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PHD THESIS IN EDUCATIONAL PSYCHOLOGY

**Teachers' Self-Efficacy
Improvement
A Major Concomitant for Team
Teaching**

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for the Doctorate Degree in Educational Psychology*

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To my dear Family

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Abstract

Self-efficacy is one of the notions that is widely conferred with researchers. Teachers' self-efficacy level can be the core foundation of either their success or failure and personality improvement. Its heightening can be related to the time and efforts devoted for personal competency development. Meanwhile, it can also be the logical concomitant of team-teaching. Hence, the correlation between the team-teaching and self-efficacy elevation is believed to result in an innovative teaching, along with an intensified learning quality and quantity. Hitherto, the present research is meant to divulge the eminence of self-efficacy and team-teaching concepts in language teaching. The notable objective is to scrutinize the impact of team-teaching on teachers' efficacy level and students' learning; how can teachers partake their teaching practices and take benefits from such experiences to be effective teachers. Then, to seek some appropriate and plausible techniques for a healthy level of self-efficacy and a successful team-work. For that purpose, the action research is selected as a research method. It embraces five prime tools: a test – questionnaire, an interview, an observation and a focus group. the data gathered are analysed using the SPSS software.

List of Tables

✚ Chapter One : Description of The Teaching and Learning Situation

| | |
|---|----|
| Table 1. 1. Modules of the 1st Year Master Didactics (LMD) 1 st Semester | 17 |
| Table 1. 2. Modules of the 1st Year Master Didactics (LMD) 2 nd Semester | 18 |
| Table 1. 3. Modules of the 2nd Year Master Degree in Didactics | 19 |
| Table 1.4. Teachers' Qualification (2017 - 2018) | 25 |

✚ Chapter Three : Research Design and Methodology

| | |
|---|------|
| Table 3.1. Types of Research | 92 |
| Table 3.2 . Team-Teaching Types of Questions | 99 |
| Table 3.3 . Teachers' Self-Efficacy Type of Questions | 100 |
| Table 3.4. Types of Observation | 102 |
| Table 3.5 . Types of Focus Group | 1044 |
| Table 3.6. Sampling Methods..... | 106 |

✚ Chapter Four : Data Analysis and Interpretation

| | |
|---|------|
| Table 4.1. Team Teaching Experiments..... | 1577 |
|---|------|

List of Figures

Chapter One : Description of The Teaching and Learning Situation

| | |
|---|-----|
| Figure. 1.1 . Advantages of Group Work | 11 |
| Figure 1. 2. The Classical System | 14 |
| Figure 1. 3. Steps in the LMD System | 15 |
| Figure 1.4. The LMD System Levels | 16 |
| Figure 1.5. The Lack of Teachers..... | 211 |
| Figure 1. 6 . Elements of The Description of The Teaching and Learning Situation..... | 222 |
| Figure 1. 7. Approximate Study of Teachers' Experiences | 233 |
| Figure 1. 8 . Teaching Methodology | 233 |
| Figure 1. 9. Types of Teachers | 266 |
| Figure 1. 10. The Impact of Personality on Teachers..... | 277 |
| Figure 1. 11. Modules of 1st Year Master Class Didactics | 288 |
| Figure 1.12. Factors Influencing Team-Teaching Application | 29 |
| Figure 1.13. Required Factors for Team Teaching Application..... | 300 |

Chapter Two : Review of Literature

| | |
|--|-----|
| Figure 2.1. Techniques for Teaching Instruction in Team Teaching According to Dieker and Murawski (2004) | 433 |
| Figure 2.2. Self-Efficacy Properties | 455 |
| Figure 2.3. Sources of Self-Efficacy According to Bandura (1977) | 466 |
| Figure 2.4. Elements of Self-Efficacy Assessment | 48 |
| Figure 2. 5 . Theories of Career Development | 511 |
| Figure 2.6 . Ashton Self-Efficacy Dimensions..... | 533 |
| Figure 2.7. The Relationship between Self-Efficacy and Other Concepts..... | 544 |
| Figure 2.8. Self-Concept Hierarchy According to (Harter 1978, Marsh and Shavelson 1985) | 555 |
| Figure 2.9. Four New Teaching Trends According to Kelvin Seifert and Rosemary Sutton (2009) | 588 |
| Figure 2.10. Outcome of Collaborative Work on Students' Learning | 622 |
| Figure 2. 11. Outcome of Co-Teaching on Teachers | 633 |
| Figure 2.12 . Basic Components of Team-Teaching (According to Cook and Friend, 1996)..... | 644 |
| Figure 2.13. Subject to be treated in Co-Teaching..... | 666 |
| Figure 2.14. Team Teaching Approaches..... | 666 |
| Figure 2.15. One Teach One Support Model | 677 |
| Figure 2.16. Parallel Teaching Model | 67 |
| Figure 2.17 . Alternative Teaching Model | 688 |

| | |
|--|-----|
| Figure 2. 18. Station Teaching Model..... | 68 |
| Figure 2.19 . Team Teaching..... | 69 |
| Figure 2. 20. The Prime Aspects for Co-Teaching (According to Susan Cushman 2004) | 700 |
| Figure 2.21 . Purposes Needed For Co-Teaching Evaluation | 711 |
| Figure 2.22 . Meaning of Administrative Support in Co-Teaching..... | 722 |
| Figure 2.23. General Benefits of Co-Teaching..... | 733 |
| Figure 2.24. Discrepancy between Team and Co Teaching..... | 733 |
| Figure 2.25. Co-Teaching Family Terms | 744 |
| Figure 2.26. Benefits of Team teaching on Teachers | 766 |
| Figure 2.27 . Benefits of Team Teaching for Students (According to Benjamin 2000, Harris and Watson, 1997; Johnson, Johnson, Smith, 2000; Smith, 1994) | 766 |
| Figure 2.28. Stages in Planning a Team Course..... | 777 |
| Figure 2.29 .Preparation Stage Requirements | 788 |
| Figure 2.30. Co-Planning Stage | 788 |
| Figure 2.31 . Techniques for Teaching Instruction in Team Teaching According to Dieker and Murawski (2004) | 79 |

Chapter Three : Research Design and Methodology

| | |
|---|------|
| Figure 3.1. Some Benefits of Team- Teaching..... | 844 |
| Figure 3.2 . Factors Enhancing Teachers' Self-Efficacy..... | 855 |
| Figure 3. 3. Common Sense of Team-Teaching | 866 |
| Figure 3.4 . Objectives of the Study | 877 |
| Figure 3.5 . Limitations of the Study..... | 89 |
| Figure 3.6. The Process of Team Teaching While Its Appliance | 900 |
| Figure 3.7 . The Process of The Study | 933 |
| Figure 3.8 . Reasons behind the Selection of the Master One Class | 944 |
| Figure 3.9. Qualitative and Quantitative Tools | 966 |
| Figure 3.10. Research Types, Methods and Instruments..... | 977 |
| Figure 3.11. Teachers' Self-Efficacy Questionnaire Parts | 988 |
| Figure 3.12. Aims of Pilot Study..... | 1055 |

Chapter Four : Data Analysis and Interpretation

| | |
|---|-------|
| Figure 4.1 . Research Instruments | 1133 |
| Figure 4.2 . Teachers' Self-Efficacy Level at the Djilali Liabes University, Sidi Bel Abbes | 1155 |
| Figure 4.3 . Teachers' Self-Confidence and Classroom Behaviours..... | 1155 |
| Figure 4.4 . Teachers' Self-Confidence..... | 1166 |
| Figure 4.5. Students' Affect on Teachers' Efficacy | 1188 |
| Figure 4.6. Teachers' Method | 11919 |

| | |
|--|-------|
| Figure 4.7 . Teachers’ Efficacy Sources..... | 1200 |
| Figure 4.8. Teachers’ Management Capacity..... | 1211 |
| Figure 4.9. Teachers’ Different Efficacy Definitions..... | 1255 |
| Figure 4.10. Teachers’ Diverse Views on Efficacious Teachers..... | 1266 |
| Figure 4.11. Teachers’ Basic Teaching Challenges | 1288 |
| Figure 4.12. Teachers’ Teaching Practice between the Past and the Present | 12929 |
| Figure 4.13 . Optimism Implication in Efficacy Development | 1300 |
| Figure 4.14. Teachers’ Different Strategies to Improve Efficacy in Teaching..... | 1322 |
| Figure 4.15 Teachers’ Bad Experiences | 1333 |
| Figure 4.16. Teachers’ Comparison to Their Practices | 1355 |
| Figure 4.17. Impact of Verbal Persuasion on Teachers’ Efficacy | 1366 |
| Figure 4.18 . Teachers’ Consideration to Colleagues’ Feedback..... | 1377 |
| Figure 4.19. Teachers’ Self-Encouragement | 1388 |
| Figure 4.20 . Students’ Success or Failure effect on Teachers’ Efficacy..... | 1400 |
| Figure 4.21. The Impact of Students Relationship on Teachers’ Efficacy..... | 1411 |
| Figure 4.22. Four Main Terms in Self-Efficacy Notion..... | 1444 |
| Figure 4.23 . Necessary Elements in Self-Efficacy Creation According to Ackerman (2018) | 1455 |
| Figure 4.24. Team Teaching Definition | 1488 |
| Figure 4.25. Team Teaching Experience..... | 1488 |
| Figure 4.26 .Main Reasons behind the Non-Appliance of Teamwork..... | 1511 |
| Figure 4. 27 . Teacher’s Personality Involvement in a Teamwork..... | 1511 |
| Figure 4.28 . The Basic Elements that Impact Teamwork | 1522 |
| Figure 4.29. Team Teaching Procedures | 1544 |
| Figure 4.30. Pre-requisite of Team-Teaching..... | 1555 |

Chapter Five : Suggestions and Recommendations

| | |
|--|------|
| Figure 5.1 . Aspects of Competence in Teaching..... | 1733 |
| Figure 5.2. Competence Facets | 1744 |
| Figure 5.3 . Components of Teachers’ Ability To Feel According to Hagger and McIntyre (2006) | 1766 |
| Figure 5.4 . Other Concepts Related to Teachers’ Feelings | 1777 |
| Figure 5.5 . Elements for Professional Development According to Paquay & Wagner, (2001) | 1788 |
| Figure 5.6. Aspects That Help Teachers to Be Experts..... | 1800 |
| Figure 5.7. Aspects Influencing Professional Standards | 1811 |
| Figure 5.8 . Factors That Require Teachers’ Competence Definition..... | 1822 |
| Figure 5.9. Teachers’ Required Competences According To Lana (2009)..... | 1833 |
| Figure 5.10 . Components of The Pedagogical Competence | 1844 |

| | |
|--|-------|
| Figure 5.11. Elements of Personality Competence According to Komara (2007)..... | 1855 |
| Figure 5.12 . Elements of Professional Competence According to Wijaya (1992) | 1866 |
| Figure 5 .13. Strategies to Foster Teachers’ Self-Efficacy..... | 1877 |
| Figure 5.14. Benefits of Team-Teaching..... | 18989 |
| Figure 5 .15. The Impact of Team- Teaching on Teachers’ Relationship..... | 1900 |
| Figure 5.16. Team-Teaching and Self-Efficacy Development..... | 19191 |
| Figure 5.17 . One Teacher vs Team Teaching Class..... | 19292 |
| Figure 5.18. The Process of Team Teaching a Lesson..... | 1944 |
| Figure 5.19 . Teachers’ Meeting | 1944 |
| Figure 5.20 . Dividing Responsibilities..... | 1955 |
| Figure 5. 21 . Tips for Perfectionism Avoidance | 1988 |
| Figure 5.22. Failure the Stepping Stone for Success | 199 |
| Figure 5. 23 . Teachers’ Roles in Team-Teaching | 201 |
| Figure 5.24 . Steps To Be a Facilitator Teacher..... | 2022 |
| Figure 5.25. Some Techniques for Reflective Teaching..... | 2044 |
| Figure 5.26. Elements of Teacher Education | 2055 |

Table of Content

Dedication..... I

AcknowledgmentsII

Abstract..... III

List of Tables IV

List of Figures.....V

Table of content IX

General Introduction..... 1

CHAPTER ONE: DESCRIPTION OF THE TEACHING/ LEARNING SITUATION.....7

Table of Content 8

1.1. Introduction9

1.2. Background of The Study..... 9

1.3. Statement of the Problem 10

1.4. Significance of The Study 12

1.5. Purpose of The Study 12

1.6. The Scope of The Study 13

1.7. Description of the English Department At DJILALI LIBES University 13

 1.7.1. Historical Review 13

 1.7.2. The Educational Systems 14

 1.7.2.1...The Classical System 14

 1.7.2.2... The LMD System..... 14

 1.7.2.3.... The LMD system Structure 15

 1.7.2.3.1. Licence of English (Baccalaureate + 03 Years)..... 16

 1.7.2.3.2. Master Degree (Baccalaureate + 5 years)..... 16

 1.7.2.3.3. Doctorate Degree (Baccalaureate + 10 Years)19

1.8. Teachers’ Views and Problems with the LMD System..... 20

1.9. Description Of The Current Teaching and Learning Situation..... 21

 1.9.1. The Setting and Students’ Number 22

 1.9.2. Teachers’ Experience..... 22

 1.9.3. Teachers’ Teaching Methodology 23

 1.9.3.1. The Teacher as The Basic Knowledge Provider..... 23

 1.9.3.2. The Students Centered Class 24

 1.9.3.3. The Teacher- Student Combination 24

1.10. Teachers’ Profile..... 24

1.11. Teachers’ Qualification and Ranks..... 24

| | |
|--|----|
| 1.11.1. Teachers’ Attitudes to The English Language Teaching | 25 |
| 1.11.2. Teachers’ Personality | 26 |
| 1.12. Master One’s Modules | 27 |
| 1.13. The Application of Team-Teaching | 29 |
| 1.14. Team Teaching Applicability At The Current Department | 30 |
| 1.15. Teachers Perception To Team Teaching..... | 31 |
| 1.16. The Students’ Perception Towards Team Teaching | 31 |
| 1.17. Challenges For Team Teaching Appliance..... | 32 |
| 1.18. Conclusion | 32 |
| CHAPTER TWO: REVIEW OF LITERARURE | 34 |
| Table of Content | 35 |
| 2.1. Introduction | 37 |
| 2.2. Definition of Teaching..... | 37 |
| 2.3. Definition of Effective Teaching | 38 |
| 2.4. Professional Development..... | 39 |
| 2.5. The Need for Professional Development | 40 |
| 2.6. Definition of Self-Efficacy | 41 |
| 2.7. History of Self-Efficacy Theory | 42 |
| 2.8. Why is Self-Efficacy Important?..... | 44 |
| 2.9. Unique Features of Self-Efficacy Dimensions | 44 |
| 2.10. Structure of Self-Efficacy | 45 |
| 2.11. Sources of Self-Efficacy | 46 |
| 2.11.1. Performance Outcomes | 46 |
| 2.11.2. Vicarious Experiences..... | 47 |
| 2.11.3. Verbal Persuasion..... | 47 |
| 2.11.4. Psychological Feedback (Emotional Arousal) | 48 |
| 2.12. Relationship between Self-Efficacy and Performance | 48 |
| 2.12.1. Analysis of Task Requirements..... | 49 |
| 2.12.2. Attributional Analysis of Experience | 49 |
| 2.12.3. Assessment of Personal and Situational Resources | 49 |
| 2.13. Self-Efficacy In Education..... | 49 |
| 2.14. Self-Efficacy and Career Development | 50 |
| 2.15. The Role of Self-Efficacy in Academic Motivation | 51 |
| 2.16. Self-efficacy in Learning and Academic Success | 52 |
| 2.16.1. Analysis of Task Requirement | 52 |
| 2.16.2. Attributional Analysis of Experience | 52 |

| | |
|--|----|
| 2.16.3. Assessment of Personal and Situational Resources and Constraints | 52 |
| 2.17. Teachers’ Self-Efficacy | 52 |
| 2.18. Self-Efficacy and Related Beliefs..... | 54 |
| 2.19. Adaptive Benefits of Optimistic Self-Beliefs of Efficacy | 56 |
| 2.20. Strategies for Strengthening Self-Efficacy Beliefs..... | 56 |
| 2.21. The Changing Teaching Profession and Teachers | 57 |
| 2.22. Teaching Challenges..... | 57 |
| 2.23. Teaching Changeability from The Past and The Present..... | 58 |
| 2.23.1. Increased Diversity..... | 58 |
| 2.23.2. Technology Usage..... | 59 |
| 2.23.3. Accountability In Education..... | 59 |
| 2.24. Definition of Learning | 59 |
| 2.25. Teaching and Learning at the University level..... | 60 |
| 2.26. Definition of Co-Teaching | 61 |
| 2.27. The Origins of the Word ‘Co-Teaching’ and Its Evolution..... | 61 |
| 2.28. Rational for Co-Teaching | 64 |
| 2.29. The Evidence for Co-teaching..... | 65 |
| 2.30. Co-Teaching Structure..... | 66 |
| 2.30.1. One Teach, One Support..... | 67 |
| 2.30.2. Parallel Teaching..... | 67 |
| 2.30.3. Alternative Teaching..... | 68 |
| 2.30.4. Station Teaching..... | 68 |
| 2.30.5. Team Teaching..... | 69 |
| 2.31. Co-Teaching as Cooperative Learning | 69 |
| 2.32. Prime Features for Co-Teaching..... | 69 |
| 2.32.1. Face to Face Interaction | 70 |
| 2.32.2. Positive Interdependence | 70 |
| 2.32.3. Interpersonal Skills..... | 70 |
| 2.32.4. Monitoring Co-Teacher Progress..... | 70 |
| 2.32.5. Individual Accountability..... | 71 |
| 2.33. Benefits of Co-Teaching..... | 71 |
| 2.34. The Discrepancy between Team and Co- Teaching | 73 |
| 2.35. Towards A Clear Conceptualization of Team Teaching..... | 74 |
| 2.35.1. Benefits of Team Teaching for Teachers | 75 |
| 2.35.2. Benefits of Team Teaching for Students..... | 76 |
| 2.36. Planning a Team Course | 77 |

| | |
|---|-----|
| 2.36.1. Stage One: Preparation..... | 78 |
| 2.36.2. Stage Two: Co-Planning | 78 |
| 2.36.3. Stage Three: Instruction | 78 |
| 2.36.4. Stage Four: Assessment | 79 |
| 2.37. Conclusion | 80 |
| CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY..... | 81 |
| Table of Content | 82 |
| 3.1. Introduction | 83 |
| 3.2. General Description of the Teaching and Learning Situation | 83 |
| 3.3. Background of The Study..... | 84 |
| 3.4. Objective (s) of the Study | 86 |
| 3.5. Research Questions | 87 |
| 3.6. Research Hypothesis | 87 |
| 3.7. Personal Motives | 88 |
| 3.8. Limitations Of The Study | 88 |
| 3.8.1. The Conceptualization of Team Teaching and Self-Efficacy | 89 |
| 3.8.2. The Questionnaire Application | 89 |
| 3.8.3. Team Teaching Adaptation | 90 |
| 3.9. Research Design | 90 |
| 3.10. The Process of The Study: The schema below demonstrates the process planned.. | 93 |
| 3.11. Research Design and Methodology | 95 |
| 3.11.1. Case Study..... | 95 |
| 3.12. Research Instruments | 96 |
| 3.13. Quantitative Instruments..... | 98 |
| 3.13.1. Questionnaire..... | 98 |
| 3.13.2. Self-Efficacy Test | 100 |
| 3.14. Qualitative Instruments..... | 101 |
| 3.14.1. Observation..... | 101 |
| 3.14.2. Interview..... | 103 |
| 3.14.3. Focus Group | 103 |
| 3.15. Piloting..... | 104 |
| 3.16.Sampling..... | 105 |
| 3.16.1. Students' Profile..... | 107 |
| 3.16.2. Students' Motivation..... | 107 |
| 3.16.3. Students' Attitudes To The English Language Learning..... | 107 |
| 3.16.4. Students' Attitudes Towards Teachers..... | 108 |

| | |
|--|-----|
| 3.16.5. Students – Teachers’ Relationship | 109 |
| 3.17. Conclusion | 109 |
| CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION..... | 110 |
| Table of Content | 111 |
| 4.1. Introduction | 112 |
| 4.2. Research Procedures and Methodology | 112 |
| 4.3. A Pilot Study | 112 |
| 4.4. Research Methodology | 113 |
| 4.5. Research Instruments..... | 113 |
| 4.6. Subjects of The Study..... | 113 |
| 4.7. Data Analyses and Interpretation | 114 |
| 4.7.1. Self-Efficacy Test | 114 |
| 4.7.1.1. Self-Efficacy Test Analysis and Interpretation..... | 114 |
| 4.7.1.1.1. Part One: Teachers’ Self-Confidence and Classroom Behaviours | 115 |
| 4.7.1.1.2. Part Two: Teachers’ Self-Confidence | 116 |
| 4.7.1.1.3. Part Three: Students’ Effect on Teachers’ Efficacy | 117 |
| 4.7.1.1.4. Part Four: Teachers’ Method..... | 119 |
| 4.7.1.1.5. Part Five : Teachers’ Efficacy Sources..... | 120 |
| 4.7.1.1.6. Part Six: Teachers’ Management Capacity | 121 |
| 4.7.2. Teachers’ Self-Efficacy Questionnaire | 122 |
| 4.7.2.1. Teachers’ Questionnaire Structure | 122 |
| 4.7.2.2. Teachers’ Questionnaire Analyses and Interpretation..... | 123 |
| 4.7.2.2.1. Part One: Professional Competence and Self-Efficacy In Teaching | 123 |
| 4.7.2.2.2. Part Two: Teachers’ Self-Efficacy vs Vicarious Experiences and Classroom Performances | 133 |
| 4.7.2.2.3. Part Three: Teachers’ Self-efficacy vs Verbal Persuasion | 136 |
| 4.7.2.2.4. Part Four: Teachers’ Self-efficacy verses Students’ Learning | 139 |
| 4.7.3. Comparative Analysis Self-Efficacy Test and Teachers’ Questionnaire | 142 |
| 4.7.4. Team Teaching Questionnaire..... | 147 |
| 4.7.5. Summary of Team Teaching Questionnaire..... | 153 |
| 4.7.6. The Experiment Analysis | 156 |
| 4.7.6.1. Description of The Team Teaching Experiments..... | 156 |
| 4.7.6.2. Summary of The Experiments..... | 157 |
| 4.7.7. The Observation Analysis | 157 |
| 4.7.8. The Interview Analysis | 159 |
| 4.7.9. Focus Group Analysis | 163 |

| | |
|--|-----|
| 4.7.10. Comparative Analysis Interview vs. Focus Group and the Observation | 166 |
| 4.8. Conclusion | 167 |
| CHAPTER FIVE: SUGGESTIONS AND RECOMMENDATIONS | 168 |
| Table of Content | 169 |
| 5.1. Introduction | 172 |
| 5.2. Towards A Clear Definition of Teachers’ Competence | 172 |
| 5.3. Competence and Professionalism..... | 173 |
| 5.3.1. Learning to Think as Teachers | 174 |
| 5.3.2. Learning To Know as Teachers | 174 |
| 5.3.3. Learning To Feel as Teachers | 175 |
| 5.3.4. Learning to Act As Teachers | 177 |
| 5.4. Teacher Expertise and The Development of Competences..... | 179 |
| 5.5. Competence and Professional Standards..... | 180 |
| 5.6. Why to Define Teachers’ Competence..... | 181 |
| 5.7. How To Develop Teachers’ Competence | 183 |
| 5.7.1. Pedagogic Competence | 183 |
| 5.7.2. Personality Competence | 185 |
| 5.7.3. Professional Competence | 186 |
| 5.7.4. Social Competence | 187 |
| 5.8. Strategies To Foster Teachers’ Efficacy | 187 |
| 5.8.1. Origins of a Sense of Personal Agency | 187 |
| 5.8.2. Familial Sources of Self-Efficacy | 188 |
| 5.8.3. Colleagues’ Influences on Teachers..... | 188 |
| 5.9. Developing Teachers’ Efficacy Via Team Teaching..... | 188 |
| 5.10. Benefits of Team Teaching | 189 |
| 5.10.1. Raising Self-Confidence | 190 |
| 5.10.2. Reinforcing Relationships..... | 190 |
| 5.10.3. Improving Professional Self-Esteem..... | 191 |
| 5.10.4. Enhancing Teachers’ Efficacy | 191 |
| 5.10.5. A Different Learning Environment..... | 192 |
| 5.10.6. Create an Impressive Image about Teaching | 192 |
| 5.10.7. Creative Teaching | 193 |
| 5.11. The Process of Team-Teaching A Lecture | 194 |
| 5.11.1. Step 01: Meeting | 194 |
| 5.11.2. Step 02: Lesson Planning and Structuring | 195 |
| 5.11.3. Step 03: Material Selection | 195 |

| | |
|---|-----|
| 5.11.4. Step 04: Dividing Responsibilities..... | 195 |
| 5.11.5. Step 05: Lesson Presenting | 195 |
| 5.11.6. Step 06: Listening and Completing Each Other..... | 196 |
| 5.11.7. Step 07: Feedback Provision..... | 196 |
| 5.11.8. Step 08: Reflection..... | 196 |
| 5.12. Strategies to Create A Good Team | 196 |
| 5.12.1. Confidence In the Partner..... | 196 |
| 5.12.2. Openness | 197 |
| 5.12.3. Sharing Culture | 197 |
| 5.12.4. Honesty in Teaching..... | 197 |
| 5.12.5. To Accept Differences and Listen | 197 |
| 5.12.6. Avoiding Destructive Criticism | 198 |
| 5.12.7. Avoiding Perfectionism | 198 |
| 5.12.7.1. Forgive oneself and Shortcomings | 199 |
| 5.12.7.2. Separate Results from Judgement..... | 199 |
| 5.12.7.3. Reflect on Failures | 199 |
| 5.12.7.4. Reflect on Success | 200 |
| 5.13. Features of A Successful Team..... | 200 |
| 5.14. Teachers' Roles In Team Teaching Approach..... | 201 |
| 5.14.1. Teacher As A Facilitator | 201 |
| 5.14.1.1. Raise Awareness | 202 |
| 5.14.1.2. Establish Common Goals..... | 202 |
| 5.14.1.3. Students' Involvement | 202 |
| 5.14.1.4. Be A Good Observer..... | 202 |
| 5.14.1.5. A Good Listener..... | 203 |
| 5.14.1.6. Knowledge Provider | 203 |
| 5.15. Reflective Teaching | 203 |
| 5.16. Techniques to Be A Reflective Teacher | 203 |
| 5.16.1.A Teacher Diary..... | 204 |
| 5.16.2. Peer Observation..... | 204 |
| 5.16.3. Recording Lessons | 204 |
| 5.16.4. Students' Feedback | 204 |
| 5.17. Teachers' Education | 204 |
| 5.17.1. Definition of Teachers' Education..... | 205 |
| 5.17.2. Elements of Teachers' Education | 205 |
| 5.17.3. Teaching Skill | 206 |

| | |
|---|------|
| 5.17.4. Pedagogical Theory | 206 |
| 5.17.5. Professional Skills..... | 206 |
| 5.18. Teacher Training..... | 206 |
| 5.18.1. Pre-Service Teacher Training | 206 |
| 5.18.2. Post Service Training..... | 207 |
| 5.19. Conclusion | 208 |
| General Conclusion | 2109 |
| Bibliography | 215 |
| Glossary | 234 |
| 3 | |
| Authors' Index | 2387 |
| Appendix A: Schwarzer and Jerusalem Self-Efficacy Test (1995) (Revised and Adapted) | 2444 |
| Appendix B: Teachers' Self-Efficacy Questionnaire | 2455 |
| Appendix C: Team-Teaching Teachers' Questionnaire | 2477 |
| Appendix D: Observation List..... | 2488 |
| Appendix E: Teachers' Interview | 2499 |
| Appendix F: Students' Focus Group | 250 |

General Introduction

General Introduction

Nowadays, education becomes primordial for all people. It is the first and the prominent determiner of people's level even nation's state. To put it simple, education signifies the complete and continuous process of learning and seeking knowledge in several disciplines. It has a positive and a constructive impact on humans' lives as well their community. For that reason, many countries, all over the world, spend much time, efforts, and enormous money, on developing their educational system.

