English Language Teachers' Efficacy Beliefs: Validation of the Instrument

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Abstract

Despite the vast studies on the measurement of teachers' sense of efficacy, little has been done in the domain of Teaching English as a Foreign Language (TEFL). Hence, this study was motivated by a practical need to develop and validate a teacher efficacy questionnaire in TEFL. To this end, the questionnaire (English Language Teachers' Efficacy Beliefs Questionnaire (ELTEBQ)) was developed through semi-structured interviews with English university instructors of universities in Iran and a review of relevant literature. In order to validate the instrument it was administrated to 65 English language instructors. The result of factor analysis revealed a six-factor solution with a reliability index (Cronbach's Alpha) of 0.82.

Keywords: English language instructors, Teacher efficacy, Factor analysis

1. Introduction

For many years, researchers have investigated factors influencing students' achievement. Studies show that considerable portion of the influence on students' achievement is attributable to teachers (Brand, Glasson, & Green, 2006). Before the 1990s, although teachers had always been one of the main factors of the educational system, they had been neglected to a large extent in the research. In recent years, post method pedagogy has empowered language teachers "to theorize from their practice and practice what they theorize" (Kumaravadivelu, 2001, p. 541) and critical pedagogy has viewed teachers as "transformative intellectuals" (Pennycook, 1989, p. 613), thus more attention has been paid to them. Hence, some studies have been carried out in teacher-level factors including teacher characteristics such as the amount of course work taken in the subject areas taught (e.g. Monk, 1994), scores on basic skills tests (e.g. Ferguson, 1991; Ferguson & Ladd, 1996; Strauss & Sawyer, 1986), and teaching experience (e.g. Fetler, 1999; Murnane & Phillips, 1981). Some other studies have investigated teacher effectiveness focusing on such variables as the psychological characteristics of teachers (e.g. Borich, 1996; Rosenshine & Furst, 1973), teaching styles (e.g. Medley, 1979), teacher behavior (e.g. Brophy & Good, 1986; Doyle, 1986; Emmer, Everston & Anderson, 1980; Galton, 1987), and teacher attitudes, expectations, perceptions and beliefs (e.g. Anderson, Green & Loewen, 1988; Dembo & Gibson, 1985; Goddard, Hoy & Woolfolk Hoy, 2000; Good & Brophy, 1984; Kagan, 1992; Meyer, 1985; Nespor, 1987; Pajares, 1992; Raudenbush 1984; Schraw, 2001; Wineburg, 1987).

More recently, among the beliefs that teachers hold, teachers' efficacy beliefs have received considerable attention. Teacher efficacy is "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 22). Guskey and Passaro (1994) believed that teacher efficacy is "teachers' belief or conviction that can influence how well students learn, even those who may be difficult or unmtivated" (p. 4). Moreover, Woolfolk (2000) held that teacher efficacy is the teacher's motivation to continue when encounters obstacles, and the willingness to try to overcome difficulties.

1.1 Conceptualization of Teacher Efficacy Beliefs

Teacher efficacy construct has its genesis from two theoretical views: locus of control theory used in Rand studies (Ashton & Webb, 1986; Guskey, 1981, 1982, 1987, 1988; Rotter, 1966; Rose & Medway, 1981) and self-efficacy component of Bandura's social cognitive theory (Bandura, 1977; 1997). Locus of control theory is defined as teachers' perceptions of their own ability to control the reinforcement of their actions (Tschannen-Moran, et al., 1998). That is to say, it reflects one's beliefs about the anticipated outcomes of their courses of action, and such expectations exert significant influences over achievement behavior

(Schunk, 2004). Teachers with an internal tendency belief can control or, at least, affect student achievement more than those teachers with an external tendency belief.

In the mid-1970s, the Rand Corporation introduced the findings of their research on the factors influencing the reading achievement of students in Los Angeles Unified School District. Armor, Conroy-Oseguera, King, McDonnell, Pascal, Anderson, Green, and Loewen (1976) believed that student background characteristics and teacher attributes had a significant impact on the variation in the reading scores of minority students. Teacher attributes consisted of background characteristics and attitudes toward teaching, which the authors explained as "the extent to which the teacher believes he or she has the capacity to produce an effect on the learning of students" (Armor, et al., 1976, p. 23). Hence, the researchers called this construct as "teacher efficacy".

The second theoretical point of view is grounded in the self-efficacy component of Bandura's (1977) social cognitive theory. Bandura (1997) stated, "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (1997, p. 3). He differentiated self-efficacy from "outcome expectancy" (1997, p.193) which is another type of expectation.

