are still rejoining universities during summer for certification in PGDT program. The candidates are also admitted based on outstanding CGPA and interest among other criteria.

Summary

The literature review in this section of the chapter provides EFL teachers education in general and its developments in Ethiopia. It has been discussed also as conceptions of language teaching, traditional language teacher education addresses the development of language knowledge and language teaching and learning where as training emphasizes the development of skills to apply this knowledge in the practice of language teaching. Besides, Models of Language Teacher Education like the crafts model, the Applied Science model, and the Reflective model have been discussed.

It has also been discussed that the history of the training of EFL teachers is not as long as the history of English teaching. The New Oxford English course for Ethiopia was serving as the academic content of the curriculum in the teachers training institutes and the teaching of English both at elementary and high schools of the country were entirely occupied by foreign teachers. On the other hand, though the training of Ethiopian teachers began in 1944 in Minilik II School, few teacher training colleges started to train teachers post 1950s. Literature review of teacher education indicates that much emphasis was given to professional subjects in the training and high caliber candidates who were motivated to work as teachers were selected for the training by then. However, discrepancies like duration of the training, curricula of the trainings, qualification of the teachers, were evident among training institutions. Later, the 1994 Education and Training Policy (ETP) gave special attention to teacher training and professional development to remedy the crises of education in Ethiopia. As a remedy, various Teacher Development Programs (TDP) strategies (like TESO, ELIP, HDP, PGDT program) were introduced both for new teacher and in-service trainings. The next section will provide a theoretical framework used in order to conduct this study.

2.2 Theoretical Frameworks

In this section, I start by looking at the social cognitive theory. Because of space limitation, the discussion of this complex theory is restricted to outlining its principal tenets/assumptions as formulated by Bandura (1986). The other four subsections examine the concept of self efficacy and teaching efficacy along with its distinguishing features from other related concepts, followed by brief discussion of sources of self-efficacy and review of studies on self efficacy in EFL settings. Finally, the context and measurement of EFL teaching efficacy have been dealt with in depth.

2.2.1 Social Cognitive Theory

The theoretical groundwork of self-efficacy is located in social cognitive theory, developed in 1977 by Albert Bandura. Social cognitive theory (Bandura, 1977, 1986, 1997) explains human behavior in terms of a triadic reciprocal interaction of personal, behavioral, and environmental influences. In other words, people function as contributors to their own motivation, beliefs, and behavior within a network of reciprocally interacting factors. Bandura labeled this theory as “cognitive” to stress the important influence of cognition in people’s capability to encode information, self-regulate, and perform behaviors.

Bandura’s (1997) social cognitive theory differs from behaviorist theories conceiving human change as the product of environmental or external stimuli. Unlike the behaviorist perspectives, in social cognitive theory, human change cannot be reduced to the result of external stimuli, because human thoughts also influence behaviors through introspection. Similarly, Pajares (2002) also pointed out that Bandura’s social cognitive theory differs from the theories overemphasizing the influences of biological factors on human change and adaptation, because they fail to adequately consider social and contextual influences. Thus, social cognitive theory equally emphasizes human agency and environmental influences in conceptualizing human change and adaptation, rejecting a duality between human agency and social structure (Bandura, 1997). Since then, Bandura’s social cognitive theory in general and self efficacy in particular have been widely applied in educational research, especially diverse disciplines and contexts. It has been supported by growing body of findings from different fields of study (Pajares: 1996).

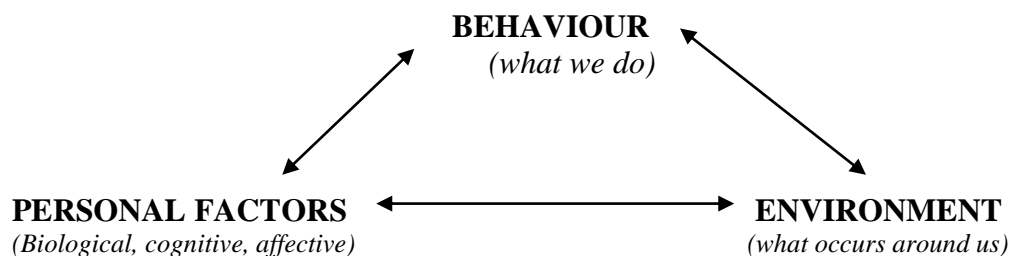
2.2.1.1 Assumptions of Social Cognitive Theory

The key assumptions of social cognitive theory, including reciprocal determinism, human agency and its capabilities, are explained in the following section.

Triadic Reciprocal Determinism: Social cognitive theory assumes that human behavior, the environment, and personal factors mutually interact and serve as determinants of each other. However, this principle of triadic reciprocal determinism (see Figure 1) does not imply that these factors affect each other simultaneously or equally. The strength of influence depends on activities, individuals, and circumstances (Bandura, 1986).

A bi-directional interaction occurs between behavior and personal factors in the sense that because people’s beliefs, expectations, and goals shape their behavior, the consequences of their behavior also influence their personal characteristics. The personal factors-environment interaction of reciprocal determinism is also a two-way interaction. Not only are people’s expectations, beliefs, and cognitive competencies developed and altered by their environment, but they also influence their environment. Finally, the mutual interaction between behavior and environment suggests that people are both producers and products of their environment (Bandura, 1986, 1997).

Figure 2.1: Theoretical Model of Triadic Reciprocal Determinism. Source: Adapted from Bandura, 1997



Human Agency: A principal piece of reciprocal determinism is the concept of human agency. Agency refers to “acts done intentionally” (Bandura, 1997: 3). Social cognitive theory assumes that people have power to influence and make changes in their actions. Bandura (1997) emphasized that efficacy beliefs are the most influential characteristics of human agency. He

suggested, “*unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy is, therefore, the foundation of agency*” (pp. 2-3).

Social cognitive theory assumes that people have a number of fundamental competencies that distinguish them as a human (Bandura, 1986, 1989):

1. People have *symbolizing* capabilities that enable them to provide their lives with form, meaning, and persistence. For Bandura, “symbols serve as the vehicle of thought” (Bandura, 1989, p. 9). Through symbols, such as mental images or words, they can develop new courses of action by testing possible solutions hypothetically. This capability can also allow for creation of internal models that guide future actions and communication with others.
2. People have *forethought* capability, that is, they are able to set goals and anticipate the likely consequences of actions. Through these expectations, people choose actions likely to produce desired outcomes rather than detrimental ones.
3. People can learn *vicariously* by observing other’s actions and the consequences of their actions. This capability allows people to develop new behavior while avoiding the trial and error process of actually performing it.
4. People are capable of *self-regulation* that allows them to have personal control over their own motivations and actions. They develop personal standards, evaluate their performance against these standards continuously, and thus motivate themselves to work harder and change behavior in their succeeding actions.
5. People are *self-reflective*, that is, they analyze and evaluate their experiences and their own thought processes. By engaging in self-evaluation, they change their behavior and thinking accordingly.

With five assumed competencies that distinguish people as humans and countless factors that potentially influence human functioning, human agency is central to the potential for self-directed changes in behavior. Within the socio-cognitive framework, the most vital regulatory mechanism for behavior is an individual’s judgments of their capabilities to “organize and execute courses of action required to produce given attainments” (Bandura, 1997, p. 3), or one’s self-efficacy beliefs.

2.2.1.2 The Concept of Self Efficacy and Teaching Efficacy

The concept of self-efficacy was pioneered by Albert Bandura who characterized self-efficacy as the extent to which individuals believe they can organize and execute actions necessary to bring about a desired outcome. Pajares (1996) states that the construct of self efficacy has a relatively brief history that began with Bandura's (1977) publication of "Self Efficacy: Toward a Unifying theory of a Behavioral Change." The tenets of self efficacy have since been tested in varied disciplines and settings and have received support from a growing body of findings from diverse fields (p. 3).

Self-efficacy, the core concept of Social Cognitive Theory (SCT), has been applied in many fields, including psychology, education, business administration, and health. One possible reason for its range of application is that self-efficacy can help to predict how much effort people exert, how well they persevere in coping with challenges, and how effectively they regulate their thoughts, actions, and plans (Bandura, 1986, 1997). Bandura (1997) defined teacher self-efficacy as "[belief] in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3). As Tschannen-Moran et al. (1998) noted, this definition of self-efficacy was developed through a psychological lens, which focuses on "a cognitive process in which [teachers] construct their beliefs about their capacity to perform at a given level of attainment" (p. 203).

In Bandura's (1986, 1997) self-efficacy theory, self-efficacy beliefs influence outcome expectations of behavior but not vice versa. Bandura argued that self efficacy beliefs, for example, "Can I use the CLT approach to teach speaking skills?" relates to an individual judgment of capability. The judgment of likely consequence of a specific action, e.g. "My students' speaking skills will benefit much from that method", relates to "causal beliefs about the relationship between actions and outcomes, not with personal efficacy" (Tschannen-Moran et al., 1998: 211). According to Bandura, beliefs about outcomes depend largely on self efficacy judgments of how well teachers will be able to perform. However, he asserted that outcome expectancies are a weak predictor of the accomplishment of a specific task compared to perceived self-efficacy. For example, the teachers the example above might believe that the Communicative Language Teaching approach would be more useful in helping their students

learn speaking skills than the Grammar Translation Method. However, they may not believe that they can use the Communicative Language Teaching approach because of their low English proficiency. Therefore, they continue to use the Grammar Translation Method. Bandura stated that beliefs in self-efficacy (I do not have the necessary skills to use the Communicative Language Teaching approach) determine the behavior (I will not use the Communicative Language Teaching approach to teach). Because people might not act on an outcome belief, Bandura concluded that self-efficacy beliefs and outcome expectancies are separate dimensions and have no or little relationship. Outcome expectations therefore do not play an important role in self efficacy measurement.

However, outcome expectancies and self-efficacy beliefs are not always independent of each other and expected outcomes do play an important role in predicting teachers' teaching behavior. Firstly, it might be difficult to separate expected outcomes and self-efficacy beliefs. It is human nature to be concerned about both the outcome of behavior as well as the competency to perform a related task (Eastman & Marzillier, 1984). Secondly, self-efficacy beliefs influence expected outcomes (Bandura, 1997) but self-efficacy beliefs can, in turn, be influenced by outcome expectancies because different expected outcomes in various contexts might lead to changes in self-efficacy beliefs (Williams, 2010). For example, an EFL teacher's self-efficacy beliefs may vary according to the possibility of teaching competent learners, incompetent learners or young learners. Thirdly, teachers might act on their outcome beliefs and in many cases outcome expectancies might be the main predictor of teachers' behaviors, not their self efficacy beliefs. For example, teachers decide to use the Grammar Translation Method may be because of the perceived suitability of that method to the current teaching and learning situation rather than the perceived low level of their own English proficiency. In the following section, I continue with a review of important properties of self efficacy within Social Cognitive Theory (SCT).

Teacher (-ing) Efficacy: Historically, the teacher efficacy construct did not evolve from Bandura's (1977) social cognitive framework. Teacher efficacy first entered the literature with studies conducted by the RAND Corporation, and early conceptualization was influenced by Rotter's (1966) social learning theory (Armor et al., 1976). Rotter's theory is centered on internal versus external control of reinforcement, and those using this theoretical framework defined teacher efficacy as the extent to which teachers believe that influencing student outcomes is

within their control (internal) or outside their control (external). Efficacious teachers, therefore, would believe that affecting student performance was internal to them and within their control. Conversely, inefficacious teachers would believe that the environment has more of an impact on student learning and that reinforcement of their teaching efforts is external to them and beyond their control.

There are terminologies used interchangeably across literature about self efficacy theories application to teachers. For consistency, it is good to clear some confusion in using such terminologies: “teacher efficacy”, “teacher sense of efficacy”, “teacher self efficacy”, and “self efficacy beliefs.” Based on Badura’s (1997) conceptual definition of self efficacy, Tschannen-Moran & Hoy (2001) defined Teacher efficacy as a “*teacher’s judgment of his or her capabilities to accomplish the desired outcome of student engagement and learning, even among students who are difficult or unmotivated*”. Dellinger et al., (2008), stating that the construct, ‘teacher sense of efficacy’ was later shortened to ‘teacher efficacy’ but distinguish between ‘teacher efficacy’ and ‘teacher self-efficacy beliefs.’ They discuss how the term ‘teacher efficacy’ (or teacher sense of efficacy) is different from ‘teacher self-efficacy beliefs’. According to them, ‘Teacher efficacy’ is defined as teachers’ beliefs in their abilities to affect student performance whereas, in the context of schools, teacher self-efficacy beliefs can be defined as a teacher’s individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation (p. 3). Therefore, self-efficacy beliefs can be changed and vary depending upon the context and specificity of tasks. Teacher self-efficacy beliefs is defined focus on successfully performing specific teaching tasks in a teacher’s current teaching situation (specific school/classroom/students). In this study, EFL teaching efficacy has been consistently used and it has been operationalized as the individual mean scores on the seven sub-scales extracted from the 32-items English Language Teaching Efficacy Instrument (ELTEI) which was adopted from the English Language Teacher Efficacy Instrument developed by Akbari’s and Tavassoli’s (2014).

Self-efficacy: distinguishing features: Self-efficacy possesses some specific features that make it distinguishable from other concepts. First, self-efficacy is one’s self-perception of competence, not one’s actual level of competence (Tschannen-Moran et al., 1998: 211). Tschannen-Moran and her colleagues argued that when evaluating capabilities, people can overestimate or

underestimate their actual level of competence and, thus, the actions they pursue or the amount of effort they put into their performance is affected by this judgment. Teachers who underestimate this actual level of competence (having low levels of self-efficacy) might avoid or give up challenging tasks easily, while teachers with high levels of self-efficacy will be more likely to engage in or be persistent in performing these tasks.

Second, self-efficacy should be ‘a judgment of capability’ (Bandura, 1997: 43) and a ‘forward-looking capability’ (Klassen et al., 2011: 26), not an intention to carry out a task. Bandura stressed that items measuring self-efficacy beliefs should include *can* rather than *will*. For example, “How effectively *can* you use Communicative Language Teaching in your language classroom?” Self-efficacy is not a perception of current abilities, for example, “I *don’t* have the necessary English proficiency level to use Communicative Language Teaching”, nor a perception of current abilities based on a reflection of past performances, for example, “The students’ communicative ability has improved because I *used* Communicative Language Teaching in my classroom.” Similarly, Bandura (1997) has cleared the confusion in using terms like ‘confidence’ and ‘self efficacy.’ According to him, ‘Confidence’ is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about (p. 382).

Third, self-efficacy is different from other self-conceptions (Schunk, Pintrich, & Meece, 2008; Tschannen-Moran et al., 1998). For example, ‘self-concept’ beliefs refer to current ability while self-efficacy beliefs refer to future-oriented capability (Bandura, 1997). Self-esteem is a ‘global, *affective* reaction or evaluation’ that people can have about themselves, for example, “I feel happy when teaching English.” Self-perception of competence is a ‘*cognitive* judgment of personal skills and abilities’ to accomplish certain tasks (Schunk et al., 2008: 58, italics in original), for example, “I can teach English”. As Schunk et al. (2008) noted, like self-competence, self-efficacy differs from ‘self-esteem’ in that it is a cognitive evaluation of capabilities and is domain specific. However, unlike self competence, self-efficacy is task- and situation specific (Tschannen-Moran et al., 1998). It includes a judgment of having necessary behavioral actions or cognitive skills to accomplish the tasks (Schunk et al., 2008). This perceived self-efficacy is one’s belief about one’s ability to coordinate skills to accomplish tasks in different conditions. It is more than ‘judgments of motor acts’ (Bandura, 1997: 37) or ‘a summation of decontextualized perceived efficacy for sub-skills’ (p. 38). For example, in

measuring a teacher's self-efficacy to teach English speaking skills, he/she should be asked: "How much can you do to help learners practice English speaking skills outside the classroom?" or "How much can you do to help learners best benefit from authentic activities?" They should not only be asked to evaluate "How much can you help learners understand meanings of English new words?" or "How much can you help learners pronounce words accurately"?

Although the difference might be subtle, 'self-efficacy' and 'locus of control' are conceptually distinct. The concept of locus of control concerns an individual's belief about whether outcomes are internally or externally controlled. However, one can believe that a task outcome is determined more by one's own actions than external forces, but still feel *unable* to execute the actions successfully, thereby exhibiting an internal locus of control but a low sense of efficacy. Applying this distinction to teachers, a teacher can believe that influencing student outcomes is within the realm of a teacher's control, but feel she personally does not have the skills to do so successfully. Thus, according to Looney (2003), discussions in which teachers' sense of efficacy is seen as synonymous with teachers' locus of control are imprecise. Intertwining Bandura's self efficacy theory (1977) with Roller's Social learning theory of (1966) in the literature creates confusion in subsequent conceptualization and measurement of the teacher efficacy construct. Researchers attempting to create adequate measures of this construct have inaccurately brought the two conceptual strands together when, in fact, they should be separate. The critical distinction between locus of control and self-efficacy is the emphasis on product rather than process; locus of control asserts that individuals are motivated to act based upon perception of control over the outcome. If teachers believe control lies within the student (e.g., smart/dull) or other external factors (e.g. family/community), they may be less likely to engage in actions that bring about desired outcomes even if they feel they can successfully execute those actions.

Responsibility models address teachers' underlying beliefs about who should bring about outcomes. Teachers' sense of responsibility is both an internal and external orientation deriving from perceptions of professional/ ethical and personal/moral obligation. Perceptions of control and responsibility can impact teachers' efficacy judgments. In an environment where schools are becoming increasingly culturally diverse and where teachers are held strictly accountable for their students' success on standardized tests, teachers' ability to serve minority students and address politically sensitive issues is limited. Yet, many teachers are motivated to serve students

who need the most help (Winfield, 1986). Teachers may engage in activities designed to serve such students even when they do not feel efficacious or believe the outcome is outside of their control.

All in all, as a psychological construct, though self efficacy is related to concepts such as self-concept, self-esteem, locus of control and sense of responsibility, it is theoretically and empirically distinct from these constructs. These concepts usually result in mis-measurement of self efficacy.

2.2.1.3 Sources of Self Efficacy

Individual's self-efficacy beliefs are not a static trait. Indeed, these beliefs might be influenced by various factors, and given the changing tasks and environments in people's lives, are constantly being reevaluated. In order to evaluate their self efficacy, individuals cognitively process sources of information. People's efficacy beliefs are informed through their actual performance accomplishments, vicarious experiences through which they see or visualize similar individuals succeed or fail in a given task, verbal persuasion during which others attempt to move them towards a positive belief in their abilities, and physiological indicators (e.g., heart rate, trembling, sweating) from which they can judge their capability (Bandura, 1977, 1986, 1997).

Whereas performance accomplishments provide the most influential source of efficacy information (e.g., Bandura, 1986; Bandura, Adams, & Beyer, 1977), individuals do not rely solely upon direct experience to gather information about their capabilities. Instead, watching others model certain tasks or behaviors (vicarious experience) and listening to models provide persuasive information about one's abilities (verbal persuasion) can also be informative.

Vicarious Experience. Because efficacy beliefs are partly influenced by vicarious experiences (Bandura, 1997), modeling serves as an effective way of gauging one's capabilities in a particular domain, especially in domains which lack objective standards to measure accomplishments (e.g., teaching). For such domains, individuals compare themselves to models who they perceive as similar to themselves (Bandura, 1997; Schunk, 1987). Specifically, observing models that are believed to be similar in ability or competence level can serve as an

important source of information for self evaluations, especially when the observer lacks familiarity in the modeled task (Schunk, 1987). Watching similar models succeed at a task can increase an observer's self efficacy and motivate them to attempt the task themselves; seeing a model similar to one's self fail at a particular task can decrease self-efficacy beliefs and motivate one to *avoid* the given task.

Verbal Persuasion. Persuasive information provided by others regarding one's capabilities can also enhance or hinder self-efficacy beliefs (Bandura, 1997; Schunk, 1982). If individuals are feeling unsure about their capabilities in a given domain, hearing others praise their successes and provide strategies for overcoming challenges can instill the notion that one can achieve in a particular area. As with vicariously experiencing the successes and failures of competent models, verbal persuasion is more believable to individuals when the source is skilled in the activity being discussed.

2.2.1.4 Studies on Self-Efficacy in EFL Settings

Many scholars believe that research on teacher self-efficacy beliefs in EFL contexts is extremely scarce (Sabokrouh and Barimani-Varandi, 2013, Ghasemboland and Hashim, 2013, and Karimi, 2011). Among available research, three topics have been explored frequently: the relationship between EFL teachers' self-efficacy beliefs and English language proficiency; the relationship between EFL teachers' self-efficacy beliefs and language attitudes; and the relationship between EFL teachers' self-efficacy beliefs and pedagogical strategies (e.g. the Grammar Translation Method or Communicative Language Teaching). All studies used teacher self-efficacy scales developed by either Hoy and Woolfolk (1993) or Tschannen-Moran and Hoy (2001) which aim at measuring teachers' self-efficacy across subjects and contexts (Akbari & Tavassoli, 2014; Lee, 2009).

Researchers do not agree on how EFL teachers' self-efficacy beliefs are related to their English language skills. Chacón (2005), Eslami and Fatahi (2008), Ghasemboland and Hashim (2013), Lee (2009), and Sabokrouh and Barimani-Varandi (2013) reported a positively strong relationship between teachers' self efficacy beliefs and their language proficiency levels. As the researchers noted, the higher the EFL teachers rated themselves in their English language

mastery, the stronger their self-efficacy beliefs. In these studies, EFL teachers perceived that their reading and writing skills were better than speaking and listening skills. These latter deficiencies seemed to be a factor that lowered the teachers' self efficacy in teaching EFL. The researchers explained that limited opportunities to practice the two skills in daily activities may have resulted in teachers' perceptions of less proficiency in these skills. On the basis of these findings, this group of researchers argued that teachers' EFL proficiency is a strong predictor of their self-efficacy beliefs in teaching the language. In contrast, in the study of Shim (2001, as cited in Lee, 2009: 35), there was an insignificant relationship between Korean teachers' self-efficacy beliefs and their language skills. Teachers' perceptions of their reading and writing competence made no significant difference to their self-efficacy. Low self-efficacy teachers rated their speaking skills more highly than high self-efficacy teachers. High self-efficacy teachers rated their listening skills more highly than low self-efficacy teachers. Lee (2009), by way of critique, argued that because Shim (2001, as cited in Lee, 2009: 35) used the global teaching self-efficacy scale developed by Hoy and Woolfolk (1993) without any modification, the scale failed to capture the specificity of teaching tasks that EFL teachers were expected to perform in the Korean context.

Some researchers have found a strong relationship between teachers' attitudes towards the English language and their self-efficacy. In the mixed-method study of Lee (2009), data showed that Korean teachers whose teaching norms were in line with native speaker-reference, that is, they believed that American or British English is the best model for Koreans, appeared to display a low sense of self efficacy in instructional strategies, classroom management, student engagement and oral communication in English. Those teachers who advocated the international use of English did not support the native speaker view, did not see the status of EFL teachers as a disadvantage, and had a high sense of self-efficacy in the teaching areas mentioned above. Similarly, Mirsanjari, Karbalaie, and Afraz (2013) reported Iranian teachers' attitudes towards English as an International Language (IL) significantly predicted their self-efficacy beliefs. The researchers stated that the teachers highly supported a native speaker norm. At the same time, they agreed that English should be used as an IL in the Iranian context. According to the researchers, the teachers' low sense of self-efficacy in carrying out teaching tasks was probably due to a dominant, native speaker norm. Sabokrouh and Barimani-Varandi (2013) also found that Iranian teachers' attitudes were significantly related to their self-efficacy in instructional

strategies, classroom management, student engagement and classroom use of oral English. The researchers stated that “the teachers who agreed more with the attitude believed they were more capable” (p. 123) to carry out all the tasks above. However, it is not clear from the study how the researchers defined teachers’ attitudes toward the English language, because their instrument was not available. In addition, they used the scale developed by Tschannen-Moran and Hoy (2001) without any modification, which means that the domain and context-specific nature of self efficacy was not reflected in their study instrumentation.

Eslami and Fatahi (2008) and Chacón (2005) examined how EFL teachers’ self efficacy beliefs were related to their tendency to use grammatically or communicatively oriented pedagogical strategies. Their studies yielded inconsistent findings. In the study of Eslami and Fatahi (2008), Iranian teachers’ self-efficacy in student engagement, classroom management and instructional strategies were strongly related to their pedagogical strategies. Findings suggested that teachers with a high sense of self-efficacy were more likely to use communication-oriented strategies in the classroom. Those with a low sense of self-efficacy were more inclined to grammatically oriented strategies. In contrast, Chacón (2005) found that the self-efficacy beliefs of EFL teachers in Venezuela did not affect their use of pedagogical strategies. The higher the teacher self efficacy, the more likely they were to subscribe to either communicatively-based or grammatically based strategies. However, the researcher noted that the teachers appeared to focus more on accuracy than meaning, which reflected the dominance of the Grammar Translation Method in the Venezuelan context. Both Chacón (2005) and Eslami and Fatahi (2008) used a Likert-type scale to assess participants’ pedagogical strategies in teaching English. However, while Chacón (2005) included interview data to support her interpretation of teachers’ approaches in the classroom, Eslami and Fatahi (2008) reached their conclusion without using any other research instruments.

The review demonstrates inconsistent findings related to the relationship between EFL teachers’ self-efficacy beliefs and English language skills and the relationship between their self-efficacy beliefs and pedagogical strategies. Not all researchers modified existing teacher self-efficacy scales to reflect the specificity of EFL teaching settings. Besides, to my knowledge, only two studies (Chacón, 2005; Eslami & Fatahi, 2008) investigated links between teachers’ self-efficacy and EFL instruction. The inconsistent findings, the use of global teacher self efficacy scales

without modification, and the lack of research suggest a need for further research on teachers' self-efficacy in EFL settings and on the relationship between self-efficacy and EFL instruction.

2.2.1.4 The Context and Measurement of EFL Teaching Efficacy

As with efficacy beliefs in general, teachers' self-efficacy is sensitive to the context in which the task - teaching - is performed. In their seminal article, Tschannen-Moran et al. (1998) noted that teaching self-efficacy "has been defined as both context and subject-matter specific. A teacher may feel very competent in one area of study or when working with one kind of student and feel less able in other subjects or with different students" (p. 215). Characteristics of a classroom, such as class size and ability level, can influence perceptions of teaching self-efficacy (Andersen, Dragsted, Evans, & Sørensen, 2004; Raudenbush, Rowan, & Cheong, 1992). Teachers in secondary grades are more likely to report higher stress and lower self-efficacy than those in elementary grades, possibly due to more extreme student behaviors (Darling-Hammond et al., 2002; Klassen & Chiu, 2010; Tschannen-Moran & Johnson, 2011). Both pre-service and in-service teachers in suburban environments have reported higher self-efficacy than have teachers in urban or rural schools (Chester & Beaudin, 1996; Siwatu, 2011B; Tschannen-Moran & Johnson, 2011). Some scholars have argued that teacher education programs often fail to prepare students for the unique demands of teaching in urban and rural contexts (Haberman, 1996; Siwatu, 2011B).

Teachers' self-efficacy can also vary according to the subjects they teach and the resources at their disposal. Ross, Cousins, Gadalla, and Hannay (1999) reported that individuals who were asked to teach outside of their content area experienced decreases in their self-efficacy. More surprisingly, they found that teachers who taught different subjects tended to rely on different sources of teaching self-efficacy. Namely, perceptions of past success were more strongly related to teaching self-efficacy for English, social science, and art teachers, whereas perceptions of preparedness to teach were a greater influence for mathematics and science teachers. The availability of teaching resources may also affect teachers' self-efficacy in that they serve as additional tools with which to approach the task of teaching (Lumpe, Haney, & Czerniak, 2000; Tschannen-Moran & Woolfolk Hoy, 2007). However, the availability of too many resources

without proper support may also overwhelm young teachers and undermine their self-efficacy (Chester & Beaudin, 1996).

Teachers' sense of efficacy has been investigated in general sense and not in a specific area. The global scope in the measurement raises the concern of the contextual specificity. Teachers' sense of efficacy varies across different contexts and it does not automatically transfer to other contexts. Variations happen not only within an individual teacher, but also between different teachers. Efficacy scales need to reflect the multifaceted characteristics of teachers' efficacy in various contexts. Henson (2002) suggested that assessment without appropriate context specificity might result in measuring general personality traits. In order to design scales that are domain or subject specific, researchers face the biggest challenge: to find the right level of specificity.

As the field was dominated by quantitative methods, teachers' level of efficacy was determined in a questionnaire by computing a total score for their responses to different point Likert scale items. Different authors have also developed specific instruments which were tailored for particular purposes in a variety of educational and cultural settings. Below is a list of some of them:

- Ohio State Teacher Efficacy Scale – OSTES, sometimes labelled TSES-Teacher Self Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) – concentrates on three kinds of efficacy: (a) for instructional strategies, (b) for classroom management, (c) for student engagement;
- Bandura Teacher Self-Efficacy Scale – a 28-item scale which has six subscales measuring instructional efficacy (Bandura, 2006);
- Science Teaching Efficacy Belief Instrument – STEBI (Riggs & Enochs, 1990);
- Mathematics Teaching Efficacy Belief Instrument – MTEBI (Enochs, Smith, & Huinker, 2000);
- Teacher Self-Efficacy in Behaviour Management and Discipline Scale – SEBM (Emmer & Hickman, 1991);
- Teachers' Efficacy Beliefs System-Self – TEBS-Self (Dellinger et al., 2008) – intended to distinguish between efficacy and self-efficacy in the classroom context;

- Culturally Responsive Teaching Self-Efficacy Scale – CRTSE (Siwatu, 2007) – intended to reflect cultural aspects of instruction;
- Teacher Interpersonal Self-Efficacy Scale (Brouwers & Tomic: year) – consists of three subscales: (a) teacher-perceived self-efficacy in managing student behaviour in the classroom, (b) teacher-perceived self-efficacy in eliciting support from colleagues, (c) teacher-perceived self-efficacy in eliciting support from school principals;
- Norwegian Teacher Self-Efficacy Scale – NTSES (Skaalvik & Skaalvik, 2010) – has 24 items in 6 dimensions;
- Generalized Self-Efficacy Scale (Schwarzer & Schmitz, 2004) – a ten-item scale of German origin comprising four areas: (a) job accomplishment, (b) skill development on the job, (c) social interaction with pupils, parents and colleagues, (d) coping with job stress;
- Collective Efficacy Scale (Goddard, 2002) – designed to measure the perceived collective efficacy of teachers;
- Teacher Efficacy for Moral Education – TEME (Narvaez et al., 2008);
- Character Efficacy Belief Instrument – CEEBI (Milson, 2003)

The Teacher Efficacy Scale is based on an excellent construct – self-efficacy – but the instrument by which it is measured shows some instability and sometimes produces inconsistent results (Gavora; 2011). This situation issues a challenge to researchers to discuss these inconsistencies and, in turn, improve the psychometric quality of the Teacher Efficacy Scale. This review shows that individual authors expanded the original concept of teacher self-efficacy, adopted it to specific conditions and environments, and added new dimensions to catch broader teacher roles and positions.

The above lists of Teacher Efficacy instruments demonstrate the need for the development of a context-specific efficacy instrument has been the topic of a number of studies across disciplines. There are also some studies that look at efficacy of teachers under English Language teaching conditions (e.g. Akbari and Abednia (2012), Atay (2007), Chacon (2005), Moafian and Ghanizadeh (2009), Rastegar and Memarpour (2009), Swanson (2012), and Wyatt (2010). All these studies, however, have used Tschannen-Moran and Woolfolk Hoy's (2001) teacher efficacy instrument, which does not capture the context-specific nature of efficacy in English

Language teaching settings (Akbari & Tavassoli: 2014). Hence, they argue that “none of the available instruments is specific to English Language teaching contexts and capable of capturing the specificity of English language classrooms and the ways context influences English language teachers’ efficacy levels” and underlined that “the development of a teacher efficacy instrument for English Language teaching contexts is a key issue” (p. 2).

Efficacy is very sensitive to the context and subject matter which is taught (Bandura, 1997; Henson et al., 2001; Tschannen-Moran et al., 1998; Wheatley, 2005). L2 [EFL] teaching, by its nature, is different from other school subjects since what is taught is both the content and language of instruction (Hawkins, 2004). Designing an efficacy instrument unique to English language teaching situations is convincing. Hence, stating the generality of the available instruments both in terms of their subject matter and context, Akabari & Tavassoli (2014), developed a new teacher efficacy instrument whose items are specific to ELT classes.

The authors reviewed and piloted the developed instrument before its administration to the intended participants, to establish the construct validity of the English Language Teaching context-specific teacher efficacy questionnaire. They, then, run exploratory factor analysis and factor loadings showed seven factors, accounting for 58.2% of the total variance. Finally, they calculated the reliability of the finalized instrument through the Cronbach alpha which yielded .83. Accordingly, they enlist the following components of English Language Teacher Efficacy Instrument (ELTEI): Efficacy in Classroom Management and Remedial Action, Efficacy in Classroom Assessment and Materials Selection, Efficacy in Skill and Proficiency Adjustment, Efficacy in Teaching and Correcting Language Components, Efficacy in Age Adjustment, Efficacy in Social Adaptation, and Core Efficacy (Akbari & Tavassoli, 2014: 12). The items of the questionnaires proposed to be used and how they were developed were discussed below.

Akbari’s and Tavassoli’s (2014) newly developed ELTEI primarily consisted of 39 scenario-based items questionnaire. To check the construct validity of the questionnaire in terms of its underlying structure and the distribution of items under each component, exploratory factor analysis was run and a series of confirmatory factor analysis, using principal components analysis technique with Varimax rotation, were also tested on the data with different fixed factors ranging from two to fifteen. Based on the results of factor analysis, seven items were

deleted from the 39-item instrument because they loaded on irrelevant factors. These items focused on ‘using peer-correction’, ‘using a variety of techniques in assessment’, ‘using realia in the class’, ‘raising environmental issues’, ‘talking about gender discrimination’, ‘motivating reluctant students’, and ‘helping a group of low ability students’. After the deletion of these seven items from the instrument, only 32 items were included in the finalized ELTEI (see Appendix A). Accordingly, the finalized Components of ELTEI reflecting the obtained factor loadings and the gists of the items in each factor are also presented as follows:

- Efficacy in Classroom Management and Remedial Action (**ECMRA**) (Factor 1) (items 3, 5, 8, 22, 23, 25, 26, and 29). The gist of the items of this efficacy component include: controlling students’ disruptive behavior, having good time management skills, making students follow classroom rules, asking good questions, helping students who think they are weak, helping students to self –correct themselves, using teacher corrections appropriately, and correcting errors in listening and reading.
- Efficacy in Classroom Assessment and Materials Selection (**ECAMS**) (Factor 2) (items 2, 12, 16, 17, and 30). Similarly, five gists are loaded in this efficacy type, such as developing tests, developing materials, selecting textbooks, and using extra-curricular materials.
- Efficacy in Skill and Proficiency Adjustment (**ESPA**) (Factor 3) (items 1, 4, 7, 9, 13, 28, and 31). Teaching speaking, reading, writing, listening and teaching elementary, advanced and intermediate levels are gists addressed in this efficacy component.
- Efficacy in Teaching and Correcting Language Components (**ETCLC**) (Factor 4) (items 6, 10, 11, 18, and 19). Language components (teaching grammar, vocabulary, and pronunciation) and correcting errors in language components, in speaking and writing are gists in the items of this component.
- Efficacy in Age Adjustment (**EAA**) (Factor 5) (items 21, 24, and 32). The gists of the age adjustment referes to teaching kids, adolescent and adults.
- Efficacy in Social Adaptation (**ESA**) (Factor 6) (items 14 and 20). Talking about poverty and relating classroom situations to the real world are gists loaded in this efficacy component.
- Core Efficacy (**CE**) (Factor 7) (items 15,27). Affecting students learning outcomes and planning are considered core efficacy gists. (Akbari & Tavassoli, 2014: 11 &12)

EFL teaching imposes more concerns other than instructional techniques, content designs or classroom interactions in comparison with other subject teachings. Since teacher efficacy is context specific, EFL teachers might have different level of efficacy in teaching the target language in different contexts. Moreover, teacher efficacy is also “*language*” specific in the case of EFL teaching which means, language teachers perceive their own capability differently in teaching EFL that they were trained to teach in non-English users/speakers environment. Hence, the newly developed ELTEI consists of ELT specific items and gists that responded to the lack of specificity in the earlier instruments which were used without specific contextualization of the ELT situation. This study used Akbari’s and Tavassoli’s (2014) an ELT Context-Specific Teacher Efficacy Instrument.

Summary

In this section, an attempt has been made to discuss the concept of self efficacy and teaching efficacy. Social cognitive theory (SCT) and self efficacy, which provides a theoretical framework of the study of EFL teachers teaching efficacy have thoroughly been discussed. It has been discussed that SCT assumes that human behavior, the environment, and personal factors mutually interact and serve as determinants of each other.

Specific features that distinguish self efficacy from other concepts (such as) self-efficacy is one’s self-perception of competence, not one’s actual level of competence; self-efficacy should be “a judgment of capability” and a “forward-looking capability” not an intention to carry out a task, and self-efficacy is different from other self-conceptions. While self-concept beliefs refer to current ability, self-efficacy beliefs refer to future-oriented capability. Similarly, self-esteem is a “global, *affective* reaction or evaluation” that people can have about themselves. On the other hand, self-perception of competence is a “*cognitive* judgment of personal skills and abilities” to accomplish certain tasks.

As to studies on self-efficacy in EFL settings is concerned, research on teacher self-efficacy beliefs in EFL contexts is extremely scarce and even with few researches available, researchers do not agree on how EFL teachers’ self-efficacy beliefs are related to their English language skills. The review demonstrates inconsistent findings related to the relationship between EFL teachers’ self-efficacy beliefs and English language skills and the relationship between their self-efficacy beliefs and pedagogical strategies. It was presented that measures of teaching self-

efficacy should be subject-area specific. Efficacy scales need to reflect the multifaceted characteristics of teachers' efficacy in various contexts. Hence, developing specific instruments which are tailored for particular purposes in a variety of educational and cultural settings was sought. In this study, a new ELTEI, developed by Akbari & Tavassoli (2014), which is specific to English Language teaching contexts and capable of capturing the specificity of English language classrooms and the ways context influences English language teachers' efficacy levels" was used. Along with teaching efficacy is attribution theory which is a focus in the next section.

2.2.2 Attribution Theory

One of the early theories of social learning and its branches from which self efficacy theory itself originated from are locus of control and attribution theory (Jafairgozar & Ganjabi: 2012). Attribution theory, which is one of the variables in this study, is concerned with how individuals interpret events and how this relates to their thinking and behavior. The theory assumes that people try to determine why people do what they do. A person seeking to understand why another person did something may attribute one or more causes to that behavior. Here, follows is the historical emergence of attribution theory.

2.2.2.1 A Brief Historical Overview of Attribution Theory

One of the fundamental goals of the attribution theory is the search for people's perceptions of the causes of the behavior. Attribution theory is concerned with the manner in which individual makes inferences to the causes of events or outcomes of other people's dispositions, on the evidence of the individuals' behavior. It is a perceptual approach to attitude formation (Weiner, 1972). Attribution theory is rooted in the work of Heider (1944). Heider (1944) was interested in knowing how people make attributions to the causes of events and the conditions under-which attributions of stable dispositions to a person are made. The individual decides whether his or her behavior was due to function based on two dimensions, internal or external.

Attributional style is defined as the pattern of explanations for the causes of events. This refers to the person's perception of what causes the behavior (i.e., whether the behavior is due to internal or external factors and whether personal or environmental factors accounted for the behavior; (see Abramson, Seligman, & Teasdale, 1978; Anderson & Arnoult, 1985; Weiner, 1974 for

reviews of attribution theory). Abramson et al (1978) argued that there are three dimensions relating to a person's causal attributions and that each dimension is related to a particular aspect of adaptation to an uncontrollable event. The first dimension is the locus of one's causal explanation: "Did this event happen due to something about me (an internal attribution) or something about the situation (an external attribution)?" According to Abramson (1978), the internal attribution, but not external attribution, for bad events are related to loss of self-esteem. The second dimension is the stability of the causal explanation: "Did this event happen due to something that will persist (a stable attribution) or something that is transient (an unstable attribution)?" According to the reformulation after exposure to an uncontrollable bad event, stable attributions may lead to more chronic adaptational deficits. Finally, the globality of the causal explanation concerns whether the cause of this event influences many aspects of life, that is a global explanation or influences only the currently experienced event. Tennen and Herzberger (1985) contend that the globality of a person's causal explanation includes a generality of adaptational deficits across situations. A bad event attributed to a global factor may lead to pervasive adaptational deficits, whereas attributing the event to a more specific cause will lead to less pervasive deficits.

Attribution includes an appraisal or an interpretation, of what occurs or what exists in different conditions. According to Weary et al (1989), an attribution is an inference about the cause of an event or a person's dispositions or other psychological states. "We may make attributions about our own dispositions and experiences just as we make attributions about others. Hence, attribution may be perceptions and inferences about others or about self" (pp. 3-4). There are some relations between different attributional styles and psychological states. Henker, Whalen, and Hinshaw (1980) state that external causal attribution for the source of behavior problems may be adaptive by reducing guilt and blame.

2.2.2.2 The Application of Attribution Theory in General Psychology

Weiner (1985, 1986) has identified four attribution factors namely, Ability, Effort, Luck, and Task Difficulty, to which people tend to pin on their success and failure. Accordingly, several researchers (e.g., Bruning, Schraw, & Ronning, 1999; Dornyei & Murphey, 2003; Hsieh & Schallert, 2008) have taken these factors into consideration in their studies. Later on, in order to

put individuals' perceptions on a more concrete footing, three attributional dimensions namely, Locus of Causality, Stability, and Controllability were added to the above-mentioned attribution factors (Weiner, 2006). In what follows, we briefly consider these dimensions and illustrate their interaction with other attribution factors:

(a) *Locus of Causality* refers to the extent to which individuals consider the causes of events to be internal or external to them (Rotter, 1966). As a case in point, luck and task difficulty are deemed to be external attributions; on the other hand, ability and effort are seen as internal attributions.

(b) *Stability* relates to the degree to which the causes of events are definite/indefinite and stable/unstable through the passing of time. For example, while effort and luck are supposed to be unstable factors, ability and task difficulty are regarded as stable attributions (Weiner, 2006).

(c) *Controllability* refers to the extent to which people have control over a cause. For instance, unlike ability, luck and task difficulty which are uncontrollable factors, effort is thought of as a controllable attribution.

Table 2.3 Summary the alignment of Weiners' attributional factors and dimensions

(adapted from Vispoel & Austin, 1995)

No.	Factors	Dimensions		
		Locus	Stability	Controllability
1	Ability	Internal	Stable	Uncontrollable (ISU)
2	Effort	Internal	Unstable	Controllable (IUC)
3	Task difficulty	External	Stable	Uncontrollable (EJU)
4	Luck	External	Unstable	Uncontrollable (ESU)

2.2.2.3 The Relationship between Self Efficacy and Attribution Theory

Although there are potential links between self-efficacy and attribution theories that have been made explicit by Schunk (1981, 1982, and 1983) and Bandura (1986), the existence of such links have failed to encourage much research investigating the possible relationship between these two constructs in students' learning. Bandura (1986) maintained that attributions are fundamental parts of one's perception of self-efficacy. Despite Bandura's proposal about the link between

attribution and self efficacy, the link has remained comparatively unresearched until most recently.

Bond et al (2001) investigated the relationship between self-efficacy and causal attribution in the area of sports and found that when golfers were successful in their performance, attributional stability was predictive of post-competition self-efficacy. Golfers whose efficacy increased from pre to post-competition made more internal and stable attributions for their performance than those whose efficacy level decreased. Lyden, Chaney, Danehower, and Houston (2002) set out to integrate self-efficacy, anchoring, and attribution theory by looking at students' Graduate Management Admission Test (GMAT) scores. From the findings of this research, it seems that when giving feedback to individuals on their performance, feedback should be carefully structured because it may influence the causal attributions that individuals make. Also, results indicated that self-efficacy is formed through one's attribution analysis of one's past performance. Therefore, Lyden et al. concluded that attributions have a mediating influence on one's performance and self-efficacy.

Stajkovic and Sommer (2000) also looked at the relationship between self-efficacy and causal attributions. As their self-efficacy measure, they asked participants to rate their ability to give as many uses for an object as they could in one minute. Later on in the study, they used the Causal Dimension Scale, created by Russell (1982) to measure participants' attributions. Multiple regression analyses indicated that individuals high in self-efficacy attributed success to internal factors and failures to external factors. Results indicated that self-efficacy and causal attributions are directly and reciprocally related, and both attributions and self-efficacy were found to be significantly predictive of performance. Results of a study by Sherman (2002) supported the theory that individuals with higher self-efficacy believe their failures are due to lack of effort and that those with lower self-efficacy believe failure is due to lack of ability. Attributions that students make for their failure are important to future self-efficacy and motivation because if students believe they cannot change their ability, then they probably will not want to continue trying to improve.

Bandura (1990) suggested that there is a reciprocal relationship between causal attributions and self-efficacy expectations. Individuals who have high self-efficacy and experience failure tend to

attribute it to lack of effort; whereas individuals with low self efficacy who experience failure attribute it to low ability. In turn, success will increase one's self-efficacy if the individual attributes the outcome to an internal attribution such as ability rather than luck. Failure can decrease one's self-efficacy if the individual attributes the outcome to an internal, stable, uncontrollable factor, such as lack of ability (Chase, 2001).

2.2.2.4 The Application of Attribution Theory in ESL/EFL Contexts

More specifically, Weiner's theory has been studied by many researchers in the field of second/foreign language learning (e.g., Gao, 2008; Gray, 2005; Gobel & Mori, 2007; Mori, Gobel, Thepsiri, & Pojanapunya, 2010; Peacock, 2010; Pishghadam & Modarresi, 2008; Taskiran, 2010; Tsi, 2000; Williams & Burden, 1997; Williams, Burden, & Al-Baharna, 2001; Williams, Burden, Poulet, & Maun, 2004; Yazdanpanah, Sahragard, & Rahimi, 2010). Nonetheless, the majority of these studies have been carried out with the aim of identifying language learners' attributions, while only few of them have considered the impact of learners' attributional perceptions on their language-related outcomes.

Recently, some researchers such as Hsieh (2004) and Pishghadam and Modarresi (2008) have made attempts at devising scales for the specific measurement of language learners' attributions. For example, Hsieh (2004), inspired by Weiner (1985), developed a scale called "the Language Achievement Attribution Scale (LAAS), for the purpose of measuring EFL learners' causal attributions. The items on this questionnaire require that learners rate the degree to which they reckon that their language-related outcomes are related to their ability, effort, luck, task difficulty, mood or teacher. Moreover, McAuley, Duncan, and Russell (1992) devised a self-report questionnaire which was intended to measure attribution dimensions for performance, i.e. Locus of Causality, Stability, Personal Control and External Control. Moreover, in 2008, Pishghadam and Modarresi tried to develop a scale for specifically measuring learners' attributions, utilizing Weiner's (1986) attributional framework. Their scale comprised four subscales of Emotions, Self-image, Intrinsic motivation, and Language policy.

Hsieh (2004) applied his own instrument in order to investigate the effect of foreign language learners' attributions on their achievement. He concluded that those learners who made internal,

personal and stable attributions more often obtained higher English grades than those who attributed their success or failure to external, unstable and non-personal factors. In collaboration with one of his colleagues, Hsieh afterwards reexamined the effect of EFL learners' attributions on learners' achievement grades (Hsieh & Schallert, 2008). They found out that those who attributed their success or failure to their own ability received higher achievement grades in a foreign language course. Furthermore, Lei and Qin (2009) found significant relationships between language learners' teacher and effort attributions and their English language achievement. Not surprisingly, Peacock (2010) has also found significant relationships between language learning attributions and EFL learners' proficiency-based outcomes.

In another study, however, Yazdanpanah, et al (2010) narrowed down the study on attributions to the measurement of merely one attributional dimension, i.e. Locus of Control (LOC). The results of their study revealed that locus of control had a significant relationship with Iranian foreign language learners' academic achievement.

Another study worth mentioning from local context is that of Anteneh's (2004) who investigated the significance and implication of self-efficacy and attribution theories to language instruction. His study targeted ninety Grade nine students in Addis Ababa, Ethiopia. He used the attribution scale (perceived causes of success or failure) consisting of 18 items asking students to rate the importance of various factors for their success or failure on 5-point likert scale ranging from 1 (not important at all) to 5 (very highly important). He found out that "Explanations (attributions) students give for their performances were related to their self-efficacy and performance in writing" (p. 68) and 'students attribute their performance more to internal causes than external. They mainly attribute their success to their ability and effort.

Although other similar studies have shown that ability (Gobel & Mori, 2007) and ability alongside effort (Kun & Liming, 2007) have significant positive effects on language learners' language learning behaviors, there are studies such as that carried out by Cochran, McCallum and Bell (2010) whereby it was shown that language learners' attributions could not significantly predict foreign language learning.

As was mentioned above, previous research in the realm of psychology of language has mainly focused on indicating the types of attributions language learners are more likely to make (e.g., Pishghadam & Modarresi, 2008; Tsi, 2000; Williams & Burden, 1997; Williams, Burden, & Al-Baharna, 2001; Williams, Burden, Poulet, & Maun, 2004). Granted the fact that attribution factors have now gained momentum in language learning (Dornyei, 2001), we made attempts to test the impact of EFL learners' attributions for success and failure their self-perceived communication competence.

2.2.2.5 Research on EFL Teachers' Attributions

In the area of second/foreign language learning, attribution has been dealt with by numerous researchers (e.g. Peacock, 2010; Taskiran, 2010; Williams & Burden, 1997; Gao, 2008, Gobel & Mori, 2007; Tsi, 2000). Most of these studies have tried to specify second/foreign language learners' attributions and the effect of perceived attributions on learners' language learning outcomes. The trends observed with the role of perceived attributions and beliefs in effectiveness tend to generalize to teachers. Educational scholars posited that the beliefs teachers have about students and their causal attributions for students' performance have significant implications for manifesting both teacher and student effectiveness (e.g. Rose and Medway 1981; Pajares 2003). Since research findings indicated that students' attributional patterns are critical for academic achievement, it is conceivable to assume that the teachers' attributions would influence teacher practices and are indicators of teaching expectancies.

Despite the increasing evidence that beliefs and attributions strongly influence ways of understanding and acting in the classroom setting (Tollefson and Chen: 1988; Davis and Sumara: 1997; Peacock: 2010), teacher attributions remained an uncharted territory that awaits further research. These studies are generally small-scale research reports studying teacher attributions of student behavior by using case studies, interviews or slightly modified learner attribution questionnaires. One such study was conducted by Bibou-Nakou, Stogiannidou, and Kiosseoglou (1999) which investigated teacher attributions and practices regarding school problem behavior. To examine teacher attribution, they asked the teachers to ascribe three modes of explanations – teacher-related explanations; external student-related explanations; internal student related explanations – for each behavior problem. The percentage of variance accounting for factor one ranged from 34 to 40%, factor two: 16 to 18%, and factor three: 12 to 14%. The teacher-related

explanations refer to both internal (such as personality traits and mood of the teacher) and external (such as teaching experience, teacher showing interest in doing things) for the school problems. External student-related explanations linked to the presence of classroom misbehavior (such as pupil feeling tired and situation-specific behavior) while student related internal attributions (such as students' personality and family upbringing).

A number of studies investigated teachers' attributions of students' behavior problems in terms of specific factors such as family, student, teacher or school (Mavropoulou and Padelidu 2002; Arbuckle and Little 2004; Ho 2004; Ding et al. 2008, 2010). These studies did not employ any standardized teacher-specific instrument for determining teacher attributions. For example, Ding et al. (2008) conducted interviews with 244 Chinese teachers to assess teachers' perceptions of students' classroom misbehavior. The interviews focused on teachers' general concerns about classroom management, teachers' perceptions of the most frequent and troublesome types of misbehavior and teachers' perceived needs for help with improving classroom management. A total of 244 responses were collected, which were categorized under 11 items as follows:

1. low intelligence;
2. lazy, not making enough effort;
3. not interested in learning;
4. bad learning habits;
5. students in a special physical and psychological developmental period;
6. busy parents with the child being spoiled by grandparents;
7. parents' low expectations of the child;
8. family environment with parents' poor academic background;
9. previous teacher did not educate students well;
10. teacher's own instructional methods or classroom management approaches need to be improved;
11. overlooking students' affect because of 'teaching for testing' resulting from the high pressure of students' achievement accountability and school entrance rate.

These items fell into four classes: student (items 1–5), family (items 6–8), teacher (items 9–10) and school (item 11). The results indicated that the majority of Chinese teachers did not think that classroom management is a great concern. In contrast with prior studies in Western settings,

where ‘talking out of turn’ has been reported as the biggest concern, their study reported that Chinese teachers perceived ‘daydreaming’ to be the most frequent and troublesome misbehavior. In a related study, Ding et al. (2010) utilized the above categories and correlated these attributions with teachers’ coping strategies for classroom misbehavior. The results indicated that Chinese teachers attributed misbehavior first to student characteristics such as being ‘lazy, not making enough effort’, and second to ‘bad learning habits’. Across different grade levels, elementary teachers first blamed student learning habits while secondary teachers blamed student effort. With regard to coping strategies, inconsistencies were found across grade levels and between teachers’ perceptions and actions. The majority of sampled elementary teachers tended to choose ‘praising good students’ as the most effective and often-used strategy, while secondary teachers believed in ‘talking after class’. In fact, ‘talking after class’ was viewed to be more effective as the grade level increased. However, teachers reported that they did not actually use the strategy of ‘talking after class’ very often when coping with misbehaviors.

A recent L2 teacher-related attribution study carried out by Peacock (2010) did not employ any teacher-specific scale for examining teacher attributions in order to see if teacher attributions corresponded with those of students. Peacock utilized a student attribution scale constructed from students’ interviews and then slightly modified the statements to make it fit for teachers. As an example, the attribution ‘I paid attention in class’ was altered to ‘They paid attention in class’. Finally, many statistically significant differences were found between attribution and EFL proficiency, gender, and academic discipline and between student and teacher opinions.

After reviewing extensive literature dealing with attribution in language learning and teaching research, Ghanizadeh and Ghonsooly (2015) could not find any documented study seeking to explore language teacher attributions (p.3). Having attributed this gap to the scarcity of a standardized instrument for assessing teacher attributions, they designed and validated a scale for measuring English language teachers attributions based on review of literatures on attribution studies with the prospect of shedding light on the issue and stimulating future research on teacher attributions. See Appendix B, for Language Teacher Attribution Scale (ELTAS).

The scale comprised 10 hypothetical situations, half of which described situations of success while the other half illustrated failure. It required the teachers to consider similar situations from their own teaching experiences and rate the statements on a six-point scale in the light of their

own beliefs, perceptions and understanding of the cause of each situation. For each situation, four attributions were provided as follows: (1) teacher's teaching competency (TrC); (2) teacher's effort (TrE); (3) students' effort (StE); and (4) the institution supervision (InS). This yielded a scale with 40 items. However, in this study, parallel to teachers' teaching competency (TrC), student ability (StA) was added as an attribution to expand the alternatives for teachers. As a result, for each situation, five attributions were presented and hence ten situations were rated accordingly totaling the number of items 50. To rate the attributions, the research participants had to tick a box indicating whether they strongly agree with the explanation (6), somehow agree (5), agree (4), somehow disagree (3), disagree (2) or strongly disagree (1). To rate the attributions, the research participants had to tick a box indicating whether they strongly agree with the explanation (6), agree (5), somehow agree (4), somehow disagree (3), disagree (2) or strongly disagree (1). For more elaboration, two items of the scale, one describing success and the other failure, are presented in the following:

Situation 1

Suppose the students in your class performed better on a standardized achievement test compared to other students in your school. How would you rate the following causes of this event?

- 1) your high competence as a teacher 1 2 3 4 5 6
- 2) your high effort 1 2 3 4 5 6
- 3) your students' ability 1 2 3 4 5 6
- 4) your students' high effort 1 2 3 4 5 6
- 5) the institution's proper supervision 1 2 3 4 5 6

Situation 10

Suppose half a dozen of your students appear to resist using the second language in the class and are reluctant or even hostile to the topics pertinent to the target culture. As a result, their language proficiency and their intercultural competency do not seem to progress at all. How would you rate the following reasons involved in this scenario?

- 1) your low competence as a teacher 1 2 3 4 5 6
- 2) your low effort 1 2 3 4 5 6
- 3) your students' low ability 1 2 3 4 5 6
- 4) your students' low effort 1 2 3 4 5 6
- 5) the institution's improper supervision 1 2 3 4 5 6

The researchers state that they selected these situations based on their extensive experience in English teaching as well as the current models and theories of what makes an effective language teacher. The situations delineated determinants such as: student achievement, interactive and cooperative atmosphere of the classroom, attitudes toward language learning, students' development of higher-order thinking and learning skills, students' motivation, classroom organization and students' development of intercultural competency. According to Weiner's attribution theory (1985), all perceived causes could be qualified with respect to three underlying dimensions.

Table 2.4 Attribution Explanations along with the Corresponding Dimensions

No.	Explanations	Dimensions		
		Locus	Stability	Controllability
1	Teacher competence (TrC)	Internal	Stable	Uncontrollable (ISU)
2	Teacher effort (TrE)	Internal	Unstable	Controllable (IUC)
3	Students' ability (StA)	Internal	Stable	Uncontrollable (ISU)
3	Student effort (StE)	External	Unstable	Uncontrollable (EUU)
4	Institution supervision (InS)	External	Stable	Uncontrollable (ESU)

Locus of causality refers to attributions being either internal or external to the individual, *stability* concerns the extent of fluctuation over time (corresponds to expectancy), and *controllability* reflects how much control people believe they have over an outcome. The causal explanations measured via the scale correspond with the three dimensions underlying the Weiners' attribution theory, i.e. locus, stability and controllability, the three facets into which a person's attributions for causes of events are classified.

Summary

In this section, historical overview of attribution theory and its application in education in general and EFL in particular are dealt with. As an integrated part of the literature review, studies on the relationship between self efficacy and attribution theories are also presented. Attribution theory, being rooted in the work of Heider (1944), is concerned with the manner in which individual makes inferences to the causes of events or outcomes of other people's dispositions, on the evidence of the individuals' behavior. It is a perceptual approach to attitude

formation (Weiner, 1972). It has also been expressed that *Ability, Effort, Luck, and Task Difficulty* the four attribution factors identified by Weiner (1985, 1986) to which people tend to pin on their success and failure. Later on, three attributional dimensions namely, *Locus of Causality, Stability, and Controllability* were added to the above-mentioned attribution factors (Weiner, 2006). It was highlighted that attributions are a fundamental part of one's perception of self-efficacy. Researchers have also made explicit that there are potential links between self-efficacy and attribution theories. However, the link has remained comparatively unresearched until most recently. What is more, Weiner's theory has been extended by many researchers in the field of second/foreign language learning. Looking at the scales for the study of attributions, research on EFL Teachers' Attributions suffered from a scarcity of a standardized instrument for assessing their attributions in teaching.

2.2.3 EFL Teachers' Perception and Practice of CPD

Earlier in this unit, it was mentioned that MOE education has introduced new teacher education program called PGDT program with the aim of transforming the system. According to the Ministry, The pre-service teacher education has been redesigned with the very objective of developing trainees' skills, using appropriate methods for subject content and understanding the context of teaching. With shift of teacher education from integrative model to add-on model, the ministry has made clear that continuous professional improvement as central to maintaining and enhancing the quality of teachers, need to be part of the teacher education system (MoE: 2009a). Accordingly, in the Ethiopian secondary school teacher education, the Ministry has aimed at creating awareness that a central characteristic of teaching as a career is engagement in a lifelong process of professional learning and development (MoE, 2009a:6).

Professional development is not a quick fix, one shot affair. No one is a full blown professional at the end of a professional education degree like that of a B.Ed., M.Ed., or Ph.D. Neither are we just "born teachers." Teacher education programs can prepare teacher candidates to an extent; however, the experience of student teaching and the pedagogical content knowledge espoused in teaching methods courses cannot fully simulate the experience of a teacher. Darling-Hammond and Bransford (2005: 3) explain the goal of pre-service preparation as "*to provide teachers with the core ideas and broad understanding of teaching and learning that give them grip on their later*

development.” People tend to mistakenly believe that being trained to be a teacher corresponds to the ability to teach. Strengthening the need of continuous professional development Richards & Farrell, (2005) states “*The need for ongoing renewal of professional skill and knowledge is not a reflection of inadequate training but simply a response to the fact that not everything teachers need to know can be provided at pre-service level, as well as the fact that the knowledge base of teaching constantly changes*” (p.1). Therefore, English language teachers need to continually add to their subject knowledge to keep up-to-date with changes in a subject area.

2.2.3.1 Definition of CPD

Many definitions of CPD and terminologies interchangeably used are found in the literature on teachers’ and teachers’ education. Various terminologies and interpretations are being used in different contexts to describe CPD, for example; Continuing education, professional development, professional learning, professional growth, in-service education, in-service learning, renewal, continuing professional development, in-service training, on-going assistance, recurrent education, continuous career development, capacity building, staff development, life-long learning and professional growth, are just a few of such terms (Wolls: 1991, Turbill: 1993, Hoban: 1996, Anderson, 2000, Reimers and Reimers: 2000, Chand: 2000, Kalanidhi: 2001, Maththanada: 2001, and George and Lubben: 2002). The ultimate goal indicated in all these concepts is the improvement of student learning through enhanced teacher performance. However, CPD has become a widely used phrase for on-going education and it builds upon initial training of professionals. CPD encompasses all formal and informal learning that enables individuals to improve their own practice (Bubb and Early, 2007).

Similarly, a number of definitions of CPD emerge from the literature. For instance, Bolam (1993: 3) defines CPD as; “*Any professional development activities engaged in by teacher which enhance their knowledge and skills and enable them to consider their attitudes and approaches to education of children, with a view to improve the quality of teaching and learning process.*” Similarly, Fullan (1991) defined professional development as a ‘*lifelong process which begins with the initial preparation of teachers of teachers and continues throughout their teaching career.*’(p. 321). In light of the various definition that are presented in the literature review, CPD is operationally defined for this thesis as: “a planned, continuous and lifelong process whereby

teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils”

2.2.3.2 CPD in Ethiopia’s Teacher Education System: Overview

Teacher professional development programs of various sorts have long existed in Ethiopia. In the main, however, they took the form of in-service programs offered during long summer breaks by universities and teacher training colleges. Often organized by the Ministry of Education at the centre, these programs have invariably been difficult to coordinate, often poorly organized and managed (MoE, 2011b), and always entailed huge investment of resources on the part of the Ministry of Education. In addition, the fact that these programs are meant to upgrade the qualifications of teacher candidates means that such opportunities are only available for a small percentage of teachers who are selected on the basis of their merit and prior experience.

The Ethiopian government introduced a general Education Quality Improvement Package (GEQIP) to tackle the perceived decline in the quality of education in the country in 2008. A key component of this package is the Teacher Development Program (TDP). The TDP aims ‘to improve the quality of instruction and therefore student learning by enhancing the capacity of teachers in primary and secondary education’ (MoE, 2008: 24). Ethiopia’s national Education and Training Policy has long enunciated that, ‘the criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance’ (MoE 1994: 21). An aspect of teacher policy reform that has recently attracted public attention in the overall TDP has been the CPD of teachers. The CPD policy framework (variously referred to here as The Framework; MoE 2009a) was crafted by the Ministry in 2009 and is part and parcel of the School Improvement Program (SIP), another component of the GEQIP. Yet very little research has analyzed professional development programs in Ethiopia.

2.2.3.2.1 The CPD Policy Framework in Ethiopia

The ministry first carried out an impact study on the earlier Teacher Development Program (TDP) I at the end of three years of CPD development (2005-2008), in collaboration with Haramaya University. According to the Ministry, the study generally revealed that in nearly four

out of five schools the structure of CPD is either absent or inadequate, nearly all (29 of 31) cluster resource centers sampled were not adequately prepared to run well organized, inspiring and transforming CPD activities and in schools where CPD has begun teachers are however, able to demonstrate a reasonable mastery of the contents (of the CPD courses) they covered before and up to the time of the study (p 5). In the same vein, the study also highlighted major challenges as failing to synchronize the career structure and the CPD values and activities, high turnover of CPD facilitators, time constraints on teachers as well as their school leaders, total absence or inadequacy of the minimum resources required to run CPD and lack of systematic collaboration and coordination between Education Bureaus, Teacher Education Institutes and Non Governmental Organizations among others. As a result of the impact study's findings and recommendations, a new framework for CPD was developed in 2009 asserting CPD is a compulsory requirement for those who teach in all Ethiopian educational establishments. It is the civic and professional duty of all educators to engage in CPD.

The national policy framework developed for CPD of teachers as part of the nation's overall school improvement and teacher development programs. CPD, in the Ethiopian context, is espoused as a policy alternative to improve student outcomes by developing the professional competencies of teachers through upgrading and updating a wide repertoire of their classroom strategies (MoE 2009a). Teacher professional development in the new environment is guided by an elaborated conception of 'good teaching', which includes a set of behaviors grouped into four categories: professional knowledge and understanding; teaching skills; values and attitudes; and leaning environment (MoE 2009a: 15). Definitions of 'good teaching' are offered under each of the four categories. These definitions are claimed to have emerged through grassroots consultation that involved not only teachers but also '[s]takeholders from all over the country' (MoE 2009a: 15). CPD is advocated as a means to develop teachers' 'core competencies'. Further, it includes a practical Tool Kit (MoE, 2009b), which not only reiterates the what of the CPD policy but also prescribes the how of its implementation.

In the CPD framework developed for all teachers and schools leaders and supervisors in Ethiopia, it is stated that the newly deployed teachers were expected to work through a two year induction program, produced at national level and supported by mentors (MoE 2009). As per policy, teachers are expected to undergo 60 hours of CPD a year.

CPD is an umbrella term which embraces many teacher development programs and initiates other related policies. This is evident from the chains of programs introduced so far to improve teachers' quality and in turn improve the education quality. Ethiopia's Fourth Education Sector Development Programme (2010/11–2014/15) placed particular emphasis on the implementation of CPD policy. The CPD policy itself endorses other related major recent Ethiopian education policies such as the General Education Quality Improvement Program (GEQIP), the Teacher Development Program (TDP) and the School improvement Program (SIP). The new concept of CPD is one that moves away from attending courses and training days to all forms of teachers' professional learning on a continuing basis. Fraser (2005) also holds a similar view that CPD includes any activities that teachers engaged in to develop professionally. CPD is therefore, in a sense, the culmination of the official discursive practices on teacher professional development in Ethiopia.

The Framework endorses five professional competencies of teachers: facilitating student learning; assessing and reporting student learning outcomes; engaging in continuous professional development; mastery of the Education and Training Policy, curriculum and other program development activities; and forming partnership with the school community (Ministry of Education 2009a, p. 12). The Framework further defines 'good teaching' in terms of four broad areas: professional knowledge and understanding; teaching skills; values and attitudes; and learning environment. Sample definitions of good teaching under each domain are presented below:

- Professional knowledge and understanding: 'Good teaching is when a teacher has a broader understanding of the impact of the teacher's role in the local community, is aware of national and local initiatives, and includes them in teaching programmes' (Ministry of Education 2009a, p. 17).
- Teaching skills: 'Good teaching is when a teacher is a competent assessor of student progress and provides effective student feedback' (p. 17).
- Values and attitudes: 'Good teaching is when a teacher has a hunger for learning and self-improvement' (p. 18).
- Learning environment: 'Good teaching is when a teacher creates a safe and ordered environment in which all students are able to learn' (p. 18).

Considering the great demand for good teachers worldwide more important than the possible correlation between high teacher efficacy and successful practice may be an understanding of how to ensure that teachers engage in a continuing process of development to heighten their teaching efficacy. In this study, an attempt was made to explore EFL teachers' perceived effectiveness of CPD in relation to the framework. Of course, the study also examined factors hindering the EFL teachers' engagement in CPD, like organizational support or the school environment, financial constraint, teaching loads, resources for teachers to participate in CPD, and even whether relevant professional development program are offered or not.