Indeed, the United State spent more than one trillion dollar in 2007 only for improving education¹. Similarly, the European nations, even the Japan country devote a huge budget and a great attention to their educational system. The fact that makes them one of the biggest leading countries in the world. Accordingly, the Algerian country, as all the other republics, tries hard to improve its education quality as to cope with the world's rapid development along with its continuous changeability and requirements.

Undeniably, up-surgng education requires expanding knowledge as well as refining professional skills and competences so as to fit with the situations' needs, besides to developing students' character. This fact draws the Algerian's attention to the teaching process as it aims at fostering individual's moral and intellectual capacities in order to make them valuable members in society.

In a point of fact, teaching is an honorable and a demanding profession. The term teaching has gained wide attention as it encompasses different and endless significations. Teaching is more than sets of tasks, sharing knowledge or even guiding students. It in fact requires teachers' diligence to be able to carry responsibility with satisfaction. That is why; researches' thoughtfulness was deeply drawn into the secret behind effective teaching.

Notwithstanding the fact that myriad studies accentuated on the teaching effectiveness relevancy, still there is no clear or absolute definition of effective teaching. Teaching efficiently is actually a controversial questions due to the diverse cultures and interpretations. In some cultures, a good and an effective teaching is about monitoring students learning, along with, encouraging autonomy and creativity. However, that is not an easy objective to attain. Hence,

¹ Cited in : https://en.wikipedia.org/wiki/Education_in_the_United_States

teachers are meant to foster their professional competence and teaching efficacy in order to achieve their targets.

To put it clear, competency in teaching has positioned an important area of research in both educational psychology and didactics. Efforts have been made as to clearly define competence and efficacy, besides to finding the suitable strategies to improve it. In its simplest terms, self-efficacy stands for the personal perception about one's capacities to perform a specific task. The more self-efficacy is developed, the better performance and outcomes will be.

Accordingly, having a good self-efficacy helps teachers to cope with diverge situations, and respond to diverse students' needs. Teachers who have faith in their skills and capacities, they tend to be more confident and performing than those who have not. Actually, developing an efficient efficacy does not depend only on teachers' personal efforts or the adaption of appropriate strategies; teachers can foster their competences and experiences via cooperating with other teachers, i.e. team-teaching.

Nowadays, team-teaching, is the newest teaching approach. It simply refers to the collaborative teaching actions between two or more teachers. Differently named as collaborative teaching/ or co-teaching, this method involves sharing the whole teaching responsibility and objectives. It aims at creating a mutual teaching vision, and an innovative teaching perspective.

More to the point, the 'team-teaching' approach, does not only help improving the teaching/learning process, but also enhances collegueship, upsurges teachers' communicative skills and contact. By sharing continuous and constructive feedback, teachers are more likely to develop their teaching action and practices. Hence, their teaching efficacy emerges. Such upgrading can, both, increase their personal confidence, and boost their personality. That means, team-teaching and self-efficacy are correlated. The collaborative teaching can have a positive impact on both teachers' performances and personality improvement. Even though both notions (self-efficacy and team teaching) have been largely investigated, still, little attention is drawn into the linkage between the two concepts.

Indeed, despite the recognition of the team teaching as an effective approach, still, its adaptation at the current selected department is limited. Few teachers opt for its application due

to myriad reasons. That means there that are limited chances to find out teachers team-teaching a lesson. This can be due to the absent clarification or understanding of its influence and effectiveness.

Hitherto, the ignorance or disregard of the vital effect that team teaching has on teachers' efficacy development represents the prime motive behind undertaking the present research. It delves into defining team-teaching and self-efficacy notions in general, and to pore over the connection between them in particular. In view of the fact that teachers at the selected department do rarely practice team teaching, the researcher thought to divulge the impact of such approach on teachers' effectiveness.

Henceforth, the current study is an attempt towards enlightening the association between team-teaching and self-efficacy notions at the level of the Djilali Liabes University, Department of Languages, Sidi Bel Abbes, Algeria. Since the issue gained little attention in most of educational psychology discussions, the researcher believes that it would be worthy to scrutinize the significance of the application of team-teaching in foreign language classes, at the preordained department, as a means to revitalize the teaching process. Thus, the chief objective of the investigation is to confirm that self-efficacy development is the prime concomitant of team-teaching.

Based on the previously mentioned objective, the core question of the following research is:

Does team-teaching impact teachers' self-efficacy improvement?

Then further sub- questions are raised:

1. How do teachers at the English Department, UDL, perceive team teaching?
2. What are the reasons behind the absence of the team teaching adaptation?
3. Do teachers confess the necessity of team teaching in fostering both their self-efficacy and the teaching quality?

Then, the following hypotheses are proposed to conduct the research:

Teachers' self-efficacy improvement is the prime concomitant of team-teaching.

1. The process of team teaching, exchanging views and evaluating each one's performances can be the secret behind teachers' competency improvement as it can better teachers' classroom actions and performances
2. Sharing culture, listening, feedback consideration, low or high self-esteem can be viewed as some reasons behind the absence of Team Teaching adaptation besides to teachers' steady self-efficacy.
3. Most teachers admit the necessity of team teaching to improve their self-efficacy; they also avow its influence on their self-perception and personality.

Hence, the following research is based on a “comparative study” that is made between teachers' with different levels of self-efficacy. A comparison is also carried out between single teaching and team teaching classes. The aim is to compare teacher's teaching practices and efficacy improvement and to examine the impact of team teaching of teachers' efficiency and students' learning. This signifies that the research sample embraces, basically, teachers, and students.

On the same line, the current investigation is an action research. Then, as to ensure the reliability and validity of the study, two other methods were undertaken within the same research framework, which are the qualitative and quantitative methods. Such combination is commonly known as the mixed method. This latter implies the use of a number of research instruments as to facilitate data collection. Namely: a questionnaire, an interview and a self-efficacy test for teachers, a focus group with student, and observation sessions.

Subsequently, in trying to explain the concepts and analyzing the situation, the study consists of five chapters following the APA research style. The first chapter is a portrayal to the English language learning and teaching at the English Department, Djilali Liabes University, Sidi Bel Abbes, besides to a presentation of the main methodology undertaken. It aims to provide a general idea about teachers' profile, teachers' teaching experiences and performances, and the main hindrances faced by them in trying to develop professionally. The second chapter is a literary review. It tries to present the history of self-efficacy, its futures and its chief sources, along with defining team-teaching. It also stabs at revealing the linkage between self-efficacy

and team-teaching, and to display the main stages of the realization of a good team-lesson. The third chapter demonstrates the main research methodology design besides to the prime tools used in collecting data. The Fourth chapter accentuates on the analysis and interpretation of the data collected. It incorporates the examination of five prime tools: test, questionnaire, interview, focus group and an observation. The last chapter suggests some conceivable strategies for refining teachers' self-efficacy and encouraging the adaptation of the team-teaching approach. It exhibits some techniques to successfully co-teach a lesson.

Chapter One

Description of the Teaching and Learning Situation

Table of Content

| | |
|--|-----|
| 1.1. Introduction | 9 |
| 1.2. Background of The Study | 9 |
| 1.3. Statement of the Problem | 10 |
| 1.4. Significance of The Study | 12 |
| 1.5. Purpose of The Study | 12 |
| 1.6. The Scope of The Study | 13 |
| 1.7. Description of the English Department At DJILALI LIBES University | 13 |
| 1.7.1. Historical Review | 13 |
| 1.7.2. The Educational Systems | 14 |
| 1.7.2.1. The Classical System | 14 |
| 1.7.2.2. The LMD System | 14 |
| 1.7.2.3. The LMD system Structure | 15 |
| 1.7.2.3.1. Licence of English (Baccalaureate + 03 Years) | 16 |
| 1.7.2.3.2. Master Degree (Baccalaureate + 5 years) | 16 |
| 1.7.2.3.3. Doctorate Degree (Baccalaureate + 10 Years) | 19 |
| 1.8. Teachers' Views and Problems with the LMD System | 20 |
| 1.9. Description Of The Current Teaching and Learning Situation | 21 |
| 1.9.1. The Setting and Students' Number | 22 |
| 1.9.2. Teachers' Experience | 22 |
| 1.9.3. Teachers' Teaching Methodology | 23 |
| 1.9.3.1. The Teacher as The Basic Knowledge Provider | 23 |
| 1.9.3.2. The Students Centered Class | 24 |
| 1.9.3.3. The Teacher- Student Combination | 24 |
| 1.10. Teachers' Profile | 24 |
| 1.11. Teachers' Qualification and Ranks | 244 |
| 1.11.1. Teachers' Attitudes to The English Language Teaching | 25 |
| 1.11.2. Teachers' Personality | 26 |
| 1.12. Master One's Modules | 27 |
| 1.13. The Application of Team-Teaching | 29 |
| 1.14. Team Teaching Applicability At The Current Department | 30 |
| 1.15. Teachers Perception To Team Teaching | 31 |
| 1.16. The Students' Perception Towards Team Teaching | 31 |
| 1.17. Challenges For Team Teaching Appliance | 32 |
| 1.18. Conclusion | 32 |

1.1. Introduction

This chapter is a portrayal towards both team-teaching and self-efficacy notions understanding and perception. It actually sheds light on the status quo of team-teaching, and self-efficacy conceptualization at the level of the English Department at Djillali Liabes University, Sidi Bel Abbes. First, a stab will be made at explaining, briefly, what means teachers' competence, and team teaching, then, stating their importance in both learning and teaching.

Next, in order to discover if team-teaching appliance and self-efficacy development are both related to the educational system parameter, it is necessary to provide a clear picture of the English department and explain the contemporary LMD educational system. After that, a trial would be made at describing teachers' profile, their teaching experiences and ranks, personality and teaching methodology. It also intends to highlight teachers' awareness and perception to the team-teaching experience and the main challenges that hinder its application. Finally, it considers students' discernments² about the team-teaching.

1.2. Background of The Study

Competency in teaching has always been the subject matter for many TEFL and psychology researchers. The improvement in the teaching skills can be the result of long hard work, constant learning, or sharing experiences. That is to say, teachers' progress reckons on their continuous efforts and personal desire for improvement. The fact which implies that their self-confidence in their skills and performance along with their personal perception has a tremendous role in their professional development.

Differently said, Bandura (1977, 1982, and 1986) claimed that self-efficacy is the one's own beliefs about abilities for executing a specific task. It is the assessment of the personal know-how in order to realize some actions that are vital to achieve an objective. That means that self-perception can impact their teaching efficiency. Undeniably, teachers' efficacy stands for their capacity to complete a course of actions without any fear or hesitation. This might be: course presentation, decision making ...etc or any other teaching process action .

As a matter of fact, teachers can take advantages of their colleagues' experiences, or experts' skills in order to enhance their teaching practices. It is also possible for them to work

² **Discernment:** the ability to judge people and things well.

together, in the sense of course planification, students' evaluation, classroom lesson presentation or decision making as to improve each other's' teaching performances. This process is referred to in educational psychology as "team teaching".

Team-teaching (also called co-teaching) is the action undertaken by two teachers (or more) to plan and assess a class together. It is a good way to improve and innovate in teaching, and to strengthen relationships between, colleagues. Researches have proved that team-teaching open the space for more classroom debates and discussions .

1.3. Statement of the Problem

Similar to other countries, Algeria's primary aim way always to improve the educational system. It tries to enhance the learning process throughout heightening the teaching quality. In fact, the belief is that good teaching upsurges the learning. Indeed, it underpins the significance of increasing the teaching methods and skills. Teachers need to know what, and how to teach, besides to properly delivering the message to students.

Currently, teachers' competence improvement is the central issue. Many scholars believe that training courses, particularly in a foreign language, would help tutors upgrade their teaching abilities. Yet, it is still an extension question at the heart of the teaching quality improvement; that is, what can make a competent efficient teacher. Notwithstanding the fact that teachers' training can be efficient for practitioners to emerge their teaching skills, yet, it cannot be considered as the only way to improve their teaching capabilities. To put it in a different way, it is possible for teachers to upsurge their teaching skills from experts or from each other. This means to adopt team teaching as a strategy for rising teachers' self-efficacy³.

Actually, teachers' self-efficacy and team teaching are two unseparated notions. It has always been believed that learning from each other's experiences can be helpful. Truly, most of teachers require their students' to listen well for their classmates, or to work together as to exchange ideas, and learn from one another. Most of them believe that students' group work can be beneficial, especially in learning a foreign language. The fact that can also be true in teaching.

³ **Cited in:** Ghasemboland, F. and Binti, H, F. (2013). "Teachers' self-efficacy beliefs and their English language proficiency: A study of non-native EFL teachers in selected language centres". *Social and Behavioral Sciences Journal*.

To put it in plain words, group work can help students to improve their level, to gain friends' support, to be motivated, to develop their understanding of the world together, to enhance their personality...etc. This clarifies that “group work” is a common strategy and most of the time, adapted by many teachers in classroom. Despite its advantage for students' learning, still, little attempts are made for its adaptation.

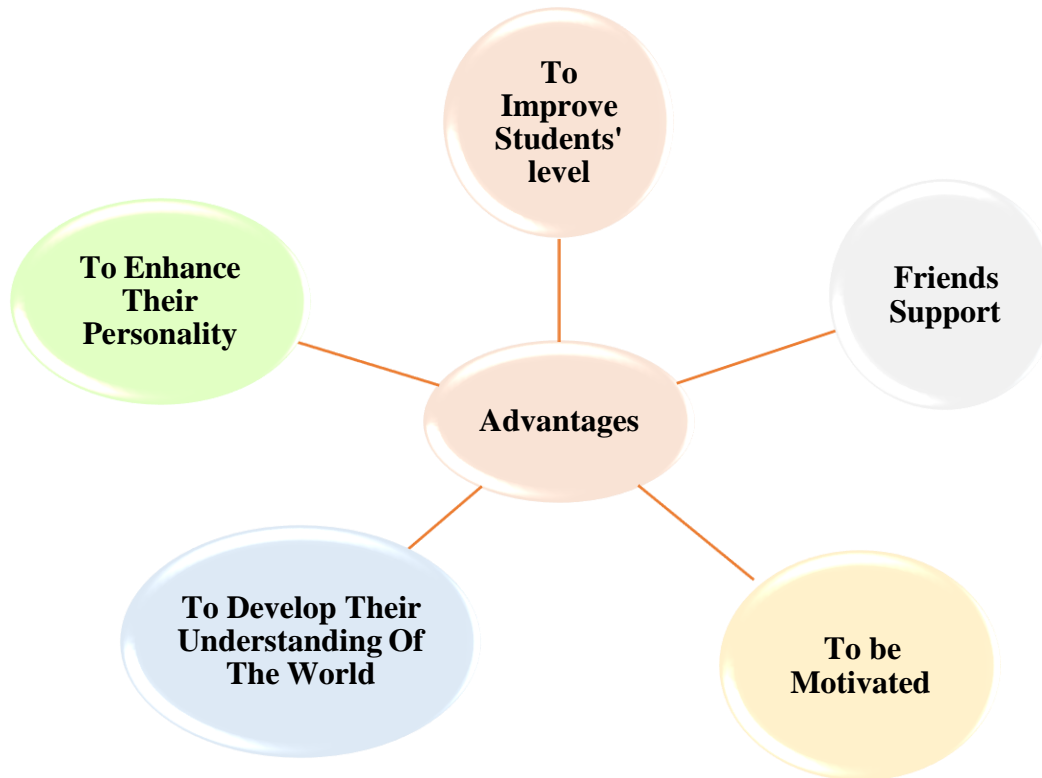


Figure. 1.1 . Advantages of Group Work

From this point, many inquiries are highlighted such as the reasons behind the ignorance of team teaching at the university level and why most of teachers believe and implement group work in classroom, while team teaching is also a kind of group work, which gains little attention. Thus, the problem is that team teaching is quite uncommon. Although studies nowadays are more concentrating on teachers than students, still, team teaching is not greatly emphasized.

As a matter of fact, some teachers believe in the significance of team teaching and the extent to which it can help them to improve their competence. Having an expert, specialized or an experienced teacher in classroom can help in refining students' attitude towards teaching. However, because every teacher has got his own personality, few of them make efforts in adapting themselves to others. In other words, the fear to be denied, misevaluated, under looked,

and the lack of confidence represent some of the parameters that influence the adaptation of team teaching. That means that personality plays a vital role in team teaching.

For those reasons, the major problematic of this study is to investigate teachers conceptualization to self-efficacy and team teaching, and to explore further reasons behind the lack of its adaptation. It tries to examine teachers' personal view on team teaching, and to see the impact it has on learners while learning a language. It also tries to show the link existing between teachers' self-efficacy development and team teaching.

1.4. Significance of The Study

Most of researchers have triggered into student's learning development. Indeed, a global attention has always been drawn into the means, techniques and methods to improve students' efficacy and language skills. One of the ways that is commonly implemented in EFL classroom teaching is 'group work'. This latter is believed to enhance students' self-confidence⁴ as they share not only ideas, but also, learning experiences. It also helps in developing a common sense of real world learning.

This fact signifies that teachers are considered as the first and foremost element in students' language learning progress. However, from that standpoint, who is responsible, in return, for developing teachers' efficacy? In addition, what is the technique to be implemented for improving teachers' competency?. Thus, it would also be worthy to investigate teachers' experiences and to share it. That is to say, throughout the adaptation of team-teaching, tutors would be able, to evolve their teaching skills and efficacy, alongside, to ripen together new sense of teaching and aspiration.

1.5. Purpose of The Study

The prominent purpose of this research is to stimulate the connection between team-teaching and self-efficacy development. It is, also, meant to pore over the teachers' perception, and attitude towards the appliance of team teaching in classroom; and how it can interact with the increase of teacher's self-efficacy.

⁴ **Self-Confidence:** The concept of self-confidence is commonly used as self-assurance in one's personal judgment, ability, power, etc. **Retrieved from:** <https://en.wikipedia.org/wiki/Self-confidence>

1.6. The Scope of The Study

The study is conducted at the level of Djilali Liabes University, faculty of Letters, Languages and Arts; English Department, in Sidi Bel Abbes, Algeria. The Department contains students from different towns, the majority possessing the same nationality, Algerian. The location was selected because it is thought to encompass a variety of teachers who hold different kinds of academic degrees and teaching experiences. Besides, the absence of team-teaching adaptation is noticeable.

1.7. Description of the English Department At DJILALI LIBES University

Since the current selected department is English, a historical review of the department besides to its main educational systems are to be described.

1.7.1. Historical Review

Djilali Liabes University was originally founded in the 1st of August 1989. Its creation is the outcome of 20 years of hard work and expansion. Before being a university, several statutes have governed it:

- The center University status: Since its opening doors in September 1978 until August 1984.
- The National Institutes of Higher Education (INES) status: From August 1984 until July 1989.

The University of Djilali Liabes , Sidi Bel Abbes has gained status in 1989 after it was an academic center. Its activity began in 1978. The university has different campuses spread around the city. It was composed of Six (06) Faculties: (Science, Law, Engineering Sciences, Medicine, Economic Sciences and Humanities) spread over 09 sites.

In fact, the humanities science faculty was originally built in January 1991 and containing only one field which is the English language. Since then, the faculty witnessed an increasing number of students calling for different fields and specialties which led to the launch of several options as : Arabic language, French language, and Civil Engineering.

By the beginning of 2012, a new faculty called “the Campus” was officially established. It contained four prime departments; two of which were transferred from the former faculty “Letters and Human Sciences” to the new one, that is the case of: The French, and the

English languages. Other fields were added as for: the German Language, besides to Arts and Arabic language. Nowadays, this faculty is called “Faculty of Letters, Languages, and Arts”.

1.7.2. The Educational Systems

The English Department offers myriad courses in different forms: small and large, introductory and advanced, undergraduate and graduate. In fact, the department used to have two different systems: Classical and LMD system. The former one faded away, whilst the current adopted educational system is the LMD.

1.7.2.1. The Classical System

The classical system was implemented right from the opening of the department. Students used to study for four years to obtain a Licence . In the first year, students had seven (07) modules, in the second and third year, student ought to study for ten (10) modules, while in the fourth year, they had 06 modules (as seen in the table). The classical system was substituted, then, by the LMD system which has created a radical change in the educational system

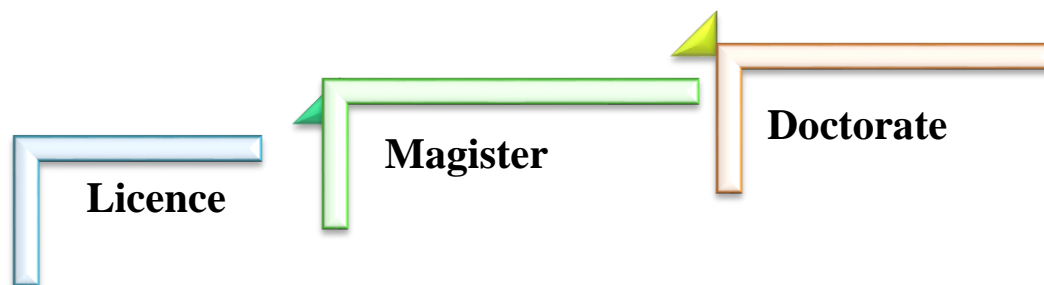


Figure 1. 2. The Classical System

1.7.2.2. The LMD System

Recently, Algeria, as the other countries, aims at improving the educational system to meet the needs imposed by the new socio-economic data. As such, the implementation of the LMD “Licence-Master-Doctorate” system seemed to be a good option. Since the implementation of The LMD system started first in the European countries and North American universities (USA/ Canada) moving to UK and other North African universities (as Tunisia, Morocco), Algeria considered it as an initial step towards globalization. In fact, nowadays, the LMD system is the new national educational system.

Indeed, new means have been added by the governments to fit for the requirements of the new data and global trends. In a systemic approach, the LMD system is composed of a blend of interacting elements, forming an integrated whole, working for a common goal. The accomplishment of the LMD system objectives relies on the following steps, which are primordial; they can be determined as follow: needs, design, production, use and disposal.

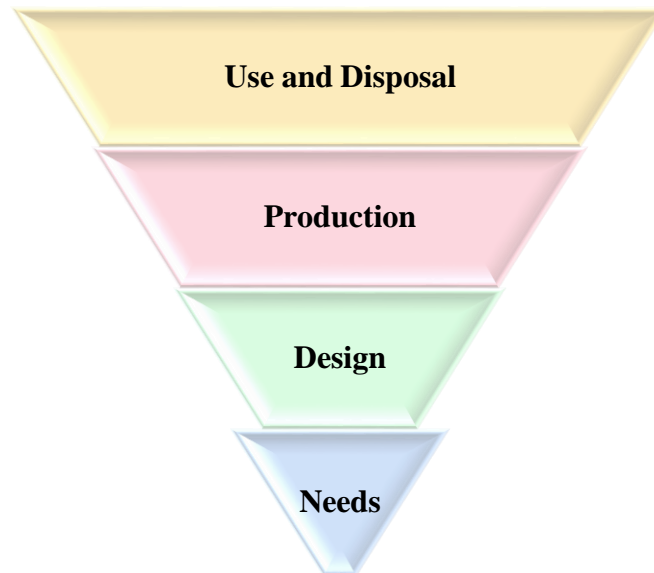


Figure 1. 3. Steps in the LMD System

Thus, the LMD system intends to involve all its components (that are teachers, students) in training whom are regarded as viewers as it was the case in the classical system.

1.7.2.3. The LMD system Structure

The LMD system is based on three referenced levels: Licence, Master and Doctorate levels. The Licence level contains three years to get a Licence. In order to pass the Master degree, students should have reached the needed credits. For the Doctorate Level, students are meant to sit for a written contest; if they succeed, they will be able to process their studies for three up to five years. This can be explained as follow:

- Licence : Baccaulaureate⁵ + three years.
- Master Degree: Baccaulaureate + 5 years.
- Doctorate Degree: Baccaulaureate + 10 years.

⁵ **Baccaulaureate**: is referred to as BAC in the next chapters.

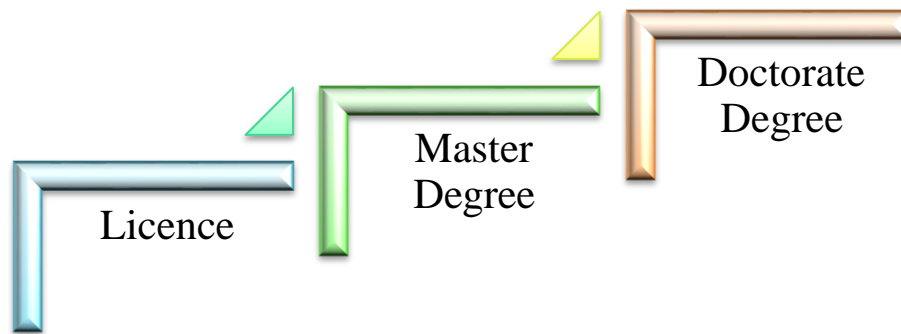


Figure 1.4. The LMD System Levels

1.7.2.3.1. Licence of English (Baccalaureate + 03 Years)

Students study for three years continuously in order to obtain their Licence. Each year contains two semesters, with different modules to be studied. In case students do not obtain the pass mark in a specific module (s), the LMD system allows them to pass for the next year (s) but the missing modules will have to be studied as an extra to the modules programmed for the year.

1.7.2.3.2. Master Degree (Baccalaureate + 5 years)

The English department at Sidi Bel Abbes offers the possibility to students to access the Master class in three different areas: “Didactics / Literature and Linguistics”, but with some restricted conditions. That is to say, students should not have set for the make-up exam during the previous three years of Licence. They should have got good (if not high) scores to be able to sit for the Master Class.