Outcome expectancy is defined as a person's estimate that a given behavior will lead to certain outcomes. Outcome and efficacy expectations are differentiated, because individuals can believe that a particular course of action will produce certain outcomes, but if the entertain serious doubts about whether they can perform the necessary activities such information does not influence their behavior. (p. 193)

In line with his theory, Bandura (1997) identified four sources of efficacy information:

Enactive mastery experiences that serve as indicators of capability; vicarious experiences that alter efficacy beliefs through transmission of competencies and comparison with the   attainments of others; verbal persuasion and allied types of social influences that one possesses certain capabilities; and physical and affective states from which people partly judge their capableness, strength, and   vulnerability to dysfunction. (p. 79)

Mastery experiences are considered as the most influential source of efficacy information and gain through experience of success and failure in performing different tasks. Tschannen-Moran et al. (1998) believed that teacher efficacy is directly influenced by this source. In other words, "only in a situation of actual teaching can an individual assess the capabilities she or he brings to the task and experience the consequence of those capabilities" (p. 19).

Efficacy beliefs are also, provide by vicarious experiences through modeling. In the context of teacher efficacy, modeling is conceived as a powerful tool in pre-service teacher education (Labone, 2004; Tschannen- Moran et al., 1998).

The third source of efficacy, which refers to a pep talk, is verbal persuasion. It is specific performance feedback. When it comes to teacher efficacy, Tschannen- Moran et al. (1998) posited that "verbal persuasion can be general or specific: it can provide information about the nature of teaching, give encouragement and strategies for overcoming situational obstacles, and provide specific feedback about a teacher's performance" (p. 219).

Finally, physiological states modify the last means of efficacy. Both negative emotional and physiological reactions like tension and stress and positive moods such as excitement, happiness, and desirable emotional are taking into account in physiological states. According to Tschannen-Moran et al. (1998), in the realm of teacher efficacy, "high levels of arousal can impair functioning and interfere with making the best use of one's skills and capabilities" while "moderate levels of arousal can improve performance by focusing attention and energy on the task" (p. 219).

1.2 Development of Teacher Efficacy Beliefs: An Integrated Model

In order to respond to the conceptual confusion surrounding teacher efficacy, Tschannen-Moran et al. (1998) proposed an integrated model of teacher efficacy. The integrated model, the Model of Teacher Efficacy (See Figure 1), weaved together both conceptual strands, i.e. Bandura (1986, 1997) and Rotter (1966). Within this model, the interpretation of the sources of efficacy information is considered the major influences on teacher efficacy beliefs. Teacher efficacy beliefs are established through the social cognitive process, which is located in social context.

The central component of the model is in analyzing the teaching task and its context, and in assessing self-perception of teaching competence. Analysis of teaching task and its context is teachers' evaluation of what will be required of them in awaiting teaching situation in terms of making judgments about efficacy (Tschannen-Moran et al., 1998). Deductions about the teaching task difficulty will be developed through this analysis. Assessment of personal teaching competence evaluates perceptions of current functioning, and contributes to the teacher efficacy judgment.

In this model, teacher efficacy is defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 22).

One of the important features of the model, which makes it powerful, is its cyclic nature. The successful performance becomes a new mastery experience, which leads to shape future efficacy beliefs. That is, greater efficacy beliefs contribute to greater efforts and persistence and thus better performance. Better performance leads to greater efficacy beliefs. Besides, the reverse is true.
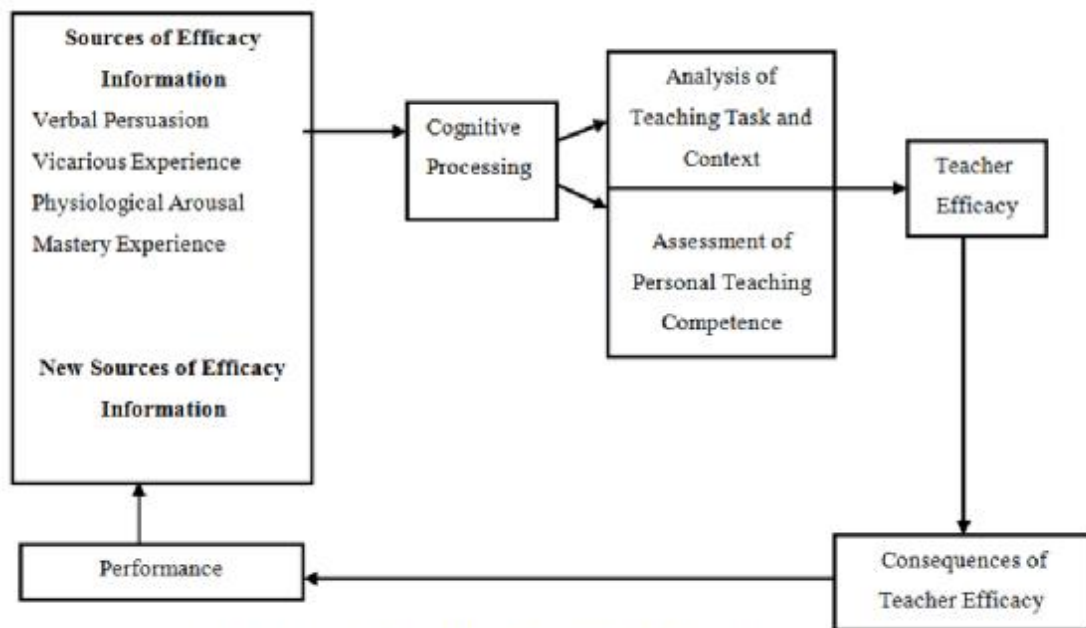