2.2.3.3 Methods of CPD

CPD is a collection of activities offered in response to serve the needs of teachers and school staff members. There are many possible sources of CPD, including the school itself, school networks, and other external providers, such as Non-governmental organizations, colleges, universities, and private sector providers. These providers offer many different types of CPD activities. Friedman and Philips (2004) indicate that CPD activities are often perceived as formal training courses linked to work or gaining a qualification. However, it incorporates a broad range of learning experiences, both formal and informal learning. These learning experiences of CPD can range from personal learning such as private reading to attending courses organized by the local authorities. Clark & Hollingsworth (2002), Ling & Mackenzie (2001), and Craft (2000) propose several types of CPD for teachers. These include: (1) self directed study, (2) workshops, seminars, short courses, (3) coaching, mentoring, tutoring, (4) job shadowing, (5) networking, (6) collaborative learning, (7) action research, (8) personal reflection, (9) distance education, (10) professional learning teams, (11) observations, (12) portfolios, and (13) information technology mediated learning.

CPD activities can be structured and organized in different ways for different reasons and in different contexts. Eurat (1994) argues that the context through which professional development is acquired is important and helps one to understand the nature of the knowledge being acquired. Contexts considered in this study include; the school based (e.g. workshops, seminars, mentoring, research and collaborative activities), academic institution (higher education courses or programs) and other sources outside school (workshops, conferences). Within the different

contexts, CPD activities can be award bearing which are often long programs leading to an award by an institution or non-award bearing , often activities organized within or outside the school to improve and develop teachers' knowledge and skills (Garuba,2007).

Similar to the above CPD activities, the Ministry has listed CPD methods which have, according to the ministry, 'successfully' been used to facilitate professional development (2009a). Accordingly, the types of CPD activities considered in this study include: Curriculum meetings, Demonstration lessons, Planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, Talking to students, Assessment of students' work before and after the CPD activity, Marking of students' work, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within your school, Maintaining your professional portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings (MoE 2009: 23)

The ministry emphasizes that the activities above all contribute to improving and 'updating' teacher performance and not all these activities take place as a result of a planned CPD program. Much learning and sharing of good practice can take place as a result of normal day-to-day contact and discussion with professional colleagues. Sparks (2002) argues that professional development should be embedded in the daily lives of teachers, with strong administrative support and use of strategies that are tailored to their specific needs.

The relevance of CPD in teaching highlights its functionality in professionalization and in contributing to the needs of not just teachers but students and schools. Swann et al (2010), for instance, argue that access to CPD is an important vehicle for challenging and supporting teachers in reflection, in generating and extending a body of professional knowledge. A key objective of CPD is to improve pupil performance and learning outcomes. Professional development programs tend to focus on bringing about change in classroom practices, teachers attitudes and beliefs, and also on the pupil's achievement. Successful CPD should have significant positive effect on student's performance and learning apart from developing the pedagogical skills of the teacher (Day, 1999). Pupils' achievement and improvement in learning are important determinants of the impact or effectiveness of teachers CPD.

As illustrated above, the range of activities that can be considered as CPD is extremely wide. Any activities that teachers undertake in order to develop their professional competence can be counted as CPD. However, Bolam (2000) and Hustler (2003) indicate that the most common forms of CPD that teachers experience are workshops, seminars, conferences, and short courses. The less widely used modes of CPD include supervised research, sabbaticals, practice review, and self help groups. These activities are less common due to the amount of effort and time involved for the individual to arrange and to undertake CPD.

2.2.3.4 The Link between Teaching Efficacy and CPD

Teacher self-efficacy is a critical component of professional development due to the fact that the teacher's own belief in his/her ability to plan, organize, and execute the professional development plan is required to attain the educational goals necessary for student success (Skaalvik & Skaalvik, 2007). Tschannen-Moran, Hoy, and Hoy (1998) note that if a teacher possesses a strong sense of self-efficacy, his/her performance will yield a greater effort and ultimately better teaching practices. Moreover, if a teacher possesses a weak sense of self-efficacy, his/her performance will yield less effort, and ultimately reduced teacher outcomes.

Professional development can raise confidence in one's ability to achieve the desired results (Bandura, 1997). Tschannen-Moran and McMaster (2009) argue that professional development has been frequently discussed as impacting the development of self-efficacy. Several studies report on the positive impact of professional learning on teachers' self-efficacy (Ingvarson, Meiers, & Beavis, 2003; Karimi, 2011; Zambo & Zambo, 2008). When linked to teachers' self-efficacy, professional development can act as a filter through which teachers acquire and internalize new learning, knowledge, and skills (Smylie, 1988). As Lewandowski (2005) concludes, when directly related to classroom practices, professional development activities allow teachers to enhance self-efficacy in teaching; also, high-efficacious teachers have high participation records in professional development programs.

Several studies corroborate that professional development activities are more likely to enhance self-efficacy when especially designed for this purpose (Tschannen-Moran & McMaster, 2009).

In particular, certain program aspects, such as content focus, active learning, simulation activities, social networking (social support), and competencies development, are found to contribute to the development of school leaders' self-efficacy. To take this a step further, several researchers (e.g., Ross & Bruce, 2007; Versland, 2009) argue that professional development programs need to be developed around Bandura's (1997) four main sources of self-efficacy development, namely, mastery experiences, social modeling, social persuasion, and psychological responses.

To begin with, in a study by Versland (2009) head teachers' self-efficacy levels were impacted by certain structural and content-specific program aspects, such as leadership experiences, motivation, authentic learning practices, and self-regulation (efficiency). Through simulation activities, head teachers were encouraged to develop new skills through field practices and, most importantly, to understand through hands-on experiences what they needed to do to support students' and others' learning. Such activities adhered to the prime source of information supporting the development of self-efficacy beliefs, that is, Bandura's mastery experiences (Pajares, 2002). In particular, some researchers (e.g., Hallinger & Heck, 2010; Robinson, Lloyd, & Rowe, 2008) argue that the emphasis on instructional leadership through replication of mastery experiences can enhance school leaders' self-efficacy. As Bandura (1997) argues, "in highly efficacious schools, in addition to serving as administrators, [head teachers] are educational leaders who seek ways to improve instruction" (p. 244). In fact, instructional leadership can act as the best channel for understanding the contributions of leadership to learning (Lee, Hallinger, & Walker, 2012). In sum, studies investigating the relationship between CPD and teaching efficacy have found out that professional development programs can impact participants self efficacy levels teachers.

Summary

The theoretical framework of this study stems from the conceptual strand SCT and self efficacy theory coupled with attribution theory. These theories have their roots in social cognitive theories. While self efficacy theory helps to evaluate one's confidence of ability to do something in the near future, attribution theory tries to explain why and how something happened. There is a theoretical link between attribution self efficacy theory and attribution theory. Besides, it is highlighted that there is a link between teaching efficacy and CPD. EFL Teachers' have own

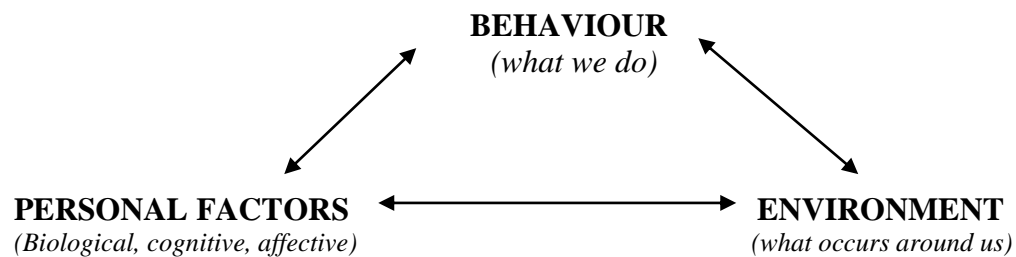
assessments of their own teaching efficacy and explanation of why they have low or high teaching efficacy. In the same vein, CPD helps to improve teacher performance or teacher effectiveness. Hence, it is logical to assess these EFL teachers' perceived effectiveness of CPD and analyze its influence on their teaching efficacy and to figure out to what do they attribute their high or low self efficacy in teaching EFL based on ELT efficacy components. Hence, the theoretical framework, through the lens of SCT, will help the researcher seek the research's participants' perception about their teaching efficacy, attributions in teaching and their perceived effectiveness of CPD.

2.3 Conceptual Framework of the Study

This study is rooted in Bandura's theory of self-efficacy, specifically as it pertains to secondary school teachers. Self-efficacy is a key component of Bandura's social cognitive theory, which describes a causal interrelationship among environmental events, physiological elements, and behavior (Bandura, 1977, 1986). In section 2.2.1.1, key assumptions of social cognitive theory including reciprocal determinism, human agency and its capabilities are explained in detail. Here, how the key assumption of the theory '*triadic reciprocal determinism*' is modified and made to fit to this study is presented.

Social cognitive theory assumes that human behavior, environment, and personal factors mutually interact and serve as determinants of each other. Environmental factors include actual experiences of the individual as well as vicarious ones. Behavior includes one's actions. The internal processes include cognitive, affective, and biological processes. One's thoughts and actions are not simply dictated by environment or biology, but rather are part of an ongoing interplay between the world and one's thoughts and behavior. In Bandura's original conception of self efficacy, he described it as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (1977: 3). Study of self-efficacy beyond his initial conception focused on the interplay among self-efficacy, the environment, and behavior. Experiences certainly have an impact on one's self-efficacy, and the level of self-efficacy impacts behavior.

Figure 2 *Theoretical Model of Triadic Reciprocal Determinism. Source: Adapted from Bandura, 1997.*

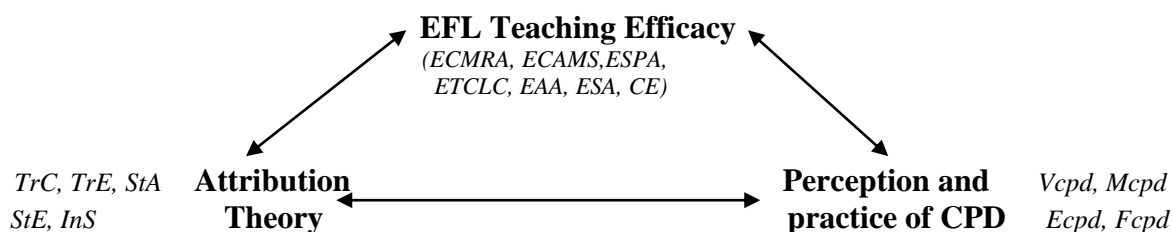


A bi-directional interaction occurs between behavior and personal characteristics in the sense that while people’s beliefs, expectations, and goals shape their behavior, the consequences of their behavior will influence their personal characteristics, in turn (Bandura, 1986; 1989). The person-environment interaction of reciprocal determinism involves the two-way interaction between personal characteristics and environmental factors. Not only are people’s expectations, beliefs, and cognitive competencies developed and altered by their environment, but also they influence their environment (Bandura, 1986; 1989). Finally, the mutual interaction between behavior and environment suggests that people are both producers and products of their environment (Bandura, 1986; 1989).

Bandura's model is especially challenging due to its reciprocal nature. Each cause is also an effect, and the converse is also theorized to be true. An additional challenge is that the theory is not necessarily longitudinal in nature; causes and effects can have a simultaneous effect, or there may be a state of equilibrium that evolves. One study by Williams and Williams (2010) does verify the reciprocal determinism theory in a study with a large sample size that takes place in 30 countries. The approach isolated each variable to identify the direction of influence of each variable on the other factors in Bandura's model; as a result, they were able to suggest a causal effect of behavior on beliefs, as well as the converse. The international nature of this study also shows that the triadic reciprocal determination model is not necessarily prone to cultural bias (Williams & Williams, 2010).

In the earlier section, it has been discussed that the important component of reciprocal determinism is the notion of human agency. Agency refers to “acts done intentionally” (Bandura, 1997: 3). Social cognitive theory assumes that people have power to influence and make changes in their actions. Bandura (1997) asserted that efficacy beliefs are the most influential characteristics of human agency. He suggested, “unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy is, therefore, the foundation of agency” (pp. 2-3). The present study adapted Bandura’s (1997) Theoretical Model of Triadic Reciprocal Determinism as a conceptual framework. Accordingly, the researcher, based on the relationships of the variables, has developed a conceptual framework (see Figure, 2:1 below) upon thorough literature review.

Figure 3 Conceptual Framework the present study adapted from Bandura, 1997



The relationship between self-efficacy and attribution theory is shown by bi-directional. In the teacher efficacy research, attribution theory constitutes important information of teacher efficacy. In return, what EFL teachers attribute to their success or failure affects or improves their teaching efficacy. Bandura’s (1994) theory suggests that self-efficacy influences causal attributions due to its dispositional, personality-oriented nature, a finding supported by Brady and Woolfson (2008)’s study showing self-efficacy, experience, and attitudes towards students’ disabilities to predict teachers’ attributions for their students’ academic difficulties. However, another model evaluated by De Jesus and Lens (2005) assumed teachers’ attributions to influence their self-efficacy, which in turn predicted expectancy for success and intrinsic motivation. Reyna and Weiner (2001) further suggested that attributions, especially the dimension of controllability, influenced self-efficacy in teachers. Therefore, these studies indicate the interaction between the two variables. If an EFL teacher has a high teaching efficacy, he or she may explain that it is because of his or her confidence in teaching and efforts

exerted to attain the goal. Unlikely, if the teacher has low efficacy, he or she may attribute to external sources. Hence, whether EFL teachers are efficacious or not, they have some reasons or explanations for their success or failure.

Similarly, the bi-direction between Attribution theory and CPD also show the impact one has over the other or vice versa. Positive perception and practice of CPD could lead to explanation of success story and/or absence of such attitude may yield contrary explanation. In the same vein, being successful or failure in CPD practice could be attributed to well organized CPD program, government or school supported and its various forms available to teachers. Or it could be because of personal motivation to develop oneself professionally. Absence of such infrastructure could lead to explanations of failure.

A bi-directional interaction occurs between Teacher efficacy and CPD in the sense that while engaging in CPD activities increases the teachers' teaching efficacy, the consequences of teaching efficacy will influence their views and practice of CPD activities, in turn. This theory constructs the conceptual framework of the teachers' sense of efficacy research and of this study. Hence, the conceptual framework of this study presents, through the lens of social cognitive theory and EFL teaching efficacy, the seven components of ELTEI presented in this study.

Chapter Three: Methodology of the Study

This study sought to explore EFL teacher's teaching efficacy level, attributions to their teachings, their perceived effectiveness of CPD and whether or not there are relationships among these variables focusing on PGDT program as a domain of teacher development. In this chapter, methodological considerations pertinent to the research are described. The bulk of the chapter concerns the description of the study, which involves introducing the research design, the research participants and setting, describing the research process and data collection methods, and, finally, outlining analytical procedures for each data collection method, validity and reliability of the instruments as well as specifying the stage at which the methods were mixed. The following section begins by explaining the methodological philosophy adopted for this particular study and then moves on to describe the quantitative and the qualitative phases of the study in separate sections.

3.1 The Research Design

There are a number of ways to design a study so as to arrive at reliable, well-argued conclusions. With the development and perceived legitimacy of both qualitative and quantitative research in the social and human sciences, Mixed Methods Research (MMR), employing the combination of quantitative and qualitative approaches, has gained popularity (Creswell, 2009: 236). In this study, a mixed-methods design was used to explore the complex issues of EFL teachers' teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD as well as the relationship among these variables. Though most SCT based studies employ quantitative research methods, reviewing history of teacher efficacy research methodologies, one can find employing either quantitative or qualitative methods only or very recently a combination of both methods. The rationale for using such an approach and their strengths and weaknesses are discussed hereunder.

3.1.1 Mixed Methods Research as a Design

Most SCT based studies employ quantitative research methods. Similarly, teacher self efficacy beliefs research has been dominated by quantitative methodology for so long. Different investigators (Tschannen-Moran and Hoy: 2001), Ho and Hau: 2004, Moe et al.: 2010, Kim and

Kim: 2010, Skaalvik and Skaalvik: 2010, Ruys et al.: 2011, Duffin et al.: 2012, Malinen et al.: 2013) have employed quantitative research design to explore teacher efficacy beliefs research variables. There were also still researchers (Gu and Day: 2007, Hadar and Brody: 2010, Takahashi: 2011, Wyatt: 2011) whose works relied on qualitative instruments.

Despite wider use and domination of quantitative research methodologies, various commentators have argued for years that the study of teachers' self-efficacy beliefs has been confused (Wheatley: 2005; Wyatt: 2012). Wheatley (2005), for instance, argues the many possible meanings of teacher efficacy levels make it problematic for teacher educators to interpret and use teacher efficacy. Hebert, et al. (1998) cited in Wheatley (2005) summed up two decades of debate about the meaning and assessment of teacher efficacy, "teacher efficacy remains a conceptually elusive construct" which is "difficult to assess with certainty." After reviewing teacher self efficacy beliefs articles, particularly quantitatively done ones, he concluded that "Traditional teacher efficacy measures will not reveal to teacher educators the meanings underlying teachers' self reported global teacher efficacy, or whether teachers' confidence or doubts are beneficial or problematic." The multiple possible meanings of teachers' efficacy self-ratings make it difficult to imagine consistently wise use of this numerical data.

It simply is not clear how numerical teacher efficacy scores, by themselves, can be usable data for teacher educators. Accordingly, Wheatley (2005) concluded that "teachers' efficacy beliefs themselves cannot be studied adequately using only such [Likert-scaled] instruments" (p. 13). Thus, interpretive methods should be the central focus of research into teachers' efficacy beliefs. It is uncertain whether or not value is added by quantitative measures of teachers' efficacy confidence. Hence, recommended that developing usable understandings of teachers' efficacy beliefs will require teacher observations and interviews, contextual data, and use of micro genetic methods (Wheatley, 2005).

Furthermore, Wyatt (2012) also criticizes that "virtually all researches into Teacher Self Efficacy Beliefs have been dominated by quantitative methodologies with interpretive and critical perspectives largely absent" (p. 14). According to him, such methodology has limitations, however, when applied to the study of TSE beliefs. Teachers may over- or under-estimate their self-efficacy beliefs when responding for a number of reasons. Personal factors, such as 'nai've optimism' (Wheatley 2005), 'defensive pessimism' (Wolters 2003) or the wish to give a socially

desirable response (Collins, Shattell, and Thomas 2005), might be influential. He then recommends using mixed methods consisting of in-depth qualitative interviews as well as a survey can provide insights into teacher efficacy beliefs research.

As teacher efficacy research continues to expand, however, there are few researchers who recognized the merits of using qualitative and quantitative methods in their studies (Klassen et al. 2008). With the emergence of mixed methods studies that include a meaningful qualitative component, as Wyatt (2012) call it ‘positive recent development’ in research into TSE beliefs (Siwatu: 2007, 2011b; Aydin, Demirdoğ˘en, Klassen et al. (2008), and Tarkin: 2012) can be cited.

Siwatu’s (2007, 2011b) study featured a mixed methods design. Quantitative data were first collected from 192 pre-service Midwestern American teachers through a survey that elicited their culturally responsive TSE beliefs through items such as: “I am able to identify the diverse needs of my students” (2011b, 362). Analysis revealed the teachers were least efficacious on two items: in using phrases from the native language to both greet English language learners and then praise them for their accomplishments. As Siwatu (2007, 1097) reports, these particular item-specific responses were ‘the most important findings’. They were investigated further in the qualitative phase, when eight teachers (four who had scored high in the survey and four who had scored low) were interviewed, revealing underlying cognitions. Understanding why the teachers felt the way they did prompted Siwatu to revisit the literature on the value to the learners of the teaching strategies the teachers were avoiding and to suggest teacher education processes.

Klassen et al. (2008) also provided a mixed methods study of 502 secondary teachers from Canada and Singapore. These authors investigated the relationship of teachers' beliefs in their self- and collective-efficacy and their perceptions of academic climate. The quantitative part of the study used measures of teachers' self efficacy, teacher collective efficacy, and academic climate. The qualitative part of the study utilized in-depth semi-structure interviews with 10 Canadian teachers and individual and focus group interviews with 14 Singapore teachers. Klassen et al. found “results from the quantitative study reveal that teachers' self- and collective efficacy are significantly correlated with perceptions of academic climate in both countries, but that student Self Efficacy Scale plays a stronger role in influencing beliefs about academic climate in a Canadian setting, whereas in Singapore, “a teacher's belief about collective efficacy

is a very strong predictor of school climate” (p. 1927). The qualitative findings assisted in explaining some of the quantitative findings with both Canadian and Singapore teachers further noting the crucial roles played by individual and group motivation in developing school climate, “the principal's role supporting teachers in both Canada and Singapore, and Canadian teachers speaking more severely about student behavior than Singapore teachers; nonetheless, both teacher groups found student behavior a challenge for teaching and learning” (p. 1930). These researchers aimed at complementing quantitative findings with qualitative explanations.

In Aydin, et al. (2012) study, qualitative and quantitative methods were combined in the following way. Firstly, a Turkish version (Capa, Cakiroglu, and Sarikaya 2005) of Tschannen-Moran and Woolfolk Hoy's (2001) survey was used at the beginning of a practicum with 26 pre-service Chemistry teachers. This allowed the researchers to identify those whose General Self Efficacy beliefs, on the basis of averaged scores were respectively low, medium and high, enabling them to select two from each category to follow qualitatively. Semi-structured interviews were then used, both at the beginning and end of the practicum, to probe self-efficacy beliefs regarding classroom management, student engagement and instructional strategies. This allowed the researchers to identify which specific experiences seemed to have prompted growth, providing insights into the relative impact of different components of the teacher education program and therefore supporting course evaluation and design processes. On the basis of their findings, the researchers identified the need for an extensive microteaching component in their teacher education courses and for the careful selection of learner-centered mentoring teachers in schools

The above studies demonstrate, therefore, that MMR into Teacher Self Efficacy beliefs can potentially lead to useful outcomes. Qualitative approaches join quantitative approaches that may begin to recognize an elusive construct such as teacher efficacy being clarified with varying qualities of teacher efficacy that are complex, multi-faceted, and multidimensional. Klassen et al. (2008) helped us understand cross-cultural interpretations through a mixed methods study and potentially encourage us to consider how a MMR might further untangle time points that are explained through analyses of both quantitative and qualitative data. Quantitative, qualitative, and MMR would offer tantalizing considerations for potential teacher efficacy investigations than using mono method into teacher self efficacy study. Eliciting teacher self efficacy beliefs

can be a formative, small-scale, localized process used to support professional development in specific teacher education contexts. Teacher efficacy research will aid in the development of additional meanings and meaning making potential.

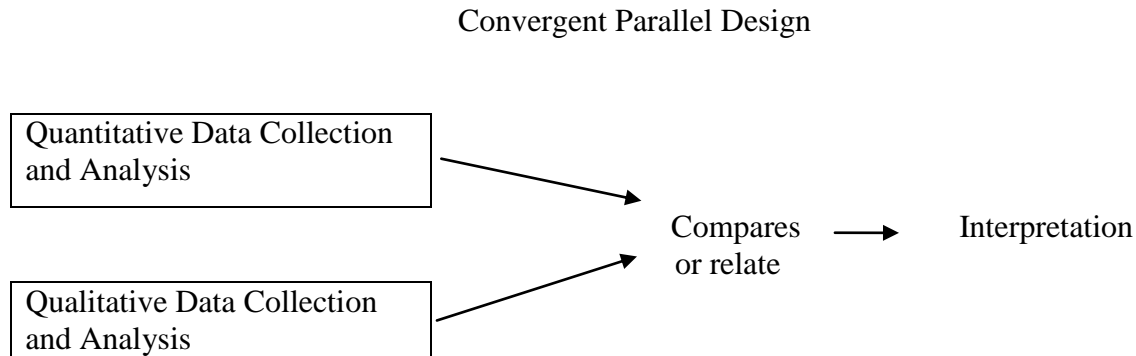
As stated above, the present study employed MMR design which involves the mixing of quantitative data and findings with qualitative data findings. The study began with a quantitative method (survey questionnaire) in which the EFL teachers' sense of teaching efficacy, attributions to their teachings and their perception and practice of CPD were explored. The qualitative method employed in-depth semi structure interviews to explore deeply into the constructs (that are teaching efficacy, and attributions and their perception and practice of CPD) involving detailed exploration with few individuals. More specifically, from the three strategies of MMR, *convergent mixed methods (QUAN + QUAL)* procedures in which the two approaches that are treated equally model of a combined design is adopted.

The sign + indicates the simultaneous or concurrent collection of quantitative and qualitative data.

Uppercase letters indicate a priority or increased weight for both the quantitative or qualitative data (Creswell, 2012: 538). Hence, both the survey questionnaire and the semi-structured interview are the primary tool to answer the research questions. In this way, one data collection form (survey questionnaire in this study) supplies strengths to offset the weaknesses of the other form (interview), and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. For example, quantitative scores on an instrument from many individuals provide strengths to offset the weaknesses of qualitative sources from a few people. Alternatively, qualitative, in-depth interview of a few people offers strength to quantitative data that does not adequately provide detailed information about the context in which individuals provide information.

Hence, the researcher planned to gather both quantitative and qualitative data, analyze both datasets separately, compare the results from the analysis of both datasets, and make an interpretation as to whether the results support or contradict each other.

Figure 3.1 Types of Mixed Methods Designs



The quantitative and qualitative results were described side by side in a discussion section of a study. The quantitative statistical results were first presented and then qualitative quotes to either confirm or disconfirm the statistical results provided. In this study, both the quantitative and qualitative data were analyzed separately and then integrated in the discussion stage (Creswell, 2003; Dorney, 2007). Hence, the integration focused on how the results from both methods were similar or different, with the primary purpose being to crosscheck each other.

In this study, mixed methods approaches have been chosen for the following reasons:

1. This study has aimed at exploring EFL teachers' teaching efficacy, attributions in teaching and their perceived effectiveness of CPD, focusing on PGDT graduates. A simple survey would not help to better explain EFL teachers' teaching efficacy, attribution in their teaching and their perceived effectiveness of CPD activities. On the other hand, an in-depth data generated from few teachers through qualitative study alone may not suffice to provide a generalizable finding. Therefore, integration of quantitative and qualitative studies yields richer, comprehensive and holistic understanding of EFL teachers' teaching efficacy.
2. One of the objectives of this study was to explore high school EFL teachers' levels of the teaching efficacy. In line with this, the quantitative part of this study was designed to survey teaching efficacy of high school EFL teachers. But *Teacher efficacy* is a construct, which is "an abstraction that cannot be observed directly" (Gay, et al. 2006). Because of this abstract nature, collecting as much observable, measureable data which can be better accomplished with a mixed methods design as possible was necessary.

3. Self efficacy theory is emerged from social cognitive theory, and social cognitive theory is deep rooted in the world view of constructivism and the issues usually addressed through this worldview, a mixed methods approach can be further supported, as the qualitative portion of the research lends more credibility to the quantitative findings which would be making the interpretations of the results regarding EFL teachers' teaching efficacy more valid.

Therefore, the study involved different sizes of sampling and different data collection instruments for the quantitative and the qualitative part. The following section elaborates the research settings and provides justifications for selecting those particular settings.

3.2 The Research Setting

The data for this study were collected from PGDT graduates of EFL teachers. These teachers are widely scattered all over the country. So, as indicated earlier in unit one, the researcher concentrated on PGDT graduates of EFL teachers who teach in schools found in three Wollega zones (East, West and Horro Guduru Wollega), West Shewa and Jimma zones) of Oromia Regional State. There are some reasons to select these areas for data collection. Firstly, the researcher of this study worked at Wollega University since its inception, in 2006. He has been working at different positions (as head of English language and Literature department, education quality director and dean of Institute of Language Studies and Journalism) when on duty beside teaching courses. Along with other colleagues, the researcher was conducting many community service workshops in the zones and some districts under the zones. This has helped him to establish good rapport with zonal education bureau officials and district level education and training experts and teacher development officers when trying to organize different workshops and trainings. As to West Shewa Zone, it was a place where the current researcher started teaching at college level. This had enabled him to visit local schools and local education bureau officials when placing would-be teacher candidates for teaching practices. This had given him the impression of the areas such as accessibility of high schools and transportation to various districts under the zone.

Secondly, being familiar with the areas and districts as well, the researcher can locate high schools where the EFL teachers are teaching and believed this would help him in distributing the survey questionnaires and obtaining them back. The researcher believed that familiarity with the local situations would smoothen to communicate with respective high schools formally and informally.

Thirdly, the relative proximity of the zones to the researcher's home base was one of the criteria to select the three zones. Being based in Nekemte town, the researcher can easily travel to West Wollega and Horro Guduru Zones as both zones are half a day driving distance. The researcher also believed that this reason also applies to the would-be study participants. The other assumption to select the research settings was the areas are ideal places to work or teach and settle in life for most teachers including other professionals. So, the researcher assumed that this would help him sample relatively large number of research participants. Most meetings with all teachers are usually in the areas the schools themselves through school cluster.

3.3 Population and Sampling Technique

3.3.1 Population of the Study

The population of the present study was PGDT graduate EFL teachers. PGDT graduate EFL teachers are of three types. The first ones are those who have completed their applied field of study in English and graduated with Bachelor of Arts (BA) degree and applied for one more year education in teaching profession. They attend the training for two semesters in regular modality. Regarding their teaching practice, they take only a month teaching practicum in nearby high schools around their host universities towards the end their training and finally employed as an EFL teachers.

The second ones are those who completed applied BA degree in English and are hired as English language teacher without taking any pedagogical and professional courses. Following a year teaching service or so, they are re-joined for in-service training in summer modality. They attended two on-campus courses for two summers and a winter distance courses being on duty.

The third ones are those English language teachers who upgraded from diploma to degree after some years' of services. Upon completing their subject area courses in four summers and three winters, it's mandatory for these teachers to attend PGDT program for two more on-campus summer courses and module based distance courses meant for home-based self-study during a winter. All these EFL teachers have different training backgrounds, teaching experiences, and sometimes vary in courses and the credit hours they took at different times.

Initially, from the above three types of PGDT graduate EFL teachers; the plan of this study was to focus on EFL teachers who were trained in a regular modality only. However, during the pilot study, it was learnt that the number of regular modality trained PGDT graduate EFL teachers were insignificant and scattered all over the country; hence, accessing them was very difficult. Hence, those who completed their PGDT trainings in summer modality were included as population of the study. These EFL teachers have common characteristics (like very close teaching experiences, similar mode of training both at subject matter and pedagogical and professional courses). Whether there is a difference or no between these EFL teachers for being attending regular or summer modality, modality as a sub-variable was checked whether to treat them as different groups or as independent sample. Based on modality the participants attended during their training as demographic information, was checked and found to be insignificant. Hence, both are taken as a single group in the study during analysis. But those EFL teachers who upgraded from diploma to degree and attended PGDT program are very different in teaching experiences, in the mode of teacher education they have been through (as some had already taken professional courses at diploma level), age, and other on-job trainings, and so on. Hence, those EFL teachers who upgraded from diploma to degree and attended PGDT program were not included in this study as they have diversified backgrounds.

Exact figure of PGDT program graduates EFL teachers from the beginning of the program is not known. The Ministry receives total data of all PGDT trainees rather than by discipline. Similarly, it was not easy to access data of particular department graduates like data of PGDT English graduates of the universities. The researcher accessed data of graduates from 2013-2016 only from Wollega university. 159 and 114 teachers were graduated in PGDT English from 2010-2016 and 2013-2016 both in summer and regular modalities respectively. However, starting from 2016/17 (that is 2009 E.C) academic year, PGDT training universities are reporting data of each

department. Accordingly, in the academic year indicated above alone, 165 candidates were attending their PGDT English training in regular modality in six universities. These teachers are placed to high schools all over the country. It is believed that between June 2010 and June 2016 in summer modality alone, about 270 EFL teachers have completed PGDT program. Since then, the number of PGDT program hosting universities have increased and the number of trainees in all subjects as well.

Including all regular and summer PGDT graduate EFL teachers in the country into the present study was unimaginable. This was because of factors of expense, time and accessibility; it is not always possible or practical to obtain measures from a population (Cohen, et al. 2005: 174). The authors also advise for a question that how large the samples for the research should depend on the purpose of the study and the nature of the population under scrutiny. Particularly, because of the second factor where these teachers are teaching and limited number of the teachers' population so far, the researcher extended the area of the study to five zones in Western Oromia Regional State.

3.3.2 Sampling Technique

With regards to sampling participants for the survey questionnaires, the strategy adapted to access data was random sampling. The data acquired from respective zonal education departments was crude and it does not identify the three types of PGDT programs the EFL teachers went through. Hence, the researcher devised a strategy on how to access and include as many PGDT graduate EFL teachers as possible. He contacted summer students at four universities (Addis Ababa, Ambo, Wollega, Jimma Universities) and identified those teachers who were from the selected research areas. In areas where the researcher could not reach, these focal teachers helped the researcher make fill and collect eight to fifteen questionnaires in their respective localities. In this study, the strategy helped the researcher to reach as much PGDT completed EFL teachers as possible in the study areas. Since “there are no strict rules to follow” for clearly defining the target population, I relied on *logic and judgment* in identifying the data sources in *keeping with the objectives of the study* (StatPac Inc. 1997-2007).

Estimated number of population of PGDT graduate of EFL teachers since 2010 = **1329**

	2010-2016	2013-2016	2017-Nov 2019
(10 universities)			
In Summer Modality	270	-	287
In Regular Modality	-	159	495
Summer =	557		
Regular =	772		
Total =	1329		

The above total number of PGDT graduate EFL teachers is assigned in all parts of the country. However, the researcher considered the EFL teachers in PGDT training in their second summer in August 2018. Accordingly, 46 EFL teachers (54.56%) were randomly sampled from 84 PGDT trainees in the Universities mentioned above except Ambo. At the end, 204 EFL teachers (97 regular PGDT attended, and 107 summer PGDT attended) were sampled. Hence, 97 (12.56%) were sampled from 772 regular modality trained EFL teachers. Similarly, 107 (17.41%) EFL teachers were sampled from summer modality trained EFL teachers. All in all, the study included 204 (14.25%) EFL teachers for the survey. In this study, only eight EFL teachers who filled the survey questionnaire during the data collection were also selected randomly but only those who teach East Wollega Zone were considered for easy access. The following section elaborates tools employed in this study.

3.4 The Research Tools

3.4.1 Survey Questionnaires

Quantitative data have the potential to provide measurable evidence, to yield efficient data collection procedures, to create the possibility of replication and generalization to a population, to facilitate the comparison of groups, and to provide insight into a breadth of experiences (Creswell et al., 2010). In order thus to find out EFL teachers' teaching efficacy, teaching attributions and perceptions and practice of CPD, survey questionnaires were prepared and administered.

Questionnaires are perhaps one of the most popular data gathering tools, probably because they are thought by many researchers to be easy to design. The popularity of questionnaires is also

probably based on some of their inherent advantages. Gray (2004) and Yount (2006) summarize the following advantages of using questionnaire in a research. Firstly, a questionnaire allows researchers to gather data from any part of the world. Hence, remote subjects can easily be reached. Secondly, the standardized wording of a printed questionnaire reduces researcher interference in subject responses. The researcher's gender, appearance, mannerisms, social skills and the like have no effect on how subjects respond to the questions.

Thirdly, questionnaire is still the most economical means, per subject, for gathering data. The economy of process allows researchers to increase the number of subjects in the study. Increased sample size provides more accurate estimates of population characteristics. Still, the standardized wording and structured questions of the questionnaire provide a higher reliability in the data than is practically able to be obtained by other means. Furthermore, the questionnaire is completed at the subjects' convenience. The research participants can consider each question, check necessary records, and reflect on their answers. Hence, data would be more valid under these conditions than when answers are given "on the spot" for instance, in an interview. All in all, a planned, well-constructed questionnaire can obtain information that is obtainable in no other way.

Earlier in section 2.2.1.4, *The Context and Measurement of EFL Teaching Efficacy*, it has been discussed that different authors have developed specific instruments which were tailored for particular purposes in a variety of educational and cultural settings. Even studies that looked at efficacy of teachers under ELT conditions used Tschannen-Moran and Woolfolk Hoy's (2001) teacher efficacy instrument. Akabari & Tavassoli (2014) criticize that the instrument does not capture the context-specific nature of efficacy in ELT settings. Stating the generality of the instrument both in terms of their subject matter and context, the authors developed a new teacher efficacy instrument (that is, ELTEI) whose items are specific to ELT classes and measure EFL teachers teaching efficacy.

Part I The ELT Teacher Efficacy Instrument (ELTEI)

This study used The ELT Teacher Efficacy Instrument (ELTEI) developed by Akbari and Tavassoli (2014) to explore EFL teachers' teaching efficacy. The instrument used a 5 point likert scale ranging from 1-very little to 5-very much. This study has also followed the likert scales proposed without any change. However, some modifications have been made to the

instrument for the purpose contextualization. Firstly, the scenarios were revised so that they reflect the local context and the teachers' grade level teachings and situations so that the EFL teachers' teaching efficacy would be measured. Secondly, foreign names used in the scenario were replaced by Ethiopian names to appeal to the teachers. Thirdly, some situations in which the scenario made use of were restated to conform to the local EFL teachers' teaching levels and contexts (see Appendix E for the modifications made). This was just to conform to the purpose, population and environmental characteristics in which measurement takes place. This is also one aspect of establishing validity of the instrument. One scenario used in the instrument and its modified version employed in this study are presented in the following table.

Table 3.1 Example of ELTEI original instrument by Akbari & Tavassol (2014) and modified ELTEI by the researcher

No.	ELT Teacher Efficacy Items (ELTEI Original instrument by Akbari & Tavassoli, 2014)	Adapted/Modified (ELTEI) (By the Researcher)
11	<p>John is an English teacher who is very competent at teaching vocabulary. Knowing this, his supervisor has asked him to teach vocabulary to a class of adolescents at the intermediate level. John is happy and he wants to accept this class as he thinks he is good at teaching this component.</p> <p><i>To what extent does John's feeling describe that of yours with respect to teaching vocabulary to adolescents at the intermediate level?</i></p>	<p>Gadissa is an English teacher who is very competent at teaching vocabulary. Knowing this, his school has asked him to teach vocabulary to a class of Grade 9 learners. Gadissa is happy and he wants to accept this class as he thinks he is good at teaching this component.</p> <p><i>To what extent does Gadissa's feeling describe that of yours with respect to teaching vocabulary to Grade 9 learners?</i></p>

It must be noted that the Akbari and Tavassoli (2014) reversely scored some items. According to the authors these items deal with scenarios in which a teacher does not feel effective enough in confronting a classroom challenge, and as a result, disagreement by a respondent indicates the *presence*, rather than the absence, of teaching efficacy. Hence, before adding up the values, the options in the reverse scored items were inverted.

Part II English Language Teacher Attribution Scale (ELTAS)

To determine teachers' attributions, the study employed the English Language Teacher Attribution Scale (ELTAS) designed and validated by Ghanizadeh and Ghonsooly (2015). The scale comprised 10 hypothetical situations, half of which described situations of success while the other half illustrated failure. It required the teachers to consider similar situations from their own teaching experiences and rate the statements on a six-point scale in the light of their own beliefs, perceptions and understanding of the cause of each situation. For each situation, four attributions were provided as follows: (1) teacher's teaching competency (TC); (2) teacher's effort (TE); (3) students' effort (SE); and (4) the institution supervision (IS). This yielded a scale with 40 items. However, in this study, parallel to teachers' teaching competency (TC), student ability (SA) was added as an attribution to expand the alternatives for teachers. As a result, for each situation, five attributions were presented; hence, ten situations were rated accordingly totaling the number of items 50. To rate the attributions, the research participants had to tick a box indicating whether they strongly agree with the explanation (6), agree (5), somehow agree (4), somehow disagree (3), disagree (2) or strongly disagree (1). For more elaboration, two items of the scale, one describing success and the other failure, are presented in the following:

Situation 1

Suppose the students in your class performed better on a standardized achievement test compared to other students in your school. How would you rate the following causes of this event?

- 1) your high competence as a teacher 1 2 3 4 5 6
- 2) your high effort 1 2 3 4 5 6
- 3) your students' high ability 1 2 3 4 5 6
- 3) your students' high effort 1 2 3 4 5 6
- 4) the institution's proper supervision 1 2 3 4 5 6

Situation 10

Suppose half a dozen of your students appear to resist using the second language in the class and are reluctant or even hostile to the topics pertinent to the target culture. As a result, their language proficiency and their intercultural competency do not seem to progress at all. How would you rate the following reasons involved in this scenario?

- 1) your low competence as a teacher 1 2 3 4 5 6
- 2) your low effort 1 2 3 4 5 6
- 3) your students' low ability 1 2 3 4 5 6
- 3) your students' low effort 1 2 3 4 5 6
- 4) the institution's improper supervision 1 2 3 4 5 6

The researchers selected these situations based on their extensive experience in English teaching as well as the current models and theories of what makes an effective language teacher. The situations delineated determinants such as: student achievement, interactive and cooperative atmosphere of the classroom, attitudes toward language learning, students' development of higher-order thinking and learning skills, students' motivation, classroom organization and students' development of intercultural competency (Ghanizadeh & Ghonsooly, 2015: 8). The total Cronbach's alpha estimate of the scale was found to be .88. The Cronbach's alpha estimates for each factor ranged from .86 to .92. (TC = .86, TE = .87, SE = .92, IS = .87) (Ghanizadeh and Ghonsooly, 2015: 7). In the present study, the reliability of each factor was calculated via Cronbach's alpha. Accordingly, TrC=.783, TrE=.815, StA=.907, StE=.874 and InS=.958 were yielded.

Part III EFL Teachers' Perceived-effectiveness of CPD

Surveys questionnaire for EFL teachers was created to ask specific questions, concerning their views/perception of CPD, effectiveness of CPD, types/methods of CPD they are engaged in and factors affecting their practice of CPD. The survey consisted of four parts in a mixed format of Likert scale, choices (see Appendix C). The survey questionnaires were designed based on reviews of literatures on EFL teachers' professional development (Richards & Farell, 2005) and from the framework of CPD for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia (MoE, 2009). Some items were also modified from CPD questionnaires used in different articles (Al Asmari, 2016).

3.4.1.1 Survey Questionnaires: Variables and Scales

ELTEI: This instrument consists of seven sub-variables: Efficacy in Classroom Management and Remedial Action (ECMRA), Efficacy in Classroom Assessment and Materials Selection (ECAMS), Efficacy in Skill and Proficiency Adjustment (ESPA), Efficacy in Teaching and Correcting Language Components (ETCLC), Efficacy in Age Adjustment (EAA), Efficacy in Social Adaptation (ESA), and Core Efficacy (CE). The gists and themes addressed in each variable were discussed in unit two. Respondents were supposed to rate their EFL teaching efficacy against the items on the Likert scales with response values that range from Very little (1), Little (2), So So (3), Much (4), and Very much (5).

ELTAS: All the items are situation based and five attributions (variables) were provided in each as (1) teacher's teaching competency (TC); (2) teacher's effort (TE); (3) students' ability (SA) (4) students' effort (SE); and (5) the institution supervision (IS). The scale comprised 10 hypothetical situations, half of which described situations of success while the other half illustrated failure. The scale required the teachers to consider similar situations from their own teaching experiences and rate the statements on a 6-point scale to rate the attributions (variables) with values as Strongly Disagree (1), Disagree (2), Somehow Disagree (3), Somehow Agree (4), Agree (5), and Strongly Agree (6).

ELT-CPD: The survey questionnaire on CPD has four sections. Section 1 contained the teacher surveys which explored EFL teachers' views of CPD, in a mostly 5 point Likert scale format: Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, and Strongly Agree (SA) = 5. In section 2, items requesting the types or methods of CPD and their practice by EFL teachers are included. The research participants can rate their responses from 0 to 3, in a 4 point Likert scale format often (3), sometimes(2), rarely(1) and never (0) that was used. Section 3 contained items demanding the responses of EFL teachers on the effectiveness of CPD they took part, if any. Similar Likert scale format to section 1 was employed. In section 4, some presumed factors that hinder professional development of EFL teachers are listed. The survey items were scored by each type and content as: Not Important at All (NIA) = 1, Of Little Importance (OLI) = 2, Somewhat Important (SWI) = 3, Important (I) = 4 and Very Important (VI) = 5.

Therefore, in all sections, high scores represent high frequencies. Finally, the survey questionnaires which were distributed to EFL teachers of selected high schools consisted of the above instruments.

3.4.2 The Interviews

In the present study, as mentioned earlier, qualitative data were a complementary data source that was to be used for a “follow up” of the survey data and thus for refining, extending, explaining, and/or contextualizing the survey results. That is, it works for an in depth understanding of the situation and individual experiences. Strengthening the relationship and how quantitative and qualitative methods support each other, Phillips (1982:589) notes the following:

Qualitative and quantitative approaches are complementary, not competitive. Powerful research would combine both approaches. First, one could use large-scale quantitative analysis to demonstrate the existence of a previously unsuspected phenomenon. Then, one could use small-scale qualitative analysis to investigate the detailed processes producing the phenomenon.

The researcher could simply have used an instrument such as a questionnaire as a single, practical and cost-effective method of collecting and quantifying data. But the researcher believe this would have been too limiting and that it was likely to omit and/or fail to capture important and potentially critical information which EFL teachers might provide during semi-structured interviews. In addition, the researcher sensed that it might be difficult, if not impossible to determine whether teachers were providing truthful responses or simply responding to survey questions in an expeditious manner (Cohen et al., 2001). Other reasons which were discussed under section 3.1.1 were also convincing to consider qualitative means. It was discussed that teachers’ responses to quantitative methodologies could be affected by a number of factors: such as ‘naïve optimism’, ‘defensive pessimism’ or the wish to give a socially desirable response. In such incidents, “there is a tendency for researchers to regard qualitative evidence as more trustworthy than quantitative data” (Bryman, 1995:64).

Interviews are important in a qualitative study because asking appropriate questions and seeking a discussion of the meaning of the experience helps the researcher to reflect about the relationship an interviewee has with the phenomenon (Creswell, 2007). In line with the objectives of the study, face-to-face, semi-structured interviews were conducted with selected

PGDT trained EFL teachers for the purpose of obtaining deeper insights concerning the issues that were difficult to gain from the questionnaire responses and perception related matters. The interview was a semi-structured, open-ended type in which “the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions” (Nunan, 1992: 149). By not limiting the interview to an exchange of the fixed questions, this type of interview enables one to gain an emic view and in-depth understandings about the topics being concerned.

The researcher used interviews as a tool for data collection because it yields rich insights into people’s experiences, opinions, aspirations, attitudes and feelings (May, 1997). The interviewing process involved discussion and interaction with the interviewee focusing on the research questions. The use of interviews allows participants express their opinions and views regarding the topic on a face to face situation, which encourages rapport and enables clarification of any questions during the process. In qualitative studies, “the researcher is the instrument of the research, and the research relationships are the means by which the research gets done” (Maxwell, 2005: 83). So, the success of this data collection technique rests heavily on the relationship established and on the way in which the event is conducted. These were the rationales to employ semi-structured interview which is one of the qualitative methods used to collect data.

In this study, the researcher posed predetermined, open-ended questions, but allowed flexibility concerning follow-up questions (see appendix: D). To this end, the questions utilized in the semi-structured interview addressed sub-components of ELT Context-Specific Teacher Efficacy Instrument developed by Akbari’s and Tavassoli’s (2014) and used in the survey. Thus, this interview method was highly useful in gaining deeper insights and additional information about EFL teachers’ teaching self efficacy, attributions in teaching and their perception and practice of CPD. The procedures went through to gather both questionnaire and interview data are discussed in the following section one after the other.

3.5 Data Gathering Procedures

This study involves both quantitative and qualitative data. Quantitative consisted of EFL teachers' survey questionnaires and qualitative data from semi-structured interviews for open-ended questions. To generate relevant data which the research questions under investigations sought, various data elicitation procedures were set.

Reviewing previous instruments: First of all, the researcher reviewed previously validated instruments: the Teachers' Sense of Efficacy Scales (TSES) which were developed and used to measure teachers' efficacy in various disciplines by several researchers in the past three decades. Debates about the meaning and assessment of TSE were reviewed. Because of the limitations of the earlier teacher self efficacy instruments, more recently, a new ELT context-specific teacher efficacy instrument was developed by Akbari & Tavassoli (2014). It was this instrument that this study used to gather data about EFL teacher efficacy after some modifications on names used in the scenarios and situations.

Secondly, the other variable that this study sought to explore was EFL teachers' attributions in teaching. Previously, attributions in language learning and/or teaching were based on explanations about students' success and failure. Peacock (2010), for instance, utilized a student attribution scale constructed from students' interviews and then slightly modified the statements to make it fit for L2 teacher related attributions study. However, assuming that teachers' attributions would influence teachers' practices and are indicators of teaching expectancies, very recently, English Language Teacher Attribution Scale (ELTAS) was designed and validated by Ghanizadeh and Ghonsooly (2015). The current study made use of this new scale.

Thirdly, as of the perception and practice of CPD by EFL teachers, various literatures were reviewed and instruments consist of views, types, effectiveness and challenges of CPD were developed. The first section in the questionnaire included questions about the views of EFL teachers towards CPD. The statements in this section of the questionnaire measured teachers' perceptions towards different themes of professional development such as clear understanding (items 1, 3, 13, 14, and 15), initiation for CPD (items 2, 4, 5, and 10), reflection and own evaluation of teachers for their CPD activities (items 6 and 7), collaboration (items 8 and 9), keeping up to date with new ideas and changes (items 11 and 12). In the second section, teachers

were asked about CPD activities to find out to what degree they make use of these methods of CPD identified by MoE (2009b). The questions in section three were designed to find out the effectiveness or impact of CPD they participated in so far on their skills, knowledge, attitudes, and teaching practice of the participants. The items in the last section of the questionnaire aimed to uncover some of the constraints of teacher development. For this purpose, teachers were given items related to potential constraints and were asked to rate their importance in the questionnaire. With the use of qualitative methods, semi-structured interview general guide questions in line with the research questions were set.

Apart from developing the instruments, having access to research participants for data gathering has paramount importance. Hence, access to schools and EFL teachers had to be negotiated. An official letter detailing the identity of the researcher, title of the research project asking permission and cooperation for the researcher's on-site presence and data collection signed by PhD program coordinator of department of foreign languages and literature of Addis Ababa University was secured first. Upon visiting zonal and district teacher development officers and schools, the letter was shown for cooperation. Following the permission, the schools where these EFL teachers who were graduates of PGDT program work or teach was worked out. Before the actual administration of the instruments, pretest of the instruments was made. The reliability of the instruments (ELTEI, ELTAS, and ELT-CPDPP) was calculated through Cronbach's alpha.

The second phase of the data collection was qualitative one: conducting semi-structured interview with selected PGDT graduate EFL teachers. Interviews were conducted with eight EFL teachers who had participated in the teacher survey in the first round. Appointments were made with all participants before the interview had occurred. When scheduling the interview, the EFL teachers were communicated for convenient time. Besides, the teachers were asked whether they would prefer an individual or group (two to four people at a time) interview. All the interviewee preferred the interview to be conducted individually. Thus, a total of 8 interview sessions were held. All of the interviews were conducted in English. The interview data for the main study was collected between 2, December to 2, January 2019.

Before each interview began, the researcher reconfirmed the interviewee's willingness to participate in the interview. He further assured the teachers that confidentiality would be kept by

having their names and the school names remain anonymous. He also asked if he could record the interview session and got permission as well. Thus, each interview session was recorded and lasted 30 to 50 minutes. Notes were additionally taken where respondents seemed not to understand the interview questions. The respondents were asked at the end of the interviews for comments and criticisms of the questions and any ambiguity. In addition, throughout the interview session, it was considered essential to establish a rapport with the participant and make him/her feel comfortable with talking. The researcher tried to “take the role of the respondents and attempt to see the situation from their viewpoint, rather than superimpose [my] world of academia and preconceptions upon them” (Fontana & Frey, 2000: 655). The interview was conducted more like an informal conversation about various issues related to their EFL teaching efficacy, attributions to their teachings and their perceived effectiveness of CPD. The interviews were characterized by much higher levels of rapport and reasonably enough time was given to respondents to freely express their opinions. All the interviews were audio-recorded and transcribed later for content analysis.

3.6 Validity and Reliability of Instruments

3.6.1 Validity of Instruments

Validity is an important key to effective research. The validity of the instrument tells if the content of the instruments measures what it claims to measure. Cresswell defines validity as “the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use” (Cresswell, 2012: 159). The author also states that it is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose. It deals with the question, “Does the instrument measure the characteristics, trait, or whatever, for which it was intended?” It is also noted that the degree to which correct inferences can be made based on results from an instrument “depends not only on the instrument itself, but also on the instrumentation process and the characteristics of the groups studied” (Fraenkel & Wallen, 2000). Hence, it is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rational support the adequacy and appropriateness of influences and actions based on test score or other modes of assessment.

In teacher efficacy research, the instruments and analyses of teacher efficacy through the years have increasingly offered robust validity and reliability arguments for measuring efficacy and self- efficacy quantitatively (Kleinsasser, 2014: 9). This study employed newly developed ELT context-specific instrument called ELTEI (Akbari and Tavassoli, 2014).

Cresweel (2012: 162) advises some steps to follow on how to examine whether the scores from the instrument (not the instrument itself) are valid such as:

(1) identify an instrument (or test) that you would like to use; (2) look for evidence of validity by examining prior studies that have reported scores and use of the instrument; (3) look closely at the purpose for which the instrument was used in these studies; (4) look as well at how the researchers have interpreted (discussed if the instrument measured what it is intended to measure) the scores in light of their intended use; and (5) evaluate whether the authors provide good evidence that links their interpretation to their use. To see the validity of the instrument, the procedures followed in the course the instrument is developed is discussed as follows.

The most efficacy-sensitive issues teachers deal with in ELT contexts were identified by the researchers through interviewing 18 ELT teachers, 13 students, and 4 teacher education experts and through general reading of the literature (Akbari and Tavassoli, 2014: 7-8). The objective of interviewing of the ELT teachers was to probe more deeply into English language teachers' views about teacher efficacy in ELT contexts and as a conceptual means of validating the developed model for their study. The purpose of interviewing the students was to find whom they considered a good teacher in general and a good English language teacher in particular. Furthermore, four teacher education experts (all university professors) were interviewed to learn more about their expert opinions and perspectives on teacher efficacy in ELT contexts and the important issues related to the construct. Besides, the researchers conducted classroom observations of 18 English language teachers to identify the ways they could handle different situations and students. The researchers then established tentative theoretical conceptualization of ELT Teacher Efficacy.

After the development of the new ELT context-specific teacher efficacy instrument, the authors piloted the instrument with 42 English language teachers teaching at different proficiency levels in both public and private contexts. In the final validation phase of the study, the researchers piloted the instrument with relatively large scale which constituted 206 English language

teachers, who were heterogeneous in terms of teaching context, proficiency level of their students, age, gender, and experience.

Following the analysis, they developed a 39 scenario-based items (22 of which reverse scored) for their questionnaire (Albari and Tavassoli, 2014). Each scenario provided simulations of ELT classroom life, and the teachers were supposed to indicate the extent to which each item applied to them on a Likert-scale of one to five points. Through piloting and expert review, the construct validity of the ELT context-specific teacher efficacy questionnaire was established by administering to 206 English language teachers.

In this study, because the newly developed ELT context-specific instrument was adapted, foreign names used in the scenario were replaced by Ethiopian names to appeal to the teachers. Besides, some situations in which the scenario made use of were restated to conform to the local EFL teachers' teaching levels and contexts (see Appendix E for the modifications made). Literature also indicates validity is assessed depending on the purpose, population and environmental characteristics in which measurement takes place.

3.6.2 Reliability of Instruments

The other aspect of the newly developed instrument was the issue of reliability. Reliability refers to the consistency of the results on different items in a test (Foster, 2001:227). It also suggests whether the same thing is repeated or recurs under the identical or very similar conditions or not. Another aspect of reliability is ensuring that all the items measure 'the same thing'. This refers to the degree to which the items that make up the scale 'hang together' (Pallant, 2011:97). This can be assessed by comparing the scores on any item with the total score on all the items. All in all, reliability means dependability or consistency. In survey methodology, an often used criterion for internal scale reliability has been Cronbach's alpha. If an instrument has little error, it is reliable and if it has a great amount of error, it is unreliable. Accordingly, the reliability of the 39-item questionnaire, using Cronbach alpha, turned out to be .82, which is at an acceptable level.

Based on the results of factor analysis, seven items were deleted from the 39-item instrument because they loaded on irrelevant factors. After the deletion of these seven items from the

instrument, its reliability was recalculated through the Cronbach alpha. The finalized instrument, used in this study (see Appendix A), has 32 items. Following the deletion of items loaded on irrelevant factors, they yielded new reliability score (.83), which is almost the same as the reliability of the instrument without deleting the seven items, which was .82. Akbari and Tavassoli (2014) argued that the new higher reliability while having fewer items is a good indication that the deleted items were making no contribution to the overall construct and were, in fact, acting as sources of error.

Hence, expert views and re-piloting the instrument was mandatory to check validity and reliability of the instrument. In this study, too, an attempt was made to establish both validity and reliability of the instruments. Accordingly, my research supervisor has reviewed the content and comprehensiveness of the questionnaires. Another validation procedure was through piloting. Based on field testing, the reliability of the instrument was verified (See Table 5). Selected sample of EFL teachers were asked to complete the questionnaires and give comments regarding content and its format.

Although the ELTEI developed by Akbari and Tavassoli (2014) was already tested for reliability and validity, this study further confirmed the internal reliability of the instrument. Reliability analysis for all measures was conducted using Cronbach's alpha. The reliability coefficients of the entire instruments and the sub-variables within the instruments are presented in the following Table 5. All of these alpha coefficients for the overall scores of all scales are within the acceptable range. The components of ELTEI yielded a higher reliability index than the ELTAS. Each subscale of the ELTEI also yielded a higher reliability index than its respective subscale in the ELTAS, with the exception of the teacher competence (TrC) which yielded relatively a lower reliability coefficient than its counterpart in the ELTAS.

Table 5 Reliability statistics for English Language Teaching Efficacy Instrument (ELTEI), English Language Teachers Attribution Scale (ELTAS), and English Language Teachers Continuous Professional Development (ELT-CPD) Questionnaires

<i>s/no./parts</i>	<i>s/no./tools</i>	<i>Subscales/variables</i>	<i>Cronbach's alpha coefficients (α)</i>	<i>No. of items</i>	<i>Remark</i>
I	ELTEI		.922	32 items	N=204
	1	ECMRA	.889/204	8 items	
	2	ECAMS	.766/204	5 items	
	3	ESPA	.741/204	7 items	
	4	ETCLC	.750/204	5 items	
	5	EAA	.757/204	3 items	
	6	ESA	.930/204	2 items	
	7	CE	.901/204	2 items	
II	ELTAS		.803	50 items	N=204
	1	TrC	.783/204	10 items	
	2	TrE	.815/204	10 items	
	3	StA	.907/204	10 items	
	4	StE	.874/204	10 items	
	5	InS	.958/204	10 items	
III	ELT-CPD		.000	57 items	N=204
	1	V-CPD	.867/204	15 items	
	2	M-CPD	.801/204	16 items	
	3	E-CPD	.812/204	14 items	
	4	F-CPD	.883/204	12 items	
Reliability of all survey items				139 items	

Note. ELTEI- English Language Teaching Efficacy Instrument, ELTAS- English Language Teachers Attribution Scale, and ELT-CPD- English Language Teachers' Continuous Professional Development

In this study, reliability coefficient was worked out for all major variables and their sub scales. Accordingly, 0.922 for the part of teacher efficacy, 0.803 for the teachers' attributions, and 0.841 for measuring teachers' perceived effectiveness of CPD were the reliability results yielded for the major variables. Each variable contains subscales that may be combined to form a total scale score. In this case, "if necessary, the reliability of each of the subscales and the total scale need to be calculated" (Foster, 2001:227). In this study, too, survey questionnaires which had various sub-scales under each variable have been used. Hence, the Cronbach alpha was calculated for each of the sub-categories of the ELTEI. Accordingly, the reliability estimates of the components (for ECMRA, alpha= 0.889; for ECAMS, alpha=0.766;

for ESPA, $\alpha=0.741$; and for ETCLC, $\alpha= 0.750$; for EAA, α level= 757 ; for ESA, α level= $.930$, and CE, α level= 901) were found to be acceptable (0.741) to highly reliable (0.930).

In addition, the Cronbach α was calculated for each of the sub-components of ELTAS. Similarly, the Cronbach α for each component was 0.783 for teacher competence (TrC), 0.815 for teacher effort (TrE), 0.907 for students' ability (StA), 0.874 for students' effort (StE) and 0.958 for institutional support (InS) which were all significant and favorable.

The last section in the questionnaire measured teachers' perceived effectiveness of ELT-CPD: their views of CPD, methods of CPD they were engaged in, their assessment of the effectiveness of CPD activities and factors affecting the practice of CPD. To this end, 0.867 for VCPD, 0.801 for MCPD, 0.812 for ECPD, and 0.883 for FCPD were calculated for each subscale of ELT-CPD tools. Overall reliability of the entire instrument showed much improvement for main study may be because of large sample size used compared to that of pilot study. Reliability for the MCPD was computed 0.00 during the pilot study as the participants had no teaching experience.

Finally, as cited by DeVellis (2003) in Pallant, (2011:97), ideally, the Cronbach α coefficient of a scale should be above 0.7 . Hence, any value less than 0.7 are not considered reliable. The α coefficient value means that the items in each construct are understood by most of the respondents. The reliability coefficient analysis of tools in this study, too, showed that EFL teachers' survey questionnaires were completely reliable and consistently good to strong ($\alpha=.783$ to $.987$) for the 16 subscales proving the usability of the instrument.

In addition to calculating the reliability of the scale and the components of ELT efficacy, inter-component correlation analysis was made to see the relationships among the components of both ELTEI construct. The Pearson correlation coefficient (r) was used in this study to measure the association between ELT efficacy components (ECMRA, ECAMS, ESPA, ETCLC, ESA, EAA, and CE) and ELTAS components (TrC, TrE, StA, StE, and InS). Accordingly, significant association among all sub-components of ELTEI was reported in Table 4.5.

3.7 Data Management and Analysis

3.7.1 Data Management

Data management has to do with any operations required for a systematic, coherent, process of data collection, storage and retrieval (Miles and Huberman, 1994). Without careful data management strategy, data can easily be miscoded, mislabelled or mislinked. However, once a gap is observed any miscoded or mislabelled data can easily be retrieved and corrected. This was very useful during the process of analysis as checks had to be made to some questionnaires in order to confirm certain information.

The participants of the study were administered an instrument which was compromised of three parts. The background information of the participants' page had been devised separately following the general instruction to the entire questionnaire. Once the researcher had administered and collected the questionnaires, each questionnaire was inventoried by numbering each with two numbers. The first described the Zone where the respondent filled the questionnaire, and the second identified each questionnaire coded as Regular Modality trained (coded as 1) and Summer Modality trained (coded as 2) PGDT graduate. The purpose of this system of inventory was to enable the researcher to check the spreadsheet into which all data were entered for errors by comparing responses from the original paper questionnaire to the data entered into the spreadsheet.

After the inventory process for each set of questionnaires was completed, the researcher entered all data into an Excel Spreadsheet 2007. The first two columns of the spreadsheet identified each questionnaire by Gender and Modality attended. The remaining columns were used to record the participants' grade level they were teaching, weekly teaching load or number of periods they teach per week, and their teaching experiences respectively. Coming to the survey parts, each major variable and its sub-components were short-coded. Accordingly, the first part was aimed at enquiring information PGDT graduate EFL teachers teaching efficacy with seven subscales- Efficacy in Classroom Management and Remedial Action (ECMRA), Efficacy in Classroom Assessment and Materials Selection (ECAMS), Efficacy in Skill and Proficiency Adjustment (ESPA), Efficacy in Teaching and Correcting Language Components (ETCLC), Efficacy in Age Adjustment (EAA), Efficacy in Social Adaptation (ESA), Core Efficacy (CE). The third part was

aimed to EFL teachers' attributions to their teachings with five subscales- teacher's teaching competency (TC); teacher's effort (TE); students' ability (SA), students' effort (SE); and the institution supervision (IS). Lastly, ELT-CPD scale aimed to assess EFL teachers' their perceived effectiveness of CPD consisting of four sub-components: their views of CPD, Methods of CPD they were engaged in, their assessment of the effectiveness of CPD and factors affecting their practice of CPD. To this end, following the demographic information, the remaining columns were used to record PGDT graduate EFL teachers' responses to each item under the variables.

In entering the data into the spreadsheet, all numerical PGDT graduate EFL teachers' responses were entered as the numerical value selected by the teachers. The following codes were used for entering the data into the spreadsheet: Gender (1=Male, 2=Female), Modality (1= Regular, 2= Summer), Grade Level Teaching (1= Second Cycle Elementary School, 2= Secondary School), Weekly Load (twelve to sixteen periods/week=1, seventeen to twenty periods/week=2, twenty-one to twenty-five periods/week=3) and Experience (zero to three=1, four to six=2, and seven to nine=3). Within the Excel spreadsheet, each set of participant's responses was entered across a row with each column representing a specific item or response category for demographic data. If respondents left an item blank, this was denoted by filling the cell with a period to identify it as missing data as opposed to a data entry error. The complete Excel spreadsheet was imported into SPSS version 16.0 for analysis. Before calculation of any statistics, the scores were reversed such that high numbers correspond to higher levels of agreement with the positive wording of the statement.

In a similar fashion, data from interviews were recorded, transcribed and documented both in the form of audio and text for reference and further consulting. Recorded interviews were copied from the digital recorder and saved in a file in the computer backed up in a storage device. Finally, hard copies of the questionnaires were labeled according to the codes and stored in a filing cabinet, while the coded ones were stored electronically in SPSS version 16.0.

3.7.2 Data Analyses

In this section, procedures for data analysis are discussed. Data analysis is studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible

to explore the new facts. Data analysis embraces a whole range of activities of both the quantitative and qualitative type. It is usual tendency in behavioral research that much use of quantitative analysis is made and statistical methods and techniques are employed. As it can be noticed from the preceding discussion, different techniques were used in obtaining data for the study. This means that the data vary according to the method employed: different methods yielded different types of data. As a result, different procedures for analysis are also employed to arrive at the required results.

3.7.2.1 Survey Data Analysis

Gay, Mills, and Airasian (2006) caution against analyzing the results of a survey using item by item description due to the overload of information that could be difficult to synthesize. Rather, they recommend clustering items into constructs that are related to each other and finding the mean or average of the cluster. They indicate that the development and analysis of items in a cluster or construct improves the reliability of the scores themselves. As previously explained, the survey was divided into three major variables and the variables further divided into constructs. Accordingly, **Part I**, the ELT Teacher Efficacy Instrument (ELTEI) has the following seven sub-variables:

- Efficacy in Classroom Management and Remedial Action (**ECMRA**) (Factor 1)
- Efficacy in Classroom Assessment and Materials Selection (**ECAMS**) (Factor 2)
- Efficacy in Skill and Proficiency Adjustment (**ESPA**) (Factor 3)
- Efficacy in Teaching and Correcting Language Components (**ETCLC**) (Factor 4)
- Efficacy in Age Adjustment (**EAA**) (Factor 5)
- Efficacy in Social Adaptation (**ESA**) (Factor 6)
- Core Efficacy (**CE**) (Factor 7)

Part II English Language Teacher Attribution Scale (ELTAS) has five attributions:

- a. teacher's teaching competency (TC);
- b. teacher's effort (TE);
- c. students' ability (SA);
- d. students' effort (SE); and
- e. the institution supervision (IS).

Part III EFL Teachers' Perceived effectiveness of CPD

- a. their views/perception of CPD,

- b. effectiveness of CPD,
- c. types/methods of CPD they are engaged in, and
- d. factors affecting their practice of CPD.

The purpose of this study was to study PGDT graduates EFL teachers' teaching efficacy, attributions to their teachings and their perceived effectiveness of CPD. The survey data was entered and analyzed using the SPSS version 16.0. Data obtained through completed questionnaires were entered into SPSS software. To answer research questions one to three, Descriptive statistics was used to describe the levels of EFL teachers' teaching efficacy, attributions to their teachings, and the perceived effectiveness of CPD practice. In so doing, mean, and variability measures (range and standard deviation) were used to analyze the Likert scale items in each factor being examined.

To see the correlation between the variables, Pearson Product Moment Correlation Coefficient (r) was used to analyze and discuss the relation among the variables and sub-variables. During the data entry phase, coding for all variables was done. Standard deviations and mean scores of each of the variables were calculated. The level of significance level was set at .05. Therefore, any inferential or descriptive statistics with a p -value less than .05 identified by SPSS was considered statistically significant. That means if $p \leq .05$, the test is significant (the test scores differ significantly somewhere between the groups) and if $p > .05$, the test is not significant (the test scores do not differ significantly between the groups).