To put it clear, in order to pass for the Master class, the head of the master’s project studies students’ files, and controls their academic scores. It is also worth mentioning that only some students of the classical system can also get access to the Master class to continue their studies since the classical system has vanished; but, they also should conform to the rules.

| Teaching Unites | VHS | | V.H Weekly | | | Coeff | Credits | Evaluation Mode | |
|---|----------|-------|------------|------|-------|-------|---------|-----------------|------|
| | 15 weeks | C | TD | TP | Other | | | Continuos | Exam |
| UE fondamentale | | | | | | | | | |
| UEF1(O/P) | | | | | | | | | |
| Module 1 TEFL | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| Module 2 Psycholinguistics | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| Module 3 Psychopedagogy | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| UEF2(O/P) | | | | | | | | | |
| Module 1 Sociolinguistic | 45H | 1h30 | 1h30 | | | 2 | 3 | 50% | 50% |
| Module2 ESP | 45H | 1h30 | 1h30 | | | 2 | 3 | 50% | 50% |
| UE méthodology | | | | | | | | | |
| UEM1(O/P) | | | | | | | | | |
| Module 1 Research Methodology | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| Module 2 Projet « Proposal » | 45H | 1h30 | 1h30 | | | 1 | 3 | 100% | / |
| Module 3 Research Techniques | 20H | | 1h30 | | | 1 | 2 | 100% | / |
| UE Discovery | | | | | | | | | |
| UED1(O/P) | | | | | | | | | |
| Module 1 Psychology | 45H | 1h30 | 1h30 | | | 1 | 1 | 50% | 50% |
| UE transversal | | | | | | | | | |
| UET1(O/P) | | | | | | | | | |
| Module 1 Informatics TIC | 20H | | | 1h30 | | 1 | 1 | 50% | 50% |
| Module2 Communicational Practice | 20H | 1h30 | | | | 1 | 1 | 100% | / |
| UET2(O/P) | | | | | | | | | |
| Total Semester 1 | 420H | 13H30 | 13h30 | 1h30 | | 17 | 30 | | |

Table 1. 1. Modules of the 1st Year Master Didactics (LMD) 1st Semester

| Teaching Unites | VHS | | V.H Weekly | | | Coeff | Credits | Evaluation Mode | |
|---|------------|-------------|-------------|-------------|-------|----------|----------|-----------------|------------|
| | 15 Weeks | C | TD | TP | other | | | Continuos | Exam |
| UE fondamentale | | | | | | | | | |
| UEF1(O/P) | | | | | | | | | |
| Module 1 TEFL | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| Module 2 Psycholinguistics | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| Module 3 Psychopedagogy | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| UEF2(O/P) | | | | | | | | | |
| Module 1 Sociolinguistics | 45H | 1h30 | 1h30 | | | 2 | 3 | 50% | 50% |
| Module2 ESP | 45H | 1h30 | 1h30 | | | 2 | 3 | 50% | 50% |
| UE méthodology | | | | | | | | | |
| UEM1(O/P) | | | | | | | | | |
| Module 1 Research Methodology | 45H | 1h30 | 1h30 | | | 2 | 4 | 50% | 50% |
| Module 2 Projet « Proposal » | 45H | 1h30 | 1h30 | | | 1 | 3 | 100% | / |
| Module 3 Research Techniques | 20H | | 1h30 | | | 1 | 2 | 100% | / |
| UE Discovery | | | | | | | | | |
| UED1(O/P) | | | | | | | | | |
| Module 1 Psychology | 45H | 1h30 | 1h30 | | | 1 | 1 | 50% | 50% |
| UE transversal | | | | | | | | | |
| UET1(O/P) | | | | | | 1 | | | |
| Module 1 Informatics TIC | 20H | | | 1h30 | | 1 | 1 | 50% | 50% |
| Module2 Communicational Practice | 20H | 1h30 | | | | 1 | 1 | 100% | / |
| UET2(O/P) | | | | | | | | | |
| Total Semester 2 | 420H | 13H30 | 13H30 | 1h30 | | 17 | 30 | | |

Table 1. 2. Modules of the 1st Year Master Didactics (LMD) 2nd Semester

As far as the Master (02) is concerned, students continue to study for one semester. The first M2 semester contains sets of modules whereas the second semester is left for the preparation of the memoire (see the table below). The master Degree qualification allows students to be in a direct contact with the working- world.

| Teaching Unites | VHS | | V.H Weekly | | | Coeff | Credits | Evaluation Mode | |
|---|--------|-------|------------|----|-------|-------|---------|-----------------|------|
| | 15 sem | C | TD | TP | Other | | | Continuos | Exam |
| UE fondamentale | | | | | | | | | |
| UEF1(O/P) | | | | | | | | | |
| Module 1 TEFL | 45H | 1h30 | 1h30 | | | 4 | 4 | 50% | 50% |
| Module 2 Psychopédagogy | 45H | 1h30 | 1h30 | | | 3 | 4 | | |
| Module 3 Psycholinguistics | 45H | 1h30 | 1h30 | | | 3 | 4 | 50% | 50% |
| UEF2(O/P) | | | | | | | | | |
| Module 1 Sociolinguistics | 45H | 1h30 | 1h30 | | | 3 | 3 | 50% | 50% |
| Module2 ESP | 45H | 1h30 | 1h30 | | | 2 | 3 | 50% | 50% |
| UE méthodology | | | | | | | | | |
| UEM1(O/P) | | | | | | | | | |
| Module 1 Recherch Methodology | 45H | 1h30 | 1h30 | | | 3 | 4 | 50% | 50% |
| Module 2 Mémoire Writing | 45H | 1h30 | 1h30 | | | 2 | 3 | 100% | / |
| Module 3 Research Types | 20H | | 1h30 | | | 1 | 2 | 100% | |
| UE Discovery | | | | | | | | | |
| UED1(O/P) | | | | | | | | | |
| Module 1 Cultural Studies | 45H | 1h30 | 1h30 | | | 1 | 1 | 50% | 50% |
| Module2 Psychology | 20H | | 1h30 | | | 1 | 1 | 50% | 50% |
| UE transversal | | | | | | | | | |
| UET1(O/P) | | | | | | | | | |
| Module 1 Ethics - deontology / legislation | 20H | | 1h30 | | | 1 | 1 | 50% | 50% |
| Total Semester 3 | 420H | 10H30 | 10H30 | | | 24 | 30 | | |

Table 1. 3. Modules of the 2nd Year Master Degree in Didactics

1.7.2.3.3. Doctorate Degree (Baccalaureate + 10 Years)

After obtaining the Master degree, students used to present their files containing all their previous years' scores, then, sit for a written examination. Generally, the study of the file is measured as 50% and the written exam is scored 50%. That means students cannot have access to the doctorate degree unless they have got good scores during the five previous years and passed the exam. After the admission, students a set of modules to study (as far as the Didactic Doctorate Field is concerned)

1.8. Teachers' Views and Problems with the LMD System

For the last few years, the LMD became the new national current educational system. The decline of the classical system and the implementation of the LMD led to the raise of a wide debate. Different teachers expressed their various views on the LMD system pointing out to its advantages and disadvantages. Seemingly, some teachers believe that the LMD system is a shortcut to get a Licence degree where students are involved in their own learning and personal language development. Then, as this system is officially recognized abroad, students are supposed to easily access to Master classes in a foreign country. In addition, as this system is common in the work-world, students have a rapid access to the work posts. Therefore, this makes it clear that the adaptation of the LMD system is a good step towards the educational development.

However, other teachers argue that the LMD system puts a lot of pressure on teachers and students alike. On the one hand, teachers avow their lack background about the LMD system. Indeed, most of them had actually no training courses on its processing. Hence, they do not know its basic rules. On the other hand, despite teacher's experience, the current educational system imposes a distinct way of teaching and learning perception.

Hitherto, teachers of any module were used to provide a mere clarification about a specific concept. Then, it is up to students to develop it and make research as to understand the notion. In that way, students were autonomous learners, and more likely to improve their language level. However, nowadays as teachers confess, with the LMD system, things are different. In other words, teachers found themselves obliged to spoon the students. In other words, they are, not only given, the whole course detailed, but also provide enough activities for students in order to master the notion. This looks totally banal. Though, students in such case are fully dependent on teachers, and autonomy is not really encouraged.

Moreover, for some educators, the LMD system created a new philosophy of learning called "spoon feeding". Students are learning much more how to get from the teacher than to depend on themselves and make research. Consequently, students' dependence and teachers' lacks about the LMD system working is viewed as the primordial point in the current educational system. The prime question that it raised is: how could it be possible for such students to be future teachers if they are not autonomous?

On the other hand, the number of lectures designed in the programme do not fit with

students' level. That is, students are, in fact, unable to grasp all lessons provided by the teachers. More to the point, teacher confession about developing a specific and clear conceptualization on the LMD system functioning is always questioned. Indeed, they admit their misunderstanding of LMD evaluative system, the courses' presentations' process, the TD mark, dealing with students' absences, students' debts and further points. Such points are necessary for both novice and experimented teachers to clarify the LMD system vision.

Likewise, because the educational LMD system syllabi include a number of lectures and directed lessons; teachers feel that they are under pressure, as they have to finish the syllabus designed. Therefore, teachers are facing a great challenge in their profession, i.e. they are meant to be competent enough to fit for student's needs. This means that students' learning depends on teachers' competency on the one side, and on teachers' personal development on the other side. Teachers' sense of self-development and the feeling for the need of competence affect their teaching career. If teachers feel that they are not ready for teaching a specific course, or experience challenges in their professional development, the outcome would influence students' learning.

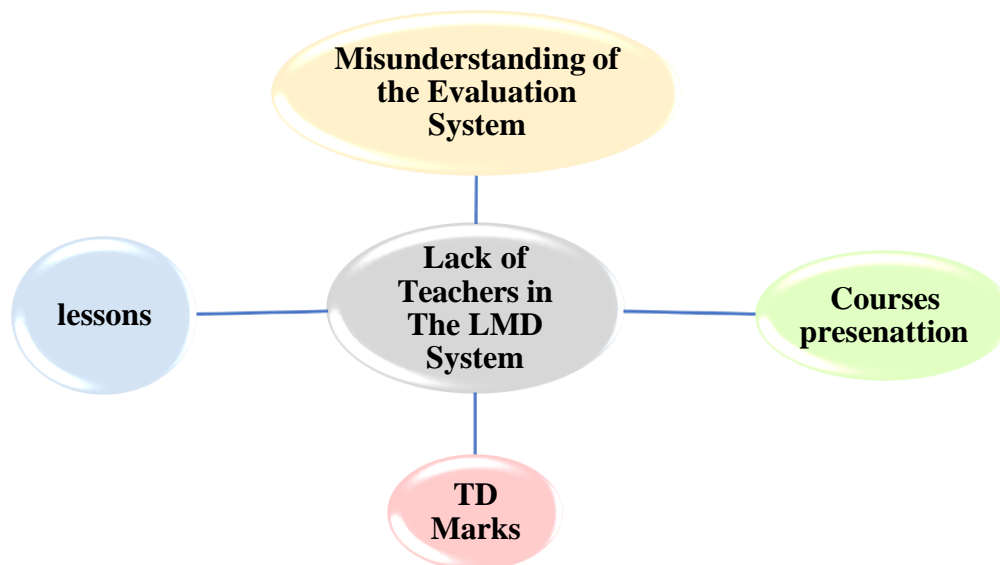


Figure 1.5. The Lack of Teachers

1.9. Description Of The Current Teaching and Learning Situation

For a clear description of the selected situation, three elements are considered: the teaching setting and students' number, teachers' experience, and teachers' methodology. Then, a view into teachers' profile would be presented in terms of: teachers' qualification and ranks, attitudes towards English language teaching, and personality.

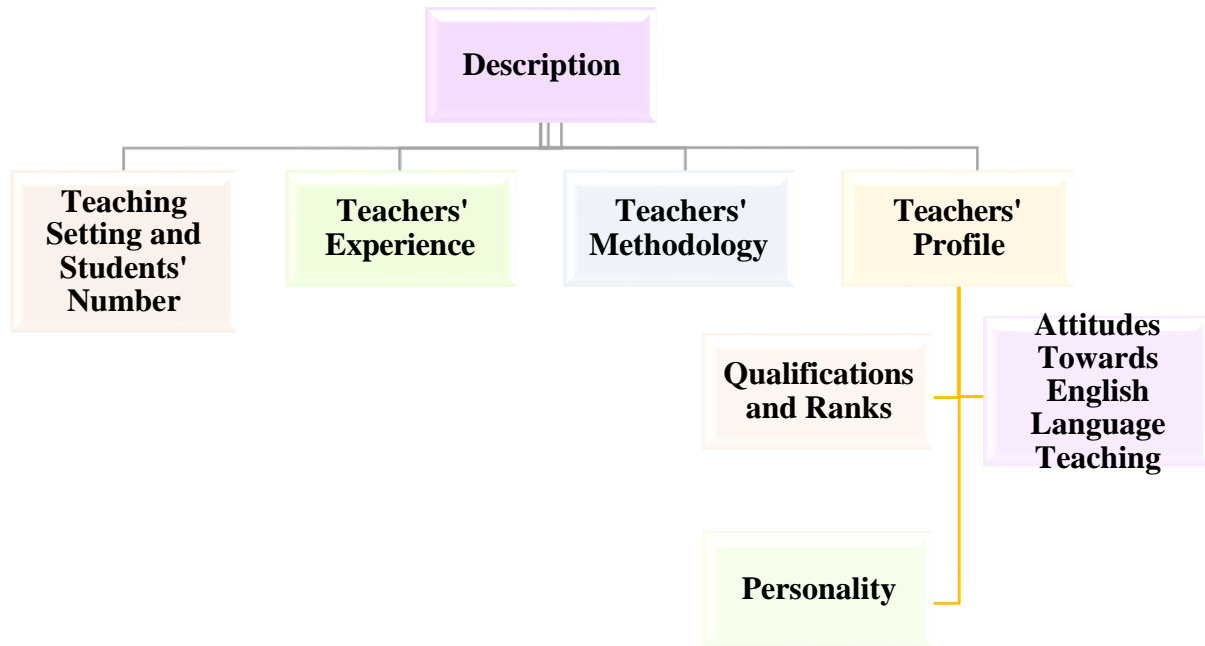


Figure 1. 6 . Elements of The Description of The Teaching and Learning Situation

1.9.1. The Setting and Students' Number

The teaching process at the current selected department is held in two different places depending on the kind of presentation. That is to say, TD sessions are presented in large rooms; while courses are presented in amphitheatres. Actually, some TD sessions are even presented in amphitheatres due to the students' large number (53 per group), and the lack of available rooms. This fact hinders not only the quality of the teaching, but also the quality of the students' learning, besides to the educators' ability to evaluate students' progress.

1.9.2. Teachers' Experience

At the current English department, tutors' teaching experience varies from one to another. In fact, it ranges from 05 to 35/40 years. Most of those teachers claim that their teaching experience was to, a large extent, advantageous . It enabled them to deepen their knowledge, revitalize their teaching philosophy, learn more about students' behaviours and innovate in their teaching techniques and strategies. Indeed, notwithstanding the fact that the students' number can hinder some teachers from well presenting the lecture, for others, it does not cause a problem. In fact, it all depends on the way of presenting the lesson, i.e. the teaching methodology. More to the point, the experience that they gained rises their teaching self-efficacy.

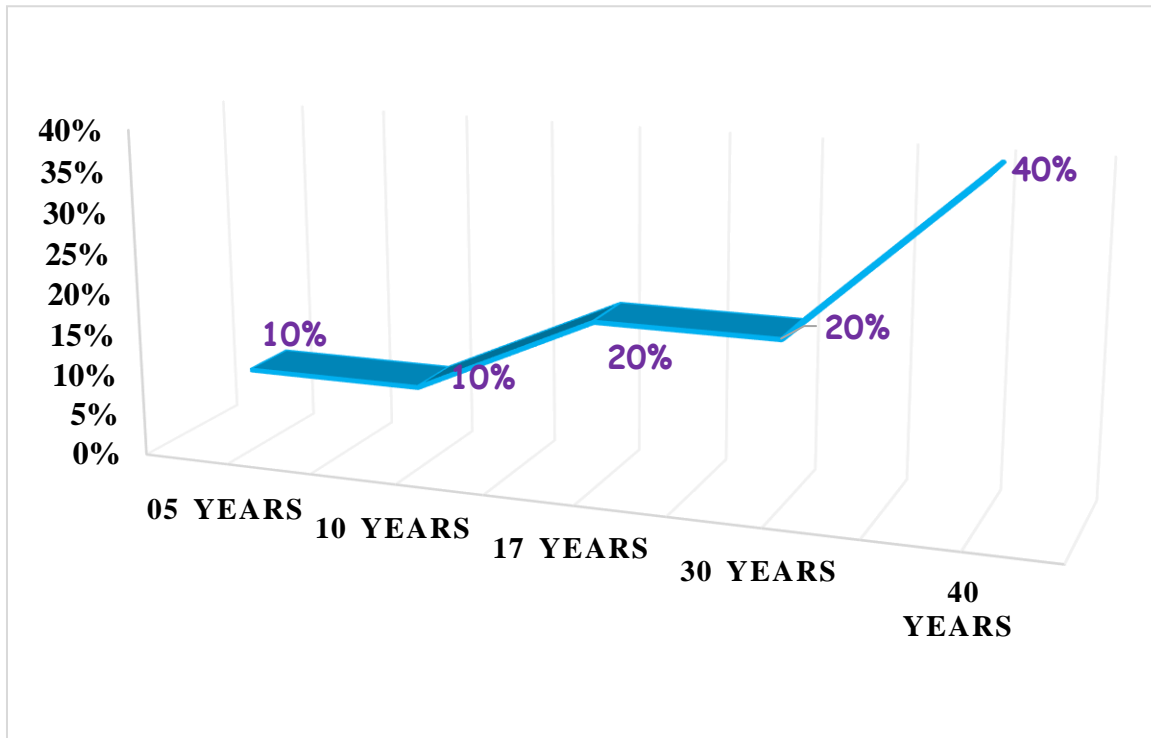


Figure 1. 7. Approximate Study of Teachers' Experiences

1.9.3. Teachers' Teaching Methodology

Teacher methodology at the selected department is quite different from one tutor to another. It depends on each one's conceptualization to the teaching and learning concept. The following three examples are taken from real class observation.

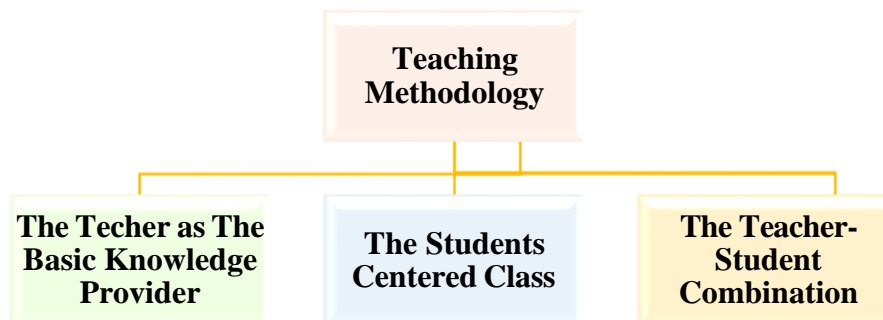


Figure 1. 8 . Teaching Methodology

1.9.3.1. The Teacher as The Basic Knowledge Provider

For some educators, teaching is a matter of knowledge provision; it means, giving enough information for students, then, providing them enough space for developing their own understanding after class. This signifies that the teacher is the one who is in charge of the

content, and lessons' material selection. It is the teacher who does everything, then, less space is given for students' perception, preferences, needs, or suggestions.

1.9.3.2. The Students Centered Class

For other teachers, the whole class lesson presentation is students' centered. In other words, the teachers' basic task is to provide only the programme for students. Then, students prepare the lessons. In fact, each student picks up a specific theme, then, tries to prepare a clear and concised exposé to be presented in front of the whole class with the teachers' presence and supervision. At the end, the word is provided for the audience to ask some questions, or request a clarification of some ambiguous points. Consequently, such class can be advantageous to students, as it motivates them to improve both their motivation and autonomy, while for others, it might be perplexing as there is less guidance.

1.9.3.3. The Teacher- Student Combination

Some tutors prefer to always cooperate with students' during the lesson presentation. To put it in another way, the teacher starts to present the course; then, stops at each title, or specific point to give space for students to provide their comments, add data, extend their background, or even comment on what has been said. After that, the tutor carries on the lesson presentation, and so on. In such class, teaching is not limited to, only, the teacher, but also incorporate students' understanding and personal conceptualization of the notions. Thus, it is a co-teaching and learning class; both; the teacher and students are learning from each other.

1.10. Teachers' Profile

Description of teachers profile is paramount in order to better understand the teaching situation. Teachers would be described in terms of: qualification, attitudes towards English language and teaching personality.

1.11. Teachers' Qualification and Ranks

Teachers of the English language at the level of the current English department; at the Djilali Liabes University, Sidi Bel Abbes can be classified into five main categories as shown in the table below.

| Teachers' Qualification | Magistère (MAB) | Doctorate Students (MAA) | Doctorate Degree (MCB) | Doctorate Degree + accreditation (MCA) | Professor | Part Time Teachers (of English Language) |
|-------------------------|-----------------|--------------------------|------------------------|--|-----------|---|
| Number of Teachers | 05 | 16 | 07 | 06 | 05 | 16 |

Table 1.4. Teachers' Qualification (2017 - 2018)

This means that the majority of teachers (16) are doctorate students' assistant teachers' category (MAA), while (6) teachers are senior teachers' category (MCA). The remaining categories include (5) assistant teachers class (MAB), whilst there are (07) teachers class (MCB). Besides to 05 professors and a number of part time teachers (16).

1.11.1. Teachers' Attitudes to The English Language Teaching

Attitude has gained an enormous attention in second language learning. Many researchers had linked attitude to motivation. Indeed, scholars believe that both motivation and attitudes are frequently viewed as two coins of the same corn. That is to say, if the person possesses a positive attitude toward something, it would definitely increase his motivation to do it. Regarding teaching, if teachers have a positive attitude vis-à-vis teaching, then, they will be motivated to teach, and vice-versa.

As a matter of fact, most teachers (if not all) seem to like their teaching career and enjoy their teaching practices. The reasons behind their enjoyment diverge. Some of them enjoy their teaching career due to the advantages it offers such as: ability to seminar contribution, good salary, long/ or short training ... etc. These benefits lead to an auspicious attitude to teaching. However, others like teaching for the sake of teaching itself, i.e. imparting knowledge, exchanging ideas and helping, not only, students but also colleagues upsurge their teaching self-satisfaction.

More to the point, the pleasure and the patience that teachers have for teaching could be seen in the extent of their teaching commitment. Teachers who possess a favourable attitude towards English language teaching tend to put at premium: responding to students' needs and preferences, helping colleagues, seeking and sharing knowledge as well as readiness to provide

guidance and invest efforts⁶.

Consequently, teachers who are intrinsically motivated to teach are interested in teaching for its own sake, for the enjoyment it provides, the knowledge it expands and the self-satisfaction it evokes. Whereas, teachers who are extrinsically motivated, they are interested in teaching either for its benefits, or they have not had another choice. Teachers' motivation (intrinsic / extrinsic) is what creates their attitudes to teaching.

1.11.2. Teachers' Personality

Scholars have offered a blend of personality types and categories. Some of the most common ones are: extraverted versus introverted. As far as the extraverted type is concerned, it refers to the person who obtains the energy from the outside world. S/he likes harmony, openness, connection, creating debates, friends, and negotiation. Whereas, an introverted person is the one that gains the energy from the internal world. S/he tends to have limited but deep friendship and likes solitudes.

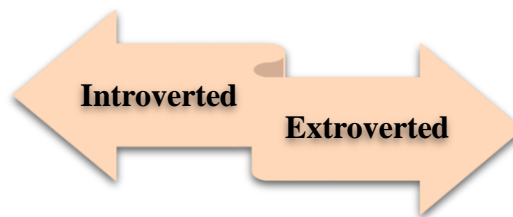


Figure 1. 9. Types of Teachers

Furthermore, as personality is the first determiner of people's behaviours, it tends to play a crucial role in person's success or failure, and teachers are of no difference. To put it in another way, teachers' personality determines teachers' behaviours in class, teachers' students contact and relationship along with courses' presentation. That is to say, an extraverted teacher tends to be open to his students, ready to contact and create debates, eager to listen and exchange ideas, prepared to share knowledge and experiences. Contrary to an introverted teacher who seems to limit his/her contacts and conversations.

⁶ Cited in : National Center to Inform Policy and Practice in Special Education Professional Development. (2010). "Co-Teaching and Team Teaching: Promising Opportunities for Supporting Novice Special Education Teachers within the School Culture. Induction Insights. Supporting Special Education Teachers-Administrators [AII-10]". Office of Special Education Programs (ED/OSERS). Downloaded on: August, 17th, 2015.

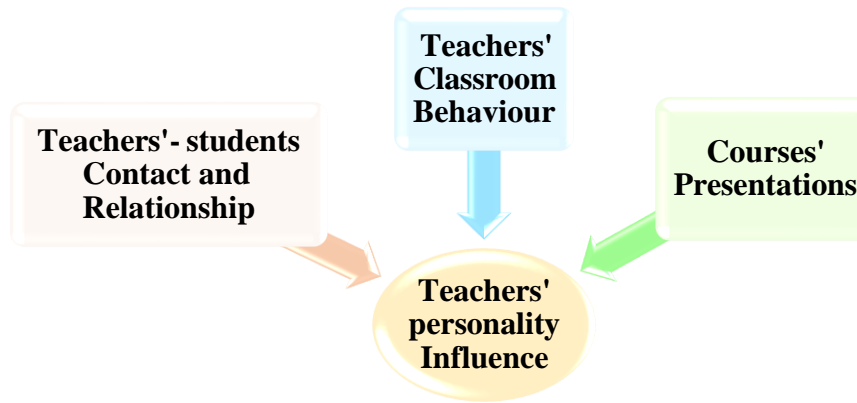


Figure 1. 10. The Impact of Personality on Teachers

Therefore, teachers' at the English Department (Sidi Bel Abbès) represent a mixture of the previous mentioned types. Some tend to be introverted whilst others seem to be extraverted.

1.12. Master One's Modules

As previously mentioned, the selection for the master class is based on a study file. The directors of each master speciality carefully read each file and choose the students who will sit for the master class based on their general score in the three years of their licence degree. Regarding the master class speciality picked up, it concerns didactics. It contains 11 modules (as shown in the figure below), some of which are divided into two sessions: courses and TD.