Figure 1. The teacher's sense of efficacy model (Tschannen-Moran et al., 1998)

1.3 Measuring Teacher Efficacy Beliefs

As previously discussed, the first line of research in the realm of teacher efficacy beliefs might be accorded to Rand studies. The Rand studies measured teacher efficacy with two 5-point-Likert type items ranging from strongly agree to strongly disagree. These items were based on Rotter's (1966) "Generalized Expectancies for Internal Versus External Control" characterization.

Rand item (1) asked, "when it comes right down to it, a teacher really can't do much [because] most of a student's motivation and performance depends on his or her home environment" (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977, p. 136-137). Item one probed an external locus of control. That is, it indicated the extent to which a teacher agrees that environmental factors - such as value place on education at home, social and economic realities concerning class - overcome a teacher's ability to use influence on students' achievement. This item goes beyond the abilities of a particular teacher to teachers in general. On the one hand, teachers' belief about the external factors, and on the other hand, the influence of teachers and schools, has been known as "general teaching efficacy (GTE)" (Ashton, Olejnik, Crocker, & McAuliffe, 1982; Tschannen-Moran et al., 1998, p. 204).

Item (2) asked, "if I try really hard, I can get through to even the most difficult or unmotivated students" (Berman et al., 1977, p. 136-137). Item (2) probed an external locus of control. In other words, this item measures a teacher's confidence in his/her ability to overcome factors that may avert students from learning. "This aspect of efficacy has been labeled personal teaching efficacy (PTE); it is more specific and individual than a belief about what teachers in general can accomplish" (Tschannen-Moran et al., 1998, p.205).

When Rand's instrument had been published, several studies tried to expand the construct of teacher efficacy and developed measures that are more comprehensive because the original instrument encountered with the reliability problems. The new instruments grounded in Rand/Rotter tradition. Guskey (1981), for example, proposed a 30-item instrument measuring Responsibility for Student Achievement (RSA), as well as, for their successes and failures. Respondents were asked to give a percentage of weight to each response. Guskey (1981) concluded that teachers are more responsible for successes than for failures. They also have greater confidence in their capability to influence positive outcomes than to avert negative ones. There is no published evidence that the instrument was used in other studies.

At the same time, Rose and Medway (1981) developed a 28-item instrument known as Teacher Locus of Control (TLC). This instrument asked teachers to assign responsibility for students' successes or failures either internally to the teacher or externally to the student. Given that, this instrument more specifically reflected a teaching context, it was found as a better predicator of teacher behaviors than Rotter's scale. This instrument never received wide acceptance.

A year later, Ashton et al. (1982) sought to extent the Rand instrument to increase the reliability. Therefore, they developed a 7-item instrument. The forced-choice formatted Webb scale was an attempt to solve the problem of social desirability bias. These researchers found that teachers who scored higher on the Webb scale evidenced fewer negative (angry or impatient) interactions in their teaching. There is not, however, any published study in which the scale was used.

Studies using measures developed in Rotter's strand concluded that teacher efficacy is correlated with "student achievement, teachers' willingness to implement innovations, teacher stress, less negative effect in teaching, and teachers' willingness to stay in the field" (Tschannen-Moran et al., 1998, p. 206).

Another line of research in the domain of teacher efficacy measurement was rooted in Bandura's self-efficacy component of the social cognitive learning theory. Figure 2 described the development of the instruments created based on Bandura's self-efficacy and the social cognitive learning theory.

The Ashton Vignettes used 50 items, each consisting of teaching problems situations to investigate teachers' sense of efficacy. The researchers used norm-referenced vignettes frame in which teachers compared themselves to other teachers. Also, they used self-referenced vignettes in which teachers were asked to how they would perform in the described situation on a scale from extremely ineffective to extremely effective. The Ashton Vignettes found that norm-referenced vignettes are significantly correlated with Rand items while self-referenced vignettes were not.