Data were analyzed using SPSS 16. Simple descriptive analysis was employed to gain a better understanding of the shape of the data for the four research questions (see Table 2). Given that issues of non-normality will yield misleading information (O'Rourke, Hatcher, & Stepanski, 2005) identification of a normal, skewed, or kurtosis distribution as well as measures of central tendency were necessary to interpret the findings and possibly seek other analysis methods. Bivariate relationships were examined using analysis of variance (ANVOA), Tukey's Honestly Significant Difference (HSD) method as well as scatter grams. Scatter grams were generated during correlational analysis to visually inspect the relationship between the variables. For instance, to analyze research question one and four, the following statistical tools were employed:

Research Question One: *What are the levels of the teaching-efficacy of PGDT graduates of EFL high school teachers?*

Analysis for this question was based on descriptive and inferential examination. Descriptive analysis involved the mean, standard deviation (SD), skewedness, and kurtosis of the variables in each subsection of the ELTEI. Inferential analyses involved an ANOVA to examine the degree of a relationship between teacher self-efficacy and preparation program. Tukey's Honestly Significant Difference (HSD) multiple comparison tests were ran where grouping variables were revealed as significant by ANOVA results.

Research Question Four: *What sort of relationship/s is/are there among teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD activities?*

Analysis for this question fell into descriptive and inferential analyses. Descriptive analysis involved the mean, standard deviation (SD), skewedness, and kurtosis of the variables in each sub-section of the ELTEI, ELTAS, and ELT-CPD. Inferential analyses to probe the effects of certain covariates on efficacy scores. The results of the teachers' level of teaching efficacy, attributions to their teaching and perceived effectiveness of ELT-CPD are analyzed in detail in Unit Five.

3.7.2.2 Qualitative Data Analysis

Before presenting how qualitative data were analyzed in this study, the researcher would like to underscore on the issue of validity and reliability of the qualitative analysis. The issues of validity (i.e., the degree to which the research results are founded in the data) and reliability (i.e., the degree of consistency) in qualitative research have been the subject of heated debates (L. Richards, 2005). According to Punch (1998), there is no right way or formula for analyzing qualitative data; however, it is pertinent to note that the strengths of qualitative data rest on the competence with which the analysis is carried out. While some researchers have adopted 'parallel' quality criteria (Lincoln & Guba, 1985) as an alternative to the ones adopted in quantitative research, there is a general consensus that qualitative researchers must demonstrate that their work is *solid, stable, and correct* (Richards & Morse, 2007: 190).

Because coding reliability would not necessarily be secured by having independent researchers code a section of the data set (Richards, 2005), the researcher adopted a different procedure to the same end. Earlier researchers whose identities are not disclosed have identified some universal codes in the study of self efficacy or teacher efficacy (No source). The codes include: *Self-confidence, Confidence in own skills, Self-discovery, Self-motivating, and Self-control*. In some countries, researchers felt the need to add a code named *self-development, personal growth, personal development or personality-development* (No source). However, after thoroughly reading the interview transcript repeatedly, the researcher decided that the new code/category as *self-development* (or similarly named codes) is attributed here to the code of *Self-discovery*. Hence, in this study, too, used these thematic codes and it really worked and fit into the content analyses of the interview transcripts. The researcher believes he has demonstrated the reliability of the analytical process and the validity of the claims made in this thesis.

In analyzing the qualitative data from the interviews, first of all, the audio-recorded interviews were transcribed verbatim. Semi-structured interview data were recorded, transcribed, and analyzed according to the above themes. The results were then compared to the quantitative findings whether they are similar or dissimilar to each other and used to provide descriptive and supporting information of the survey findings. The findings extracted from the interview data were not only used for comparison with the quantitative findings but also were used to refine, extend, and/or contextualize the survey data.

In general, in as much as the methodology employed was a *mixed approach*, the common contents of both types of the questionnaires and interviews were brought together under pertinent research questions and analyzed accordingly. The mixing of quantitative and qualitative methods occurred in the interpretation stage (that is Unit Seven) of the thesis in which the researcher cross-examined how the findings generated by the different methods corroborate or contradict each other. Finally, discussions, conclusions were made, implications were drawn and recommendations were given.

In this chapter a detailed account of the philosophy, MMR strategy, methodology and analytical processes of the research study has been presented. As explicated, in order to address the research questions and achieve the research objectives the study was undertaken through both

quantitative and qualitative methods utilizing survey questionnaires and semi-structured interviews informed by an initial pilot study. This chapter has also detailed the analytical procedures adopted for the analyses of data generated through the employed methods.

Throughout the chapter, the researcher has argued that the methodological approaches chosen for this study were found appropriate to generate rich data that in turn helped to have paramount insights in relation to EFL teachers' teaching efficacy, attributions to their teachings and their perceived effectiveness of CPD practice to add to the body of knowledge in academia.

3.8 Ethical Considerations

The present research strived to minimize any bias to reduce misinterpretation or misuse of the data by maintaining the following precautions: participants were given pseudonyms and were coded blindly so as not to associate any materials or data with the specific participants. The researcher continually reflected on ways to not directly influence the participants. He also made every effort to create a comfortable environment where the participants felt free to openly discuss their thoughts and ideas. Similarly, the researcher tried to be as truthful and honest as humanly possible, to the best of his knowledge, citing everything that he found. He upheld and will uphold the strongest moral standards in regards to confidentiality.

Unit Four: The Pilot Study and Lessons Learned

4.1 Pilot Study

This study sought to explore EFL teacher's teaching efficacy level, attributions to their teachings, their perceived effectiveness of CPD and whether or not there are relationships among these variables focusing on PGDT program as a domain of teacher development. The purpose of the pilot study was to check whether items were clear and precise or not. If not, to clarify and improve the questions, to see whether items were able to explore EFL teachers' teaching efficacy, attributions to their teaching, and teachers' perceived effectiveness of CPD. If not, identify gaps and areas that need to be examined, and increase the reliability and validity of the measures. In general, to seek suggestions for improving the survey questionnaire, interview questions to use for main study. In this chapter, a summary of the pilot study report and tentative findings and lessons drawn from the pilot for the success of the main study are presented.

4.1.1 Methodology of the Pilot Study

The pilot study was divided into two phases. Phase one was the surveys of teachers and phase two was the interviews of EFL teachers. In the first phase analysis of the survey questionnaires were presented. But before the analysis, the sampling strategy employed for the pilot study and the instruments' reliability are discussed in the following section.

4.1.1.1 Sampling Strategy

The first phase of the pilot involved the use of a teacher survey to gain the information and improve the efficiency of the main survey. The pilot study focused on PGDT English would-be teachers on training and ready to exit the program. The researcher has some reasons for doing this. Firstly, as it was discussed in unit three, the number of PGDT graduates of English teachers so far is very much limited and scattered. Secondly, it was upon the recommendation of the examiner during the thesis proposal examination. Hence, PGDT trainees of would-be EFL teachers who had finished all courses and the program requirements were taken for the pilot. These trainees have already finished all courses of the program and carried out a month long

teaching practice. So, they can assess their English language teaching efficacy, attributions to their teaching and reflect on their perception and practice of CPD.

The study piloted the survey with 37 PGDT completed EFL teachers who carried out a month teaching practice, which the researcher calls ‘EFL teachers’ onwards. These teachers were selected purposively from Addis Ababa, Haramaya, and Wollega Universities. All available teachers at the time of data collection were included. The pilot participants had similar backgrounds such as having attended a three-year subject area degree program, had no teaching experiences earlier to their training, and they were all attending regular modality. The pilot study was conducted between June 2017-December 2017.

Table 4.1 Pilot Study Participants’ data

s/no	University	Sampled participants	Percentage	remark
1	Addis Ababa	7	58%	Out 12
2	Haramaya	6	46.5%	Out 13
3	Wollega	24	87.5%	Out of 24
Total		37	75.51%	49

Though it was intended to include all trainees (49), only those who were available at the time of data filling were selected. As it can be seen from the above table, 37 (75.51%) participants filled the questionnaires. The pilot survey questionnaire were created and designed to the same content format as intended for the main survey. The survey contained a variety of Likert scale questions types. The surveys were conducted in June 2017 and were filled immediately at the same place and time in the presence of the researcher. The teachers had been prepared because the meeting was in arrangement with facilitation of the program’s coordinators in the respective departments of the universities. All participants were asked to complete the survey and at the end of the survey, their opinions concerning the questions and answer choices of the survey were sought. They were also given an opportunity to identify any problems they had with a survey, such as terms or phrases they found confusing and ambiguous, and given suggestions on questions that would be helpful for the research investigation. The items for which the respondents sought help were carefully recorded in order for possible modification to be made for the main study. All the

37 questionnaires returned out of which 3 were discarded because of the respondents' filling of similar value for all items in each category. The completed questionnaires were recorded with respect to the code given to each respondent. After collecting the required data, the needed statistical analyses were performed using statistical analysis program of SPSS. As stated in Unit three, the confidence level of .05 (alpha .05) was used to determine statistical significance.

4.1.2 Reliability of the Survey Questionnaires

One of the purposes of the pilot study was to clarify and improve the questions, identify gaps and areas that need to be examined. To this end, checking reliability of the instrument is a key to improve if any unnoticed problems exist or where or not the items in each subscale hang-on-each other in measuring the same construct; hence, to increase the reliability and validity of the measures for the main study.

As indicated in 3.4.1, three types of questionnaires were distributed among practicum completed EFL teachers of PGDT program in order to inquire information about their self assessment of own EFL teaching efficacy, their perceived effectiveness of CPD and attributions to their teaching (See Appendices A, B, and C). Data for each coded case was recorded into an excel spreadsheet, this data was then imported into SPSS version 16 software for analysis. Of course, there were items which were reversely coded. Hence, before calculation of any statistics, the scores were reversed such that high numbers correspond to higher levels of agreement with the positive wording of the statement.

Following data entry, the reliability coefficient of the test was calculated by using Cronbach alpha coefficient. Cronbach reliability coefficients were: **0.928** (ELTEI), **0.776** (ELTAS), and **0.762** (ELT-CPD) for main variables of the study. Sometimes scales contain a number of subscales that may or may not be combined to form a total scale score. In this case, if necessary, the reliability of each of the subscales and the total scale will need to be calculated (Foster, 2001:227). In this study, too, survey questionnaires which had various sub-scales under each variable have been used. Hence, the Cronbach alpha was calculated for each of the sub categories of the ELTEI. The Cronbach alpha was **0.764**, 0.832, 0.831, 0.806, .841, .980 and **0.883** for each of the sub-categories of teachers' ECMRA, ECAMS, ESPA, ETCLC, EAA, ESA, and CE respectively, which were all highly reliable.

In addition, the Cronbach alpha was calculated for each of the sub-components of ELTAS. Similarly, the Cronbach alpha for each component was 0.744 for teacher competence (TrC), 0.763 for teacher effort (TrE), 0.893 for students' ability (StA), 0.867 for students' effort (StE) and 0.876 for institutional support (InS) which were all significant and favorable.

Moreover, the reliability estimates of the sub components of ELT-CPD (for views, alpha= 0.703; for the effectiveness of the CPD they practice, alpha=0.703; for methods or types of CPD they were exposed to, alpha=0.00; and for impeding factors affecting the practice of CPD by the EFL teachers, alpha=0.728) were found to be all significant and favorable.

Table 4.2 Reliability of Quantitative data collection instruments (Survey)

<i>s/no./parts</i>	<i>s/no./tools</i>	<i>Subscales/variables</i>	<i>Reliability/</i>	<i>No. of items</i>	<i>Remark</i>
I	ELTEI		.928	32 items	
	1	ECMRA	.764	8 items	
	2	ECAMS	.832	5 items	
	3	ESPA	.831	7 items	
	4	ETCLC	.798	5 items	
	5	EAA	.841	3 items	
	6	ESA	.980	2 items	
	7	CE	.883	2 items	
II	ELTAS		.776	50 items	
	1	TrC	.744	10 items	
	2	TrE	.763	10 items	
	3	StA	.893	10 items	
	4	StE	.867	10 items	
	5	InS	.876	10 items	
III	ELT-CPD		.762	70 items	
	1	V-CPD	.716	22 items	
	2	M-CPD	.00	20 items	
	3	E-CPD	.704	15 items	
	4	F-CPD	.728	13 items	
Reliability of all survey items			.775	152 items	

One strange report of this pilot study was the reliability coefficient yielded for methods or types of CPD EFL teachers of PGDT trainees, alpha=0.00. As this pilot study's participants had not yet assumed full actual teaching and hence not yet exposed to various types of CPD in schools, part of the survey questionnaire for types of CPD EFL teachers engaged is left unanswered. This

could be further discussed in the lessons drawn from this pilot. Summary of the reliability coefficient of the entire instrument and the sub-scales in each instrument is presented as follows.

Note

1. The total Cronbach's alpha estimate of the **ELTEI** scale was found to be **.928**
2. The total Cronbach's alpha estimate of the **ELTAS** scale was found to be **.776**
3. The total Cronbach's alpha estimate of the **ELT-CPD** scale was found to be **.762**

This made the researcher accept the reliability of the instrument with confidence. After reviewing the literature on the efficacy of using this questionnaire and piloting it with small-scale samples, the researcher decided to use this questionnaire to collect the substantive data needed for my study with large scale-populations.

4.2 Major Findings of the Pilot Study

4.2.1 Analysis of the Survey Questionnaires

4.2.2 Correlation of Components: ELTEI

In order to examine the PGDT graduates EFL teachers' self-efficacy level in teaching English, principal component analysis was conducted on 32 items the ELTEI for the purpose of reducing them into a smaller set of derived, uncorrelated components that retain the maximum information in the original set of variables developed by Akbari and Tavassoli (2014) (see Appendix H). After the derived factors were named, the component scores were calculated to examine the teachers' confidence in teaching English in each dimension. The component scores were also used for subsequent correlational analyses with other variables (e.g., attribution and perceived effectiveness of CPD).

The mean scores and standard deviation of the items were analyzed (see Appendix H). The mean scores indicated that the teachers rate their English language teaching efficacy or confidence of their competence moderately high. However, the mean scores on '*Teaching Speaking*' (3.97), '*Developing Tests*' (4.00) and '*Teaching intermediate Level*' (4.00) indicating that their self-efficacy in teaching English was at a moderate level.

The mean and standard deviation of the EFL teachers of PGDT graduates participated in this study were computed. The participant's scores were calculated by adding up the values of the

options they selected (from 1 to 5) in answering each item. Before adding up the values, the options in the reverse scored items were inverted. Accordingly, the participants' scores in each of the components as well as the total of the ELT context-specific teacher efficacy instrument are reported in Table 4.3.

Table 4.3 *Descriptive Statistics of the ELT Teacher Efficacy Instrument Components (ELTEI)*

s/no.	Sub-variables –ELTEI	Number of items	Mean	St. deviation	N
1	ECMRA	8(1-8)	4.31	0.55	34
2	ECAMS	5(9-13)	4.31	0.60	34
3	ESPA	7(14-20)	3.76	0.62	34
4	ETCLC	5(21-25)	4.44	0.52	34
5	EAA	3(26-28)	4.18	0.55	34
6	ESA	2(29-30)	4.39	0.60	34
7	CE	2(31-32)	4.29	0.65	34
Total		32	4.24	0.58	

As shown in the table 4.4, the overall calculated mean value for EFL teachers' teaching efficacy was 4.24, SD=0.58). This means that the participants' level of EFL teaching efficacy as high on a five points Likert scaled of 32 scenarios (see Appendix A). The aggregate value of ELTEI depicts that teaching efficacy of the PGDT graduates of EFL teachers' who participated in the pilot study is moderately high. The same moderately high results were reported almost for all components of the ELTEI (the mean values were: for ECMRA (M=4.31, SD= 0. 55), ECAMS (M=4.31, SD=0.60), and ESPA (M=3.76, SD= 0.62). The gist of the items of Efficacy in Classroom Management and Remedial Action (ECMRA) component include: controlling students' disruptive behavior, having good time management skills, making students follow classroom rules, asking good questions, helping students who think they are weak, helping students to self –correct themselves, using teacher corrections appropriately, and correcting errors in listening and reading. Similarly, the mean scores obtained for Efficacy in Classroom Assessment and Material Selection (ECAMS) dealt with gists such as developing tests, developing materials, selecting textbooks, and using extra-curricular materials. In the same vein, items in ESPA (Efficacy in Skill and Professional Adjustment) which include teaching speaking, reading, writing, listening and teaching elementary, advanced and intermediate levels.

The mean values for the remaining components include: ETCLC (M=4.44, SD=0.52), EAA (M=4.18, SD=0.55), ESA (M=4.39, SD=0.60) and for CE (M=4.29, SD= 0.65). The respondents' mean score for Efficacy in teaching and Correcting Language Components (ETCLC) indicates these teachers are comfortable with items dealing with language components (teaching grammar, vocabulary, and pronunciation) and correcting errors in language components, in speaking and writing. Similarly, the mean scores for Efficacy in Social Adaptation (ESA) were for items which entertain talking about poverty and relating classroom situation to the real world. In the same vein, the mean scores for Efficacy and age adjustment (EAA) were ratings to teaching kids, teaching adolescents and teaching adults.

The overall scale, as well as its sub-scales, showed a high level of reliability, and the data indicated that teachers in this sample felt that their self-efficacy teaching and correcting language components (ETCLC) was slightly higher than the other sub-scales. However, the mean scores for components of ELTEI do not necessarily mean that the participants [English PGDT completed teachers] are actually efficacious in teaching EFL. The survey questionnaires' result is inconsistent with their own responses during interview regarding their overall assessment of their teaching efficacy. In support of this, two EFL teachers have expressed how they assess their overall confidence of their competence in teaching English as follows:

Yes. I do have some problems. For example, you know that there are four basic language skills. When I teach these skills, I do have some problems. I'm not confident in teaching all of them equally. Of course, not all of them. It is because there are shortage of materials that will be used for teaching listening skills and also speaking skills. Like audio and visual teaching aids we cannot get in my school (T2).

Yes. Sometimes, right. I lack confidence/efficacy sometimes. When I'm not prepared well, not planning before classes, shortage of necessary materials. And the other one is some lessons are not suitable. For example, teaching speaking. Being a new teacher, I'm so afraid of students. I do not speak even when I was at university even if I know the correct answer. Still now I have the problem. English language was not my choice. Ok, it is our native language. No one speaks the language outside the class, including the school environment. If the language is very familiar with us, no problem, in case of teaching speaking, I'm not as such good (T3).

The above quotations show that though the overall calculated mean value for EFL teachers' teaching efficacy, (M=4.24, SD=0.58) show moderately high, they were a little bit reserved to

confidently express that they are efficacious during interview on some sub-components of the ELTEI.

In addition to calculating the reliability of the scale and the components of ELTEI, inter-component correlation analysis was made to see the relationships among the components of EFL teachers' teaching efficacy in representing the construct. This means the components representing English language teaching efficacy should be positively correlated if they measure the same construct. To this end, Pearson Product Moment Correlation reports the fact that the components of the ELTEI were significantly correlated at 0.05 levels (see Table 4.4). Therefore, based on the reliability measures and correlations calculated, the instrument and its items were reliable to measure EFL teaching efficacy.

Table 4.4 presents the Pearson product-moment inter-correlations among sub-components of ELTEI. The largest statistically significant association was between efficacy in skill and proficiency adjustment (ESPA) and efficacy in classroom assessment and material selection (ECAMS) ($M = .942$, $p < .01$). The second and the third largest statistically significant associations were between ESPA and ECMRA ($M = .81$, $p < 0.01$) and ETCLC and ESPA ($M = .784$, $p < 0.01$) respectively. Other significant associations were positive in the moderate range. From the table above, it can be seen that all the ELTEI components moderately statistically significant except efficacy in age adjustment (EAA). The sub-component, EAA, was not found to be significantly associated with any other sub-variable of ELTEI. Similarly, core efficacy (CE) and efficacy in social adaptation (ESA) were not found to be associated with both efficacy in teaching and correcting language components (ETCLC) and efficacy in age adjustment (EAA).

Table 4.4: Correlation among sub-components of English Language teachers' Efficacy instrument (ELTEI)

Correlations^a

		mECMRA	mECAMS	mESPA	mETCLC	mEAA	mESA	mCE
mECMRA	Pearson Correlation Sig. (2-tailed)	1						
mECAMS	Pearson Correlation Sig. (2-tailed)	.784** .000	1					
mESPA	Pearson Correlation Sig. (2-tailed)	.814** .000	.942** .000	1				
mETCLC	Pearson Correlation Sig. (2-tailed)	.534** .001	.684** .000	.802** .000	1			
mEAA	Pearson Correlation Sig. (2-tailed)	-.254 .148	-.166 .349	-.295 .090	-.171 .335	1		
mESA	Pearson Correlation Sig. (2-tailed)	.366* .033	.474** .005	.465** .006	.188 .286	-.278 .111	1	
mCE	Pearson Correlation Sig. (2-tailed)	.669** .000	.759** .000	.621** .000	.316 .069	.014 .938	.493** .003	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Listwise N=34

The qualitative part of this study also indicated mixed results for efficacy in age adjustment (EAA). This can be evident from the following quotations from two of the interviewees:

Yes. As you can see, most high students are adolescents. That is who I'm teaching now. Teaching kids, I have not tried. And also I'm not sure to teach them very well. That may need different training. As of teaching adults, when I get much experience I think I can teach, for now I'm fresh teacher. I'm teaching for the 2nd year (T1).

Yes, my grade 9 students are adolescents. I have also grade 9 evening students. The textbook is the same. But age wise the students are quite different. There is a little bit a difference between the way I teach regular and those evening students. So, here, these students are mixed some are adolescents, and other are adults. I encourage them in different ways, it means (T3).

In the first extract, the teacher underscores that teaching different age groups is a matter of training, particularly, lower grades: teaching kids. In the same vein, teaching matured people, adults, is also a matter of getting much experience. So, he thinks that he is less efficacious, and hence, the teacher is not sure that he can handle such levels. On the other hand, the interviewees

indicated that they all have plans to affect their students' learning outcomes, however their core efficacy was not associated to other components of ELTEI.

4.2.3 Correlation of Components: ELTAS

The descriptive statistics of ELTAS sub-components have also been calculated. Similar procedures to ELTEI were followed. The mean and standard deviation of the participants' scores in each of the components as well as the total of the ELTAS are reported in Table 4.5. The participant's scores were calculated by adding up the values of the options they selected (from 1 to 6) in answering each item. Before adding up the values, the options (from situation 6 to 10) in the reverse scored items were inverted. The higher a teacher's score on any of the components or total, the higher attribution/s to the situations indicated in the ELTAS.

Table 4.5 Descriptive Statistics of the EFL teachers' Attributions (success and failure) to their Teachings (ELTAS) Components

s/no.	Sub-variables –ELTAS (Attributions)	N	Number of items	Mean	St. deviation
1	TrC+	34	5	4.988	0.6536
2	TrE+	34	5	5.546	0.5406
3	StA+	34	5	5.322	0.6932
4	StE+	34	5	3.982	0.5158
5	InS+	34	5	3.854	0.6408
6	TrC-	34	5	1.752	0.5976
7	TrE-	34	5	1.648	0.5598
8	StA-	34	5	3.14	0.707
9	StE-	34	5	3.232	0.5346
10	InS-	34	5	3.584	0.8328
	Total	34	50	3.7048	0.62758

Table 4.5 summarizes the descriptive statistics of the study participants' attributions to their teachings English. To get a more comprehensive view of teacher attributions, attributions for success (+) and failure (–) events are presented separately. As the table indicates, teachers tend to ascribe perceived success more to their effort, that is, TrE, (M= 5.54, SD=0.54) and TrC, (M= 4.98, SD=0.65) while ascribing the least to perceived failure, TrE, (M=1.64, SD=0.56) and TrC, (M=1.75, SD=0.5976).

On the other hand, the teachers ascribe perceived failure more to InS, ($M=3.58$, $SD=0.83$), to StE, ($M=3.21$, $SD=0.53$) and StA, ($M=3.14$, $SD=0.71$). Strengthening these attributions for success (TrE and TrC) and failure (InS and StE) of the survey questionnaires, one of the study's interviewee has expressed the following during interview:

from my side[the teacher], when I see, the students are not doing well and complaining, I advise them to follow me. No need of frustration. I encourage them to attend the lesson. Regarding the school, we always ask them to facilitate the teaching learning process. But there are problems most of the time. Attention is not given to the teaching learning process. They advise us to work in the absence of materials through our efforts only. Most students have also no ability and also they do not try to learn by themselves. They think Learning English very difficult. They complain that they were learning through Afan Oromo all the subjects (T2).

The above extract is from one of the participants' interviews. The attributions of the teacher are very clear. Firstly, the expression: '*the students are not doing well and [are] complaining*' shows how the teacher is ascribing failure to the students. This could mean they are not exerting any effort to succeed in their learning of EFL. Not limited to the students' less effort, the teacher also states that '*Most students have also no ability.*' Similarly, regarding the institutional support, the interviewee did not want to mask his feeling towards his school's absence of support. Hence, the results of the survey data were also consistent with the interview findings. StE, InS, and StA were attributions perceived to be more contributing to the students' failure.

Are components of ELTAS the PGDT graduates of EFL attributed for success correlated?

Table 4.6 presents the Pearson product-moment inter-correlations among sub-components of ELTAS that PGDT graduates of EFL teachers' attributions for success. Mean score for InS+ ($M= -0.373$, $p < .01$) indicate that it was negatively associated with mean score of StA+ followed by TrC+ ($M = -0.502$, $p < .05$). There is also moderate relationship between StA+ and TrC+ ($M= .488$, $p < 0.05$). TrE+ did not correlate to any components of ELTAS. On the other hand, StE+ (SE+) did not correlate with other components.

Table 4.6: Correlation among sub-components of English Language teachers' Attribution Scale for SUCCESS (ELTAS)

		Correlations				
		mTrC+	mTrE+	mStA+	mSrE+	mIns+
mTrC+	Pearson Correlation	1				
	Sig. (2-tailed)					
mTrE+	Pearson Correlation	-.142	1			
	Sig. (2-tailed)	.423				
mStA+	Pearson Correlation	.488**	-.238	1		
	Sig. (2-tailed)	.003	.176			
mSrE+	Pearson Correlation	.108	.310	.325	1	
	Sig. (2-tailed)	.545	.074	.060		
mIns+	Pearson Correlation	-.502**	.101	-.373*	-.030	1
	Sig. (2-tailed)	.002	.570	.030	.867	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Listwise N=34

It can be seen that PGDT graduates EFL teachers' attribution for failure indicate that StE- (M =.425, $p < 0.01$) moderately associated with StA- followed by TrC- (M = 0.345, $p < 0.01$) (Table 4.7).

Table 4.7: Correlation among sub-components of English Language teachers' Attribution Scale for FAILURE (ELTAS)

		Correlations				
		mTrC-	mTrE-	mStA-	mStE-	mIns-
mTrC-	Pearson Correlation	1				
	Sig. (2-tailed)					
mTrE-	Pearson Correlation	-.053	1			
	Sig. (2-tailed)	.768				
mStA-	Pearson Correlation	.134	.571**	1		
	Sig. (2-tailed)	.452	.000			
mStE-	Pearson Correlation	.345*	.133	.425*	1	
	Sig. (2-tailed)	.046	.453	.012		
mIns-	Pearson Correlation	-.348*	.028	-.232	.252	1
	Sig. (2-tailed)	.044	.875	.188	.151	

* . Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Listwise N=34

Similarly, attributes StA- ($M= 0.57$, $p, 0.05$) positively associated with TrE-. There was moderate negative correlation between Ins- ($M= -0.35$, $p < 0.01$) and TrC-. There was no correlation between InS- ($M= 0.28$, -0.23 , and 0.25) against TrE-, StA-, and StE- respectively.

4.2.4 Descriptive Statistics of the ELT Teachers' Perceived Effectiveness of Continuous Professional Development (ELT-CPD)

Table 4.8 Descriptive Statistics of ELT-CPD

Descriptive Statistics			
Component of ELT-CPD	N	Mean	Std. Deviation
Views of CPD(Vcpd)	34	4.00	.31
Effectiveness of CPD (Ecpd)	34	3.92	.29
Factors of CPD (Fcpd)	34	3.91	.40
Valid N (listwise)	34		
Total		3.94	0.33

As shown in the table 4.10, the overall calculated mean value for EFL teachers' perceived effectiveness of ELT-CPD was ($M= 3.94$, $SD=0.33$). This means that the participants' perception and practice of CPD was moderate on 70 items (see Appendix C). Particularly, the teachers' views of CPD, their sense of its effectiveness and factors affecting its practice were ($M=4.00$, $SD = .31$), ($M=3.9$, $SD= .29$), and ($M=31$, $SD= .40$) respectively.

Mean and Standard Deviation of the CPD-views Items was calculated (see Appendix J). Items 14-17 were found to be less significant to PGDT graduate EFL teachers who participated in the pilot study. This was because the pilot study participants were all zero year experience and have not yet assumed teaching profession and hence not engaged in CPD. Besides, these items seek information on the practice and effectiveness of CPD but are wrongly put with items which require the participants' views towards CPD.

The pilot study participant teachers highly believe that ‘Skills are acquired by participating in the training programs or activities’ (M= 4.53, SD=.51) (see Appendix K). On the contrary, it can be seen that EFL teachers have no role in deciding CPD activity they require. Hence, the item ‘I am involved in influencing the choice of the CPD activity I require’ (M=2.35, SD=.69) is found to be low. Besides, the mean scores for financial and school support were found to be minimum (M= 3.74, SD=.71) and (M= 3.76, SD=.55) respectively. This finding that lack of financial and support from schools were also confirmed during interview. The following quotations illustrate the survey results of CPD-effectiveness

‘There is shortage of training because of financial problem, limited resources for self study, and no workshops. The school is also not paying special attention to CPD’ (T1).

It was also discovered that the pilot study participants have attributed their failure and low efficacy to lack of CPD training, support from the school.

Table 4:9: Mean and Standard Deviation of the CPD-factors Items

s/no	Items	Mean	Std. Deviation
1	Personal financial problems	4.32	1.12
2	Excessive work load	4.21	.72
3	Lack of communication among colleagues	3.97	.67
4	Lack of collaboration among colleagues	4.06	.69
5	Strict working hours	4.38	.60
6	Lack of institutional support for professional development	4.12	.68
7	Lack of self- motivation	3.97	.67
8	Lack of sufficient resources for teachers to participate in CPD activities	4.00	.88
9	There is lack of employer support	4.12	.41
10	Professional development conflicts with my work schedule	3.85	.61
11	I do not have time because of family responsibilities	2.88	.91
12	There is no relevant professional development offered	3.18	1.02
13	There are no incentives for participating in CPD	3.76	1.32
	Valid N (listwise)	34	

Items which yield, high mean scores as factors affecting the practice of CPD, ‘strict working hours’ and personal financial problems, (M=4.38, SD=.60) and (M=4.32, SD=1.12) respectively.

Lack of employer support and/or institutional support and/is also high. During interview, the issue of CPD is totally pushed to external body (school, institution, trainings, workshops, etc). That is why the pilot study participants attributed their failure and low teaching efficacy to lack of CPD practice and students' ability and effort.

4.2.2 Qualitative Data Analysis

4.2.2.1 Interviews Data Analysis and Themes

Introduction

The second phase of the pilot involved semi-structured interviews of the PGDT graduates of EFL teachers to refine questions, question order, and identify the interview content. Pilot interviews were conducted with four EFL teachers who had participated in the teacher survey in the first round. Appointments were made with all participants before the interview had occurred. When scheduling the interview, the EFL teachers were communicated for convenient time. Besides, the teachers were asked whether they would prefer an individual or group (two to four people at a time) interview. All the interviewee preferred the interview to be conducted individually. Thus, a total of 4 interview sessions were held. All of the interviews were conducted in English. The interview data for the pilot study was collected between 02-05 November 2017.

Before each interview began, the researcher reconfirmed the interviewee's willingness to participate in the interview. He further assured the teachers that confidentiality would be kept by having their names and the school names remain anonymous. He also asked if he could record the interview session and got permission as well. Thus, each interview session was recorded and lasted 30 to 50 minutes. Notes were additionally taken where respondents seemed not to understand the interview questions. The respondents were asked at the end of the interviews for comments and criticisms of the questions and any ambiguity. In addition, throughout the interview session, it was considered essential to establish a rapport with the participant and make him/her feel comfortable with talking. The researcher tried to "take the role of the respondents and attempt to see the situation from their viewpoint, rather than superimpose [my] world of academia and preconceptions upon them" (Fontana & Frey, 2000: 655). The interview was conducted more like an informal conversation about various issues related to their EFL teaching efficacy, attributions to their teachings and their perceived effectiveness of CPD. Semi-structured

interview data were recorded, transcribed, and analyzed according to the recurring patterns (or themes). The results were used to refine, extend, and/or contextualize the survey data. Hence, the transcribed data were analyzed according to the emergent recurring themes (Patton, 1990).

4.2.2.2 Interview Participants Profile

Table 4.10: *Interview Participants' Background Information (n = 4)*

No.	code	Grade level teaching	experience	Teaching loads	Remark
1	T1	Grade 10	3 rd year	24	
2	T2	Grade 9 & 10	3 rd year	16	
3	T3	Grade 9	3 rd year	12	
4	T4	Grade 9	3 nd year	16	

Regarding their training experiences, all of the interview participants were graduates of PGDT program EFL teachers. As shown in the Table above, they all were serving for their 3rd year. They all have attended induction program under the mentorship of senior English teachers in their respective schools. All pilot interviews were transcribed and were manually coded according to themes that were identified. An analysis of interview of the PGDT graduates EFL teachers of the pilot study provided an indication that their teaching efficacy was generally viewed as moderately high. And it was also noted that in cases of problems, failurity, challenges, etc, much of the blames were on students (their backgrounds, discipline, motivation, ability, effort, etc) and school environments (support, resources, leadership, etc).

Part I - Explore teaching-efficacy of PGDT program completed EFL high school teachers

Levels of the teaching efficacy of high school EFL teachers

As it was indicated in the methodology unit of qualitative data analysis section, some universal codes in the study of self efficacy or teacher efficacy identified by earlier researchers are used for analysis. The codes include: '*Self-confidence*', '*Confidence in own skills*', '*Self-discovery*', '*Self-motivating*', and '*Self-control*'.

Theme 1: self confidence

Thank you. First, I'm teaching grade 10 students. I am confident enough to teach them by preparing myself, by relating the text given for them and by using different kinds of reference books. I prepare relevant notes for the grades I teach. Therefore, students give

me feedback. The tasks or activities I do for them and the results of the students also show that how much I'm competent. Therefore, I think I'm confident of my competence (T1).

Ok. Thank for inviting me to this interview. I'm teaching both grade 9 and 10. In my aspect, when I think of my confidence of teaching English, first I have to prepare myself on the topic I'm teaching. Related to the topic, I have to read and analyze the content of the topic before the class. After that I have full confidence in front of my students(T2).

To begin with, I'm very confident in teaching English to grade 9 students. I'm teaching grade 9. I'm comfortable. I've no problem of teaching English. I am happy and confident(T3).

From the quotations it can be seen that all the interviewees' level of self efficacy that is confidence in one's competence is high. Not surprisingly, 'Self-confidence' is reported as a core benefit in all the interviewees' responses. As the term has become common in everyday language, many interviewees mention self-confidence in relation to teaching. The following examples show, the term self-confidence typically appears in connection with *preparation, using different kinds of reference books, properly using time, classroom management, students' feedback, reading and analyzing before class, students' motivation and results of the students* which allow for understanding in what contexts the teachers situate self-confidence.

Theme 2: Confidence in own skills

Statements that refer to specific skills instead of the person as a whole are coded as 'Confidence in own skills'. In relation to this point or theme, three interviewees stated that:

For example, all language components are not equal. To justify, there is no language laboratory and different kinds of equipments related to listening. Therefore, I'm worried to teach listening skills. But I'm happy to teach grammar of grade 10, it does not require me any apparatus (T1).

The same interviewee added that

..... but some activities are not convenient to teach....for example, listening skills activities and pronunciation parts are difficult areas....Otherwise, I'm confident to teach the other language areas (T1).

I do have some problems. When I teach these skills, I do have some problems. I'm not confident in teaching all of them equally. It is because there are shortage of materials that will be used for teaching listening skills and also speaking skills. Like audio and visual teaching aids we cannot get in my school. Grammar and vocabulary are relatively easy to teach and not time consuming. Pronunciation is a little bit difficult, even for me. (T2).

.... I lack confidence/efficacy sometimes. And the other one is some lessons are not suitable. For example, teaching speaking. Being a new teacher, I'm so afraid of students (T3).

From the above quotations, the interviewees explained that they are comfortable or some contents in the students' textbooks are not suitable to teach. For instance, teaching listening skills (T 1&2) and pronunciation parts (T1), and speaking skills (T2). Teaching grammar, vocabulary, and other language skills, the interviewees were relatively comfortable.

Theme 3: Self-discovery

From the interviewees report, it was understood that the EFL teachers were aware of their strengths and weaknesses. Besides, gaps in their professional development, which on one hand is to do with self-discovery in the sense of acquiring insight, new knowledge or new views of one's own personality, on the other hand with the discovery of new interests, talents or possible activities that were not considered before. The following is one quotation to illustrate the theme:

Teacher 1:

'...the role of developing test can be very difficult since I'm fresh graduate'

- 'I cannot say I can adjust myself to all levels. I'm graduated to teach grade 9 and 10. Therefore, I cannot teach other grades/levels, especially the lower grades'

..... Teaching kids, I have not tried. And also I'm not sure to teach them very well. That may need different training. As of teaching adults, when I get much experience I think I can teach, for now.

Teacher 2:

- 'Of course, some problems might be there. I'm not perfect and all in all confident and efficacious. But I try my best to be good a teacher'

Teacher 3:

- 'If the language is very familiar with us, no problem, in case of teaching speaking, I'm not as such good'

As mentioned above, personal development has been identified by some researchers as new code in a broader and more identity-related way than was suggested by the code 'Self-discovery'. Here participants do not focus on the discovery of specific features or talents but speak of their development as a whole person, suggesting that their discoveries affect their identity as a whole.

Theme 4: Self-motivating

Self-motivation here means the ability to do what needs to be done, without the influence from other people or situations. This was not coded very often in the interviews, which does, however, not necessarily mean that the interviewees do not experience self-motivation. Many participants report experiences like ‘I feel motivated to ...’, which simply does not allow to draw clear conclusions about the origin of the motivation. This theme can be evidenced from the following two interviewees extracts:

- *‘I think I’m successful. I prepare for classes. I don’t feel good if I’m not prepared for my classes’ (T3).*
- *‘As to me I’m confident of my profession and I think I am competent in teaching the grade levels I was trained for’ (T3).*
- *But I want to follow CPD. And also I have reported to the school director (T2).*

From the above quotations, it can be noted that how much these EFL teachers are eager, and motivated. It can be because, these teachers are in their first and second years of teaching experience, hence; are energetic and they want to prove that they are able and good teachers.

Theme 5: Self-control

All the codes included in the category ‘Self-efficacy’ play a prominent role in connection with the benefits reported by the participants. Only one code – ‘Self-control’ – appears to be less relevant for the interviewees.

‘Self-control’ was reported by relatively few interviewees. In some cases, however, this benefit played a role, especially in connection with courses that were aimed at improving communication and social skills.

Part II – PGDT graduates EFL teachers’ Perception and practice of CPD

Views/perception of CPD activities

All interview participants thought of CPD is very important to develop oneself and contribute to the learning of the students. These interviewees have reacted to several questions posed by the

researcher about CPD in general. For the question which sought the PGDT graduates of EFL teachers' views/opinions of CPD in particular they replied as follows:

As of my view of CPD, I think, CPD is very important since teaching is a lifelong process in which the teacher is always learning. Therefore, this CPD allows a teacher to learn different kinds of experiences from different teachers and courses. The teachers can also learn from especial trainings and workshops how to prepare annual plan, lesson plan, and peer evaluation and other issues related to the school and the staff. In fact I view it positively (T1).

Yes. I like the program[CPD]. It's very important as I think. I also hear from my senior colleagues that it is useful (T2).

I have information but I don't know it deeply. My colleague told me that it CPD Career Development program. If I get the chance to participate in CPD, I like it. Because it helps me to develop my profession (T3).

From the above quotations, it is obvious that PGDT graduates of EFL teachers have some hints about CPD and they have positive perception about it. All interviewees tended to be positive about CPD. They felt that CPD was important and would benefit the teachers, students, and the schools. The EFL teachers acknowledged their roles and responsibilities for CPD. However, from the interviews the researcher understood that there were variations in the time of engaging in school CPD. In some schools where most teachers have finished CPD program, the PGDT graduates of EFL teachers have began their CPD activities alongside induction program whereas in some schools only experienced teachers were attending CPD. On the other hand, these teachers reported having responsibility to keep themselves up to date with practice and self study. For instance, Teacher 2 noted that “*Yes. As much as possible I'm trying my best to develop my profession by reading different textbooks and reference books, and also on the internet.*”

Perceived effectiveness of CPD activities

Most of the PGDT graduates of EFL teachers who were interviewed have not started CPD yet even after two years of teaching. Even for those who engaged in CPD activities, they disclosed that the program is not effective. In the following quotation, Teacher 1 told that why the program is not effective even for those who began CPD:

Though I'm not attending as I hear from my colleagues there are some challenges. There is shortage of training because of financial problem, limited resources for self study, and no workshops. They say these are hindering factors to perform CPD very well. The

school is also not paying special attention to CPD. ... Otherwise, I'm not doing anything(T1).

I'm not familiar with CPD because I'm a fresh teacher. If you are a fresh teacher you cannot participate in CPD..... I have information but I don't know it deeply. My colleague told me that it CPD is Career Development program (T3).

The interviewees reported that they have not begun CPD activities yet but they were attending induction program under mentors as well as engaging in collaborative learning with their peers. They also agreed that CPD would be effective when there were adequate time, money, and other resources to provide support for such learning activities. Two out of four interviewed EFL teachers indicated that they need more financial support for CPD so that they could often attend lectures, conferences, or seminars to update their knowledge and skills. Let alone engaging in CPD activities, one interviewee noted that he has not taken any training or induction. He explains the situation as: *"I haven't taken any training, even induction. I just started teaching. I couldn't get any material....No induction, no CPD program and also no material. We use the students' textbook only. That is all"* (Teacher 2). Hence, from the above quotations it can be noted that variation in starting time of CPD and even induction is evident among the interviewees' schools.

Types/methods of CPD activities

I explained to the interviewees that CPD could be both formal and informal activities so that the interviewees could refer to wide range of CPD that they had experiences and not restricted only to traditional courses. Most of the interviewees have a basic knowledge and understanding of CPD, although some of them were not very familiar with the term or acronym even though they had an idea of what it meant based on the introductory brief by the researcher. However, those interviewees who were engaged in CPD had disclosed that there are various forms of CPD. Others interviewees who have not begun CPD themselves have also witnessed that those EFL teachers who were doing CPD engaged in different forms of CPD. They are writing and compiling portfolio about different activities and tasks in the textbook, and doing action research. Other forms of CPD like professional reading and research or self-directed study outside of the school are almost absent. Only one interviewee indicated that he is doing his best to improve himself. *"Yes. As much as possible I'm trying my best to develop my profession by*

reading different textbooks and reference books, and also on the internet. I taught 24 periods in week last year. This year, I'm teaching 16 periods, so I will have enough time to read more (T2).

The interviewees also indicated that even those who had started CPD were practicing limited types of CPD activities. Type or forms of CPD such as curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, workshops, visiting experts, mentoring, action research, or maintaining one's professional portfolio are very much limited.

Factors Affecting the Practice of CPD

Unfortunately, though much of this pilot study's interviewees indicated that they have not started CPD activities, they were aware of some factors affecting the practice of CPD. Some interviewees had also presented their colleagues' experience of CPD and the challenges CPD practitioners were facing. This part is dealt under the EFL teachers' attributions to their teachings.

Part III. EFL Teachers Attribution to Their Teachings

As it discussed earlier in Unit Two, the attribution dimensions were explored from the following dimensions.

No.	Explanations	Dimensions		
		Locus	Stability	Controllability
1	Teacher competence (TC)	Internal	Stable	Uncontrollable (ISU)
2	Teacher effort (TE)	Internal	Unstable	Controllable (IUC)
3	Students' ability (SA)	Internal	Stable	uncontrollable
3	Student effort (SE)	External	Unstable	Uncontrollable (EUU)
4	Institution supervision (IS)	External	Stable	Uncontrollable (ESU)

For the question 'how do you assess your English language teaching efficacy?' all the interviewees state that they are confident in teaching EFL to grade 9 and 10. They attribute their strengths to their competence and extra effort they make to develop their confidence and efficacy. For instance, T1 said that "I am confident enough to teach them [grade 9 & 10]." The

interviewees explained, why they are confident of their competence in relation to what they do before class, such as: preparing themselves, relating the text given for them[students], using different kinds of reference books, preparing relevant notes for the grades they teach, the feedback they from their students, supporting learners in doing tasks or activities, reading and analyzing the content of the topic before the class and results of the students. From the above attributional explanations all the EFL teachers attribute their high efficacy to their competence and effort.

Only in the cases of components of self efficacy that some teachers attribute their failure to lack of competence to teach pronunciation, teaching speaking and listening skills. *“All language components are not equal. That means, all language components are equal but some activities are not convenient to teach. But it depends on the resources”*. There is serious shortage of teaching resources, according to the interviewees. Even in their failure, much of their attributions related to lack of resources (there is no language laboratory, different kinds of equipments related to listening), students’ poor background, and lack of support from school administration.

Based on the analysis of the EFL attributions both for their strength and weaknesses, the results of the survey can be concluded that almost all the pilot study participants attribute their failure to external factors more than internal ones. It was not expected, though, that these EFL teachers won’t rank their competence and effort among the main causes of failure. Reporting effort as one of the main causes behind failure might show some awareness on the part of these teachers about the role of effort in developing self efficacy.

Similarly, from the interview conducted with the pilot study participants, major reasons for low efficacy in their teaching EFL were extracted. These reasons emerge from the teacher himself/herself, or the students, or the school.

From the teacher: Reasons emerge from the teacher can be categorized as follows:

- a. Subject Knowledge and methodology:*** The interviewees indicated that lack of the subject knowledge, methodology (use of right [varying] methodology for different lessons), lack of

preparation, lack confidence or efficacy sometimes, and not planning before classes are reasons for low self efficacy in teaching EFL.

- b. Lack of experience:** According to the interviewees being a new teacher to the school environment and classroom teaching, will lowers teaching efficacy.
- c. Personality-** some EFL teachers will have the necessary subject matter knowledge but they are too much reserved to get across the ideas to the students.
- d. Being forced into teaching profession:** Two EFL interviewees indicated that teaching profession was not their career. Besides, one interviewee indicated that English language was not his choice.
- e. Lack of communication skills:** there was also an interviewee who mentioned that he did not have good relationships with his students.

From the Students: The interviewees also disclosed reasons that emerge from the students and hence, lower the teachers' EFL teaching efficacy such as students' poor background, lack of motivation and attitude, and too much dependence on the teacher were major ones to lower teachers' efficacy, according to the interviewees. These attributions and other would be further explored in-depth in the main study.

Among the major factors that were attributed to school was lack of resources. Lack of resources and support from school were among the repeatedly raised reason from all the interviewees. Shortage of textbooks and reference materials, absence of audio materials, and other extra-curricular materials to support EFL teaching learning processes were among listed ones.

The other serious problem raised by the interviewees was students' discipline. Besides, large number of students in a class is also not manageable, according to the interviewees. Similarly, the problem related to syllabus. According to the interviewees, there is a gap between what is prescribed in the teacher's guide and syllabus and classroom reality. They told the researcher that they could not teach as it is written in the teacher guide and syllabus. Added to students' poor background, shortage of resources, and large class size, the impracticality of the syllabus is other reason to lower the teachers' EFL teaching efficacy, according to the pilot study's participants. In general, from the emerging reasons for the teachers' low efficacy, one can note that the teachers ascribed their low efficacy to external problems than to themselves.

Analysis of Components of EFTEI

Besides the assessment of their overall efficacy in teaching EFL, the interviewees were also asked to assess their efficacy in terms of specific efficacies of teaching EFL. (*see section 2.2.3.4 for their gists and items*) or *Appendix A for full information on the items*)

- Efficacy in Classroom Management and Remedial Action (**ECMRA**)
- Efficacy in Classroom Assessment and Materials Selection (**ECAMS**)
- Efficacy in Skill and Proficiency Adjustment (**ESPA**)
- Efficacy in Teaching and Correcting Language Components (**ETCLC**)
- Efficacy in Age Adjustment (**EAA**)
- Efficacy in Social Adaptation (**ESA**)
- Core Efficacy (**CE**)

Not surprisingly, all interviewees showed similar responses that they are doing all these things when teaching EFL to their grade levels. They are confident that they can handle and doing them though their responses showed variation among the components sometimes. For instance, T1 claimed that, *“These all things concern all teachers. I, myself, those points, I think I can handle them. So far, as to me I think I’m doing well. I try my best to be good a teacher.”*

However, efficacy in age adjustment (EAA) (teaching kids, teaching adolescents, teaching adults), the same interviewee said that, *“most high students are adolescents. That is who I’m teaching now. Teaching kids, I have not tried. And also I’m not sure to teach them very well. That may need different training. As of teaching adults, when I get much experience I think I can teach, for now I’m fresh teacher.”* Similarly, though not explicitly, told other interviewees have also reservations of being flexible with different age groups and grade levels.

4.3 Lessons Learned from the Pilot Study

The Research Design: The quantitative approach had been the dominant method during the Pilot study, but both the quantitative and the qualitative methods were made to accord equal status during the main study. The amendment on the design of the study was purposive: firstly, as it was mentioned in Unit Three, teachers may over- or under-estimate their self-efficacy beliefs when responding for a number of reasons such as ‘nai’ve optimism,’ ‘defensive

pessimism,' or the wish to give a socially desirable response. Secondly, it was to give meaning to the observed states of the affairs and to add depth to the overall results and thereby “putting flesh on the bones” (Dornyei, 2007: 39).

Methodology: The pilot study employed purposive sampling of research participants. It was learnt that purposive sampling may not help to generalize the findings for the target population. Hence, extensive sampling of research participants was made for the main study.

Research participants: Primarily, this study intended to focus on PGDT graduates of EFL teachers of regular modality only. However, the researcher faced shortage of regular modality completed PGDT graduates of EFL teachers during pilot study. Hence, he deliberately used purposive sampling for the pilot study modifying random sampling intended for the main study. However, for the main study, the research included summer modality trained PGDT graduates of EFL teachers after getting their Bachelor of Arts degree in regular modality. These EFL teachers are hired without taking pedagogical and professional courses but soon returned to university to attend to teaching profession courses.

The Survey Instruments: The pilot study has helped refine the survey instruments and interview questions for the main study.

- ✓ From the pilot study, it was learnt that collecting and feeding items dealing with sub-variables of the ELTEI, was found to be tiresome. Hence, items of similar sub-variables were put in order in the final instrument of main study for easy feeding into SPSS software.
- ✓ Similarly, instrument for CPD perception and practice of the PGDT graduates of EFL teachers was modified. The researcher was ambitious when designing or developing the tools. However, when practically checked, items dealing with different themes were found to be inter-mixed. Accordingly, too much and unrelated items were merged together in section one which deals with PGDT graduates EFL teachers views of CPD. Only thirteen items (1-13) deal with views of CPD while nine items (14-22) deal with CPD practice. Hence, unrelated items to the section theme were omitted. Two items moved from items in Effectiveness of CPD' section to Views of CPD section, making the total item for views of CPD fifteen.

- ✓ No meaningful information was acquired during the pilot study on types or methods of CPD the research participants engaged in. The research participants have indicated that only limited forms of CPD activities are available for CPD practitioners. Besides, survey questionnaire filled participants were all zero year experience and were not familiar with CPD practice yet. This problem was solved by increasing the sample size of the participants and including those PGDT completed EFL teachers into the main study.
- ✓ Items which were wrongly put/mixed in section deals with ‘views of CPD’ were moved to section three of CPD practice/effectiveness. Similarly, items like 2, 3, and 10 were omitted from section three because of their irrelevance to the section.
- ✓ During the pilot study, items which require demographic information of the research participants were not included. It was because the researcher had no intention or research question/s to consider this information. For instance, ‘experience’ wise the research participants were all zero year teaching experience. Similarly, ‘gender’ wise, the researcher had no research question/s to see any difference and /or similarity in age and/or gender. However, it was learnt that during interview, most interviewee were mentioning shortage of time, too much activities, or teaching relatively high number of periods in a week, the school environment or grade level they were teaching, lack of experience as factors affecting teaching efficacy and absence of practice of CPD. Hence, in the main study, relatively broad demographic information such as gender, modality attended, weekly teaching load, grade level teaching, and experience were gathered from the participants.

Administration of Survey instruments: Another important lesson drawn from the pilot study was the issue of research participants’ data and administration of the survey instrument. There was no organized data regarding PGDT graduates of EFL teachers both at regional and federal level. The data are very crude and include all PGDT completed teachers of upgrading, summer, and regular modalities. It requires a lot of time to screen out the target population.

- ✓ **Locating PGDT graduate EFL teachers:** The researcher used summer upgrading EFL trainees as informants to help him locate PGDT graduates EFL teachers in their localities. This mechanism of networking among schools through focal persons has helped the researcher a lot in accessing and collecting data required for main study.

- ✓ **Time:** Section One (ELTEI) and Two (ELTAS) of the survey questionnaire was scenario based items. Hence, filling the survey instrument was time taking. The pilot disclosed that enquiring teachers to fill in the questionnaire and return the day it was dispatched were found unworkable as all demanded more time. Thus, sample teachers of the main study were required to complete the questionnaire and return the next day after it was given out. Much time and orientation was given to the research participants.

In general, after trying out the instruments of investigation in the pilot study, the researcher amended identified problems and conducted the main study. He also amended some of the questions in the tests and a few of the activities he noticed as problems in the lessons.

Chapter Five: Main Study: Findings of the Quantitative Data Analysis

5.1 Introduction

This study aimed at exploring PGDT graduate EFL teachers' teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD activities employing MMR design which involves the mixing of quantitative data and findings with qualitative data findings. The quantitative data were generated from survey questionnaires while the qualitative data was collected through semi-structured interview. In this study, both the quantitative and qualitative data were analyzed separately, in independent chapters. Results from both methodologies are discussed side by side in a discussion section later in this study. In this chapter, findings of the quantitative data analysis are presented.

Before discussing the findings of the survey, it is worth mentioning the response rate of the survey questionnaires, distributed to PGDT graduates teaching English language in the selected areas of the research setting. The researcher duplicated 300 copies of the survey questionnaires fearing some copies may be wasted and/or lost before distributed or may not be returned after administered to the study's participants. As it was presumed, despite all the efforts of the researcher to achieve high response rate of the questionnaire, some respondents did not return the questionnaire and some of the returned questionnaires of the respondents were discarded, and still some questionnaires were found to be filled by inappropriate respondents. The proportion of respondents and non-respondents has been summarized in Table 5.1 below.

Table 5.1 Return Rate of the Survey Questionnaire

No.	Return Rate information	Number	Percent
1	Target PGDT graduate EFL teachers	300	100%
2	Actual PGDT graduate EFL teacher participants	204	68%
3	Discarded Questionnaires	21	7%
4	Not returned Questionnaires	43	14.33%
5	Inappropriate respondents	32	10.66%

As shown in Table 5.1, among the 300 PGDT graduates of EFL teachers the questionnaires were administered, only 204 (i.e 68%) PGDT graduate EFL teachers returned the questionnaire responding to the items in a proper way. Forty-three (i.e. 14.33%) respondents did not return the questionnaire at all and among 257 returned questionnaires, twenty-one were discarded because of invalidity of the responses, which was the respondents' filling of similar value for all items in each category. The other reason for the discarding the returned questionnaire was inappropriate respondents, that is, thirty-two (or 10.66%) that filled the questionnaire. Among the three groups of PGDT trained EFL teachers, this study did not focus on those upgrading/upgraded from diploma to degree in either way of the modality. Hence, their questionnaires were rejected. Therefore, data was collected from 204 for the present study. Survey data for the main study was collected between August 2018-October 2018.

In this chapter, the analyses and findings of the collected data are reported. First, the demographic characteristics of the study's participants are presented. self efficacy levels of the EFL teachers are presented. Second, attributions to their teaching of English success and failure are analyzed. Following this, the analysis and findings of the teachers' perceived effectiveness of ELT-CPD are presented. The survey data analyses and findings are in the order of the research questions proposed earlier. To analyze the survey data both descriptive and inferential statistical and simple correlation analyses were performed. Lastly, whether there is a relationship between self-reported teaching efficacy, EFL teachers' teaching attributions to their teachings and their perceived effectiveness of CPD results were analyzed and reported.

5.2 Demographics of the Survey Participants

This section presents the characteristics of the study participants in terms of their gender, and training modality they attended during PGDT program, grade level they were teaching, weekly load or number of periods they were teaching per week, and their teaching experience. The total number of the study participants was 204, as mentioned in Unit 3. They were teaching in both public secondary and elementary schools in six zones of Oromia Regional State at the time of data collection, that is, between 5 October to 30 November 2018.

Gender: As can be seen from Table 5.2, the sample sizes of female and male EFL teachers are significantly disproportionate. Specifically, Table 5.2 demonstrates that the male EFL teachers

are overrepresented compared with the female EFL teachers. This may reflect unequal proportion of male and female EFL teachers teaching in Ethiopian schools. Only 44 (21.6%) of participants were female while 160 (78.4%) were male giving a total of 204 respondents.

Table 5.2: Demographic Information of the Study Participants (N=204)

S/No.	Demographic information	Category	Number of participants	Frequency	percent %	Total %
1	Gender	Male	204	160	78.4	100.0
		Female		44	21.6	
2	Training Modality	Regular	204	97	47.5	100.0
		Summer		107	52.5	
3	Grade level teaching	Elementary	204	42	20.6	100.0
		Secondary school		162	79.4	
4	Number of periods/week	from 12 to 16 periods week	204	37	18.1	100.0
		from 17 to 20 periods week		101	49.5	
		from 21 to 25 periods week		66	32.4	
5	Teaching experience in years	from 0 to 3 years	204	62	30.4	100.0
		from 4 to 6 years		116	56.9	
		from 7 to 9 years		26	12.7	

As Table 5.2 above reveals the number of male and female EFL teachers in this study may reflect the unfair gender representation in EFL teacher population in the country. Male EFL teachers represent the major teacher population while female EFL teachers are the minority. Gender imbalance in primary teaching has followed a particular trend in most countries over the years (OECD, 2009). In Ethiopia, too, it seems to reflect the current phenomenon of male teachers dominating the teacher population in Ethiopian schools particularly in secondary schools.

Training Modality: In this study, training modality is dichotomized as *Summer* and *Regular*. Table 5.2 illustrates that the proportion of *Regular* modality trained to *Summer* modality trained PGDT EFL teachers was relatively similar. It was very tiresome to have close number of regular modality trained PGDT graduates to those trained in summer modality. MoE launched PGDT program first in *Summer* modality in 2010 and in regular modality in 2013 with few numbers of trainees. Accordingly, it was very cumbersome to have proportional number of

Regular modality trained PGDT graduates to those trained in *Summer* modality. Despite this fact, specifically, one hundred-seven (52.5%) and ninety-seven (47.5%) who attended *Summer* and *Regular* PGDT completed EFL teachers were sampled in this study respectively.

Grade Level Teaching: A summary of the data by grade level the study's participants were teaching at the moment of data collection is also presented (see Table 5.2). The majority of the respondents 162 (79.4%) were teaching at secondary school whereas a quarter of them, 42 (20.6%) were teaching at secondary cycle elementary school regardless of the grade level they were trained for. That is, they were supposed to teach at secondary school.

Number of Teaching Periods: As shown in Table 5.2, the responses were categorized into three groups: twelve to sixteen, seventeen to twenty and twenty-one to twenty-five periods/week. Accordingly, it is notable that 101 EFL teachers (49.5%) teach between seventeen to twenty periods/week. Relatively good number of respondents 66 (32.4%) reported that they were teaching between twenty-one to twenty-five periods/week. Only 37 (18.1%) participants were teaching less than seventeen periods per week. From the above data, it can be discerned that the study participants were shouldering different teaching periods per week. The number of periods EFL teachers teach in their school depends on the number of EFL teachers in their respective schools, number of classes and so on.

Teaching Experience: As for years of teaching, approximately one third, 62(30.4%) of the participants had less than three years and about 116 (56.9%) had four to six years of teaching experience (see Table 5.2). More than half 116 (56.9%) of the respondents taught between four to six years. Only 26 (12.7%) of PGDT completed EFL teachers had between seven to nine years of teaching experience. As mentioned earlier, the tendency of having less teaching experience was expected as PGDT as teacher education system in Ethiopia was a recent development and because of the young age of most participants.

5.3 Preliminary Assessments of the Questionnaire

This section displays a birds' eye view of ELTEI Items. Before taking up the main data analysis, it is good to have a general picture of the items followed by descriptive analyses of sub-components which help us answer the first research question. The following table depicts the summary of item statistics, means and standard deviations for each item on the ELTEI.

Table 5.3 Descriptive Statistics of ELTEI items (N=32)

S/No.	Items	N	Minimum	Maximum	Mean	Std. Deviation
	ECMRA Mean of all items	204	2.62	5.00	4.37	.47751
1	Asking good questions	204	4	5	4.59	.49
2	Controlling students' disruptive behavior	204	2	5	4.32	.63
3	Helping students to self-correct themselves	204	2	5	4.32	.63
4	Correcting errors in listening & reading	204	2	5	4.21	.58
5	Having good time management skills	204	3	5	4.35	.72
6	Making students follow classroom rules	204	4	5	4.62	.48
7	Using teacher correction appropriately	204	2	5	4.26	.74
8	Helping students who think they are weak	204	2	5	4.26	.74
	Mean of ECAMS of all items	204	2.40	4.40	3.95	.42
9	Assessing classroom performance	204	2	5	4.32	.63
10	Developing materials	204	2	5	4.26	.74
11	Selecting textbooks	204	2	3	2.73	.44
12	Using extra-curricular materials	204	3	5	4.44	.60
13	Developing tests	204	3	5	4.00	.42
	Mean of ESPA sub-variable	204	3.14	4.86	4.35	.33
14	Teaching speaking	204	2	5	4.29	.71
15	Teaching reading	204	3	5	4.10	.43
16	Teaching elementary level	204	3	5	4.39	.53
17	Teaching writing	204	4	5	4.62	.48
18	Teaching advanced level	204	4	5	4.62	.48
19	Teaching listening	204	3	5	4.45	.60
20	Teaching intermediate level	204	3	5	4.00	.42
	Mean of ETCLC of all items	204	3.20	5.00	4.24	.36
21	Teaching grammar	204	3	5	4.07	.44
22	Correcting errors in language components	204	3	5	4.38	.60
23	Teaching vocabulary	204	3	5	4.07	.44
24	Correcting errors in speaking & writing	204	3	5	4.61	.62
25	Teaching pronunciation	204	3	5	4.08	.43
	EAA Mean of all items	204	3.00	5.00	3.86	.45
26	Teaching kids	204	3	5	4.16	.56
27	Teaching adolescents	204	3	5	3.26	.5
28	Teaching adults	204	3	5	4.16	.566
	ESA Mean of all items	204	3.00	5.00	4.02	.54
29	Talking about poverty	204	3	5	4.04	.59
30	Relating classroom situations to the real world	204	3	5	4.00	.53
	CE Mean of all items	204	2.00	5.00	4.28	.61
31	Affecting students' learning outcome	204	2	5	4.30	.62
32	Planning	204	2	5	4.27	.65
	Valid N (listwise)	204				
	Total ELTEI Items' Mean	204	32		4.2	0.31

According to the table above, the highest mean score for ELTEI was item 6, 17 and 18 of the instrument, (M=4.62, SD=.48) each [*Making students follow classroom rules, teaching writing, teaching advanced level*] respectively followed by item 24 (M=4.61, SD=.62) and item 1 (M=4.59, SD=.49) of the ELTEI, [correcting errors in language components] and [asking good questions] respectively.

The lowest was (M=2.73, SD=.44) [selecting textbook] followed by (M=3.26, SD=.50) [teaching adolescents]. The other lower mean score equally yielded for items 20, 30 and 31 on the ELTEI was (M=4.00, SD=.42). Otherwise, it could be noted from the analyses that most of the items scores were moderately high.

What puzzled the researcher was why the scores of very close items *asking good questions* (M=4.59, SD=.49) and *developing tests* (M=4.0, SD=.42) were found to be relatively apart from each other. Firstly, the way the two questions were written (that is, item 3 was written positively while item 30 was reversely worded) could be one possible reason for the differences in the scores. Secondly, as the survey items are scenario based, and also written very far apart from each other, the respondents could easily forget their ratings for earlier items and most likely be inconsistent sometimes.

The other issue worth considering is the score acquired for the efficacy in selecting textbooks. For most teachers, textbook is the sole teaching resource available in many school setting. However, *selecting textbook* was rated minimum on the five Likert scale (M=2.73, SD=.44). This could also be because of the way the scenario itself was created. The respondents' assessment of the opportunity to access supportive and reference books to select from might have also made their ratings low compared to other items though the mean score is still above average point out of 5-point scale. In the following section, analyses of PGDT graduates of EFL secondary school teachers' levels of the teaching-efficacy according to the sub-components of ELTEI are presented.

5.4 EFL Teachers' levels of teaching efficacy

Research Question 1: *What are the levels of the teaching-efficacy of PGDT graduates of EFL secondary school teachers?*

5.4.1 Descriptive statistics: ELTEI Components

The first research question of this study was: What are the levels of the teaching-efficacy of PGDT graduate of EFL secondary school teachers? In order to answer this question, descriptive analyses were utilized. For that purpose, first, the overall ELT efficacy score, and then the seven subscales were analyzed separately. The number of items in each subscale varies with the total of 32 items. The maximum score (Likert scale) for each item was 5 (the most efficacious) and minimum score was 1 (the least efficacious), which makes up a total of maximum 160 (the most efficacious) and minimum 32 (the least efficacious).

In connection to the first research question, the sub-research questions of the study were:

- a. What would be the PGDT graduate EFL teachers' efficacy in classroom management and remedial action (ECMRA) be?
- b. What is the status of PGDT completed EFL teachers' efficacy in classroom assessment and material selection (ECAMS)?
- c. How is PGDT completed EFL teachers' efficacy in skill and proficiency adjustment (ESPA)?
- d. How do PGDT trained EFL teachers assess their efficacy in teaching and correcting language components (ETCLC)?
- e. What would PGDT completed EFL teachers' level of efficacy in age adjustment (EAA)?
- f. How efficacious are PGDT program completed EFL teachers in dealing with students' critical social aspects (ESA)?
- g. What would PGDT completed EFL teachers' core efficacy (CE) look like?

To answer these questions, descriptive analysis of ELTEI components was run (see Table 5.4). As shown in the table, the overall calculated mean value for ELTEI was (4.20, SD= 0.31). The same moderately high results were reported for all components of the EFL teaching efficacy (the mean values were: for ECMRA (M=4.36, SD= 0.47), ESPA (M=4.3522, SD= 0.33), CE (M=4.2843, SD=0.61), ETCLC (M=4.24, SD=0.36), ESA (M=4.40, SD=0.54), ECAMS (M=3.95, SD=0.42), and for EAA (M=3.85, SD=0.44). The results of the descriptive analysis in Table 5.4 displays that the overall ELT teaching efficacies mean score was **4.20** out of 5, and the standard deviation was **0.31** for the EFL teachers. This means that the respondents perceived their teaching EFL efficacy as moderately high on a five points Likert scale. The rating scale for each EFL teaching efficacy subscale was as follows: 1–Very Little; 2–Little; 3–So so; 4–Much;

5–Very much. Therefore, a rating closer to five indicates strong efficacy in Classroom Management and Remedial Action (ECMRA), Efficacy in Classroom Assessment and Materials Selection (ECAMS), Efficacy in Skill and Proficiency Adjustment (ESPA), Efficacy in Teaching and Correcting Language Components (ETCLC), Efficacy in Age Adjustment (EAA), Efficacy in Social Adaptation (ESA), Core Efficacy (CE). The aggregate value depicts that PGDT graduates EFL teachers is moderately high.

Table 5.4 Descriptive Statistics of ELTEI Components

Sub-scales	N	Mean	Std. Deviation
Mean of ECMRA	204	4.36	.47
Mean of ECAMS	204	3.95	.42
Mean of ESPA	204	4.35	.33
Mean of ETCLC	204	4.24	.36
Mean of EAA	204	3.85	.44
Mean of ESA	204	4.0	.54
Mean of CE	204	4.28	.61
Mean of ELTEI	204	4.20	0.31

Therefore, it is possible to report that the teachers rated their EFL teaching efficacy as moderately high. Obviously, the result indicates that somehow the teachers did not feel effective enough in confronting a classroom challenge, according to the scenarios in the survey. Likewise, further analysis of the contribution of demographic variables on differences in PGDT graduates EFL teachers' perception of their teaching efficacy was calculated. Here, the major research 1 was analyzed in different sub-questions.