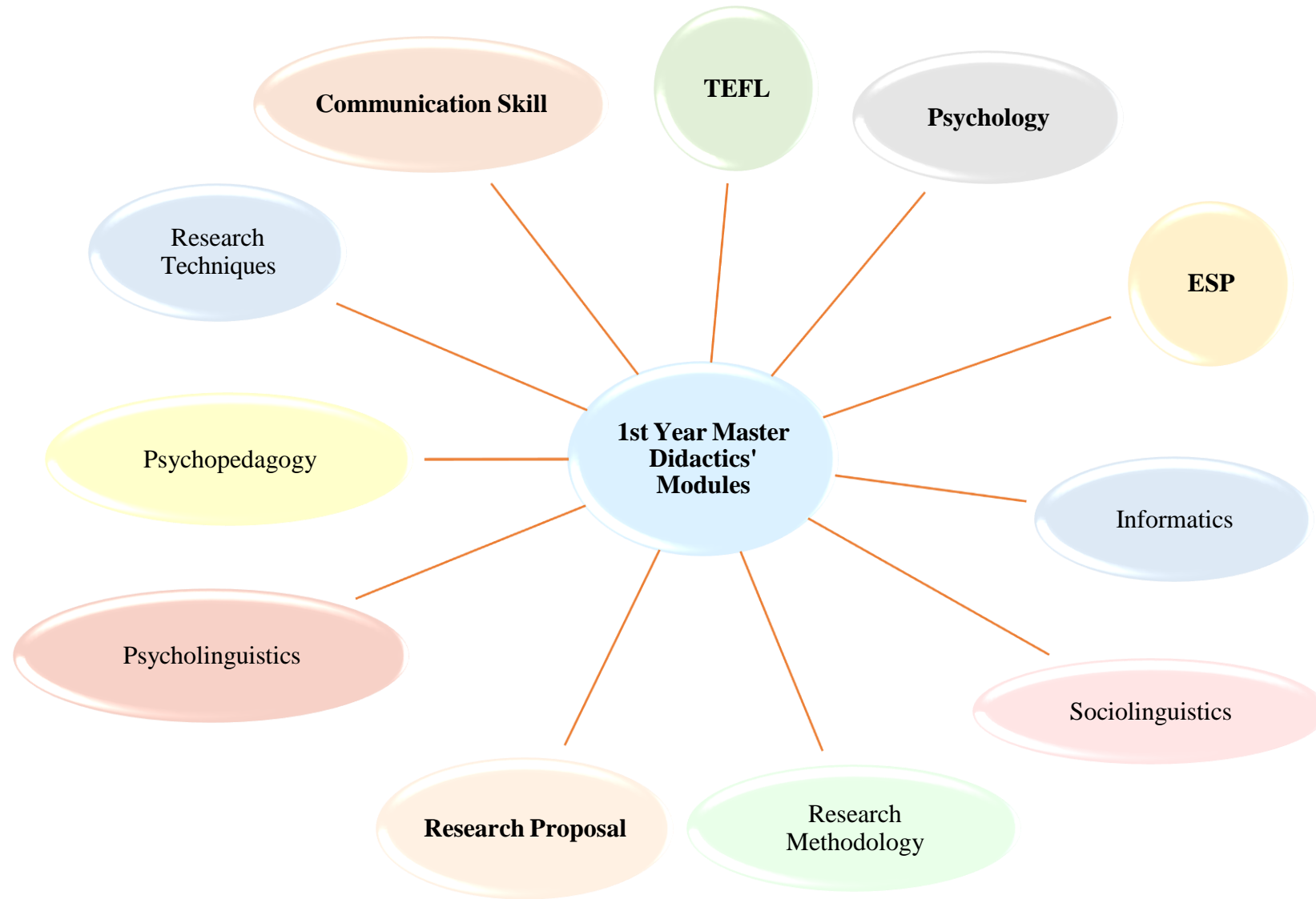
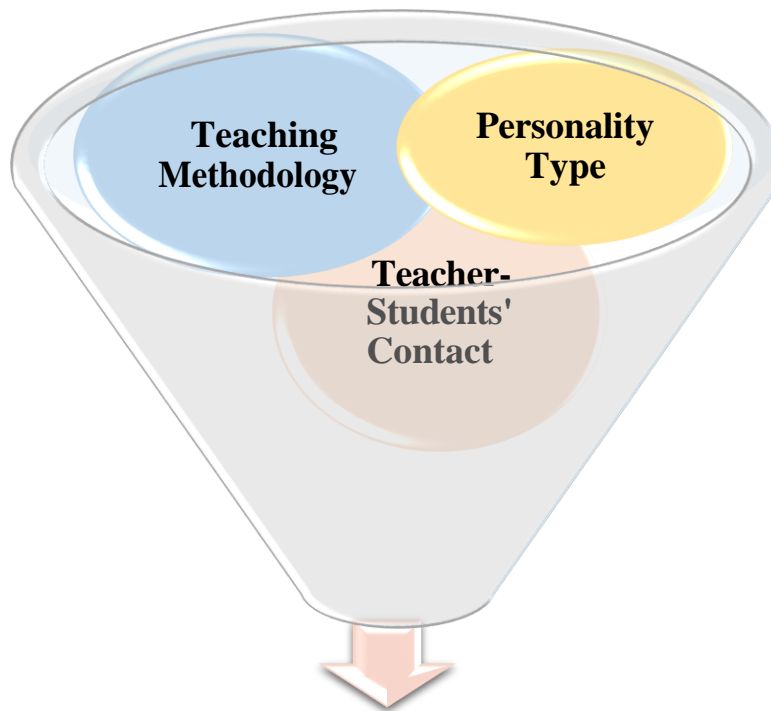


Figure 1. 11. Modules of 1st Year Master Class Didactics

1.13. The Application of Team-Teaching

The team teaching idea as a whole is a strange one. The perception towards the team teaching experience is very odd, as nearly all teachers prefer to work by themselves. In fact, the teachers' personality type, teaching perception and methodology, teacher-students' contact can be viewed as essential factors that impact the adaptation of the team-teaching approach. Henceforth, the programme designed in each module is not believed to influence the appliance of the team teaching method. Actually, it cannot be considered as a reason behind the omission of the proper attention toward making such practical acquaintance.



Factors Influencing Team-Teaching Application

Figure 1.12. Factors Influencing Team-Teaching Application

Indeed, as avowed by some teachers, the program's axes suggested can all be approached by two teachers. In the case of sociolinguistics, both teachers can share the roles. This means that one teacher can provide the theoretical part while the other one can give some exact detail from the practical side. Similarly, in an ESP class, one of the teachers can present the background and historical view of ESP while the other one tries to afford real examples of what ESP teaching is, the syllabus and courses' design, besides to testes and evaluation.

Therefore, in each module, there is great possibility for teachers to work together, share their background and knowledge and to complement each other. In this sense, the appliance of team-teaching cannot be limited by the programme ⁷. Indeed, as mentioned earlier, the intention to try out the team-teaching experiment, can be broadly linked, to the teachers' motivation to the group work, acceptance towards others, their personality and sharing culture.



Figure 1.13. Required Factors for Team Teaching Application

1.14. Team Teaching Applicability At The Current Department

The team-teaching approach is a nice and a creative experiment. Undeniably, having two teachers in class may give an impressive and exciting view to students towards the teaching practices and career. It is more likely to create an environment where students will have the chance to interact with two different teachers and better grasp the lesson thanks to two distinct explanations and more. However, still the adaptation of such an experiment is rare. At the level of the current department, few teachers team-teach a class. Notwithstanding the fact that they may agree on the programme, i.e. the global themes to discuss; yet, they possess distinct views on the lessons presentation, and the materials used.

As a matter of fact, a prompt was made by teachers who are responsible for each stream (1st, 2nd, and 3rd year license) as to unify the programme so that only one syllabus will be taught for the whole groups in each stream. Unfortunately, not all teachers joined such trial. Thus, if an administrative request towards the cooperative work and unification of the programme was neglected, the team-teaching application is more likely to be just a vague idea far from being performed on stage. Even though most teachers exhibit their readiness and welcoming to the

⁷ Cited in: Bouck, C, E. (2007). "Co-Teaching ... Not Just a Textbook Term: Implications for Practice". Preventing School Failure Journal. Vol 51, issue 2, pages:46-51.

idea of team-teaching, still, the reality shows the opposite.

1.15. Teachers Perception To Team Teaching

Team-teaching is believed to be a new but enjoyable experience that has several benefits. It is even considered as a new approach towards improving the teaching practices' quality. Despite the fact that the team-teaching experiment seems to be an interesting and a valuable step towards developing the teachers' competences, besides to creating a new and diverse learning environment, still; not all teachers do actually adapt it . To put it in a different way, most of teachers have shown their readiness and likeness to the idea, yet; not all of them would agree to part-teach with another tutor. This fact demonstrates that the whole team-teaching concept is a strange one at the current situation.

In a point of fact, on the real stage, most of classes (if not all) are taught by one single teacher. This fact connotes that teachers either neglect the importance of team teaching or are afraid to apply it. Indeed, teachers' fears can be justified by their worries about losing face in front of the second teacher, especially if s/he is an expert in his field or an experimented one. This fact is only a proof to their lack of confidence. Therefore, these teachers tend to simply avoid it.

Another reason behind the absence of team teaching is the teachers' personality. That is to say, on the one hand, teachers who are extraverted, and open to new experiences would not mind to team-teach with their colleagues. They view it, not only, as a challenge to their teaching practices, but a way to improve professionally. On the other hand, teachers who are introverted would find it difficult to part-teach with another tutor. In fact, they like to be the only dominant in class. They also think that students will compare them with the other teacher. Thus, team-teaching for them is rather a soul crushing.

1.16. The Students' Perception Towards Team Teaching

Students' usually perceive the teaching process depending on what the teacher shows in classroom. That means, the students' idea about the teaching process is based first and foremost on teacher' classroom performances. To put it in a different way, if teachers demonstrate for their learners their readiness to work with another tutor in class, express their harmony together, and positive attitude towards such experience, they are more likely to be influenced in the sense that they will like the idea of team teaching, and be motivated to act

similarly as their tutors.

Still, opposed to what is expected from practicing such approach, the real situation demonstrates the contrast. As most of classes (if not all) are single teaching class, students have not got a clear and definite idea about the team teaching approach or what it seems like. Although some teachers did try it once, still, it is not enough for students to be familiar with this idea. This means that they cannot know if a team teaching class can be advantageous for them or not. While others, prefer to be taught by one teacher as they fear confusion of ideas and explanation.

1.17. Challenges For Team Teaching Appliance

As mentioned earlier, at the current department of English, the team teaching concept is not used to apply. In fact, the thing that hinders the application of team-teaching is related to two prime factors: teachers' personality and teachers' methodology. That is to say, teachers' personality is regarded as a fundamental element that can play a vital role in the implementation of team-teaching. To put it clear, teachers who are flexible, extraverted, open to challenges and new experiences, accept different views and criticism are more likely to succeed at this experiment than the others.

More to the point, teachers' distinct teaching methodology can also be challenging. In other words, the way teachers prepare their lessons, present their courses, and the principles they use to manage their classroom are all different from one to another. If two teachers can agree on these basics, that would help to team-teach a class and be fruitful. Whereas if they do not, it will be hard (if not impossible) to adapt this approach.

1.18. Conclusion

So far, this chapter represents an attempt towards providing a portrayal to the selected teaching-learning situation. First, a brief background of the study was provided. Second, since the current selected teaching-learning situation is the English Department, at Djilali Liabes University, Sidi Bel Abbes, a description of that later, as well as its educational system were required. More to the point, the absence of team-teaching appliance at the level of this department leads to a description of teachers' profile. In this respect, teachers were described in terms of teachers' experience, ranks, teaching methodology and even their teaching personality.

Then, since the team-teaching is an uncommon approach, teacher's views are to be considered. It is also worth mentioning the main reasons behind its ignorance. Finally, despite the fact that both team-teaching and self-efficacy notions were highly discussed in educational psychology, few interest is provided on the link and the impact of each. For that reason, the next chapter attempts to provide a literary background about both self-efficacy and team-teaching, their implication, and interrelation in both foreign language teaching and learning.

Chapter Two

Review of Literature

Table of Content

| | |
|---|----|
| 2.1. Introduction | 37 |
| 2.2. Definition of Teaching..... | 37 |
| 2.3. Definition of Effective Teaching | 38 |
| 2.4. Professional Development..... | 39 |
| 2.5. The Need for Professional Development | 40 |
| 2.6. Definition of Self-Efficacy | 41 |
| 2.7. History of Self-Efficacy Theory | 42 |
| 2.8. Why is Self-Efficacy Important?..... | 44 |
| 2.9. Unique Features of Self-Efficacy Dimensions | 44 |
| 2.10. Structure of Self-Efficacy | 45 |
| 2.11. Sources of Self-Efficacy | 46 |
| 2.11.1. Performance Outcomes..... | 46 |
| 2.11.2. Vicarious Experiences | 47 |
| 2.11.3. Verbal Persuasion | 47 |
| 2.11.4. Psychological Feedback (Emotional Arousal)..... | 48 |
| 2.12. Relationship between Self-Efficacy and Performance | 48 |
| 2.12.1. Analysis of Task Requirements | 49 |
| 2.12.2. Attributional Analysis of Experience | 49 |
| 2.12.3. Assessment of Personal and Situational Resources..... | 49 |
| 2.13. Self-Efficacy In Education..... | 49 |
| 2.14. Self-Efficacy and Career Development | 50 |
| 2.15. The Role of Self-Efficacy in Academic Motivation..... | 51 |
| 2.16. Self-efficacy in Learning and Academic Success | 52 |
| 2.16.1. Analysis of Task Requirement | 52 |
| 2.16.2. Attributional Analysis of Experience | 52 |
| 2.16.3. Assessment of Personal and Situational Resources and Constraints..... | 52 |
| 2.17. Teachers' Self-Efficacy | 52 |
| 2.18. Self-Efficacy and Related Beliefs..... | 54 |
| 2.19. Adaptive Benefits of Optimistic Self-Beliefs of Efficacy | 56 |
| 2.20. Strategies for Strengthening Self-Efficacy Beliefs..... | 56 |
| 2.21. The Changing Teaching Profession and Teachers..... | 57 |
| 2.22. Teaching Challenges..... | 57 |
| 2.23. Teaching Changeability from The Past and The Present..... | 58 |
| 2.23.1. Increased Diversity | 58 |

| | |
|--|----|
| 2.23.2. Technology Usage | 59 |
| 2.23.3. Accountability In Education | 59 |
| 2.24. Definition of Learning | 59 |
| 2.25. Teaching and Learning at the University level..... | 60 |
| 2.26. Definition of Co-Teaching..... | 61 |
| 2.27. The Origins of the Word ‘Co-Teaching’ and Its Evolution..... | 61 |
| 2.28. Rational for Co-Teaching | 64 |
| 2.29. The Evidence for Co-teaching..... | 65 |
| 2.30. Co-Teaching Structure..... | 66 |
| 2.30.1. One Teach, One Support | 67 |
| 2.30.2. Parallel Teaching | 67 |
| 2.30.3. Alternative Teaching | 68 |
| 2.30.4. Station Teaching | 68 |
| 2.30.5. Team Teaching | 69 |
| 2.31. Co-Teaching as Cooperative Learning | 69 |
| 2.32. Prime Features for Co-Teaching..... | 69 |
| 2.32.1. Face to Face Interaction..... | 70 |
| 2.32.2. Positive Interdependence | 70 |
| 2.32.3. Interpersonal Skills | 70 |
| 2.32.4. Monitoring Co-Teacher Progress | 70 |
| 2.32.5. Individual Accountability | 71 |
| 2.33. Benefits of Co-Teaching..... | 71 |
| 2.34. The Discrepancy between Team and Co- Teaching | 73 |
| 2.35. Towards A Clear Conceptualization of Team Teaching..... | 74 |
| 2.35.1. Benefits of Team Teaching for Teachers..... | 75 |
| 2.35.2. Benefits of Team Teaching for Students | 76 |
| 2.36. Planning a Team Course | 77 |
| 2.36.1. Stage One: Preparation | 78 |
| 2.36.2. Stage Two: Co-Planning..... | 78 |
| 2.36.3. Stage Three: Instruction..... | 78 |
| 2.36.4. Stage Four: Assessment..... | 79 |
| 2.37. Conclusion | 80 |

2.1. Introduction

The present chapter is a step towards furnishing a theoretical background about the two notions self-efficacy in teaching and team teaching. It aims to demonstrate the correlation between these two concepts and to demonstrate its massive impact on teachers' improvement. That is to say, it reveals the extent to which team teaching can help to foster teachers' self-efficacy; at the meantime, how self-efficacy development can help to intensify the teaching quality and open up for more learning opportunities.

Firstly, we will study the meaning of self-efficacy in general, then examine its impact in education and career development. Secondly, an endeavor is made to pore over the unique features of self-efficacy and its prime sources besides to the role it plays in classroom performances. Next, as self-efficacy is believed to be the concomitant of team teaching, a delineation to co-teaching and its evidence is provided. After that, we will essay to display the main forms of co-teaching and discover its main benefits for both teachers and learners. Finally, we will inspect the main stages to be followed for a successful team teaching class.

2.2. Definition of Teaching

Owing to Kelly (2012)⁸, Teaching is a lofty and a demanding profession as it incorporates many tasks for instance: facilitating students learning, imparting knowledge or skills, and controlling behaviours to induce the learning process. The fact, which makes teachers often face a great defy. By teaching, tutors accept, not only, to afford necessary knowledge and guidance, but also approach a high degree of ambivalence⁹ since teaching needs great diligence¹⁰ on the part of the teacher to be able to carry out his/ her responsibility with satisfaction.

In addition, the "teaching" process has been further defined. One of the most troublesome definitions describes "*the teacher as an artist and teaching as an art*"¹¹. Because teachers are most of the time, engaged in a broad spectrum of teaching activities, playing several roles, creating and varying the tasks, they are simply called artists and the act of teaching seems to be like an art. The more teachers innovate in their teaching practices, the better their teaching

⁸ **Cited in:** Melissa Kelly (2012), "A Rewarding Career". Available online at : <http://www.netplaces.com/new-teacher/can-you-really-do-it-all/a-rewarding-career.htm>

⁹ **Ambivalence:** (adj) having two [opposing feelings](#) at the same [time](#), or being [uncertain](#) about how you [feel](#) (from Cambridge online dictionary).

¹⁰ **Diligence:** (adj) [careful](#) and using a lot of [effort](#). (from Cambridge online dictionary)

¹¹ **Cited by :** Admin (2013) online on: <http://www.teachingenglish.org.uk/blogs/admin/teacher-artist>

performance will be. Owing to Wells (1998)¹², teaching is defined as:

“Cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students’ progress and students’ background information”.

Wells (1998)

Moreover, Farrell and Oliveira (1993) posits that teaching can be viewed as the reasonable and strategic act denoting interaction between the teacher and the student as they operate on some kind of verifiable facts and beliefs, it encourages students’ participation and expression of their own views. Such different tasks make teaching, to some extent, a complicated profession. Individuals are meant to be accountable for their job to gauge¹³ students’ achievement and their learning progress. Yet, the act of teaching cannot be the teachers’ responsibility alone; it is a shared process between parents, schools and community to help students attain success. For these reasons, teaching is such a rewarding and challenging career; teachers impart their knowledge with students and help them overcome academic, social, and emotional challenges to ensure success.

2.3. Definition of Effective Teaching

Teachers are frequently regarded as the role models and motivators for students. The quality of their teaching has a great influence on students’ learning¹⁴. The profession is an ever-surprising mix of sheer hard work and ecstatic successes. In teaching, it is necessary to well grasp the meaning of ecstatic success; when teachers feel satisfied about their teaching performances and the knowledge provided, as well as the skills learnt and developed, they are more likely to communicate their satisfaction to their learners. Indeed, professional knowledge and intellectual practices are two essence factors in an honest and sincere teacher who enjoys noticing his/her students’ development.

Teachers enter the field of education in the hope of changing something in the world.

¹² **Cited in: Tahir Mehmood & Mumtaz Akhter & Abid Hussain Ch & Rabbia Azam (2013).** "Attitude of Prospective Teachers towards Profession- A Measure for Institutional Development," International Journal of Asian Social Science, Asian Economic and Social Society, vol. 3(11), pages 2363-2374.

¹³ **To Gauge:** (v) to make a judgment about something, usually people's feelings.

¹⁴ **Cited in : Nunez,A and Tanya, M. (2012).** “Teacher Self-Efficacy: A Link to Student Achievement in English Language and Mathematics in Belizean Primary Schools”. ProQuest LLC, Ed.D. Dissertation, Oklahoma State University.

They have that desire to make constant efforts to breathe new life into this profession. They are, often, aware that any word uttered by them or any action taken can leave a lasting impression on their students' minds. They have the power to cross young and impressionable minds, and this can prove their effectiveness.

In fact, Teacher effectiveness has been widely questioned resulting in a plethora of definitions. Clark (1993, p. 10) wrote that: *“Obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher.”*. Vogt (1984), in his turn, related effective teaching to the ability to provide instructions to students of different abilities, at the meantime, incorporate instructional objectives and assess the effective learning mode of the students. Collins (1990), while working with the Teacher Assessment Project established five criteria for effective teachers: their commitment to students and learning, mastery of the subject matter, their responsibility for managing students, they often reflect on their own practice, and they are a member of the learning community.

In addition, Swank et al (1989) viewed, “effective” as the decrease in the negative unproductive practices such as negative feedback and low-level questions, at the same time, the increase of academic questions. Million (1987) also believed that effectiveness is based on the lesson and teaching method. In addition, Papanastasiou (1999) stated: *“no single teacher attribute or characteristic is adequate to define an effective teacher”*.

Researchers as Sanders (1999), Horn (1997) et al demonstrated that teachers' effectiveness can be gauged, and may be critical to student success. Both Sanders' (1999) and Wenglinsky's (2000) work asserted that teacher effectiveness is what contributes to student success. This means that teachers' effectiveness is related to the extent to which students have accomplished their objectives ¹⁵.

2.4. Professional Development

Teachers' competences and subject knowledge mastery are fundamental in creating an effective learning and bettering the teaching quality. Teachers crafts' development is referred to as professional development. In fact, teachers' professional development influences teachers' self-efficacy and students' accomplishments alike (Karen Heidi, 2005). Owing to Guskey (2000), professional development is the:

¹⁵ Cited in: Barnes, G. (2000). “Self-Efficacy and Teaching Effectiveness”. Journal of String Research. Vol. 1.

“Process and activities designed to enhance the professional knowledge, skills, and attitude of educators so that they might, in turn, improve the learning of students” (p.16).¹⁶

Valazza (2011)¹⁷ believes that teacher professional development and self-confidence are closely related. The more teaching ability is developed, the better teacher’s confidence will be. This confidence in personal teaching will lead to further readiness for moving forwards to the next level. He added that that teacher’s professional development is the path to gain confidence. Underhill (1986) (as cited in Head, K. and P. Taylor (1997)) defined teacher development as ***“the process of becoming the best kind of teacher that I personally can be.”*** Then, Rossner (1992, 4) advocated that:

“Teacher development is not just to do with language or even teaching: it’s also about language development, counseling skills, assertiveness training, confidence-building (my italics), computing, meditation, cultural broadening – almost anything, in fact”

Rossner (1992)¹⁸

Rossner’s definition signifies that teachers’ professional development cannot be limited to only teaching skills development and mastery, but it is related to almost everything that surround them.

2.5. The Need for Professional Development

Nowadays, society’s changeability and advancement requires teachers to be ready enough for preparing students to the external world. The internal school or university world is no more than some theories that have already been cited and documented, whilst the real value of those theories learnt lies in their practice in the outside world. Teachers are meant to effectively; prepare students to cope with the global society where knowledge, practice and crafts are highly recommended. Such demand makes teacher’s job much harder¹⁹.

¹⁶ **Cited in: Karen Heidi (2005):** A Study of the Relationship of Teachers’ Self- Efficacy and the Impact of Leadership and Professional Development, Pennsylvania.

¹⁷ **Cited in:** Gerardo Valazza (2011) “Professional Development: Teacher Development and Confidence”. Available online on: <http://www.onestopenglish.com/support/methodology/professional-development/professional-development-teacher-development-and-confidence/146473.article>

¹⁸ Cited in: **Gerardo Valazza (2011) “Professional Development: Teacher Development and Confidence”.** Available online on: <http://www.onestopenglish.com/support/methodology/professional-development/professional-development-teacher-development-and-confidence/146473.article>

¹⁹ **Cited in:** Karen Heidi (2005): A Study of the Relationship of Teachers’ Self- Efficacy and the Impact of Leadership and Professional Development, Pennsylvania.

Indeed, teachers' responsibility does not stop at providing the necessary knowledge. It is also concerned with responding to students' psychological and academic needs (Fullan, 1993, p. 5). Still, improving teachers' skills and competences are not ample to fit for students' academic and diverse needs (Little, 1993). The chief factors that help teachers' learning and lead to their improvement have not been widely investigated (Darling-Hammond & cLaughlin, 1995; Eraut, 1994; Lieberman, 1995). Consequently, paltry and inefficient teaching methods of teachers' professional development are widely noticed²⁰.

The professional development usually depends on the graduate course work or outside conferences, or workshops. In essence, these cannot be too relevant for teachers' real life. (Darling-Hammond, 1996; Guskey, 2000; Lieberman, 1995). Owing to Ann Lieberman, the prime way for improving schools is to focus on teachers' development that encourages their own learning. This implies that enhancing schools begins by a re-delineation of teachers' work from an isolation to a collaboration ethos that realizes and emboldens the entire school mechanism, teacher's engagement and supporting evolution for everyone involved (Arredondo, Brody, Zimmerman and Moffett, 1995; Lieberman, 1995).²¹

2.6. Definition of Self-Efficacy

Simply defined, self- efficacy signifies one's own opinions about one's skills to execute a special action. The person who believes in her own abilities exhibit more confidence than others. According to Bandura (1977, 1982, 1986), self-efficacy stands for the private beliefs about one's aptitudes to perform a specific task that is vital to reach a purpose. It is complex construct that varies owing to the area of demands (Zimmerman, 2000); this is why, it needs to be evaluated depending on the domain outcome (Bandura, 1986; Pajares, 1996)²².

In fact, the self-perception about one's abilities can have a vast influence on goals. It might impact the perseverance level when facing obstacles²³. It has also a noticeable link to personal choice, motivation, and emotional reactions. Hence, academic efficacy evaluation is more important than the generalized one²⁴.

²⁰ **Cited In:** Karen Heidi (2005).

²¹ **Cited in:** Karen Heidi (2005).

²² **Cited in:** Zajacova et al (2005) "Self-Efficacy, Stress, and Academic Success in College". Research in Higher Education, Vol. 46, No. 6.

²³ **Cited in :** Philip, R. B. and Holly, M. (2016) "Career Goals, self-efficacy and persistence in Engineering Students". IEEE Frontiers in Education Conference (FIE). Sp, 1, ep 05.

²⁴ **Cited in:** Banduras, A. (1977). "Self-efficacy: Toward a Unifying Theory of Behavioral Change", Psychological Review, Vol. 84, No. 2, 191-215.

More to the point, general self-efficacy is the overall self-evaluation of personal potential. However, academic efficacy means the ability to confidently well perform²⁵. Meta-analysis studies in academic milieu stated that when the improvement in the academic self-efficacy results in better academic performance and outcomes²⁶. Generalized self-efficacy is less associated (Multon, Brown, and Lent, 1991), it has not been found to be prognostic to any college outcome (Ferrari and Parker, 1992; Lindley and Borgen, 2002)²⁷.

Additionally, owing to Bandura (1993), self-efficacy influences learning outcomes. It is the prime cause of improving personal motivation and perseverance to overcome challenges in academic tasks. Then, Torres and Solberg (2001) studies showed the linkage between academic self-efficacy and the time and efforts spend by students on studying²⁸. Moreover, Howard Margolis and Patrick P. McCabe (2006, p 219) believe that self-efficacy theories suggest that de-motivation is one outcome to low self-efficacy beliefs.

This means that, if one thinks that s/he cannot do well, s/he will either avoid performing (or doing tasks) or give up entirely²⁹. Therefore, low self-efficacy is more likely to hinder academic achievement and affect personal well-being³⁰. If students' beliefs about their own capacities affect their desire to learning as well as their motivation, teachers' self-perception can also impede or foster the teaching performances, and influence their motivation.

2.7. History of Self-Efficacy Theory

In 1986, Bandura came up with the socio-cognitive theory that permits the self-regulation of humans' cognitive process and behaviours. This standpoint accredits that *“individuals are capable of exercising a degree of control over their thoughts, feelings, motivation, and actions”* (Pajares, 2003, p.7) after understanding one's own performances. Such impact can have a great effect on one's actions and behaviours. Owing to Bandura (1986, 1997), people beliefs about their possessed capacities reflects on their behaviours. Thus, individual's academic accomplishments is the upshot of his/her self-beliefs. These beliefs are,

²⁵ **Cited in: Syed, S. I. (2007).** “General Self-Efficacy Scale: Dimensionality, Internal Consistency, and Temporal Stability”. Proceedings of the Redesigning Pedagogy: Culture, Knowledge and Understanding Conference, Singapore.

²⁶ **Cited in: Francesca, F. Rega, R. and Cantoni, L. (2013).** “Using Self-Efficacy to Measure Primary School Teachers' Perception of ICT: Results from Two Studies”. International Journal of Education and Development using Information and Communication Technology. Vol. 9, Issue 1, pp. 100-111.

²⁷ **Cited in: Zajacova et al (2005)**) “Self-Efficacy, Stress, and Academic Success in College”. Research in Higher Education, Vol. 46, No. 6.

²⁸ **Cited in:** (the previously mentioned reference) Zajacova et al (2005).

²⁹ **Cited in:** (the previously mentioned reference) Zajacova et al (2005).

³⁰ **Cited in:** (the previously mentioned reference) Zajacova et al (2005).

in fact, the foremost determiners of *“how well knowledge and skill are acquired”* (Pajares, 2003, p. 8 – cited in Karen Heidi, 2005)³¹.

On the 20th century, the correlation between the self, human behaviours and self-perception was greatly centered. A common belief was that self-perception affects humans’ behaviours, this latter in its turn, is affected by the self. However, during the 1920s and 1940s, the common and the widespread emphasis was on the stimuli and response by two behavioural psychologists Pavlov and Skinner. Thus, the idea of the “self” lost interest at that time³².



Figure 2.1. Techniques for Teaching Instruction in Team Teaching According to Dieker and Murawski (2004)

Nonetheless, during 1950s, the notion of the “self” was centered again by Abraham Maslow. This latter called the attention a number of scholars and different people with his “motivational process” studies that explain how individuals are motivated by displeased needs. As Pajares said (2002, p.3 – as cited in Karen Heidi, 2005) one’s motivation upsurges by *“the need to become self-actualized, that is, to achieve one’s potentialities, capacities and talents”*³³.