Shortly after the Ashton Vignettes, Gibson Dembo (1984) developed the Teacher Efficacy Scale and used 30 items on a 6-point-Likert scale. The factor analysis results of 208 elementary teachers indicated two factors that accounted 28.8 percent of the variance. Gibson and Dembo (1984) believed that the two factors reflected self-efficacy and outcome expectancy of Bandura's social cognitive theory. Therefore, they called the first factor "personal teaching efficacy (PTE, $\alpha = 0.75$) assuming that it reflected self-efficacy, and the second they called general teaching efficacy (GTE, $\alpha = 0.79$) assuming that it captured outcome expectancy" (Tschannen-Moran & Woolfolk Hoy, 2001, p. 788). This instrument has been used to date, but problems exist both conceptually and statistically. The vagueness of the factors meaning and instability of the factor structure are the problems of the instrument.

One of the unresolved arguments in the realm of the measurement of teacher efficacy is identifying the level of specify. As a result, Science Teaching Efficacy Beliefs Instrument (STEBI) was developed with 25 items on a 5-point-Likert scale ranging from strongly agree to strongly disagree to measure teachers' efficacy for the specific task of teaching science. In line with Gibson and Dembo (1984), Riggs and Enochs (1990) have found two separate factors, one they called Personal Science Teaching Efficacy (PSTE) and a second factor they labeled as Science Teaching Outcome Expectancy (STOE). The two factors were uncorrelated. This instrument has enjoyed popularity across several studies (Enochs, Posnanski, & Hagedorn, 1999).

In the middle of the confusion about the best way of measuring teacher efficacy, an unpublished instrument used by Bandura (1997) became popular among researchers. Bandura (1997) maintained that teachers' sense of efficacy is not necessarily uniform across the many different types of tasks teachers are asked to perform, or across different subject matter. Accordingly, Bandura developed a 30-item instrument on a 9-point scale from nothing to a great deal, to investigate the multiple dimensions of teaching. The instrument had seven subscales: "efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate" (Tschannen-Moran & Woolfolk Hoy, 2001, p.793). Reliability and validity information about the measure have not been, however, available.

Finally, Tschannen-Moran et al. (1998) concluded that a valid instrument of teacher efficacy construct must measure personal competence and an analysis of the tasks related to the resources and constraints in particular teaching contexts. Hence, Tschannen-Moran and Woolfolk Hoy (2001) developed the Ohio State Teacher Efficacy Scale (OSTES). The initial items were 52 with a 9-point scale and were administrated to a sample of 224 participants including preservice and in-service teachers. Running principal–axis factoring with varimax rotation, 32 of the items were selected. Later and in the final study, the instrument was divided to 12–item (short version) and 24-item (long version) versions. Both versions have yielded three factors with high subscale reliabilities (ranging from .87 to .91 for the longer version and .81 to .86 for the shorter version). Examples of the items of three factors from the TSES are:

Efficacy for Instructional Strategies

• To what extent can you use a variety of assessment strategies?

Efficacy for Classroom Management

• How much can you do to control disruptive behavior in the classroom?

Efficacy for Student Engagement

• How much can you do to get students to believe they can do well in schoolwork?

Researcher	No. of items and Scale
Ashton, et. al., 1982	50 Problem situations
Gibson and Dembo, 1984	30 6-point Likert scale
Riggs and Enochs, 1990	25 5-point Likert scale
Bandura, undated	30 9-point Likert scale
Tschannen-Moran and Hoy, 2001	24 9-point Likert scale
Tschannen-Moran and Hoy, 2001	12 9-point Likert scale

Figure 2. Efficacy measures based on Bandura's concept of self- efficacy

This review of literature on teacher efficacy beliefs, that is, its meaning and measures, has indicated that there has been few teacher efficacy scales as far as English language teaching and teachers are concerned. Hence, the present study sought to develop and validate English Language Teachers' Efficacy Beliefs Questionnaire (ELTEBQ).

2. Method

The present study sought to develop a teacher efficacy beliefs questionnaire to measure university English teachers' efficacy beliefs. It was conducted in two phases. In the item development phase, as the first phase, a questionnaire was developed based on experts/instructors' view on teacher efficacy, and the relevant literature. Then in the second phase, its reliability and factorial structure were established through validation phase. In the present study, the words "instructor" and "teacher" were used interchangeably.

2.1 Item Development Phase

2.1.1 Constructing an Item Pool

Items for the ELTEBQ were constructed based on the literature on teacher efficacy measurements and from semi-structured interviews. The main object of the interview was to find out how efficacy is defined and viewed by TEFL university instructors. The interviewees were selected through purposive sampling. In purposive sampling sample elements, judged to be typical or representative, are chosen from the population. Interviews were continued until saturation was reached, i.e. data collection proceeded until data no longer resulted in significant refinement of insights. Thus sampling, finally, involved fifteen TEFL university instructors. It is worth mentioning that all participants in this part of the study were full-time faculty member holding PhD and had more than ten years of academic teaching experience. The following main questions were asked from each interviewee:

1. How do you define an effective language teacher?

2. What are the specific qualities of an effective language teacher?

3. What components do you think are missing in the literature on measuring teaching efficacy?

It is important to note here that although efficacy and characteristics of an effective teacher are not the same, they are closely related. Hence, participants were interviewed about characteristics of an effective teacher in the hope that their insights about efficacy will surface.