In connection to major research question 1 asked was whether *there is/are significant difference/s between PGDT graduate EFL teachers' efficacy levels in demographic variables: gender, training modality attended, grade level teaching, number of periods per week and years of teaching experience*. To figure out whether or not there are statistically significant differences between the demographic variables on efficacy levels of the respondents, independent sample t-test was performed for gender, modality and grade level teaching as these demographic variables have two levels. However, one-way ANOVA was applied for demographics, weekly load and

teaching experience as they have three levels. The results of the test are presented in Table 5.5, Table 5.6 and Table 5.7.

Table 5.5 below displays the independent sample statistics of three demographic variables, that are, gender, modality, and grade level teaching. Accordingly, as it can be seen from Table 5.5, there is no a statistically significant difference ($p > 0.05$) between male and female EFL teachers on their teaching efficacy. The independent sample t-test analysis in Table 5.5 shows that the demographic variable *gender* in which the male group ($M=4.23$, $SD=0.33$) and the female group ($M=4.13$, $SD=0.24$) is not significant at $t(202)=1.840$, $p > 0.05$. This result reflects that there was no a difference at greater than a chance level between male and female teachers on their teaching efficacy. The finding, in general, therefore, implies that there is no significant difference between PGDT graduate EFL teachers' efficacy levels in terms of their *gender*.

Table 5.5 Independent Sample t-test of Demographic Variables

		N	Mean	Std. Deviation	t-value	df	Sig. (2-tailed)
	<i>Gender</i>						
Weighted mean of ELTEI	Male	160	4.22	.32	1.80	202	.067
	Female	44	4.12	.24			
	<i>Modality</i>						
Weighted mean of ELTEI	Regular	97	4.24	.28	1.92	202	.056
	Summer	107	4.16	.33			
	<i>Gradelevelteaching</i>						
Weighted mean of ELTEI	Second Cycle elementary	42	4.13	.36	-1.79	202	.074
	Secondary School	162	4.22	.29			

The second demographic variable was *modality*. To this end, as Table 5.5 illustrates there was no a statistically significant difference ($p > 0.05$) between *Regular* and *Summer* modality trained PGDT trained EFL teachers. The result in Table 5.5 indicates that the variable *modality* in which a *Regular* group ($M=4.25$, $SD=0.28$) and *Summer* group ($M=4.16$, $SD=0.33$) is not significant at $t(202)=1.92$, $p > 0.05$. This result reflects that there is no difference between *Regular* and *Summer modality* group teachers on their teaching efficacy. Thus findings, thus, suggest that

there is no difference among the samples of the study because of the *modality* of PGDT program they went through.

The other demographic variable was *grade level teaching*. The same Table 5.5 above, illustrates that there was no a statistically significant difference ($p > 0.05$) between *elementary* and *secondary grade level teaching* PGDT graduate EFL teachers. The result in Table 5.5 indicates that the variable *grade level teaching* in which a *second cycle elementary group* ($M=4.13$, $SD=0.36$) and *Secondary School group* ($M=4.22$, $SD=0.29$) is not significant at $t(202)=-1.79$, $p > 0.05$. This result reflects that there is no difference between *second cycle elementary group* and *secondary school grade level teaching* teachers on their teaching efficacy. Thus findings, thus, suggest that there is no difference among the samples of the study because of their grade level teaching and hence, considered as a single group.

Similarly, one way ANOVA was performed to determine for two demographic variables with three levels (Table 5.6). Consistent with the other demographic variables above, teaching experience and weekly load the respondents were shouldering during the study time had no significant statistical difference on the scale.

Table 5.6 One-way ANOVA test of teaching experience and Weekly Load

		ANOVA				
ELTAS Weighted Mean		Sum of Squares	df	Mean Square	F	Sig.
Teaching experience	Between Groups	.195	2	.097	1.006	.367
	Within Groups	19.471	201	.097		
	Total	19.666	203			
Weekly Load	Between Groups	.450	2	.225	2.354	.098
	Within Groups	19.216	201	.096		
	Total	19.666	203			

The mean differences was tested using One-way ANOVA and the results confirmed that there was no significant statistical difference among PGDT graduates EFL teachers' efficacy levels in these regards: teaching experience ($F [203] =1.006$, $p=0.367$) and weekly load ($F[203] = 2.354$, $p=0.098$) (see Table 5.6 above). This means that there was no a noteworthy variation among the levels of the demographic variables on the EFL teachers' teaching efficacy levels. Henceforth,

all the participants were considered as a single group. Therefore, it is possible to report that the teachers rated their EFL teaching efficacy as moderately high irrespective of their gender, grade level teaching, training modality, weekly load, and teaching experience.

The other sub research question asked in connection to major research question 1 was *whether there will there be statistically significant difference(s) in the mean scores of teacher efficacy level perceptions among high, moderate, and low-teaching efficacy levels*. To determine the number and percent of those participants who had high, moderate and low teaching efficacy according to their scores, group average was computed. First, sum of the product of mean of each sub-component and their weightage was worked out. Accordingly, weight mean = **4.20**, **SD= 0.31** was yielded (Table 5.4). To this end, based on the sample mean (4.20), the researcher used half a standard deviation above and below the mean as an average group to categorize the respondents as high, moderate and low on their responses of teaching efficacy as per the suggestions of researchers (for instance, Mertens 2010: 417). Accordingly, those whose scores fall between the cut-off point (that is 4.20) for low and high would have average/moderate levels of efficacy whereas those that fall above the cut-off point for the high range are high in efficacy and those that fall below the cut-off point for the low have low levels of teacher efficacy. To this end, the cut-off points (weighted means) for high and low teaching efficacy were **4.36 and 4.05** respectively and those whose weighted means were between these two ranges were grouped as having moderate levels of teaching efficacy.

It is obvious that those whose mean scores fall in the range for average/moderate (that is between mean 4.05 - 4.36) levels of efficacy were 104 (51%) EFL teachers (*see Table 5.7*). While 62 (30.4%) EFL teachers fall in the high range in efficacy (that is above 4.36 mean score), 38 (18.63.7%) participants fall below weighted mean 4.04 to have low levels of teacher efficacy.

Table 5.7 Group of EFL Teachers' Level of Teaching Efficacy based on their Means

S/No.	Weighted Mean Range	Group	Frequency and percent	Remark
1	Below 4.04	Low teaching efficacy	38 (18.63%)	
2	Between 4.361 and 4.05	Moderate teaching efficacy	104 (51%)	
3	Above 4.36	High teaching efficacy	62 (30.4%)	

As it could be expected, more than good half of the respondents indicated that they have moderate (51%) teacher efficacy (that is between mean 4.05-4.361) followed by those having high teacher efficacy (30.4%) and lower teacher efficacy (18.63%) (see Table 5.7). Consistent with findings of other studies, Tschannen-Moran and Woolfolk Hoy (2007), for example, acknowledge that novice teachers are thought to over-estimate their levels of self-confidence when completing surveys, and indeed, cite Bandura (1997) as saying that it can be healthy to do so.

Prior to analyzing the main data, a preliminary analysis of the main study data was made to test whether or not the data gathered could fit the assumption of statistical test, that is, normality of data were checked prior to the main data analyses. Accordingly, skewness and kurtosis are among the important measure of normality of data. Skeweness and Kurtosis are used to describe deviations in the shape of distributions. If skeweness describes the shape of the distribution as far as symmetry along a vertical line through the mean goes kurtosis describes the shape of the distribution as far as the concentration of scores around the mean goes (Mertens, 2010). To this end, there are some statements given by scholars as a rule of thumb for using the skewness and kurtosis number to evaluate the normality of the collected data. Accordingly, assumption of normality was evaluated and determined to be satisfied as three groups' data distributions were associated with skewness and kurtosis less than /2.0/ and /9.0/ respectively (Schmider, et al., 2010). In light of the above scholars' suggestions, the result in Table 5.8, reflects that the collected data are normally distributed.

Accordingly, to determine the level of the teachers' teaching efficacy, the observed means of sub-components of ELTEI were tested for their differences from the weighted mean value (M=4.20, SD=0.311) in a one to five scale. Hence, no serious violations were noted for all statistical tests.

Table 5.8 Normality Test

		Statistics		
		High Teacher Efficacy	Moderate Teacher Efficacy	Low Teacher Efficacy
N	Valid	62	104	38
	Missing	142	100	166
Skewness		.579	.189	-1.062
Std. Error of Skewness		.304	.237	.383
Kurtosis		-.681	-1.418	-.531
Std. Error of Kurtosis		.599	.469	.750

For this, analysis of One-Way ANOVA was run and it was learned that the differences in mean scores of teacher efficacy levels perceptions were not statistically significant (Table 5. 9); High ($F [24,61], =1.023, p=.465$), Low ($F[22,37], =1.672, p=.154$) and Moderate ($F[28,103], =.791, p = .753$). This means that there was no a noteworthy variation in the mean scores of teacher efficacy levels perceptions of the three groups.

Table 5.9 Comparison of the Respondents' Teaching Efficacy Levels Groups' Means

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
HighELTEI	Between Groups	.243	24	.010	1.023	.465
	Within Groups	.366	37	.010		
	Total	.609	61			
ModerateELTEI	Between Groups	.194	28	.007	.791	.753
	Within Groups	.657	75	.009		
	Total	.851	103			
LowELTEI	Between Groups	3.537	22	.161	1.672	.154
	Within Groups	1.443	15	.096		
	Total	4.979	37			

5.5 Analyses of EFL Teachers' Attributions

Research Question 2: *To what do PGDT graduate EFL teachers attribute their success or failure in their teaching?*

ELTAS-Components: The ELTAS scale comprised 10 hypothetical situations, half of which described situations of success (situation one to five) while the other half (situation six to ten) illustrated failure. It required the teachers to consider similar situations from their own teaching experiences and rate the statements on a six-point scale in the light of their own beliefs, perceptions and understanding of the cause of each situation. For each situation, five attributions were provided as follows: teacher's teaching competency (TrC); students' ability (StA), teacher's effort (TrE); students' effort (StE); and the institution supervision (InS). This yielded a scale with 50 items. The rating scale for each attribution subscale was as follows: 1–disagree strongly; 2–disagree; 3–disagree somewhat; 4–agree somewhat; 5–agree; 6–agree strongly. Therefore, a rating closer to six indicates strong attributions of teacher's teaching competency (TC); teacher's effort (TE); students' ability (SA), students' effort (SE); and the institution supervision (IS).

Among the five attributes listed, the aggregate mean values show that four of them were rated as moderately *high* on the six points Likert scale: namely, TrC (M= 5.62, SD=.27), TrE (M= 5.68, SD=.28), StA (M= 5.51, SD=.36) and StE (M= 5.4, SD=.33) (Table 5.10). As the table indicates, the teachers tend to ascribe perceived success more to their effort and competence than to students' ability and effort. Compared to the other four attributes, the teachers ascribed perceived success less to InS (M=4.26, SD=.91).

Table 5.10 Descriptive Statistics of ELTAS Components (N=204)

S/No.	Attributions	N	Mean	Std. Deviation
1	Mean of TrC+	204	5.62	.27
2	Mean of TrE+	204	5.68	.28
3	Mean of StA+	204	5.51	.36
4	Mean of StE+	204	5.40	.33
5	Mean of InS+	204	4.26	.91
6	Mean of TrC-	204	1.46	.36
7	Mean of TrE-	204	1.38	.35
8	Mean of StA-	204	1.46	.37
9	Mean of StE-	204	1.57	.36
10	Mean of InS-	204	2.84	.96
	Mean of ELTAS	204	5.30	.24

On the other hand, the teachers ascribe perceived failure more to institutional support InS (M=2.58, SD=.96), to StE, (M=1.57, SD=.36) and StA (M=1.46, SD=0.37). Relatively, TrC and TrE are least ascribed attributions for perceived failure, (M=1.46, SD=.36) and (M=1.38, SD=.35) respectively. In other words, EFL teachers appear to be more likely to blame their institutions' lack of support and their students for their failurity and hence externalize the problem. The high frequency of attribution to InS and StE indicate that not only did teachers perceive themselves responsible for their ELT teaching efficacy as well as their learners' achievement; they also counted on their students' effort. It appears that, overall, teachers' mean rating score on attribution for success TrC, TrE, StA and StE were higher than their mean score on attribution for failure (see Table 5.10). Seemingly, teachers in this study showed more attribution for success to themselves (i.e. inner) than they did for failurity (i.e they attribute InS and StA and StE more for failurity while TrC, TrE are the least rated mean score for failure).

In connection to research question 2, *whether there is/are significant difference/s among PGDT graduate EFL teachers' attributions to their teachings in demographic variables* was analyzed. In a similar fashion to ELTEI sub-variables, ELTAS sub-components were also tested whether or not there are significant differences on the demographic variables of the respondents' attributions to their teaching. To this end, as Table 5.11 illustrates, independent sample t-test of demographic variables and Mean of ELTAS was performed. The independent sample t-test analysis in the Table shows that the demographic variable *gender* in which the male group (M=5.33, SD=0.25) and the female group (M=5.17, SD=0.16) is not significant at $t(202)=4.026$, $p > 0.05$. Accordingly, as it can be seen from Table 5.11, there was statistically significant difference ($p > 0.05$) between male and female EFL teachers' attributions to their teachings. This result reflects that there was a difference at greater than a chance level between male and female teachers on their teaching efficacy. The finding, in general, therefore, implies that there is a significant difference on the teachers' attributions to their teaching between PGDT graduate EFL teachers in terms of their *gender*.

Table 5.11 Independent Sample t-test of Demographic Variables and Mean of ELTAS

		<i>Independent Samples Test</i>					
		N	Mean	Std. Deviation	t-value	df	Sig. (2-tailed)
	<i>Gender</i>						
Weighted mean of ELTAS	Male	160	5.33	.25	4.026	202	.000
	Female	44	5.17	.16			
	<i>Modality</i>						
Weighted mean of ELTEI	Regular	97	5.39	.28	5.499	202	.000
	Summer	107	5.21	.17			
	<i>Gradelevelteaching</i>						
Weighted mean of ELTEI	Elementary	42	5.19	.19	-3.156	202	.002
	Secondaryschool	162	5.32	.25			

The second demographic variable was *modality*. To this end, as Table 5.11 also illustrates there was statistically significant difference ($p > 0.05$) between *Regular* and *Summer* modality trained PGDT trained EFL teachers. The result in Table 5.11 indicates that the variable *modality* in which a *Regular* group (M=5.39, SD=0.28) and *Summer* group (M=5.21, SD=0.17) is significant at $t(202)=5.499$, $p > 0.05$. This result reflects that there is no difference between *Regular* and

Summer modality group teachers on attributions to their teachings. Thus findings, thus, suggest that there is difference on their attributions to the teachings between the samples of the study because of the *modality* of PGDT program they went through.

The other demographic variable reported in the same Table above was *grade level teaching*. As it is shown in the Table, that there was a statistically significant difference ($p > 0.05$) between *elementary* and *secondary grade level teaching* PGDT graduate EFL teachers' on attributions to their teachings. The result in Table 5.11 indicates that the variable *grade level teaching* in which a *second cycle elementary group* ($M=5.19$, $SD=0.19$) and *Secondary School group* ($M=5.32$, $SD=0.25$) is significant at $t(202)=-1.79$, $p > 0.05$. This result reflects that there is difference between *second cycle elementary group* and *secondary school grade level teaching* teachers on their teaching efficacy. Thus findings, thus, suggest that there is difference among the samples of the study because of their grade level teaching and hence, considered as a single group. In general, the analyses independent sample t-test of the participants' attributions to their teachings showed significant difference on the demographic variables: gender $t(202)=4.026$, $p. .000$), training modality attended $t(202)=5.499$, $p. .000$) and grade level teaching $t(202)=-3.156$, $p. .002$). Similarly, one way ANOVA was run to determine for two demographic variables with three levels.

Table 5.12 One-way ANOVA test of teaching experience and Weekly Load and Mean of ELTAS

		ANOVA				
ELTAS Weighted Mean		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Teaching experience</i>	Between Groups	.676	2	.338	5.898	.003
	Within Groups	11.514	201	.057		
	Total	12.190	203			
Weekly Load	Between Groups	.896	2	.448	7.972	.000
	Within Groups	11.294	201	.056		
	Total	12.190	203			

Consistent with the other demographic variables above, teaching experience and weekly load the respondents were shouldering during the study time had significant statistical difference on the scale. The mean differences was tested using One-way ANOVA and the results confirmed that there was significant statistical difference among PGDT graduates EFL teachers' attributions to their teaching of EFL in sub-variable: teaching experience ($F [203] =5.898$, $p=.003$) (see Table

5.12 above) and weekly load ($F[203] = 7.972, p=.000$) (see Table 5.13 below). This means that there was a significant variation in teaching experience and weekly load demographic variables on the EFL teachers' attributions to their teaching of EFL. To tell clearly, which level's mean(s) of *Between-Subjects effects* is/are contributing significantly in the sub-variables: *weekly load* and *teaching experience*, it was necessary to carry out a post-hoc analysis of the F-test result. Towards this end, the Tucky HSD method was applied to tests of Between-Subjects Effects. Table 5.13 demonstrates the results of the ANOVA.

Table 5.13 *Univariate Analysis of Variance Tests of Between-Subjects Effects of Weekly Load*

Tests of Between-Subjects Effects

Dependent Variable: ELTAS weighted mean

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.676 ^a	2	.338	5.898	.003	.055
Intercept	4878.049	1	4878.049	8.516E4	.000	.998
Weeklyload	.676	2	.338	5.898	.003	.055
Error	11.514	201	.057			
Total	5741.066	204				
Corrected Total	12.190	203				

a. R Squared = .055 (Adjusted R Squared = .046)

The results of the ANOVA indicated there was a significant difference between the *Weekly load* and *teaching experience* on the attributions to the teachers' teaching of EFL, $F(1, 204) = 5.898, p = .003$. Approximately 5.5% of the variance was explained by how each subject rated the survey item; the effect size, $\eta^2 (.055)$, was minimal for the respondents' weekly load reports. The difference is least significant almost equivalent to no adjustments following adjustment for multiple comparisons. In harmony with Between-Subjects Effects of the weekly load sub-variable, teaching experience on attributions to the teachers' teaching of EFL, $F(2, 204)=7.972, p=.000$ and only 7.3% of the variance can be explained by how each subject rated the survey item, the effect size being, $\eta^2 (.073)$. (Effect size).

Table 5.14 *Univariate Analysis of Variance Tests of Between-Subjects Effects of Teaching Experience*

Tests of Between-Subjects Effects

Dependent Variable: ELTAS weighted mean

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.896 ^a	2	.448	7.972	.000	.073
Intercept	3993.283	1	3993.283	7.107E4	.000	.997
Experience	.896	2	.448	7.972	.000	.073
Error	11.294	201	.056			
Total	5741.066	204				
Corrected Total	12.190	203				

a. R Squared = .073 (Adjusted R Squared = .064)

In conclusion, analyses of the demographic information of the PGDT graduate EFL teachers on their teaching attributions (that is, the ELTAS mean scores) showed difference by gender, modality of training and grade level teaching) on six-point scale, $\alpha = .05$ level. However, *Between-Subjects effects* post-hoc analyses of the F-test result for the demographic variables: *teaching experience* and *weekly load* indicated that the difference is least significant almost equivalent to no adjustments following adjustment for multiple comparisons.

5.6 Analyses of EFL Teachers' Perceived-effectiveness of ELT-CPD Activities

As it was discussed in Unit 3, a survey design involving a questionnaire was used to collect data on PGDT graduate EFL teachers' perceived effectiveness of CPD. The questionnaire for this section is composed of items to measure the teachers' views or perceptions towards CPD, options of professional development activities and its effectiveness they were involved in, and their comments about the constraints to professional development. The questionnaires were given to PGDT graduate EFL teachers teaching in West Oromia (five zones) and the data collected were analyzed descriptively to understand the general trends as well as its relationship to teachers' teaching efficacy and their attributions for high or low efficacy. Hence, the study aimed at investigating the study participants' perceived effectiveness of ELT-CPD activities.

Research Question 3: *What would be PGDT graduate EFL teachers perceived-effectiveness of CPD activities be?*

In connection to the third research question, four sub-research questions were posed or asked in the survey to the participants. These sub-questions were:

1. *What would be PGDT graduate EFL teachers views of CPD be?*
2. *What type CPD activities are PGDT graduate EFL teachers are engaged in?*

3. How do PGDT graduate EFL teachers perceive the effectiveness of CPD practice they are engaged in?
4. What are the factors affecting PGDT graduate EFL teachers practice of CPD?

5.6.1 Analyses of EFL Teachers' Views of CPD

For the research question: 'What would be PGDT graduate EFL teachers views of CPD be?' responses to this question revealed a wide range of CPD activities that participants were interested in.

Table 5.15: Descriptive Statistics of the CPD-Views Items (N=204)

S/No.	Descriptions/items	Mean	Std. Deviation
1	I have a clear understanding of what CPD means	4.19	1.04
2	I am enthusiastic about my professional development	4.43	.66
3	I am aware of my professional development needs	4.62	.55
4	EFL teachers should improve their professional skills and knowledge without too much dependence on the institution they work for	4.77	.44
5	EFL teachers should take the initiative and action for their own professional development	4.76	.42
6	An EFL teacher should be free to test any idea or a new technique in teaching English	4.78	.51
7	EFL teachers should be involved in the evaluation of their teaching skills	4.78	.48
8	EFL teachers should help each other evaluate teaching to identify problems, strengths, and weaknesses	4.78	.43
9	EFL teachers should help each other produce solutions to solve problems in their classes.	4.82	.45
10	Willingness is an important factor in successful ongoing professional development	4.66	.80
11	Teachers should be open to new ideas and changes	4.88	.34
12	EFL teachers should try to keep themselves up to date with changes and improvements in English Language Teaching	4.70	.56
13	CPD programs improve teaching competence	4.63	.62
14	CPD programs are relevant to my needs and interests	4.46	.57
15	I believe that CPD is beneficial for me	4.64	.51
	Valid N (listwise) (N=204)		
	Mean of VCPD	4.66	0.35

A descriptive analysis was made on items seeking the PGDT graduate EFL teachers' views of CPD (Vcpd) whereby a five point rating scale of 5 (strongly agree), 4 (agree), 3 (uncertain), 2 (disagree), and 1 (strongly disagree) were used (see Table 5.15). The resultant mean score is 4.66 (SD = 0.35). This result, therefore, is above the middle rater ('uncertain') in all items. It can, therefore, be judged that the perception of EFL teachers' towards CPD is high.

To summarize then, the study participants perceive CPD as skills oriented training focused on acquiring skills relevant to teaching effectively within the institutional context. In addition, the teachers' perceive CPD as improving existing professional skills to continue to perform

effectively in the work context. Secondly, the respondents also understand CPD as lifelong learning directed by modern developments in ELT and resulting in some kind of evident change in teaching. They also view CPD as continual efforts to keep themselves abreast of new developments in their field. More importantly, the teachers rated Teachers should be open to new ideas and changes (M=4.88, S=.34), EFL teachers should help each other produce solutions to solve problems in their classes (M=4.82, SD= .45), An EFL teacher should be free to test any idea or a new technique in teaching English (M=4.78, SD=.51), EFL teachers should be involved in the evaluation of their teaching skills (M=4.78, SD=.48), and EFL teachers should help each other evaluate teaching to identify problems, strengths, and weaknesses (M=4.78, SD=.43) above all items while the item *I have a clear understanding of what CPD means* (M=4.19, SD= 1.04) rated the least of all items. The participants' views of CPD activities have been further explored in unit six.

5.6.2 Analyses of Types of CPD EFL Teachers

In this sub-section, an attempt was made to answer the research sub-question: *What type CPD activities are PGDT graduate EFL teachers are engaged in?*

In the questionnaire teachers were asked to indicate which CPD activities they participated in more often and their responses are indicated in Table 5.16. The mean of the analysis result is 2.4001 (SD=.23258). Since a four-point rating scale of 3 (Often), 2 (Sometimes), 1 (Rarely), and 0 (Never) was used, the mean lies in the range between 'Often' and 'Sometimes' but not far from being 'sometimes.' In the same vein to EFL teachers' views of CPD, a descriptive analysis of four-points on the types or methods of CPD and its practice for EFL teachers was made (see Table 5.16). The mean of the analysis result is 2.40 (SD=.23).

Table 5.16 Descriptive Statistics of the CPD- Types Items (N=204)

S/No.	Description/Items	Mean	Std. Deviation
1	Curriculum meetings	2.71	.50
2	Demonstration lessons	2.89	.30
3	Planning lessons together	1.66	.47
4	Peer observation	2.89	.30
5	Observation of lessons and feedback	1.84	.62
6	Observation of students in lessons	2.74	.44
7	Talking to students	2.89	.31
8	Assessment of students' work before and after the CPD activity.	2.73	.44
9	Marking of students' work, giving feedback and advice for development	1.63	.48
10	Action research	1.84	.61
11	Professional reading and research	2.73	.44
12	Sharing/showing good practice within your school	2.90	.30
13	Maintaining your professional portfolio	2.73	.44
14	Workshops	1.63	.48
15	Mentoring	1.84	.61
16	Self-directed study	2.73	.44
	Valid N (listwise) (N=204)		
	Mean of MCPD	2.40	.23

When seen issue wise, *workshops and Marking of students' work, giving feedback and advice for development* were rated as the least of all types of CPD practice among EFL teachers to (M=1.61, SD=.48) (Table 5.16). Next, *planning together* (M=1.66, SD=.47), and *observation of lessons and feedback* and *Action research* (M= 1.84, SD= .62). As shown in the same table, on the other hand, *sharing or showing good practice within your school* (M=2.90, SD=.30) and *demonstration lessons, peer observation, and talking to students* (M=2.89, SD=.31) were rated as the most practiced and available form of CPD for the teachers.

5.6.3 Analyses of EFL Teachers' Perceived-effectiveness of CPD Activities

Teachers having stated their views about an effective CPD activity were asked to rate different activities based on their judgment of effectiveness. This sub-section answers the research sub-question: *How do PGDT graduate EFL teachers perceive the effectiveness of CPD practice they are engaged in?* To find out the study participants' perceived effective of CPD activities, teachers were asked to rate what they considered to be an effective CPD practice and hence gained certain knowledge and/or skill so far because of their engagement in CPD activities. To this end, the effectiveness of ELT-CPD were examined using 14 items on a rating scale of 1-5,

where 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree. A descriptive analysis was made and the result has been summarized in Table 5.17.

From the enquiry about their perceived-effectiveness of CPD activities, it can be noted that PGDT graduate EFL teachers condemn their schools that they do not provide them with *sufficient time* (M=1.5, SD=.50), *finance* (M=1.04, SD=.19), and *sufficient resources* (M=1.84, SD=.80) to work on CPD (see Table 5.17 below). The table illustrates the fact that EFL teachers do not involve in influencing the choice of the CPD activity they require (M=1.04, SD=.19) and hence, by implication would be affecting their perceived-effectiveness of their CPD practices.

Table. 5.17 Descriptive Statistics of the CPD-Effectiveness Items (N=204)

S/No.	Descriptions/Items	Mean	Std. Deviation
1	Skills are covered during induction to the job	4.87	.38
2	Skills are acquired by participating in the training programs / activities	4.04	.68
3	Self-study such as reading books or using library	4.84	.37
4	I use my own time, outside my current work	4.87	.39
5	I have gained new knowledge and skills but I am not using them	4.04	.68
6	I am attempting to use new knowledge and skills but I am not yet comfortable in using them	4.07	.59
7	I routinely use the new knowledge and skills	4.26	.45
8	I re-evaluate quality of use of my skills and modify to increase impact	4.25	.43
9	I am involved in influencing the choice of the CPD activity I require.	1.04	.19
10	My school is supportive towards my professional development.	3.84	.57
11	My school provides sufficient time for teachers to work on their CPD	1.50	.50
12	My school provide sufficient financial resources for teachers to participate in CPD activities	1.04	.19
13	My school provides sufficient resources for teachers to participate in CPD activities	1.82	.80
14	My school provides opportunities for me to improve myself professionally	3.84	.57
	Valid N (listwise) 204		
	Mean of ECPD	3.45	.28

As shown in the same table, the teachers' judgment of the effectiveness of ELT-CPD was moderate (M=3.45, SD=.28). Hence, to summarize, lack of autonomy in choosing CPD with the pressure to engage in mandatory CPD based on institutional interests and lack of sufficient funding to engage in CPD that respondents identified as examples of lack of support from their institutions.

Table 5.18 presents descriptive statistics of factors affecting EFL teachers' CPD activities. Accordingly, items which yielded high mean score as a factor affecting the practice of CPD, 'there are no incentives for participating in CPD' was (M=4.63, SD=.60) followed by four factors each of which are equally rated as (M=4.61, SD=.62). These factors include: *lack of institutional support for professional development, lack of sufficient resources for teachers to participate in CPD activities, professional development conflicts with my work schedule and I do not have time because of family responsibilities.*

5.6.4 Analyses of Factors Affecting EFL Teachers' CPD Activities

Table 5.18 Descriptive Statistics of the CPD-Factors or Impacts Items (N=204)

S/No.	Descriptions/Items	Mean	Std. Deviation
1	Personal financial problems	4.26	1.28
2	Excessive work load	4.36	1.05
3	Lack of communication among colleagues	4.30	1.21
4	Lack of collaboration among colleagues	3.64	.86
5	Strict working hours	4.38	.59
6	Lack of institutional support for professional development	4.61	.62
7	Lack of self- motivation	3.97	.66
8	Lack of sufficient resources for teachers to participate in CPD activities	4.61	.62
9	Professional development conflicts with my work schedule	4.61	.62
10	I do not have time because of family responsibilities	4.61	.62
11	There is no relevant professional development offered	3.79	.53
12	There are no incentives for participating in CPD	4.63	.60
	Valid N (listwise) 204		

On the other hand, compared to the above factors, *lack of collaboration among colleagues* (M=3.64, SD .86), *There is no relevant professional development offered* (M=3.79, SD .53), and *Lack of self- motivation* (M=3.97, SD .66) are the moderately rated factors respectively in hampering the practice of CPD among the study's participants. Responses to this question can be roughly categorized under three headings; institutional factors (items such as 2, 4, 5, 6, 8, 11, 12), factors such as 'Lack of communication among colleagues' (item 3) and 'Professional development conflicts with my work schedule' (item 9) can be simultaneously both institutional/professional and personal factors (like items 1, 7, and 10). Hence, according to the participants, it can be noted that all the factors they attributed for the lack of CPD practice are

external and point to something out of them. In-ward factor like ‘lack of motivation’ was the least attributed factor.

5.7 Analyses of the Relationship among EFL teachers’ Teaching-efficacy, their Perceived effectiveness of CPD Activities and Attributions

Research question 4: *What sort of relationship/s is/are there among teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD activities?* Before performing a correlation analysis, it is a good idea to generate a scatter plot to check for violation of the assumptions of linearity and homoscedasticity (Pallant, 2005). Such inspection of the scatter plots also gives a researcher a better idea of the nature of the relationship between the variables (*for the scatter plot tests, see Appendix N1, N2, and N3*). In determining the strength of the relationship, different authors suggest different interpretations; however, Cohen (1988, pp. 79–81) suggests the following guidelines: small $r=.10$ to $.29$, medium $r=.30$ to $.49$, and large $r=.50$ to 1.0 as cited in Pallant (2005).

Correlational analyses were used to examine the relationship among EFL teachers’ teaching efficacy, attributions to their teaching, and the teachers’ perceived effectiveness of CPD activities. 204 PGDT graduate EFL teachers were surveyed about their teaching efficacy, their attributions to their teachings, and their perceived-effectiveness of ELT-CPD activities. Accordingly, the teachers’ mean scores were calculated first: teaching attribution ($M=4.20$, $SD=0.311$), attribution to their teachings ($M= 5.3$, $SD=.245$) and their perceived effectiveness of ELT-CPD ($M=3.49$, $SD=$) as indicated in Table 5:4, Table 5:10, and Table 5:19) respectively. The following Table illustrates the correlation statistics among the variables.

Table 5: 19 presents the correlations computed among three variables on data of PGDT graduate EFL teachers’ ($N=204$) teaching efficacy, their attributions and their perceived-effectiveness of ELT-CPD activities. The correlation results between EFL teacher’ teaching efficacy and their perceived-effectiveness of CPD activities suggest that relationship was negative, weak in strength and statistically significant ($r = -.197$, $N=204$, $p < .01$), two-tailed. According to Cohen’s guideline the result, therefore, demonstrates that a small correlation signaling a negative relationship.

Table 5:19 Correlation of teaching efficacy, attributions to their teaching, and CPD

		Weighted mean of ELTEI	ELTAS weighted mean	weighted mean of ELTCPD
Weighted mean of ELTEI	Pearson Correlation	1	.117	-.197**
	Sig. (2-tailed)		.097	.005
	N	204	204	204
ELTAS weighted mean	Pearson Correlation	.117	1	-.231**
	Sig. (2-tailed)	.097		.001
	N	204	204	204
weighted mean of ELTCPD	Pearson Correlation	-.197**	-.231**	1
	Sig. (2-tailed)	.005	.001	
	N	204	204	204

** . Correlation is significant at the 0.01 level (2-tailed).

In the same Table, correlation between the teacher’ teaching efficacy and their attributions to their teaching was not significant, ($r=.117$, $N=204$, $p > .01$). Although the results were statistically insignificant, it indicated that there is a positive small relationship (as per Cohen’s guideline) between teaching efficacy and their attributions to their teaching.

Furthermore, a Pearson correlation was also performed to determine the relationship between the teacher’ attributions to their teaching efficacy and their perceived-effectiveness of CPD activities. To this end, Table 5:19 illustrated that there was a small association and negative correlation between the teachers’ attributions and CPD activities ($r = -.231$, $N=204$, $p < .01$).

Literatures on correlation warn that when one is computing Pearson’s r , significance is a messy topic. In assessing significance level, care has to be exercised when interpreting significance. The level of statistical significance does not indicate how strongly the two variables are associated (this is given by r or ρ), but instead it indicates how much confidence we should have in the results obtained (Pallant, 2005). For instance, when a researcher has small samples, for example only a few participants, moderate correlations may misleadingly not reach significance. When you have large samples, for example many participants, small correlations may misleadingly turn out to be significant. In large samples ($N=100+$), such as the present study ($N=204$), however, very small correlations (e.g. $r=.2$) may reach statistical significance. Some researchers think that significance should be reported but perhaps should receive less focus when it comes to Pearson’s r .

Chapter 6: Qualitative Data Analysis

Introduction

In the previous unit, the analyses of the quantitative data were presented. In this unit, the qualitative data have been presented and analyzed. As indicated in the research design section, the two approaches that are treated equally, model of a combined design was adopted. The survey questionnaire is the primary tool to answer the research questions. In this way, the researcher sought to elaborate on the findings of quantitative method with another method. The qualitative data were generated through semi-structure interview with eight EFL teachers, interview data were recorded, transcribed, and analyzed according to the recurring patterns (or themes). The interview was conducted more like an informal conversation about various issues related to their EFL teaching efficacy, attributions to their teachings and their perceived effectiveness of CPD. The interviews were conducted after the questionnaire was administered.

6.1 Interview Participants' Profile

Eight EFL teachers' were selected for interview. Based on their background information, it is also useful to give clear picture of the people who participated in the qualitative study to better understand their perspectives. Accordingly, short descriptions of the interview participants are given below in addition to tabular summary of their demographic data.

Table 6.1 Background Information of Interview Participants (n = 8)

Code	Gender	Modality Attended	Grade level Teaching	teaching experience	Weekly Teaching Periods	CPD Status
T1	M	Regular	Grade 10	4 years	24	No
T2	M	Regular	Grade 9 & 10	2 years	16	No
T3	M	Regular	Grade 9	3 year	12	*Began
T4	F	Summer	Grade 9	4 year	16	Yes
T5	F	Summer	Grade 9	7 years	12	Yes
T6	M	Summer	Grade 9	8 years	20	Yes
T7	M	Summer	Grade 9	5 years	20	Yes
T8	M	Summer	Grade 9	6 years	20	Yes

**it is to indicate that the interviewee was engaged in CPD activities during interview data collection*

6.1.1 Descriptions of Interview Participants

Teacher 1 (T1)

T1 is a 26-year-old an English language teacher in Gute Secondary School, in small town called Gute, 300km west of Addis Ababa and 12km from Nekemte town to the east. He taught for 4 years at the same school. He has also attended PGDT in English. He attended his BA degree at Jimma University and graduated in 2015 and employed as English language teacher as of September, 2015. He was one of the interviewees who were teaching maximum load, 24 hrs a week during data collection from 2, December to 2, January 2019. In addition to teaching, he was acting as a Unit leader who was responsible for the school's students' discipline and controlling misbehaving students. He has also attended induction program under a senior and experienced mentor, but he has not began formal CPD activities.

Teacher 2 (T2)

T2 is a 25-year-old an English language teacher who teaches 9th and 10th graders. He has taught only for 2 years till the time of interview data collection. He teaches at Biftu Secondary School which is found in Nekmete town. He was employed after taking PGDT training in regular modality. He graduated from Haramaya University in June 2016. The teacher started teaching without taking any induction program, and he has not begun taking CPD program during data collection as well. Reason he presented was that there were many senior staffs waiting for their turns to begin CPD activities.

Teacher 3 (T3)

T3 is a 26-years-old who has only 3 years of experience of 9th grade English Language at Chingi Senior School, which is located 25km to the east of Nekemte town. He is very young and energetic teacher and wants to learn more from his colleagues and others, like me during data collection. He teaches 12 periods per week at the time data collection. He was employed after taking PGDT program in regular modality. He completed both his BA degree English Language and literature and PGDT program training from Wollega University in June 2016 and in June 2017 respectively. He has not taken in induction to teaching job, but recently began CPD activities. He was enrolled to pursue his MA degree to further his education in Teaching English as a Foreign Language (TEFL) program at Wollega University.

Teacher 4 (T4)

T4 who attended summer PGDT training program taught for 3 years only. The same year she was employed, she began her PGDT program training after teaching for two semesters. Unlike the other interviewees, she was one of the two female EFL teachers picked for interview. She was graduated from Wollega University in 2016. She was the youngest of all interviewees, 23 years of age only as she reports. She was teaching at Sire Senior Secondary School, 51km east of Nekemte town. She was teaching 16 periods per week to 9th grade students at the time of data collection. She has attended induction program. A year later, she was allowed to pursue her CPD activities following her employment. She is very reserved and shy teacher who do not freely or openly express her ideas and feelings.

Teacher 5 (T5)

T5 is a 29-year-old female teacher who has taught at Dalo high school in Nekemte for 7 years. She teaches 12 periods per week to 9th graders. That is why she teaches 12 periods per week only. She had got assignments as well. She holds a Girls' club after school one day a week and is very involved in the Leadership Committee of her school. She was graduated from Bahir Dar University in 2011 and she was relatively experienced EFL teacher selected for interview. She was familiarized to teaching activities by experienced senior EFL teacher following her employment and has also completed her CPD activities.

Teacher 6 (T6)

T6 is a 32-year-old male who teaches 9th grade English Language at Darge Senior Secondary School in Nekemte town. He has been teaching for 8 years. Like, T1 in addition to teaching, he was acting as a Unit leader who was responsible for the school's students' discipline and controlling misbehaving students. He was graduated from Dilla University in 2011. He was considered as a senior staff and even mentor another novice teacher who recently joined them. He has also been through CPD program training. In addition, he has attended many workshops and refreshment training since he began teaching.

Teacher 7 (T7)

T7 is a 29-year-old male who teaches 10th grade English Language at Kumsa Moroda Senior Secondary School in Nekemte town. He has been teaching for 5 years. He attended his PGDT program training for two summers and completed in 2016. With the availability of other English language teachers in his school, he teaches 20 periods per week to 4 sections. He studied at Wollega University and got his BA degree in English language teaching. He was assigned to a senior EFL teacher in the school and took familiarization to EFL teaching activities. Though he was not happy of the process of CPD program training to all teachers, he has completed his CPD program training.

Teacher 8 (T8)

T8 is a 32-year-old male who teaches EFL to 9th graders. He has already taught at two senior secondary schools, for a total of 6 years. At the time of data collection, he was teaching at Walagabi Senior Secondary School, 51km east of Nekemte town. He graduated in BA degree from Jimma University in June, 2013 and employed as English language teacher as of September, 2013. He was teaching 20 periods a week during data collection from 2, December to 2, January 2019. He has attended PGDT in English. He has also attended induction program under a senior and experienced mentor, and also completed his CPD activities. In addition to teaching, he was also given different tasks and committee works by the school's director and told the researcher that though these activities seem minor ones but they are time consuming.

Similar to the quantitative respondents, the majority of the interviewees were male (75%), which is a common trend in teaching EFL in Ethiopian Secondary schools. Most of them have attended their PGDT training in summer modality. As to the grade level they were teaching, all the interviewees were teaching English language subject at secondary schools either in grade 9 or 10. Analysis of the interviewees' weekly teaching periods indicates that there was a gap to the level of 50% difference in teaching periods/week the minimum being 12 periods for T3 and the maximum being 24 for T1. To summarize, the interview participants were in various stages in their teaching careers in the secondary schools – a teacher with 2 years of teaching experience to a teacher with 8 years of teaching experience and from teaching 12 to 24 periods per week. The researcher hoped that the variety in the interviewees' professional profiles appeared to reflect

many of the different characteristics among the PGDT graduate teachers teaching EFL in the secondary schools in Ethiopia.

6.2 Analyses of the Interview Data

In this section, data generated from semi-structured interviews are presented and analyzed. In the same fashion to the quantitative data analyses, interview on the EFL teachers' level of teaching efficacy has been dealt with first followed by analyses of attributions to their teaching of EFL by the respondents. Finally, data of the interviewees' perceived effectiveness of CPD have been presented and analyzed.

6.2.1 Analyses of EFL Teachers' Levels of Teaching Efficacy

The qualitative data meant to examine EFL teachers' teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD were generated through interviews. Each interview followed the survey findings to provide descriptive and in-depth information of each research inquiry. This sub-section, therefore, presents a bona fide account of those who claimed they had moderate or high teaching efficacies, and sources/evidences for the claim; and those who articulated low levels of teaching efficacy, and reasons why that was so. The researcher analyzed the interview data under the research questions that the emerging data corresponds to. Findings thus appear thematically under the research questions answered and are supported by conversation extracts. In order to illustrate the number of interviewees holding similar views, the researcher grouped the interviewees' data under similar themes. The total number of interviewees used in this study were eight (N=8).

Part I – Exploring EFL teachers' levels of the teaching efficacy

As it was indicated in the methodology unit of qualitative data analysis section, some universal codes in the study of self efficacy or teacher efficacy identified by earlier researchers are used for the analyses. The codes include: *Self-confidence*, *Confidence in own skills*, *Self-discovery*, *Self-motivating*, and *Self-control*. The survey tool asked teachers to make oral responses to the following questions: 'How confident are you in teaching English to the grade level you are teaching now?'

Theme 1: Self confidence

Participants described their own level of EFL teaching efficacy that is confidence in one's competence is high. 'Self-confidence' is repeatedly reported in all the interviewees' responses. They stated remarkably that:

I am confident enough to teach them [grade 10 students]. I prepare relevant notes for the grades I teach. Therefore, students give me feedback. The tasks or activities I do all of them for them. ...all these show that how much I'm competent. I think I'm confident of my competence (T1).

..... when I think of my confidence of teaching English, first I have to prepare myself on the topic I'm teaching. Related to the topic, I have to read and analyze the content of the topic before the class. After that I have full confidence in front of my students (T2).

..... I'm very confident in teaching English to grade 9 students. I'm teaching grade 9. I'm comfortable. I am happy and confident. I've no problem of teaching English (T3).

Concerning their self confidence, the participants unanimously believed that they were self confident in teaching EFL to the grade level they were assigned to. As the term has become common in everyday language, many interviewees mention self-confidence in relation to teaching. The following examples show, the term self-confidence typically appears in connection with *preparation, using different kinds of reference books, properly using time, classroom management, students' feedback, reading and analyzing before class, students' motivation and results of the students* which allow for understanding in what contexts the teachers situate self-confidence. In this way, majority of the teachers interviewed were showing that they were highly motivated to improve their effectiveness in the classroom.

However, some scholars warn when interpreting teachers self-reported data. Research on the relationship between teachers' self-efficacy beliefs and the quality of their instruction has been insufficient and almost exclusively cross-sectional (Holzberger, Philipp, & Kunter, 2013; Klassen et al., 2011). Moreover, in many studies, teachers have been trusted to report on their own instructional behaviors (e.g., Abu-Tineh, Khasawneh & Khalaileh, 2011; Thoonen, Slegers, Peetsma, & Oort, 2011). More objective measures are needed to adequately assess teachers' confidence of their competence. It is telling that in two recent studies, teachers' self-

efficacy predicted their self-reported instructional practices but not their students' ratings of those same practices (Holzberger et al., 2013; Schiefele & Schaffner, 2015).

Theme 2: Confidence in own skills

Statements that refer to specific skills instead of the person as a whole are coded as 'Confidence in own skills'. A variety of examples highlight the significance interviewees assign to the term confidence when applied to skills and competences. The dominant meaning of confidence here is being able to do new things or being able to do things better than before and others things. In the (very frequent) case of EFL teaching, confidence in own skills is mostly exemplified by the ability to handle different language skills, language areas and contents in relation with other course topics. Following is the analyses of the data obtained from the enquiry into the EFL teachers' teaching efficacy, that is, ELTEI. For the gists of each component, *see* Table 5.3 and for scenario of the gists, *see* appendix A.

Most interviewees expressed that they are confident in own skills as the following excerpts indicate. How about looking into their actual words?

...I'm confident to teach the other language areas. I think I feel good regarding these things [handling different language skills].... It is just a matter of adjusting oneself to the levels of our students in the classroom. It's a matter of flexibility (T1).

These all things concern all teachers. I, myself, those points, I think I can handle them. So far, as to me I think I'm doing well. Of course, some problems might be there. I'm not perfect and all in all confident and efficacious. But I try my best to be good a teacher (T2).

I can teach based on the textbooks. I can also adjust myself and modify my approach to the students' level (T2).

The above quotations exemplify how much the respondents were confident in own skills. They also claim that they have the ability to handle different language skills, language areas and contents in relation with other course topics. Of course, they also didn't hide that there could also be some problems. Despite the problems, they are trying to be good teacher.

What is perhaps more interesting is that most of the interviewees talked about the areas of teaching they were not comfortable with. The following examples will explain more.

.... all language components are not equal, for instance. May be because of students' ability, if I say 'I'm teaching English very well', this is false. To justify, there is no language laboratory and different kinds of equipments related to listening. Therefore, I'm worried to teach listening skills. But I'm happy to teach grammar of grade 10, it does not require me any apparatus.but it depends on the resources. This is one factor. External factor are there (T1).

The same interviewee added that

All language components are equal but some activities are not convenient to teach....for example, listening skills activities and pronunciation parts are difficult areas....Otherwise, I'm confident to teach the other language areas (T1).

A similar comment was made by one of the interviewees of the study as:

Yes. I do have some problems. For example, you know that there are four basic language skills. When I teach these skills, I do have some problems. I'm not confident in teaching all of them equally. Of course, not all of them. It is because there are shortage materials that will be used for teaching listening skills and also speaking skills. Like audio and visual teaching aids we cannot get in my school (T2).

Grammar and vocabulary are relatively easy to teach and not time consuming. Pronunciation is a little bit difficult, even for me.

Yes. Sometimes, right. I lack confidence/efficacy sometimes. When I'm not prepared well, not planning before classes, shortage of necessary materials. And the other one is some lessons are not suitable. For example, teaching speaking. Being a new teacher, I'm so afraid of students (T3).

Although the participants claim that they are confident of their own skills, they were unlikely to handle some areas of their EFL teachings. From the above quotations, the interviewees explained that they are not comfortable or some contents in the students' textbooks are not suitable to teach. For instance, teaching listening skills (T1&T2) and pronunciation parts (T1), and speaking skills (T2). These EFL teachers have also reported that they were relatively good at and manage teaching some areas such as: grammar, vocabulary, and other language skills, so, the interviewees were relatively comfortable in these language contents.

The teachers were also asked to express their view of ECMRA. Almost all the interview participants indicated that they are efficacious in classroom routines and have the necessary skill of coping classroom discipline matters. For instance, the following interviewees narrate as:

Well. When I prepare for lessons, I also prepare good questions for my students as much as possible. If they cannot answer the questions, I give chance to other students to answer or improve the attempt by the earlier student/s. My role [as] a teacher is to facilitate learning by oneself. I give clue and modify my question and ask the question again and again. I also support and encourage students who fear to try/answer questions (T1).

Regarding the classroom management, I'm managing my students. I use different mechanisms: by taking attendance I manage my students, by controlling misbehaving students; I also manage my student by asking good questions in classroom, I also give them the correct answer after group work or class work. But they first attempt by their own (T3).

One of components of ELTEI is ECMRA. Teachers with higher levels of efficacy are more likely to learn and use innovative strategies for teaching, implement management techniques that provide for student autonomy, set attainable goals, persist in the face of student failure, willingly offer special assistance to low achieving students, and design instruction that develops students' self-perceptions of their academic skills. Moreover, Woolfolk Hoy and Davis (2005) argue that teachers who feel efficacious about their instruction, management, and relationships with students may have more cognitive and emotional resources available to press students towards completing more complex tasks and developing deeper understandings. This is because teachers with a high sense of efficacy may be less afraid of student conflict and more likely to take greater intellectual and interpersonal risks in the classroom. From the above excerpts it can be noted that the interviewees were confident and efficacious in classroom management and taking remedial actions.

Similarly, one interviewee expressed his confidence that he can manage his students as well as help them in all regards. He also hinted that there are some misbehaving students but rather than handling them himself, he prefers to report to school director.

....as I think I'm good at classroom management and giving my students a remedial action. I report some misbehaving students to the school director (T4).

From the above extract of the teachers' interview, it is clear that his response to the question is somewhat mixed. The interviewee also described that he is struggling with students' having discipline problem. If the teacher is confident that he can manage his classroom and can give remedial action, it should be by the teacher himself. Controlling students' disruptive behavior and making students follow classroom rules is a result of good teaching and having classroom management skills. The teacher has to be aware of some strategies of handling such misbehaving students. However, in the above example, the interviewee claims that he is good at classroom management, on the other hand, while facing misbehaving students, she reports to the school director. That is why his response is somewhat mixed.

The other interviewee replied that he has no problem regarding all components of English Language teaching efficacy areas to the question, how much he is efficacious in handling the different aspects of teaching EFL as he stated his confidence as, *Yes. I have no problem (T2)*. But the same teacher/interviewee replied he has some problems and not confident in teaching all of them that is, specific language skills. However, his responses to different questions requiring consistent answers were contradicting and lack consistence.

All participants described their confidence in own skills to handle macro and specific language skills and language areas. At the same time, they have made clear that they lack confidence and experience difficulty in areas such as teaching listening skills, pronunciation sections of the students' textbooks and to some extent teaching speaking skills. According to most of the interviewees, grammar and vocabulary are relatively easy to teach and not time consuming. They also attribute their weaknesses to unavailability of necessary equipments like language laboratory, lack of audio and visual teaching aids.

In the same vein, the interviewees highlighted that one's confidence in teaching English can be enhanced. They try to build their confidence by preparing themselves, by relating the text given for them and by using different kinds of reference books and by preparing relevant notes for the grades they teach. T2 stated, *when I'm prepared very well that is reading and analyzing before class, it increases my confidence*. T3 also explains, *the first one the knowledge of the subject itself, use of right[varying] methodology[-ing] for different lessons preparation, comments from the students, having good relationships with my students. These are my reasons*. T4 on his part

stated that *Based on that comment or feedback, evaluation by my school director, I assess my efficacy on this. Students' results of continuous assessments and class participation all confirm me that I'm teaching confidently.*

The interviewees believed that preparation, reading and analyzing the topic before class would make it possible for one to have full confidence in own skills for any teacher. They also indicated mastery of the subject matter, awareness and use of different methodologies for diverse contents and lessons, students' feedback and their progress in their learning, students' active engagement in the process of learning, and having harmonious relationship with ones' students all boost one's confidence of own skills in teaching EFL. Thus, they highly emphasized preparation and students' feedback to the enhancement of one's confidence in carrying out English teaching. That means they feel that their confidence is enhanced in teaching English when they receive favorable responses from their students.

Theme 3: Self-discovery

The interviewees report changes and achievements in their personal development, which on one hand is to do with self-discovery in the sense of acquiring insight, new knowledge or new views of one's own personality, on the other hand with the discovery of new interests, talents or possible activities that were not considered before. Moreover, some interviewees describe a general sense of opening up one's mind and widening future opportunities for personal development.

From the interviewees report, it was understood that the EFL teachers were aware of their strengths and weaknesses. Self discovery is being aware of what one can or cannot do. To illustrate the theme *...the role of developing test can be very difficult since I'm a fresh graduate (T1)*. This quotation clearly fit to the theme in that the teacher is aware of his weakness that is *developing tests*. The same teacher further states that he is aware he's not sure that he will handle lower graders. *I cannot say I can adjust myself to all levels. I'm graduated to teach grade 9 and 10. Therefore, I cannot teach other grades/levels, especially the lower grades (T1)*.

Further other interviewees also describe how much they know themselves that is their areas of weaknesses and strengths as follows:

- *Of course, some problems might be there. I'm not perfect and all in all confident and efficacious. But I try my best to be a good teacher (T2).*
- *If the language is very familiar with us, no problem, in case of teaching speaking, I'm not as such good (T3).*

Besides, gaps in their professional development, like *...that may need different training and ...when I get much experience (by T1)* are all indicators of gaps in their teaching of EFL. That means these teachers are aware of their professional and practical gaps that they need to fill in the near future. On one hand is to do with self-discovery in the sense of acquiring insight, new knowledge or new views of one's own competence. For instance, T3 explains how he treats some lessons even he himself does not know how to relate the lesson to students' local area as:

Some of them cannot be related to our environment. In Ethiopia, there are regions. Among them Oromia is one. Some cultures cannot be explained. Let me take chapter 2. It talks about places to visit. Under this it talks about Addis Ababa; it's foundations and interesting places to visit for enjoyment. But I'm living in Nekemte and the students do not know them. I myself don't know. But I can take places to visit in Nekemte, such as Sorga Lake, Kumsa Moreda Palace, and Wollega Museum. This way I relate to local areas. In such cases, similar places and historical areas from the local can be used by the teacher. I'm doing that (T3).

Similarly, the teacher affirms that he is conscious of his personality and sees it as a problem:

...I do not speak even when I was at university even if I know the correct answer. Still now I have the problem. I'm a little bit reserved. I do not talk much (T3).

Moreover, some interviewees describe a general sense of opening up one's mind and widening future opportunities for personal development which fits to this theme. The following extract from an interviewee 6 describes his future plans as: *I'm planning to start my MA very soon by my own. So, I'm borrowing some materials from MA holders elsewhere and reading them. I'm trying to get experience from the (T5).*

In *Self-discovery* as a theme, participants do not focus on the discovery of specific features or talents but speak of their development as a whole person, suggesting that their discoveries affect their identity as a whole.

Theme 4: Self-motivating

As it was discussed in pilot study section, self-motivation means the ability to do what needs to be done, without the influence from other people or situations. This was not coded very often in the interviews, which does, however, not necessarily mean that the interviewees do not experience self-motivation. For instance, T1 narrates what makes him confident and motivated to teach English. He has got some advantages of being an EFL teacher which shows the source of his motivation. To be a teacher by itself requires interest, self motivation, and commitment. Teacher 1's confidence of EFL teaching is the result of his tireless effort. He explains how he developed his confidence and what he did to do so. The excerpt below gives a clearer picture.

.....I'm happy to teach English. At the same time, I'm getting some advantage from teaching English. This has make me successful in teaching English.....Actually, what makes me confident in teaching English is my effort. Based on the lessons I prepare myself very well. And I do have my own plan of every lesson (T1).

Teacher 5 on her part discusses the source of her motivation as*He guides me how to go about any activity related to my teaching and students. I like him. He motivates me. I learned a lot from him (T5).* The interviewee indicated that a senior staff was assigned to her and advised her on how to go about her teaching, handling students, preparing tests, planning a lesson, tackling some activities and supervising her teaching and asking her any problem she faces during teaching. This shows that the reason for the motivation of this teacher is having good mentor and going through good mentorship. Hence, the respondent is motivated to be a good teacher like the mentor.

...Based on their test results, I also give them make up tests to help them improve their results,.... 'I feel very good. Therefore, I teach my students using my effort by advising them to pay their attention towards learning and teaching language components (T5).

In connection with this, other respondents also express how much they were motivated. *I think I'm successful. I prepare for classes. I don't feel good if I'm not prepared for my classes.....As to me I'm confident of my profession and I think I am competent in teaching the grade levels I was trained for (T3).* Teacher 2, on the other hand, is very much motivated to attend CPD: *...But I want to follow CPD. And also I have reported to the school director (T2).* To develop himself, this teacher is motivated to read more. The following excerpt from the interviewee's

response show how much the teacher is motivated and engaged in to professionally developing himself.

As much as possible I'm trying my best to develop my profession by reading different textbooks and reference books, and also on the internet. I taught 24 periods in week last year. This year, I'm teaching 16 periods, so I will have enough time to read more (T2).

From the above quotations, it can be noted how much these EFL teachers are eager, and motivated. It can be because, these teachers are in their first and second years of teaching experience, hence; are energetic and they want to prove that they are able to be good teachers. Several statements with similar content suggest that the interviewees reinforce their' motivation to increase their teaching efficacy and work continuously to develop themselves professionally.

Theme 5: Self-control

All the codes included in the category of *Self-efficacy* play a prominent role in connection with the benefits reported by the participants. Only one code – *Self-control* – appears to be less relevant for the interviewees. Quotations to exemplify the theme are as follows:

....I monitor, regulate, evaluate myself how much I'm teaching well from students' comments, feedback and their results. I also openly discuss with students on what to improve for them (T1).

In case of the above quotations, self-control in dealing with monitoring one's pace of teaching and collecting information on one's teaching style. Therefore, in the case of the above interviewee, the teacher is consistently looking for students' feedback. In addition, he uses the tasks or activities he does for them and the results of the students to measure how much he is competent. That is self regulation.

In addition, self-control could also be dealing with a conflict when it appears, in dealing with one's emotions in one's daily activities. For instance, **T5** states how she restrains her feelings and reports some violent and misbehaving students as: *To be frank, I have some problem with students' classroom discipline. There are violent students. In such cases, I report to the school's director.* *Self-control* was reported by relatively few interviewees. The element of control over one's own life, as well as a pro-social orientation, is a prophylactic against feelings of uselessness and depression (Bandura et al., 1996). Specifically, self-regulatory practices (such as the ability to exercise impulse control) play a key role in educational self-development. People who are

good self-regulators perform much better academically than those who are not, precisely because they have high sense of efficacy for self-regulated learning and academic mastery (Bandura et al. 1996). As stated above, EFL teachers must be good self-regulators in order to perform well in teaching, and thus be more successful. Similarly, teachers who have good pro-social relationships generally have higher senses of efficacy and self-regulation (Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003).

6.2.2 Analyses of Sub-components of ELTEI

In this sub section, each sub-component of ELTEI was analyzed. The interview finding of each sub-component of ELTEI was compared to the results of the quantitative data. Discussion of each sub-component of ELTEI is presented below.

6.2.2.1 Analyses of Efficacy in Classroom Management and Remedial Action (ECMRA)

Besides the assessment of PGDT graduate EFL teachers' overall efficacy in teaching EFL, they were also asked to assess their efficacy in terms of specific efficacies of teaching EFL. (*See section 2.2.3.4 for their gists and items*) or *Appendix A for full information on the items*). In connection to the major research question one, 'to describe the levels of the teaching efficacy of PGDT graduates of high school EFL teachers,' specifically, PGDT program graduate EFL high school teachers' efficacy in classroom management and remedial action (ECMRA) was sought. ECMRA can be reflected as ability of asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students whom they think are weak. Most interviewees talked about their efficacy in ECMRA, and they revealed that they are good at classroom management. For instance, T6 explains as follows:

As to me, I can also ask good questions in classroom, I give them group assignments, class works, they discuss and sometimes present to class, finally I give them the correct answer. I give them correct answers in listening and reading skills, I use my time properly according to my lesson plan. For me maintaining classroom discipline is mandatory for all students. When you teach them very well, students may not disturb. Besides, I also help students who think they are weak. I give them tutorial classes. So, as I think I'm good at classroom

management and giving my students a remedial action. I hope I can meet all the points of classroom management. (T6)

According to T6, any teacher has to be good at classroom management and teaching students very well is a key to ECMRA. T2 states that he has no classroom discipline problem. As to him his status in his school has helped him to be efficacious in ECMRA. T1 on his part said, *‘My students know that and they respect me and follow very well when they come for English lessons. They fear me. I have benefited of being a unit leader’*. On the other hand, T2 confesses that *‘Of course, some problems might be there. I’m not perfect and all in all confident and efficacious’*. Similarly, T7 sharing T2’s confessions that some problems might be there *but he is trying his best to be good a teacher*.

On the hand, some interviewees think that they are good at classroom management and remedial action just because they employ or use different techniques. In this regard, one of the interviewees said, *‘I’m managing my students. I use different mechanisms: by taking attendance I manage my students (T3)’*. For students whom she thinks are misbehaving, another interviewee tell as. *‘....so, as I think I’m good at classroom management and giving my students a remedial action. I report some misbehaving students to the school director (T4)’*.

Still some interviewees think that her efficacy in classroom management and remedial action is challenged by students. T5 noted that the source of the problem is their age. She further adds, *‘I think the students’ age is a problem. They are all adolescents. They disturb you’*. According the respondent, students are biased for she is a female and English language teacher; hence they are disobedient and disturb the class.

Classroom management is very crucial for a teacher. As you see me, I’m female. In addition, I teach English. So, sometimes, the students do not think you teach them very well. There is a bias towards female high school teachers. To be frank, I have some problem with students’ classroom discipline. There are violent students. In such cases, I report to the school’s director (T5)’

One important issue that was raised during the interview was experience. One interviewee emphasized the issue of classroom management and helping students learn better is a matter of experience. Teacher 8 explains:

Experience is important. Regarding the classroom management, I've an experience now. Classroom management was not an easy task for me when I began teaching. I use to think students joking and ridiculing me most of the time. From year to year, I'm improving my classroom management skills, and all components of classroom management [gists of ECMRA], I do them all. So, I'm managing my students (T8).

In general, the interview results concerning ECMRA reveal that classroom management and content instruction in EFL classes are inseparable. In other words, efficacy in managing ELT classes to a large extent depends on how effectively one manages the content and instruction, since in EFL classes teachers make extensive use of communicative and task-based activities (in the form of pair and group work), which have both instructional and managerial implications.

6.2.2.2 Analyses of Efficacy in Classroom Assessment and Materials Selection (ECAMS)

The second sub-component of ELTEI is ECAMS. This efficacy area comprises of the ability to assess classroom performance by students, developing materials, selecting books, using extra-curricular materials, and developing tests. Discussion of the theme supported by direct quotations from the interviewees' own words is presented as follows.

Almost all interviewees feel good at ECAMS and state that the gists in the sub-variable are part of their daily teaching. One of the interviewees describes ECAMS as:

...Good. These issues are part of teaching. As much as possible I prepare tests in relation to the contents I teach. Therefore, I prepare my questions in relation to the content I teach. I prepare notes for students which is very important in relation to the textbook itself. Regarding material selection, I use the textbook, I prepare short notes comparing with the teacher's guide. I think I feel good regarding these things (T1).

In addition to teaching, T1 was acting as a Unit leader who was responsible for the school's students' discipline and controlling misbehaving students. He has also attended induction program under a senior and experienced mentor, but he has not began formal CPD activities. As he indicated in his words, he has no problem with regards to developing tests, and preparing questions. But it also clear that the teacher totally depends on the students' textbook and teacher's guide only. Extra effort from the teacher is lacking as nothing he said regarding selecting books and using extra-curricular materials. Teacher 2 on his behalf expresses his

experiences using the students' textbook itself as: "... in the textbooks I faced some problems like grade 9 textbook is full of pictures, to tell the students about the pictures it is very difficult. It needs my effort (T2)." He pushed away his lack of using extra-curricular materials to his school, '...and there is no any extra-curricular material in my school'. Another interviewee also shared his experience as:

Some contents of the students' textbook is not easy to teach in my school, there is a problem regarding to this. In such cases, it needs me to exert additional effort. For example, if the contents are not familiar, I try to explain to them from cultural perspectives. It needs my effort. Otherwise, I can prepare tests and assessments. Extra-curricular materials are also a problem in my school. Textbook is the only source of teaching. There is lack of technology (T7).

T2 and T7 blame their schools for lack of using extra-curricular materials and T7 has further mentioned that there is lack of technology as well. However, T7 exerts additional effort to use the students' textbook effectively which shows his efficacy. This teacher tries to explain the contents of the textbook from cultural perspectives if they are not familiar. Similarly, T8 shared his effort to satisfy his students as: 'Otherwise, I use some reference books I bought from market. But most of the time I use the textbook itself'. He also underlined that 'there are shortage of reference materials, and extra-curricular materials.'

Among the gists of ECAMS, some teachers honestly told the researcher that 'developing tests' is very difficult activity and hence all teachers' be cautious. 'As much as possible I prepare tests in relation to the contents I teach. But the role of developing test can be very difficult. A has to take care of developing tests (T5). This teacher has already taught for seven years. She was relatively experienced EFL teacher selected for interview. She was familiarized to teaching activities by experienced senior EFL teacher following her employment and has also completed her CPD activities. Sometimes when don't feel comfortable the interviewees told the researcher that they show what they prepared to their seniors as one teacher indicated: *I assess my students' performance by giving continuous assessments. I prepare tests and sometimes I show it to my seniors (T4)*. Particularly T5 must have difficult moments of developing tests or observed others experiencing unable to prepare good tests for students.

In summary, from the interview analyses it can be noted that PGDT graduate EFL teachers' ECAMS is moderate which is parallel with the results of the quantitative one. The findings of both methods would be integrated later in unit seven.

6.2.2.3 Analyses of Efficacy in Skill and Proficiency Adjustment (ESPA)

Teaching speaking, reading, writing, listening and teaching elementary, advanced and intermediate levels are gists addressed in this efficacy component. The respondents were confident that they can adjust themselves to all grade levels and replied that they can teach according to their students' ability levels. However, they are happy if they teach the grade levels they were trained for. The following extracts show which grade levels these teachers prefer to teach which in turn is the indicator of their efficacy in skills and proficiency adjustment.

'...I 'm graduated to teach grade 9 and 10. Therefore, I cannot teach other grades/levels, especially the lower grades' (T1).

'...I 'm graduated to teach grade 9 and 10. But I doubt to handle preparatory students. I need more experience' (T5).

Others indicated that if there is a gap that should be filled by them and assigned to any level, they told that they can adjust themselves and modify their approach to the students' level.

...of course, this PGDT program training for grade 9 and 10 only. I can teach based on the textbooks. I can also adjust myself and modify my approach to the students' level (T2).

.... though PGDT program training is for grade 9 and 10, I can also teach based on the textbooks. Yes. I have no problem. I just depend on the syllabus and the textbooks (T7).

However, though teachers can handle any grade level they might be assigned to teach, they told the researcher that they may not be comfortable psychologically. For instance, T2 stated that teaching lower grade levels, psychologically it is not good for him while teaching at such levels is a matter of attitude for T6.

Regarding ESPA's gists like *'teaching speaking, reading, writing, listening,'* T3 expresses his worry that most students lack motivation and are not making effort to learn better.

‘.... But you know that students are not motivated to use such materials. I have no problem of doing it but students are not happy. Even sometimes, they [students] cannot understand what is in the textbook. Otherwise, I can teach according to their ability level’ (T3).

..... Yes. Few are top, some are medium and most of them are average. So, I can teach according to their ability level’ (T4).

Almost all the interviewees indicated that they can teach all these skills based on syllabus and the students’ textbooks which by default means they’re implying that they are efficacious in skills and proficiency adjustment.

‘.....rather I do give them [students] reading lessons and activities on the textbook before class and summarize the idea of the passage for them[students]. So, I simplify and shorten for them[students] I can teach according to their ability level’ (T3).

Teacher 8 who has already taught at two senior secondary schools, for a total of 6 years at the time of data collection, was confident that he can adjust these skills according to the students’ grade level.

‘.... No problem. I can teach any grade level. I can teach reading and listening skills to any grade level’ (T8).