Then, the 1960s and 1970s witnessed the upswing of new interest on self-constructs³⁴ and self-beliefs due to the humanistic movement. Schools tried to develop a positive self-concept³⁵ and self-esteem³⁶ among students. Yet, it was hindered by a delay between theory and practice. Then, researches on self-esteem and students’ achievement posit that they were *“inconclusive or provided unsettling results”* (Pajares, 2002, p. 4). Clearly, the focus on self-construct began to weaken³⁷.

³¹ **Cited In:** Karen Heidi (2005): A Study of the Relationship of Teachers’ Self- Efficacy and the Impact of Leadership and Professional Development, Pennsylvania.

³² **Cited in:** Karen Heidi (2005): A Study of the Relationship of Teachers’ Self- Efficacy and the Impact of Leadership and Professional Development, Pennsylvania.

³³ **Cited in:** Karen Heidi (2005): A Study of the Relationship of Teachers’ Self- Efficacy and the Impact of Leadership and Professional Development, Pennsylvania.

³⁴ **Self-Construct:** (also called self-concept) personal beliefs about one’s own potential and crafts.

³⁵ **Self-Concept:** personal beliefs about one’s own capacities, skills, social behaviours ...etc.

³⁶ **Self-Esteem:** the personal image that someone provides for himself depending on a sense of value and possessed competences.

³⁷ **Cited in:** (the previously mentioned reference) Karen Heidi (2005)

Years later, in 1977s, the socio-cognitivist Albert Bandura identified a social learning theory with his publication: *Toward a Unifying Theory of Behavioral Change*. He believed that the choices of activities and perseverance in reaching a goal are affected by the personal perception of one's own capacities and skills. This latter was referred to as "self-efficacy"³⁸.

After that, in 1986, he postulated in his publication "*Social Foundations of Thought and Action*" that people's beliefs about their own abilities lead them to accomplishment. These beliefs (that are also called self-perception) are the key behind their achievement, and not really their current capacities (Bandura, 1986, 1997; Pajares, 2002). People who are self-confident have a positive self-perception and believe that they can achieve their pre-ordained objectives, for this, they invest extra time and efforts for attaining success. Thus, they are more likely to be successful. This belief was the starting point for any other research on self-efficacy³⁹.

2.8. Why is Self-Efficacy Important?

Myriad empirical studies have revealed the eminence of self-efficacy and its linkage to humans' behaviours in a large variety of contexts. Stajkovic and Luthans (1998) examination to some data have shown that self-efficacy is the chief predictor of performance. Career development literature demonstrated that self-efficacy is highly associated with professional interest and choice among both male and female university students (Betz & Hackett, 1981; Lent & Hackett, 1987, cited in Shima Barakat et al, 2010). In addition, several studies have shown the effect of self-efficacy on the development of competences and confidence; for instance, Mau (2003) study revealed that after four year of mathematical studying, students' self-efficacy is the first predictor of their mathematical competency besides to discovering their interest in science and engineering and their desire for goal attainment⁴⁰.

2.9. Unique Features of Self-Efficacy Dimensions

Prior to the introduction of self-efficacy as a fundamental aspect in the social theory, Bandura focused on human motivation mainly in terms of outcome expectations. Nonetheless, the treatment of anxious individuals with mastery modeling techniques demonstrated great distinctions. That is to say, even if all the subjects showed a strong expectancy that appropriate techniques (e.g., for handling a snake or dog) would be protective (against biting), the difference

³⁸ Cited in: (the previously mentioned reference) Karen Heidi (2005)

³⁹ Cited in: (the previously mentioned reference) Karen Heidi (2005)

⁴⁰ Cited in: Shima Barakat et al. (2010). "Same Programme, Different Students: Same or Different Self-efficacy Effects?" Research and Teaching Fellow, Centre for Entrepreneurial Learning, Judge Business School, University of Cambridge.

lied chiefly in the appropriate use of the techniques outside the therapeutic setting. Such dissimilarity was labeled by Bandura as ‘self-efficacy’, and specific task scales were used for its measurement. Though self-efficacy and outcome expectations were conjectured to affect motivation, Bandura (1986, p. 392) suggested that self-efficacy would play a big role since *“the types of outcomes people anticipate depend largely on their judgments of how well they will be able to perform in given situations”*⁴¹.

Then, Bandura (1977a, 1997) formally delineated perceived self-efficacy as one’s own judgments about capacities to organize and execute a course of actions to achieve a preordained goal, and its assessment relied on its generality and strength across activities and contexts. The level of self-efficacy stands for its reliance on tasks’ difficulty like spelling words of increasing difficulty. The generality of self-efficacy is concerned with its transfer across activities as from algebra to statistics. The one’s certitude about task performance measures perceived self-efficacy⁴². Such elements of self-efficacy are measured depending on a questionnaire items that are task specific, different in difficulty, and test degree of confidence (e.g., from 0 to 100%)⁴³.

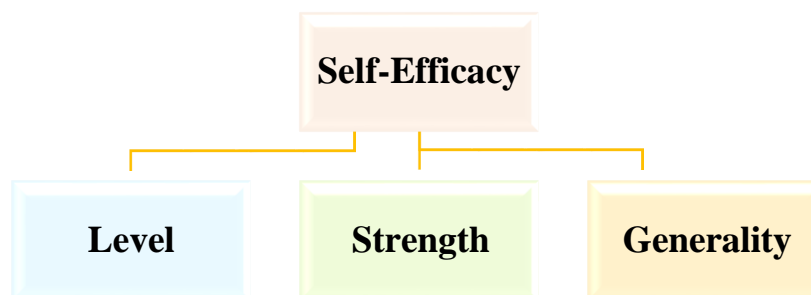


Figure 2.2. Self-Efficacy Properties

2.10. Structure of Self-Efficacy

The beliefs of efficacy are dissimilar depending on its strength. The failure in one’s experience may cancel self-efficacy beliefs. However, people who have strong beliefs about their own capacities are persistent even if they face some difficulties. Hence, perceived self-efficacy can be viewed as either a positive or a negative feedback mechanism. This means that

⁴¹ Cited in: Barry J. Zimmerman (2000) “Self-Efficacy: An Essential Motive to Learn”. Contemporary Educational Psychology 25, 82–91.

⁴² Cited in: Denoyelles, A. Steven, H. Kenneth, D. and Richard, J. (2014). “Exploring the Dimensions of Self-Efficacy in Virtual World Learning: Environment, Task, and Content”. Learning and Teaching Journal, vol 10, issue, 2, pages: 255-27.

⁴³ Cited in: (the previously mentioned reference) Barry J. Zimmerman (2000).

everyone's beliefs about personal capabilities of executing course of actions and performing particular tasks can lead to success and persistence, and vice versa. That is why successful performances are the conjuncture of higher level of self-efficacy⁴⁴.

2.11. Sources of Self-Efficacy

Bandura (1977) determined four main basis for information that people use in their self-efficacy judgment. These basis are: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These sources are what helps in identifying personal beliefs about abilities for task accomplishments, as Williams and Williams (2010) advocated "*individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided*" (p. 455)⁴⁵.

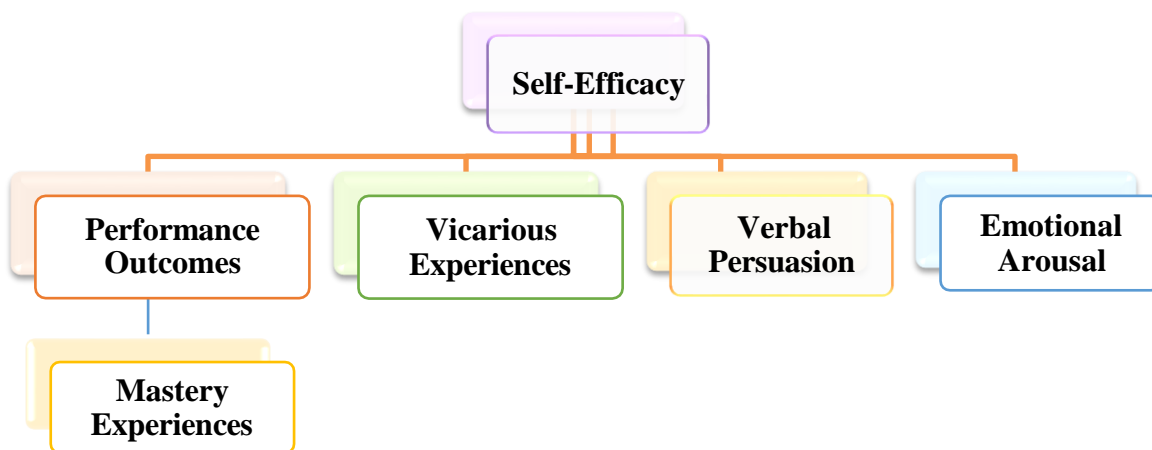


Figure 2.3. Sources of Self-Efficacy According to Bandura (1977)

2.11.1. Performance Outcomes

Bandura (1977) considers that past experiences or performances can be the source of self-efficacy stimulation. Being positive or negative experiences, it can impact one's ability to perform a task. If a person has experienced a positive task performance; her personal beliefs about her competency and performance similar to that task are more likely to increase. For instance, if one performed well in a training workshop, s/he is more likely to develop his/her self-confidence and self-efficacy in another training workshop.

⁴⁴ Cited in: Kitching, J. (2011) "Creating and Validating Self-Efficacy Scales for Students". The American Society of Radiologic Technologists, Vol. 83/No. 1.

⁴⁵ Cited in: Brian Francis Redmond (2015) "Self-Efficacy and Social Cognitive Theories". Available on : <https://wikispaces.psu.edu/display/psych484/7.+self+efficacy+and+social+cognitive+theories#id-7.Self-EfficacyandSocialCognitiveTheories-OverviewofSocialCognitiveandSelf-EfficacyTheories>)

Hence, the individual's self-efficacy will be higher in that particular area, and s/he is more likely to invest extra efforts in trying harder to, successfully, complete the task, and vice versa. That is, if one experiences a failure in a special task, self-efficacy would lower. Yet, if the person perceives the situation as an achievable task, his/ her failures develop a sense of conviction that can boost one's motivation for perseverance⁴⁶.

Regarding mastery experiences, they are often viewed as a significant source of self-efficacy as it provides information about people's capacities to successfully perform any given tasks. Success builds up a vigorous belief in anyone's personal efficacy, whilst failure demoralizes the person, and diminishes his/her self-efficacy; particularly if the person experiences a failure before her/his self-efficacy is well established⁴⁷.

2.11.2. Vicarious Experiences

Everyone's efficacy can be enhanced via others' performances⁴⁸. Each one may compare his competency and performances to that of others. Hence, if one believes that his partners' performance is similar to his, his self-efficacy beliefs is more likely to grow⁴⁹, and the opposite is also true; watching someone failing can influence personal beliefs. One good example could be: The workplace where two persons will work together in a similar career path, and one will increase the other's self-efficacy beliefs. These later can be further improved if the two have the same potential level⁵⁰.

2.11.3. Verbal Persuasion

According to Redmond (2010), verbal encouragement or discouragement about the capability to complete a task can affect one's efficacy. For instance, a manager tells the employee "you can do it, I have confidence in you". Such verbal reinforcement can lead the person to devote extra tile and make more efforts to succeed. Yet, negative verbal persuasion causes the person to doubts his/her abilities and diminishes self-efficacy. Besides, the level of

⁴⁶ Cited in: Redmond, F. B. (2015) "Self-Efficacy and Social Cognitive Theories". Available on : <https://wikispaces.psu.edu/display/psych484/7.+self-efficacy+and+social+cognitive+theories#id-7.Self-EfficacyandSocialCognitiveTheories-OverviewofSocialCognitiveandSelf-EfficacyTheories>

⁴⁷ Cited in: (the previously mentioned reference) Redmond, F. B. (2015).

⁴⁸ Cited in : Winder, JA. (2011). "Knowledge, Attitude and Self-Efficacy in Asthma Self-Management and Quality of Life". Vol, 47, issue, 8, pages: 883–888.

⁴⁹ Cited in: Feltz, D. L. (2001). "Self-efficacy beliefs of athletes, teams, and coaches". Chapter of the book Handbook of sport psychology. John Wiley & Sons, Inc. Chichester, New York, NY. Downloaded on: June, 1st, 2015.

⁵⁰ Cited in: (the previously mentioned reference) Redmond, F. B. (2015).

trustworthiness enhances self-efficacy; the more trust there is, the more efficacious the person will be.

2.11.4. Psychological Feedback (Emotional Arousal)

Every person receives a personal sense from her body; such emotional arousal affects self-efficacy. One of the common examples is giving a speech in front of the audience, or making presentations, or even taking exam ... etc. such tasks can result in anxiety. Though this source is not believed to be largely influential, still, it is worth mentioning that feeling at ease when in a specific performance can higher one's self-efficacy⁵¹.

2.12. Relationship between Self-Efficacy and Performance

According to the self-efficacy theory, the association between the four sources of self-efficacy and the three self-efficacy assessment processes (that are used for interpreting it) will enable to determine its level and direct effect on performance's outcomes. Depending on Gist & Mitchell (1992) (cited in Brian Francis Redmond ,2015), there are three elements for assessing self-efficacy: the analysis of task requirements, attributional analysis of experience, and assessment of personal and situational resources/constraints⁵².

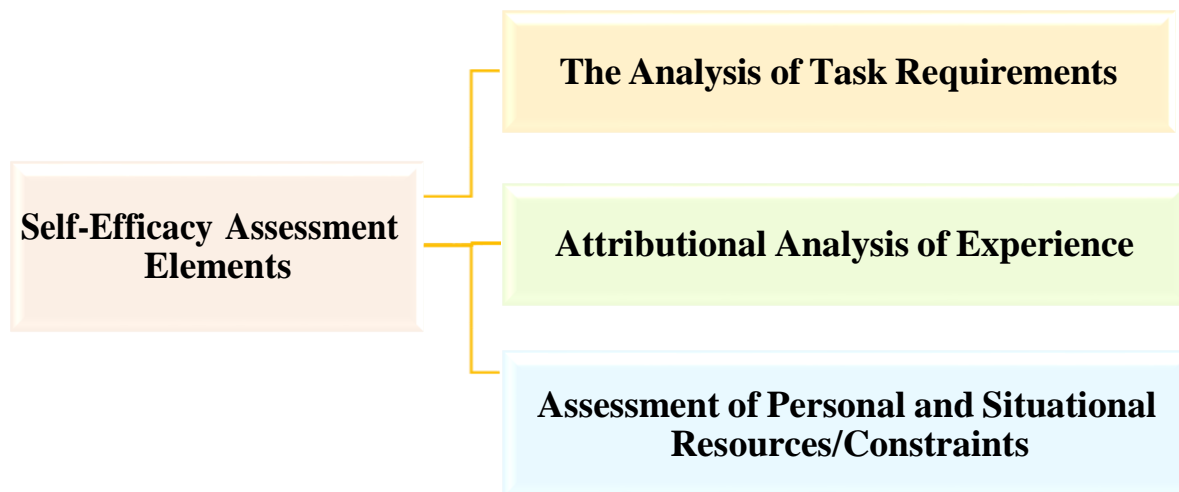


Figure 2.4. Elements of Self-Efficacy Assessment

⁵¹ Cited in: Redmond, B, F. (2014) "Self-Efficacy and Social Cognitive Theories". Available on : <https://wikispaces.psu.edu/display/psych484/7.+self+efficacy+and+social+cognitive+theories#id-7.Self-EfficacyandSocialCognitiveTheories-OverviewofSocialCognitiveandSelf-EfficacyTheories>

⁵² Cited in: (the previously mentioned reference) [Brian Francis Redmond](#) (2015).

2.12.1. Analysis of Task Requirements: The identification of the individual to what it takes to perform a task.

2.12.2. Attributional Analysis of Experience: The individual judgment about why a performance level occurred.

2.12.3. Assessment of Personal and Situational Resources: The individual thought of personal and situational features. Personal factors involve skill and efforts. Situational ones include competing demands.

2.13. Self-Efficacy In Education

Any educational system aims at upsurging individuals desire to pursue his own education. Within the educational setting, every person sets up his/her self-conceptions of academic competency. It is their main tool for developing their sense of self-efficacy, and the chief influential of their accomplishment level. Thus, according to John Gardner (1963), schools' job ought to go beyond teaching programmes as to prompt students' self-beliefs and self-regulations about their own capacities. That is to say, schools must aim at developing students' personality and even teach them how to self-educate themselves through a lifespan⁵³.

This means that self-efficacy is paramount in education. Indeed, researches on self-efficacy in education is well established. A number of studies demonstrate the linkage between achievements outcomes and self-efficacy⁵⁴. As cited in Jonathan Kitching et al (2011), students with a high level of self-efficacy tend to be ready to challenge a perplexing situation and be more motivated for success when faced with potential failure. In contrast, students with a low level of self-efficacy seem to experiences difficulties to cope with challenges and failure⁵⁵.

If Jonathan studies on students' self-efficacy have proved that students who have a positive self-perception about their potential tend to perform well, rather than other, then, this can be also applied for teachers. Indeed, as Karen (2005) states, teacher's self-efficacy influences student achievement. This latter implies the idea that teachers' self-perception and beliefs about their own capacities for classroom performances and teaching skills would lead to create either students' positive, or, negative attitude towards learning. Therefore, self-

⁵³ Cited In : Albert Bandura (1995) « Self-Efficacy In Changing Societies » . Cambridge University Press, UK.

⁵⁴ Cited in: Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). "Developing self-regulated learners: Beyond achievement to self-efficacy". Psychology in the classroom: A series on applied educational psychology. American Psychological Association, Washington,

⁵⁵ Cited in : Kitching, J. et al (2011) "Creating and Validating Self-Efficacy Scales for Students", the American Society of Radiologic Technologists, *September/October, Vol. 83/No. 1.*

efficacy seems to be important for teachers and learners alike⁵⁶.

2.14. Self-Efficacy and Career Development

There are many decisions that wield an enormous influence on people's lives; one of them is career choice. The appropriate choice of job affects one's lifestyle. Its adjustment is discernibly linked to mental health and one's own well-being. Although 'work' has attracted the attention of various researchers, still little attention is provided for career development (Osipow, 1986). This latter can be merely defined as the preparation for suitable job selection/ or entry through the lifetime (Super, 1990). Despite the eminence of career guidance among young adults and even adolescents, career guidance had enjoyed a brief and limited period of interest from applied psychologists (Hackett, 1993; Spokane, 1991)⁵⁷.

The increasing job markets nowadays have created an enormous need for career services. The first forms of occupational guidance (also referred to as career counseling, or intervention) had positioned a large area of research in differential psychology (Crites, 1981). The approaches to career guidance have recently been re-conceptualized in the form of 'person-environment (P-E) fit' theories (Hackett, Lent, & Greenhaus, 1991). Within the person environment literature, the foremost leading theories are that of Holland's (1985) concerned with work adjustment (Dawis & Lofquist, 1984). Both theories postulate that people's personality (in the form of interests, work values, ability, and other "person" variables) and the requirements of the work environment define occupational success, satisfaction, and tenure (Hackett & Lent, 1992). The P-E focuses on the content career choice, i.e. which job is selected⁵⁸.

Nonetheless, social learning theory highlights career decision-making, while career developmental theory centers the process of career choice. In the developmental theory, Super (1990) explains the world of work, making career choices, entering an occupation, changing career fields, and adjusting to work. The theoretical traditions focused on the ability for youth or adults to handle the work development⁵⁹.

⁵⁶**Cited in: Karen Heidi (2005).** "A Study of the Relationship of Teachers' Self- Efficacy and the Impact of Leadership and Professional Development". Pennsylvania.

⁵⁷ **Cited in: Albert Bandura (1995)** « Self-Efficacy In Changing Societies ». Cambridge University Press, UK.

⁵⁸ **Cited in:** (the previously mentioned reference) Albert Bandura (1995).

⁵⁹ **Cited in:** (the previously mentioned reference) Albert Bandura (1995).

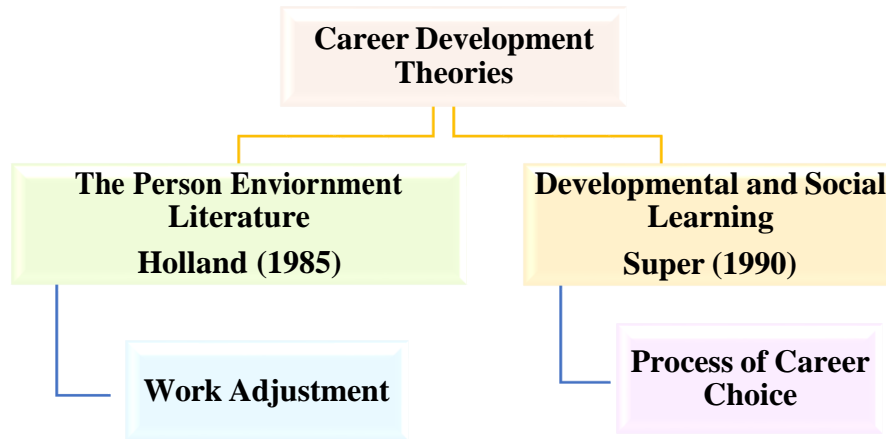


Figure 2. 5 . Theories of Career Development

2.15. The Role of Self-Efficacy in Academic Motivation

It has been believed that self-efficacy affects academic motivation in terms of choice of activities, level of effort, persistence, and emotional reactions⁶⁰. In his studies, Badura (1997) revealed that students with a high self-efficacy are ready for contributions, work harder, are able to persist for a long time and exhibit fewer adverse emotional reactions when faced with difficulties. Regarding the activities' choice, self-efficacious students, in comparison to others, consider difficult tasks as a challenge to overcome. Bandura and Schunk (1981) showed that students' self-efficacy beliefs in mathematics were the outcome of their desire to engage in subtraction problems rather than another type⁶¹.

More to the point, self-efficacy beliefs were viewed as prognostic of students' efforts in terms of: rate of performance and expenditure of energy. The experiment mad by Salomon (1984) demonstrated that self-efficacy is directly connected with self-rated mental effort and achievement. Further investigation on perceived self-efficacy revealed its influence, directly and indirectly, on students' persistence in terms of skill acquisition (Schunk, 1981). Self-efficacy direct effect impacts students' ways of learning and their motivational process as well. Multon, Brown, and Lent (1991) showed that self-efficacious students exhibit less anxiety, stress and depression (Bandura, 1997). It is also evident that self-efficacy beliefs are the major determiner of students' performances in some intimidating situations⁶².

⁶⁰ **Cited in:** Strecher, V. J. DeVellis, B. M. Becker, M. H. and Rosenstock, I. M. (1986). "The role of self-efficacy in achieving health behavior change". Health Education Quarterly Journal. Vol 13, issue 10, pages: 73-92.

⁶¹ **Cited in :** Barry J. Zimmerman (2000) "Self-Efficacy: An Essential Motive to Learn". Contemporary Educational Psychology, Newyork ; 25, 82-91..

⁶² **Cited in :** (the previously mentioned reference) Barry J. Zimmerman (2000).

2.16. Self-efficacy in Learning and Academic Success

Self-efficacy is believed to have a great impact on students' learning. Indeed, people with low self-efficacy beliefs about their behaviours limit their participation and tend to relinquish when faced with difficulties. Such beliefs hinder their career development⁶³. Hence, since self-efficacy influences people's behaviours and job development, it tends to affect their success as well. That is to say, there are three basic element that enable academic triumph⁶⁴:

2.16.1. Analysis of Task Requirement: It depends on students' purpose and the extent to which they are able to perform or complete a task. This means, students' beliefs about task completion and the time and efforts invested.

2.16.2. Attributional Analysis of Experience: It refers to students' own perception and understanding towards the reasons behind task accomplishments. In other words, students questions themselves about the amount of time and efforts spent, besides to their participation in classroom, and communication with their teacher.

2.16.3. Assessment of Personal and Situational Resources and Constraints: It is concerned with students' personal and situational aspects that can influence their education. That is, students' environment, i.e. where learning occurs, are students feeling comfortable and confident, are extra courses studied relevant and useful or not.

2.17. Teachers' Self-Efficacy

After that, in 1984, Ashton expanded the meaning of self-efficacy throughout the publication of her revolutionary study. It includes the extent to which teachers feel that they are competent and capable enough to bring about some learning outcomes. She also identified two dimensions of teachers' self-efficacy: general and personal.

⁶³ Cited in: **Bettina Lankard Brown (1999)** "Self-Efficacy Beliefs and Career Development" Clearinghouse on Adult, Career, and Vocational Education, NO. 205.

⁶⁴ Cited in : **Brian Francis Redmond (2015)** " Self-Efficacy and Social Cognitive Theories". Available on: <https://wikispaces.psu.edu/display/PSYCH484/7.+Self-Efficacy+and+Social+Cognitive+Theories>

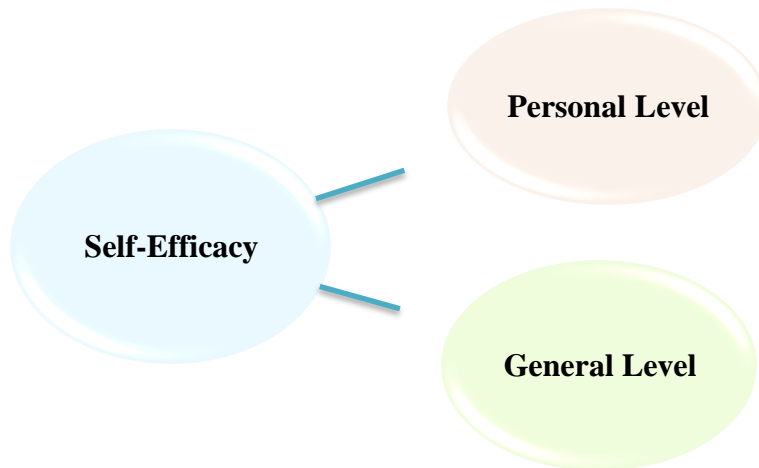


Figure 2.6 . Ashton Self-Efficacy Dimensions

- 1. The General Dimension:** refers to the extent to which a teacher believes her/ his students can learn the material.
- 2. The Personal Dimension:** the extent to which a teacher believes her/his students can learn under her/his instruction.

Ashton maintained that teachers' strong beliefs in their abilities bring about some changes and efficient learning outcomes in classroom plays a vital role in effectively serving students and their needs. In brief, teachers with high self-efficacy exhibit personal noticeable behaviours such as effort, persistence, enthusiasm, and confidence. Such teachers are aware of the appropriate usage of the teaching time and the suitable way to engage learners in the learning process. These teachers are often viewed as an archetype of warmth and responsibility particularly to students with low self-esteem⁶⁵. Owing to David Kearns (1988), teachers who do not believe in their capacities and are not able or willing to positively influence their students mark a great failure in education nowadays⁶⁶.

⁶⁵ Cited in : Cast, A. and Burke, P. (2002) "A Theory of Self-Esteem". Social Forces, vol.80, issue 3, pages:1041–1068.

⁶⁶ Cited in: Karen Heidi (2005). "A Study of the Relationship of Teachers' Self- Efficacy and the Impact of Leadership and Professional Development". Pennsylvania.

2.18. Self-Efficacy and Related Beliefs

Self-efficacy has been long believed to be related to distinct notions as outcome expectations, self-concept, and perceived control. Yet, there exist a wide discrepancy between these concepts. Badura (1986) highlighted the difference between academic self-efficacy and outcome expectancies in regard to reading and writing achievement. Shell, Murphy, and Bruning (1989) evaluated self-efficacy in terms of perceived ability to perform sundry reading and writing activities. Then, outcome expectancies were assessed concerning the activities' value in achieving myriad outcomes in employment, social pursuits, family life, education, and citizenship. The result obtained showed that perceived self-efficacy was major determiner of writing achievement. The results proved Bandura's view that self-efficacy plays a significant role in fostering motivation than outcome expectancies⁶⁷.