Before each interview began, the researchers reconfirmed interviewee's willingness to participate in the interview. Furthermore, the current researchers assured that confidentiality would be kept. Each interview was audio-recorded and lasted around 30 minutes at most. Then, they were transcribed. To derive the most frequently mentioned points, code analysis was utilized. After that, the emerged codes were categorized into themes through thematic analysis.

2.1.2 Initial Piloting

An introductory section was written as the first section of the questionnaire to highlight the purpose of the questionnaire as well as confidentiality and honesty concerns. Also, an example was given to help participants to know how to answer items. Oppenheim (1992) suggested that in order to keep participants' willingness to answer the questions, it be better to leave personal questions at the end of the questionnaire. Therefore, to ask demographic information such as gender, educational level, and years of teaching experience from the participants a new part was added to the end of item list.

The purpose of initial pilot study was to receive some external feedback before the final piloting. Therefore, items were presented to a panel of experts for feedback and suggestions. The panel included four English teaching professors. Based on the suggestions, some items were edited or even deleted. For example, the items wording was changed from "A language teacher should be able to…" to "How much can you …". Further, in this stage, the wordings of a couple of items change as suggested by the panel. For instance, in "How much can you possess positive attitude toward teaching?" the word possess was changed to adapt. Items were Likert-type ranging from 1 = Nothing to 6 = A great deal. Dornyei (2003) believed that the most common number in a questionnaire scale is five or six. Besides, Nunnally (1978) and Robson (1993) concluded that although some researchers prefer odd number of response options to include a middle category, the inclusion or exclusion of a middle category does not modify the results significantly. Therefore, the current researchers decided to use an even number in scale. Hence, the questionnaire was constructed including 52 items. Items were all Likert-type ranging from 1 = Nothing to 6 = A great deal. Each statement started with "How much can you …"

2.2 Validation Phase

2.2.1 Content and Face Validity

A panel of seven TEFL faculty members reviewed the suitability and clarity of the instrument to determine the content validity and face validity of the ELTEBQ. Therefore, to establish content validity, which "refers to the representativeness of the items on the instrument as they relate to the entire domain or universe of content being measured" (Miller, 2006, p. 19), faculty members were asked to address the following questions while reviewing ELTEBQ:

-Considering the objective of the study, are all of the necessary items included?

-Is there anything missing?

-Is there anything redundant?

-Can each item be answered using the scale?

Furthermore, they were asked to comment on item clarity, wording, grammar, and the length of the instrument. There were some concerns as for the length of the pages of the questionnaire. Dornyei (2003) claimed that a long questionnaire could become counterproductive. Therefore, an effort was made to decrease the number of the pages. The initial part of the items, which was the same in all items "How much can you...", was eliminated from the items. Hence, the items were changed to a guiding question "How much can you …?" followed by a list of phrases to show that all items start with that. Additionally, one panel member made minor suggestions concerning the wording and grammar of items.

2.2.2 Final Piloting

To be sure that the items will work effectively in actual practice, the questionnaire was piloted. ELTEBQ was administrated to 65 respondents. Only 60 questionnaires were returned. Therefore, 60 questionnaires were utilized in final piloting. It is worth mentioning that, respondents - university English language instructors - for piloting selected randomly form universities of Iran offering English language majors. Moreover, one to one administration was utilized to administrate the questionnaires.

2.2.3 Item Analysis and Reliability

In order to determine the go-togetherness of the individual items with their subscales, data was subjected to "corrected item-total" correlation and "alpha-if-item" deleted index. While Hatch and Lazaraton (1991) believed that corrected item-total correlation smaller than 0.40 is acceptable, Spada, Barakovi, Peters, So, and Valeo (2009) adapted corrected item-total correlation of 0.3 indexes. Spada et al. (2009) also believed that items whose deletion increase the subscale's alpha at least 0.01 are taken for being deleted from the instrument. Hence, in the present study 0.35 for corrected item-total correlation and 0.01 for alpha-if-item deleted adapted as the safe criteria as suggested and applied by Rezvani (2010). Accordingly, the items "How much can you make use of authentic materials?" and "How much can you prepare materials in advance?" were deleted since their deletion increased the reliability according to alpha-if-item deleted index.