According to T8, *‘doing these activities [ESPA] seems minor thing but they are time consuming’*. From this excerpt, it can be understood that the teacher is exerting extra effort. Of course, he might have benefited of attending induction program under a senior and experienced mentor, and completing his CPD activities.

In summary, it has been discussed that ESPA deals with the ability to teach at different levels: elementary, intermediate, and advanced level and also efficacy teaching of all macro skills. The findings of the semi-structured interview would be integrated with the survey questionnaire in the discussion unit of this study.

6.2.2.4 Analyses of Efficacy in Teaching and Correcting Language Components (ETCLC)

Another sub-variable of ELTEI is ETCLC. The EFL teachers’ efficacy assessment of ‘teaching and correcting language components’ was measured via five items addressing the gists like teaching grammar, correcting errors in language component, correcting errors in speaking and writing, teaching vocabulary, and teaching pronunciation. Analysis of the sub-variable supported

by direct quotations of the interviewees and gists or items measuring the construct is presented as follows.

Teaching vocabulary and grammar are contents of the students' textbook in which almost all teachers feel relaxed. Teacher 1 expresses his feeling as follows:

Teaching grammar and vocabulary, I feel very good. I enjoy these language components. Everything is tangible. It has its own formula. We use this formula to teach them. I can use different references books. Dictionary is very helpful (T1).

T2 on his behalf feels comfortable in teaching grammar and vocabulary because such contents are not time consuming. He just follows examples in the textbook and teach based on grammatical rules. Similarly, T5 enjoys teaching these language components because they do not require much resource. *As much as possible, I can use different references books. Teaching grammar and vocabulary, I feel very good. They do not need materials, much resource (T5).*

From the above quotation, it is possible to note that what most EFL teachers handle relatively easily and may hint why most Ethiopian students fail to use even basic language skills after completing senior secondary schools and college preparatory levels.

Teacher 6, too, discloses teaching grammar and vocabulary are simpler contents in relation to other contents, however, he underscores they have to be taught in context. He also emphasizes 'experience' is important to creating a situation in which grammar and vocabulary are taught.

Teaching grammar and teaching vocabulary are relatively simpler contents to teach than other skill areas. Giving correction for grammar error and vocabulary is also easy. But a teacher has to be able teach them in context. Creating a situation in which grammar and vocabulary is taught needs experience. In general, I'm very good and enjoy teaching these things (T6).

Pre-teaching new and/or unfamiliar vocabularies and letting the students know new grammatical or structural rules are what teachers usually do, according to their interview. Teacher 3 and T4 explain what they do as follows:

you know that being an English language teacher, there are difficult vocabularies in the students' textbook. Sometimes I teach them before giving them as homework or class work. But most of the time I teach and give them feedback after they practiced. So, correction is after feedback [after students attempted] (T3).

I select some key words and give them their meanings, these words are important for understanding the lesson (T4).

In the quotations above one can understand that following the teachers' explanation, students practice the grammatical rules and the new vocabularies in context then the teachers give feedback. However, these two teachers think that teaching grammar or vocabulary is just giving the students the rules or the meanings of the words. Contextualizing the words and implicitly teaching grammatical rules in a context and situation is what teachers did not mention during interview which puts their efficacy even in what they think they are comfortable and efficacious.

I like teaching grammar and vocabulary. Of course, I have to prepare. Relatively compared to the other skills and language areas, preparation for grammar and vocabulary is easy. I like teaching grammar and vocabulary which are relatively easy to teach (T7).

...there are difficult vocabularies in the students' textbooks. In such cases, I teach them before giving them as homework or class work. But most of the time I teach and give them feedback after they practiced. Correcting errors in grammar and vocabulary is known, not difficult (T8).

It was only in 'teaching pronunciation' that the interviewees were experiencing difficulty; fear of lacking native-like or self-effacing pronunciation which does not hinder communication. Teacher 2 for instance, openly expressed that he himself has reservation of his pronunciation, 'Pronunciation is a little bit difficult, even for me' (T2). To teach pronunciation, T6 and T7 expressed that they depend only on the students' textbooks and lack of supplementary materials. In the same vein, T8 state his pronunciation may not be like native speakers. However, comparing with the efficacy level of giving various EFL teaching efficacy component, the teachers felt relatively less capable in some content areas of the subject.

Form these components [teaching grammar, vocabulary, correcting errors in language component and correcting errors in speaking and writing], I think teaching pronunciation is relatively difficult. No audio materials in the school (T6).

I can also teach pronunciation. But it may not be native-like. I think it is a little bit difficult (T7).

Teaching pronunciation to students is also possible. I teach what is in the textbook. But it may not be like foreigners[English speakers] (T8).

Some participants didn't hide that there could also be some problems. They have made clear that they lack confidence and experience difficulty in some areas such as teaching listening skills, pronunciation sections of the students' textbooks and to some extent teaching speaking skills. The interviewees attributed their weaknesses to unavailability of necessary equipments like language laboratory, lack audio and visual teaching aids.

6.2.2.5 Analyses of Efficacy in Age Adjustment (EAA)

Among the most efficacy-sensitive issues teachers deal with in ELT contexts were identified by researchers (Akbari and Tavasoli, 2014) is Efficacy in age adjustment (EAA). The researchers identified EAA as sub-component of ELTEI by interviewing ELT teachers teaching at various proficiency levels in different schools and observing their classes as well as through general reading of the literature. EAA deals with gists seeking data on how much efficacious EFL teachers are with regard to teaching kids, teaching adolescents, teaching adults. Analyses of PGDT graduate EFL teachers' EAA supported by extracted quotations are presented as follows.

When asked of their efficacy in age adjustment of their students, the participants reported that they have not tried teaching different levels before but if they are supposed to teach those grades they hoped that they can adjust themselves accordingly. According to T1, he has not tried teaching kids and also he is not sure to teach them very well. But he commented that he is sure to approach according to their maturity level if his students are of different age levels. On the contrary, T2 and T4, are confident that it won't have any problem to teach different grade levels and they commented they can teach accordingly. Considering their maturity and ability levels they hoped will treat them differently and encourage them in different ways.

In addition, one participant stated that though she may teach lower grades she has a doubt that she can handle advanced level, 11th and 12th graders who are preparing for colleges and universities. She explained:

I 'm graduated to teach grade 9 and 10. I doubt to handle preparatory students. I need more experience. Otherwise, I think I can teach English to kids (T5).

In addition, another participant believed that considering students' age difference in one's class is what every teacher unconsciously takes note of. One of the comments made by the participants was:

Yes. Though I'm not perfect, as much as I can, I try my best. Of course, there are some external factors....which are of the control of the teachers. Otherwise, I think they [ESA, EAA, CE] are what every EFL teacher applies unconsciously (T7)

The participants further indicated that if there are of different age groups within the same grade level, the teachers stressed that they can be flexible according to the students' ability level because of their age differences. For instance, T8 commented:

Yes, my grade 9 students are adolescents. I have also grade 9 evening students. The textbook is the same. But age wise the students are quite different. So, here, these students are mixed some are adolescents, and other are adults. I encourage them in different ways; I have to modify my approach to the students' level (T3).

It's obvious that the participants were trained to teach grade 9 and 10 students and they had also repeatedly stressed that they had not tried teaching adults or kids before. However, as it can be noted from the above quotation, where mixed ability groups in a single class of the same grade level exist, particularly in the case of evening students, they reported that they can modify their approaches and address students' age differences and ability levels accordingly.

6.2.2.6 Analyses of Efficacy in Social Adaptation (ESA) and Core Efficacy (CE)

In this section, the participants' views in relation to their efficacy of *Social Adaptation* and *Core Efficacy* were analyzed to identify the teachers' level of efficacy in affecting students' learning of EFL. While items *talking about poverty and relating classroom situations to the real world* are gists loaded in this efficacy component, *affecting students learning outcomes and planning* are gists of core efficacy (CE). Though these two are independent sub-variables of ELTEI, for the sake of understanding and their limited number of items, the participants' views of their efficacy in these sub-variables are analyzed together. It was only for the sake of understanding that the analyses of each sub-component made separately; otherwise, the interviewees were replying to the many questions at once. When they try to answered the researcher's question posed for them, they also touched gists/questions of other components awaiting for them. It was

through the researcher's closely following up their answers and probing more into their answers that distinction was made.

The participants stressed on the importance of planning. They noted that for every activity they do as a teacher in classroom, they prepare plans for daily, semester, annual, tutorial and make-up classes, and so on. All the teachers' underlined that planning is mandatory for every teacher. Planning, as teachers stated, could be compulsory. But the question is 'do they plan for the sake of planning or to affect their students learning of EFL?' Some interviewees reported that:

I list them[learning objectives] to change my students' behavior or to affect the students' understanding of each lesson. They bring the concept to the real world as much as possible (T1).

'....yes, I remember last year I asked students' to visit Wollega Museum and report what they saw there' (T4).

I can say I'm using concrete examples from outside the classroom. I use different kinds of examples related to the environment and inspire my students to say something practical examples from their environment they live in (T5).

I take examples from the surrounding. Similar examples which are similar to the topics in the textbook, I give them from local. I'm doing that. However, the textbook is developed to know national history of Ethiopia, but it is not inclusive. Only few part of the country are given as example (T6).

The responses gathered from all participants revealed that they were confident and efficacious in planning to affect their students' EFL learning. However, despite the overall positive feelings associated with their core efficacy, the participants also highlighted that there are limitations. These are evidences from the interview quotes:

Sometimes it is not easy to relate the contents of the book to the environment. In this case, students simply study for knowledge. So, it depends on the topic being taught (T3).

Yes. Though I'm not perfect, as much as I can, I try my best. Of course, there are some external factors....which are of the control of the teachers. Otherwise, I think they [ESA, EAA, CE] are what every EFL teacher applies unconsciously. Limitations are always there (T7).

As it can be understood from the quotations, the interviewees explicitly stated that sometimes it is not easy to relate the contents of the book to the students' environment. 'Relating classroom situations to the real world' is not easy. They further added that in such cases 'students simply

study for knowledge'. From their words, it can be concluded that the teachers' ability to use local resources and /or relate the lessons in the students' textbook to the real world or the students' environment is very poor.

6.2.3 Analyses of EFL Teachers' Perceived-effectiveness of CPD Activities

In this section, the interview data of the EFL teachers' perceived effectiveness of CPD have been analyzed. The major research question to be answered in this section is *How do PGDT graduate EFL teachers perceive CPD activities?* Of course, in connection to this major research question, four sub-research questions were posed or asked in the survey under the part PGDT graduate EFL Teachers' Perceived effectiveness of CPD. These sub-questions were:

1. *What would PGDT graduate EFL teachers views of CPD be?*
2. *What type of CPD activities are PGDT graduate EFL teachers are engaged in?*
3. *How do PGDT graduate EFL teachers perceive the effectiveness of CPD practice they are engaged in?*
4. *What are the factors affecting PGDT graduate EFL teachers practice of CPD?*

The first section of the interview enquired about PGDT graduate EFL teachers' views or perception of CPD: meaning, awareness, understanding, and support received towards their schools' CPD. Next, detailed analyses of the participants' views of CPD supported with direct quotations from interview data were presented.

6.2.3.1 Analyses of EFL Teachers' Views of CPD Activities

In this section, analyses of views about professional development, CPD activities that EFL teachers popularly engage in, and issues that relate to CPD activities are discussed. Questions posed to the participants during interview include: what their view of CPD was, or how did they perceive CPD, how they were involved in CPD or what they did, what reasons made them participate in CPD activities, and what the participants hoped that would be achieved by attending CPD activities. There was a common tendency for academic participants to start the interviews by immediately construe continuing professional development (CPD) as meaning the provision of continuing professional development opportunities for external bodies (Blackmore and Blackwell 2003; Clegg 2003) with little relevance for themselves. Some interviewees, at the outset of their interview, have no idea about it and even not sure to what the acronym '*CPD*'

stands for. Others tried to explain based on their colleagues' experience. Consequently, it seems that the word 'CPD' itself was strange to some of them and do not appear to relate the concept to their own development:

I'm not familiar with CPD because I'm a fresh teacher. If you are a fresh teacher you cannot participate in CPD (T3).

Actually, I'm newly employed teacher. I'm not following CPD. But I'm taking induction course. Ok, CPD, as I think it is accronmized from Continuous Professional Development (T1).

I do have some concept about CPD. As I think it is the abbreviation of continuous professional development. In depth I don't know about it. I have not started CPD (T2).

There was, however, more evidence of confusion and ambiguity within the data from the participants, this being particularly noticeable where there were contradictions within individual interviews; often the interviewee did not demonstrate any awareness of the terminology, CPD. T3 and T1 were not familiar to CPD know the terminology only from reading and other colleagues as information. They did not have deep knowledge of its concept. However, in the course of the interview, they gradually began to talk about its forms, what other colleagues do as CPD and air out their views towards their colleagues practice and their stands. T1, for instance, believe that CPD will be very important since teaching is a lifelong process in which the teacher is always learning. According to him CPD will allows teachers to learn different kinds of experiences from different teachers and courses. The teachers can also learn from especial trainings and workshops how to prepare lesson and annual plans, and peer evaluation and other issues related to the school and the staff and his view of CPD is positive. Similarly, T2 thinks that CPD activities are very important as he heard about it from his senior colleagues.

Other interviewees, too, strongly express the benefits of participating in CPD activities which is an indication of their views towards it.

..... it [CPD] increases your confidence. You know how to teach different contents, how to deal with students. It has many benefits. It really helped me to develop my profession (T4).

It's very interesting activities. It helps a teacher to be competent in teaching methodologies, test writing, portfolios, action research, how planning to reduce attrition (T5).

CPD activities were also good. It helps to improve oneself.I personally benefited a lot. I cannot say this thing and those things, but unconsciously; I learned many things(T6).

....teaching is a lifelong process in which the teacher is always learning. Therefore, this CPD allows a teacher to learn different kinds of experiences from different teachers and courses (T7).

It has many benefits. You develop confidence, you remember what you forgot. It makes develop you professionally and planning as well (T8).

As it can be noted from the above quotations, all interviewees had positive perception towards CPD program. It appears that the respondents were all aware of the benefits of CPD activities, had positive attitude towards its contents, and conscious of why they took part and or taking part in it. For instance, one of the participants said,... *By continuing to study, it helps you remain critical and have more confidence in yourself [oneself] (T4)*. However, some teachers feel that there is no relevant professional development offered, particularly EFL related themes in the CPD manual. Hence, some of the interviewees had mixed feelings towards its practice and contents.

'....But only few things we deal with language issues.... (T5).

'....But it is good if the contents of the CPD manual/activities are revised. The contents most of them are more of pedagogy than language focus. it is good if the contents and activities are English subject specific, how to develop one's skills in the language for both the teacher and the students.' (T6)

According to the interviewees, the contents of the CPD activities lack language components to help the teachers improve themselves. They commented that most of the contents focus on teaching methodology, classroom behaviors and so on; hence, more of pedagogy than language proficiency issues were focused.

On the other hand, they put emphasis on the place of motivation in successfully completing CPD and getting skills and knowledge from its practice. Such aspects are the causes of tension between individual teacher needs, professional system needs and school/institutional needs. Furthermore, along with the benefits of taking part in CPD activities, the interviewees had expressed things that CPD practitioner has to be aware of like: the issue of motivation, hard work, and boredom of doing many activities as can be read from the following comments:

..... *Motivation is important. Sometimes it is boring. You do many activities. To understand it deeply, you have to work hard (T4).*

....*Though it was tiresome and boring.... (T6).*

....*So, the process and its implementation is full of challenges (T7).*

The contents are useful. You do by your own. Sometimes it is boring. Unless you're motivated it is additional work besides preparing for classes (T8).

Some interviewees had a notion that motivation should be an individualistic decision propelled by a personal conviction, others felt that teachers need to be motivated, supported and encouraged towards their professional development. Though elsewhere the interviewees expressed their views towards CPD activities, from the interviewees' own words above, it is clear that the process and implementation of the activities were full of challenges and sometimes boring. They stressed that motivation is important to fully engage in it regardless of other workloads. Two interviewees (T4 and T6) suggested that the best way to motivate teachers towards CPD is to let them understand its usefulness to their practice. They stressed that it is up to the teacher to work hard and improve his/her profession. Hence, people need to be convinced and constantly encouraged and motivated to understand the relevance of CPD which cannot happen overnight.

Overall, the participants thought CPD activities as good opportunity to develop oneself and contribute to the learning of the students. They felt that CPD was important and would benefit the teachers, students, and the schools. The EFL teachers acknowledged their roles and responsibilities for CPD. However, the researcher understood that there were variations in the time of engaging in school CPD. In some schools where most teachers have finished CPD program, the PGDT graduates of EFL teachers have began their CPD activities alongside induction program whereas in some schools only experienced teachers were attending CPD. These interviewees have reacted to several questions posed by the researcher about CPD in general. For more understanding, see *Appendix G*). The following section addresses the third research question and discusses findings related to the types of CPD activities that teachers are engage in.

6.2.3.2 Analyses of Types/Methods of CPD Activities Available to EFL Teachers

One of the specific questions in connection to exploration of ELT-CPD practice was that sought answers to what type of types/methods of CPD activities were available to EFL teachers. During the pilot study, it was learnt that all respondents who filled the questionnaire had not begun CPD activities as they were in the pipeline for graduation and hence had not assumed teaching post at the trial stage. But among the four EFL teachers who were interviewed, only one teacher was engaged in CPD and the other three had not began CPD and only assigned to senior staffs for induction to teaching activities. However, the interviewees had indicated that even those who had started CPD were practicing in limited types of CPD activities.

Questions regarding types of CPD activities that teachers engaged in received responses from interviews and questionnaires. The types of CPD activities considered in this study both in interview and questionnaire include: curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students' work before and after the CPD activity, marking of students' work, giving feedback and advice for development, shadowing a teacher, action research, professional reading and research, visiting schools and teachers to see examples of good practice, sharing/showing good practice within your school, maintaining your professional portfolio, team teaching, workshops, visiting experts, mentoring and discussion meetings (MoE 2009: 23).

Regarding all the other forms of CPD activities that the teachers were exposed to were also found out. T4, T5, T6, T7, and T8 all expressed that they are writing portfolios and organizing activities, discussing with colleagues both formally and informally. Also, T4 and T5 added that he conducts action research, classroom observation or peer observation sometimes, sharing good practice within school most of the time during discussions while at the same time T5 and T6 have attended two workshops.

The study's participants had reported the types of CPD activities they had been through and being offered to other teachers were very much limited. Even *workshops* and *seminars* are the

most common form of CPD activities in most part of the world, however, this case was not so in the present study, according to the interviewees. The following comments reflect this:

'...No workshops, no seminars, no payments, we are simply doing CPD at school level' (T3).

'.... for example, there was no workshop throughout my CPD activities' (T4).

'....There was no workshop. You just earn by your own' (T7).

The participants also recommended workshops and seminars be held at certain intervals under a trainer (T3) and it is only lack of attention by respective schools that all forms CPD activities listed in the manual can be implemented (T4). Even for *'self-study'* they reported that there is shortage of resources including unavailability of internet and absence of well equipped library (T5). Some interviewees said that they experienced a narrow range of CPD activities due to many reasons. These participants, normally from small public schools, reported barriers to CPD such as limited funding, lack of resources, and lack of adequate support from their respective schools to carry out CPD activities. The next sub-section presents the analyses of PGDT graduate EFL teachers' perceived effectiveness of CPD activities, thereby providing direct quotations underpinning to the research's sub questions.

6.2.3.3 Analyses of EFL Teachers' Perceived-effectiveness of CPD Activities

CPD activities effectiveness was looking for answers to enquiries related to whether or not the CPD completed EFL teachers think that they had acquired skills, new knowledge, encouraged to self study such as reading books or using library, adequacy of their schools' support and using the skills and knowledge to increase impact.

In this sub-section, the effectiveness of CPD activities were analyzed in terms of acquiring skills and new knowledge, encouraging self-study and, adequacy of support received from their respective schools' and using of the skills and new knowledge to increase impact on the students' learning of EFL. The analyses of interview data of perceived effectiveness of CPD by PGDT graduate EFL teachers were as follows.

Many interviewees believe that though the contents of CPD manual, it helped them to remember their university courses and be practical. Their comments include:

....Of course, many of the contents are not new. But, it helps us remind our university courses. CPD helps to be practical. What one has forgotten as a teacher, he/she can remember. The CPD manual guides you what to do and then you choose a lesson in the students' textbook and show it how to address, for example. Other areas are like students' behavior, classroom management. There are many skills that can be acquired from CPD activities (T4).

Teacher 8 also shared the above ideas and T6 describes the positive impact that the CPD activities made on his attitude and teaching career despite tiresome effort that he exerted as:

CPD activities were also good. It helps to improve oneself. Though it was tiresome and boring, I personally benefited a lot. I cannot say this thing and those things, but unconsciously; it taught me many things. of course, yes. I think at least my attitude has been changed. I'm not thinking the way I use to now (T6).

The researcher further sought information on what the interviewee (T6) meant by 'attitudinal change' that CPD activities brought on his teaching career and he explained it as:

A teacher has to be open and ready to learn and update himself/herself. Even I started learning after I was employed from actual practice. CPD activities added to actual practice, you can improve a lot (T6).

The effectiveness of teachers' professional development is also determined by the teachers' own belief and their motivation and commitment level to improve their practice. In line with this, another interviewee underscored that the teacher has to labor to get the maximum from CPD activities as below:

As to me, the practice was good. But it is up to the teacher to work hard and improve his/her profession (T5).

Two interviewees along with what they believe regarding CPD activities, they had also expressed their reservations of CPD activities effectiveness as:

....However, it [CPD] was not fully implemented (T5).

....I do not think it is effective. Other experts may evaluate the effectiveness of the program, but as to me, I doubt.... there was no workshop. You just learn by your own (T7).

One important point worth mentioning here is prior to the main study, the researcher carried out piloting and found that most of the PGDT graduate EFL teachers who were interviewed had not started CPD yet even after two years of teaching. Even those who were engaged in CPD activities disclosed that the program was not effective. The researcher thought the result could be because of limited samples and lack of experience and opportunity to participate in CPD activities. In the main study, too, among EFL teachers selected for interview, while interviewee 1 (T1) and interviewee 2 (T2) had not began CPD, interviewee 3 (T3) was carrying on CPD activities by the time of interview data collection. Five interviewees (T4, T5, T6, T7, and T8) had already completed their CPD activities. In general, most of the interviewees witnessed that the effectiveness of CPD activities and impacts on their teaching styles and careers was positive.

6.2.3.4 Analyses of Factors Affecting the EFL Teachers' CPD Activities

In the pilot study, factors affecting the EFL teachers' CPD activities had not yielded the expected result as the samples were very few and had not yet assumed teaching post. Hence, the interviewees reported their observations and hear-say from their colleagues. In the main study, 75% of interviewee had taken CPD activities. In this section, '*what challenges or factors did EFL teachers encounter in engaging in CPD activities*' were analyzed referring to interviewees' own words through direct quotations.

All the participants highlighted some of the challenges or difficulties they faced in relation to their CPD experiences. They identified *compiling portfolios* (T3, T4, T5, T6, T7 and T8) and *sharing experience with other colleagues teaching the similar courses* (T3, T4, T5, T7, and T8) . However, the participants raised some concerns such as *finance and resources as serious factors* affecting their CPD practice. All the participants pointed out that all the factors asked in the questionnaire exist, though, at different degrees. A comment from T5 will summarize all:

All the factors [personal financial problems, excessive work load, lack of communication among colleagues, lack of collaboration among colleagues, strict working hours, lack of institutional support for professional development, lack of self- motivation, lack of sufficient resources for teachers to participate in CPD activities, whether or not professional development conflicts with your work schedule, whether or not you have time because of family responsibilities, relevance of professional development offered and whether or not the your school or CPD activity providers give incentives for participating

in CPD were asked and rated] mentioned in the questionnaire exist; of course, at different degrees (T5).

The participants highlighted some of the barriers identified as factors affecting the practice of CPD activities by EFL teachers. The critical barriers identified were lack of finance and shortage of resources as T6 puts: *...I think resources and finances are major factors which hinder the implementation of CPD.* Furthermore, T4 added that *...of course all of them can be a factor but finance and resource are serious factors. The coordination is also not satisfactory.*

According to the interviewees, all the factors mentioned in the questionnaire exist; of course, at different degrees. However, most frequent factors repeatedly raised by the interviewees include: financial problems, excessive work load, strict working hours, and lack of institutional support for professional development are major ones. As illustration, T5 states:

...However, financial problems, excessive work load, strict working hours, and lack of institutional support for professional development are major ones. I also see lack of motivation to do CPD on others including me. There are no incentives for participating in CPD. The school does not pay special attention to CPD (T5).

There is considerable overlap between many of these factors, according to the interviewees. For ease of discussion the factors repeatedly told by most of the respondents include: lack of time, lack of incentives, lack of support from school administration, poor coordination of CPD activities, lack of motivation, lack of emphasis by school administration, and time consuming nature of CPD activities.

...of course yes. There must be workshops and sometimes pay per diem for participants should be there. ...refreshments and a kind of stationary materials will motivate you to effectively engage in CPD (T4 and T7).

I also see lack of motivation to do CPD on others including me. There are no incentives for participating in CPD. The school does not pay special attention to CPD. It is also time consuming (T8).

As it has been discussed throughout this unit, many interviewees believe that CPD would benefit the teachers, schools, and the students. As reported by the participants, CPD enhances teachers' knowledge and skills and results in changing teaching' practice which in turn increases teaching efficacy. CPD activities enhance teachers' confidence in teaching their subject areas and

improving in students' achievement. Having said this, the strengths of the Ethiopian CPD policy framework are apparent. It stresses the necessity of cooperative learning among teachers. However, all the participants pointed out that all the factors asked in the questionnaire exist, though, at different degrees.

6.2.4 Analyses of EFL Teachers' Attribution to their Teachings

This research attempted to assess EFL teachers' teaching-efficacy, their perceived effectiveness of CPD, attribution in their teachings and the relationship among these variables. Assessing how far EFL teachers are confident about their teaching and to what causes do they attribute their success or failure to in their teaching performance was central to this study. Having emerged as a socio-psychological concept, in simple terms, attributions are the causal explanations assigned by people to the events which happen to and around them (Banks & Woolfson, 2008). They relate to how perceive, observe and explain causes of events, others' behaviour, or their own behavior (Lian, 2012: 24). People are in a constant need of explanations regarding the causes of theirs and others' actions in this way they make causal inferences (Forestrling, 2001). These causal inferences, that are attributions, are most widely imposed in terms of success and failure in everyday situations.

Attribution in teaching is an important factor influencing EFL teachers' behavior. Bandura (1986) maintained that attributions are a fundamental part of one's perception of self-efficacy. It has been discussed that attributions are people's judgments in terms of cause and effect in achievement situations.

In this section, qualitative method as interview data has been presented. The EFL teachers' attributions to their EFL teachings have been explored in-depth with few participants (N=8) in the study area. The interview was conducted to find out or answer the research question "*To what do PGDT graduate EFL teachers attribute their success or failure in their teaching?*" In connection to this question, the interviewees were asked to how they assess their efficacy against five attributions: their own [teachers'] competence, their own [teachers'] effort, students' ability, students' effort and institutional support.

6.2.4.1 Attribution: Teacher Competence (TrC)

Teachers with internal locus orientation believe that the ability to influence outcomes resides within themselves and is the direct result of their efforts, personality strength and intensions. Besides, perceiving oneself as low in ability has substantial negative effects on the grounds that low ability perception lowers individuals' expectation for future success (Weiner 2000). The trends observed with the role of perceived attributions and beliefs in effectiveness tend to generalize to teachers. It is contended that studying these attributions should be a compelling priority for educationalists given that they are critical in teachers' perception of their own responsibility for students' performance as well as their subsequent behavior towards the students (Tollefson 2000). Among these attributions, teachers' belief regarding their own competence in teaching EFL was sought from responses of the interviewees. Next, analysis of the interviewees' responses to teacher competence as an attribution is presented.

Teacher competence (TrC) is internal, stable and uncontrollable according to Weiner's attribution theory. An internal attribution assigns causality to factors within the person. Teachers with an internal locus of causality, attribute success to his/her ability or effort, and explain failure as due to lack of effort and low ability. On the other hand, teachers who attribute success or failure externally would tend to believe that it is the environment or other people that cause relevant outcomes. An internal attribution claims that the person was directly *responsible* for the event. In this study, most PGDT graduate EFL teachers attribute success more to their competence. The following quotations from the EFL teachers interviewed revealed that these teachers attribute success more to their teaching efficacy (that is their teaching competence), and which according to the teachers, this raised their curiosity and interest, which in turn, promoted EFL learning by students.

...ability to asking good questions...correcting errors in listening and reading skills...preparing tests in relation to the contents they teach...preparing my[T1] questions in relation to the content to be taught.... using different kinds of reference books... use my[T1] time properly or having good time management skills. (T1's attributions for success or reasons for his high efficacy).

Similarly, T2 indicated that the role of 'his competence' is high in his success and high efficacy in teaching English. The following key phrases and sentences from the respondent's own words imply this.

....reading and analyzing the content of the topic before the class.... I have no knowledge problem. I've no problem of teaching English. I happy and confident ... the knowledge of the subject itself....asking question when they teach....use of right[varying] methodology[-ing] for different lessons preparation.... (T2).

Teacher Two (T2) added that his taking of methodology courses that is learning both programs[content and pedagogical courses] together, helped him a lot. According to him, such teacher training program helped him reshape his teaching methodology. Teacher Three (T3) on his behalf indicated that his success in teaching EFL is attributed to his having of 'good skill and methodology of teaching' which is an indicator of his teaching competence. T4 also shares that her *knowledge of the subject itself* and 'use of good methodology for different lessons preparation' are sources of her teaching competence. This interviewee stated that *teacher* is the most important factor to success or failure in teaching English and she stated that *...it is up to the teacher to work hard and improve his/her profession (T4)*. The interviewee has also added that *the teacher has to master the subject matter he/she is teaching... and he/she gets rich/more experiences that teacher can be competent.*

It is reasonable to assume that teacher competence is related to students' attitudes to school work and learning as well as students' self-confidence and self-conceptions. It is clear from the data that EFL teachers attribute the success in teaching English to having self –confidence, which is by implication means teacher competence, in teaching English which is the most important to the participants. Most of the time, people would tend to attribute their successes to the internal, stable and controllable factors, whereas they would tend to attribute their failures to the external, unstable and uncontrollable factors. This is thought to be as the correct method of people as "attribution preference" (William and Burden, 2000, p.105-106). This seems to be related to the hedonic bias which is also known as self-serving attributional bias in that individuals explain success in terms of internal causes (e.g. ability, effort) and failure as resulting from external, situational factors (e.g. task difficulty, luck) to protect their self-esteem (Weiner, 2000) and avoid depression (Sweeney, Anderson & Bailey, 1986). And researchers such as Kashima and

Triandis, (1986) found that the self-serving bias is universal, in that the bias seems to be present in many different cultures, regardless of its being collectivist or individualist.

6.2.4.2 Attribution: Teacher Effort (TrE)

If a teacher exerts high effort, they will enhance their students' performance on a standardized achievement test and they will make their classroom atmosphere interactive and cooperative, which will in turn help students to actively involve in class activities, discussions and decision-making. Higher effort made by the teacher will also help the students get calm and attentive, and it can alter their students' debilitating attitudes toward language learning to more positive ones. Moreover, EFL teachers' effort will develop a feeling of professional confidence that they are making a difference in the lives of their students by empowering them and equipping them with higher-order thinking and learning skills (Ghanizadeh & Ghonsooly, 2015).

As it was also found out from the interview data, almost all EFL teachers stated that *Teacher Effort* is the most important attribution. The teachers' high effort, that is, their effort to encourage the students to do better and devise appropriate instructional materials, was stated by all participants, and this seemed the second highest attribution to the participants. The interview participants noted that they were exerting higher effort in teaching English to the success of their learners. The following from the interviewee's responses can justify this:

....I encourage them [students] and help them [students]there are tutorial classes for less performing students....most of the time I teach and give them feedback after they practiced. I take examples from the surrounding.... I have a plan for my lessons. For everything I do I have a plan (T1).

All the interviewees also revealed that they attributed that their perceived success as English language teacher to their effort (an internal, unstable, and controllable cause). They all attributed their perceived success to their EFL teaching as the consequence of their effort. When they were asked that what do they mean by their effort they listed (on their turns) what they do in the process of teaching EFL to the success of their students learning of English as monitoring, regulating, evaluating themselves of how much they are teaching. To the success of their students, they also reported that they control students' disruptive behavior, prepare relevant notes for the grades they teach, make students follow classroom rules, use teacher correction

appropriately, help students who think they are weak, support and encourage students, prepare notes for students in relation to the textbook itself comparing with the teacher's guide and using concrete examples from outside the classroom, ask students different kinds of questions whenever teaching, pay attention towards learning and teaching language components.

Besides, T3, T4 and T5 added that the other important reason for their strength in teaching EFL was having good relationships with their students and openly discussing with students on what to improve for them. Asking students for comments and following the footsteps of their senior teachers and observing how they are doing things and getting experience from senior staffs also inspired most of the teachers to exert high effort hence, and most of the students' successes in learning EFL were ascribed to the teachers' effort, according to the interview participants. This is significant finding that EFL teaching efficacy can be sustained at a high level even for unsuccessful teachers when failure is attributed to internal, controllable and unstable factors. This means that high school EFL teachers are more likely to perceive themselves as being responsible for their EFL teaching efficacy. However, this finding is inconsistent with Ghonsooly, et al. (2014) in which their overall finding revealed that teachers tend to attribute success and failure more to TrE, StE and TrC respectively. The researcher suggests that teacher effort (TrE) attribution may protect unsuccessful EFL teachers' self-efficacy. Therefore, certain types of attributions may be more desirable than others as attributions can influence teachers' teaching efficacy and have been shown to have important consequences for future success (Graham, 1991; Schunk, 1982). In general, all the EFL teachers attribute their high efficacy to, though not only to, their competence and effort from the above EFL teachers' successful attributions/explanations.

6.2.4.3 Attribution: Students' Ability (StA) and Effort (StE)

Students' ability (StA) which is internal, stable, and uncontrollable and effort (which is external, unstable, and uncontrollable) was on attributions that was asked whether or not their students' success and achievement was because of their students' ability. As it was discussed above, teacher competence and effort were the most important reasons for their students' success story and their teaching efficacy. Unlikely, from the interview conducted with the main study participants, the major reasons for low efficacy in their teaching of EFL and low performing of

students were students' inability, background and less effort. According to the interviewees, these reasons emerge, to some extent, from the teacher himself/herself, or the students, or the school. Analyses and discussion of reasons which emerge from the teacher and schools are presented in the following section. Under this sub-topic, what the interviewee responded regarding students' ability as an attribution is discussed.

Like the other attributions discussed earlier, the participants were also interviewed to gain a deeper understanding of their attributions on success and failure in teaching English and to what do they ascribe their students' success in learning EFL by students. The participants were asked open-ended questions to discover how they assess the attribution, *students' ability*, on success and failure of the teachers' teaching efficacy and their students' success. From the interview data, it can be noted that the participants had reservations regarding majority of their students' ability while acknowledging only very few are better. The discourse analyses of the interview data indicate this. It can be noted from the following direct quotations of interviewee's words.

....Students' skills as you know are poor. Very few are better but most students are poor... the students' background is the reason (T1).

The interviewee also explained the extent to which there is a mismatch between the students' ability/level and textbook itself saying that the students' background and the way the textbook is prepared are different.

The same teacher also worries about his students' lack of making effort to their own EFL learning and success. T1 for instance, described students as they have no interest and they lack of motivation, and only few have interest. The same view was reflected by T4 that most students lack basic language skills: *...most students are very poor and they lack of the language skills [poor background], majority of the students are not voluntary to learn English[lack of motivation (T4).*

Almost all interviewees openly responded that their students' ability and effort were of minimum below expected level. They underscored that most of their students' skills are poor [not to the expected level], that is, textbook and the students' level also do not match. They further added that coupled with the students' background, majority of the students lack of motivation,

emphasizing that majority of their students are not voluntary to learn English. The teachers attribute the students' weaknesses in their skills to poor background, which resulted in lack of motivation.

As it can be noted from the above quotations, the interview participants attributed less to students' ability and effort in their high teaching efficacy and their students' success due to different reasons. These reasons were students' lack of basic language skills, students' poor background, lack of interest and motivation, involuntariness and hence, there was a mismatch between the students' ability/level and their textbooks.

The interview data analyses show that the EFL teachers attributed their success mainly to their efforts and their competence. On the other hand, the participants attributed the causes of failure to students' poor background and lack of ability, lack of interest and motivation. While a greater proportion of attributions given for EFL teaching success was internal as their competence and effort and they externalized attributions for their failure to such as students' ability and effort. In most cases, teachers view ability and effort as the most significant causes of success and failure in school (Graham, 1991; Tollefson, 2000). Several studies found that effort was rated more important than ability (e.g., Graham & Weiner, 1986; Rolison & Medway, 1985). When teachers attributed student failure to uncontrollable factors internal to the student (e.g., insufficient ability), teachers reported reacting more often out of empathy and less often out of anger. When student failure was attributed to factors perceived as controllable by the student (e.g., effort) teachers were more likely to respond with anger and were more likely to give up helping the student (Georgiou et al. 2002).

The present study is consistent with several earlier studies conducted by many scholars. Most research on teachers' causal attributions has explored teachers' beliefs concerning the causes underlying their students' academic performance with respect to *success* and *failure* outcomes. Findings from Burger et al. (1982) suggest that teachers tend to attribute students' academic performance to factors that are internal to the student and stable over time, particularly when the outcome matches teachers' original expectations toward the students (ability, consistent effort, student personality). Conversely, teachers' instead tend to implicate unstable factors when explaining student performance that was not consistent with teachers' initial expectations (instructional methods, temporary effort). It is important to note in the study by Burger et al.

(1982) that teachers' expectations were not assessed as a cognitive consequences of attributions to stable/unstable factors as proposed in Weiner's theory (expectations for future success), but as in indicator of teachers' satisfaction with their students' performance (having satisfied past expectations for student success). Teachers have also been found to be more likely to explain student failure as due to factors internal to the student (e.g., student ability, effort) or family influences than teacher- and school-related issues (Burger et al., 1982; for similar findings see Rolison and Medway, 1985; Hall et al., 1989; Tollefson et al., 1990; Jager and Denessen, 2015).

In addition to studies exploring teacher attributions for student failures, studies comparing their attributions for student success have also been conducted. Overall, the findings suggest that whereas teachers tend to attribute student failure to factors that are internal to students, and external to themselves, they are most likely to attribute student success to themselves (Guskey, 1982; Yehudah, 2002). For example, whereas teachers might tend to attribute student failures to students' lack of effort, they are instead found to attribute students' success to their instructional strategies (Gosling, 1994; Kulinna, 2007). However, other studies suggest that although teachers may show a tendency to take responsibility for student success (e.g., instructional quality), they nevertheless give credit to students for their success (e.g., student ability, effort; Ross et al., 1974) as opposed to external factors such as luck (Natale et al., 2009).

6.2.4.4 Attribution: Institutional Support (InS)

The last attribution which sought whether or not or to what extent is contributing or affecting EFL teachers' teaching efficacy was institutional supervision. The institution's proper or improper supervision (in this study, the schools) where they teach whether or not had properly supervised the institution toward the achievement of instructional aims was asked and the interviewees had reacted in different ways. Teacher 4, for instance, recognized that all schools strive to fulfill educational equipments as *our school tries to provide all the necessary resources*. Teacher One (T1) on his behalf, was positive towards supports that his school is providing as: *getting some advantage from teaching English, working with experienced mentors, mentor advisorship on how to plan a lesson, tackle some activities and supervision of teaching and asking for any problem which faces during teaching*. The interviewees were also aware of the reality on the ground. How much the teachers were trying to be balanced in their comments can

be understood from ...*But there are limitations all over the country. The country's budget does not support all schools. There are no enough materials* (T4). The interviewees assessed or reflected on their respective schools as holistic (in general), that means from its physical environments to daily routines in supporting the teaching of EFL and hence contributing to the successful teaching and learning of the language. In this regard, T1's explanations of how inadequate his school's support and hence, contributing to his low self efficacy can be seen from the following quotation:

...some activities are not convenient to teach. The way the textbook itself prepared did not consider school environments (e.g. hindering factors towards teaching pronunciation and listening skills and other language skills), my [T1] school is not that much comfortable to teach listening because of [lack] facilities ...different noises around the class. The classroom areas should be somewhat conducive. the number of periods [i.e in a week] given to you[classroom teacher], the number of students in a class. ...make up classes and tutorial after school are tiresome,...teachers are not getting some incentives,...other activities in the school (e.g. additional committee works), the problem is the students[disciplines], the school environment and routines are not conducive for teaching English.... (T1).

In the same token, almost all interviewees shared that of T1 that *there is also lack of materials in school, absence of language aid materials, and audios, etc. in their schools, shortage of time to use additional materials beside the textbook, and many others.*

In connection to school support and its physical environment, all interviewees stressed that they are teaching as many students as 90 to 95 in a class. This coupled with shortage of resources, had made their schools not to render proper support to their teaching efficacy as well as the students success. Hence, according to the respondents, lack of adequate institutional support impacted to utilize their efficiency to the maximum to develop themselves as well as their students. Teacher 2, appreciated the support he gets from his colleague and also unreservedly put the problem encountering as an EFL teacher as: *I receive advice from my senior colleague on how to correct tests, write lesson plans, how to treat and care and help students during learning. ...the problem is I teach many students in a class....There are about 90-95 students in a class. The other problem is lack of resources.* He also added that *the textbook and the students' level also do not match.*

The other reason repeatedly raised by the interviewees was the mismatch between the students' ability level and their textbook. The teachers' told the researcher that the contents in the textbook are well prepared and organized, all language skills and language items are well addressed, demands the students to exert effort as many activities and tasks are included. However, they had also remarked that *...because the shortage of necessary materials some lessons are not suitable to teach*. These teachers noted the researcher that they cannot teach as it is written in the teacher guide and syllabus. In relation to school support, the teachers' had also mentioned that how their school directors treat has to be seen with as an indicator of school support. To this end, most of the interviewee mentioned that *the way your school principal treat you all may make you uncomfortable*. In addition to teaching resources schools provide to the teaching/learning process of EFL, words of encouragement and motivation from school principals is crucial according to interviewees.

For the question "what are major reasons that you [the interviewees] claim that the school support is not adequate; hence, it didn't not play a great role in their teaching efficacy of EFL. Beside, the lack of resources, they emphasized the absence of effective interpersonal communications and expressed the discontent about the treatment they receive from their respective school principals. The following key phrases were repeatedly raised by the respondents as a reflection of inadequate institutional support: *no supportive and conducive environment, ...there is no encouraging environment,the way your school principal treat you all may make you uncomfortable*.

Following their responses with more probing questions, the researcher discovered that the teachers' attribution of inadequate institutional support was not the only failure attribution of the respondents. The following are identified failure attributions from the teachers' interview data. Though most failures attributions were externalized to students' ability and effort and inadequate schools' support, the interviewees didn't also hide that they had their own share in failure attributions. Four out of eight teachers they don't feel good if they are not prepared for their classes. Lack of experience and lack of the subject knowledge and inappropriate teaching methodology can contribute to their failures in teaching.

To further explain the teachers' failure attributions *lack of subject knowledge* and *inappropriate methodology* refers to a gap in some teachers' knowledge indicating that though not boldly put by many of the respondents. It has been discussed that most failure attributions were externalized. They had also admitted to some extent that their competence was a reason for low efficacy in teaching EFL. Teacher competence (TrC), the extent to which a teacher has the knowledge and skills, includes that, which in more general terms is called teaching skills, i.e. the ability to organize and teach in interesting and flexible ways, using good teaching methods. It can be assumed that, along other components, high teacher competence can lead to positive individual student development. Conversely, an incompetent teacher can adversely affect students' attitudes to learning and lower their self-conceptions. As a solution, T5, T6, and T8 recommended that the teacher has to master the subject matter he/she is teaching, and when he/she gets rich/more experiences that teacher can be competent.

6.2.4.4 Analyses of EFL Teachers' Failure Attributions

Considering the dimensions of EFL teachers' attributions to success and failure, it has been clearly seen that the teachers mostly attributed to internal reasons for their success whereas they mostly seemed to endorse external reasons for their failure. That is, participants of this study attributed the success to internal but failure to external factors. It is evident that the origin of success belongs to the individuals while the origin of the failure is an outside factor. However, the study's participants were asked what and when they think were the reasons they attribute for low teaching efficacy and they think are failing teaching EFL successfully. According to the interviewees, some factors which emanate from the teachers themselves and lower their teaching efficacy include:

- lack of preparation (T2, T4, T5, T7, T8). Teacher 4 (T4), for instance, expressed "*I prepare for classes; I don't feel good if I'm not prepared for my classes*"
- lack of confidence to teach some skills as listening and speaking skills and pronunciation as explained by T2. *I do have some problems.... I'm not confident in teaching listening skills and speaking skills all of them equally. He further added that, Pronunciation is a little bit difficult, even for me [T2].*
- Lack of experience "*Being a new teacher, I'm so afraid of students, Naturally, I do not speak much* (T4). This teacher, explained how his lack of experience affected his teaching as "*in the*

textbooks I[T4] faced some problems like grade 9 textbook if full of pictures, to tell the students about the pictures it is very difficult. It needs my[T4] effort.”

It has been discussed that teachers attributed their failure to external factors such as students' effort, institutional support, and student ability while attributing their success to internal factors such as their competence and effort. Lack of preparation, lack of confidence, and lack of experience were among the reasons for the teachers' low efficacy in teaching EFL. Of course, while preparation and experience can be seen as components of *teacher effort*, confidence can be taken as attribute of teaching competence. Bandura (1990) suggested that there is a reciprocal relationship between causal attributions and self-efficacy expectations. Individuals who have high self-efficacy and experience failure tend to attribute it to lack of effort; whereas individuals with low self efficacy who experience failure attribute it to low ability. In turn, success will increase one's self-efficacy if the individual attributes the outcome to an internal attribution such as ability rather than luck. Failure can decrease one's self-efficacy if the individual attributes the outcome to an internal, stable, uncontrollable factor, such as lack of ability (Chase, 2001). However, as it can be seen from the teachers' own words of failure attributions, their low teaching efficacy can be increased as they attributed their failure to internal, unstable, controllable factors.

Chapter Seven: Discussion, Summary, Conclusion, and Recommendation

Introduction

In previous chapters, the various data (that is both quantitative and qualitative) collected for the study were presented and analyzed. The first set of data to be dealt with was the survey questionnaire data collected from 204 PGDT graduate EFL teachers in this study. The second part of data was from the interview conducted with eight (8) teachers under the study. The interview was conducted immediately after the teachers were filled the survey questionnaire.

7.1 Discussion of the Findings

This part of the research revisits the research questions analyzed in the earlier two units, discusses the findings of the research results and offer interpretations based on the findings. The discussions are based on mixing the quantitative (survey questionnaire) and the qualitative (semi-structured interview) data analyses results. Consequently, in mixing the two results direct wordings from the qualitative results have been used and paraphrased to back up the overall findings. Therefore, first the quantitative results have been presented followed by mixing-together the qualitative data. The discussions have followed the sequence of the basic research questions: PGDT graduates of high school EFL teachers' level of teaching efficacy, perceived effectiveness of CPD activities and the teachers' attributions to their teaching.

7.1.2 Secondary School EFL Teachers' Level of Teaching Efficacy

To answer these questions, descriptive statistics of ELTEI components was run (see Table 5.4). The results of the descriptive analysis indicated that the overall ELT teaching efficacies mean score was **4.20** out of 5, and the standard deviation was **0.31** for the EFL teachers. This means that the respondents perceived their teaching EFL efficacy as moderately high on a five points Likert scale. The aggregate value depicts that PGDT graduates EFL teachers is moderately high. However, some scholars warn when interpreting teachers self-reported data. In the qualitative study, too, concerning their self confidence, the participants unanimously believed that they were self confident in teaching EFL to the grade level they were assigned to (see Section 6.2.1). All participants described their confidence in own skills to handle macro and specific language skills

and language areas. However, probing more into the matter, the researcher had discovered that several teachers pointed out that their confidence level in teaching English was different across the teaching tasks, domains, and contexts which yielded slightly mixed results with their quantitative results.

The discussions have followed the sequence of the basic research questions and their respective sub-questions. Regarding, the specific objective 1 *To find out PGDT program graduated EFL high school teachers' efficacy in classroom management and remedial action (ECMRA)*, it was found out that almost all the interview participants indicated that they are efficacious in classroom routines and have the necessary skill of coping classroom discipline matters.

ECMRA, according to the interviewees', the teachers had mixed feelings whether they are efficacious in their classroom management and remedial action or not. It was noted that the findings of the qualitative method is a bit different from that of the quantitative one. The survey finding indicated that the teachers have moderately high (M=4.37, SD=.47) ECMRA. That means the teachers were ambitious when responding to the questionnaires and in face to face interview the same reply was not acquired. The teachers might have thought that the gists of ECMRA were about teaching well when filling the survey questionnaire. That is why the mean scores of all gists of the sub-components were high ranging from of mean score 4.21 for the gist 'correcting errors in listening & reading' and 4.59 mean score for the gist 'asking good questions'. In the survey, the gists of the ECMRA were scattered and hence, the teachers were not aware that these items when computed would measure ECMRA. However, during the oral interview, the researcher made clear what each sub-component of ELTEI consists and/or measures, the teachers gave their actual practice and what they think of their efficacy in classroom management and remedial actions. Some think that they are efficacious just because they take attendance (T3 & T4). The teachers did not raise the issues or themes of ECMRA. Only T6 and T8 were aware of these points. They might have not considered the *ability to ask good questions, helping students to self correct themselves, correcting errors in listening and reading skills, having good time management skills, using teacher correction appropriately, and helping students who think they are weak* as efficacy in classroom management. That why some teachers replied to this sub-component as taking attendance and reporting misbehaving students to their respective school directors.

During interview, the teachers paid more attention to controlling students' disruptive behavior and making students follow classroom rules as efficacy in classroom management and remedial action. However, reviews of research (Goddard et al., 2004; Ross, 1998; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998) demonstrate that teachers with high efficacy beliefs generate stronger student achievement than teachers with lower teacher efficacy. High efficacy teachers use classroom management approaches that stimulate student autonomy and reduce custodial control. Student achievement is higher because these management strategies are more effective in keeping students on task (Woolfolk, Rosoff, & Hoy, 1990). Moreover, Woolfolk Hoy and Davis (2005) argue that teachers who feel efficacious about their instruction, management, and relationships with students may have more cognitive and emotional resources available to press students towards completing more complex tasks and developing deeper understandings. This is because teachers with a high sense of efficacy may be less afraid of student conflict and more likely to take greater intellectual and interpersonal risks in the classroom.

In connection to the study the levels of EFL teachers' teaching efficacy, the second specific objective was *"To examine PGDT program completed EFL high school teachers' efficacy in classroom assessment and material selection (ECAMS),"* From the interview analyses it can be noted that PGDT graduate EFL teachers' ECAMS is moderate which parallels the results of the quantitative one. The teachers have some problems with regards to 'developing tests', using extra-curricular materials, selecting or using textbooks. In the previous section, the teachers' ECAMS was relatively low compared to the other sub-variables of ELTEI, (M= 3.95, SD=0.41). However, items or gists wise, the mean scores for 'using extra-curricular materials' (M= 4.44, SD=.60) and 'developing tests' (M=4.00, SD= .42) were exaggerated than what the teachers shared during the interview. It seems that only findings of the scores for the gist 'selecting textbooks' (M=2.73, SD=.44) was consistent with the findings of the interview. Though all participants described their confidence in own skills to handle macro and specific language skills and language areas, they have also made clear that areas they lack confidence and experience difficulty such as in teaching listening skills, pronunciation sections of the students' textbooks and to some extent teaching speaking skills.

The third specific objective to answer the PGDT graduate EFL teachers' level of efficacy was “to describe PGDT program completed EFL teachers' efficacy in skill and proficiency adjustment.” Based on the gists addressed in this efficacy component, an interview analyses has been made to see the level of PGDT graduate EFL teachers' efficacy in this regard. The qualitative finding is consistent with the findings of survey questionnaire of quantitative method. In an attempt to answer the main research question *What are the levels of the teaching-efficacy of PGDT graduates of EFL high school teachers?* it was broken down into seven sub-components of ELTEI. Accordingly, a specific question, *How is PGDT completed EFL teachers' efficacy in skill and proficiency adjustment (ESPA)* was sought through seven items aimed at measuring ESPA of the teachers. To this end, a descriptive statistics of ELTEI components was run (see Table 5.4). Accordingly, moderately high result was reported for ESPA (M= 4.3, SD= 0.33). Contradicting results were observed of a gist or an item measuring the teachers' efficacy ‘teaching at elementary level’ of the questionnaire and interview. Most of teachers indicated that they can adjust themselves to teach at any level but psychologically they may not be comfortable. While this item's mean score was high (M=4.39, SD=.53) in the analysis of the questionnaire, the interviewees did not repeat or show interest as it was noted from the interview analyses.

Moreover, it was noted that though teachers can adjust themselves to any grade level, they made clear that psychologically they may not be comfortable, particularly teaching at lower grades. They have also emphasized that ‘experience’ of teaching at any particular grade level for some years is crucial. The interviewees also told the researcher that they can adjust and modify their approaches to their students' levels. However, what discourages the teachers' effort, according to most of the interviewees was students' lack of motivation and making insignificant effort to learn better. Despite all challenges, they have underlined that ESPA requires a teacher to exert extra effort.

Another sub-component on which EFL teachers' levels of teaching efficacy measured according to Akbari and Tavassoli, (2014) is *to assess PGDT program trained EFL teachers' efficacy in teaching and correcting language components*. The analyses of the interview data showed that the teachers are comfortable addressing teaching and correcting language components of ELTEI and hence, they are efficacious with the exception of teaching pronunciation according to the

analyses. The finding of the qualitative method in line with that the survey, which yielded a moderate ($M=4.24$, $SD=.36$) efficacy in the ETCLC.

The findings of the PGDT graduate EFL teachers' efficacy in language teaching and correcting language components (ETCLC), this sub-variable dealt with five gists such as: teaching grammar, correcting errors in language component, correcting errors in speaking and writing, teaching vocabulary, and teaching pronunciation. Analyses of the interview data showed that the teachers express that they feel good when teaching both grammar and vocabulary contents and their errors can easily be corrected preceded by attempts by students and discussions. According to the interviewees, these language components do not require much resources and to time consuming. Pre-teaching of new and/or unfamiliar vocabularies which are central to understanding the entire lesson/text is must. Though not all teachers, few have also emphasized the importance contextualizing language items (both vocabulary and grammar) to teach implicitly. According to some 'experience' important in such cases. It was also noted that almost all the interviewees shared their experience of teaching pronunciation that while some are experiencing difficulty others fear that their pronunciation is not native-like or at least good.

Moreover, although the participants claim that they are confident of their own skills, they were unlikely to handle some areas of their EFL teachings. The interviewees explained that they are not comfortable or some contents in the students' textbooks are not suitable to teach. For instance, teaching listening skills (T1 and T2) and pronunciation parts (T1), and speaking skills (T2). These EFL teachers have also reported that they were relatively good at and manage teaching some EFL teaching areas such as: teaching grammar, vocabulary, and other language skills, the interviewees were relatively comfortable. Consistent with this study, several researchers have addressed the insufficient target language proficiency of non-native English speaker teachers. In doing so, Reves and Medgyes (1994) studied 216 native and non-native EFL teachers in different countries. Accordingly, they disclosed that 84% of the non-native teachers feel incompetent with regard to speaking, listening, writing, pronunciation, and vocabulary. In another study, Samimy and Brutt-Griffler (1999) indicated that 72% of their participants who were non-native pre-service teachers consider their insufficient English language proficiency as an impediment to their teaching. Accordingly, the researcher revealed that teachers assessed their proficiency in speaking and writing at lower levels than in reading and listening. More

specifically, teachers felt significance gaps between their perceived language proficiency and the necessary level for teaching. In general, research on the relationship between teachers' self-efficacy beliefs and the quality of their instruction has been insufficient and almost exclusively cross-sectional (Holzberger, Philipp, & Kunter, 2013; Klassen et al., 2011).

In connection to the exploration of PGDT program completed EFL teachers' teaching efficacy, their "efficacy in age adjustment" was assessed. Among the most efficacy-sensitive issues teachers deal with in ELT contexts were identified by researchers (Akbari and Tavasoli, 2014) is Efficacy in age adjustment (EAA). EAA deals with gists seeking data on how much efficacious EFL teachers are with regards to teaching kids, teaching adolescents, teaching adults.

How much efficacious the EFL teachers were with regards to teaching kids, teaching adolescents, teaching adults has been analyzed in unit six (see section 6.2.2.5). The participants reported that they had not tried teaching adults or kids before. They anticipated that there could be factors which might be out of their control. A sort of frustration and doubt has been noticed from their words teaching adults may require experience. This shows the teachers' efficacy level to handle the gists of *Age Adjustment* is low. However, the findings of the teachers' survey questionnaire in this sub-component of ELTEI are contrary to the findings of interview data results (see Table 5.3). In the quantitative unit, it was found out that moderately higher mean score, ($M=4.16$, $SD=.56$) was yielded for both gists of EAA, teaching kids and teaching adults respectively. This could be because of the limited number of interview participants and were sampled only from secondary school EFL teachers while 42 (20.6%) EFL teachers were sampled from elementary schools.

It should also be mentioned that teacher efficacy in ELT contexts and as a conceptual means of validating the developed model for the study, Akbari and Tavassoli (2014), to probe more deeply into English language teachers' views ELT practitioners teaching at various proficiency levels in different schools and institutes were selected through purposive sampling to be interviewed and observed. These teachers were heterogeneous in terms of their age, gender, major, degree, teaching experience, teaching context, their students' age (teaching young learners, adolescents, and adults) and proficiency levels taught (teaching elementary, intermediate, and advanced classes). Hence, the researcher speculates that the study's participants sampled were all degree

holders who studied PGDT program. In Ethiopian primary school structure, particularly teachers who teach at grade 1-4 are generalists who teach all subjects. The lowness in the teachers' efficacy level to handle the gists of 'Age Adjustment'; hence, might be due to absence of such teachers from the study participants. Of course, the finding of the interview is consistent with the findings of the survey in which they themselves self-rated/reported for 'Age Adjustment' items. The mean score of EAA was the least ($M=3.85$, $SD=0.54$) among the sub-variables of ELTEI.

What puzzled the researcher was why the score of very close gist '*teaching adolescents*' was found to be relatively apart from the gists form sub-component of ELTEI, EAA. When seen from gists of the component, the least mean score was recorded for '*teaching adolescents*' ($M=3.26$, $SD=0.502$) contrary to the qualitative finding. The participants' were observed stating their confidence of their competence of handling the grade level they were trained for comfortably and denouncing teaching kids and adults during interview and the result is the reverse in quantitative one. Looking at the demographic information of the respondents, the majority of the respondents 162 (79.4%) were teaching at high/secondary school whose students are adolescents. Literatures indicate that teachers may over- or under-estimate their self-efficacy beliefs when responding for a number of reasons. Personal factors, such as *nai've optimism* (Wheatley 2005), *defensive pessimism* (Wolters 2003) or the wish to give a *socially desirable response* (Collins, Shattell, and Thomas 2005), might be influential. In the present study, too, the researcher beliefs that the interview filled participants might have over-estimated themselves when thinking of handling heterogeneous (*teaching kids, teaching adolescents, teaching adults*) age and/or ability-groups in their classes. This would be further discussed along other factors in the attribution section.

Similarly, the responses by the PGDT program completed EFL teachers on sub-component of ELTEI that was meant to assess how efficacious they were in dealing with "*students' critical social aspects*," that is their ESA. '*Talking about poverty*' and *relating classroom situations to the real world*' are gists loaded in this efficacy component, efficacy in social adaptation. The quantitative finding or the gists of ESA: '*relating classroom situations to the real world*' mean score ($M=4.00$, $SD=0.53$) and '*talking about poverty*' mean score ($M=4.04$, $SD=0.59$) can indicate that PDGT graduate EFL teachers' efficacy in social adaptation was relatively higher. In addition to the ratings, the indirect questions posed to the teachers to assess their efficacy in social adaptation also proved that the interview finding was in line with the quantitative findings

of ESA sub-variable. Of course, *from the interview with the teachers*, it was learned that ‘*Relating classroom situations to the real world*’ is not easy. The interviewees explicitly stated that sometimes it is not easy to relate the contents of the book to the students’ environment. From their words, it can be concluded that the teachers’ ability to use local resources and /or relate the lessons in the students’ textbook to the real world or the students’ environment is very poor which in turn put the findings of the questionnaire for these sub-variables in question. Scholars underscore that one should be cautious when interpret results of quantitative methods. Similar to EAA’s participants’ over-estimation of themselves, in the case of ESA, too, the researcher also assumes the teachers might have wished to give a socially desirable response (Collins, Shattell, and Thomas 2005).

The last sub-component on which level of PGDT completed EFL teachers’ teaching efficacy assessed was to find out PGDT program completed EFL teachers’ ‘core efficacy.’ To this end, the study participants were asked to rate their efficacy in the two gists such as *affecting students learning outcomes and planning* in the questionnaire and orally asked to reflect their ideas on the gists during interview. The results of the descriptive analysis displayed (see Table 5.4) that the overall CE mean score was CE 4.2843 (N= 204, SD= 0.61) which was the third highest mean score yielded among all sub-components of ELTEI. In the qualitative method, too, the responses gathered from all participants concluded that they were confident and efficacious in planning to affect their students’ EFL learning. The participants stressed on the importance of planning. They noted that for every activity they do as a teacher in classroom, they prepare plans: daily, for semester plan, annual plan, plan for tutorial and make-up classes, and so on.

In conclusion, findings from both methods data analyses showed that several teachers pointed out that their confidence level in teaching English was different across the teaching tasks, domains, and contexts. They mentioned that they had different degrees of confidence in different domains of teaching, particularly in English use as compared with other domains such as classroom management. This finding is consistent with Tschannen-Moran and others’ findings, (1998: 227-228) which reads as ‘teachers feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances.’ It was also learned that the teachers had different degrees of

confidence in different domains of teaching, particularly in English use as compared with other domains such as classroom management.

The overall finding of the EFL teachers' level of teaching efficacy showed that there were mixed levels of teaching efficacy. Majority of the EFL teachers had the belief that they had moderately high levels of teaching efficacy. Still some others indicated that they had a doubt that they can handle or do efficaciously. What follow are the discussions of how PGDT graduate EFL teachers view, perceive effectiveness, types/methods and factors affecting the teachers' CPD activities analyzed both in quantitative and qualitative units.

7.1.3 Secondary School EFL Teachers' Perceived-effectiveness of CPD Activities

Exploration of the participants' perceived effectiveness of CPD activities was made to see how the PGDT graduate EFL teachers' perceive and practice their CPD activities. When the findings the two methodologies employed compared, in the quantitative analysis of the effectiveness of ELT-CPD, the respondents had indicated that their judgment of the effectiveness of ELT-CPD was moderate, 3.4524 (N=204, SD=.27883). The survey analyses also disclosed that PGDT graduate EFL teachers condemn their schools that they did not provide them with *sufficient time*, *finance* and *sufficient resources* to be effective in CPD activities. Likewise, the interview result also indicated that the EFL teachers' had notable perceptions of CPD as professional learning as a way to keep them enthusiastic about their teaching and professional learning and growth as an essential part of teacher's professionalism.

The first sub-question, '*What would be PGDT graduate EFL teachers' views of CPD be?*' was asked in both the survey questionnaire and semi-structured interview and analyzed. The results of both methodologies data analyses indicated that majority of teachers have an understanding of CPD and are aware of their professional development needs. In enquiring about EFL teachers' views of CPD activities, the highest mean score 4.6608 (SD = 0.34728) was yielded indicating that of the teachers had awareness though not well informed about CPD activities. This finding is consistent with the qualitative method where all interviewees indicated they had positive perception towards CPD program although some of the interviewee teachers were not very familiar with the term or acronym even though they had an idea of what it meant based on the introductory brief

by the researcher. Often, some interviewee (T1 and T3) interviewee did not demonstrate any awareness of the terminology, CPD. This finding is also in line with Desta et al., (2013), and Hogenbosh (2009) who found out that a clear understanding of CPD is still lacking among many teachers. However, in the course of the interview, the teachers gradually began to talk about its forms, what other colleagues do as CPD and air out their views towards their colleagues practice and their stands. Indeed it is evident as the interview progressed, their views and ideas gradually coming out explicitly though previously seemed an unaware about CPD. It can, therefore, be judged that the perception of EFL teachers' towards CPD is high.

The finding of the interview analysis indicated that all interviewees had positive perception towards CPD program. It appears that the respondents were aware of the benefits of CPD activities, were positive towards its contents, and conscious why they engaged in CPD practice. Consistent with this finding was a study by Desta et al., (2013) who found out that most teachers hold positive views about the need for CPD. Another study particular study (Hogenbosh, 2009) has found that CPD has enabled teachers to work together as a team, share useful experiences with their colleagues, apply active learning in their classrooms, solve school-based problems through action research, and address the learning needs of diverse students. Among other things, teachers found that 'CPD facilitate[d] documentation of better practices and success stories in the form of portfolios' (2013: 20). It is acknowledged that '*when we reflect upon our beliefs and the concepts we use, we often change them in the process: we notice and try to resolve inconsistencies...*' (Sayer 1992: 39).

The second sub-question that both methods of data source attempted to analyze was '*What type CPD activities are PGDT graduate EFL teachers are engaged in?*'

The descriptive analysis of four-points on the types or methods of CPD and its practice for EFL teachers was (M=2.40, SD=.23) made (Table 5.11). From the quantitative findings it was learned that the types of CPD activities available to the teachers were very much limited. When seen in terms of activities, while '*sharing or showing good practice within your school* (M=2.90, SD=.305) and '*demonstration lessons, peer observation, and talking to students*' (M=2.89, SD=.31) were rated as the most practiced and available form of CPD for the teachers, '*workshops and Marking of students' work, giving feedback and advice for development* were rated as the

least of all types of CPD practice among EFL teachers, ($M=1.61$, $SD=.483$) followed by *planning together* ($M=1.66$, $SD=.47$), and *observation of lessons and feedback* and *Action research* ($M= 1.84$, $SD= .62$).

In the semi-structured interview, too, the study's participants had reported the types of CPD activities they had been through and being offered to other teachers were very much limited. Among the lists of CPD activities, almost all teachers write portfolio (T3, T4, T5, T6, T7, T8) and discussing with colleagues both formally and informally (T3, T5, and T8), those who had the opportunity to participate in workshops and seminars (T5, T6 and T8), conducted action research (T4 and T7), sharing experience with other colleagues teaching the similar courses (T3, T4, T5, T7, and T8).

However, when comparing this result to those of older studies, it must be pointed out the findings appears to be contradicting with the findings of earlier researchers, for instance, Raza, (2010) where majority of the participants indicated a preference for development through teaching and work associated with teaching, followed by attending CPD events, making presentations at CPD events and engaging in formal education. Similarly, among the slightly less preferred CPD activities were informal conversations as a form of development and volunteer work with professional development organizations. The disparity in the findings of the present study and the earlier ones could be because of barriers to CPD such as limited funding, lack of resources, and lack of adequate support from their respective schools to carry out CPD activities, as reported by the interviewees.

The researcher also noted contradictions in the responses of the interviewees as to why they think CPD activities were limited. Some interviewees told what they think as to why the CPD activities were limited as such that they might require huge amount of finance (T8) and lack of finances are major factors not to fully implement all forms of CPD activities (T4). However, CPD activities such as demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students' work before and after the CPD activity, marking of students' work, giving feedback and advice for development, and shadowing a teacher can be carried out without any financial cost or demanding huge amount of finance. Nevertheless, some interviewees

reported that it is sometimes difficult even to implement some because of, for instance, '*some CPD practitioners are not happy to be observed by others when teaching*' (T6). Hence, the study indicated that most forms of CPD activities such as curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, workshops, visiting experts, mentoring, or action research are very much limited whereas maintaining one's professional portfolio was widely practiced CPD activity among EFL teachers.