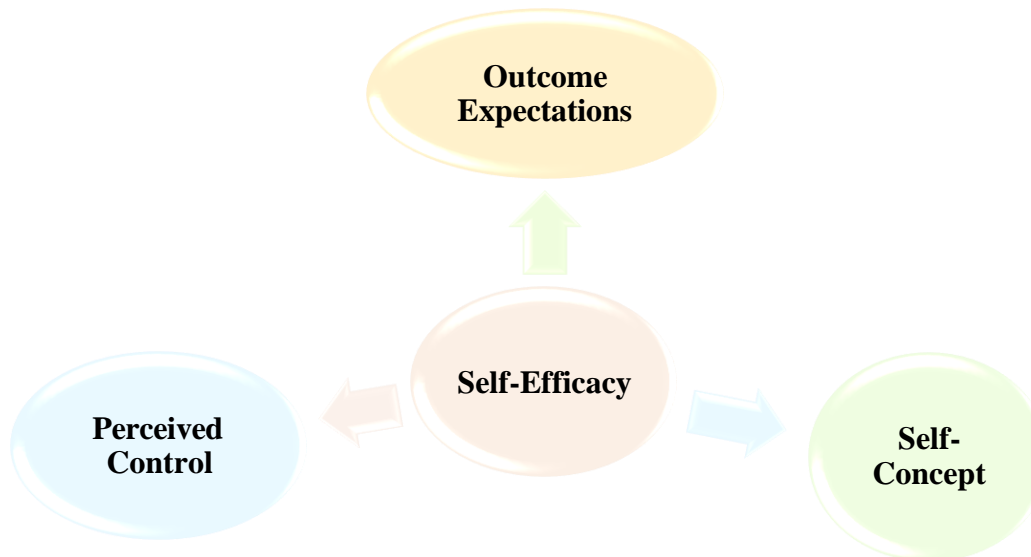


Figure 2.7. The Relationship between Self-Efficacy and Other Concepts

In addition, another notion is commonly believed to be associated with self-efficacy, which is self-concept. This latter is more general and encompasses self-knowledge and self-evaluative feelings (Marsh & Shavelson, 1985). Historically speaking, 'self-concept' was delineated by phenomenologists (e.g., Rogers, 1951) as a general perception of oneself and the personal image responses to it. Then, since a blend of theorists (e.g., Harter, 1978; Marsh & Shavelson, 1985) reconsidered the construction of self-concept hierarchy, i.e. consisting of a

⁶⁷ Cited in: **Barry J. Zimmerman (2000)** "Self-Efficacy: An Essential Motive to Learn". Contemporary Educational Psychology 25, 82–91

global self-concept at the peak of the hierarchy, and including subcategories as academic self-concept, and academic domain-specific self-concepts.

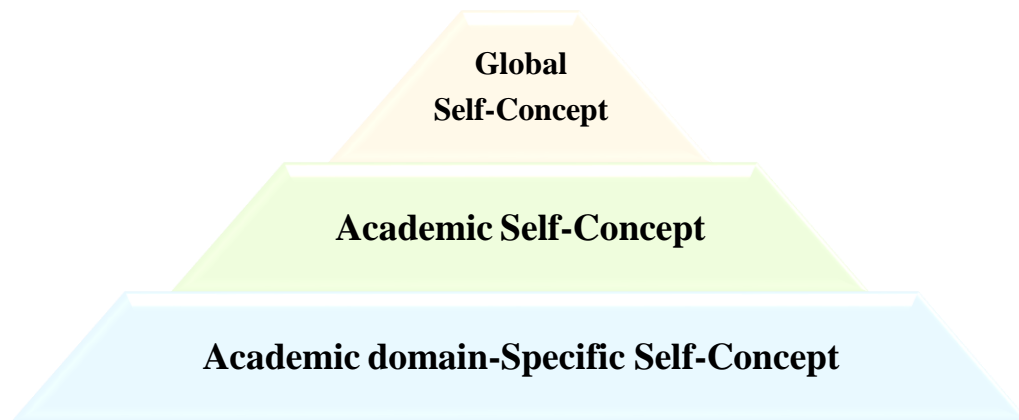


Figure 2.8. Self-Concept Hierarchy According to (Harter 1978, Marsh and Shavelson 1985)

Despite the fact that self-efficacy beliefs are associated with domain specific concepts, self-efficacy measures gave prognostic advantages particularly when the task is familiar. Pajares and Miller (1994) study included college students dealing with mathematical issues. They utilized path analysis techniques to analyze the prognostic and mediational roles of these two notions in math problem solving. Subsequently, math self-concept was less predictive of problem solving than math self-efficacy⁶⁸. In other words, the impact of self-efficacy beliefs on math problem solving was much more influential than self-concept thoughts. Hence, self-efficacy beliefs exhibited a fundamental role in predicting the future of academic achievement. This means that self-efficacy and self-concept are associated⁶⁹.

Research on 'locus of control' (global thought about the internality or externality of connection) had shown that perceived control is another concept that is related to self-efficacy (Rotter, 1966). Perceived control stands for the global expectancies concerned with if one's behaviours or some external forces rule personal upshots. Besides, it is hypothesized that self-directed courses of action should be controlled by an internal locus of control, whilst external locus of control ought to discourage them. Owing to Smith (1989), locus of control is not a good predictor of neither academic performance' improvement nor anxiety decreases. Nonetheless, self-efficacy did predict both of them⁷⁰.

⁶⁸ Cited in: Barry J. Zimmerman (2000) "Self-Efficacy: An Essential Motive to Learn". Contemporary Educational Psychology 25, 82–9.

⁶⁹ Cited in : (the previously mentioned reference) Barry J. Zimmerman.

⁷⁰ Cited in : (the previously mentioned reference) Barry J. Zimmerman.

2.19. Adaptive Benefits of Optimistic Self-Beliefs of Efficacy

One of the most common beliefs is that humans' realizations and positive wellbeing call for an optimistic and vigorous sense of personal efficacy due to the difficulties that scatter everyday social realities. This means that, self-efficacy is needed for sustaining the persistent efforts required for success. Hence, people either abandon all the efforts made to overcome such obstacles, or, become pessimistic about their abilities to make a change⁷¹.

In addition, it is assumed that personal problems are the outcome of a misjudgment. Then, big miscalculations can lead one into troubles. Yet, the practical value of the exact self-appraisal relies on the nature of the activity. In other words, tasks in which mistakes result in high or harmful consequences necessitate precised self-appraisal of abilities. In this case, people with a strong sense of self-efficacy have the capacity to sustain the obstacles and overcome challenges⁷².

More to the point, if people possess a wrong image about their self-appraisal, they tend to disvalue their capacities. If self-efficacy beliefs are reflected only via people's capacities for doing something particular, they tend to rarely fail. However, this way, they will not will for more than what they can do. In other words, they will not opt for other objectives to reach or invest extra efforts and time in bettering their performances or doing other activities to excel⁷³.

2.20. Strategies for Strengthening Self-Efficacy Beliefs

There are so many ways to improve one sense of self-efficacy, these are some of them⁷⁴:

- **Providing Feedback:** as the teacher feedback is paramount to learners, the opposite is also true. Teachers need to know about the efficiency of their teaching as a means to develop their sense of self-efficacy.
- **Model:** exposing teachers to an expert model can be one way to develop their motivation and their sense of self-efficacy. It helps them solve problems using sets of techniques.

⁷¹ Cited in: Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

⁷² Cited in: (the previously mentioned reference) Bandura, A. (1994).

⁷³ Cited in: (the previously mentioned reference) Bandura, A. (1994).

⁷⁴ Cited in: **Tomas, J. and Michael, R. (2010)**. "Self-efficacy and strategies to influence the study environment". *Teaching in Higher Education Journal*. Vol, 15, issue, 6, pages: 647-659.

2.21. The Changing Teaching Profession and Teachers

Teachers are not expected to teach students for a lifelong time. Yet, they have specific messages to be transmitted. Some of these messages are that life contains too much lessons to be learnt, and which neither school nor teacher can provide in a lifespan. Knowledge can be linked to any specialty, domain or topic. This means that, teaching is vast, often leads to curiosity and excitement. In fact, this is one reason to be optimistic about teaching and students as well. Thus, what teachers are required to do is much more than sharing knowledge with their students. They are also concerned with preparing learners to what they are able to learn outside school; what can life provide from morals⁷⁵.

Teaching is enjoyable in the sense that it includes a variety of activities that communicate distinct ideas, and skills. Teachers usually feel pleased about designing and orchestrating different tasks. However, it is challenging for them as they need to afford appropriate and correct judgment in the most free and frequent way. On the same line, most students rely on their teachers' managing and planning potential. Students are expecting clear explanation, effective presentation to the new materials, and frequent correction to their learning. Notwithstanding that, such skills are quite hard to be mastered, daily practice makes improvement. Still, designing a curriculum is one of the major difficult tasks that teachers may have to do⁷⁶.

2.22. Teaching Challenges

Teachers' most pertinent desire is to create among learners a positive attitude towards learning and make some differences in teaching as well. Yet, this latter is not easy to reach. That is to say, calling learners' interests. Some learners seem difficult to treat, unmotivated or unfriendly. In fact, some teachers' behaviours may be so delicate that they can create problems, for instance: when trying to attract students' attention to the course, teachers may unintentionally demotivate a student by suggesting that s/he can never learn.

In addition, the complication of both designing and implementing instruction can be tiring instead of satisfying. Some events that occur unexpectedly can be confusing. One popular saying says, "Good things happen to those who wait", in a paraphrased way, "bad things happen to good teachers" (Kushner, 1983). Yet, those bad things do not disavow the importance of the

⁷⁵ Cited in : Kelvin Seifert and Rosemary Sutton (2009) "Educational Psychology: A Global Text" the Jacobs Foundation, Zurich, Switzerland

⁷⁶ Cited in: (the previously mentioned reference) Kelvin Seifert and Rosemary Sutton (2009).

good ones. If the unexpected events make the work good, so, the desired ones make it better and more enjoyable.

2.23. Teaching Changeability from The Past and The Present

Teaching has changed over time, and school is no more what it was like before. Such fluctuations impact teaching opportunities and challenges, attitudes, knowledge, and skills required for teaching career preparation. Indeed, recently, four main trends have taken place in education. These trends have created an alternation in teachers' thoughts, and content.

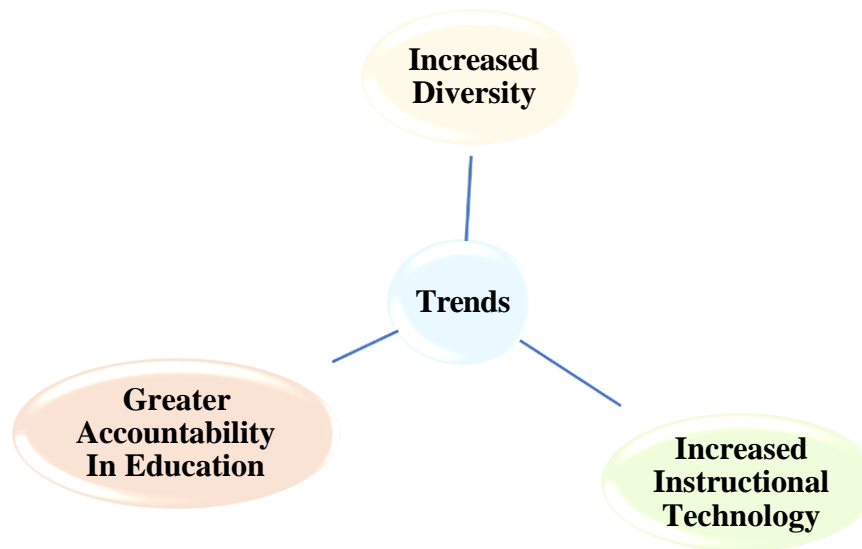


Figure 2.9. Four New Teaching Trends According to Kelvin Seifert and Rosemary Sutton (2009)

2.23.1. Increased Diversity

Diversity exists at two main levels: students' and language diversity. It is commonly known that there are no two learners alike. Each student has got his/her own personality, and distinct learning styles. Thus, teachers' mission is more than transmitting limited knowledge to students. Nowadays, teachers are meant to respond to students' diverse needs and background⁷⁷. Since students are not the same, their language is dissimilar too. Teachers need to take into account students' primary language while explaining. That is to say, there are some students whose English knowledge is limited. In such case, practicing the target language needs

⁷⁷ Cited in : Kelvin Seifert and Rosemary Sutton (2009) "Educational Psychology: A Global Text" the Jacobs Foundation, Zurich, Switzerland

to be based on students' level⁷⁸.

2.23.2. Technology Usage

The use of technology has been usually linked to computer and internet as to improve the teaching and learning alike. It has also been believed to increase the amount of information (Cuban, 2001). Internet allows the easy access to different sort of information. Still, technology has not been applied in teaching practices (Haertel & Means, 2003). This fact was justified by the lack of computers. Still, some schools and universities' equipments allow the use of individual computers. This way, the teacher role shifts from knowledge providing to facilitating the learning as the student will be the first and foremost responsible for his own learning⁷⁹.

2.23.3. Accountability In Education

In the recent years, students are believed to be responsible for their own learning. Teachers, in their turn, are supposed to facilitate the learning and implement some goals to be easily accomplished by students, so that to help improving their accountability. This means that accountability has gained much influence these days. Teachers have much responsibility than before. In other words, teachers are required to spend double time in practicing teaching and testing the knowledge that they have acquired. Such changeability in the teaching affects tutors' personality. Educators are supposed to, not only, enlarge their knowledge and improve their performances of teaching practices, but also help students to depend on themselves and successfully pass their tests⁸⁰.

2.24. Definition of Learning

There are many definitions of learning as the number of researchers who strived to define it. Owing to Webster Dictionary⁸¹, learning is: ***“The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something.”*** This means that learning happens when the student is able to make in use his knowledge in real life situation⁸².

In other words, to learn stands for acquiring knowledge or skill. Learning may involve

⁷⁸ **Cited in :** (the previously mentioned reference) Kelvin Seifert and Rosemary Sutton (2009).

⁷⁹ **Cited in :** (the previously mentioned reference) Kelvin Seifert and Rosemary Sutton (2009).

⁸⁰ **Cited in :** (the previously mentioned reference) Kelvin Seifert and Rosemary Sutton (2009).

⁸¹ **Cited in:** Online English Dictionary: <http://www.merriam-webster.com/>

⁸² **Cited in :** BAGHLI, A.(2015) « The Impact of Professional Self-Esteem On Students Academic and Personal Development », Djilali Liabes University, Sidi bel Abbas.

a change in an attitude or a behaviour. Students usually acquire knowledge and skills to be able to solve their learning problems. It is worth mentioning that each student has a distinct experience of learning which makes him/her different, as each learner is a unique individual. These experiences affect their willingness to learn and their understanding to their the requirements⁸³.

More to the point, it has been found that learning is not necessarily the outcome of good teaching. This means that some of academically talented students are able to demonstrate a good level than that expected. Students can possess a specific knowledge by themselves, and then develop it while being at school. Thus, teachers need to focus more on the quality of what has to be taught rather than the quantity presented⁸⁴.

2.25. Teaching and Learning at the University level

Several studies on teaching and learning at the university level have highlighted the reason behind the necessity to seriously considering the two processes. One of the main emphases is the mutual relation existing between the teaching and the learning. For instance, the method that teachers adopt in teaching at universities influences the students' learning (Marton et al., 1997). The relationship between the two processes affects the students' approach towards learning.

Owing to Ramsden (1992):

“Teaching and student learning are parts of the same whole;... Problems in learning may be addressed by changing teaching, but with no certainty of success” (p. 16).

Ramsden (1992) questioned the signification of teaching, and the problems occurring in this process, the methods that need to be adapted and what inhibits learners from learning as to understand the real meaning of teaching (p. 13). Better understanding of these matters is believed to foster the teaching process and increases students' integration in their studies. As to explain students' lacks Ramsden (1992) advocated: ***“Why... students just come to classes to copy from the board?” (p. 37).*** This means that students need to be given the chance to speak about their learning, and how can teachers influence them.

⁸³ Cited in : (The previously mentioned reference) BAGHLI, A.(2015) .

⁸⁴ Cited in : BAGHLI, A.(2015) « The Impact of Professional Self-Esteem On Students Academic and Personal Development », Djilali Liabes University, Sidi bel Abbes

2.26. Definition of Co-Teaching

Co-teaching is generally defined as the collaboration between a specialist and a general education teacher in planning, organizing courses and evaluating students in a specific learning setting. In other words, co-teaching is the fact of sharing the responsibility of teaching, i.e. planning, organizing, monitoring, and evaluating and assessing a whole class with another teacher⁸⁵. Then, because there are no two persons alike, co-teaching can be defined as a way to render teaching more fun and create certain variety in the teaching methods, thinking and behaviours. Thus, students may find it more enjoyable to learn from two teachers who possess different perceptions and backgrounds⁸⁶.

On the same line, other people believe that co-teaching leads to creativity in both teaching and learning, in addition, it helps teachers to improve by supporting each other. As such, the educational system and school can be fostered. Co-teachers are required to trust each other and to create chances for communication between them and celebrate successes. This way, teachers can be apt to overcome the unpredictable defies and cope with problems more effectively⁸⁷.

2.27. The Origins of the Word ‘Co-Teaching’ and Its Evolution

The origins of co-teaching dates back to the second half of the 20th century. It started in 1950s when educators in the United States, together with, several developed countries sought to question the traditional school structures and procedures besides to their efficacy (Hanslovsky, Moyer, & Wagner, 1969). The upshot was the growth of another archetype of teaching that was referred to as ‘team-teaching’. Being implemented at all the levels (junior, middle or high schools), team teaching meant the presentation of a course by the most expertise teacher, among all the teachers, in the specific domain (Shaplin, 1964). Such understanding to team teaching led educators to work collaboratively as to divide teaching responsibility⁸⁸.

Consequently, school workers started to believe in the efficacy of collaborative work. It was appreciated by students, teachers, parents and boards of education. As Thomas’ study

⁸⁵ Cited in: Godar, H, S. Ferris, P, S. (2008). “Teaching and Learning about Virtual Collaboration: What We Know and Need to Know.” Information Science Publishing. United Kingdom.

⁸⁶ Cited in : Christine Beckley et al. (2012) «Effective Co-Teaching Practices : A Simple Guide to Co-Teaching», Towson university.

⁸⁷ Cited in : Susan Cushman (2004) « what is co-teaching »

⁸⁸ Cited in: MARILYN, F. et al(2010) « Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education », Journal of Educational and Psychological Consultation, 20:9–27, Taylor and Francis Group, LLC.

(1977) reported, collaborative work had impressive outcomes, i.e. academic improvement, students' positive attitudes towards learning, development of learners' self-concept, and positive peer relationship.

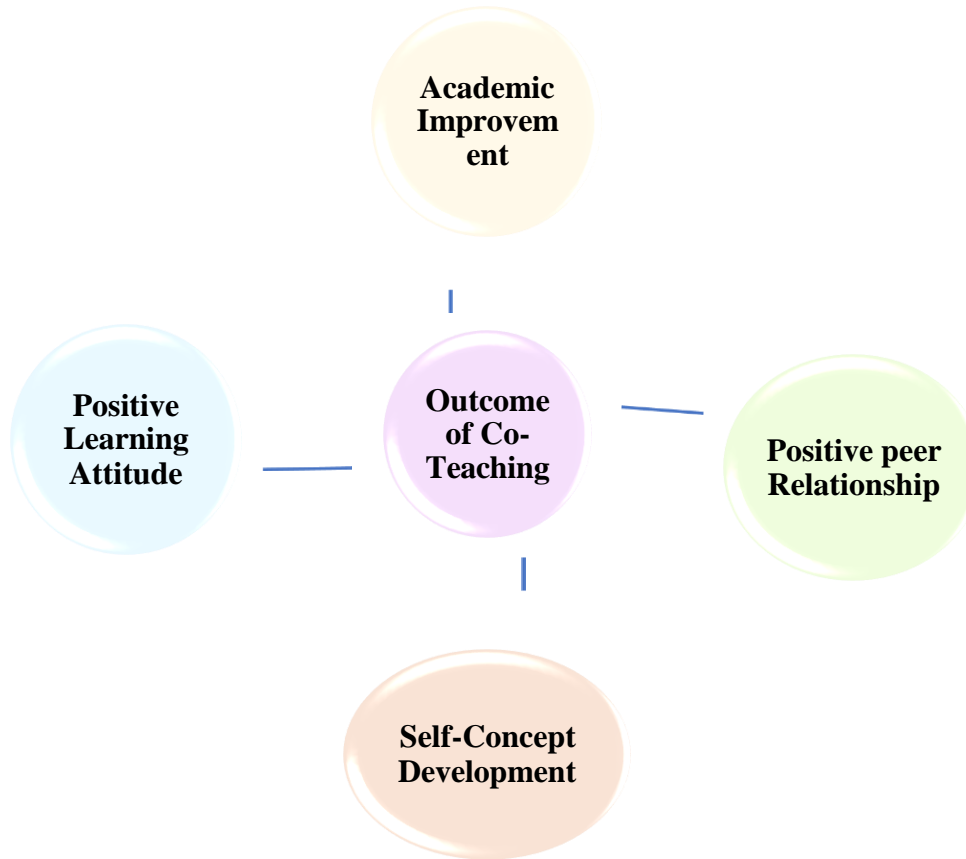


Figure 2.10. Outcome of Collaborative Work on Students' Learning

As far as teachers are concerned, they marked a professional development, personal support and communication growth⁸⁹. Then, varied type of team-teaching practices occurred at the elementary level in open schools. That is to say, four educators gathered to work together in planning and evaluating 100 children⁹⁰

⁸⁹ **Cited in :** RICHARD A et al (2007) « A Guide for Co-Teaching: Practical Tips for Facilitating Students Learning ». Corwin Press.

⁹⁰ **Cited in:** MARILYN, F. (2010) « Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education ». Journal of Educational and Psychological Consultation, 20:9–27, Taylor & Francis Group.

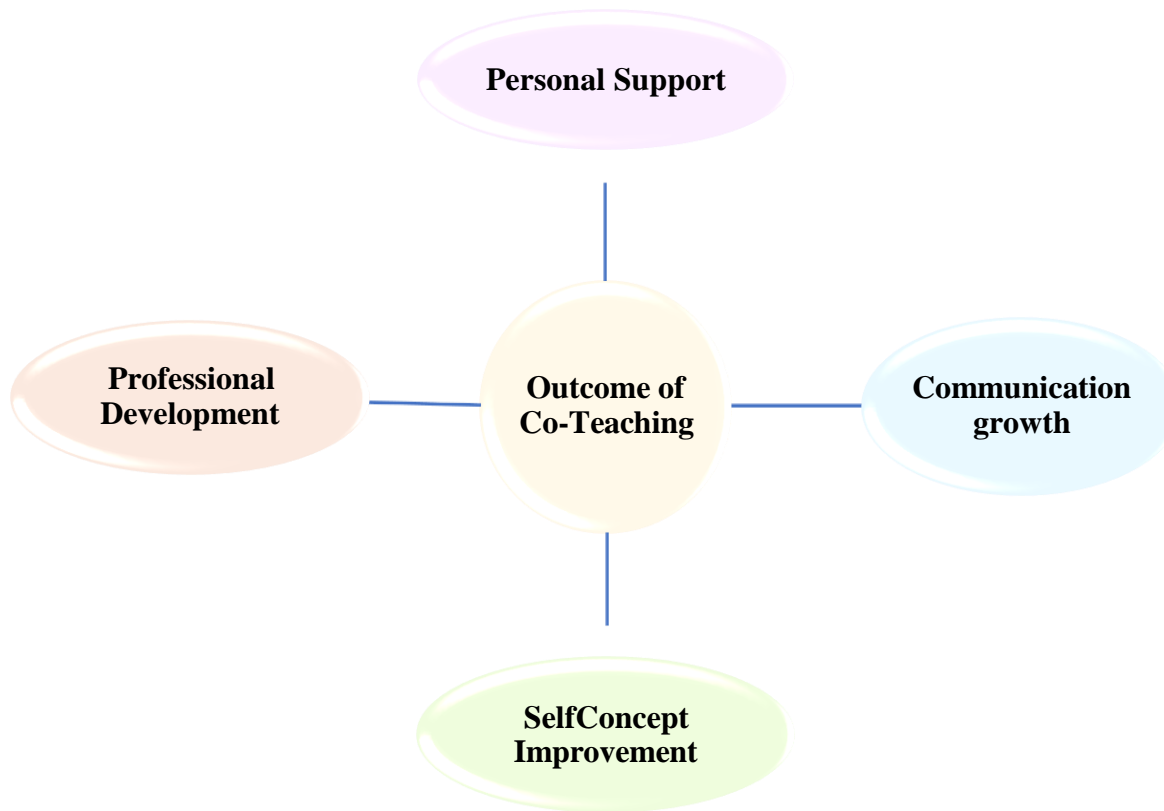


Figure 2. 11. Outcome of Co-Teaching on Teachers

However, by time, the teaching practices had changed. It typically signifies the cooperation of two tutors in a big classroom in order to teach the same students. As far as high school team-teaching is concerned, it stands for, the collaboration of four interdisciplinary teachers (for instance) in one class, in which, each one teaches to a group a module that is not his expertise academic area, for example: a teacher of literature teaches history⁹¹.

Special education has witnessed a large growth as soon as team-teaching has improved. Indeed, the 1960s, traditional separate special education was questioned (e.g., Dunn, 1968). The necessity for distinct resources called for the requirement of both special and general educators to work together at the same place (e.g., Warger & Aldinger, 1986). Such experience was the first to appear in the late 1980s and 1990s. Yet, students were not pleased with such teaching. Researches had shown that being taught by qualified and specialized teachers is better. As a result, further efforts were made for the sake of improving the quality of co-teaching and establishing appropriate team-teaching programmes . In addition to that, the elaboration of

⁹¹ Cited in : (the previously mentioned reference) MARILYN, F.(2010)

wider debates about co-teaching challenges (e.g., Cook & Friend, 1995; Friend, 2007; Scruggs, Mastropieri, & McDuffie, 2007)⁹².

2.28. Rational for Co-Teaching

Owing to Welch et al. (1995, 1999), the words co-teaching, cooperative teaching and team teaching are used interchangeably. Cook and Friend (1996) identified four main aspects of co-teaching: two teachers, transmission of meaningful instruction, varied group of students and common setting⁹³.