Reliability, as explained by DeVellis (2003), is the "homogeneity of the items within the scale" (p. 27). Cronbach's alpha coefficient was computed to determine the consistency of the items in the whole questionnaire.

3. Results and Discussion

3.1 Construct Validation

3.1.1 Factor Analysis

To check the construct validity of the ELTEBQ, the current researchers utilized exploratory factor analysis with varimax rotation. The number of constructs being measured, which constructs are contributing to performance on which test, and the amount of variance in test scores accounted for by which constructs can be determined through factor analysis. Different techniques were employed to find logical factorial structure. Based on Eigenvalues greater than 1, the analysis resulted in a 9-factors solution, in which some factors were not substantively interpreted. Therefore, different factor solutions were performed to find the interpretable and logical factorial structure. As such, a 6-factor solution was found to be the most interpretable factor solution. The 6-factor structures accounted for 61.90% of total variance. A minimum of 0.30 was taken as an acceptable factor-loading index as suggested by Hatch and Lazaraton (1991) in the present study.

According to the literature, the factor structure of teacher efficacy consisted of efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). Based on interviews conducted by the current researchers, efficacy in teaching knowledge, efficacy in teaching ethic, and efficacy in student evaluation were also added to the factor structure.

Therefore, six factors extracted from the data: efficacy in teaching knowledge, efficacy in teaching ethic, efficacy in classroom management, efficacy in instructional strategies, efficacy in classroom engagement, and efficacy in student evaluation. Items such as "How much can you help your students think critically?" and "How much can you foster student creativity?" used from the literature loaded on the same original factor, i.e. Efficacy in student management (Tschannen-Moran & Woolfolk Hoy, 2001).

Among the items of the questionnaire, seven items loaded on efficacy in teaching knowledge. Two items, which were intended to assess factor one, loaded on other factors (Appendix A illustrates the results of rotated component matrix). Item 7 "How much can you diagnose learners' learning problems?" loaded on efficacy in teaching ethic, which did not have meaningful relation with this factor. Therefore, the researchers concluded to put it under the factor 1. The second problem existed with item nine "How much can you plan suitable instructional goals for learners?" The loading of this item on efficacy in instructional strategies (factor 4) made sense to the researchers. Therefore, it remained unchanged. Item "How much can you prevent situations in which a student loses peer respect?" did not gain the minimum factor-loading index. Hence, it was omitted from the questionnaire. By the same token, item 12 "How much can you show enthusiasm for content material?" as well as item 52 "How much can you adapt commercial materials?" were deleted.

Following items loaded, as the second factor, efficacy in teaching ethic, item "How much can you give students responsibility?" was loaded under factor 6 which was moved to this factor based on the researchers' logic. Moreover,

item "How much can you take pleasure in teaching?" did not gain the minimum factor-loading index. Thus, it was deleted. Table 1 shows the items loaded on this factor. (See Appendix A for rotated component matrix).

Based on the result of factor analysis, the next four factors remained unchanged since they satisfied the criteria of the inclusion. The following table (Table 1) provides the items belonging to each factor.

Table 1. The summary table of items belonging to each factor

Factors	Items
Efficacy in Teaching Knowledge	1-8
Efficacy in Teaching Ethic	15-24
Efficacy in Classroom Management	25-33
Efficacy in Instructional Strategies	34-41, 9
Efficacy in Student Engagement	42-46
Efficacy in Student Evaluation	47-51

The estimate of Cronbach's alpha reliability of ELTEBQ with 46 items was 0.82. According to Gibson and Dembo (1984) and Tschannen-Moran and Woolfolk-Hoy (2001), Cronbach's alpha of the efficacy scales range from 0.78 to o.86. This version of ELTEBQ (after piloting) is in Appendix B.

According to the instructors' opinion on the specific criteria of a language teacher, the first efficacy named efficacy in teaching knowledge. A language teacher in order to teach effectively needs the language specific competencies (Richards, 2011). Therefore, the items in the teaching knowledge efficacy may shed lights on the issues as the ability to provide good language models, to provide input at an appropriate level, and to understand learners' need.

The items, which grouped under efficacy in teaching ethic, tried to assess teachers' interpersonal qualities as well as their dedication to teaching. A teacher's interpersonal skills are the basis, to create strong working climate and a positive classroom climate for learning, (Wubbels, Levy, & Bemelmans, 1997). Teachers understand and value students as unique individuals (Noddings, 1984, 1992; Peart & Campbell, 1999). Treating students equally is very essential, as the foundation of teaching, Furthermore, a teacher's willingness to develop and grow as a professional is undoubtedly the pivotal role of an effective teacher. Finally, "reflection is the 'supervisor' encourages teachers to continue what worked and correct what isn't working" (Harris, 2003, p. 39). Therefore, the last item in this factor was concerned with reflection in teaching.