On the other hand, some interviewees indicated that they feel that there is no relevant professional development offered, particularly EFL related themes in the CPD manual. According to the interviewees' words, the contents of the CPD activities lack language components to help the teachers improve themselves (T3 & T6). This loud and clear from the following quotation:

'....But it is good if the contents of the CPD manual/activities are revised. The contents most of them are more of pedagogy than language focus. it is good if the contents and activities are English subject specific, how to develop one's skills in the language for both the teacher and the students.' (T6)

The need for ongoing renewal of professional skill and knowledge is simply a response to the fact that not everything teachers need to know can be provided at pre-service level, as stated by Richards & Farrell, (2005). As several researchers argue, such tensions between individual and institutional contexts create a climate that may not be conducive to effective teacher learning (Knowles, 1990; Bickel & Hattrup, 1995; Palincsar et al., 1998; Gravani, 2003) (in Gravani & John, 2005) and ultimately affect teacher commitment and motivation. Furthermore, according to her descriptive and inferential study, Shumack (2007) found that one of the highest motivators of Alabama business education teachers seeking professional development was the desire to learn more about their subject matter so that the course can be taught with the most up-to-date skillfulness. As the participants had indicated in the interviews, meeting teachers' specific needs is the key to successful professional development. Therefore, English language teachers need to continually add to their subject knowledge to keep up-to-date with changes in a subject area.

Another specific question in connection to EFL teachers' perceived effectiveness of CPD was *how do PGDT graduate EFL teachers perceive the effectiveness of CPD practice they are engaged in?* was posed to the study participants. According to the quantitative finding, the teachers' judgment of the effectiveness of ELT-CPD was moderate ($r=3.4524$, $SD=.27883$). The qualitative finding was congruent with the quantitative part of the study. Lack of autonomy in choosing CPD with the pressure to engage in mandatory CPD based on institutional interests and lack of sufficient funding to engage in CPD that respondents identified as examples of lack of support from their institutions. However, the CPD framework claims that it was developed through *extensive consultation* (MoE, 2009a: 15), *teacher needs analysis* (p. 6), *situational analysis* (p. 6) and *professional discussions* (p. 17). The present study found that the claim stand in stark juxtaposition with teachers' own views on their involvement in the policy development process. In one particular study that explored teachers' views on CPD in three Ethiopian schools, teachers attested that they were marginalized in the policy process. One teacher participant in this study described the process in these words: We are simply told, *do it because it is useful* (Gemeda et al. 2014: 77). Similarly, as reported by Burns (2005) and Gravani and John (2005), teachers perceive that their voices are unheard and their needs are not valued in planning their own CPD. Effective professional development calls for adequate support structures and opportunities for teachers to select, plan, carry out, and evaluate the professional development activities in which they are involved.

When teachers have the chance to participate collegially and collaboratively in the creation and implementation of professional development activities, they develop ownership over the learning process, and their learning is more likely to promote student success. This is also affirmed by a study (Darling-Hammond and McLaughlin, 1995), professional development is most effective when it focuses on current teaching, assessment, observation, and reflection rather than abstract discussions. The authors emphasized the significance of school support strategies in planning and encouraging staff professional development. Professional development that focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content has strong positive effects on practice (Blank, de Las Alas, and Smith, 2007). This implies that the need of availing a wide range of CPD activities to EFL teachers to meet their needs both within and outside of the school and hence, schools should make adequate support for

their CPD practitioners. Next is the discussion of research sub-question four in connection to the results of factors affecting the practice of CPD activities by EFL teachers.

The last sub-question dealt with *analyses of factors affecting the practice of CPD activities by EFL teachers*. So far, it has been discussed that almost all the participants agreed that their CPD experiences had a positive impact on their teaching practice. In the mean time, the challenges and factors affecting CPD practice were also captured from the ‘horse mouth’ and had been analyzed.

In the semi-structured interview all the factors rated in the questionnaire were also asked during oral questioning. All the participants pointed out that all the factors asked in the questionnaire exist, though, at different degrees. Most importantly, however, the participants raised some concerns that they had, for example *finance and resource were serious factors* to engage in CPD activities. The respondents suggested that there should be separate budget and resources available for CPD activities. If there are no funds and resources available, the teachers will not be able to practice CPD activities and the teachers’ motivation will be lessened. The respondents also commented that appropriate facilities such as libraries, reference books and materials, and/or journal publications should be available for teachers participating in CPD activities. Finally, most interviewees reported that the support and encouragement from their respective schools is likely to increase the teachers’ commitment to CPD activities. As an indication for the dissatisfaction on the perceived effectiveness of ELT-CPD, their mean score for effectiveness of CPD was also moderate, (M=3.30, SD=.56). According to the respondents schools and responsible bodies should encourage, support, and motivate teachers to be committed to CPD to progress their career development. This will motivate teachers in their learning.

In the quantitative study, too, consistent findings were yielded. Factors which yielded high mean score as a factor affecting the practice of CPD, *there are no incentives for participating in CPD*’ was (M=4.63, SD=.60) followed by four factors each of which are equally rated as (M=4.61, SD=.622) (see Table 5.13). These factors include: *lack of institutional support for professional development, lack of sufficient resources for teachers to participate in CPD activities, professional development conflicts with my work schedule* and *I do not have time because of family responsibilities*. Similarly, *lack of collaboration among colleagues, there is no relevant*

professional development offered and *lack of self- motivation* are the moderately rated factors respectively in hampering the practice of CPD among the study's participants. Effective CPD is likely to encourage discussion and communication among teachers. These elements may be important support for change in teaching practices. However, the mean scores for *Lack of communication and collaboration among colleagues* were minimum.

Consistent with this finding, there is recurrent mention in recent studies of lack of release time to pursue CPD activities after work hours (Arbaugh, 2003; Buczynski & Hansen, 2010), inadequate resources in, for example, suburban schools (including inadequate financing) (Buczynski & Hansen, 2010), excessive workloads, unsupportive working conditions at school and lack of provision of relevant CPD courses (Flores, 2005).

7.1.4 EFL Teachers' Attributions to their Teachings

The second major variable, along with EFL teachers' teaching efficacy and perceived effectiveness of CPD that which this study sought to assess was attribution in their teachings. Given that self-efficacy theory typically concerns individuals' beliefs in their capabilities to successfully perform given tasks (Bandura 1997), this study took into account teacher attributions of the situations of success. This is also manifested in the definition of teacher efficacy put forward by Tschannen-Moran, Woolfolk Hoy, and Hoy (1998, 222) that teacher efficacy is 'the teacher's belief in his or her capability to organise and execute courses of action required to successfully accomplish a specific teaching task in a particular context'. Hence, assessing how far EFL teachers are confident about their teaching and to what causes do they attribute their success or failure to in their teaching performance was central to this study.

The following EFL teacher attributions were studied in both quantitative and qualitative methods and findings of both methods have been integrated, interpreted and compared to the existing literatures or other related studies. English Language Teacher Attribution Scale (ELTAS) has five attributions: teacher's teaching competency (TrC), teacher's effort (TrE), students' ability (StA), students' effort (StE) and the institution supervision (InS). Accordingly, among the five attributes listed, the quantitative data analyses aggregate mean values showed that four of them were rated as moderately *high* on the six points Likert scale: namely, TrE (M= 5.68, SD=.28), TrC (M= 5.6, SD=.27), StA (M= 5.51, SD=.36) and StE (M= 5.40, SD=.33) (Table 5.10).

The teachers tend to ascribe perceived success more to their effort and competence than to students' ability and effort. This finding is also in line with other researchers' findings. To mention one, Ghanizadeh and Ghonsooly (2015) found that the highest correlations were found between teachers' teaching competency, teachers' effort and their sense of self-efficacy beliefs while no significant correlation was found between student effort and self-efficacy and a negative correlation was obtained between teachers' attribution of their success to institution supervision and their level of self-efficacy beliefs. It appears that, overall, teachers' mean rating score on attribution for success TrC, TrE, StA and StE were higher than their mean score on attribution for failure (see Table 5.10). Seemingly, teachers in this study showed more attribution for success to themselves (i.e. inner) than they did for failure (i.e. they attribute InS and StA and StE more for failure while TrC, TrE are the least rated mean score for failure).

Findings of the qualitative data analyses also support the survey results. The interview data analyses showed that the EFL teachers attributed their success mainly to their efforts and their competence. On the other hand, the participants attributed the causes of failure to students' poor background and lack of ability, lack of interest and motivation. While a greater proportion of attributions given for EFL teaching success was internal (as teacher competence and effort) and failure was external (such as students' ability and effort). In most cases, teachers view ability and effort as the most significant causes of success and failure in school (Graham, 1991; Tollefson, 2000). Several studies found that effort was rated more important than ability (e.g., Graham & Weiner, 1986; Rolison & Medway, 1985).

In addition to studies exploring teacher attributions for student failures, studies comparing their attributions for student success have also been conducted. Overall, findings suggest that whereas teachers tend to attribute student failure to factors that are internal to students, and external to themselves, they are most likely to attribute student success to themselves (Guskey, 1982; Yehudah, 2002). For example, whereas teachers might tend to attribute student failures to students' lack of effort, they are instead found to attribute students' success to their instructional strategies (Gosling, 1994; Kulinna, 2007). However, other studies suggest that although teachers may show a tendency to take responsibility for student success (e.g., instructional quality), they

nevertheless give credit to students for their success (e.g., student ability, effort; Ross et al., 1974) as opposed to external factors such as luck (Natale et al., 2009).

In the quantitative finding, compared to the other four attributes, the teachers ascribed perceived success less to InS ($M=4.26$, $SD=.91$) while high to their failure in teaching. The high frequency of attribution to InS and StE indicate that not only did teachers perceive themselves responsible for their ELT teaching efficacy as well as their learners' achievement; they also counted on their students' effort. In the semi-structured interview data analyses, too, the teachers mostly attributed to internal reasons for their success whereas they mostly seem to endorse external reasons for their failure. That is, participants of this study attributed the success to internal but failure to external factors. It is evident that the origin of success belongs to the individuals while the origin of the failure is an outside factor.

7.1.5 Relationship between among EFL Teachers' level of teaching efficacy, their perceived effectiveness of CPD practice, attributions to their teachings

Research Question 4: 'The other research question this study sought to answer was 'What sort of relationship/s is/are there among teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD activities?' To answer this question, correlational analyses were used to examine the relationship among EFL teachers' teaching efficacy, attributions to their teaching, and the teachers' perceived effectiveness of CPD activities. The findings of the tests are discussed below.

The Correlation between EFL Teachers' Teaching-efficacy and their Perceived-effectiveness of CPD

In summarizing research on effective teacher professional development, Darling-Hammond and Richardson (2009) contend that successful programs are sustained over time, are collaborative and focused on the content to be taught, and provide multiple opportunities for classroom application. Since teachers' beliefs, such as self-efficacy, are an important factor in facilitating student learning, they have recently become the target of professional development activities. Studies have shown that professional development activities that are focused on the three components of teachers' self-efficacy: classroom management, instruction, and student

engagement — strengthen teachers' beliefs in those areas as well as teachers' beliefs about student learning (Karimi, 2011; Powell-Moman & Brown-Schild, 2011; Rosenfeld & Rosenfeld, 2008; Ross & Bruce, 2007).

Studies remain equivocal as to whether the duration of the professional development program or teachers' years of work experience contribute to any impact that a professional development program might have on teachers' self-efficacy and students' achievement (Lumpe, Czerniak, Haney, & Beltyukova, 2012; Powell-Moman & Brown-Schild, 2011; Rosenfeld & Rosenfeld, 2008; Wayne, Yoon, Zhu, Cronen, & Garet, 2008). When mentoring is considered, however, it seems that, especially for new teachers, time spent with a mentor, participation in mentor-facilitated professional development activities, and the quality of mentors' interactions are significantly related to teachers' self-efficacy and to the development of effective collaborative relationships (LoCasale-Crouch, Davis, Wiens, & Pianta, 2012).

There are several types of professional development activities. There can be formally organized professional development activities, which could include induction programs, mentoring programs, classroom observations, workshops and conferences (see Table 5:16). There can also be more informally organized activities, which could also include a mentoring relationship in which a teacher can be either the mentor or the mentee in the relationship. Schleicher (2015) examined the relationship between teachers' participation in different types and aspects of professional development, and their self-efficacy and job satisfaction. In 14 countries/economies, participating in mentoring, observation or coaching programs as part of a formal school arrangement is positively associated with self-efficacy. In seven countries, there is only a weak, albeit positive, relationship between this form of professional development and job satisfaction. These findings suggest that being either a mentor or a mentee is associated with an improvement in teachers' job satisfaction, while these activities do not show a consistent association with teachers' self-efficacy across countries. Professional development activities that are part of a formal school arrangement are positively related to job satisfaction in only a few countries, although they relate positively to teachers' self-efficacy in twice as many countries.

On the other hand, in a study conducted to find out the effect of teacher efficacy on professional development of higher secondary school teachers of Kerala, India, Amanulla and Aruna (2014)

found out that a positive relationship between professional development and teacher efficacy for total sample and sub samples like male, government, and less experienced teachers indicating that increase in teacher efficacy will cause the increase in the professional development of teachers. In same token, however, they also concluded that the main effect of teacher efficacy on professional development in the total sample found to be not significant. This indicates that teacher efficacy has not significant effect on professional development of teachers.

The study conducted by Ross and Bruce (2007) found that the PD program had a positive effect on teacher expectations about their ability to handle student management issues in the mathematics classroom. The differences were small (about 6% of the variance). The result was robust across teacher background variables, suggesting that the PD benefit was shared by all teacher groups, including those who were least prepared in disciplinary and pedagogical content knowledge. They have also suspected that contextual variables would determine how well the effects of the PD endured. In conclusion, from the previous researches and the present one, it can be learned that although an increasing number of professional development activities for teachers are structured around collaboration, evidence on conditions for successful collaboration and positive outcomes related to collaborative practices remains relatively scarce and inconclusive.

The findings of this study imply that positive perception of CPD activities is important to really engage in actual CPD activities and be successful in improving oneself and helping learners' achievement. Actual CPD activities will also help EFL teachers for building the interpersonal relationships among staff that are shown to have an impact on teachers' self-efficacy and job satisfaction, but because they are valuable in and of themselves. It is clear from the data analyses that the correlation between EFL teaching efficacies though positive was small. It also shows EFL teachers benefit from even minimal amounts of CPD activities with colleagues. Many of the CPD forms or activities mentioned in the questionnaire, such as observing other teachers' classes and providing feedback, or teaching as a team in the same class, could — and should — be introduced at school. These activities serve a variety of purposes, including providing professional development for teachers where they work and offering teachers another source of feedback on their work.

The Correlation between EFL Teachers' Teaching-efficacy and their Attributions to their Teaching

EFL teachers' attribution to their teaching is among the most important belief systems influencing teachers' behaviors. When teachers have an internal attribution style, they tend to feel personally responsible for students' achievements. Student achievement is then attributed to factors within the teacher. In contrast, when teachers have an external attribution style, they believe that they are not primarily responsible for students' achievements.

Teachers' attribution style and teachers' self-efficacy beliefs are important beliefs influencing teacher behavior. Teachers' self-efficacy refers to the perceived ability to deal with all the demands and challenges in teachers' profession. In the literature a distinction is made between general- and **personal teacher's self-efficacy**. General self-efficacy beliefs are beliefs about what teachers or teaching in general can accomplish. Personal teacher's self-efficacy beliefs refer to the beliefs about their own teaching and their capacities to influence student achievements. Teachers with a high sense of self-efficacy believe that they have the skills and opportunities to influence students' achievement and motivation. Conversely, teachers with lower levels of self-efficacy are less optimistic about their capacity to improve students' outcomes and motivation. Research has shown that teachers with a high sense of self-efficacy are more likely to help students succeed, to develop challenging activities, and to use different teaching strategies (Georgiou, et.al., 2002), Tschannen-Moran & Woolfolk-Hoy, 2001, and Bandura, 1997). In contrast, teachers with a low level of self-efficacy are more likely to give up low performing children.

Taken teachers' attribution styles and their teaching-efficacy beliefs together, teachers with a high sense of general teaching efficacy attributed students' achievements more internally than teachers with a low sense of general teaching efficacy. Additionally, teachers with a high sense of personal teaching efficacy were more apt to attribute students' achievements to factors within the teachers and were less apt to attribute these achievements to external causes.

In this study, the overall findings of the quantitative data and qualitative one showed mixed results. In the quantitative analyses, correlations were computed to determine relationships between EFL teaching efficacy and their attributions to their teaching. As it was indicated in

Table 5:19, correlation between the teacher' teaching efficacy and their attributions to their teaching was not significant, ($r=.117$, $N=204$, $p > .01$). Although the results were statistically insignificant, it indicated that there is a positive small relationship (as per Cohen's guideline) between teaching efficacy and their attributions to their teaching. This indicates that EFL teachers with a higher sense of self-efficacy also were more convinced that they were primarily responsible for students' low achievements.

In social psychology research, it has been argued that individuals tend to interpret events in stereotyped ways and as such are motivated to overemphasize the role of dispositions in causal thinking about others (Ross, 1977). Referred to as the fundamental attribution error, this bias involves *the tendency for attributors to underestimate the impact of situational factors and to overestimate the role of dispositional factors in controlling behavior* (Ross, 1977, 183). The fundamental attribution error is clearly evident in research examining the types of attributions made by teachers for student performance, misbehavior, and teaching stress. Across multiple empirical investigations, teachers have consistently been found to attribute student difficulties (i.e., poor academic performance, behavioral difficulties) to student-related or family-related reasons, and much less frequently report perceiving the problem as teaching related. However, critics contend that an ego-defensive explanation for this attributional pattern should be viewed with skepticism, and instead propose a simpler account for this attributional asymmetry. More specifically, it is postulated that personal successes are simply perceived as more likely to occur than failure due to positive self-perceptions requiring quick cognitive access to prior success experiences, with failure-related memories instead being more difficult to cognitively access.

In sum, teachers' causal attributions have been found to be significantly impacted by their experiences interacting with students as well as their existing knowledge, stereotypes, and perceptions concerning their students. Thus whereas overall findings concerning attribution prevalence suggests that teachers' attributions may be systematically biased (e.g., fundamental attribution error), this pattern may be mitigated by specific teacher and student characteristics.

The Correlation between EFL Teachers' Attributions to their Teaching and their Perceived-effectiveness of ELT-CPD

Although the bi-direction between attribution theory and perceived-effectiveness of CPD activities was assumed to show the impact one has over the other or vice versa, the quantitative data analyses indicated that only limited correlation. A Pearson correlation was performed to determine the relationship between EFL teachers' attributions to their teaching efficacy and their perceived-effectiveness of CPD activities. To this end, the correlation analyses showed that there was a small association and negative correlation between the teachers' attributions and CPD activities ($r = -.231$, $N=204$, $p < .01$) (see, Table 5:19).

The interview data analyses showed that the teachers' have positive views towards CPD activities which could lead to explanation of success story. However, majority of the study's participants listed *insufficient time*, *lack of finance* and *insufficient resources* to be effective in CPD activities. According to the interviewees, failure in their CPD activities were attributed to not well organized CPD program and lack of institutional or school support.

7.2. Summary of Units

The researcher introduced and established a background of the study in Unit One. Outline of the problem statement, research questions and objectives of the study, significance and scope of the study and organization of the thesis were treated in the unit. The basic objective of the research was: exploring EFL teachers' teaching efficacy, attributions to their teaching and their perceived effectiveness of CPD activities, taking PGDT graduates in focus. To this end, specific research questions were identified in connection to the basic research objective.

Unit Two detailed the outcome of the literature that has been studied. The unit is organized in three sections. In the first section, review of literature on about history of EFL teacher education, trends and issues and conception of language teaching and models of language teacher education were reviewed. It then looked at a brief overview of teacher education in Ethiopia and the different reforms taken by MoE since the introduction of ETP in 1994. The literature studied revealed that a lot has happened since the introduction of teacher training/education in general and language teacher training in particular in Ethiopia. Shifts in emphasis from major to professional courses, duration of training, content and delivery of the training syllabus had great variations.

An overview of the theoretical framework (that is *assumptions of SCT and the conceptions of self efficacy and teaching efficacy*) and the major variables the study was about to explore of EFL teachers was provided. The issue of context and measurement of teacher efficacy are also highlighted. To establish context for the present study, review of studies on self efficacy and attribution in EFL settings had been presented. The aim of the section was to provide an understanding of the key themes and variables the study sought to investigate.

In the same vein, review of CPD policy in Ethiopia's teacher education system was highlighted. After carrying out an impact study on the earlier Teacher Development Program (TDP) I at the end of three years of CPD development (2005-2008), the Ministry of Education (MoE), it was revealed that a new framework for CPD was developed in 2009 asserting CPD is a compulsory requirement for those who teach in all Ethiopian educational establishments to improve teacher performance and effectiveness. However, failing to synchronize the career structure and the CPD values and activities, high turnover of CPD facilitators, time constraints on teachers as well as their school leaders, total absence or inadequacy of the minimum resources required to run CPD and lack of systematic collaboration and coordination between Education Bureaus, Teacher Education Institutes and Non Governmental Organizations were among major challenges that were identified by the Ministry. Despite all the Ministry's efforts to improve teacher education system, the literature studied continued and revealed that teachers' competence has not shown improvement albeit consecutive and overlapping efforts to address it (some claim it has become even worse). Finally, Bandura's (1997) Theoretical Model of Triadic Reciprocal Determinism as a conceptual framework and how it is linked to the study's variables was discussed.

The third unit dealt with methodological considerations pertinent to the research, which involves introducing the research design, the research participants and setting, describing the research process and data collection methods. Finally, outlining analytical procedures for each data collection method were outlined, validity and reliability of the instruments were established and why data mixing and when and where the methods would be mixed were also specified.

The fourth chapter discussed pilot study findings. The primary purpose of the pilot study was to check whether items were clear and precise or not. If not, to clarify and improve the questions, to see whether items were able to explore EFL teachers' teaching efficacy, attributions to their

teaching, and teachers' perceived effectiveness of CPD. After trying out the instruments of investigation in the pilot study, the researcher amended identified problems and conducted the main study. He also amended some of the names in the questionnaire and attempted to contextualize to the respondents locality.

Findings of the quantitative data analyses had been reported in unit five. Firstly, an attempt has been made to verify whether or not there were similarities and differences on certain characteristics of the study participants such as their gender, and training modality they attended during PGDT program, grade level they were teaching, weekly load or number of periods they were teaching per week, and their teaching experience. Applying statistical tools such as *t-test* (gender, modality of training and grade level teaching) and *one-way ANOVA* (teaching experience, and weekly load) it was confirmed that there was no a noteworthy variation in demographic variables among the EFL teachers teaching efficacy levels. Henceforth, all the participants were considered as a single group.

It was also found out that the teachers rated their EFL teaching efficacy as moderately high irrespective of their gender, grade level teaching, training modality, weekly load, and teaching experience. Similarly, it the analyses revealed that the teachers tend to ascribe perceived success more to their effort(TrE) and competence(TrC) while they ascribed perceived failure more to institutional support institutional support(InS), students' effort(StE), and students' ability(StA). Again, it was learnt from the data that they have positive perception towards CPD and view it as continual efforts to keep themselves abreast of new developments in their field. The descriptive analyses also indicated that there were limited types of CPD activities for the teachers. Insufficient time, lack of finance, and insufficient resources were among the most prevalent factors which affect the effectiveness CPD practice.

Unit six dealt with findings of the qualitative data analyses. The qualitative data were generated through interview with eight EFL teachers. Semi-structured interview data were recorded, transcribed, and analyzed according to the recurring patterns (or themes) as well as research questions. Each interview followed the survey findings to provide descriptive and in-depth information of each research inquiry.

Findings from the earlier two units were merged and discussed in unit seven. In this unit, the research questions analyzed had been revisited, discussed the findings and offered interpretations based on the findings. Therefore, first, the quantitative results have been presented followed by mixing-together the qualitative data. The discussions had also followed the sequence of the basic research questions: PGDT graduates of high school EFL teachers' level of teaching efficacy, perceived effectiveness of CPD activities and the teachers' attributions to their teaching.

7.3 Conclusion

The present study was conducted to explore EFL teacher's teaching efficacy level, attributions to their teachings, their perceived effectiveness of CPD and whether or not there are relationships among these variables focusing on PGDT program graduates. This section discusses the significant findings of the research study as reported earlier in this unit. The discussion integrates the findings with the literature and previous studies under the following headings: EFL teachers' level of teaching efficacy, their perceived effectiveness of CPD activities, and attributions to their teachings.

ECMRA: Ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak were themes reflected in the items of ECMRA. The survey finding indicated that the teachers have moderately high ($M=4.37$, $SD=.478$) ECMRA. However, during interview, the teachers paid more attention to controlling students' disruptive behavior and making students follow classroom rules as efficacy in classroom management and remedial action. The findings imply that the teachers had mixed feelings whether they are efficacious in their classroom management and remedial action or not. That means the teachers were ambitious when responding to the questionnaires and in face to face interview the same reply was not acquired. They might have reduced ECMRA only to controlling students' disruptive behavior and making students follow classroom rules. Taking attendance and reporting disturbing students to school director were repeatedly raised by some teachers (T3 & T4).

When studying teacher efficacy, there is a tendency among researchers to compare high and low efficacy teachers' behavior in the classroom. In one such study, Melby (1995), as cited in Tilfarlioğlu & Ulusoy (2012), explored whether high and low efficacy teachers developed qualitatively different thoughts, emotional responses, expectations, control ideologies and behavior management strategies in situations where discipline problems arose. She indicated that low efficacy teachers were: stressed and angered by misbehavior; tended to use a punitive and restrictive manner of discipline; had a custodial view of their profession; and gave importance to subject matter rather than students' development. Conversely, teachers with strong efficacy were more effective, optimistic, confident, emotionally calm, non-stressed and encouraged students' intrinsic interests based on convincing methods rather than authoritarian control. This indicates that EFL teachers' beliefs in their teaching efficacy affect their ways of managing classrooms particularly in dealing with students' misbehavior. Teachers with a high sense of efficacy may be less afraid of student conflict and more likely to take greater intellectual and interpersonal risks in the classroom.

ECAMS: The teachers' ECAMS was relatively low compared to the other sub-variables of ELTEI, ($M= 3.9520$, $SD=0.41765$). Though all participants described their confidence in own skills to handle macro and specific language skills and language areas, they have also made clear that areas they lack confidence and experience difficulty such as in teaching listening skills, pronunciation sections of the students' textbooks and to some extent teaching speaking skills. It was found out that the teachers had some problems with regards to *developing tests, using extra-curricular materials, selecting or using textbooks*. This implies that the EFL teachers were very much aware of their weaknesses in teaching EFL what can be termed as 'self discovery.' Self discovery is being aware of what one can or cannot do.

ESPA: Moderately high result was reported for ESPA ($M= 4.3$, $SD= 0.33$) of EFL teachers. (see Table 5.4). However, contradicting results were observed of a gist or an item measuring the teachers' efficacy *teaching at elementary level* of the questionnaire and interview. It was found out that the respondents were confident that they can adjust themselves to all grade levels and replied that they can teach according to their students' ability levels. It was also found out that they are happy if they teach the grade levels they were trained for.

Although the participants claim that they are confident of their own skills, they were unlikely to handle some areas of their EFL teachings. It was found out they were not comfortable or some contents in the students' textbooks (teaching listening skills [T1 and T2] and pronunciation parts [T1], and speaking skills [T2]).are not suitable to teach. It's reasonable to ask 'why the findings of the quantitative and qualitative findings are somewhat different. It was discussed that teachers' responses to quantitative methodologies could be affected by a number of factors: such as *naïve optimism, defensive pessimism or the wish to give a socially desirable response*. We should also pay attention to some points because cultural biases may possibly affect survey responses (King, Murray, Salomon, and Tandon, 2004). A combination of these factors or one of them might have affected the teachers' responses.

ETCLC: The EFL teachers' efficacy assessment of 'teaching and correcting language components' was measured via five items addressing the gists like *teaching grammar, correcting errors in language component, correcting errors in speaking and writing, teaching vocabulary, and teaching pronunciation*. The analyses of the interview data showed that the teachers are comfortable addressing teaching and correcting language components of ELTEI and hence, they are efficacious with the exception of teaching listening skills, pronunciation sections of the students' textbooks and to some extent teaching speaking skills. The interviewees attributed their weaknesses to unavailability of necessary equipments like language laboratory, lack audio and visual teaching aids. The finding of the qualitative method in line with that the survey, which yielded a moderate ($M=4.24$, $SD=.36$) efficacy in the ETCLC. These EFL teachers have also reported that they were relatively good at and manage teaching grammar, vocabulary, and other language skills and their errors can easily be corrected preceded by attempts by students and discussions. It appears that the EFL teachers more than other language items are in need of improved skills to teach their students.

EAA: EAA deals with gists seeking data on how much efficacious EFL teachers are with regards to teaching kids, teaching adolescents, teaching adults. It was found out that moderately higher mean score, ($M=4.16$, $SD=.56$) was yielded for both gists of EAA, teaching kids and teaching adults respectively. However, the mean score of EAA was the least ($M=3.85$, $SD=0.54$) when compared among the sub-variables of ELTEI. The finding of the interview was also consistent with the findings of the survey. On the other hand, when seen from gists of the sub-component

(EAA), the least mean score was recorded for 'teaching adolescents' (M=3.26, SD=0.50) contrary to the qualitative finding. This could be related the students' disruptive behavior which most interviewees had expressed under ECMRA.

ESA: The quantitative finding or the gists of ESA: *relating classroom situations to the real world* mean score, (4.00, SD=0.53) and *talking about poverty* mean score (4.04, SD=0.59) can indicate that PDGT graduate EFL teachers' efficacy in social adaptation was moderate, the second least rated among the ELTEI sub-components. The indirect questions posed to the teachers to assess their efficacy in social adaptation also proved that the interview finding was in line with the quantitative findings of ESA sub-variable.

CE: The overall CE mean score was CE, (4.28, SD= 0.61) which was the third highest mean score yielded among all sub-components of ELTEI. In harmony with these, the qualitative findings reveal that the EFL teachers were confident and efficacious in planning to affect their students' EFL learning. The participants stressed on the importance of planning.

In conclusion, findings from both methods data analyses showed that several teachers pointed out that their confidence level in teaching English was different across the teaching tasks, domains, and contexts. They mentioned that they had different degrees of confidence in different domains of teaching, particularly in English use as compared with other domains such as classroom management. This finding is consistent with Tschannen-Moran and others' findings, (1998: 227-228) which reads as 'teachers feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances.' It was also learned that the teachers had different degrees of confidence in different domains of teaching, particularly in English use as compared with other domains such as classroom management.

The overall finding of the EFL teachers' level of teaching efficacy showed that there was mixed levels of teaching efficacy. Majority of the EFL teachers had the belief that they had moderately high levels of teaching efficacy. Still some others, small in number, when asked for each sub-components of ELTEI alongside their items to measure similar constructs, clearly indicated that they had a doubt that they can handle or do efficaciously. The researcher also believes that the finding of this study should be carefully interpreted, as the context of the study is EFL and

English is not used in the society and daily lives of the participants. The participants have quite limited access to English in their daily lives, so they may not demonstrate the efficacy in skills and proficiency adjustment to students' grade and ability levels as expected of them.

Views: EFL teachers' perceptions of the CPD activities were generally positive. In enquiring about EFL teachers' views of CPD activities, the highest mean score, 4.66, (SD=0.34) was yielded indicating that of the teachers had awareness though not well informed about CPD activities. The finding of the interview analysis also indicated that all interviewees had positive perception towards CPD program. The findings indicate that the EFL teachers were enthusiastic and aware of their professional development needs. They believe that EFL teachers should improve their professional skills and knowledge without too much dependence on the institution they work for. The findings of both methodologies also indicated that the participants had positive views that EFL teachers should take the initiative and action for their own professional development. They underscored that in order to be successful in CPD, willingness is an important factor. The participants were fully convinced that they should be open to new ideas and changes in order to keep themselves up to date with changes and improvements in English Language Teaching.

On the other hand, however, it was also found out that some of the interviewee teachers were not very familiar with the term or acronym, CPD itself, even though they had an idea of what it meant based on the introductory brief by the researcher. Often, some interviewee (T2 and T3) interviewee did not demonstrate any awareness of the terminology, CPD. As it was indicated in the interview participants' profile, they had only two to eight years of teaching experiences. Among them, two young teachers (T2 and T3) who were 25 and 26 years-old by then respectively, started teaching without taking any induction program and they did not begin taking CPD activities during data collection. This could be one possible reason for lacking clear meaning of the acronym, CPD itself. This finding is not exceptional. Desta et al., (2013), and Hogenbosh (2009), too, found out that a clear understanding of CPD is still lacking among many teachers. Overall, this finding of the participants views towards CPD imply that EFL teachers are aware of the benefits of CPD activities and conscious why they engaged in CPD practice.

Types: Regarding the forms of CPD, the teachers studied had experienced limited activities of professional development in EFL. Findings from both methods confirmed that the types of CPD activities available to the teachers were very much limited. The participants provided mixed responses when asked of their professional development experiences as they said it very much depended on the types of CPD activities that they had. Some have not yet began CPD program while still other had not even attended any induction to teaching. Though financial constraints were given as to why the CPD activities were limited, some forms of CPD activities (such as demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students' work before and after the CPD activity, marking of students' work, giving feedback and advice for development, and shadowing a teacher) which can be carried out without any financial cost or demanding huge amount of finance were not even used to be implemented.

Effectiveness: the effectiveness of CPD activities were analyzed in terms of acquiring skills and new knowledge, encouraging self-study and, adequacy of support received from their respective schools' and using of the skills and new knowledge to increase impact on the students' learning of EFL. The findings of both quantitative and qualitative methods were congruent that the teachers' judgment of the effectiveness of ELT-CPD was moderate ($M=3.45$, $SD=.28$). It was found out that there is no relevant professional development offered, particularly EFL related themes in the CPD manual and the contents of the CPD activities lack language components to help the teachers improve their language skills. Similarly, the quantitative finding uncovered the fact that EFL teachers do not involve in influencing the choice of the CPD activity they require ($M=1.04$, $SD=.19$) and hence, by implication affecting the effectiveness of their CPD practices.

Factors Affecting CPD practice: *there are no incentives for participating in CPD, lack of institutional support for professional development, lack of sufficient resources for teachers to participate in CPD activities, professional development conflicts with my work schedule and I do not have time because of family responsibilities* are the five most frequent factors identified by the teachers. Besides, *lack of collaboration among colleagues, There is no relevant professional development offered, and Lack of self- motivation* are the moderately rated factors respectively in hampering the practice of CPD among the study's participants. All the factors the teachers

attributed for the lack of CPD practice are external and point to something out of them. In-ward factor like 'lack of motivation' was the least attributed factor.

Among the five attributes listed, the aggregate mean values of four of the attributes (for their success) show that highly moderate on the six points Likert scale. The attributes, in order of importance were TrC (M= 5.62, SD=.27), TrE (M=5.68, SD=.28), StA (M=5.51, SD=.36) and StE (M= 5.40, SD=.33) (Table 5.10). The teachers tend to ascribe perceived success more to their effort and competence than to students' ability and effort. Seemingly, teachers in this study showed more attribution for success to themselves (i.e. inner) than they did for failure (i.e they attribute InS and StA and StE more for failure while TrC, TrE are the least rated mean score for failure).

The finding indicate that teachers' mean rating score on attributions TrC, TrE, StA and StE for success were higher than their mean score on attributions for failure (see Table 5.10). The interview finding, too, showed that the EFL teachers attributed their success mainly to their efforts and their competence while they attributed the causes of failure in teaching to students' poor background and lack of ability, lack of interest and motivation. Attributions given for EFL teaching success were internal (as TrC and TrE) and failure was external (such as StA, StE and InS). The high frequency of attribution to InS and StE indicate that not only did teachers perceive themselves responsible for their ELT teaching efficacy as well as their learners' achievement; they also counted on their students' effort. It is evident that the origin of success belongs to the individuals while the origin of the failure is an outside factor.

Relationship between among EFL Teachers' level of teaching efficacy, their perceived effectiveness of CPD practice, attributions to their teachings

EFL Teachers' Teaching-efficacy and their perceived-effectiveness of CPD activities

Since teachers' beliefs, such as self-efficacy, are an important factor in facilitating student learning, they have recently become the target of professional development activities. However, studies remain equivocal as to whether the duration of the professional development program or teachers' years of work experience contribute to any impact that a professional development program might have on teachers' self-efficacy and students' achievement. There are several

types of professional development activities. There can be formally organized professional development activities, which could include induction programs, mentoring programs, classroom observations, workshops and conferences (see Table 5:16). There can also be more informally organized activities, which could also include a mentoring relationship in which a teacher can be either the mentor or the mentee in the relationship. Studies (such as, Schleicher, 2015) conducted to examine examined the relationship between teachers' participation in different types and aspects of professional development, and their self-efficacy and job satisfaction showed positive association with teaching-efficacy. There is only a weak, albeit positive, relationship between this form of professional development and job satisfaction. Professional development activities that are part of a formal school arrangement are positively related to job satisfaction in only a few countries, although they relate positively to teachers' self-efficacy in twice as many countries.

Similarly, a positive relationship between professional development and teacher efficacy for total sample and sub samples like male, government, and less experienced teachers was reported indicating that increase in teacher efficacy will cause the increase in the professional development of teachers while however, the main effect of teacher efficacy on professional development in the total sample found to be not significant. The findings of this study imply that positive perception of CPD activities is important to really engage in actual CPD activities and be successful in improving oneself and helping learners' achievement. Actual CPD activities will also help EFL teachers for building the interpersonal relationships among staff that are shown to have an impact on teachers' self-efficacy and job satisfaction, but because they are valuable in and of themselves. It is clear from the data analyses that the correlation between EFL teaching efficacies though positive was small. It also shows EFL teachers benefit from even minimal amounts of CPD activities with colleagues.

In conclusion, from the previous researches and the present one, it can be learned that although an increasing number of professional development activities for teachers are structured around collaboration, evidence on conditions for successful collaboration and positive outcomes related to collaborative practices remains relatively scarce and inconclusive.

EFL Teachers' Teaching-efficacy and their Attributions to their Teaching

Teachers' attribution style and teachers' self-efficacy beliefs are important beliefs influencing teacher behavior. Teachers' self-efficacy refers to the perceived ability to deal with all the demands and challenges in teachers' profession. Research has shown that teachers with a high sense of self-efficacy are more likely to help students succeed, to develop challenging activities, and to use different teaching strategies (Georgiou, et.al., 2002), Tschannen-Moran & Woolfolk-Hoy, 2001, and Bandura, 1997). In contrast, teachers with a low level of self-efficacy are more likely to give up low performing children. Taken teachers' attribution styles and their teaching-efficacy beliefs together, teachers with a high sense of general teaching efficacy attributed students' achievements more internally than teachers with a low sense of general teaching efficacy. Additionally, teachers with a high sense of personal teaching efficacy were more apt to attribute students' achievements to factors within the teachers and were less apt to attribute these achievements to external causes.

In this study, the correlation between the teacher' teaching efficacy and their attributions to their teaching was not significant, ($r=.117$, $N=204$, $p > .01$). Although the results were statistically insignificant, it indicated that there is a positive small relationship (as per Cohen's guideline) between teaching efficacy and their attributions to their teaching. This indicates that EFL teachers with a higher sense of self-efficacy also were more convinced that they were primarily responsible for students' low achievements.

In this study, most PGDT graduate EFL teachers attribute success more to their competence and effort. It has been argued that individuals tend to interpret events in stereotyped ways and as such are motivated to overemphasize the role of dispositions in causal thinking about others. Across multiple empirical investigations, teachers have consistently been found to attribute student difficulties (i.e., poor academic performance, behavioral difficulties) to student-related or family-related reasons, and much less frequently report perceiving the problem as teaching related. However, critics contend that an ego-defensive explanation for this attributional pattern should be viewed with skepticism, and instead propose a simpler account for this attributional asymmetry.

In sum, teachers' causal attributions have been found to be significantly impacted by their experiences interacting with students as well as their existing knowledge, stereotypes, and perceptions concerning their students.

EFL Teachers' Attributions to their Teaching and their Perceived-effectiveness of ELT-CPD

A Pearson correlation was performed to determine the relationship between EFL teachers' attributions to their teaching efficacy and their perceived-effectiveness of CPD activities. To this end, the correlation analyses showed that there was a small association and negative correlation between the teachers' attributions and CPD activities ($r = -.231$, $N=204$, $p < .01$) (see, Table 5:19).

The interview data analyses showed that the teachers' have positive views towards CPD activities which could lead to explanation of success story. However, majority of the study's participants demand *sufficient time, finance and sufficient resources* to be effective in CPD activities. According to the interviewees, failure in their CPD activities were attributed to not well organized CPD program and lack of institutional or school support.

7.4 Implications of the findings

As there is limited evidence regarding EFL teachers' teaching efficacy in Ethiopia, an in depth analysis focused on attributions to their teaching and their perceived effectiveness of CPD could make a relevant contribution to teacher professionalism. It is vital to evaluate the content and depth of teacher training in Ethiopia in order to have an insight into whether both EFL teachers and schooling meet the demands and current needs of their learners. An exploration of PGDT graduate EFL teachers' teaching efficacy will also provide an understanding of the teacher education system. Research could generate ideas of how to improve the training of teachers which is fundamental to quality and professional development. In this section, implications based on the findings of the study to enhance the teachers' self-efficacy in teaching English are discussed. The findings of the present study provided important insights into the levels of teachers' efficacy in English language teaching and the teachers' attributions to their EFL teaching.

The findings of this study leave no doubt that the confidence of their competence as language teachers and impact on (1) what they know, think and believe about teaching EFL, their students

or their own self; (2) what and how they do in the classroom; (3) to what do they attribute their success and failure in the process; (3) what cues from the teaching context they are sensitive to; and (4) how they approach their professional development.

Self-efficacy is a key component of Bandura's Social Cognitive Theory (SCT). SCT describes a causal interrelationship among environmental events, physiological elements, and behavior (Bandura, 1977, 1986). Social cognitive theory assumes that people have power to influence and make changes in their actions. The present study adapted Bandura's (1997) Theoretical Model of Triadic Reciprocal Determinism as a conceptual framework. In this section, implications of the findings of the study are discussed.

EFL teacher' Level of teaching efficacy

Findings from both methods data analyses showed that several teachers pointed out that their confidence level in teaching English was different across the teaching tasks, domains, and contexts. The findings indicated that the teachers were also not comfortable or some contents in the students' textbooks (teaching listening skills and pronunciation parts, and speaking skills are not suitable to teach. Their low confidence in carrying out some of the teaching tasks related to the lack of teaching resources in an English class indicates there is a need to support teachers in order to enhance their efficacy in this area more than the other areas. In fact, it should also be noted that the current teaching efficacy or confidence levels for all sub-components of ELTEI English teaching (i.e., ECMRA, ECAMS, ESPA, ETCLC, EAA, ESA, and CE) were found to be a moderately high level. This indicates that the teachers in the present study feel in general very confident in carrying out tasks related to teaching English to the secondary school students. However, the qualitative interview data findings indicated there is much room for enhancing their confidence. This can have different implications for different stakeholders.

The findings of the present study can have important implications for EFL teacher education in general, and EFL teaching in Ethiopian secondary school in particular. Firstly, PGDT (EFL/English) program as a Teacher Education System should evaluate how the teachers are being trained in these areas of language teaching and the integration among different language skills and components. Besides, the time devoted for such time intensive activities during the teacher's training should be re-evaluated. Secondly, schools need to fulfill minimum requirement

to teach EFL in Ethiopian secondary schools. Unavailability of language laboratory, lack of audio and visual teaching aids was repeatedly raised as a source of the teachers' weaknesses. Thirdly, the teachers themselves should be responsible for their English language overall competence and professional development. One of the thematic codes used to analyze interview data was *self-discovery*, which is EFL teachers' being aware of what they can or cannot do. In the previous sections, it was discussed that the EFL teachers were aware of their strengths and weaknesses. Once they are aware of areas of their weaknesses, they have to also devise a mechanism how to fill their deficiencies. To this end, they can engage in the different forms of CPD which have successfully been used to facilitate professional development listed in the Framework (2009).

EFL teachers' attributions to their teaching

As to the findings of EFL teachers' attributions to their teachings, the finding showed that the EFL teachers attributed their success mainly to their efforts and their competence while they attributed the causes of failure in teaching to students' poor background and lack of ability, lack of interest and motivation. The findings implied that the origin of success belongs to the individuals while the origin of the failure is an outside factor. Attributions given for EFL teaching success were internal (as TrC and TrE) and failure was external (such as StA, StE and InS). The high frequency of attribution to InS and StE indicate that not only did teachers perceive themselves responsible for their ELT teaching efficacy as well as their learners' achievement; they also counted on their students' effort.

Along similar lines, self-efficacy theory as a way of formulating achievement motivation can effectively provide direction for attribution therapy. According to the theory, debilitating attributions implying that one is not capable minimize expectancy of success thereby impede motivation. Thus, attribution of failure to low ability is viewed as dysfunctional, while attributions to insufficient effort are considered adaptive. In other words, self-efficacy inspired attribution interventions should amend ascriptions from lack of ability to lack of effort. Besides, some scholars also recommend to highlight not only the amount of effort but also the quality of one's effort, (Sharma, 2005). So, any change in attributions is expected to create a change in behavior.

Furthermore, teacher educators and authorities are recommended to equip teachers with teacher education programs focusing on teachers' perceptions of their effectiveness and students' achievement. They should also develop attribution training programs which seek to identify unrealistic attributions and enable teachers to change them to ones that will lead to increased motivation and subsequently greater success (William and Burden 1999).

EFL Teachers' Perceived Effectiveness of CPD

EFL teachers' perceptions of the CPD activities were generally positive. The findings of both methodologies indicated that the participants had positive views that EFL teachers should take the initiative and action for their own professional development. The findings of the participants' views towards CPD imply that EFL teachers are aware of the benefits of CPD activities and conscious why they engaged in and/or plan to pursue CPD. From the data analyzed, it was clear that the EFL teachers had strong motivation to improve their EFL teaching practice in participating in any form of activities that can enhance their knowledge and skills in teaching EFL to their students.

On the other hand, the teachers studied had experienced limited activities of professional development in EFL. Though financial constraints were given as to why the CPD activities were limited, some forms of CPD activities which can be carried out without any financial cost or demanding huge amount of finance were not even used to be implemented. The findings that only limited CPD activities are available for EFL teachers imply that the need of availing a wide range of CPD activities to EFL teachers to meet their needs both within and outside of the school and hence, schools should make adequate support for their CPD practitioners.

It was also found out that there is no relevant professional development offered, particularly EFL related themes in the CPD manual and the contents of the CPD activities lack language components to help the teachers improve their language skills. This implies that the CPD manual was not prepared in consideration to the subject-specific needs of EFL teachers. Effective CPD deals with subject content and teaching strategies. Teachers can only improve their classroom practice if they work on their understanding of the subject allied with a variety of teaching strategies that enable students to learn better. Hence, EFL teachers should also deal with the

subject-specific needs of teachers and their desire to improve their competencies in the use of English.

Hampering factors of CPD activities such as *there are no incentives for participating in CPD, lack of institutional support for professional development, lack of sufficient resources for teachers to participate in CPD activities, professional development conflicts with my work schedule' and I do not have time because of family responsibilities* are the five most frequent factors identified by the teachers. Such finding implies that there must be adequate supplies of CPD resources, including allowing time for self-study. An institution which is committed to CPD will collect resources focused upon all aspects of CPD including methodology and subject knowledge. For example, these resources could be books, professional articles, electronic information sources which will give advice on CPD issues and CPD activities in many different parts of the world, reports of action research and good practice from across the country. This provides access to, and engagement with, an appropriate body of knowledge. In each institution resources should be systematically collected, catalogued and made available to all teachers, preferably in an area which is easily accessible to all professional colleagues.

7.5 Limitations of the findings

Several limitations should be considered when interpreting the results. Although the several scales (i.e. the ELTEI, ELTAS, and ELT-CPD) used in this study were considered useful tools for assessing EFL teachers' teaching efficacy levels, attributions to their teachings, and perceived-effectiveness of CPD activities, cautions are required to interpret the results due to the difficulties associated with retrospective self-report scales. The results may depend on the teachers' honesty and willingness to respond accurately to survey questions.

In this study, a new ELTEI, developed by Akbari & Tavassoli (2014), which is specific to English Language teaching contexts was employed. The developers of the instrument argue that the instrument is capable of capturing the specificity of English language classrooms and the ways context influences English language teachers' efficacy levels. The study of teacher efficacy has suffered from poor construct validity issues. Relatedly, it has also suffered from foreclosure on instrument development before sufficient validation of scores across studies was evidenced. The instrument (ELTEI), too, was validated through administering it to 206 English language

teachers, leading to some modifications in the model by the authors only. Additionally, utilization of stronger measurement methodologies, including appropriate factor retention rules, confirmatory approaches, and higher-order analyses, would likely facilitate stronger instruments that yield more reliable and valid scores.

In the ELTEI, the scenarios provided in the new instrument are all long and might have an effect on the respondents when filling them. In addition, the scenarios demand heterogeneous respondents in terms of teaching contexts, proficiency level of their students, age, gender, and experience. The sample participated in both pilot and main study were lack such heterogeneity. Besides, the researcher faced serious shortage of previous works conducted using the newly designed an efficacy instrument unique to English language teaching situations to see how the present study's findings compared and/or explained to other studies.

Secondly, the present study utilized English Language Teachers' Attributions Scale (ELTAS) which was developed by Ghanizadeh and Ghonsooly (2015) to delve into EFL teachers' attributions to their teaching. However, the researcher added a fifth attribution, '*Students Ability (StA)*' raising the total items from 40 to 50. Similarly, further research should be conducted to substantiate that the proposed scale is exhausted, valid across languages and contexts and over time.

Thirdly, Items used in the ELT-CPD questionnaire were adopted and modified from several resources: literature review and personal teaching experience. The content of the questionnaire was subject to more testing and adjustments for better accuracy in measuring the concept and issues it attempts to measure. The researcher believes, that more items and subjects are recommended to be included in the questionnaire. After expanding the content and increasing the number of respondents, *Factor Analysis* can help to determine the dimensions of the constructs this questionnaire attempted to measure. The results of the analysis can refine the content of the questionnaire that is further field tested for reliability.

Another limitation of the current study was the researcher did not look into the actual practice of CPD activities; only perceived effectiveness of CPD activities was sought. The researcher believes that the inclusion of a measure of teachers' instructional and CPD practice would have yielded different and comprehensive findings. Finally, had the study participants' students and

school principals and teacher development officers been included, the findings of this study would have been triangulated from different sources about the teachers' teaching efficacy, attributions to their teachings, and their overall CPD issues. This can also set the ground for cross-comparison of the findings.

Finally, given the use of self-report, the results of this study should be applied with caution recognizing the study's limitations. The conclusions that have been drawn are based on self-reported data from surveys and interviews. In spite of the researcher's effort to inform the participants that the surveys were completely anonymous, there may have been *self-response bias*. Thus, the participants may have reported a higher or lower perceived English proficiency or sense of teacher self-efficacy than they actually felt.

7.6 Recommendations for Future Research and Actions

Given the ELTEI's use of complex scenarios to assess teacher self-efficacy, specific questions regarding which subjects teachers teach, what other roles teachers play, as well as the exact grades that each teacher teaches should be included. These types of questions would allow the participants a chance to explain various impressions from their own unique Ethiopian cultural lens in general and regional/ethnic cultural variations. As Goker (2006) highlighted that teacher self-efficacy is *more differentiated in some countries and is strongly influenced by unique features of the inherent cultures* (p. 243). Perhaps the next wave of teacher self-efficacy research should endeavor to better recognize individual teacher's own understanding of EFL teaching efficacy and what cultural and social forces they think may uniquely influence this construct in a particular context. The discoveries on differences between teachers of different languages and cultures are crucial for both teacher training programs to better help EFL teachers with particular needs. Moreover, the effect of different schools, levels of students' language proficiency, age of students, or language teachers' cultural background could have a significant impact on language teachers' sense of efficacy or their perception of different issues.

EFL teachers' level of teaching-efficacy and their opinions of issues discussed in this study will change throughout years and contexts of teaching. Longitudinal study along qualitative case study is recommended as a follow-up to examine the shift of the teachers' sense of EFL teaching efficacy and their perceptions of the same issues after increases in teaching experiences and

changes in teaching environment. As Ghasemboland and Hashim (2013a) pointed out, longitudinal studies that could highlight changes in teacher self-efficacy over a teacher's career could also be beneficial, as identifying variables that instill change could help pinpoint means for improving EFL teachers' teaching-efficacy.

The scenarios in ELTEI demand heterogeneous respondents in terms of teaching contexts, proficiency level of their students, age, gender, and experience. There should be a statewide survey of EFL teachers in different teaching positions in Ethiopian schools to duplicate the study with a higher response rate. In addition, the scenarios provided in the new instrument are all attempts to reflect the reality and difficulty of language teaching classrooms as far as possible; further studies, undoubtedly, can result in the improvement of the instrument, and modification of the context it has set itself to both portray and measure.

It was discovered that the EFL teachers attributed their success mainly to their efforts and their competence while they attributed the causes of failure in teaching to students' poor background, lack of ability, lack of interest and motivation. EFL teachers should also look into themselves for whatever happens because of their teachings rather than always pushing all negative results to outsiders such as students and schools.

In view of the fact that research indicated that attributions individuals make for their success or failure tend to be pan-cultural and individualized, further research should utilize the validated scale to investigate the role of cultural, social and religious values of teachers in their attributions. This can set the ground for the cross-comparison of the findings among teachers in various cultures, with diverse socioeconomic backgrounds, and with different religious affiliations and beliefs. ELTAS should also set the ground for further studies in the realm of teacher motivation and teaching efficacy. For instance, the role of these attributions in teachers' pedagogical success, teacher burnout, and other motivational factors which are conducive to effective teaching can be examined by researchers in order to envision a picture of EFL teacher effectiveness.

Though it was discovered that the attitude of most EFL teachers' towards CPD was positive and aware of its contribution to the efficacy of EFL teaching, only limited activities of CPD are

available to EFL teachers. It was also discovered that lack of resources, finances, time, and lack of motivation have affected the perceived-effectiveness of CPD practice. Also, the CPD manual and the contents of the CPD activities lack language components to help the teachers improve their language skills. Lack of incentives is a major block in front of the teachers to go through various professional development activities.

There must be workshops and sometimes pay per diem for participants should be there. Refreshments, and a kind of stationary materials will motivate you to effectively engage in CPD. Educational scholars posited that the beliefs teachers have about students and their causal attributions for students' performance have significant implications for manifesting both teacher and student effectiveness (e.g. Rose and Medway 1981; Pajares 2003).

As CPD provider, the Ministry should also make sure that the CPD practitioners deal with subject matter content and create opportunities for teachers to observe, experience and try out new teaching methods. The Ministry still has a responsibility of making sure that all schools which are under-resourced have enough resources to engage into CPD activities. EFL teachers should also engage in practicing CPD activities which can be carried out without any financial cost and demand only of their motivation and willingness. It is through the vicarious experiences of such CPD activities and mastery experiences offered at point of need, which will best help (EFL) teachers, increase their efficacy. It is also recommended that schools provide all possible forms (as per the manual, MoE, 2009) available to teachers in an attempt to increase efficacy levels of EFL teachers.

In this study, the relationships among EFL teachers' teaching efficacy, attributions to their teachings, and their perceived effectiveness of ELT-CPD were investigated using correlation analyses. However, no causal relationships can be assumed using this method. A mixed methods study, that is longitudinal, qualitative case study and examining the relationship of perceptions of EFL teachers' teaching-efficacy, attributions to their teaching and ELT-CPD across their teaching experiences should be conducted. Future research on teaching/self-efficacy, teaching attributions and CPD activities can use path analyses so that a model can be developed to represent fully the structural relationship among the variables of interest. Using path analyses, more relationships, the mediating roles of the variables, and other reciprocal links can be

examined between these variables of interest. The researcher believes that this type of study would provide greater insight into the interactions of the constructs and possible causes of how the reciprocal interactions shape EFL teachers' teaching efficacy beliefs over time.

Furthermore, measures that more accurately capture Weiner's (1985, 2001, 2010) attribution theory by measuring the underlying attributional dimensions are encouraged (e.g., stable vs. persistent lack of student effort rather than the methodological overreliance on predetermined lists of specific teacher attributions, namely student ability and effort).

The present reliance on self-report measures on EFL teachers' teaching efficacy, their attributions and their perceived effectiveness of ELT-CPD also warrants consideration of the possibility that empirical relations found between and/or among teacher attributions, teaching efficacy, and CPD activities may be inflated due to common method variance. More specifically, future research employing more objective, real-time measures of these variables that are less confounded by response (e.g., hindsight) bias are needed to underscore the validity of observed results.

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Appendices

Addis Ababa University

Department of Foreign Languages and Literature

Post Graduate Studies (PhD in TEFL Program)

Survey Questionnaires

Research Title: *EFL Teachers' Teaching Efficacy, Attributions to their Teaching and their Perceived Effectiveness of CPD Activities: PGDT as Teacher Development Program in Focus.*

Dear respondent,

The main purpose of this study is to explore how Post Graduate Diploma in Teaching (PGDT) as a teacher development program/domain, graduated EFL teachers so far and deployed to the world of work, teaching efficacy, attributions in teaching, and their views and practice Continuous Professional Development (CPD) in their teaching career look like. Given that there had been no inquiry into secondary school PGDT completed EFL teachers' teaching efficacy along with their attributions of high or low efficacy sources will be highly useful to provide a more general understanding of EFL teachers' teaching efficacy. For doing so, this study examines how PGDT completed EFL teachers' perception and practices of CPD look like. It also looks at how the teachers' efficacy in teaching English in relation to seven ELT-specific efficacy areas. Similarly, EFL teachers' attributions in teaching concentrates on teaching competency (TC), teacher effort (TE), Student ability (SA), student effort (SE) and institution supervision (IS). EFL teachers' perception and practice of CPD measured on four components: their views of CPD, types/methods of CPD they engaged in, effectiveness of the CPD practice, and challenges or factors that affect CPD.

Hence, a Likert scaled system questionnaire is designed to collect relevant information. It is expected to take about 30 minutes to complete this survey. Please be sure to answer every single statement or question. Your response is very important to this study. Please be assured that all of the information obtained from will be **completely confidential**.

Thank you for your precious time.

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Appendix A: The ELT Teacher Efficacy Instrument (ELTEI)

**ADDIS ABABA UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

Direction Please read each item carefully and indicate the extent to which each one applies to you.

No.	ELT Teacher Efficacy Items	Very little (1)	Little (2)	So So (3)	Much (4)	Very much (5)
1	<p>As an English teacher, Betty avoids classes that require teaching speaking as she thinks she is not good at teaching this skill to high school learners. Lately, she has been offered to teach speaking to a class of Grade 10 high school learners. Betty feels a bit worried about her ability to handle this situation and thinks she might fail.</p> <p><i>To what extent does Betty's feeling describe that of yours with respect to teaching speaking to Grade 10 high school learners?</i></p>	1	2	3	4	5
2	<p>Abdissa is told by his supervisor to give final grades to his students based on their classroom performance. Abdissa, however, is not happy with this situation as he thinks he is not competent enough to assess his students' classroom performance and he might inaccurately assign either high or low points to his students. <i>To what extent does Abdissa's feeling describe that of yours with respect to assessing classroom performance?</i></p>	1	2	3	4	5
3	<p>One of the reasons Geremew thinks he is an efficient teacher is his ability to formulate good questions for his students while he teaches something. He is happy about this because he thinks by formulating good questions from the content of the materials he teaches and asking them from his students, he can make sure which student has learned what and which student has missed what. <i>To what extent does Geremew's feeling describe that of yours with respect to formulating good questions for your students while you teach something?</i></p>	1	2	3	4	5

4	<p>Sara is uncomfortable with teaching reading as she thinks she lacks the competency to teach this skill. This term, she has an offer to teach reading to high school level adolescents. Sara wants to accept this offer as she thinks in spite of her problem, she can handle teaching reading to adolescents at high school level. <i>To what extent does Sara's feeling describe that of yours with respect to teaching reading to adolescents at high school level?</i></p>	1	2	3	4	5
5	<p>Eyob has a few problematic students in his class with disruptive behavior. They make noises, laugh at other students, and make fun of the course content. Eyob is very unhappy about this situation since he thinks he cannot manage them. <i>To what extent does Eyob's feeling describe that of yours with respect to managing students' disruptive behavior?</i></p>	1	2	3	4	5
6	<p>Among the language components, grammar is what Fatuma thinks she is good at teaching. Recently, her supervisor has asked her to teach grammar to a group of Grade 10 students who plan to sit for Preparatory Entrance National Examinations. However, Fatuma is a little uncomfortable, as she has never taught grammar to a Grade 10 students sitting for an important National Examinations. <i>To what extent does Fatuma's feeling describe that of yours with respect to teaching grammar to Grade 10 students sitting for an important National Examinations?</i></p>	1	2	3	4	5
7	<p>Mosisa considers himself better at teaching English to high school students than to elementary level learners. He now has an offer to teach pronunciation to high school class. Mosisa is happy about this as he thinks he is very competent in handling such Grade level learners, no matter what component or skill he is assigned to teach. <i>To what extent does Mosisa's feeling describe that of yours with respect to teaching at high school level?</i></p>	1	2	3	4	5
8	<p>Dereje is not satisfied with the way he elicits self-correction from his students and he thinks he needs improvements in using better techniques to make his students correct their own errors. <i>To what extent does Dereje's feeling describe that of yours</i></p>	1	2	3	4	5

	<i>with respect to eliciting self-correction from your students?</i>					
9	<p>Ali avoids classes that require him focusing on teaching writing since he thinks he is not good at teaching this skill. A teaching position with good payment is now available that focuses on teaching writing to private school adult learners; however, Ali is hesitating since he thinks he might fail.</p> <p><i>To what extent does Ali's feeling describe that of yours with respect to teaching writing to adult learners at private school?</i></p>	1	2	3	4	5
10	<p>As an English teacher, Ayantu is very happy as there are just a small number of errors in her students' speaking and writing. She feels good as she thinks this is mainly because of her use of particular techniques in correcting their previous errors.</p> <p><i>To what extent does Ayantu's feeling describe that of yours with respect to correcting errors in speaking and writing?</i></p>	1	2	3	4	5
11	<p>Gadissa is an English teacher who is very competent at teaching vocabulary. Knowing this, his school has asked him to teach vocabulary to a class of Grade 9 learners. Gadissa is happy and he wants to accept this class as he thinks he is good at teaching this component.</p> <p><i>To what extent does Gadissa's feeling describe that of yours with respect to teaching vocabulary to Grade 9 learners?</i></p>	1	2	3	4	5
12	<p>As a successful English teacher, Regatu was recently invited to the materials development section of the institute she teaches in. In spite of being an efficient teacher, she is worried about her ability to work as a materials developer since she thinks she lacks the required competency.</p> <p><i>To what extent does Regatu's feeling describe that of yours with respect to developing materials?</i></p>	1	2	3	4	5
13	<p>Kedir is not happy teaching preparatory classes as he thinks he is not very proficient in teaching at that level. His school, however, has asked Kedir to teach English to preparatory students who plan to sit for Higher Institutions Entrance National Examinations. Kedir is very worried about his competency to do so and thinks he might fail.</p> <p><i>To what extent does Kedir's feeling describe that of yours with respect to teaching at the advanced level?</i></p>	1	2	3	4	5
14	Marta feels responsible in making her students aware of some of the apparent problems in the society, especially the					

	<p>issue of poverty and social justice. She is satisfied as she thinks she is able to make her students see the problems associated with poverty and think of some of the ways to solve them. <i>To what extent does Marta's feeling describe that of yours with respect to raising the issue of poverty and social justice in your classes?</i></p>	1	2	3	4	5
15	<p>Daniel considers himself a very efficient teacher since the way she teaches and the techniques she uses are the main reasons for her students' good performance by the end of each term. He is satisfied as she thinks the good outcome of her classes is due to her great ability to teach well. <i>To what extent does Daniel's feeling describe that of yours with respect to affecting your students' learning outcome?</i></p>	1	2	3	4	5
16	<p>Mitiku, a successful English teacher, is offered to select textbooks for his own classes. Mitiku is very satisfied with this offer as he thinks he is familiar with the newest trends in textbook selection as well as knowing his students' needs better than anyone else. <i>To what extent does Mitiku's feeling describe that of yours with respect to selecting textbooks for your students?</i></p>	1	2	3	4	5
17	<p>Alemitu does not feel experienced enough to select and use extracurricular materials, such as CDs and movies, in her English classes. In spite of this, recently, her supervisor has asked her to use as many extracurricular materials as she can to expose her students more to English in order to improve their language ability. Alemitu is worried as she thinks she might fail to make the best use of this situation. <i>To what extent does Alice's feeling describe that of yours with respect to using extra-curricular materials in your classes?</i></p>	1	2	3	4	5
18	<p>Anteneh regards himself a good English teacher when it comes to error correction since he uses efficient techniques in dealing with errors. No matter whether it is an error in grammar, vocabulary, or pronunciation, Anteneh is comfortable with it as he thinks he can handle it well in such a way that it does not happen in his students' production any more. <i>To what extent does Anteneh's feeling describe that of yours with respect to correcting errors in language components?</i></p>	1	2	3	4	5

19	<p>Addisu, a well-known English teacher, has been asked to teach pronunciation to preparatory level learners. Further, Addisu is informed that the students in this class have serious problems in their pronunciation due to L1 interference. Addisu thinks he is capable to handle this class well because he knows how to teach pronunciation well.</p> <p><i>To what extent does Addisu's feeling describe that of yours with respect to teaching pronunciation to preparatory level learners?</i></p>	1	2	3	4	5
20	<p>Dinkissa thinks being a good responsible English teacher does not just mean teaching English to his students; rather, to be an effective teacher, he should help his students to relate what they learn in the classroom to the outside real world. He is happy as he thinks he is capable of helping his students to deal with real life social and economic problems.</p> <p><i>To what extent does Dinkissa's feeling describe that of yours with respect to relating the words to the world?</i></p>	1	2	3	4	5
21	<p>Amsalu feels comfortable teaching all the four language skills. Last week, his supervisor asked him to teach writing to a class of kids. Even though Amsalu has no problems in teaching writing, he hesitates to accept this class because he is afraid he might fail dealing with this specific age group of learners. <i>To what extent does Amsalu's feeling describe that of yours with respect to teaching writing to a class of kids?</i></p>	1	2	3	4	5
22	<p>Samuel is very uncomfortable with the way his students make similar mistakes when listening or reading in English. In spite of his efforts to correct his students' errors, most of the errors still exist. Samuel is worried as he thinks he is not competent enough in correcting errors in these two skills.</p> <p><i>To what extent does Samuel's feeling describe that of yours with respect to correcting errors in listening and reading?</i></p>	1	2	3	4	5
23	<p>Kassahun has serious problems with time management for his classes and can rarely finish his teaching on time. He thinks he lacks the time management skill and is worried this might lower his success in his classes.</p> <p><i>To what extent does Kassahun's feeling describe that of yours with respect to managing the time in your classes?</i></p>	1	2	3	4	5

24	Genet thinks she is a capable English teacher; however, she does not like teaching adolescents due to some of the problems they cause in class. This term, she has an offer to teach speaking, which is her specialty, to a class of Grade 10 adolescent learners. She accepts it but is worried about her ability to handle the class. <i>To what extent does Genet's feeling describe that of yours with respect to teaching English to a class of Grade 10 adolescent learners?</i>	1	2	3	4	5
25	Darara is not comfortable with the way a few of his students do not follow classroom rules this term. He has talked to them to obey the rules such as attending the class on time, doing the homework, not talking to each other while he teaches, etc., but they do not pay attention. Darara is frustrated and thinks he cannot do much to change the situation. <i>To what extent does Darara's feeling describe that of yours with respect to making your students follow classroom rules?</i>	1	2	3	4	5
26	Hawi regards herself as a competent English teacher; however, she is not happy with the way some errors still persist in her students' language after her corrections. She feels she is not good at correcting errors. <i>To what extent does Hawi's feeling describe that of yours with respect to correcting your students' errors?</i>	1	2	3	4	5
27	As a teacher, Meron thinks she is capable enough to plan for her classes. Recently, her school has asked her to plan for all Grade 10 classes. Meron is happy about this as she thinks she can do the job before the beginning of the term. <i>To what extent does Meron's feeling describe that of yours with respect to planning for your classes before the beginning of a term?</i>	1	2	3	4	5
28	Fekadu, a competent teacher in teaching English, has recently been asked to teach listening to a class of adolescents at the advanced level in a private school. In spite of his self-confidence, Fekadu is not sure of his ability to teach listening well in this situation and he is worried he might fail. <i>To what extent does Fekadu's feeling describe that of yours with respect to teaching listening to a class of</i>	1	2	3	4	5

	<i>adolescents at the advanced level in a private school?</i>					
29	As a teacher, Girum is uncomfortable with the students who think they cannot do well at school. Unfortunately, this term he has a few such students in his class who do not try hard because they think they cannot progress, which is contrary to reality. Girum thinks the remedy to this problem is outside the class (in the family, for example) and there is not much he can do to help these students overcome their wrong belief. <i>To what extent does Girum's feeling describe that of yours with respect to helping students who think they cannot do well at school?</i>	1	2	3	4	5
30	Jalle is offered to develop a new test for her students this term. In spite of being a good teacher, Jalle feels uncomfortable with this situation as she thinks she does not know how to develop a good test. <i>To what extent does Jalle's feeling describe that of yours with respect to developing tests?</i>	1	2	3	4	5
31	Sona does not feel comfortable teaching at the intermediate level. Right now, there is a teaching position with good payment that focuses on teaching speaking to an intermediate level class in English language school. Sona is hesitant as she is afraid she might not be able to handle this proficiency level well. <i>To what extent does Sona's feeling describe that of yours with respect to teaching at the intermediate level in English Language School?</i>	1	2	3	4	5
32	Among different age groups, Rahel prefers to teach English to a class of adults. This term, she has an option to select between teaching reading to a class of adolescents and teaching listening to a class of adults. Even though Rebecca is more comfortable to teach reading, she chooses the second class because she thinks she can handle adults better. <i>To what extent does Rahel's feeling describe that of yours with respect to teaching English to a class of adults?</i>	1	2	3	4	5

Appendix B: EFL Teachers' Attribution Scale (ELTAS)

Directions: Please read the following situations. Consider similar situations from your own teaching experiences and rate the statements on a 6-point scale in the light of your own beliefs, perceptions and understanding of the cause of each situation. Your answers are confidential. Thanks in advance for your cooperation

- | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> |
| Strongly
Disagree | Somehow
Disagree | Disagree | Somehow
Agree | Agree | Strongly
Agree |

Situation 1

Suppose the students in your class performed better on a standardized achievement test compared to other students in your school. How would you rate the following causes of this event?