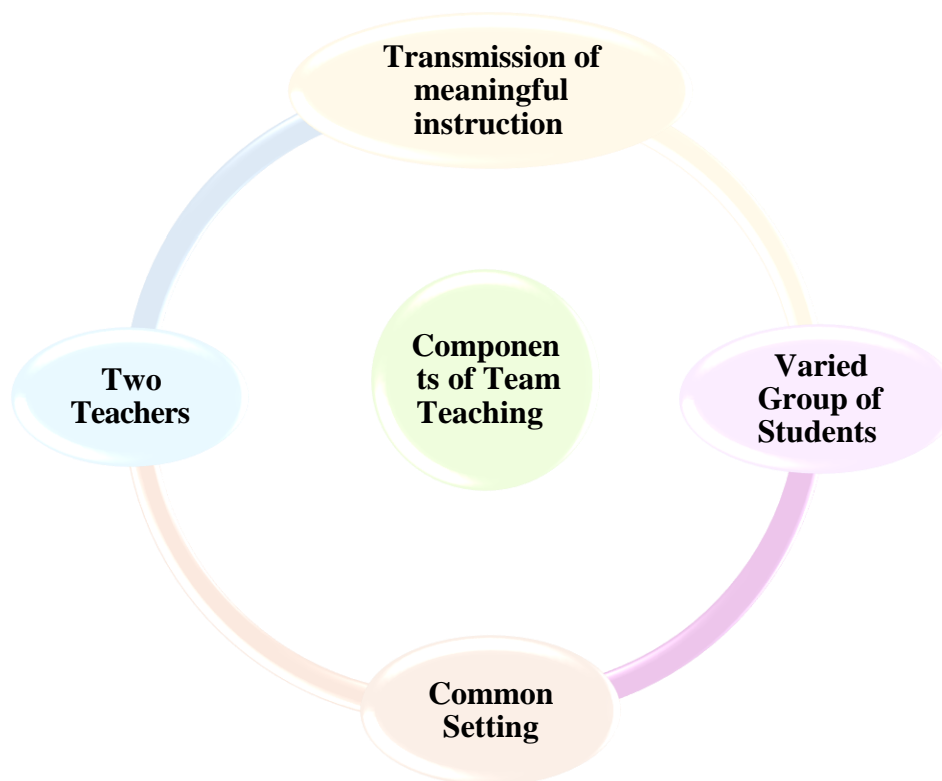


Figure 2.12 . Basic Components of Team-Teaching (According to Cook and Friend, 1996)

The word ‘team-teaching’ has several senses. It can be explained in terms of division of responsibilities between teachers, or, can be restricted to team planning, or cooperative planning and assessment of students’ learning (Sandholtz, 2000). Such vast understanding of the term gave birth to sundry practices. Still, not all team-teaching practices can result in

⁹² Cited in : (the previously mentioned reference) MARILYN, F.(2010)

⁹³ Cited in: Syh-Jong Jang* (2006) “Research on the effects of team teaching upon two secondary school teachers”. Educational Research, Vol. 48, No. 2, June 2006, pp. 177 – 194, Taylor and Francis Group.

professional teacher development⁹⁴.

More to the point, collaborative work, in its sense, encompasses the cooperation between two teachers who are ready, and aim for sharing the teaching experiences. It is also about being open to discussions with each other. Their primary objective is to maximize the opportunities of both learning to teach and fostering students' learning (Tobin et al., 2001; Roth et al., 2002; Roth & Tobin, 2002). Co-teaching affords the golden chance for teachers' development and communication between individuals⁹⁵. This latter, enhances teachers' understanding of the teaching situation, and varies the method of the subject matter delivery. As teachers are working collaboratively, wider chances of interactions appear. Thus, many actions are taken within classroom⁹⁶.

In addition, owing to Bennett et al. (1992) the efficiency of collaborative teaching relies on a good harmony between teachers, distinct and varied knowledge basis (theoretical and practical). Moreover, the open debates and discussions between them encourage the possibility to overcome and solve problems and create a supporting environment. Bennett et al. (1992) also highlighted that the degree of discrepancy between partners and their sense of self-interest⁹⁷ are vital for a great corporation⁹⁸.

2.29. The Evidence for Co-teaching

Co-teaching has proved its necessity and miscellaneous advantages and impact on students' outcomes. Its importance cannot be ignored. In such teaching, multiple subjects are addressed: teachers' roles and contact besides to their distinct perception to both teaching and learning and its efficiency, planning lessons and groups, the influence of co-teaching on learners, their behaviours, perception to both processes, their academic achievement, and attendance⁹⁹.

⁹⁴ **Cited in:** Syh-Jong Jang* (2006) "Research on the effects of team teaching upon two secondary school teachers". Educational Research, Vol. 48, No. 2, June 2006, pp. 177 – 194, Taylor and Francis Group.

⁹⁵ **Cited in :** Monique, W. (2008). "Teamwork Setting the Standard for Collaborative Teaching, Grades 5–9". Stenhouse Publishers. Portland, Maine.

⁹⁶ **Cited in :** (the previously mentioned reference) Syh-Jong Jang* (2006).

⁹⁷ **Self-Interest :**

⁹⁸ **Cited in :** Syh-Jong Jang* (2006) "Research on the effects of team teaching upon two secondary school teachers". Educational Research, Vol. 48, No. 2, June 2006, pp. 177 – 194, Taylor and Francis Group.

⁹⁹ **Cited in :** (the previously mentioned reference) Syh-Jong Jang* (2006)

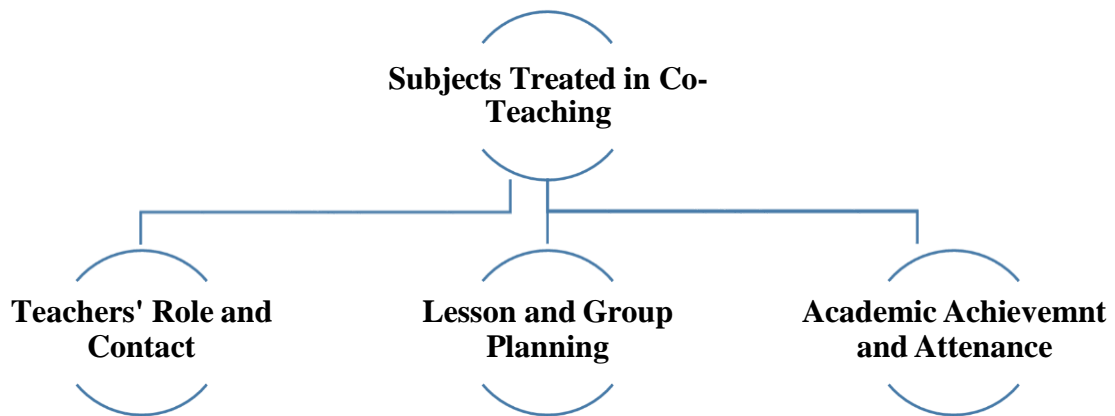


Figure 2.13. Subject to be treated in Co-Teaching

2.30. Co-Teaching Structure

Owing to Marilyn Friend and Lynne Cook (1996a), there are five co-teaching approaches, which can help teachers work together. These approaches include: one teach, one support; parallel teaching; alternative teaching; station teaching; and team teaching¹⁰⁰.

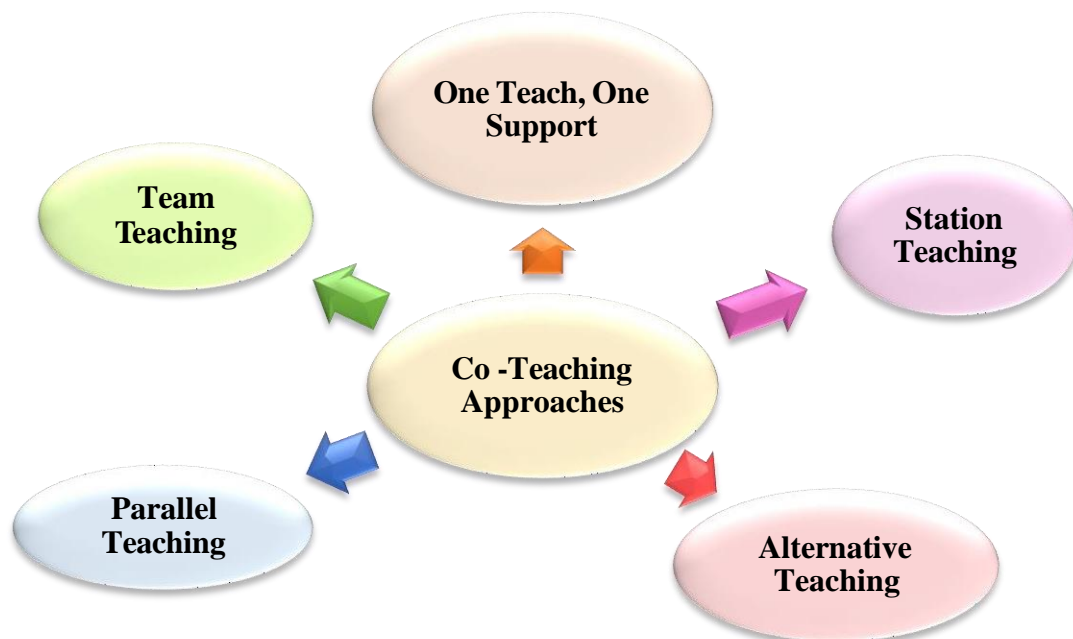


Figure 2.14. Team Teaching Approaches

¹⁰⁰ Cited in : Liberty University Student Teaching Handbook 2010-2011

2.30.1. One Teach, One Support

In this model, one teacher plans and explains the course while the other teacher moves around the class. For instance, the first teacher may presents the course while the others is distributing handouts, or checks out students. In this model, the teacher can provide help to students in any time, and keep them in check. In addition, students can easily get the materials. For the second teacher, s/he is given the chance to notice the teachers' teaching practices and presentation to the courses. However, this model influences students' perception to teachers. That is to say, for some leaners, the teacher explaining is the head while the other is just the aid.

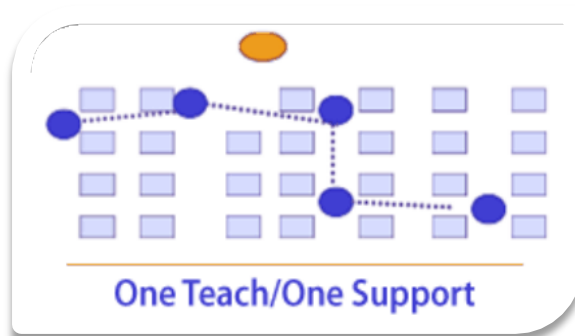


Figure 2.15. One Teach One Support Model

2.30.2. Parallel Teaching

In this approach, both teachers are engaged in the course explanation. Students are divided into two groups and each tutor takes one. This means that, two teachers separately teaching two distinct groups explain the same lesson. This model helps teachers to work collaboratively in lessons' planning as well as comfortably teaching smaller groups. Still, both teachers need to have the same base knowledge and each must be able to control noise in the class.

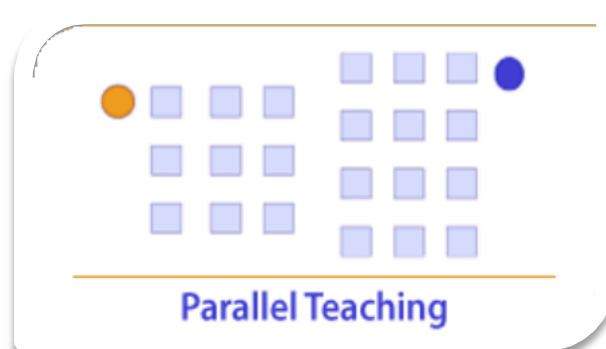


Figure 2.16. Parallel Teaching Model

2.30.3. Alternative Teaching

In this model, one teacher controls most of the students while the other educator teaches small group of students either in or outside the class. That small group has not to integrate within the course. This way, it is easier for teachers to work and control small groups.



Figure 2.17 . Alternative Teaching Model

2.30.4. Station Teaching

In this model, both teachers takes the responsibility of planning and giving instructions. The class is divided into various stations and each educator is put in one station. Learners run the rest of the stations independently. In science, there could be more than two stations, so the teacher controls one station whilst the other runs the others. This way, each tutor has his own responsibility and role. Yet, for the efficiency of this approach, preparation is required beforehand, besides to noise controlling.

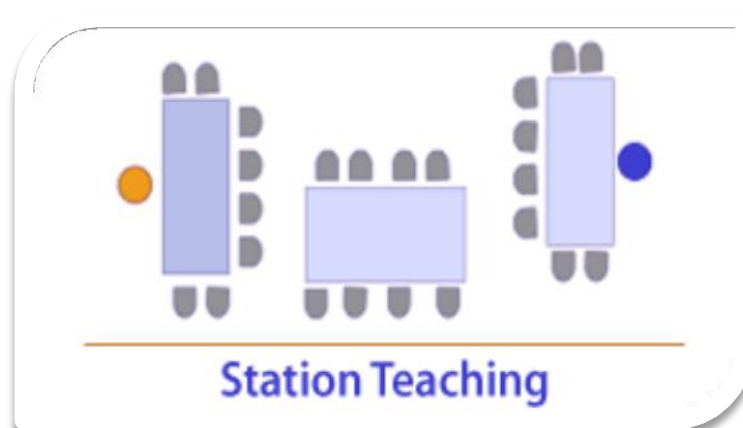


Figure 2. 18. Station Teaching Model

2.30.5. Team Teaching

This model implies both teachers planning and presenting the lesson, classroom management and discipline, and communicating with students. The lecture is presented in a form of discussion so that to encourage students for communicating and taking part in the course. This approach has shown certain efficiency. That is to say, both teachers are actively engaged in the lesson explanation, and students are integrated in the course.

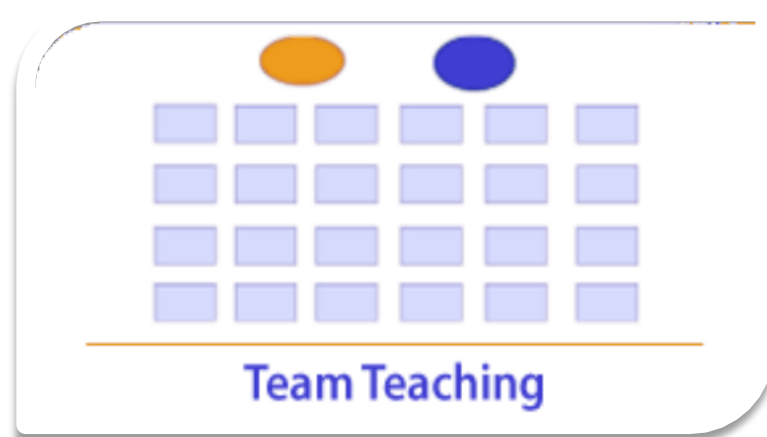


Figure 2.19 . Team Teaching

2.31. Co-Teaching as Cooperative Learning

Co-teaching is considered as an effective model to respond to students' myriad needs (IDEA, 2004). Co-teaching is one way to work collaboratively with students so as to increase their accomplishments. Collaboration signifies *“the interactions between professionals who offer different areas of expertise yet share responsibilities and goals”* (Murawski and Hughes, 2009; p. 269). This means that teachers' interactions help to broaden knowledge and can develop tutors competence. Thus, cooperation in teaching means students integration in classroom along with teacher collaboration¹⁰¹.

2.32. Prime Features for Co-Teaching

The co-teaching process can be achieved through five main aspects that are face-to-face interactions, positive interdependence, interpersonal skills, monitoring progress, and individual accountability.

¹⁰¹ **Cited in:** Christina M. Johnson (2012) “How Does The Co-Teaching Model Influence Teaching and Learning In The Secondary Classroom”. Northern Michigan University.

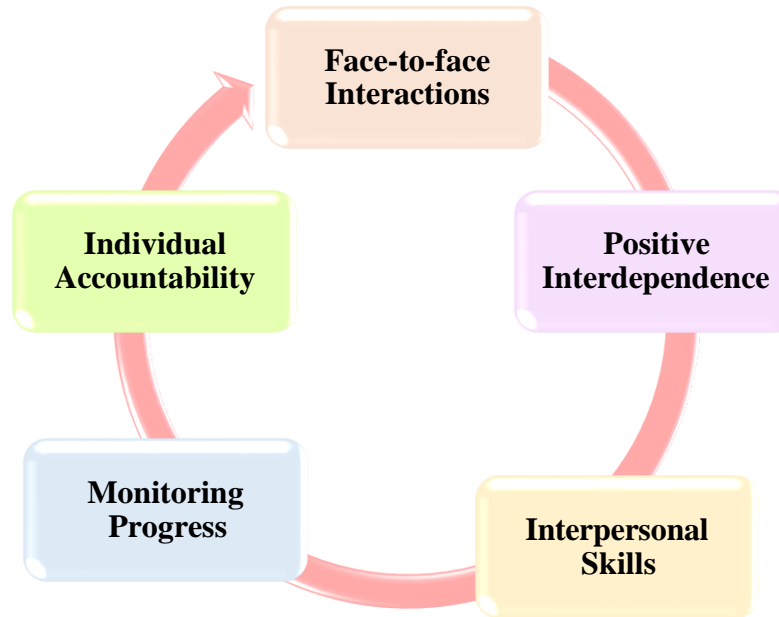


Figure 2. 20. The Prime Aspects for Co-Teaching (According to Susan Cushman 2004)

- 2.32.1. Face to Face Interaction:** Frequent communication between teachers brings out ideas and improves common potential. It helps to better classroom decision making. Every aspect in their teaching is determined such as: lesson plan timing, parents, and experts' integration.
- 2.32.2. Positive Interdependence:** Today's classrooms are assorted. This means that teachers are meant to reply to students' sundry psychological and educational requirements. Co-teachers demonstrate their cooperation via their mutual knowledge and teaching resources. This means that both educators need to share the same vision for their students, common teaching objectives and the desire for success.
- 2.32.3. Interpersonal Skills:** It encompasses the exchange of confidence between teachers themselves and students. It also concerns the ability to resolve problems in an innovative way. Each teacher will be dealing with the teaching situation in his way relying on his previous teaching experiences, personality and training. This way, teachers are believed to improve their potentials as they exchange feedback and encouragement.
- 2.32.4. Monitoring Co-Teacher Progress:** to monitor the teaching process means to question the process of co-teaching; problems, challenges and solutions. Both educators concord on: students' accomplishments' level, communicational skills between each other and the learning activities. There are many ways for monitoring, for instance: meeting of 15 minutes, check off list ...etc. Every teacher can exchange his/her realizations and

proposition with his/her partner in order to improve the lesson ¹⁰².

2.32.5. Individual Accountability: The basic aspect of co-teaching is individual accountability. Being an accountable teacher in co-teaching process means recognizing and admitting the significance of the partners' efforts. Such process requires the evaluation of the partners' efforts and time invested for developing students' knowledge. For evaluating the teaching practices, mutual purposes need to be set out. Such purposes are: to foster each one's perception of co-teaching, to admit each one's contribution, roles and action in the teaching process, and to know who needs further co-teaching modeling and assistance.

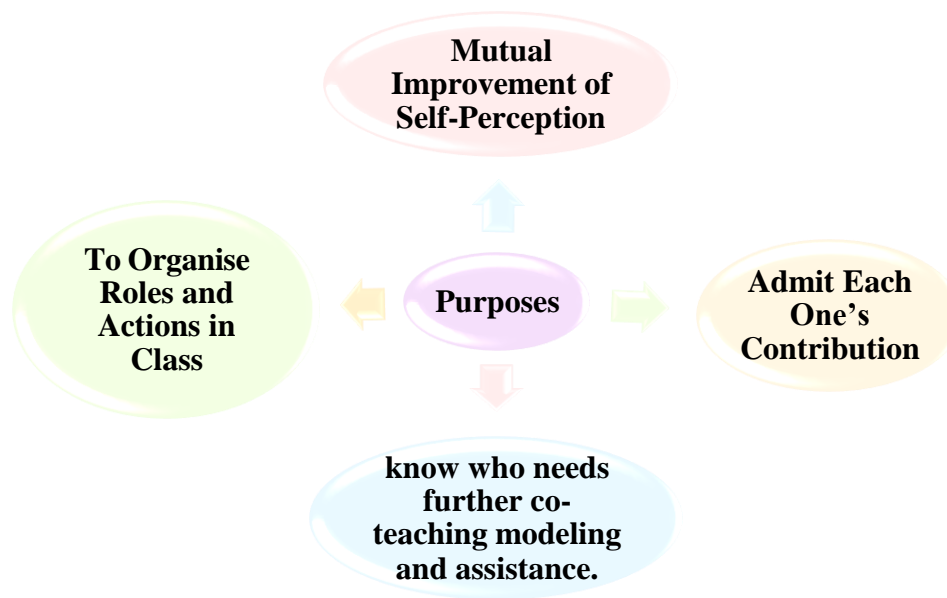


Figure 2.21 . Purposes Needed For Co-Teaching Evaluation

2.33. Benefits of Co-Teaching

Owing to Mastropieri et al. (2007), teachers professionally develop exchange knowledge, ideas, and decisions. They improve their teaching skills. Regarding students, researches' results reported that they had less failure in comparison to one taught classroom. In addition, they respond to their students' social and academic needs. On the same line, Mastropieri et al. (2007) study demonstrated that co-teachers need some administrative support. This means to permit participation between co-teachers, creating a co-planning time, giving

¹⁰² Cited in: Lynne, C. (2006). "Co-Teaching: Principles, Practices, and Pragmatics. New Mexico Public Education Department Quarterly Special Education Meeting". PhD thesis. New Mexico Public Education Department. California State University, Northridge.

suitable training, being compatible with the co-teaching partner.¹⁰³

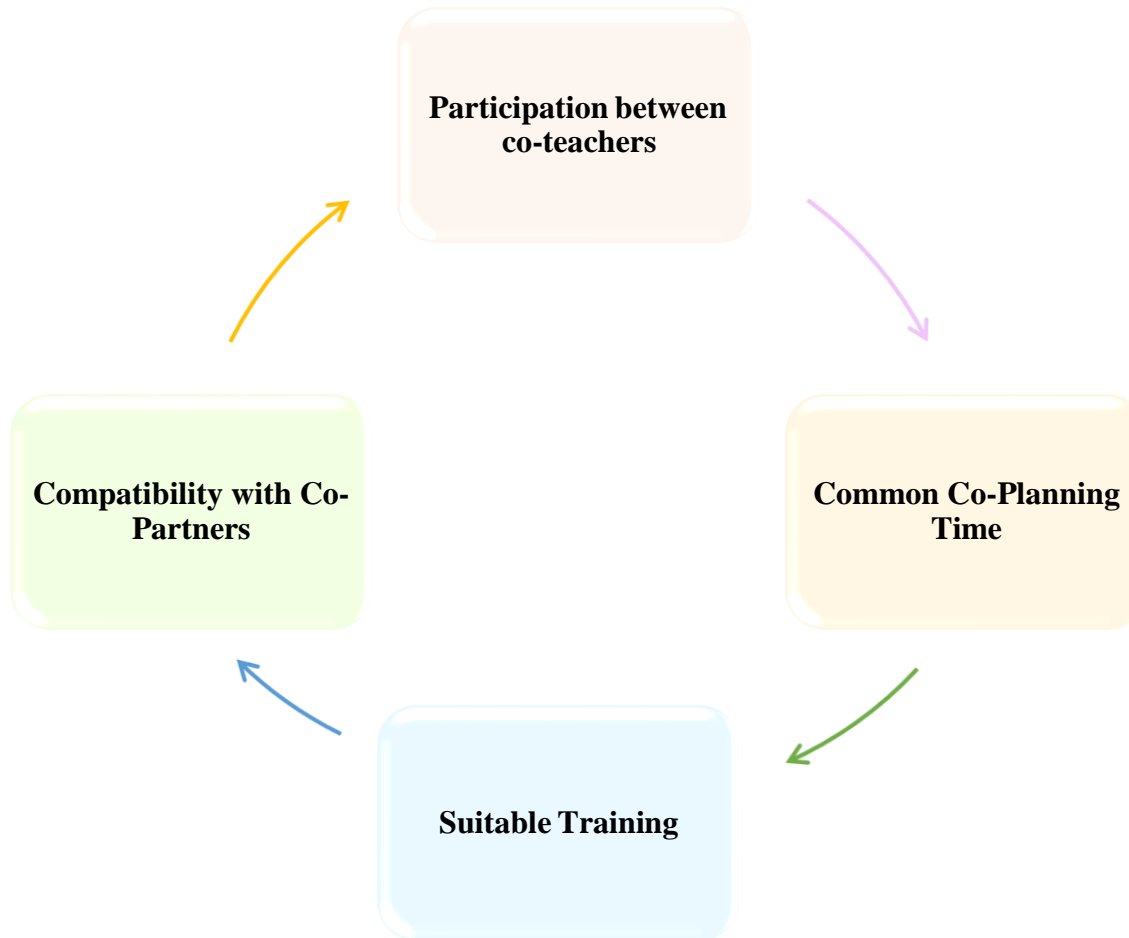


Figure 2.22 . Meaning of Administrative Support in Co-Teaching

Similarly, researches proved that teamwork decreases teachers' isolation (Mills, Powell, & Pollak, 1992). This latter promotes teachers' motivation (Spry, Sultmann, & Ralston, 1992). It also emerges their cooperative pleasure (Flowers et al., 2002; Sandholtz, 2000). Owing to (Flowers et al., 2002; Sandholtz, 2000), cooperative work fosters communication between teachers (Flowers et al., 2002; Sandholtz, 2000) and the culture of sharing knowledge and resources (Newman & Wehlage, 1995). Thus, team teaching creates an interactive environment that promotes an enigmatic response that intensifies mismatches in teachers' distinct personalities, teaching styles and pedagogical beliefs¹⁰⁴.

¹⁰³ Cited in : Christina M, J. (2012) "How Does The Co-Teaching Model Influence Teaching And Learning In The Secondary Classroom", Northern Michigan University, Michigan.

¹⁰⁴ Cited in : Katherine, M & Fiona, B (2005) "What Does a "Good" Teaching Team Look Like in a Middle School Classroom?", Conference Publications, Griffith University, School of Cognition, Language, & Special Education, Australia

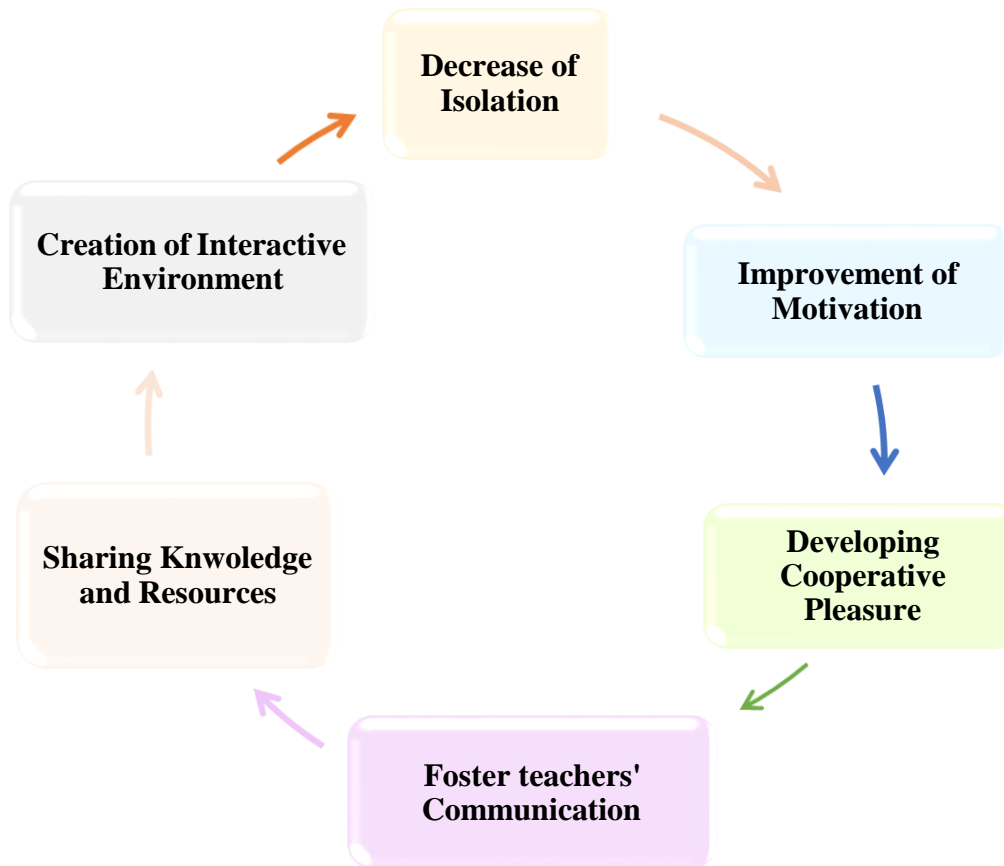


Figure 2.23. General Benefits of Co-Teaching

2.34. The Discrepancy between Team and Co- Teaching

One of the common thoughts is the similarity in use of the two terms team teaching and co-teaching. Yet, the distinction between the two terms can be related to three main elements: classroom students' number, teachers' varied teaching areas and expert knowledge and methods to individualization. To put it clear, team teachers stands for the combination of two classes, students and teachers together with the same content taught. Whereas co-teaching is the presence of two teachers with different teaching background in the same classroom with distinct students' level.¹⁰⁵



Figure 2.24. Discrepancy between Team and Co Teaching

¹⁰⁵ **Cited in :** Kathie Anderson (2011) "Collaborative Teaching Practices for Exceptional Children Question and Answer Document". Frankfort. Published on: [Published: 6/30/2015 5:08 PM]

2.35. Towards A Clear Conceptualization of Team Teaching

Team teaching represents the umbrella term that encompasses distinct teaching techniques. These techniques involve the teaching of the course with more than one teacher. Such method transfers the teaching role from one teacher to a whole group of teachers. It makes the collaborative teaching more significant as it seeks to establish common goals and objectives to foster the quality of the teaching process¹⁰⁶.