The third factor is efficacy in classroom management. Classroom management was "the actions and strategies teachers use to solve the problem of order in classrooms" (Doyle, 1986, p. 397). Effective teachers' anticipate students' needs teach and rehearse rules and procedures with students, offer clear instructions to students, and possess a plan to orient new students (McLeod, Fisher, Hoover, 2003; Emmer, Everston, Anderson, 1980).

Obviously, the strategies that a teacher selects influence student learning. Many researchers and authors have described instructional strategies that have a positive effect on student learning (e.g. Johnson, 1997; Langer, 2001; Skrla, 2001; Wenglinsky, 2000). Hence, efficacy in instructional strategies is essential in teaching.

The items loading on efficacy in student engagement concern creativity and interest. Effective teachers encourage students to apply, interpret, and integrate class material into what they already know (Shellard & Protheroe, 2000). They get students to see the value in learning. Moreover, by relating content to what students are interested in, effective teachers motivate students to participate actively in their learning (Covino & Iwanicki, 1996).

Finally, Assessment is not merely giving grades. Rather, assessment provides feedback on how effective a teacher's instruction was in effecting student learning (Popham, 2002). Therefore, the items included in evaluation not only probed evaluation and feedback but also probed the consequences of the evaluation.

4. Conclusion

The literature on teacher efficacy beliefs (e.g., Tschannen-Moran, et al., 1998) has indicated that the construct of teacher efficacy beliefs has had an arduous path of theoretical development. In the development of the theoretical understanding of subject specific teacher efficacy beliefs, researchers have assumed that they could merely adapt measures and models of teacher efficacy beliefs to address their specific area of interest. Thus, this study was motivated to develop a specific teacher efficacy beliefs questionnaire in TEFL to measure English language teachers' efficacy beliefs. For this purpose, fifteen TEFL university instructors were interviewed and the review of the related literature was scrutinized, as the first phase, to develop the items of ELTEBQ. In the validation phase, the questionnaire was administrated to 65 TEFL instructors.

Exploratory factor analysis yielded a 6-factor structure and the reliability estimate was found to be 0.82. The finding of this study is significant to both teachers and teacher educators. Teachers can make use of the findings in their professional development. Teacher educators might also employ it to raise awareness about and work on factors contributing to teacher efficacy.

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Appendix A: Rotated Component Matrix of ELTEBQ

	Component					
	1	2	3	4	5	6
provide good language models	**.537**	.176	.074	.339	.152	.044
give explanations in the target language	**.568**	.038	.323	.352	.359	.070
provide input at appropriate level of difficulty	**.421**	.085	.153	.339	.335	.208
give correct feedback on learner language	**.429**	.036	.209	.109	.330	.277
provide rich language experiences for learners	**.701**	.025	.216	.151	.509	.320
understand learners' needs	**.569**	.192	.290	.024	.166	-.219
diagnose learners' learning problems	.425	**.626**	.403	.129	.166	-.281
evaluate students' learning	**.726**	.446	.051	.033	.124	.080
plan suitable instructional goals for learners	.225	.196	.430	**.515**	.131	-.418
prevent situations in which a student loses peer respect	.192	.121	.173	.025	.270	0.45
show enthusiasm for content material while teaching	.123	.222	.206	.047	.230	-.225
take pleasure in teaching	.067	.296	.100	.033	.266	.015
adapt positive attitude toward teaching	.029	**.630**	.037	.165	.432	.073
create situations for all students to succeed	.165	**.662**	.110	.080	.101	-.256
treat students equally	.423	**.575**	.012	.145	.097	.096
give students responsibility	.238	.385	.366	.097	.047	**.485**
value what students say	.147	**.658**	.217	.013	.067	-.077
interact in fun when appropriate	.295	**.561**	.200	.433	.338	.147
involve students in making decisions on the syllabuses	.139	**.488**	.388	.288	.273	-.188
seek professional development	.071	**.451**	.321	.335	.060	.116
implement new instructional strategies	.260	**.428**	.196	.026	.338	.257
use reflection to improve teaching	.322	**.684**	.174	.177	.120	-.043
use appropriate disciplinary measures	.340	.073	**.671**	.054	.153	.373
implement rules of behavior fairly and consistently	.099	.078	**.621**	.180	.088	.154
reinforce expectations for positive behavior	.129	.109	**.503**	.486	.414	.331
handle disruptive behavior in the classroom	.388	.127	**.673**	.083	.106	.036
get students to follow classroom rules	.138	.358	**.486**	.246	.111	.236
establish routines for all tasks	.366	.192	**.473**	.218	.285	.443
anticipate potential problems	.252	.043	**.588**	.343	.019	.284
Orchestrate smooth transitions of classroom activities	.258	.432	**.566**	.324	.052	.142
balance variety in student activities	.031	.194	**.547**	.488	.120	.332
use a variety of assessment strategies	.107	.053	.025	**.790**	.267	.236
provide an alternative explanation or example when students are confused	.399	.258	.227	**.511**	.221	.047
craft good questions for students	.192	.046	.068	**.644**	.134	-.043
implement alternative strategies in classroom	.024	.328	.062	**.752**	.033	.122
gauge student comprehension of what have been taught	.179	.394	.369	**.455**	.177	-.179
Provide appropriate challenge for very capable students	.393	.002	.054	**.552**	.070	-.078
explore students' understanding by asking questions	.002	.084	.011	**.622**	.158	.258
link learning objectives and activities	.222	.230	.190	**.645**	.179	.158
help students think critically	.149	.246	.195	.029	**.525**	-.361
foster students' creativity	.444	.098	.004	.239	**.707**	-.143
motivate students who show low interest in university work	.042	.186	.266	.021	**.722**	-.133
relate homework to the content under study	.289	.391	.071	.083	**.612**	.173
get through to the most difficult students	.128	.364	.541	.213	**.503**	.222
give meaningful feedback	.144	.265	.332	.190	.448	**.542**
evaluate students effectively	.255	.035	.228	.098	.163	**.630**
use appropriate tests	.044	.002	.103	.019	.108	**.792**
consider consequences of the tests on students	.122	.004	.493	.281	.152	**.595**
distinguish students as individuals in terms of learning style	.307	.454	-.36	.013	.138	**486**
adapt commercial materials	.248	.034	.014	.165	.145	.227