1. Your high competence as a teacher (You are a competent teacher.)

- 1 2 3 4 5 6

2. Your high effort (You tried hard to encourage the students to do better or because you exerted enough effort to devise appropriate instructional materials.)

- 1 2 3 4 5 6

3. Your Students' ability (The students in your class are competent)

- 1 2 3 4 5 6

4. Your students' high effort (The students in your class tried harder than students in other classes)

- 1 2 3 5 6

5. The institution's proper supervision (The school, institute or university where you teach has properly supervised the institution toward the achievement of instructional aims.)

- 1 2 3 4 5 6

Situation 2

If your classroom atmosphere is interactive and cooperative, and if your students are actively involved in class activities, discussions and decision-making, this is probably because of:

1) your high competence as a teacher 1 2 3 4 5 6

2) your high effort 1 2 3 4 5 6

3) your students' ability 1 2 3 4 5 6

4) your students' high effort 1 2 3 4 5 6

5) the institution's proper supervision 1 2 3 4 5 6

Situation 3

Suppose half a dozen of your students who are continually disruptive or negligent get calm and attentive at the end of the semester. How would you rate the following reasons for this event?

- 1) your high competence as a teacher 1 2 3 4 5 6
- 2) your high effort 1 2 3 4 5 6
- 3) your students' ability 1 2 3 4 5 6
- 4) your students' high effort 1 2 3 4 5 6
- 5) the institution's proper supervision 1 2 3 4 5 6

Situation 4

When your students believe that they can do well in schoolwork, and when you can alter your students' debilitating attitudes toward language learning to more positive ones, it is more likely due to:

- 1) your high competence as a teacher 1 2 3 4 5 6
- 2) your high effort 1 2 3 4 5 6
- 3) your students' ability 1 2 3 4 5 6
- 4) your students' high effort 1 2 3 4 5 6
- 5) the institution's proper supervision 1 2 3 4 5 6

Situation 5

You have a feeling of professional confidence that you are making a difference in the lives of your students by empowering them and equipping them with higher-order thinking and learning skills. Please rate the role of each of the following causes involved in this situation:

- 1) your high competence as a teacher 1 2 3 4 5 6
- 2) your high effort 1 2 3 4 5 6
- 3) your students' ability 1 2 3 4 5 6
- 4) your students' high effort 1 2 3 4 5 6
- 5) the institution's proper supervision 1 2 3 4 5 6

Situation 6

Imagine a number of your students are not getting much from your class. As a result, their performance appears to be continually deteriorating. How would you rate the following causes of this situation?

- 1) your low competence as a teacher 1 2 3 4 5 6
- 2) your low effort 1 2 3 4 5 6
- 3) your students' low ability 1 2 3 4 5 6
- 4) your students' low effort 1 2 3 4 5 6
- 5) the institution's improper supervision 1 2 3 4 5 6

Situation 7

Imagine, in a class, you cannot get the students who are not interested in the lesson to follow classroom rules. So they continually misbehave or sit sullenly. How would you rate the following reasons for this scenario?

- 1) your low competence as a teacher 1 2 3 4 5 6
- 2) your low effort 1 2 3 4 5 6
- 3) your students' low ability 1 2 3 4 5 6
- 4) your students' low effort 1 2 3 4 5 6
- 5) the institution's improper supervision 1 2 3 4 5 6

Situation 8

When the students in your class appear not to be motivated enough to participate in class activities and you fail to establish rapport between you and your students and among students, it is probably due to:

- 1) your low competence as a teacher 1 2 3 4 5 6
- 2) your low effort 1 2 3 4 5 6
- 3) your students' low ability 1 2 3 4 5 6
- 4) your students' low effort 1 2 3 4 5 6
- 5) the institution's improper supervision 1 2 3 4 5 6

Situation 9

Suppose in end-of-term teacher evaluation report, you find yourself rated relatively below in relation to other colleagues or with reference to your previous ratings. Please rate the role of each of the following causes involved in this situation:

- 1) your low competence as a teacher 1 2 3 4 5 6
- 2) your low effort 1 2 3 4 5 6
- 3) your students' low ability 1 2 3 4 5 6
- 4) your students' low effort 1 2 3 4 5 6
- 5) the institution's improper supervision 1 2 3 4 5 6

Situation 10

Suppose half a dozen of your students appear to resist using the second language in the class and are reluctant or even hostile to the topics pertinent to the target culture. As a result, their language proficiency and their intercultural competency do not seem to progress at all. How would you rate the following reasons involved in this scenario?

- 1) your low competence as a teacher 1 2 3 4 5 6
- 2) your low effort 1 2 3 4 5 6
- 3) your students' low ability 1 2 3 4 5 6
- 4) your students' low effort 1 2 3 4 5 6
- 5) the institution's improper supervision 1 2 3 4 5 6

Appendix C: EFL Teachers' Perceived-effectiveness of CPD (ELT-CPD)

Section1: Your Views of CPD

Direction: The items in this section are designed in order to explore EFL teachers' views of CPD and perception towards their own professional development. Please read each statement and put a check mark (✓) to the column that most closely reflects your idea.

Strongly Disagree (SD) = 1

Agree (A) = 4

Disagree (D) = 2

Strongly Agree (SA) = 5

Uncertain (U) = 3

S/no.	Descriptions	SD 1	D 2	U 3	A 4	SA 5
1	I have a clear understanding of what CPD means					
2	I am enthusiastic about my professional development					
3	I am aware of my professional development needs.					
4	EFL teachers should improve their professional skills and knowledge without too much dependence on the institution they work for.					
5	EFL teachers should take the initiative and action for their own professional development.					
6	An EFL teacher should be free to test any idea or a new technique in teaching English.					
7	EFL teachers should be involved in the evaluation of their teaching skills					
8	EFL teachers should help each other evaluate teaching to identify problems, strengths, and weaknesses.					
9	EFL teachers should help each other produce solutions to solve problems in their classes.					
10	Willingness is an important factor in successful ongoing professional development.					
11	Teachers should be open to new ideas and changes.					
12	EFL teachers should try to keep themselves up to date with changes and improvements in English Language Teaching					
13	CPD programs improve teaching competence					
14	CPD programs are relevant to my needs and interests					
15	I believe that CPD is beneficial for me.					

Section 2: Types or Methods of CPD and its Practice

Direction: Which of the following types or methods of CPD have you experienced either within or outside of your organization since you were employed?

Never (N) = 0 Rarely (R) = 1 Sometimes (S) =2 Often (O) = 3

No.	Descriptions	N (0)	R (1)	S (2)	O (3)
1	Curriculum meetings				
2	Demonstration lessons				
3	Planning lessons together				
4	Peer observation				
5	Observation of lessons and feedback				
6	Observation of students in lessons				
7	Talking to students				
8	Assessment of students' work before and after the CPD activity.				
9	Marking of students' work, giving feedback and advice for development				
10	Action research				
11	Professional reading and research				
12	Sharing/showing good practice within your school				
13	Maintaining your professional portfolio				
14	Workshops				
15	Mentoring				
16	Self-directed study				

Section 3: Effectiveness or Impact of CPD

From the following statements, please rate how would you use new knowledge and skills you have acquired by participating in CPD activities.

Strongly Disagree (SD) = 1 **Agree (A) = 4**
Disagree (D) = 2 **Strongly Agree (SA) = 5**
Uncertain (U) = 3

No .	Items/descriptions	SD 1	D 2	U 3	A 4	SA 5
1	Skills are covered during induction to the job					
2	Skills are acquired by participating in the training programs / activities					
3	Self-study such as reading books or using library					
4	I use my own time, outside my current work					
5	I have gained new knowledge and skills but I am not using them					
6	I am attempting to use new knowledge and skills but I am not yet comfortable in using them					
7	I routinely use the new knowledge and skills					
8	I re-evaluate quality of use of my skills and modify to increase impact					
9	I am involved in influencing the choice of the CPD activity I require.					
10	My school is supportive towards my professional development.					
11	My school provide sufficient time for teachers to work on their CPD					
12	My school provide sufficient financial resources for teachers to participate in CPD activities					
13	My school provide sufficient resources for teachers to participate in CPD activities					
14	My school provides opportunities for me to improve myself professionally					

Section 4: Challenges/Factors that Hinder CPD Practice

In this section there are some factors that hinder professional development of teachers. Please read each statement and put a check mark (✓) to the column that most closely reflects your idea.

Not Important at All (NIA) =1
Of little Importance (OLI) =2
Somewhat Important (SWI) =3

Important (I) =4
Very Important (VI) =5

No.	Items/Descriptions	NIA =(1)	OLI =(2)	SWI =(3)	I =(4)	VI =(5)
1	Personal financial problems					
2	Excessive work load					
3	Lack of communication among colleagues					
4	Lack of collaboration among colleagues					
5	Strict working hours					
6	Lack of institutional support for professional development					
7	Lack of self- motivation					
8	Lack of sufficient resources for teachers to participate in CPD activities					
9	Professional development conflicts with my work schedule					
10	I do not have time because of family responsibilities					
11	There is no relevant professional development offered					
12	There are no incentives for participating					

Qualitative Methodology

Appendix D: EFL Teachers' Semi-Structured Interview Guides/Questions

A. EFL Teachers' Self Efficacy

1. How confident are you in teaching English to the grade level are you teaching now?
2. How do you assess your English teaching efficacy whether it is high or low? When do you think that your teaching efficacy is high and what sort of lessons/activities/skills/language items are you comfortable with when teaching?
3. Do you have any reasons that you would give when you teach very well and comfortably or confident enough? What might have helped you to do well?
4. When you have difficulty (failure) teaching some language items or skills, to what do you ascribe the causes to?
5. How do you assess your efficacy as an EFL teacher of grade 9 or 10:
 - in Classroom Management and Remedial Action (**ECMRA**)
 - in Classroom Assessment and Materials Selection (**ECAMS**)
 - in Skill and Proficiency Adjustment (**ESPA**)
 - in Teaching and Correcting Language Components (**ETCLC**)
 - in social adaptation (**ESA**)
 - in age adjustment (**EAA**)
 - core efficacy (**CE**)

B. CPD

1. What is your view of CPD? How do you perceive CPD?
 - How do you involve yourself in CPD?
 - What are the reasons why you participate in CPD activities?
 - What do you hope to achieve by attending CPD activities?
2. What types of CPD activities have you been doing since you were employed?
3. What types of CPD activities have you participated within your school and/or outside of the school?
4. Do you think that the CPD activities you have participated in were relevant and effective?
 - Which ones do you feel have been most effective?
 - Which ones have been ineffective? Why?
5. What is the availability of resources (time, money, other resources) to support CPD activities?
6. How do you evaluate the impact or expected outcomes as a result of your engaging in CPD activities?
 - How is CPD linked to your own performance?
 - How is CPD linked to student learning?

7. What constraints or limitations do you encounter as an EFL teacher in engaging in CPD activities?
8. What do you think should be done to increase the opportunities for CPD activities?
9. Are there any other comments you wish to make about CPD?

C. Attribution Theory

- a. Do you think that you're successful English language teacher? What might have helped you to be successful in teaching? How do you know that you're a successful teacher?
- b. Sometimes when you have difficulties in teaching English, what do you think are the causes?
- c. When do we say a English language teacher is competent or have high confidence in teaching?
- d. Other related questions can be used....

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Appendix E: Adapted ELT Teacher Efficacy Instrument (ELTEI)

The following Table presents adapted ELT context-specific instrument (ELTEI) with the modifications made.

No.	ELT Teacher Efficacy Items (ELTEI Original instrument by Akbari & Tavassoli, 2014)	Adapted/Modified (ELTEI) (By the Researcher)
1	<p>As an English teacher, Betty avoids classes that require teaching speaking as she thinks she is not good at teaching this skill to intermediate adult learners. Lately, she has been offered to teach speaking to a class of adults at the intermediate level. Betty feels a bit worried about her ability to handle this situation and thinks she might fail.</p> <p><i>To what extent does Betty's feeling describe that of yours with respect to teaching speaking to adults at the intermediate level? (ESPA)</i></p>	<p>As an English teacher, Betty avoids classes that require teaching speaking as she thinks she is not good at teaching this skill to high school learners. Lately, she has been offered to teach speaking to a class of Grade 10 high school learners. Betty feels a bit worried about her ability to handle this situation and thinks she might fail.</p> <p><i>To what extent does Betty's feeling describe that of yours with respect to teaching speaking to Grade 10 high school learners?</i></p>
2	<p>David is told by his supervisor to give final grades to his students based on their classroom performance. David, however, is not happy with this situation as he thinks he is not competent enough to assess his students' classroom performance and he might inaccurately assign either high or low points to his students.</p>	<p>Abdissa is told by his supervisor to give final grades to his students based on their classroom performance. Abdissa, however, is not happy with this situation as he thinks he is not competent enough to assess his students' classroom performance and he might inaccurately assign either high or low points to his students. <i>To what extent does Abdissa's feeling describe that of yours with respect to assessing</i></p>

	<p>To what extent does David's feeling describe that of yours with respect to assessing classroom performance? (ECAMS)</p>	<p>classroom performance?</p>
3	<p>One of the reasons Robert thinks he is an efficient teacher is his ability to formulate good questions for his students while he teaches something. He is happy about this because he thinks by formulating good questions from the content of the materials he teaches and asking them from his students, he can make sure which student has learned what and which student has missed what.</p> <p>To what extent does Robert's feeling describe that of yours with respect to formulating good questions for your students while you teach something? (ECMRA)</p>	<p>One of the reasons Geremew thinks he is an efficient teacher is his ability to formulate good questions for his students while he teaches something. He is happy about this because he thinks by formulating good questions from the content of the materials he teaches and asking them from his students, he can make sure which student has learned what and which student has missed what. To what extent does Geremew's feeling describe that of yours with respect to formulating good questions for your students while you teach something?</p>
4	<p>Sara is uncomfortable with teaching reading as she thinks she lacks the competency to teach this skill. This term, she has an offer to teach reading to an elementary level class of kids. Sara wants to accept this offer as she thinks in spite of her problem, she can handle teaching reading to kids at an elementary level.</p> <p>To what extent does Sara's feeling describe that of yours with respect to teaching reading to kids at an elementary level? (ESPA)</p>	<p>Sara is uncomfortable with teaching reading as she thinks she lacks the competency to teach this skill. This term, she has an offer to teach reading to high school level adolescents. Sara wants to accept this offer as she thinks in spite of her problem, she can handle teaching reading to adolescents at high school level. To what extent does Sara's feeling describe that of yours with respect to teaching reading to adolescents at high school level?</p>
5	<p>James has a few problematic students in his class with disruptive behavior. They make noises, laugh at other students, and make fun of the course content. James is very</p>	<p>Eyob has a few problematic students in his class with disruptive behavior. They make noises, laugh at other students, and make fun of the course content. Eyob is very unhappy</p>

	<p>unhappy about this situation since he thinks he cannot manage them.</p> <p><i>To what extent does James's feeling describe that of yours with respect to managing students' disruptive behavior? (ECMRA)</i></p>	<p>about this situation since he thinks he cannot manage them. <i>To what extent does Eyob's feeling describe that of yours with respect to managing students' disruptive behavior?</i></p>
6	<p>Among the language components, grammar is what Fatima thinks she is good at teaching. Recently, her supervisor has asked her to teach grammar to a group of adult learners who plan to sit for IELTS. However, Fatima is a little uncomfortable, as she has never taught grammar to a group of advanced adult learners sitting for an important proficiency test.</p> <p><i>To what extent does Fatima's feeling describe that of yours with respect to teaching grammar to adult advanced learners sitting for an important test? (ETCLC)</i></p>	<p>Among the language components, grammar is what Fatuma thinks she is good at teaching. Recently, her supervisor has asked her to teach grammar to a group of Grade 10 students who plan to sit for Preparatory Entrance National Examinations. However, Fatuma is a little uncomfortable, as she has never taught grammar to a Grade 10 students sitting for an important National Examinations.</p> <p><i>To what extent does Fatuma's feeling describe that of yours with respect to teaching grammar to Grade 10 students sitting for an important National Examinations?</i></p>
7	<p>Jack considers himself better at teaching English to elementary students than to other proficiency level learners. He now has an offer to teach pronunciation to an elementary class. Jack is happy about this as he thinks he is very competent in handling such a proficiency level learners, no matter what component or skill he is assigned to teach.</p> <p><i>To what extent does Jack's feeling describe that of yours with respect to teaching at the elementary level? (ESPA)</i></p>	<p>Mosisa considers himself better at teaching English to high school students than to elementary level learners. He now has an offer to teach pronunciation to high school class. Mosisa is happy about this as he thinks he is very competent in handling such Grade level learners, no matter what component or skill he is assigned to teach.</p> <p><i>To what extent does Mosisa's feeling describe that of yours with respect to teaching at high school level?</i></p>
8	<p>Karl is not satisfied with the way he elicits self-correction from his students and he thinks he needs improvements in</p>	<p>Dereje is not satisfied with the way he elicits self-correction from his students and he thinks he needs improvements in</p>

	<p>using better techniques to make his students correct their own errors.</p> <p><i>To what extent does Karl's feeling describe that of yours with respect to eliciting self-correction from your students? (ECMRA)</i></p>	<p>using better techniques to make his students correct their own errors.</p> <p><i>To what extent does Dereje's feeling describe that of yours with respect to eliciting self-correction from your students?</i></p>
9	<p>Ali avoids classes that require him focusing on teaching writing since he thinks he is not good at teaching this skill. A teaching position with good payment is now available that focuses on teaching writing to elementary adult learners; however, Ali is hesitating since he thinks he might fail.</p> <p><i>To what extent does Ali's feeling describe that of yours with respect to teaching writing to adult learners at the elementary level? (ESPA)</i></p>	<p>Ali avoids classes that require him focusing on teaching writing since he thinks he is not good at teaching this skill. A teaching position with good payment is now available that focuses on teaching writing to private school adult learners; however, Ali is hesitating since he thinks he might fail.</p> <p><i>To what extent does Ali's feeling describe that of yours with respect to teaching writing to adult learners at private school?</i></p>
10	<p>As an English teacher, Kate is very happy as there are just a small number of errors in her students' speaking and writing. She feels good as she thinks this is mainly because of her use of particular techniques in correcting their previous errors.</p> <p><i>To what extent does Kate's feeling describe that of yours with respect to correcting errors in speaking and writing? (ETCLC)</i></p>	<p>As an English teacher, Ayant is very happy as there are just a small number of errors in her students' speaking and writing. She feels good as she thinks this is mainly because of her use of particular techniques in correcting their previous errors.</p> <p><i>To what extent does Ayant's feeling describe that of yours with respect to correcting errors in speaking and writing?</i></p>
11	<p>John is an English teacher who is very competent at teaching vocabulary. Knowing this, his supervisor has asked him to teach vocabulary to a class of adolescents at the intermediate level. John is happy and he wants to accept this class as he thinks he is good at teaching this component.</p>	<p>Gadissa is an English teacher who is very competent at teaching vocabulary. Knowing this, his school has asked him to teach vocabulary to a class of Grade 9 learners. Gadissa is happy and he wants to accept this class as he thinks he is good at teaching this component.</p> <p><i>To what extent does Gadissa's feeling describe that of yours</i></p>

	<p><i>To what extent does John's feeling describe that of yours with respect to teaching vocabulary to adolescents at the intermediate level? (ETCLC)</i></p>	<p><i>with respect to teaching vocabulary to Grade 9 learners?</i></p>
12	<p>As a successful English teacher, Jill was recently invited to the materials development section of the institute she teaches in. In spite of being an efficient teacher, she is worried about her ability to work as a materials developer since she thinks she lacks the required competency.</p> <p><i>To what extent does Jill's feeling describe that of yours with respect to developing materials? (ECAMS)</i></p>	<p>As a successful English teacher, Regatu was recently invited to the materials development section of the institute she teaches in. In spite of being an efficient teacher, she is worried about her ability to work as a materials developer since she thinks she lacks the required competency.</p> <p><i>To what extent does Regatu's feeling describe that of yours with respect to developing materials?</i></p>
13	<p>Amir is not happy teaching advanced classes as he thinks he is not very proficient in teaching at that level. His friend, however, has had an operation and has asked Amir to teach reading to a group of his students who plan to sit for TOEFL iBT. Amir is very worried about his competency to do so and thinks he might fail.</p> <p><i>To what extent does Amir's feeling describe that of yours with respect to teaching at the advanced level? (ESPA)</i></p>	<p>Kedir is not happy teaching preparatory classes as he thinks he is not very proficient in teaching at that level. His school, however, has asked Kedir to teach English to preparatory students who plan to sit for Higher Institutions Entrance National Examinations. Kedir is very worried about his competency to do so and thinks he might fail.</p> <p><i>To what extent does Kedir's feeling describe that of yours with respect to teaching at the advanced level?</i></p>
14	<p>Sue feels responsible in making her students aware of some of the apparent problems in the society, especially the issue of poverty and social justice. She is satisfied as she thinks she is able to make her students see the problems associated with poverty and think of some of the ways to solve them.</p> <p><i>To what extent does Sue's feeling describe that of yours with respect to raising the issue of poverty and social justice in your classes? (ESA)</i></p>	<p>Marta feels responsible in making her students aware of some of the apparent problems in the society, especially the issue of poverty and social justice. She is satisfied as she thinks she is able to make her students see the problems associated with poverty and think of some of the ways to solve them. <i>To what extent does Marta's feeling describe that of yours with respect to raising the issue of poverty and social justice in your classes?</i></p>

15	<p>Renee considers herself a very efficient teacher since the way she teaches and the techniques she uses are the main reasons for her students' good performance by the end of each term. She is satisfied as she thinks the good outcome of her classes is due to her great ability to teach well.</p> <p><i>To what extent does Renee's feeling describe that of yours with respect to affecting your students' learning outcome?</i></p> <p>(CE)</p>	<p>Daniel considers himself a very efficient teacher since the way she teaches and the techniques she uses are the main reasons for her students' good performance by the end of each term. He is satisfied as she thinks the good outcome of her classes is due to her great ability to teach well.</p> <p><i>To what extent does Daniel's feeling describe that of yours with respect to affecting your students' learning outcome?</i></p>
16	<p>Mike, a successful English teacher, is offered to select textbooks for his own classes. Mike is very satisfied with this offer as he thinks he is familiar with the newest trends in textbook selection as well as knowing his students' needs better than anyone else.</p> <p><i>To what extent does Mike's feeling describe that of yours with respect to selecting textbooks for your students?</i></p> <p>(ECAMS)</p>	<p>Mitiku, a successful English teacher, is offered to select textbooks for his own classes. Mitiku is very satisfied with this offer as he thinks he is familiar with the newest trends in textbook selection as well as knowing his students' needs better than anyone else.</p> <p><i>To what extent does Mitiku's feeling describe that of yours with respect to selecting textbooks for your students?</i></p>
17	<p>Alice does not feel experienced enough to select and use extracurricular materials, such as CDs and movies, in her English classes. In spite of this, recently, her supervisor has asked her to use as many extracurricular materials as she can to expose her students more to English in order to improve their language ability. Alice is worried as she thinks she might fail to make the best use of this situation.</p> <p><i>To what extent does Alice's feeling describe that of yours with respect to using extra-curricular materials in your</i></p>	<p>Alemitu does not feel experienced enough to select and use extracurricular materials, such as CDs and movies, in her English classes. In spite of this, recently, her supervisor has asked her to use as many extracurricular materials as she can to expose her students more to English in order to improve their language ability. Alemitu is worried as she thinks she might fail to make the best use of this situation.</p> <p><i>To what extent does Alice's feeling describe that of yours with respect to using extra-curricular materials in your classes?</i></p>

	<i>classes? (ECAMS)</i>	
18	<p>Antonio regards himself a good English teacher when it comes to error correction since he uses efficient techniques in dealing with errors. No matter whether it is an error in grammar, vocabulary, or pronunciation, Antonio is comfortable with it as he thinks he can handle it well in such a way that it does not happen in his students' production any more. <i>To what extent does Antonio's feeling describe that of yours with respect to correcting errors in language components?</i></p> <p>(ETCLC)</p>	<p>Anteneh regards himself a good English teacher when it comes to error correction since he uses efficient techniques in dealing with errors. No matter whether it is an error in grammar, vocabulary, or pronunciation, Anteneh is comfortable with it as he thinks he can handle it well in such a way that it does not happen in his students' production any more.</p> <p><i>To what extent does Anteneh's feeling describe that of yours with respect to correcting errors in language components?</i></p>
19	<p>Joe, a well-known English teacher, has been asked to teach pronunciation to an intermediate level class of kids. Further, Joe is informed that the students in this class have serious problems in their pronunciation due to L1 interference. Joe thinks he is capable to handle this class well because he knows how to teach pronunciation well. <i>To what extent does Joe's feeling describe that of yours with respect to teaching pronunciation to intermediate level kids?</i> (ETCLC)</p>	<p>Addisu, a well-known English teacher, has been asked to teach pronunciation to preparatory level learners. Further, Addisu is informed that the students in this class have serious problems in their pronunciation due to L1 interference. Addisu thinks he is capable to handle this class well because he knows how to teach pronunciation well. <i>To what extent does Addisu's feeling describe that of yours with respect to teaching pronunciation to preparatory level learners?</i></p>
20	<p>Tom thinks being a good responsible English teacher does not just mean teaching English to his students; rather, to be an effective teacher, he should help his students to relate what they learn in the classroom to the outside real world. He is happy as he thinks he is capable of helping his students to deal with real life social and economic problems.</p>	<p>Dinkissa thinks being a good responsible English teacher does not just mean teaching English to his students; rather, to be an effective teacher, he should help his students to relate what they learn in the classroom to the outside real world. He is happy as he thinks he is capable of helping his students to deal with real life social and economic problems.</p>

	<i>To what extent does Tom's feeling describe that of yours with respect to relating the words to the world? (ESA)</i>	<i>To what extent does Dinkissa's feeling describe that of yours with respect to relating the words to the world?</i>
21	Mark feels comfortable teaching all the four language skills. Last week, his supervisor asked him to teach writing to a class of kids. Even though Mark has no problems in teaching writing, he hesitates to accept this class because he is afraid he might fail dealing with this specific age group of learners. <i>To what extent does Mark's feeling describe that of yours with respect to teaching writing to a class of kids? (EAA)</i>	Amsalu feels comfortable teaching all the four language skills. Last week, his supervisor asked him to teach writing to a class of kids. Even though Amsalu has no problems in teaching writing, he hesitates to accept this class because he is afraid he might fail dealing with this specific age group of learners. <i>To what extent does Amsalu's feeling describe that of yours with respect to teaching writing to a class of kids?</i>
22	Sam is very uncomfortable with the way his students make similar mistakes when listening or reading in English. In spite of his efforts to correct his students' errors, most of the errors still exist. Sam is worried as he thinks he is not competent enough in correcting errors in these two skills. <i>To what extent does Sam's feeling describe that of yours with respect to correcting errors in listening and reading? (ECMRA)</i>	Samuel is very uncomfortable with the way his students make similar mistakes when listening or reading in English. In spite of his efforts to correct his students' errors, most of the errors still exist. Samuel is worried as he thinks he is not competent enough in correcting errors in these two skills. <i>To what extent does Samuel's feeling describe that of yours with respect to correcting errors in listening and reading?</i>
23	Stephen has serious problems with time management for his classes and can rarely finish his teaching on time. He thinks he lacks the time management skill and is worried this might lower his success in his classes. <i>To what extent does Stephen's feeling describe that of yours with respect to managing the time in your classes?</i>	Kassahun has serious problems with time management for his classes and can rarely finish his teaching on time. He thinks he lacks the time management skill and is worried this might lower his success in his classes. <i>To what extent does Kassahun's feeling describe that of yours with respect to managing the time in your classes?</i>

	(ECMRA)	
24	<p>Clara thinks she is a capable English teacher; however, she does not like teaching adolescents due to some of the problems they cause in class. This term, she has an offer to teach speaking, which is her specialty, to a class of adolescent girls. She accepts it but is worried about her ability to handle the class. <i>To what extent does Clara's feeling describe that of yours with respect to teaching English to a class of adolescents?</i></p> <p>(EAA)</p>	<p>Genet thinks she is a capable English teacher; however, she does not like teaching adolescents due to some of the problems they cause in class. This term, she has an offer to teach speaking, which is her specialty, to a class of grade 10 adolescent learners. She accepts it but is worried about her ability to handle the class. <i>To what extent does Genet's feeling describe that of yours with respect to teaching English to a class of Grade 10 adolescent learners?</i></p>
25	<p>Dan is not comfortable with the way a few of his students do not follow classroom rules this term. He has talked to them to obey the rules such as attending the class on time, doing the homework, not talking to each other while he teaches, etc., but they do not pay attention. Dan is frustrated and thinks he cannot do much to change the situation.</p> <p><i>To what extent does Dan's feeling describe that of yours with respect to making your students follow classroom rules?</i> (ECMRA)</p>	<p>Darara is not comfortable with the way a few of his students do not follow classroom rules this term. He has talked to them to obey the rules such as attending the class on time, doing the homework, not talking to each other while he teaches, etc., but they do not pay attention. Darara is frustrated and thinks he cannot do much to change the situation.</p> <p><i>To what extent does Darara's feeling describe that of yours with respect to making your students follow classroom rules?</i></p>
26	<p>Mary regards herself as a competent English teacher; however, she is not happy with the way some errors still persist in her students' language after her corrections. She feels she is not good at correcting errors. <i>To what extent does Mary's feeling describe that of yours with respect to correcting your students' errors?</i></p>	<p>Hawi regards herself as a competent English teacher; however, she is not happy with the way some errors still persist in her students' language after her corrections. She feels she is not good at correcting errors. <i>To what extent does Hawi's feeling describe that of yours with respect to correcting your students' errors?</i></p>

	(ECMRA)	
27	As a teacher, Maggie thinks she is capable enough to plan for her classes. Recently, her supervisor has asked her to plan for all intermediate level classes. Maggie is happy about this as she thinks she can do the job before the beginning of the term. <i>To what extent does Maggie's feeling describe that of yours with respect to planning for your classes before the beginning of a term?</i> (CE)	As a teacher, Meron thinks she is capable enough to plan for her classes. Recently, her school has asked her to plan for all Grade 10 classes. Meron is happy about this as she thinks she can do the job before the beginning of the term. <i>To what extent does Meron's feeling describe that of yours with respect to planning for your classes before the beginning of a term?</i>
28	George , a competent teacher in teaching English, has recently been asked to teach listening to a class of adolescents at the advanced level. In spite of his self-confidence, George is not sure of his ability to teach listening well in this situation and he is worried he might fail. <i>To what extent does George's feeling describe that of yours with respect to teaching listening to a class of adolescents at the advanced level?</i> (ESPA)	Fekadu , a competent teacher in teaching English, has recently been asked to teach listening to a class of adolescents at the advanced level in a private school . In spite of his self-confidence, Fekadu is not sure of his ability to teach listening well in this situation and he is worried he might fail. <i>To what extent does Fekadu's feeling describe that of yours with respect to teaching listening to a class of adolescents at the advanced level in a private school?</i>
29	As a teacher, Liza is uncomfortable with the students who think they cannot do well at school. Unfortunately, this term she has a few such students in her class who do not try hard because they think they cannot progress, which is contrary to reality. Liza thinks the remedy to this problem is outside the class (in the family, for example) and there is not much she can do to help these students overcome their wrong belief.	As a teacher, Girum is uncomfortable with the students who think they cannot do well at school. Unfortunately, this term he has a few such students in his class who do not try hard because they think they cannot progress, which is contrary to reality. Girum thinks the remedy to this problem is outside the class (in the family, for example) and there is not much he can do to help these students overcome their wrong belief. <i>To what extent does Girum's feeling describe that of yours</i>

	<p><i>To what extent does Liza's feeling describe that of yours with respect to helping students who think they cannot do well at school? ECMRA</i></p>	<p><i>with respect to helping students who think they cannot do well at school?</i></p>
30	<p>Jane is offered to develop a new test for her students this term. In spite of being a good teacher, Jane feels uncomfortable with this situation as she thinks she does not know how to develop a good test.</p> <p><i>To what extent does Jane's feeling describe that of yours with respect to developing tests? ECAMS</i></p>	<p>Jalle is offered to develop a new test for her students this term. In spite of being a good teacher, Jalle feels uncomfortable with this situation as she thinks she does not know how to develop a good test.</p> <p><i>To what extent does Jalle's feeling describe that of yours with respect to developing tests?</i></p>
31	<p>Sophie does not feel comfortable teaching at the intermediate level. Right now, there is a teaching position with good payment that focuses on teaching speaking to an intermediate level class. Sophie is hesitant as she is afraid she might not be able to handle this proficiency level well.</p> <p><i>To what extent does Sophie's feeling describe that of yours with respect to teaching at the intermediate level? (ESPA)</i></p>	<p>Sona does not feel comfortable teaching at the intermediate level. Right now, there is a teaching position with good payment that focuses on teaching speaking to an intermediate level class in English language school. Sona is hesitant as she is afraid she might not be able to handle this proficiency level well.</p> <p><i>To what extent does Sona's feeling describe that of yours with respect to teaching at the intermediate level in English Language School?</i></p>

32	<p>Among different age groups, Rebecca prefers to teach English to a class of adults. This term, she has an option to select between teaching reading to a class of adolescents and teaching listening to a class of adults. Even though Rebecca is more comfortable to teach reading, she chooses the second class because she thinks she can handle adults better. <i>To what extent does Rebecca's feeling describe that of yours with respect to teaching English to a class of adults?</i> (EAA)</p>	<p>Among different age groups, Rahel prefers to teach English to a class of adults. This term, she has an option to select between teaching reading to a class of adolescents and teaching listening to a class of adults. Even though Rebecca is more comfortable to teach reading, she chooses the second class because she thinks she can handle adults better. <i>To what extent does Rahel's feeling describe that of yours with respect to teaching English to a class of adults?</i></p>
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Appendix F: PGDT Trained EFL Teachers' Interview Transcript

Interview with Teacher One (T1)

Name: Mr. ----- (School name: I)

Date of Interview: 02/09/2018

Time of interview: 9:00 am

Venue: Family Guidance Association of Ethiopia, meeting hall

EFL Teaching Efficacy

Interviewer: Ok, let's start. Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching efficacy, attribution in teaching and perception and practice of CPD. As you remember last time you have filled a survey questionnaire. I want to remind you that I'm conducting a research entitled "*A Study of EFL Teachers' Teaching Efficacy, Attribution in Teaching, and Perception and Practice of CPD, PGDT as Teacher Development Domain*". This interview questions are the extensions of the survey questionnaire. To start with you are graduate PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T1: thank you very much for your invitation first. When I see your questions, I perceive PGDT education is very important for teachers to develop their experience of teaching. That is very nice. It provides methodological issues related to teaching. So I found it very nice.

Interviewer: Ok, your teaching efficacy, by efficacy I mean, how much EFL teachers are confident enough of their competence of teaching English. Simply put 'confidence of one's competence'. How do you evaluate your competence (yourself) when you teach English to grade 9 students?

T1: thank you. First, I'm teaching grade 10 students. I am confident enough to teach them by preparing myself, by relating the text given for them and by using different kinds of reference books. I prepare relevant notes for the grades I teach. Therefore, students give me feedback. The tasks or activities I do for them and the results of the students also show that how much I'm competent. Therefore, I think I'm confident of my competence. I monitor, regulate, evaluate

myself how much I'm teaching well from students' comments, feedback and their results. I also openly discuss with students on what to improve for them.

Interviewer: one's confidence in teaching English could be high or low. There might be some factors for the highness or lowness of one's self efficacy. They can be external or internal. So, how do you assess that whether your English teaching efficacy is high or low?

T1: Ok. As I've said before students' feedback and different factors make me decide that I'm confident enough to teach English. The hindering factors may be many. These can be understood from students' feedback. For example, all language components are not equal. May be because of students' ability, if I say 'I'm teaching English very well', this is false. To justify, there is no language laboratory and different kinds of equipments related to listening. Therefore, I'm worried to teach listening skills. But I'm happy to teach grammar of grade 10, it does not require me any apparatus.

Interviewer: what do you mean when you say "all language components are not equal?"

T1: All language components are equal but some activities are not convenient to teach.

Interviewer: what kind activities are not convenient in the textbook?

T1: for example, listening skills activities and pronunciation parts are difficult areas.

Interviewer: do you think that one's teaching (self) efficacy can be determined by types of tasks in the textbook?

T1: yes. But it depends on the resources. This is one factor. External factor.

Interviewer: Do you mean that your English Language teaching efficacy is high but because of shortage of teaching resources that you are not teaching listening and pronunciation...?

T1: Yes. Otherwise, I'm confident to teach the other language areas.

Interviewer: if your school has all the facilities to teach English language, including resources to teach listening skills and pronunciation, are you equally comfortable to teach them compared to the other language skills?

T1: Actually, what makes me confident in teaching English is my effort. Based on the lessons I prepare myself very well. And I do have my own plan of every lesson. I use different kinds of reference books, I use my time properly, and classroom management is also another factor that makes me confident. And whenever you teach students, your audiences and your listeners must

listen you effectively. At the same time, they motivate you to teach them. So, I think these issues make me confident.

Interviewer: so, do you mean that your personal effort, time management, and some encouraging feedback from your students have contributed to boost your confidence of teaching English?

T1: sure.

Interviewer: Ok, let's talk about your areas of weaknesses when you teach the language. Do you have areas of weaknesses that you need to improve and the reasons why the weaknesses are observed?

T1: Ok. Whenever I think of the issues or hindering factors towards teaching pronunciation and listening skills and other language skills, of course can be divided into two parts: factors related to school environment and out of school environment. When I say the school environment, it is not important to teach pronunciation and listening. That means to teach listening skills. The classroom areas should be somewhat conducive. My school is not that much comfortable to teach listening. Other factors can be like: the number of periods [i.e in a week] given to you and the number of students in a class. And sometimes, make up classes and tutorial after school are also tiresome. Different noises around the class disturb you during teaching. And out of school environment your confidence can be affected teachers are not getting some incentives, the way the textbook itself prepared also did not consider school environments.

Interviewer: You have mentioned that workload [the number of periods in a week] is one of the factors for your weaknesses. How many periods do you teach in a week?

T1: I teach 24 periods in a week. But there are also other activities in the school.

Interviewer: can you mention some activities you do out of teaching in your school?

T1: for instance, I'm a unit leader in my school. Additional committee works also usually given to the school director.

Interviewer: Ok. Thank you very much. We are coming to some specific areas where an EFL teacher can assess himself/herself his/her efficacy as a teacher. To begin with, how do you assess your efficacy in Classroom Management and Remedial Action (ECMRA) as an EFL teacher of grade 10? EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to

self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T1: Actually, I have mentioned some points earlier. As I think teaching is always about changing behavior. To change students' behavior classroom management is very crucial. As I told you I'm unit leader in my school. My students know that and they respect me and follow very well when they come for English lessons. They fear me. Regarding classroom management, I have benefited of being a unit leader. I have no classroom discipline problem.

Interviewer: But Classroom Management and Remedial Action (ECMRA) is not about classroom discipline only. So, what about asking good questions, controlling students' disruptive behavior, helping to self correct themselves ,,,, etc?

T1: Well. When I prepare for lessons, I also prepare good questions for my students as much as possible. If they cannot answer the questions, I give chance to other students to answer or improve the attempt by the earlier student/s. My role a teacher is to facilitate leaning by oneself. I give clue and modify my question and ask the question again and again. I also support and encourage students who fear to try/answer questions.

Interviewer: Ok. Now let you assess your efficacy in Classroom Assessment and Materials Selection (ECAMS). This efficacy area comprises of the ability to assess classroom performance by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T1: Good. These issues are part of teaching. As much as possible I prepare tests in relation to the contents I teach. Therefore, I prepare my questions in relation to the content I taught. I prepare notes for students which is very important in relation to the textbook itself. For assessment, I ask students different kinds of questions whenever I teach them. Regarding material selection, I use the textbook, I prepare short notes comparing with the teacher's guide. I think I feel good regarding these things.

Interviewer: you're teaching grade 10 students. What about you efficacy in skill and proficiency adjustment(ESPA)? Like the ability to teach at different levels: elementary, intermediate, and

advanced level and also efficacy teaching reading and listening skills. Can you adjust yourself depending on the level of students?

T1: I cannot say I can adjust myself to all levels. I 'm graduated to teach grade 9 and 10. Therefore, I cannot teach other grades/levels, especially the lower grades.

Interviewer: mind you, I'm telling you that you'll be put to other grade levels apart from the level you were trained for. It is just a matter of adjusting oneself to the levels of our students in the classroom. It's a matter of flexibility.

T1: especially, I cannot teach English to kids. But in the classroom [i.e, grade 9 & 10], I can help my students according to their ability level.

Interviewer: the other aspect of English language teaching efficacy concerns with Teaching and Correcting Language Components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, correcting errors in speaking and writing teaching vocabulary, and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T1: Teaching grammar and vocabulary, I feel very good. I enjoy these language components. Everything is tangible. It has its own formula. We use this formula to teach them. I can use different reference books. Dictionary is very helpful. Therefore, I teach my students using my effort by advising them to pay their attention towards learning and teaching language components.

Interviewer: Ok, that is good. Do you try to link the classroom lesson to the external world out of the classroom? We call this efficacy in social adaptation. This efficacy assesses EFL teachers' efficacy relating classroom situation to real world and talking about poverty, and so on. How do you evaluate your ability in this regard?

T1: Actually, when we teach language the textbook itself talks about the actual real life outside the classroom. The cultural background of students is one aspect. I use different kinds of examples related to the environment and inspire my students to say something practical examples from their environment they live in. Therefore, I can say I'm using concrete examples from outside the classroom.

Interviewer: what about your efficacy in age adjustment (EAA) (teaching kids, teaching adolescents, teaching adults)?

T1: yes. As you can see, most high students are adolescents. That is who I'm teaching now. Teaching kids, I have not tried. And also I'm not sure to teach them very well. That may need different training. As of teaching adults, when I get much experience I think I can teach, for now I'm fresh teacher. I'm teaching for the 2nd year.

Interviewer: because any reason, if you're assigned to teach any of these levels, are you comfortable?

T1: this I think I have already answered it. If my students are of different age levels, I try to approach according to their maturity level. But, nowadays, most students, even I can say all the students I teach are very much close to each other. I don't see age difference. Because, I teach in a big high school in the town. Most students begin from KG school. I'm lucky in this regard.

Interviewer: Do you plan ahead of classroom to affect your students' learning outcome? It could be before the semester begins or the class starts. Planning is a core to teaching. The ability to teach very well partially depends on planning. How do you evaluate yourself in doing this?

T1: Actually, I have a plan to teach English and my lesson. I prepare operational plan, weekly plan. I do have my objectives, I list them to change my students' behavior or to affect the students' understanding of each lesson. They bring the concept to the real world as much as possible.

Interviewer: Ok. Thank you very much T1. If you do not have some points to add, I'm coming to the second part of this interview.

T1: we can proceed.

Teaching Attribution (T1)

Interviewer: As you have said earlier, EFL teachers have their own strengths and weaknesses. Similarly, their students have also their own strengths and weaknesses. Both EFL teachers and students explain these things in different ways. All of them have their own reasons. We call this Attribution. Attribution is concerned with how individuals interpret events and how this relates to their thinking and behavior. It is a theory which assumes that people try to determine why people do what they do. A person seeking to understand why another person did something may attribute one or more causes to that behavior. So, regarding this, what do you think are the reasons or most important factors for your strength, your students' achievement, and so on. How do you explain? Is it because of your competence, your effort, your students' ability, your

students' effort, or institutions' support? What helped you to do those points you have been raising?

T1: To say something, I teach in government school. I also teach in private school as a par-timer. As my regular job, I teach in government school. Regarding the issue, that is, the attribution, the first one the inspiration of the students. They are very inspired to learn English in the private school I teach. Therefore, the preparation I make to teach English there is high. Students' motivation is one attribution. The second one is I myself attribution. It makes me very happy to teach English. At the same time, I'm getting some advantage from teaching English. This has make me successful in teaching English.

Interviewer: is there any difference between private and government school students in learning English?

T1: Actually, in case of performance, there is some difference. In private school, English is taught in detail. They begin learning English from the lower grade, and even when they reach high school some students are even better than the teacher and very much matured. So the teacher has to prepare very well to teach them, even to compete with them. But in government school, it is up to the teacher, or the school principal or few clever students to contribute to the learning. Therefore, I think there is clear difference between private and government schools. In private school, the school principal is supportive, relatively there are better supplementary books, the students are inspired, they have relatively better background, relatively manageable number of students in a class, additional classes are given for students and teachers get incentives for that. Whereas in government, the libraries are devoid of supplementary books, large classes, the students are also not willing to learn English by their own initiation and encouraging the teacher to do more. These are observable factors. One English textbook is also divided into different subjects in private school. Teaching communication skills, teaching reading, teaching writing, they give these subjects in different forms.

Interviewer: your strengths/success and weakness/failure depends on the factors you mentioned.

T1: Sure.

Interviewer: when I see the factors you listed, they all external ones. But as an EFL teacher, when you assess yourself personally, what kind of area of weakness do you notice?

T1: as I mentioned before, I'm not happy and good to teach listening and pronunciation. This is even because of facilities. Otherwise, I know the textbook very well. I prepare myself very well but the problem is the students, the school environment and routines are not conducive for teaching English. Learning English very much personal interest and effort.

CPD (T1)

Interviewer: Thank you, T1. I'm coming to the final part of my interview that is about CPD. To begin with do you know CPD? What is CPD for you? And what is your view of CPD?

T1: Ok. CPD, as I think it is accronmized from Continuous Professional Development. As of my view of CPD, I think, CPD is very important since teaching is a lifelong process in which the teacher is always learning. Therefore, this CPD allows a teacher to learn different kinds of experiences from different teachers and courses. The teachers can also learn from especial trainings and workshops how to prepare annual plan, lesson plan, and peer evaluation and other issues related to the school and the staff. In fact I view it positively.

Interviewer: is there practice of CPD in your school?

T1: Actually, I'm newly employed teacher. I'm not following CPD. But I'm taking induction course.

Interviewer: So, there no CPD in your school?

T1: No. there is. But only experienced teachers are attending CPD.

Interviewer: what do you mean by experience?

T1: I was employed recently. There are teachers who have taught for more than five years and above.

Interviewer: for how many years you wait to start CPD?

T1: I have to wait for three years, until that I attend my induction program under experienced mentor.

Interviewer: what do you in induction program?

T1: my mentor advises me how to plan a lesson, tackle some activities and supervises my teaching and asks me any problem I face during teaching. He guides me how to go about any activity related to my teaching and students.

Interviewer: have benefited from the program?

T1: yes. It is very useful. My mentor is experienced teacher. He knows many things. I like the program.

Interviewer: so, if you have not begun CPD, you can't tell me its effectiveness and types CPD your colleagues are following?

T1: though I'm not attending as I hear from my colleagues there are some challenges. There is shortage of training because of financial problem, limited resources for self study, and no workshops. They say these are hindering factors to perform CPD very well. The school is also not paying special attention to CPD.

Interviewer: is there anything that you're doing by your own, not expecting your school just to develop your English teaching skill or improve your students' learning?

T1: I'm just following my seniors. Observing how they are doing things. I'm trying to get experience from them. Otherwise, I'm not doing anything. Preparation for the class is also very important. But the induction program is very useful.

Interviewer: Thank you very much. You gave me invaluable information. Thank you really for your time.

T1: Don't mention it.

Interview with Teacher Two (T2)

Name: Mr. -----**(High School Name: II)**

Date of Interview: 03/09/2018

Time of interview: 9:00 am

Venue: Family Guidance Association of Ethiopia, meeting hall

EFL Teaching Efficacy

Interviewer: Ok, let's start. Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching efficacy, attribution in teaching and perception and practice of CPD. This interview questions are the extensions of the survey questionnaire. To start with you are a graduate of PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T2: In PGDT program we have learned many pedagogy courses. All of them are very useful. I got good knowledge of teaching English. So, I like PGDT program.

Interviewer: What is your view of learning pedagogical courses after you got your degree in English? What if you have finished both content courses and professional or pedagogical courses together?

T2: We started learning English. I don't know the reason. But if we learned both program together, it was good.

Interviewer: tell me the grade level you are teaching now and how do you assess your English language teaching efficacy? By efficacy, it means "one's confidence of teaching competence."

T2: Ok. Thank for inviting me to this interview. I'm teaching both grade 9 and 10. In my aspect, when I think of my confidence of teaching English, first I have to prepare myself on the topic I'm teaching. Related to the topic, I have to read and analyze the content of the topic before the class. After that I have full confidence in front of my students.

Interviewer: so, you're confident of teaching English because you prepare yourself very well before class, you read the topic before class, analyze them and finally you teach the lesson very well. That is what gives you confidence.

T2: Sure. This is what I always do before class.

Interviewer: there are some factors which lower or increase our teaching efficacy. Are there any factors which sometimes decrease your teaching efficacy or your confidence of teaching English language?

T2: when I'm prepared very well that is reading and analyzing before class, it increases my confidence. And also if my students are motivated, it also increases my confidence. But I cannot teach without preparation. I have to plan and organize my notes very well before class. Shortage of materials, when students are disturbing, if the students are not participating, when they score very low in tests and assessments, it lowers my confidence and affects my sense of teaching efficacy.

T2: Yes. I do have some problems. For example, you know that there are four basic language skills. When I teach these skills, I do have some problems. I'm not confident in teaching all of them equally. Of course, not all of them. It is because there are shortage materials that will be

used for teaching listening skills and also speaking skills. Like audio and visual teaching aids we cannot get in my school.

Interviewer: but regarding teaching the other language skills, you are comfortable and confident?

T2: No I have no problem in other areas.

Interviewer: let me ask about your efficacy in classroom management and remedial action (ECMRA). EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T2: These all things concern all teachers. I, myself, those points, I think I can handle them. So far, as to me I think I'm doing well. Of course, some problems might be there. I'm not perfect and all in all confident and efficacious. But I try my best to be good a teacher.

Interviewer: Ok. How do you evaluate your efficacy in Classroom Assessment and Materials Selection (ECAMS)? This efficacy area comprises of the ability to assess classroom performance by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T2: in my school, there is a problem regarding to this. For example, in the textbooks I faced some problems like grade 9 textbook if full of pictures, to tell the students about the pictures it is very difficult. It needs my effort. Otherwise, I can prepare tests and assessments. And there is no any extra-curricular material in my school.

Interviewer: you have told me that you are teaching both grade 9 and 10 students. What about your efficacy in skill and proficiency adjustment (ESPA)? Like the ability to teach at different levels: elementary, intermediate, and advanced level an also efficacy teaching reading and listening skills. Can you adjust yourself depending the level of students?

T2: Yes. I have no problem. I just depend on the syllabus and the textbooks. The students are almost synonymous. No gap between them.

Interviewer: my question is if your school director assign you teach at advanced level, say for example, grade 11 or 12, or if you are made to teach at elementary level because some factors, can you adjust yourself.

T2: of course, this PGDT program training for grade 9 and 10 only. But if they assign me to grade 11 or 12 or elementary level, I can teach based on the textbooks. I can also adjust myself and modify my approach to the students' level. But psychologically it is not good to me.

Interviewer: It is just to yourself, it does not mean that you will be taken to another level. No. it is just to help you evaluate your English language teaching efficacy or your confidence of competence at different levels.

T2: I understand. I have no knowledge problem. I have also taken methodology courses. I think I can help any student.

Interviewer: the other one is efficacy in teaching correcting language components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, teaching vocabulary, correcting errors in speaking and writing and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T2: ok. As I told you before, to teach these things I have to prepare. Otherwise, it is possible for me to teach. Grammar and vocabulary are relatively easy to teach and not time consuming. Pronunciation is a little bit difficult, even for me.

Interviewer: Ok, that is good. Let you share me your evaluation your efficacy in social adaptation (ESA), age adjustment (EAA) and core efficacy (CE). To make the questions clear, efficacy in social adaptation (ESA) assesses EFL teachers' efficacy relating classroom situation to real world and talking about poverty, and so on. Efficacy in age adjustment (EAA) refers to teaching kids, teaching adolescents, teaching adults whereas core efficacy (CE) is concerned with planning and your ability to teach well to affect students' learning outcome. How do you evaluate your ability in these regards?

T2: yes. I have no problem.

Teaching Attribution (T2)

Interviewer: I'm coming to the second part of my interview. That is about attribution theory. Attribution means the explanations or reasons we give to our deeds and behaviors or explanations we offer why people act or behave in a certain way, in general. In the previous

interviews you're telling me that you have confidence in doing or teaching some skills and language areas but experience some difficulties in others. What reasons do you give for your strengths and your weaknesses as well? You may look inward and outward: yourself, your students, your institutions anything you want to mention, please?

T2: yes. There are some factors which help to be successful. First, having some content is very important. In addition to that content, preparation is mandatory. These two points have helped me to be successful, I think.

Interviewer: sometimes your students will face a problem. You try to be a good teacher; you want to help your students achieve good results, what do you think are the reasons? I want you to answer me from the teachers' perspectives (competence and effort), students perspective (ability and effort), and institutional support.

T2: from my side, when I see y students are not doing well and complaining, I advise them to follow me. No need of frustration. I encourage them to attend the lesson. Regarding the school, we always ask them to facilitate the teaching learning process. But there are problems most of the time. Attention is not given to the teaching learning process. They advise us to work in the absence of materials through our efforts only. Most students have also no ability and also they do not try to learn by themselves. They think Learning English very difficult. They complain that they were learning through Afan Oromo all the subjects.

Interviewer: Can't you change this trend as a teacher of English in your school? For instance, most students imitate very clever exemplary and competent EFL teachers.

T2: I have taught for 2 years now. The teacher alone cannot do anything. The situation is worse.

Interviewer: the public and students are saying 'their EFL teachers are not teaching very well and sometimes being heard that blaming PGDT program. What do feel about this?

T2: Yes. But it does not concern all teachers. I know even, PGDT graduated EFL teachers who are teaching at elementary level because of lack of confidence and ability. As to me I'm confident of my profession and I think I am competent in teaching the grade levels I was trained for.

CPDT2

Interviewer: the third part of my interview questions deal with CPD. What do you understand by CPD? Tell me your views of it. Have you started it so far?

T2: I do have some concept about CPD. As I think it is the abbreviation of continuous professional development. In depth I don't know about it. I have not started CPD.

Interviewer: how do you perceive CPD? Do you think it is useful for teachers like you?

T2: *Yes. I like the program[CPD]. It's very important as I think. I also hear from my senior colleagues that it is useful.*

Interviewer: in what areas do you it is useful?

T2: for example, in the areas of learning teaching process. To become a good teacher and also to update oneself about new researches and so on. In addition, to know one's students more, about methodologies. For instance, you may forget some things you learned in university, in this case it good to remember on duty. And also about assessments.

Interviewer: but you have not started CPD program yet. How did you know about its usefulness?

T2: I see teachers in other schools who are practicing it. They tell me that what they are doing is CPD. But I have not started.

Interviewer: why you fail to start CPD?

T2: I haven't taken any training, even induction. I just started teaching. I couldn't get any material.

Interviewer: so, how is your school supporting you?

T2: what kind of support?

Interviewer: I mean, if you are not taking induction, or engaged in CPD, what other thing your school if doing to support you?

T2: No induction, no CPD program and also no material. We use the students' textbook only. That is all.

Interviewer: is this for EFL teachers only, or other subject teachers also?

T2: the problem is that most of the teachers are seniors and very old because it is in the town. They are experienced teachers. No fresh or beginning teacher will get this chance. It's by chance I got this school. I'm the only young teacher among them. Unfortunately, all the teachers have finished CPD training. But I want to follow CPD. And also I have reported to the school director.

Interviewer: Do you the types/methods/forms of CPD teachers from other schools are following? Such as curriculum meetings, demonstration lessons, planning lessons together, peer

observation, observation of lessons and feedback, observation of students in lessons, workshops, visiting experts, mentoring, action research, or maintaining one's professional portfolio,

T2: Yes. They write and compile portfolio about different activities and tasks in the textbook, do action research, other types I don't know. May be they doing but I'm no sure.

Interviewer: though you not participating in CPD, can't you for instance, professional reading and research or self-directed study outside of the school, in your par-time?

T2: Yes. As much as possible I'm trying my best to develop my profession by reading different textbooks and reference books, and also on the internet. I taught 24 periods in week last year. This year, I'm teaching 16 periods, so I will have enough time to read more.

Interviewer: what do you think are the factors that CPD followers are facing? Is there anything they raise challenges related to CPD?

T2: No. they haven't told me anything about practicing CPD. But they very busy, I think they don't have enough time for CPD.

Interviewer: Do you have other assignments, apart from teaching in your school?

T2: No I don't have there are many teachers. I teach. No other activity is given to me.

Interviewer: Is there any point you want say? otherwise I have finished my questions.

T2: if this CPD and other training and workshops are given to EFL teachers, I hope all teachers may develop confidence and students will learn more. More importantly, when new teachers employed trainings, inductions, workshops should be given before they start classes. This is my opinion.

Interviewer: Thank you for your time and sharing your experiences and answering my questions.

T2: No problem. Thank you.

Interview with Teacher Three (T3)

Name: Mr. ----- (High School Name: III)

Date of Interview: 03/09/2018

Time of interview: 10: 30 am

Venue: Family Guidance Association of Ethiopia, meeting hall

EFL Teaching Efficacy

Interviewer: Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching

efficacy, attribution in teaching and perception and practice of CPD. This interview questions are the extensions of the survey questionnaire. To start with you are a graduate of PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T3: thank you for inviting me to this interview. To begin with, I'm very confident in teaching English to grade 9 students. I'm teaching grade 9. I'm comfortable. I've no problem of teaching English. I happy and confident.

Interviewer: how do assess whether your English language teaching efficacy is high or low?

T3: Ok. I assess my confidence whether it is high or low, the first is by asking comments from my students. Based on that comment or feedback, I reshape my teaching methodology as well the way I give them lecture. I assess my efficacy on this. Besides based continuous assessments and asking question when I teach.

Interviewer: so far, how did find those comments and feedback from the students?

T3: I encourage students to give feedback on my teaching. Most the time they ask me to speak slowly and give them notes. This way I reshape my teaching styles. Therefore, I think they are happy and I'm teaching very well. This shows me I'm confident and efficacious.

Interviewer: what have helped you to teach well? Any reason that you will give for that?

T3: the first one the knowledge of the subject itself, use of right[varying] methodology[-ing] for different lessons preparation, comments from the students, having good relationships with my students. These are my reasons.

Interviewer: sometimes we also experience difficulties, unable to teach very well. Do you notice such things when you fail to teach very well?

T3: yes. Sometimes, right. I lack confidence/efficacy sometimes. When I'm not prepared well, not planning before classes, shortage of necessary materials. And the other one is some lessons are not suitable. For example, teaching speaking. Being a new teacher, I'm so afraid of students. I do not speak even when I was at university even if I know the correct answer. Still now I have the problem. English language was not my choice. Ok, it is our native language. No one speaks

the language outside the class, including the school environment. If the language is very familiar with us, no problem, in case of teaching speaking, I'm not as such good.

Interviewer: so, you know your weaknesses and strengths and also the reasons why you fail in when teach English. Can you put the reasons as those which emerge from the teacher, or the students, or the school?

T3: Yes. Ok from the teacher may lack of the subject knowledge, methodology, lack of preparation. From the students, lack of the language skills [poor background], not voluntary to learn English[lack of motivation], too many students in a class. These can be the reasons the teacher's low efficacy. From the school lack of resources, no supportive and conducive environment, you cannot teach as it is written in the teacher guide and syllabus. No audio materials.

Interviewer: let me ask about your efficacy in classroom management and remedial action (ECMRA). EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T3: regarding the classroom management, I'm managing my students. I use different mechanisms: by taking attendance I manage my students, by controlling misbehaving students; I also manage my student by asking good questions in classroom, I also give them the correct answer after group work or class work. But they first attempt by their own. So, as I think I'm good at classroom management and giving my students a remedial action.

Interviewer: Ok. Now let you assess your efficacy in Classroom Assessment and Materials Selection (ECAMS). This efficacy area comprises of the ability to assess classroom performance by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T3: Ok, good. Based the lesson or activity we are teaching, we give different kinds of assessments. Among these, I give quiz, I ask oral questions, and in general, I assess my students'

performance by giving continuous assessments. It includes quiz, assignments, tests, mid exams and final exams.

Interviewer: beside, the students' textbook and teachers guide, can you select and use other materials by adjusting and modifying the contents and design activities and use in the class or even develop your own?

T3: yes, sometimes. But you know that students are not motivated to use such materials. I have no problem of doing it but students are not happy. Rather I do give them reading lessons and activities on the textbook before class and summarize the idea of the passage for them. Even sometimes, they [students] cannot understand what is in the textbook. So, I simplify and shorten for them. I can also prepare my own tests based on the lessons I teach.

Interviewer: What about you efficacy in skill and proficiency adjustment (ESPA)? Like the ability to teach at different levels: elementary, intermediate, and advanced level an also efficacy teaching reading and listening skills. Can you adjust yourself depending the level of students?

T3: based on their[students] skills you know our students are poor, I don't know may be their motivation is low or I don't know. Their skill is not similar which means what is in the textbook and the level of students do not go together. Very few are better but most students are poor. I don't know the reason. In this case, I make them practice again and again. I encourage them and help them. I'm not giving them the same topic.

Interviewer: do you mean that there is a mismatch between students' level and the lessons in textbook?

T3: exactly

Interviewer: so, there are mixed ability groups in the class, based their ability level you adjust yourself?

T3: Yes. Otherwise, I can teach according to their ability level.

Interviewer: the other aspect of English language teaching efficacy concerns with Teaching and Correcting Language Components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, correcting errors in speaking and writing, teaching vocabulary, and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T3: you know that being an English language teacher, there are difficult vocabularies in the students' textbook. Sometimes I teach them before giving them as homework or class work. But most of the time I teach and give them feedback after they practiced. So, correction is after feedback[after students attempted].

Interviewer: Ok, how do you assess your efficacy in social adaptation? This efficacy assesses EFL teachers' efficacy relating classroom situation to real world and so on. How do you evaluate your ability in this regard?

T3: yes based on this question, in our textbook [grade9], there are many passages, ok? Sometimes it is not easy to relate the contents of the book to the environment. In this case students simply study for knowledge. So, it depends on the topic being taught.

Interviewer: Do you ask your students to write or to orally present about these places they visit?

T3: Chapter 9 talks about traditional cultures. That traditional culture is not about our culture. It talks about foreign cultures. We have our own cultures. If the textbook is about our culture, students like it and very easy to learn. Based on social adaptation, we can use familiar culture.

Interviewer: All these things you gave, shows that you can adapt the classroom lesson to the external real world?

T3: Yeah, of course.

Interviewer: what about teaching different age groups, that is assessing your efficacy in age adjustment? With this question and also your efficacy planning to affect students' learning, would you say something on these?

T3: Yes, my grade 9 students adolescents. I have also grade 9 evening students. The textbook is the same. But age wise the students are quite different. There is a little bit a difference between the way I teach regular and those evening students. So, here, these students are mixed some are adolescents, and other are adults. I encourage them in different ways, it means.

Interviewer: what about planning?

T3: it's mandatory. I have a plan for my lessons.

Teaching Attribution (T3)

Interviewer: I'm coming to the second part of my interview. That is about attribution theory. Attribution means the explanations or reasons we give to our deeds and behaviors or explanations we offer why people act or behave in a certain way, in general. In the previous

interviews you're telling me that you have confidence in doing or teaching some skills and language areas but experience some difficulties in others. What reasons do you give for your strengths and your weaknesses as well? You may look inward and outward: yourself, your students, and your institutions anything you want to mention, please?

T3: I have taught for two years. I think I'm successful. I prepare for classes. I don't feel good if I'm not prepared for my classes. I have many reasons to say this. I'm happy that my school is found in the town. I like teaching in such school compared to teachers of my level who are teaching rural areas. The other one is most students are coming from educated families. And the parents affect their children's learning.

Interviewer: sometimes you may not be comfortable in teaching English and you may have difficulties. What do you think are the reasons?

T3: yes. Lack of time

Interviewer: how many periods do you teach in a week?

T3: 24 periods. Not only this. There are about 90-95 students in a class. In a 40 minutes, there are different passages, activities, group discussions, so would you do all these in a 40 minutes with such large number of students. The problem is fear evaluation by the school director. You cannot ask to divide the students, so whether you're effective or not, or students are learning or not you have to what you're told to do. Otherwise, you'll be in trouble. The other problem is lack of resources. There are different kinds of reference books. No language aid materials, no audios, etc.

Interviewer: what about the school? Is the school supportive?

T3: No. as you know most of the time in government schools, there is no enough materials.

Interviewer: when do we say an English language teacher is competent?

T3: maybe if that teacher has mastered the subject matter he/she is teaching. Or if that teacher has rich experience, as I think. And also good skill and methodology of teaching, for me that teacher is competent.

CPDT3

Interviewer: the third part of my interview questions deal with CPD. What do you understand by CPD? Tell me your views of it. Have you started it so far?

T3: 'CPD' is simply Continuous Professional Development.

Interviewer: how many years you have to serve to get opportunity to participate in CPD?

T3: two years and above.

Interviewer: what other supports are you getting from your school then?

T3: I'm attending induction course and also began CPD recently.

Interviewer: How long since you began CPD?

T3: two months now.

Interviewer: what do you do in induction courses/program?

T3: we are writing different kinds of activities and questions based the guide. There is a mentor. I have a senior English language mentor. He has taught for six years. I'm under his supervision.

Interviewer: so you attending induction courses, you have also began CPD recently. Can you tell me anything you feel about it?

T3: I have information but I don't know it deeply. My colleague told me that it CPD Career Development program.

Interviewer: did you like CPD so far? What is your view of CPD?

T3: I think it is very useful for all teachers. Because it helps me to develop my profession, it is good so far. ...I like it...

Interviewer: so far what types/forms of CPD activities are engaged in?

T3: I'm writing portfolio and organizing activities, discussing with colleagues both formally and informally.

Interviewer: how do you evaluate those who are participating in CPD or who have finished CPD program? Do you think that 'CPD activities' are effective according to your view?

T3: I do not have experience. I see them writing CPD, otherwise I do not know whether they have brought any change or no. I have no information. But as to me, I hope at the end of the program, there will be change in my teaching skills and knowledge.

Interviewer: so far, can you tell me any factor you encountered as you began doing CPD activities?

T3: workshops are preferable as to me. I think it is good to practice CPD under a trainer in the form of workshops and seminars at certain intervals. No workshops, no seminars, no payments, we are simply doing CPD at school level. In the future, attending CPD may be a criterion for certain opportunities. Otherwise, attending CPD has no problem.

Interviewer: Thank you very much for coming and responding to my questions.

T3: Thank you.