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Appendix B

English Language University Teachers' Efficacy Beliefs Questionnaire

(After piloting)

We would like to ask you to help us by answering the following questions concerning teacher efficacy. This is **NOT** a **TEST** so there is no "right" or "wrong" answer and you do not even have to write your name on it. Your answers will be kept confidential. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation.

Section I: Teacher Efficacy

In the following section, we would like you to answer some questions. For each statement, put **X** in the box that best indicates your opinion. For example, consider the following item:

How much can you …?

Item	1 Nothing	2	3	4	5	6 A great deal
give explanations in the target language				X		

Please choose only one box and do not leave out any of them.

How much can you …?

Items	1 Nothing	2	3	4	5	6 A great deal
1. provide good language models						
2. give explanations in the target language						
3. provide input at appropriate level of difficulty						
4. give correct feedback on learner language						
5. provide rich language experiences for learners						
6. understand learners' needs						
7. diagnose learners' learning problems						
8. evaluate students' learning						
9. plan suitable instructional goals for learners						
10. adapt positive attitude toward teaching						
11. treat students equally						
12. create situations for all students to succeed						
13. give students responsibility						
14. value what students say						
15. interact in fun when appropriate						
16. involve students in decisions on the syllabuses						
17. seek professional development						
18. implement new instructional strategies						
19. use reflection to improve teaching						
20. use appropriate disciplinary measures						
21. implement rules of behavior fairly and consistently						
22. reinforce expectations for positive behavior						
23. handle disruptive behavior in the classroom						
24. get students to follow classroom rules						
25. establish routines for all tasks						
26. anticipate potential problems						
27. orchestrate smooth transitions of classroom activities						
28. balance variety and challenge in student activities						
29. use a variety of assessment strategies						
30. provide an alternate explanation or example when students are confused						
31. craft good questions for students						
32. implement alternative strategies in classroom						
33. gauge student comprehension of what have been taught						

Items	1 Nothing	2	3	4	5	6 A great deal
34. provide appropriate challenges for very capable students						
35. explore students' understanding by asking questions						
36. link learning objectives and activities						
37. help students think critically						
38. foster students creativity						
39. motivate students who show low interest						
40. relate homework to the content under study						
41. get through to the most difficult students						
42. give meaningful feedback						
43. evaluate students effectively						
44. use appropriate tests						
45. consider consequences of the tests on students						
46. distinguish students as individuals in terms of learning style						

Section II: Demographic Information

Please answer the following questions regarding your background. Do not leave out any of them, please.

1. Indicate your gender: (   )

A: Male

B: Female

2. Choose the answer that best describes your years of teaching experience: (   )

   A: 1 year or less

   B: 2-5 years

   C: 6-10 years

   D: 11-20 years

   E: More than 20 years

3. Choose your educational level: (   )

   A: M.A..

   B: PhD

4. Choose your field of study: (   )

   A: Teaching

   B: Translation

   C: Literature

Thank you very much for your help. If you have any questions at any time about the study, the procedures, or results, you may contact me at   amiri_tayebe@yahoo.com

                                                                                                      Good Luck