Interview with Teacher Four (T4)

Name: Mrs. ----- (School name: XXX)

Date of Interview: 04/09/2018

Time of interview: 10: 00 am

Venue: Staffroom

EFL Teaching Efficacy

Interviewer: Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching efficacy, attribution in teaching and perception and practice of CPD. This interview questions are the extensions of the survey questionnaire. To start with you are a graduate of PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T4: thank you for inviting me to this interview. I'm very confident in teaching English to grade 9 students. I'm teaching grade 9. I've no problem of teaching English. I happy and confident.

Interviewer: how do assess whether your English language teaching efficacy is high or low?

T4: Ok. by asking comments from my students. Based on that comment or feedback, evaluation by my school director, I assess my efficacy on this. Students' results of continuous assessments and class participation all confirm me that I'm teaching confidently.

Interviewer: so far, how did find those comments and feedback from the students?

T4: I ask students to give me comments on my teaching. Most the time they ask me to speak slowly and give them notes. According to their comments, I think they are happy and I'm teaching very well. This shows me I'm confident and efficacious.

Interviewer: what have helped you to teach well? Any reason that you will give for that?

T4: the first one the knowledge of the subject itself, use of good methodology for different lessons preparation, comments from the students, having good relationships with my students. These are my reasons.

Interviewer: sometimes we also experience difficulties, unable to teach very well. Do you notice such things when you fail to teach very well?

T4: I lack confidence on some topics sometimes. I am not comfortable teaching some lessons. Like listening, speaking, pronunciation, not only these but also there is shortage of necessary materials. Because of this some lessons are not suitable. Being a new teacher, I'm so afraid of students. Naturally, I do not speak much. This has impact on my teaching.

Interviewer: so, you know your weaknesses and strengths and also the reasons why you fail in when teach English. Can you put the reasons as those which emerge from the teacher, or the students, or the school?

T4: Yes. Lack of the subject knowledge, inappropriate methodology, going to class without preparation. From the students, students are very poor. They lack of the language skills [poor background], not voluntary to learn English[lack of motivation], too many students in a class. These can be the reasons for the teacher's low efficacy. From the school lack of resources, no supportive and conducive environment, you cannot teach as it is written in the teacher guide and syllabus. No audio materials. There is no encouraging environment.

Interviewer: let me ask about your efficacy in classroom management and remedial action (ECMRA). EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T4: regarding the classroom management, I use different mechanisms: by taking attendance I manage my students, by controlling misbehaving students; I also manage my student by asking good questions in classroom, I give them group assignments, classworks, they discuss and sometimes present to class, finally I give them the correct answer. But they first attempt by their own. So, as I think I'm good at classroom management and giving my students a remedial action. I report some misbehaving students to the school director.

Interviewer: Ok. Now let you assess your efficacy in Classroom Assessment and Materials Selection (ECAMS). This efficacy area comprises of the ability to assess classroom performance

by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T4: Based the lesson or activity I'm teaching, I can give different kinds of assessments. Among these, I give quiz, I ask oral questions, and in general, I assess my students' performance by giving continuous assessments. Regarding developing materials, I use students' textbook and teacher's guide. I prepare tests and sometimes I show it to my seniors.

Interviewer: beside, the students' textbook and teachers guide, can you select and use other materials by adjusting and modifying the contents and design activities and use in the class or even develop your own?

T4: yes, sometimes. But students have no interest. They cannot understand what is in the textbook even. There is also lack of materials in school. And also shortage of time to use additional materials beside the textbook. Otherwise, I can also prepare my own tests based on the lessons I teach.

Interviewer: What about you efficacy in skill and proficiency adjustment(ESPA)? Like the ability to teach at different levels: elementary, intermediate, and advanced level an also efficacy teaching reading and listening skills. Can you adjust yourself depending on the level of your students?

T4: Students' skills as you know are poor, The textbook and the students level also do not match. I think, the students' background is the reason. These students learned through self contained program. Very few are better but most students are poor. The other reason could be they [students] may lack of motivation. However, I make them practice again and again. But only few have interest. I encourage them and help them. There are tutorial classes for less performing students. Some students are improving but much has to be done.

Interviewer: do you mean that there is a mismatch between students' level and the lessons in textbook?

T4: exactly. The students' background and the way the textbook is prepared are different.

Interviewer: so, there are mixed ability groups in the class, based their ability level you adjust yourself?

T4: yes. Few are top, some are medium and most of them are average. So, I can teach according to their ability level

Interviewer: the other aspect of English language teaching efficacy concerns with Teaching and Correcting Language Components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, correcting errors in speaking and writing, teaching vocabulary, and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T4: I select some key words and give them their meanings, these words are important for understanding the lesson. Sometimes I teach them before giving them as homework or classwork. But most of the time I teach and give them feedback after they practiced. So, correction is after feedback[after students attempted].

Interviewer: Ok, how do you assess your efficacy in social adaptation? This efficacy assesses EFL teachers' efficacy relating classroom situation to real world and so on. How do you evaluate your ability in this regard?

T4: yes based on this question, I take examples from the surrounding. Similar examples which are similar to the topics in the textbook, I give them from local. I'm doing that. However, the textbook is developed to know national history of Ethiopia, but it is not inclusive. Only few part of the country are given as example.

Interviewer: Do ask your students to write or to orally present about these places they visit?

T4: yes, I remember last year I asked students' to visit Wollega Museum and report what they saw there. Based on social adaptation, we can use familiar culture.

Interviewer: All these things you gave, shows that you can adapt the classroom lesson to the external real world?

T4: Yeah, of course.

Interviewer: what about teaching different age groups, that is assessing your efficacy in age adjustment? With this question and also your efficacy planning to affect students' learning, would you say something on these?

T4: Yes, my grade 9 students are adolescents. They are similar in age level. But from class to class there are some different age levels. They may be very matured or do not fit to others that is immature. In this case, I treat them differently. I encourage them in different ways, it means. They are also happy. Different grade levels, I can teach accordingly. I have no problem.

Interviewer: what about planning?

T4: it's mandatory. I have a plan for my lessons. For everything I do I have a plan.

Interviewer: I'm coming to the second part of my interview. That is about attribution theory. Attribution means the explanations or reasons we give to our deeds and behaviors or explanations we offer why people act or behave in a certain way, in general. In the previous interviews you're telling me that you have confidence in doing or teaching some skills and language areas but experience some difficulties in others. What reasons do you give for your strengths and your weaknesses as well? You may look inward and outward: yourself, your students, and your institutions anything you want to mention, please?

T4: my confidence and success are because of many reasons: I prepare for classes; I don't feel good if I'm not prepared for my classes.

Interviewer: sometimes you may not be comfortable in teaching English and you may have difficulties. What do you think are the reasons?

T4: when I'm not prepared for class, lack of time, lack of resources, misbehaving students or lack of discipline by students, the way your school principal treat you all may make you uncomfortable.

Interviewer: how many periods do you teach in a week?

T4: 16 periods. The problem is I teach many students in a class. There are about 90-95 students in a class. In 40 minutes, there are different passages, activities, group discussions, so would you do all these in 40 minutes with such large number of students. The other problem is lack of resources. There are different kinds of reference books on market. No language aid materials, no audios, etc. in the schools.

Interviewer: what about the school? Is the school supportive?

T4: of course, as much as possible, our school tries to provide all the necessary resources. But there are limitations all over the country. The country's budget does not support all schools. Compared to private schools, the situation is worse in government schools most of the time, there is no enough materials.

Interviewer: when do we say an English language teacher is competent?

T4: A teacher has to be able apply what he/she learned in colleges/universities. All content knowledge and methodologies of teaching should be used accordingly. The teacher has to master

the subject matter he/she is teaching. Similarly, as he/she gets rich/more experiences that teacher can be competent. Actually, the role of students, resources, should not be forgotten.

CPDT4

Interviewer: the third part of my interview questions deal with CPD. To begin with, what do you understand by CPD? Tell me your views of it. Have you started it so far?

T4: CPD means it is Continuous Professional Development'. I completed before a year. It's very interesting activities. It helps a teacher to be competent in teaching methodologies, Test writing, portfolios, action research, how planning to reduce attrition. But only few things we deal with language issues. To improving oneself as a language teacher in speaking, writing, pronunciation, etc. is rare. It is very general. Otherwise, it helped me to remember what I learned in a university.

Interviewer: how many years did you serve to get opportunity to participate in CPD?

T4: two years

Interviewer: what other services are you getting from your school then?

T4: what I remember is induction so far, since I'm employed.

Interviewer: what do you do in induction courses/program?

T4: I receive advice from my senior colleague on how to correct tests, write lesson plans, how to treat and care and help students during learning. I have a senior English language mentor. I write different kinds of activities and questions based the guide.

Interviewer: so you have gone through induction activities, you have also completed CPD. did you observe any change on your teaching style and skills, methodologies...?

T4: A lot. Induction, by itself was very useful if you get good mentor. My mentor made effort to help me. But there are many complaints I hear from other colleagues. CPD is also good. If you cover all the contents according the contents, it is useful. Motivation is important. Sometimes it is boring. You do many activities. To understand it deeply, you have to work hard.

Interviewer: what advantage did you get because of your engagement in CPD?

T4: of course, it increases your confidence. You know how to teach different contents, how to deal with students. It has many benefits. It really helped me to develop my profession.

Interviewer: after you completed formal CPD, what are you doing personally?

T4: I read different supplementary materials.

Interviewer: what forms or types of CPD activities did you attend?

T4: of course, there are different lists on the manual. But portfolio, I conducted one action research, classroom observation or peer observation sometimes, sharing good practice within school most of the time during discussion. There was no workshop.

Interviewer: How do you evaluate the practice of CPD so far?

T4: As to me, it is good. But it is up to the teacher to work hard and improve his/her profession.

Interviewer: By effectiveness, I mean ‘have you acquired skills, new knowledge, by participating in CPD activities? Are you encouraged to self study such as reading books or using library? Was your school’s support adequate? Are you using the skills and knowledge to increase impact?

T4: of course, many of the contents are not new. But, it helps us remind our university courses. CPD helps to be practical. What one has forgotten as a teacher, he/she can remember. The CPD manual guides you what to do and then you choose a lesson in the students’ textbook and show it how to address, for example. Other areas are like students’ behavior, classroom management. There are many skills that can be acquired from CPD activities.

Interviewer: finally, what are the factors which affect EFL teachers’ practice of CPD, from your experience?

T4: it is very loose. The school does not pay special attention to CPD. I think, resources, and finances are major factors not to fully implement CPD. for example, there was no workshop throughout my CPD activities.

Interviewer: if you remember, the survey questionnaire you filled, factors like: personal financial problems, excessive work load, lack of communication among colleagues, lack of collaboration among colleagues, strict working hours, lack of institutional support for professional development, lack of self- motivation, lack of sufficient resources for teachers to participate in CPD activities, whether or not professional development conflicts with your work schedule, whether or not you have time because of family responsibilities, relevance of professional development offered and whether or not the your school or CPD activity providers give incentives for participating in CPD were asked and rated. Among these which once are serious?

T4: of course all of them can be a factor, but finance and resource are serious factors. The coordination is also not satisfactory.

Interviewer: by finance, do you mean there is no incentive for participating in CPD?

T4: of course yes. There must be workshops and sometimes pay per diem for participants should be there. Refreshments, and a kind of stationary materials will motivate you to effectively engage in CPD.

Interviewer: Thank you very much. But finally, if you want to add or share what has to be done, you're welcome, before we end our interview?

T4: Everything is raised. I wish you good luck.

Interviewer: Thank you very much for coming and sharing invaluable information with me about your CPD practice, teaching efficacy and your attributions. Thank you very much again.

Interview with Teacher Five (T5)

Name: Mrs. ----- (**High school name:** V)

Date of Interview: 08/09/2018

Time of interview: 9:00 am

Venue: Staffroom

EFL Teaching Efficacy

Interviewer: Ok, let's start. Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching efficacy, attribution in teaching and perception and practice of CPD As you remember last time you have filled a survey questionnaire. I want to remind you that I'm conducting a research entitled "*A Study of EFL Teachers' Teaching Efficacy, Attribution in Teaching, and Perception and Practice of CPD, PGDT as Teacher Development Domain*". This interview questions are the extensions of the survey questionnaire. To start with you are graduate PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T5: thank you very much for your invitation first. PGDT education is very important for teachers to know teaching methodology and teach students very well. It is about methodological issues related to teaching. So, when I took the training it was very interesting.

Interviewer: Ok, your teaching efficacy, by efficacy I mean, how much EFL teachers are confident enough of their competence of teaching English. Simply put 'confidence of one's

competence'. How do you evaluate your competence (yourself) when you teach English to grade 9 students?

T5: thank you. First, I'm teaching 10th graders. I'm teaching at Sire Senior Secondary School. I have already taught for 3 years. I was graduated from Wollega University in 2016. Then I got teaching opportunity. I think I've developed my confidence now. But when I started teaching, I have no confidence because I've no experience. But now I can use use different kinds of reference books. I prepare relevant notes for the grades I teach. I hope my students are happy and like my teaching now. Otherwise, I'm confident, no problem[laugh].

Interviewer: one's confidence in teaching English could be high or low. There might be some factors for the highness or lowness of one's self efficacy. They can be external or internal. So, how do you assess that whether your English teaching efficacy is high or low?

T5: What makes me confident in teaching English is my effort. Based on the lessons I prepare myself very well. And I do have my own plan of every lesson. So, I think these issues make me confident. I use different kinds of reference books, I use my time properly and the like.

Interviewer: That your assessment of your teaching efficacy is high because of what you told me?

T5: Yes. These things make me confident and increase my efficacy.

Interviewer: Ok, when do you feel that your teaching efficacy will be low?

T5: When I'm not prepared well, not planning before classes, shortage of necessary materials.

Interviewer: Do you mean that your English Language teaching efficacy is high but because of shortage of teaching resources that you are not teaching listening and pronunciation...?

T5: Yes. Otherwise, I'm confident to teach the other language areas.

Interviewer: are you equally comfortable to teach all language skills and items in the students' textbooks?

T5: And I do have my own plan of every lesson. Actually, what makes me confident in teaching English is my effort. Based on the lessons I prepare myself very well. I use different kinds of reference books, I use my time properly, and classroom management is also another factor that makes me confident.

Interviewer: so, do you mean that your personal effort, time management, and some encouraging feedback from your students have contributed to boost your confidence of teaching English?

T5: Yes. I think these things are what are expected of a teacher. If a teacher does these things, it will help him/her to increase his/her confidence.

Interviewer: Ok, let's talk about your areas of weaknesses when you teach the language. Do you have areas of weaknesses that you need to improve and the reasons why the weaknesses are observed?

T5: Ok. I said earlier, shortage of resources is one. Of course hindering factors can be divided into two parts: factors related to school environment and out of school environment. When I say the school environment, shortage materials, classroom situation to teach certain skills, have an impact. Such as, library, laboratory, tape recorder, audio-visual materials to teach speaking, listening, pronunciation are vital but not existent. Other factors can be like: the number of periods [i.e in a week] given to you and the number of students in a class. And sometimes, make up classes and tutorial after school are also tiresome. Different noises around the class disturb you during teaching. And out of school environment your confidence can be affected teachers are not getting some incentives, the way the textbook itself prepared also did not consider school environments.

Interviewer: You have mentioned that workload [the number of periods in a week] is one of the factors for your weaknesses. How many periods do you teach in a week?

T5: I teach 16 periods in a week. But there are also other activities in the school.

Interviewer: Ok. Thank you very much. We are coming to some specific areas where an EFL teacher can assess himself/herself his/her efficacy as a teacher. To begin with, how do you assess your efficacy in Classroom Management and Remedial Action (ECMRA) as an EFL teacher of grade 10? EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T5: Actually, I have mentioned some points earlier. Classroom management is very crucial for a teacher. As you see me, I'm female. In addition, I teach English. So, sometimes, the students do not think you teach them very well. There is a bias towards female high school teachers. To be frank, I have some problem with students' classroom discipline. There are violent students. In such cases, I report to the school's director.

Interviewer: But Classroom Management and Remedial Action (ECMRA) is not about classroom discipline only. So, what about asking good questions, controlling students' disruptive behavior, helping to self correct themselves ,,,,etc?

T5: Well. I'm ready to give tutorial classes. I want to help my students. But my students' are not willing. When I prepare for lessons, I also prepare good questions for my students as much as possible. Based on their test results, I also give them make up tests to help them improve their results. I think the students' age is a problem. They are all adolescents. They disturb you.

Interviewer: Ok. Now let you assess your efficacy in Classroom Assessment and Materials Selection (ECAMS). This efficacy area comprises of the ability to assess classroom performance by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T5: Good. I prepare notes for students which is very important in relation to the textbook itself. For assessment, I ask students different kinds of questions whenever I teach them. Regarding material selection, I use the textbook, I prepare short notes comparing with the teacher's guide. I think I feel good regarding these things. These issues are part of teaching. As much as possible I prepare tests in relation to the contents I teach. But the role of developing test can be very difficult. Teachers have to cautious. Therefore, I prepare my questions in relation to the content I taught.

Interviewer: you're teaching 10th graders. What about you efficacy in skill and proficiency adjustment (ESPA)? Like the ability to teach at different levels: elementary, intermediate, and advanced level an also efficacy teaching reading and listening skills. Can you adjust yourself depending the level of students?

T5: I 'm graduated to teach grade 9 and 10. But I doubt to handle preparatory students. I need more experience. Otherwise, I think I can teach English to kids. But in the classroom [i.e, grade 9 & 10], I can help my students according to their ability level.

Interviewer: the other aspect of English language teaching efficacy concerns with Teaching and Correcting Language Components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, correcting errors in speaking and writing, teaching vocabulary, and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T5: As much as possible, I can use different references books. Teaching grammar and vocabulary, I feel very good. Therefore, I teach my students using my effort by advising them to pay their attention towards learning and teaching language components. They do not need materials, much resource.

Interviewer: Ok, that is good. Do you try to link the classroom lesson to the external world out of the classroom? We call this efficacy in social adaptation. This efficacy assesses EFL teachers' efficacy relating classroom situation to real world and talking about poverty, and so on. How do you evaluate your ability in this regard?

T5: I can say I'm using concrete examples from outside the classroom. I use different kinds of examples related to the environment and inspire my students to say something practical examples from their environment they live in.

Interviewer: what about your efficacy in age adjustment (teaching kids, teaching adolescents, teaching adults)?

T5: As I mentioned before, I 'm graduated to teach grade 9 and 10. I doubt to handle preparatory students. I need more experience. Otherwise, I think I can teach English to kids.

Interviewer: Do you plan ahead of classroom to affect your students' learning outcome? It could be before the semester begins or the class starts. Planning is a core to teaching. The ability to teach very well partially depends on planning. How do you evaluate yourself in doing this?

T5: I prepare operational plan, weekly plan. Having lesson plan is mandatory. I do have my objectives, I list them to change my students' behavior or to affect the students' understanding of each lesson.

Interviewer: Ok. Thank you very much T1. If you do not have some points to add, I'm coming to the second part of this interview.

T5: we can proceed.

Teaching Attribution (T5)

Interviewer: As you have said earlier, EFL teachers have their own strengths and weaknesses. Similarly, their students have also their own strengths and weaknesses. Both EFL teachers and students explain these things in different ways. All of them have their own reasons. We call this Attribution. Attribution is concerned with how individuals interpret events and how this relates to their thinking and behavior. It is a theory which assumes that people try to determine why people do what they do. A person seeking to understand why another person did something may attribute one or more causes to that behavior. So, regarding this, what do you think are the reasons or most important factors for your strength, your students' achievement, and so on. How do you explain? Is it because of your competence, your effort, your students' ability, your students' effort, or institutions' support? What helped you to do those points you have been raising?

T5: yes. There are some factors which help to be successful. First, having some content is very important. I refer to other reference books. I prepare short notes for my students. Preparation is mandatory. So, I'm competent, confident, and also working hard. Knowledge alone may not help, a teacher has to make an effort. Hence, my strength in teaching EFL is because of my competence, and effort. Besides, students have to be ready to learn and motivated. If resources are fulfilled can make me to be successful.

Interviewer: As an EFL teacher, when you assess yourself personally, what kind of area of weakness do you notice?

T5: shortage of resources may not make you effective; for example, teaching listening and pronunciation. There is no English spoken outside the classroom. This by itself has an impact both on EFL teachers and students. The teacher teaches from textbook only. Learning English very much [of] personal interest and effort. The students have no opportunity to practice out of class. Even in a class, there is lack of facilities. I prepare myself very well but the problem is the students, the school environment and routines are not conducive for teaching English. Most students are not motivated to learn all subjects particularly English subject. Their background is a problem. Sometimes they lack basic skills of English which had to be covered or mastered at earlier grades. Sometimes you leave what is in the textbook and lower yourself to the students' levels. Such activities will also in turn lower your efficacy.

Interviewer: what about support from your school? Is it adequate or at least getting the minimum support from your school?

T5: support from the school is not satisfactory. There is shortage of resources in all regards, No language aid materials, no audios, etc.

CPDT5

Interviewer: the third part of my interview questions deal with CPD. To begin with, what do you understand by CPD? Tell me your views of it. Have you started it so far?

T5: CPD is Continuous Professional Development'. My view of CPD is I like it very much. I really enjoyed it, though tiresome it was. It was interesting.

Interviewer: why are you enjoyed it? I mean what advantage did you get by participating in CPD?

T5: I completed before three years. It's very interesting activities. It helps a teacher to be competent in teaching methodologies, Test writing, portfolios, action research, how planning to reduce attrition. But only few things we deal with language issues.

Interviewer: how many years did you serve to get opportunity to participate in CPD?

T5: two years

Interviewer: what other services were you getting from your school then?

T5: induction, I have attended two English language improvement workshops organized by Wollega University.

Interviewer: how did you find the induction program?

T5: of course I tried to go by myself. Later, the school assigned me a mentor. The mentor was only a peer, taught only for two years by then. I didn't find any difference between me and the mentor. But we use discuss together whenever there was a problem.

Interviewer: so you have gone through induction activities, you have also completed CPD. did you observe any change on your teaching style and skills, methodologies...?

T5: A lot. As I told you, my mentor did not help me much not because of unwillingness but lack of experience. We use to discuss and share experience of teaching and dealing with students and tests and so on. CPD was what I learned a lot. The contents are useful. You do by your own.

Sometimes it is boring. Unless you're motivated it is additional work besides preparing for classes.

Interviewer: what advantage did you get because of your engagement in CPD?

T5: It has many benefits. You develop confidence, you remember what you forgot. It makes develop you professionally and planning as well.

Interviewer: after you completed formal CPD, what are you doing personally?

T5: I read different supplementary materials for teaching. The problem is shortage resources. No internet. No well equipped library. But, I have a plan to pursue my MA. So, I read some methodological and theoretical handouts from my senior colleagues from other schools.

Interviewer: what forms or types of CPD activities did you attend? What kinds of activities you use to do in CPD?

T5: I have written or compiled portfolio. Discussion with colleagues, sharing experience with other colleagues teaching the similar courses.... Of course, there are different lists on the manual. I have attended two workshops, but others are very much limited may be they require finance.

Interviewer: How do you evaluate the practice of CPD so far? By practice I mean its effectiveness. For instance, I mean 'have you acquired skills, new knowledge, by participating in CPD activities? Are you encouraged to self study such as reading books or using library? Was your school's support adequate? Are you using the skills and knowledge to increase impact?

T5: As to me, the practice was good. But it is up to the teacher to work hard and improve his/her profession. Of course, many of the contents are not new. There are many skills that can be acquired from CPD activities: reminding my university courses. CPD helps to be practical. The CPD manual guides you what to do and then you choose a lesson in the students' textbook and show it how to address, for example. Other areas are like students' behavior, classroom management. However, it was not fully implemented.

Interviewer: Are there factors that affected your practice of CPD, from your experience?

T5: All the factors mentioned in the questionnaire exist; of course, at different degrees. However, financial problems, excessive work load, strict working hours, and lack of institutional support for professional development are major ones. I also see lack of motivation to do CPD on

others including me. There are no incentives for participating in CPD. The school does not pay special attention to CPD.

Interviewer: do you any comment that should be improved in the future? It could be the contents, processes, and so on.

T5: Workshops should be organized for all teachers at least once in year. The other is out of students' textbooks to improve improving teachers' speaking, writing, pronunciation, etc. is rare. I think the contents should be improved for language teachers. It is very general.

Interview with Teacher Six (T6)

Name: T6 (school name: VI)

Date of Interview: 05/09/2017

Time of interview: 10: 00 am

Venue: Family Guidance Association of Ethiopia, meeting hall

EFL Teaching Efficacy

Interviewer: Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching efficacy, attribution in teaching and perception and practice of CPD. This interview questions are the extensions of the survey questionnaire. To start with you are a graduate of PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T6: thank you for inviting me to this interview. I'm very confident in teaching English to grade 9 students. I'm teaching grade 9. I've no problem of teaching English. I happy and confident.

Interviewer: how do assess whether your English language teaching efficacy is high or low?

T6: Ok. by asking comments from my students. Based on that comment or feedback, evaluation by my school director, I assess my efficacy on this. Students' results of continuous assessments and class participation all confirm me that I'm teaching confidently.

Interviewer: so far, how did find those comments and feedback from the students?

T6: I ask students to give me comments on my teaching. Most the time they ask me to speak slowly and give them notes. According to their comments, I think they are happy and I'm teaching very well. This shows me I'm confident and efficacious.

Interviewer: what have helped you to teach well? Any reason that you will give for that?

T6: the first one the knowledge of the subject itself, use of good methodology for different lessons preparation, comments from the students, having good relationships with my students. These are my reasons.

Interviewer: sometimes we also experience difficulties, unable to teach very well. Do you notice such things when you fail to teach very well?

T6: yes. I am not comfortable teaching some lessons. Like listening, speaking, pronunciation, not only these there are also shortage of necessary materials. Because of this some lessons are not suitable. Being a new teacher, I'm so afraid of students. Naturally, I do not speak much. This has impact on my teaching.

Interviewer: so, you know your weaknesses and strengths and also the reasons why you fail in when teach English. Can you put the reasons as those which emerge from the teacher, or the students, or the school?

T6: Yes. lack of the subject knowledge, inappropriate methodology, going to class without preparation. From the students, students are very poor. They lack of the language skills [poor background], not voluntary to learn English[lack of motivation], too many students in a class. These can be the reasons for the teacher's low efficacy. From the school lack of resources, no supportive and conducive environment, you cannot teach as it is written in the teacher guide and syllabus. No audio materials. There is no encouraging environment.

Interviewer: let me ask about your efficacy in classroom management and remedial action (ECMRA). EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T6: Any teacher has to be good at classroom management. As to me, I can also ask good questions in classroom, I give them group assignments, class works, they discuss and sometimes present to class, finally I give them the correct answer. I give them correct answers in listening and reading skills, I use my time properly according to my lesson plan. For me maintaining classroom discipline is mandatory for all students. When you teach them very well, students may not disturb. Besides, I also help students who think they are weak. I give them tutorial classes. So, as I think I'm good at classroom management and giving my students a remedial action. I hope I can meet all the points of classroom management.

Interviewer: Ok. Now let you assess your efficacy in Classroom Assessment and Materials Selection (ECAMS). This efficacy area comprises of the ability to assess classroom performance by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T6: Ok, I can prepare test and questions from the lessons I teach. I also give them quiz, group works. I assess my students' performance by giving continuous assessments. Continuous assessment is compulsory. These are what I always do.

Interviewer: beside, the students' textbook and teachers guide, can you select and use other materials by adjusting and modifying the contents and design activities and use in the class or even develop your own?

T6: Yes, sometimes. But students have no interest. They cannot understand what is in the textbook even. There is also lack of materials in school. And also shortage of time to use additional materials beside the textbook. Otherwise, I can also prepare my own tests based on the lessons I teach.

Interviewer: What about you efficacy in skill and proficiency adjustment (ESPA)? Like the ability to teach at different levels: elementary, intermediate, and advanced level an also efficacy teaching reading and listening skills. Can you adjust yourself depending on the level of your students?

T6: It's a matter of attitude. I can teach at any level. I can also adjust myself to any level.

Interviewer: the other aspect of English language teaching efficacy concerns with Teaching and Correcting Language Components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, correcting errors in speaking and writing,

teaching vocabulary, and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T6: Teaching grammar, teaching vocabulary are relatively simpler contents to teach than other skill areas. Giving correction for grammar error and vocabulary is also easy. But a teacher has to be able to teach them in context. Creating a situation in which grammar and vocabulary is taught needs experience. From these components, I think teaching pronunciation is relatively difficult. No audio materials in the school. In general, I'm very good and enjoy teaching these things.

Interviewer: Ok, how do you assess your efficacy in social adaptation? This efficacy assesses EFL teachers' efficacy relating classroom situation to real world and so on. How do you evaluate your ability in this regard?

T6: Yes based on this question, I take examples from the surrounding. Similar examples which are similar to the topics in the textbook, I give them from local. I'm doing that. However, the textbook is developed to know national history of Ethiopia, but it is not inclusive. Only few parts of the country are given as example.

Interviewer: All these things you gave, shows that you can adapt the classroom lesson to the external real world?

T6: Yeah, of course.

Interviewer: what about teaching different age groups, that is assessing your efficacy in age adjustment? With this question and also your efficacy planning to affect students' learning, would you say something on these?

T6: I treat them differently. I encourage them in different ways, it means.

Interviewer: what about planning?

T6: it's mandatory. For everything I do have a plan. And it should be checked and signed by the school director, It's must to have a plan. Semester, annual...

Teaching Attribution (T6)

Interviewer: I'm coming to the second part of my interview. That is about attribution theory. Attribution means the explanations or reasons we give to our deeds and behaviors or explanations we offer why people act or behave in a certain way, in general. In the previous interviews you're telling me that you have confidence in doing or teaching some skills and language areas but experience some difficulties in others. What reasons do you give for your

strengths and your weaknesses as well? You may look inward and outward: yourself, your students, and your institutions anything you want to mention, please?

T6: I have taught for two years. I think I'm successful. I prepare for classes. I don't feel good if I'm not prepared for my classes. I have many reasons to say this. I'm happy that my school is found in the town. I like teaching in such school compared to teachers of my level who are teaching rural areas. The other one is most students are coming from educated families. And the parents affect their children's learning.

Interviewer: sometimes you may not be comfortable in teaching English and you may have difficulties. What do you think are the reasons?

T6: yes. Lack of time

Interviewer: how many periods do you teach in a week?

T6: 24 periods. Not only this. There are about 90-95 students in a class. In a 40 minutes, there are different passages, activities, group discussions, so would you do all these in a 40 minutes with such large number of students. The problem is fear evaluation by the school director. You cannot ask to divide the students, so whether you're effective or not, or students are learning or not you have to what you're told to do. Otherwise, you'll be in trouble. The other problem is lack of resources. There are different kinds of reference books. No language aid materials, no audios, etc.

Interviewer: what about the school? Is the school supportive?

T6: No. as you know most of the time in government schools, there is no enough materials.

Interviewer: when do we say an English language teacher is competent?

T6: maybe if that teacher has mastered the subject matter he/she is teaching. Or if that teacher has rich experience, as I think. And also good skill and methodology of teaching, for me that teacher is competent.

CPDT6

Interviewer: the third part of my interview questions deal with CPD. To begin with, what do you understand by CPD? Tell me your views of it.

T6: CPD means it is Continuous Professional Development' to help teachers keep up to date and refresh their knowledge and familiarize with certain syllabuses and change in teaching materials.

Interviewer: Have you started it so far?

T6: yes. I completed it before four years.

Interviewer: By the way, have attended any induction to teaching profession?

T6: Yes. When you are employed, the school director assigns you a mentor. The mentor a senior teacher who teaches English subject like you, but if there is English subject teacher who is experienced, in some schools they assign you an senior and experienced teacher from other departments. Because the CPD manual is very general. So, he or she advises you on how to correct tests, write lesson plans, how to treat and care and help students during learning. I have a senior English language mentor. I write different kinds of activities and questions based the guide.

Interviewer: so you have gone through induction activities, you have also completed CPD. did you observe any change on your teaching style and skills, methodologies...?

T6: A lot. I learned many things from my mentor. He shares with his experience and very much friendly. CPD activities were also good. It helps to improve oneself. Though it was tiresome and boring, I personally benefited a lot. I cannot say this thing and those things, but unconsciously; it taught me many things.

Interviewer: what advantage did you get because of your engagement in CPD?

T6: of course, it increases your confidence. It really helped me to develop my profession. You know how to teach different contents, how to deal with students. It has many benefits.

Interviewer: after you completed formal CPD, what are you doing personally?

T6: I try to apply what I learned in CPD using supplementary materials. Anytime I get reference books which will help me develop myself professionally I read them. The problem is books are expensive. The library of our school doesn't have much books. Personally, I'm doing these things...

Interviewer: what forms or types of CPD activities did you attend?

T6: portfolio, action research, there is classroom observation of a colleague, but many teachers are not happy to be observed by others when teaching. Workshops and refreshments I have attended three or four times.

Interviewer: How do you evaluate the practice of CPD so far?

T6: It is up to the teacher to work hard and improve his/her profession. Teachers were very much motivated when CPD began. I don't think that spirit is still there with others.I don't exactly

know the reason but lack of incentives, resources, support, teaching loads, and other external factors might have contributed to lowness of teachers' motivation in CPD.As to me, it is good.

Interviewer: By effectiveness, I mean 'have you acquired skills, new knowledge, by participating in CPD activities? Are you encouraged to self study such as reading books or using library? Was your school's support adequate? Are you using the skills and knowledge to increase impact?

T6: of course, yes. I think at least my attitude has been changed.

Interviewer: What do you mean by attitude?

T6: I'm not thinking the way I use to now. A teacher has to be open and ready to learn and update himself/herself. Even I started learning after I was employed from actual practice. CPD activities added to actual practice, you can improve a lot.

Interviewer: finally, what are the factors which affect EFL teachers' practice of CPD, from your experience?

T6: I think resources and finances are major factors which hinder the implementation of CPD.

Interviewer: if you remember, the survey questionnaire you filled, factors like: personal financial problems, excessive work load, lack of communication among colleagues, lack of collaboration among colleagues, strict working hours, lack of institutional support for professional development, lack of self- motivation, lack of sufficient resources for teachers to participate in CPD activities, professional development conflicts with my work schedule, I do not have time because of family responsibilities, there is no relevant professional development offered and there are no incentives for participating in CPD were asked and rated. Among these which once are serious?

T6: Exactly, earlier, I have mentioned lack of time, lack of incentives, lack of support from school administration. They are serious problems.

Interviewer: As a senior staff and even worked as a mentor other novice teacher and as who has attended many workshops and refreshment training, was financial problems a serious one? What other factors did observe in other colleagues? For example, their motivation, effort and so on.

T6: you know teachers have no any income out of their salary. They want participate in workshops and want get same perdiems. Even they do not prefer to [be served lunch, water, and

other refreshments] but the money what so amount it is. I think this is what reduces teachers' motivation and effort.

Interviewer: Thank you very much. But finally, if you want to add or share what has to be done, you're welcome, before we end our interview?

T6: Everything is raised. But it is good if the contents of the CPD manual/activities are revised. The contents most of them are more of pedagogy than language focus.

Interviewer: would you explain more?

T6: it is good if the contents and activities are English subject specific, how to develop one's skills in the language for both the teacher and the students.

Interviewer: Thank you very much for coming and sharing invaluable information with me about your CPD practice, teaching efficacy and your attributions. Thank you very much again.

T6: Thank you, I wish you all the best.

Interviewer: Thank you very much.

Interview with Teacher Seven (T7)

Name: T7 ----- (School name: VII)

Date of Interview: 02/09/2018

Time of interview: 10: 00 am

Venue: Family Guidance Association of Ethiopia, meeting hall

EFL Teaching Efficacy

Interviewer: Ok, let's start. Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching efficacy, attribution in teaching and perception and practice of CPD. This interview questions are the extensions of the survey questionnaire. To start with you are a graduate of PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T7: In PGDT program we have learned many pedagogy courses. All of them are very useful. I got good knowledge of teaching English. So, I like PGDT program.

Interviewer: What is your view of learning pedagogical courses after you got your degree in English? What if you have finished both content courses and professional or pedagogical courses together?

T7: We started learning English. I don't know the reason. But if we learned both program together, it was good.

Interviewer: tell me the grade level you are teaching now and how do you assess your English language teaching efficacy? By efficacy, it means "one's confidence of teaching competence."

T7: Ok. Thank for inviting me to this interview. I'm teaching both grade 9 and 10. In my aspect, when I think of my confidence of teaching English, first I have to prepare myself on the topic I'm teaching. Related to the topic, I have to read and analyze the content of the topic before the class. After that I have full confidence in front of my students.

Interviewer: so, you're confident of teaching English because you prepare yourself very well before class, you read the topic before class, analyze them and finally you teach the lesson very well. That is what gives you confidence.

T7: Sure. This is what I always do before class.

Interviewer: there are some factors which lower or increase our teaching efficacy. Are there any factors which sometimes decrease your teaching efficacy or your confidence of teaching English language?

T7: when I'm prepared very well that is reading and analyzing before class, it increases my confidence. And also if my students are motivated, it also increases my confidence. But I cannot teach without preparation. I have to plan and organize my notes very well before class. Shortage of materials, when students are disturbing, if the students are not participating, when they score very low in tests and assessments, it lowers my confidence and affects my sense of teaching efficacy.

T7: Yes. I do have some problems. For example, you know that there are four basic language skills. When I teach these skills, I do have some problems. I'm not confident in teaching all of them equally. Of course, not all of them. It is because there are shortage materials that will be used for teaching listening skills and also speaking skills. Like audio and visual teaching aids we cannot get in my school.

Interviewer: but regarding teaching the other language skills, you are comfortable and confident?

T7: No I have no problem in other areas.

Interviewer: let me ask about your efficacy in classroom management and remedial action (ECMRA). EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T7: These all things concern all teachers. I, myself, those points, I think I can handle them. So far, as to me I think I'm doing well. Of course, some problems might be there. I'm not perfect and all in all confident and efficacious. But I try my best to be good a teacher.

Interviewer: Ok. How do you evaluate your efficacy in Classroom Assessment and Materials Selection (ECAMS)? This efficacy area comprises of the ability to assess classroom performance by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T7: Some contents of the students' textbook is not easy to teach in my school, there is a problem regarding to this. In such cases, it needs me to exert additional effort. For example, if the contents are not familiar, I try to explain to them from cultural perspectives. It needs my effort. Otherwise, I can prepare tests and assessments. Extra-curricular materials are also a problem in my school. Textbook is the only source of teaching. There is lack of technology.

Interviewer: you have told me that you are teaching both grade 9 and 10 students. What about your efficacy in skill and proficiency adjustment(ESPA)? Like the ability to teach at different levels: elementary, intermediate, and advanced level an also efficacy teaching reading and listening skills. Can you adjust yourself depending the level of students?

T7: Yes. I have no problem. I just depend on the syllabus and the textbooks. The students are almost synonymous. No gap between them.

Interviewer: say for example, grade 11 or 12, or if you are made to teach at elementary level because some factors, can you adjust yourself?

T7: of course, this PGDT program training for grade 9 and 10 only. But if they assign me to grade 11 or 12 or elementary level, I can teach based on the textbooks. I can also adjust myself and modify my approach to the students' level. But psychologically it is not good to me.

Interviewer: It is just to yourself, it does not mean that you will be taken to another level. No. it is just to help you evaluate your English language teaching efficacy or your confidence of competence at different levels.

T7: I understand. I have no knowledge problem. I have also taken methodology courses. I think I can help any student.

Interviewer: the other one is efficacy in teaching correcting language components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, teaching vocabulary, correcting errors in speaking and writing and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T7: ok. I like teaching grammar and vocabulary. Of course, I have to prepare. Relatively compared to the other skills and language areas, preparation for grammar and vocabulary is easy. Grammar and vocabulary are relatively easy to teach and not time consuming. I can also teach pronunciation. But it may not be native-like. I think it is a little bit difficult.

Interviewer: Ok, that is good. Let you share me your evaluation your efficacy in social adaptation (ESA), age adjustment (EAA) and core efficacy (CE). To make the questions clear, efficacy in social adaptation assesses EFL teachers' efficacy relating classroom situation to real world and talking about poverty, and so on. Efficacy in age adjustment (EAA) refers to teaching kids, teaching adolescents, teaching adults whereas core efficacy (CE) is concerned with planning and your ability to teach well to affect students' learning outcome. How do you evaluate your ability in these regards?

T7: Yes. Though I'm not perfect, as much as I can, I try my best. Of course, there are some external factors....which are of the control of the teachers. Otherwise, I think they [ESA, EAA, CE] are what every EFL teacher applies unconsciously. Limitations are always there.

Teaching Attribution (T7)

Interviewer: I'm coming to the second part of my interview. That is about attribution theory. Attribution means the explanations or reasons we give to our deeds and behaviors or

explanations we offer why people act or behave in a certain way, in general. In the previous interviews you're telling me that you have confidence in doing or teaching some skills and language areas but experience some difficulties in others. What reasons do you give for your strengths and your weaknesses as well? You may look inward and outward: yourself, your students, your institutions anything you want to mention, please?

T7: yes. There are some factors which help to be successful. First, having some content is very important. In addition to that content, preparation is mandatory. These two points have helped me to be successful, I think.

Interviewer: sometimes your students will face a problem. You try to be a good teacher; you want to help your students achieve good results, what do you think are the reasons? I want you to answer me from the teachers' perspectives (competence and effort), students perspective (ability and effort), and institutional support.

T7: from my side, when I see y students are not doing well and complaining, I advise them to follow me. No need of frustration. I encourage them to attend the lesson. Regarding the school, we always ask them to facilitate the teaching learning process. But there are problems most of the time. Attention is not given to the teaching learning process. They advise us to work in the absence of materials through our efforts only. Most students have also no ability and also they do not try to learn by themselves. They think Learning English very difficult. They complain that they were learning through Afan Oromo all the subjects.

Interviewer: Can't you change this trend as a teacher of English in your school? For instance, most students imitate very clever exemplary and competent EFL teachers.

T7: I have taught for 2 years now. The teacher alone cannot do anything. The situation is worse.

Interviewer: the public and students are saying 'their EFL teachers are not teaching very well and sometimes being heard that blaming PGDT program. What do feel about this?

T7: Yes. But it does not concern all teachers. I know even, PGDT graduated EFL teachers who are teaching at elementary level because of lack of confidence and ability. As to me I'm confident of my profession and I think I am competent in teaching the grade levels I was trained for.

CPDT7

Interviewer: Thank you, T1. I'm coming to the final part of my interview that is about CPD. To begin with do you know CPD? What is CPD for you? And what is your view of CPD?

T7: Ok. CPD, is an abbreviation of 'Continuous Professional Development'. I think, CPD is very important since we are always learning. So, teaching is a lifelong process in which the teacher is always learning. Therefore, this CPD allows a teacher to learn different kinds of experiences from different teachers and courses. CPD is useful anyways.

Interviewer: is there practice of CPD in your school?

T7: Actually, Yes. I myself have completed CPD activities.

Interviewer: So, how do you feel about it? Are happy that attended CPD?

T7: Of course, yes. But I did not find as I expected it.

Interviewer: what was your expectation?

T7: I got the chance to attend CPD in a year following my employment. Senior teachers told me that CPD is a solution to many problems related teaching learning process. But the way it is implemented is not good. It has no attention by school administration, hence, the CPD participants also do not pay attention to it. It should be professionalism. There was a tendency that through CPD programs other things were going on. It was not equal for all teachers. But now that trend is changing. I think there is budget allocated for trainings, workshops, seminars but officials do not provide this. So, whenever, there is training, it is not teachers who participate. Supportive staffs and those who assumed positions are called just because it has small payment. So, the process and its implementation is full of challenges.

Interviewer: so how do you see its effectiveness, so far?

T7: I do not think it is effective. Other experts may evaluate the effectiveness of the program, but as to me, I doubt.

Interviewer: good. Let me ask you the types of CPD activities you use to do. You told me workshops, trainings and seminars are rare or not there. Then what other forms of CPD were you doing? To be clear more, by effectiveness, I mean 'have you acquired skills, new knowledge, by participating in CPD activities? Are you encouraged to self study such as reading books or using library? Was your school's support adequate? Are you using the skills and knowledge to increase impact?

T7: of course, there are different lists on the manual. But portfolio, I conducted one action research, classroom observation or peer observation sometimes, sharing good practice within school most of the time during discussion. There was no workshop. You just earn by your own.

Interviewer: have benefited from the program?

T7: yes. It is very useful. My mentor is experienced teacher. He knows many things. I like the contents of the program. There is shortage of training because of financial problem, limited resources for self study, and no workshops. These are hindering factors to perform CPD very well. The school is also not paying special attention to CPD.

Interviewer: would you explain the factors which affect CPD practice more? if you remember, the survey questionnaire you filled, factors like: personal financial problems, excessive work load, lack of communication among colleagues, lack of collaboration among colleagues, strict working hours, lack of institutional support for professional development, lack of self-motivation, lack of sufficient resources for teachers to participate in CPD activities, professional development conflicts with my work schedule, family responsibilities, there is no relevant professional development offered and there are no incentives for participating in CPD were asked and rated. Among these which once are serious?

T7: of course all of them can be a factor, but finance and resource are serious factors. The coordination is also not satisfactory.

Interviewer: by finance, do you mean there is no incentive for participating in CPD?

T7: of course yes. There must be workshops and sometimes pay per diem for participants should be there. Refreshments, and a kind of stationary materials will motivate you to effectively engage in CPD.

Interviewer: Thank you very much. But finally, if you want to add or share what has to be done, you're welcome, before we end our interview?

T7: Everything is raised. I wish you good luck.

Interviewer: Thank you very much for coming and sharing invaluable information with me about your CPD practice, teaching efficacy and your attributions. Thank you very much again.

Interviewer: Thank you very much. You gave very valuable information. Thank you really for your time.

T7: Don't mention it.

Interview with teacher three (T8)

Name: T8: ----- (School name: VIII)

Date of Interview: 03/09/2018

Time of interview: 10: 30 am

Venue: Staffroom

EFL Teaching Efficacy

Interviewer: Thank you very much for coming for this interview. This Semi-structured interview aims to investigate the PGDT graduated EFL teachers' perception of their teaching efficacy, attribution in teaching and perception and practice of CPD. This interview questions are the extensions of the survey questionnaire. To start with you are a graduate of PGDT program. You have been learning content based degree program for three years. How do you assess, in general, PGDT program, what is your perception of PGDT program? Any time when you feel you will express yourself very well, you can use any language (Amharic or Afan Oromo) of your interest.

T8: thank you for inviting me to this interview. To begin with, I'm very confident in teaching English to grade 9 students. I'm teaching grade 9. I'm comfortable. I've no problem of teaching English. I'm happy and confident.

Interviewer: how do assess whether your English language teaching efficacy is high or low?

T8: Ok. I assess my confidence whether it is high or low, the first is by asking comments from my students. Based on that comment or feedback, I reshape my teaching methodology as well the way I give them lecture. I assess my efficacy on this. Besides based continuous assessments and asking question when I teach.

Interviewer: so far, how did find those comments and feedback from the students?

T8: I encourage students to give feedback on my teaching. Most the time they ask me to speak slowly and give them notes. This way I reshape my teaching styles. Therefore, I think they are happy and I'm teaching very well. This shows me I'm confident and efficacious.

Interviewer: what have helped you to teach well? Any reason that you will give for that?

T8: the first one the knowledge of the subject itself, use of right[varying] methodology[-ing] for different lessons preparation, comments from the students, having good relationships with my students. These are my reasons.

Interviewer: sometimes we also experience difficulties, unable to teach very well. Do you notice such things when you fail to teach very well?

T8: yes. Sometimes, right. I lack confidence/efficacy sometimes. When I'm not prepared well, not planning before classes, shortage of necessary materials. And the other one is some lessons are not suitable. For example, teaching speaking. Being a new teacher, I'm so afraid of students. I do not speak even when I was at university even if I know the correct answer. Still now I have the problem. English language was not my choice. Ok, it is our native language. No one speaks the language outside the class, including the school environment. If the language is very familiar with us, no problem, in case of teaching speaking, I'm not as such good.

Interviewer: so, you know your weaknesses and strengths and also the reasons why you fail in when teach English. Can you put the reasons as those which emerge from the teacher, or the students, or the school?

T8: Yes. Ok from the teacher may lack of the subject knowledge, methodology, lack of preparation. From the students, lack of the language skills [poor background], not voluntary to learn English[lack of motivation], too many students in a class. These can be the reasons the teacher's low efficacy. From the school lack of resources, no supportive and conducive environment, you cannot teach as it is written in the teacher guide and syllabus. No audio materials.

Interviewer: let me ask about your efficacy in classroom management and remedial action (ECMRA). EFL Teacher's Classroom Management and Remedial Action (ECMRA) can be reflected as ability to asking good questions, controlling students' disruptive behavior, helping to self correct themselves, correcting errors in listening and reading skills, having good time management skills, making students follow classroom rules, using teacher correction appropriately, and helping students who think they are weak. Are you really confident enough to just manage these things in your EFL classes? How do you assess yourself doing these things?

T8: Experience is important. Regarding the classroom management, I've an experience now. Classroom management was not an easy task for me when I began teaching. I use to think students joking and ridiculing me most of the time. From year to year, I'm improving my classroom management skills, and all components of classroom management[gists of ECMRA], I do them all. So, I'm managing my students.

Interviewer: Ok. Now let you assess your efficacy in Classroom Assessment and Materials Selection (ECAMS). This efficacy area comprises of the ability to assess classroom performance

by students, developing materials, selecting books, using extra-curricular materials, and developing tests. How do you assess yourself doing these things in your EFL classes?

T8: Ok, I'm confidently to teach these issues. I can handle all these components. Assessments in the form of quiz, classroom questions, tests, exams and so on I use to assess my students' performance. There are shortage reference materials, and extra-curricular materials. Writing tests is part of teaching, it part of the objectives of the daily lesson.

Interviewer: beside, the students' textbook and teachers guide, can you select and use other materials by adjusting and modifying the contents and design activities and use in the class or even develop your own?

T8: yes, sometimes. I simplify and shorten for them[students]. I can also prepare my own tests based on the lessons I teach. Otherwise, I use some reference books I bought from market. But most of the time I use the textbook itself.

Interviewer: What about you efficacy in skill and proficiency adjustment (ESPA)? Like the ability to teach at different levels: elementary, intermediate, and advanced level and also efficacy in teaching reading and listening skills. Can you adjust yourself depending the level of students?

T8: No problem. I can teach any grade level. I can teach reading and listening skills to any grade level.

Interviewer: the other aspect of English language teaching efficacy concerns with Teaching and Correcting Language Components (ETCLC). This efficacy assessment deals with teaching grammar, correcting errors in language component, teaching vocabulary, correcting errors in speaking and writing and teaching pronunciation. My question is how do you assess your efficacy in handling these language components?

T8: there are difficult vocabularies in the students' textbooks. In such cases, I teach them before giving them as homework or class work. But most of the time I teach and give them feedback after they practiced. Correcting errors in grammar and vocabulary is known, not difficult. Teaching pronunciation to students is also possible. I teach what is in the textbook. But it may not be like foreigners [English speakers].

Interviewer: Ok, how do you assess your efficacy in social adaptation? This efficacy assesses EFL teachers' efficacy relating classroom situation to real world and so on. How do you evaluate your ability in this regard?

T8: Ok. I teach what is in the textbook. I teach grade 9 students. Most the contents in the textbook are contextualized. So, it depends on the content of the lesson. I think I'm doing that.

Interviewer: Do ask your students to write or to orally present about these places they visit?

Interviewer: what about teaching different age groups, that is assessing your efficacy in age adjustment? With this question and also your efficacy planning to affect students' learning, would you say something on these?

T8: Yes, I'm teaching both regular and evening students. There are differences between the students of day [regular] and evening students. There is age gap, the way they understand. So, here, these students are mixed some are adolescents, and other are adults. I encourage them in different ways, it means.

Interviewer: what about planning?

T8: it's mandatory. First, I prepare annual lesson plan. There is also semester plan. I breakdown the semester plan into daily lesson plan. Additionally, the school asks to plan to reduce attrition, and how many students the teacher expects to promote at the end of the semester. I have a plan for my lessons. Planning is must.

Teaching Attribution (T8)

Interviewer: I'm coming to the second part of my interview. That is about attribution theory. Attribution means the explanations or reasons we give to our deeds and behaviors or explanations we offer why people act or behave in a certain way, in general. In the previous interviews you're telling me that you have confidence in doing or teaching some skills and language areas but experience some difficulties in others. What reasons do you give for your strengths and your weaknesses as well? You may look inward and outward: yourself, your students, and your institutions anything you want to mention, please?

T8: I have taught for two years. I think I'm successful. I prepare for classes. I don't feel good if I'm not prepared for my classes. I have many reasons to say this. I'm happy that my school is found in the town. I like teaching in such school compared to teachers of my level who are teaching rural areas. The other one is most students are coming from educated families. And the parents affect their children's learning.

Interviewer: sometimes you may not be comfortable in teaching English and you may have difficulties. What do you think are the reasons?

T8: yes. Lack of time

Interviewer: how many periods do you teach in a week?

T8: 24 periods. Not only this. There are about 90-95 students in a class. In a 40 minutes, there are different passages, activities, group discussions, so would you do all these in a 40 minutes with such large number of students. The problem is fear evaluation by the school director. You cannot ask to divide the students, so whether you're effective or not, or students are learning or not you have to what you're told to do. Otherwise, you'll be in trouble. The other problem is lack of resources. There are different kinds of reference books. No language aid materials, no audios, etc.

Interviewer: what about the school? Is the school supportive?

T8: No. as you know most of the time in government schools, there is no enough materials.

Interviewer: when do we say an English language teacher is competent?

T8: maybe if that teacher has mastered the subject matter he/she is teaching. Or if that teacher has rich experience, as I think. And also good skill and methodology of teaching, for me that teacher is competent.

CPDT8

Interviewer: the third part of my interview questions deal with CPD. To begin with, what do you understand by CPD? Tell me your views of it. Have you started it so far?

T8: CPD is Continuous Professional Development'. M view of CPD is I like it very much. I really enjoyed it, though tiresome it was. It was interesting.

Interviewer: why are enjoyed it? I mean what advantage did you get by participating in CPD?

T8: I completed before three years. It's very interesting activities. It helps a teacher to be competent in teaching methodologies, Test writing, portfolios, action research, how planning to reduce attrition. But only few things we deal with language issues.

Interviewer: how many years did you serve to get opportunity to participate in CPD?

T8: two years

Interviewer: what other services were you getting from your school then?

T8: induction, I have attended two English language improvement workshops organized by Wollega University.

Interviewer: how did you find the induction program?

T8: of course I tried to go by myself. Later, the school assigned me a mentor. The mentor was only a peer, taught only for two years by then. I didn't find any difference between me and the mentor. But we use discuss together whenever there was a problem.

Interviewer: so you have gone through induction activities, you have also completed CPD. did you observe any change on your teaching style and skills, methodologies...?

T8: A lot. As I told you, my mentor did not help me much not because of unwillingness but lack of experience. We use to discuss and share experience of teaching and dealing with students and tests and so on. CPD was what I learned a lot. The contents are useful. You do by your own. Sometimes it is boring. Unless you're motivated it is additional work besides preparing for classes.

Interviewer: what advantage did you get because of your engagement in CPD?

T8: It has many benefits. You develop confidence, you remember what you forgot. It makes develop you professionally and planning as well.

Interviewer: after you completed formal CPD, what are you doing personally?

T8: I read different supplementary materials for teaching. The problem is shortage resources. No internet. No well equipped library. But, I have a plan to pursue my MA. So, I read some methodological and theoretical handouts from my senior colleagues from other schools.

Interviewer: what forms or types of CPD activities did you attend? What kinds of activities you use to do in CPD?

T8: I have written or compiled portfolio. Discussion with colleagues, sharing experience with other colleagues teaching the similar courses.... Of course, there are different lists on the manual. I have attended two workshops, but others are very much limited may be they require finance.

Interviewer: How do you evaluate the practice of CPD so far? By practice I mean effectiveness. For instance, I mean 'have you acquired skills, new knowledge, by participating in CPD activities? Are you encouraged to self study such as reading books or using library? Was your school's support adequate? Are you using the skills and knowledge to increase impact?

T8: As to me, the practice was good. But it is up to the teacher to work hard and improve his/her profession. Of course, many of the contents are not new. There are many skills that can be acquired from CPD activities: reminding my university courses. CPD helps to be practical. The

CPD manual guides you what to do and then you choose a lesson in the students' textbook and show it how to address, for example. Other areas are like students' behavior, classroom management. However, it was not fully implemented.

Interviewer: Are there factors that affected your practice of CPD, from your experience?

T8: All the factors mentioned in the questionnaire exist; of course, at different degrees. However, financial problems, excessive work load, strict working hours, and lack of institutional support for professional development are major ones. I also see lack of motivation to do CPD on others including me. There are no incentives for participating in CPD. The school does not pay special attention to CPD. It is also time consuming.

Interviewer: do you any comment that should be improved in the future? It could be the contents, processes, and so on.

T8: Workshops should be organized for all teachers at least once in year. The other is out of students' textbooks to improve improving teachers' speaking, writing, pronunciation, etc. is rare. I think the contents should be improved for language teachers. It is very general.

Interviewer: Thank you very much for coming and sharing invaluable information with me about your CPD practice, teaching efficacy and your attributions. Thank you very much again.

Interviewer: Thank you very much. You gave very valuable information. Thank you really for your time.

T8: Don't mention it.

Appendix G: Descriptive Statistics of the ELTEI Items of the Pilot Study (ELTEI)

Note: 1 = Very little, 2 = Little, 3 = So so 4 = much 5 = Very Much

S/No	Gists of the Items	Mean	Std. Deviation	Analysis N
1	Asking good questions	4.59	.50	34
2	Controlling students' disruptive behavior	4.32	.63	34
3	Helping students to self-correct themselves	4.32	.63	34
4	Correcting errors in listening & reading	4.21	.59	34
5	Having good time management skills	4.35	.73	34
6	Making students follow classroom rules	4.12	.41	34
7	Using teacher correction appropriately	4.50	.56	34
8	Helping students who think they are weak	4.06	.34	34
9	Assessing classroom performance	4.62	.49	34
10	Developing materials	4.26	.75	34
11	Selecting books	4.26	.75	34
12	Using extra-curricular materials	4.44	.61	34
13	Developing tests	4.00	.42	34
14	Teaching speaking	3.97	.52	34
15	Teaching reading	4.35	.77	34
16	Teaching elementary level	4.62	.49	34
17	Teaching writing	4.26	.75	34
18	Teaching advanced level	4.26	.75	34
19	Teaching listening	4.44	.61	34
20	Teaching intermediate level	4.00	.42	34
21	Teaching grammar	4.09	.45	34
22	Correcting errors in language components	4.41	.55	34
23	Teaching vocabulary	4.62	.49	34
24	Correcting errors in language in language components	4.41	.55	34
25	Teaching pronunciation	4.68	.53	34
26	Teaching kids	4.26	.56	34
27	Teaching adolescents	4.09	.51	34
28	Teaching adults	4.21	.59	34
29	Talking about poverty	4.38	.60	34
30	Relating classroom situations to the real world	4.41	.61	34
31	Affecting students' learning outcome	4.32	.63	34
32	Planning	4.26	.66	34

Appendix H: Descriptive Statistics of the CPD-views Items (Pilot Study)

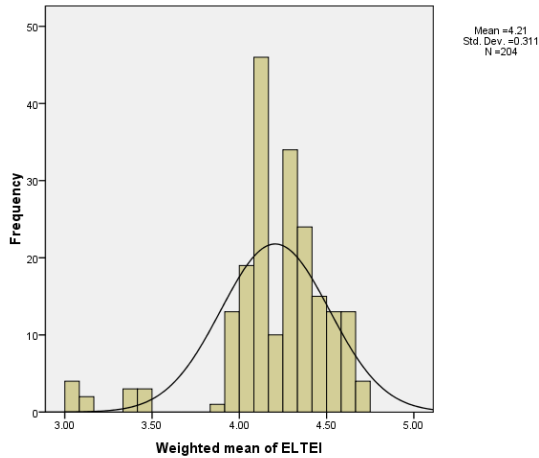
s/No.	Items	Mean	Std. Deviation
1	I have a clear understanding of what CPD means	3.38	.85
2	I am enthusiastic about my professional development	4.24	.74
3	I am aware of my professional development needs	4.35	.48
4	EFL teachers should improve their professional skills and knowledge without too much dependence on the institution they work for	4.59	.55
5	EFL teachers should take the initiative and action for their own professional development	4.53	.51
6	A teacher should be free to test any idea or a new technique in teaching	4.56	.66
7	EFL teachers should be involved in the evaluation of their teaching skills	4.59	.50
8	EFL teachers should help each other evaluate teaching to identify problems, strengths, and weaknesses	4.59	.50
9	Teachers should help each other produce solutions to solve problems	4.71	.46
10	Willingness is an important factor in successful CPD	4.41	.98
11	Teachers should be open to new ideas and changes	4.79	.41
12	EFL teachers should try to keep themselves up to date with changes and improvements in English Language Teaching	4.62	.49
13	CPD programs improve EFL teaching competence	4.38	.65
14	Attending CPD programs make me feel more confident while teaching English	1.91	1.50
15	CPD programs help me improve my teaching skills	1.94	1.55
16	CPD programs give me practical information that I can use in my classroom	1.82	1.46
17	CPD programs are relevant to my needs and interests	1.94	1.30
18	CPD activities should include practical things that I can use or implement in my classroom	4.38	.49
19	CPD activities should include conceptual issues regarding teaching that we can discuss	4.53	.50
20	The impact of CPD activities should be evaluated	4.29	.52
21	I believe that CPD is beneficial for me	4.79	.53
22	I have opportunities to build a close professional relationship with my colleagues	4.71	.76
Valid N (listwise) 34			

Appendix I: Descriptive Statistics of the CPD-effectiveness Items

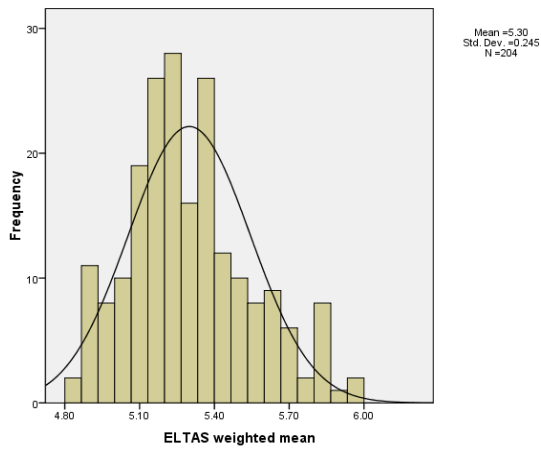
s/no	Items	Mean	Std. Deviation
1	Skills are covered during induction to the job	4.29	.62
2	Skills are acquired by participating in the training programs or activities	4.53	.50
3	Self-study such as reading books or using library	4.38	.49
4	I use my own time, outside my current work	4.35	.64
5	I have gained new knowledge and skills but I am not using them	3.44	1.02
6	I am attempting to use new knowledge and skills but I am not yet comfortable in using them	3.56	.82
7	I routinely use the new knowledge and skills	4.41	.55
8	I modify what I have learned to fit into the classroom	4.44	.50
9	I re-evaluate quality of use of my skills and modify to increase impact	4.32	.72
10	I am involved in influencing the choice of the CPD activity I require.	2.35	.69
11	My school is supportive towards my professional development.	3.76	.55
12	My school provides sufficient time for teachers to work on their CPD	3.59	.70
13	My school provide sufficient financial resources for teachers to participate in CPD activities	3.74	.71
14	My school provides sufficient resources for teachers to participate in CPD activities	3.91	.62
15	My school provides opportunities for me to improve myself professionally	3.79	.53
	Valid N (listwise) 34		

Appendix J: Distribution of Data

A) Normality test of ELTEI



B) Normality test of ELTAS



Appendix K: Test of normality

		Statistics		
		High Teacher Efficacy	Moderate Teacher Efficacy	Low Teacher Efficacy
N	Valid	62	104	38
	Missing	142	100	166
Skewness		.579	.189	-1.062
Kurtosis		-.681	-1.418	-.531

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
High Teacher Efficacy	.176	38	.004	.904	38	.003
Moderate Teacher Efficacy	.203	38	.000	.882	38	.001
Low Teacher Efficacy	.351	38	.000	.719	38	.000

a. Lilliefors Significance Correction

Appendix L: Tucky HSD Post-hoc Pair-wise Comparisons of Group Means

Table 5.13

ELTAS weighted mean
Tukey HSD

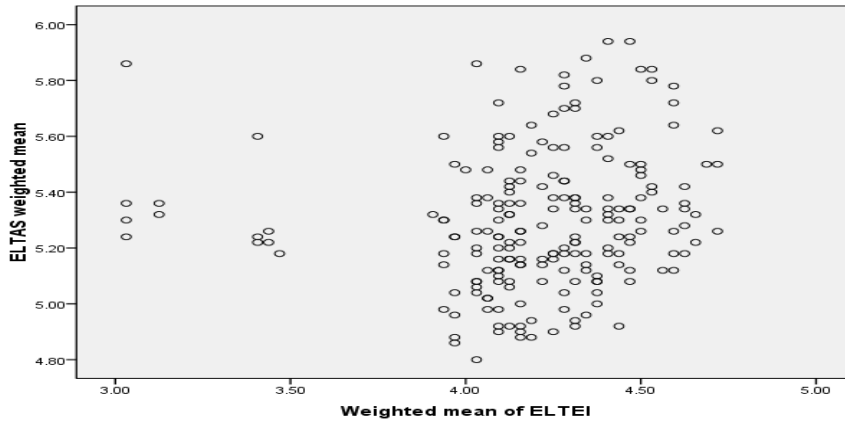
	(I) Number of periods per week	(J) Number of periods per week	Mean Difference (I-J)	Std. Error	Sig.
Weekly Load	from 12 to 16 periods per week	from 17 to 20 periods per week	.08150	.04599	.182
	from 17 to 20 periods per week	from 21 to 25 periods per week	-.12724*	.03788	.003
	from 21 to 25 periods per week	from 12 to 16 periods per week	.04574	.04915	.622
Teaching Experience	from 0 to 3 years	from 4 to 6 years	.13531*	.03729	.001
	from 4 to 6 years	from 7 to 9 years	.03584	.05143	.766
	from 7 to 9 years	from 0 to 3 years	-.17114*	.05538	.006

Appendix M: Attributions sub-sales ANOVA analysis result

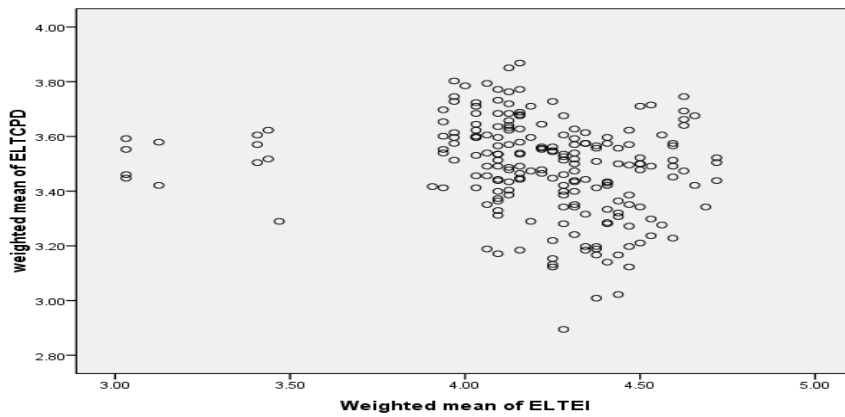
ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Mean of Teacher Competence	Between Groups	8.579	76	.113	2.322	.000
	Within Groups	6.173	127	.049		
	Total	14.752	203			
Mean of Teacher Effort	Between Groups	7.800	76	.103	1.607	.009
	Within Groups	8.110	127	.064		
	Total	15.910	203			
Mean of Student Ability	Between Groups	13.854	76	.182	1.830	.001
	Within Groups	12.647	127	.100		
	Total	26.502	203			
Mean of Student Effort	Between Groups	10.657	76	.140	1.512	.020
	Within Groups	11.779	127	.093		
	Total	22.436	203			
Mean of Institutional Support	Between Groups	138.309	76	1.820	7.511	.000
	Within Groups	30.771	127	.242		
	Total	169.080	203			

Appendix N1: scatter plot of EFL teachers' teaching efficacy and their attributions ($r=.117$, $N=204$, 0.01)



Appendix N2: scatter plot of EFL teachers' teaching efficacy and their perceived-effectiveness of ($r = -.197$, $N=204$, $p < .01$), two-tailed



Appendix N3: scatter plot of EFL teachers' teaching efficacy and EFL teachers' perceived-effectiveness of CPD and their attributions to their teachings ($r = -.231$, $N=204$, $p < .01$)