In addition, the term team-teaching has other similar names as co-teaching, co-enrollment, collaborative teaching, or cooperative teaching (Carpenter et al., 2007: 54). As Wenger and Hornyak (1999, p.314) advocated, team teaching “*consists of two or more teachers sharing, to some degree, responsibility for a group of students*”. This means the presence of more than one teacher in class working together to improve students’ level. Still, the interpretation and the application of team teaching may differ from one teacher to another. Some perceive team teaching as the process of sharing instructions whilst other believe that it is more about partaking the whole teaching responsibility with another teacher¹⁰⁷.

More to the point, Gurman (1989, p.275) considered team teaching as “*an approach in which two or more persons are assigned to the same students at one time for instructional purposes*”. On the same line, Hatcher et al. (1996, p. 367) view it as “*two or more instructors collaborating over the design and/or implementation and evaluation of the same course or courses*”. This means that team teaching is the cooperation of teachers in the complete teaching process. Jacob et al. (2002, p. 3) considered team-teaching as a method that incorporates all teachers working together for the sake of achieving fruitful learning outcomes¹⁰⁸.

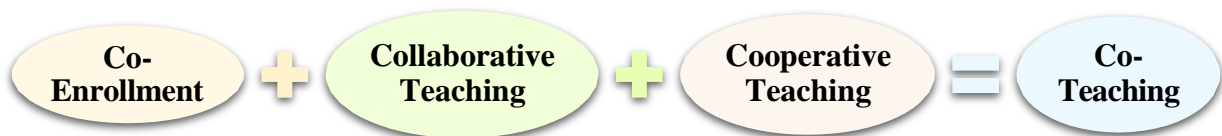


Figure 2.25. Co-Teaching Family Terms

¹⁰⁶ Cited in : Robert Rabb (2009) « Team Teaching », United States Military Academy, West Point, NY

¹⁰⁷ Cited in : Folker Hanusch and Levi Obijiofor and Zala Volcic (2009) “Theoretical and Practical Issues in Team-Teaching a Large Undergraduate Class”. *International Journal of Teaching and Learning in Higher Education.*, Volume 21, Number 1, 66-74.

¹⁰⁸ Cited in : (the previously mentioned reference) Folker Hanusch and Levi Obijiofor and Zala Volcic (2009)

Documents and researches on team teaching have advocated several advantages for team teaching for the teacher and students alike¹⁰⁹.

2.35.1. Benefits of Team Teaching for Teachers

Owing to (Austin, 2002; Belenky et al., 1986; Cochran-Smith and Lytle, 1992; Cochran-Smith and Lytle, 1993; Focus on Faculty Newsletter, 2002; Freire, 1971; Letterman and Dugan, 2004; McDaniel, 1987; McLaughlin and Talbert, 1993; National Teaching and Learning Forum Newsletter, 2006; Shulman, 1986; Smith, 1994; Speaking of Teaching Newsletter 2007)¹¹⁰, team teaching can result in:

1. Further discovering the teaching process
2. Developing the teaching process.
3. Creating a creative assessment
4. See the teaching process from students' eyes
5. Gain more knowledge about the teaching process
6. Establish stronger relationship between colleagues and sharing respect
7. Building the bridges between discipline.

¹⁰⁹ **Cited in:** Amanda, L. and Anne, H. (2011). "Interdisciplinary Team Teaching: An Effective Method to Transform Student Attitudes". *The Journal of Effective Teaching*. Vol 11, issue 1, pages: 36-44.

¹¹⁰ **Cited in:** Taylor, H. (2019). "Team Teaching: A Brief Summary". Retrieved from: <http://ctl.byu.edu/tip/team-teaching-brief-summary>.

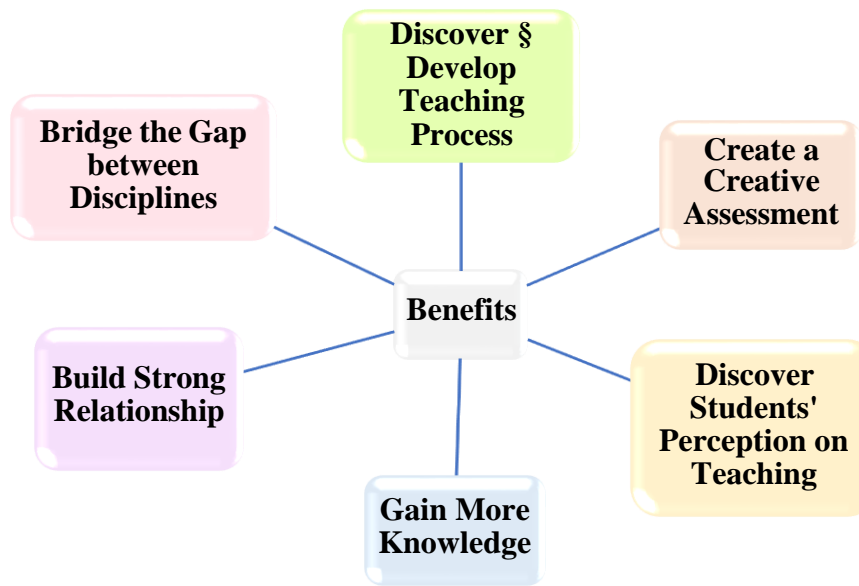


Figure 2.26. Benefits of Team teaching on Teachers

2.35.2. Benefits of Team Teaching for Students

As team teaching can foster the teaching process, it is also believed to foster the learning process.

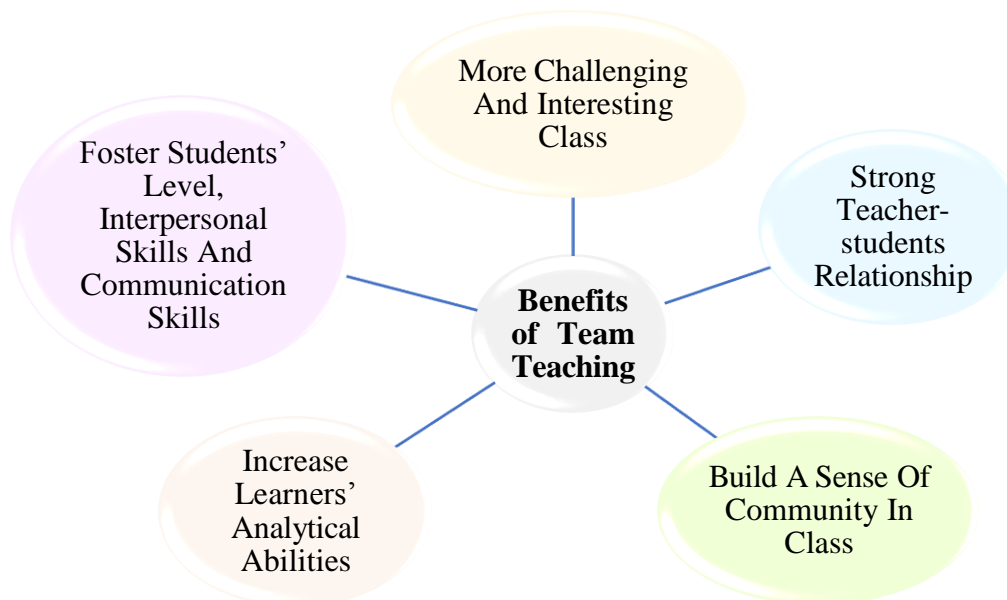


Figure 2.27 . Benefits of Team Teaching for Students

(According to Benjamin 2000, Harris and Watson, 1997; Johnson, Johnson, Smith, 2000; Smith, 1994)

Indeed, according to Benjamin, 2000; Harris and Watson, 1997; Johnson, Johnson, Smith, 2000; Smith, 1994, team teaching can:

- Increase learners' analytical abilities.
- Build a sense of community in class.
- Develop a strong teacher-students relationship
- Render the class more challenging and interesting
- Foster students' level, interpersonal skills and communication skills.

2.36. Planning a Team Course

Planning for a team lesson requires efforts from teachers involved and enough time to decide about the subject to teach, and the way to present it. Thus, researches have shown four main steps to be followed for a constructive team course, that are: preparing stage, co-planning, instruction and evaluation.

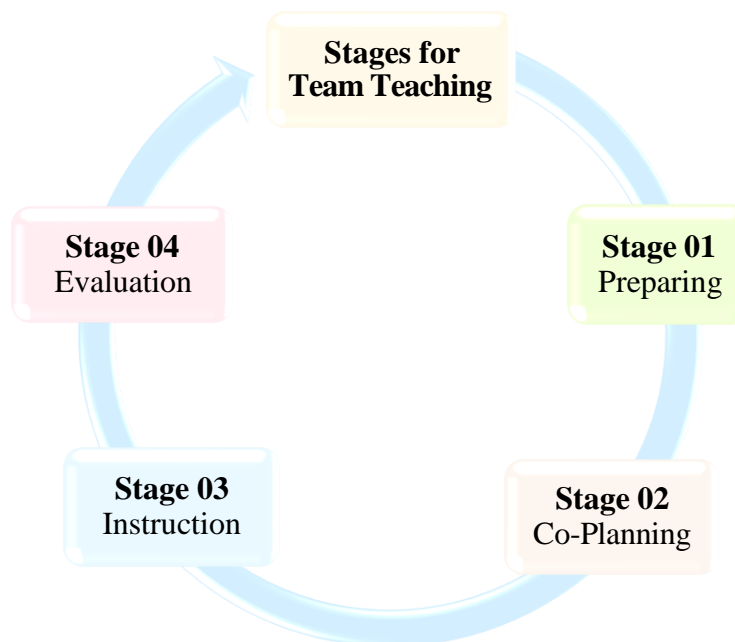


Figure 2.28. Stages in Planning a Team Course

2.36.1. Stage One: Preparation

According to Dieker and Murawski (2004), the first step towards a successful team-course is the preparation. Teachers need to have a clear idea about team teaching class and be encouraged to participate in such a process. Besides, teachers start by knowing each other, each's method, knowledge and preferences. They can discuss topics together, ask for administration help, and grab into the literature to gain knowledge enough to develop the subject. In addition, teachers need to have a compatible level to facilitate the co-teaching, and a co-planning time.

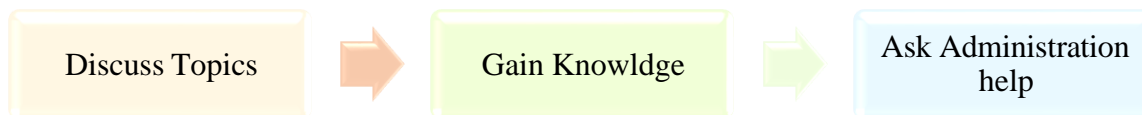


Figure 2.29 .Preparation Stage Requirements

2.36.2. Stage Two: Co-Planning

Dieker and Murawski (2004) determined co-planning as a necessary stage in team-teaching. At this stage, both teachers identify the methodology to teach, and the content highlighted. Co-planning time permit teacher to set out common teaching objectives, develop their lessons, determine each one's roles in class and improve their expertise area.

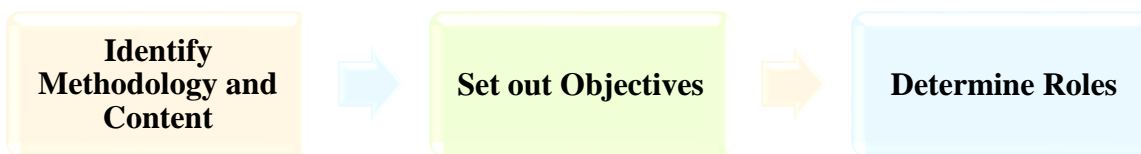


Figure 2.30. Co-Planning Stage

2.36.3. Stage Three: Instruction

Dieker and Murawski (2004) identified instruction as an important aspect in team teaching. They advocated, *“Giving up total control of the classroom can be daunting; however, instruction is frequently reported to be the most rewarding part of co-teaching”* (p. 54). This signifies that neither complete classroom freedom nor total control would result in a fruitful learning. Instead, balance between the two is important. Thus, Dieker and Murawski presented some techniques for better classroom leadership that are:

1. To be aware of the distinct structure of co-teaching.
2. To integrate students' preferences on learning styles.
3. Open communication space and create extra time to discuss between teachers.
4. Highlight the importance of communication with students.
5. Organize teachers' activities and classroom roles to confirm that both of tutors are fully involved in teaching.

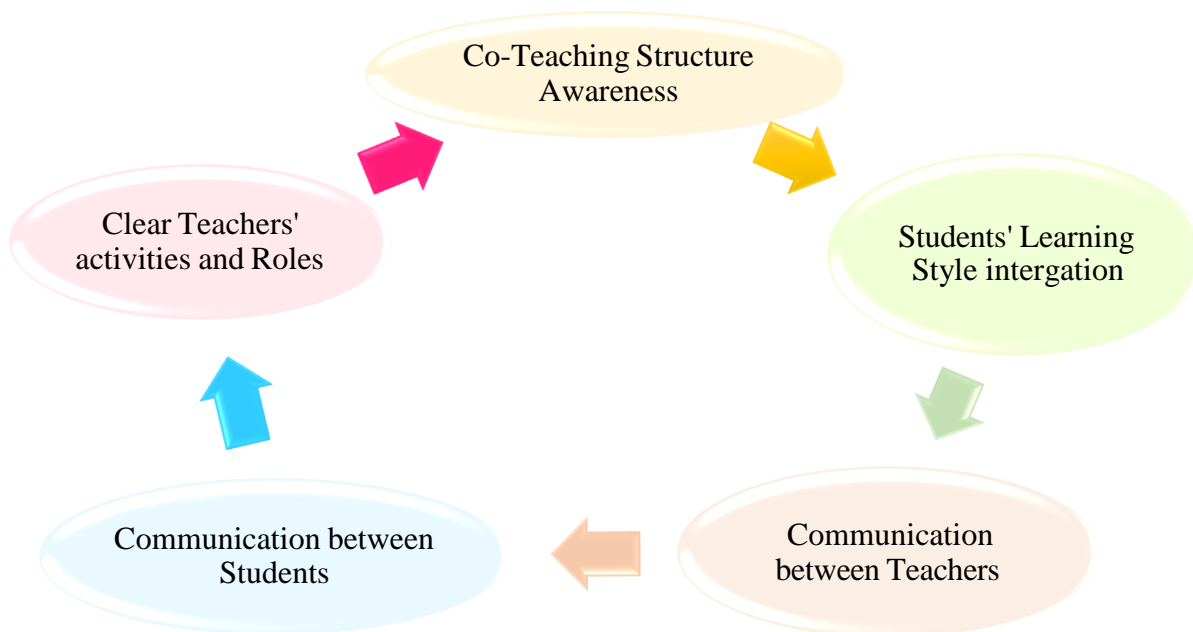


Figure 2.31 . Techniques for Teaching Instruction in Team Teaching According to Dieker and Murawski (2004)

2.36.4. Stage Four: Assessment

Assessment is regarded as an important aspect in teaching in general. It is the major way through which both teaching practices and learning outcomes can be evaluated. Assessment permits tutors to collaborate in learning evaluation and value their teaching classroom performances. It sheds lights on the shortages and helps to modify them, besides to clear classroom examination.

2.37. Conclusion

This chapter attempts to decode the equation between self-efficacy in teaching and team teaching; impact and relationship. It, first, skims through the literature of the self-efficacy concept in general, and in teaching in particular, then, briefly, calls back its history. Second, it essays to determine its main sources and provides some strategies to strengthen it. Next, once self-efficacy is fostered, it can result in better classroom performances, so, we shed light on the role of self-efficacy in classroom teaching presentations.

Then, as self-efficacy improvement can render teachers more effective, it can also be the outcome of team teaching. Thus, we try to give a picture about effectiveness in teaching. Later, we provide a clear conceptualization about team teaching. After that, we center the main forms of team teaching besides to revealing its benefits on the teaching and the learning process. Finally, since few studies highlight the two coordination between the two concepts (team teaching and self-efficacy), the next chapter will attempt to clarify the basic research method selected in the current study, besides to the prime tools integrated.

Chapter Three

Research Design and Methodology

Table of Content

| | | |
|---------|---|-----|
| 3.1. | Introduction | 83 |
| 3.2. | General Description of the Teaching and Learning Situation | 83 |
| 3.3. | Background of The Study | 84 |
| 3.4. | Objective (s) of the Study | 86 |
| 3.5. | Research Questions | 87 |
| 3.6. | Research Hypothesis | 87 |
| 3.7. | Personal Motives | 88 |
| 3.8. | Limitations Of The Study | 88 |
| 3.8.1. | The Conceptualization of Team Teaching and Self-Efficacy | 89 |
| 3.8.2. | The Questionnaire Application | 89 |
| 3.8.3. | Team Teaching Adaptation | 90 |
| 3.9. | Research Design | 90 |
| 3.10. | The Process of The Study: The schema below demonstrates the process planned | 93 |
| 3.11. | Research Design and Methodology | 95 |
| 3.11.1. | Case Study | 95 |
| 3.12. | Research Instruments | 96 |
| 3.13. | Quantitative Instruments | 98 |
| 3.13.1. | Questionnaire | 98 |
| 3.13.2. | Self-Efficacy Test | 100 |
| 3.14. | Qualitative Instruments | 101 |
| 3.14.1. | Observation | 101 |
| 3.14.2. | Interview | 103 |
| 3.14.3. | Focus Group | 103 |
| 3.15. | Piloting | 104 |
| 3.16. | Sampling | 105 |
| 3.16.1. | Students' Profile | 107 |
| 3.16.2. | Students' Motivation | 107 |
| 3.16.3. | Students' Attitudes To The English Language Learning | 107 |
| 3.16.4. | Students' Attitudes Towards Teachers | 108 |
| 3.16.5. | Students – Teachers' Relationship | 109 |
| 3.17. | Conclusion | 109 |

3.1. Introduction

This chapter describes the research design and methodology adopted to achieve the stipulated ¹¹¹objectives the study. First, a brief consideration to the subject matter, i.e. team-teaching and self-efficacy, besides to the prime objectives are presented. Second, as to better understand the core problem of the present study, the main research questions and hypothesis are set out. Then, a stab is made to clarify the chief reasons behind undertaking such investigation, along with the topmost challenges encountered. Next, in order to reach the pre-ordained objectives, a combination of both qualitative and quantitative methods were used. Thus, it is necessary to explain the main research methods, along with the main instruments selected in data collection.

After that, although both team-teaching and self-efficacy notions are widely looked at, few documentation is provided on the linkage between both concept and the impact of team-teaching on self-efficacy development. For that reason, a pilot study was made first as to discover the teachers' impressions and perceptions, alongside to the effectiveness or/and flaws of the instruments used. Finally, as students are part of the study sample, their description and attitudes towards the new experiment is overriding.

3.2. General Description of the Teaching and Learning Situation

Team teaching is a newly common term among the recent psychology studies and research. It stands for the collaborative work between two or more teachers in the same classroom. The purpose is to develop the teaching quality and enhance the learning quantity as well. Notwithstanding the fact that team teaching is beneficial for both teachers and students, still little attention is provided for this approach.

More to the point, scholars believe that team teaching develops teachers' self-efficacy. That is to say, when both teachers team-teach a class, they have the ability to improve their competences via learning from each other. Indeed, team teaching fosters, not only, teachers' self-efficacy¹¹², but also opens the spaces for wider learning, exchanging experiences, feedback provision, and even creative teaching. That means, both team teaching and self-efficacy are interrelated.

¹¹¹ **To Stipulate (v):** to say exactly how something must be or must be done.

¹¹² **Self-Efficacy :** The belief in one's capacities to execute a course of actions

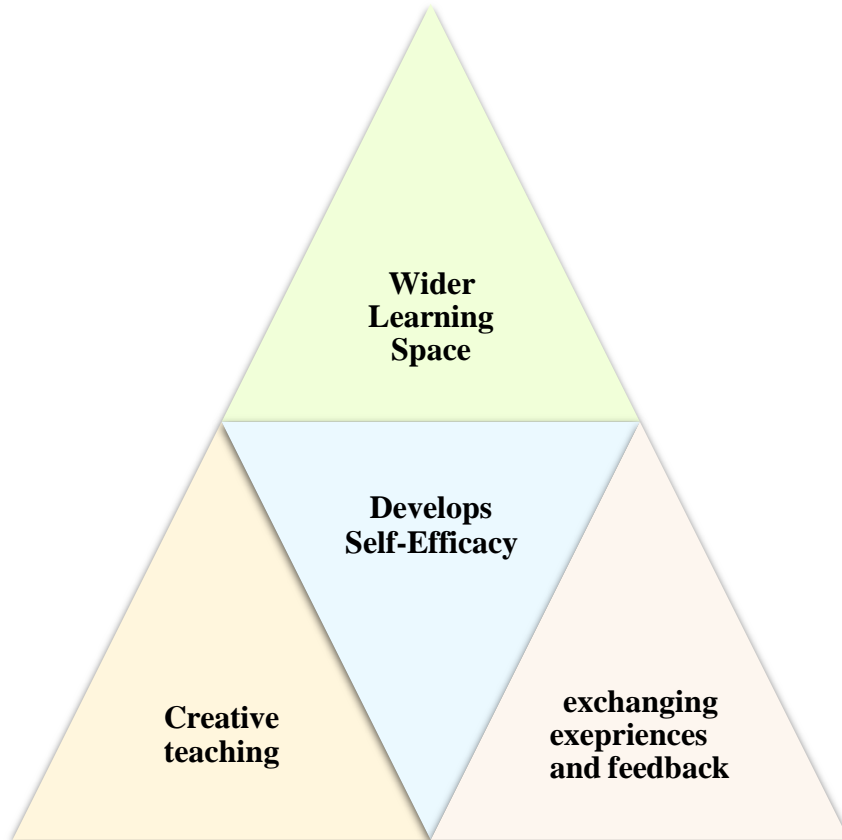


Figure 3.1. Some Benefits of Team- Teaching

In addition, though the several team-teaching advantages, still, it is slightly practiced. Therefore, the current research tries to embody the real situation of team teaching and self-efficacy development at the Djilali Liabes University, English Department, Sidi Bel abbes. Then, since few examples are found on team-teaching at the selected situation, a real team-teaching experiment was carried out. The prime objective is to prove that teachers' efficacy can be better improved via team-teaching.

3.3. Background of The Study

Researchers have long been interested into developing teachers' efficacy. This latter is generally defined as teachers' capacity to undertake a course of actions in classroom. These actions may include : classroom decision - making, classroom management, lesson presentation, lesson planning, syllabus design, assessment and evaluation ...etc ¹¹³. It is perceived as a vital element in creating and emerging teachers' confidence. Teachers' efficacy can be enhanced via a number of factors, such as: constant learning and researches, attending

¹¹³ Cited in: **Chacón, C, T (2005)**. "Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela". *Teaching and Teacher Education Journal*. Vol 21, issue 3, pages: 257–272.

formations, and seminars besides to sharing experiences with experts¹¹⁴, professionals or even experienced tutors¹¹⁵.

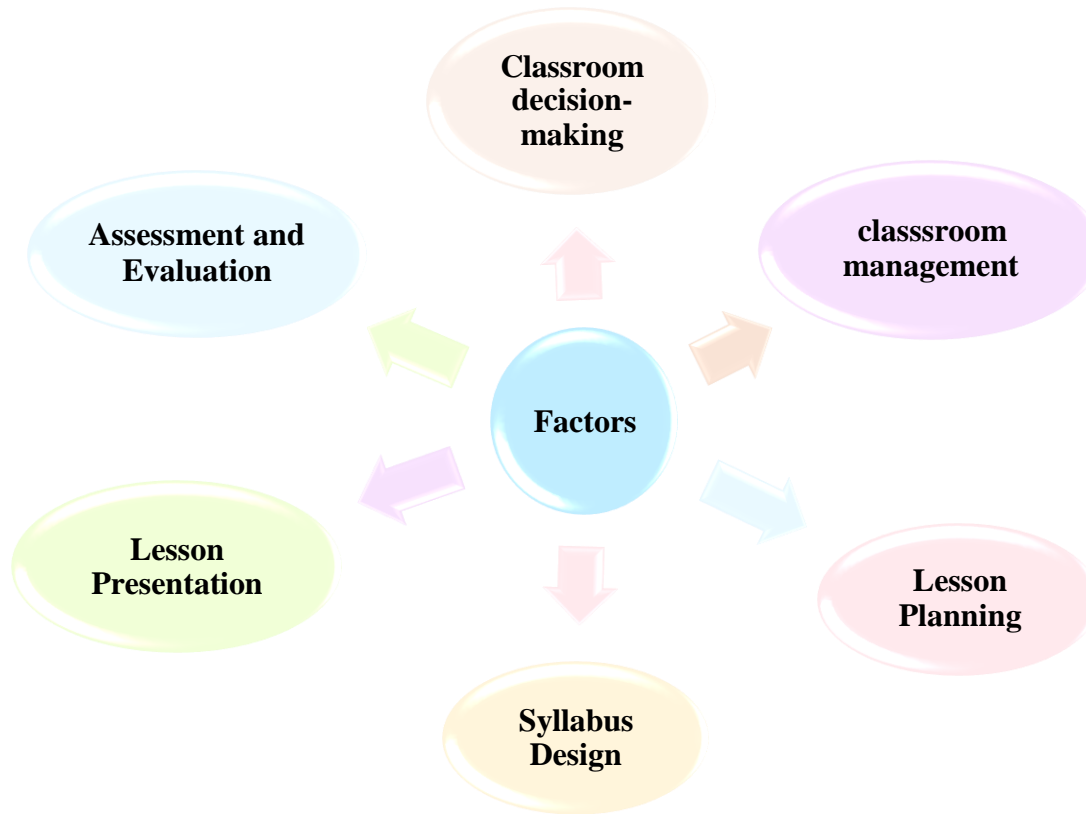


Figure 3.2 . Factors Enhancing Teachers’ Self-Efficacy

Indeed, sharing experiences can be beneficial to a large extent. Teachers can partake teaching a lesson in the same class, then, following up the lesson with feedback and comments to each other. This process is called “team teaching”. To put it clear, team teaching is all about planning, deciding, organizing, assessing, and evaluating together a classroom. The adaptation of such approach is believed to help teachers, not only, increase their skills, but also, to emerge their self-perception¹¹⁶. This latter plays a vital role in creating teachers’ embryonic¹¹⁷ efficacy. Thus, team teaching and self-efficacy are two concurrent elements in the teaching process.

¹¹⁴ Cited in: Piveral, J. Malm, C. Miller, V. and McBride, M. (2012). “Mentoring Teacher Candidates through Co-Teaching”. St. Cloud State University.

¹¹⁵ Cited in: Moran,T, M., & Hoy, A. W. (2001). “Teacher efficacy: Capturing an elusive construct”. Teaching and Teacher Education Journal. vol 17, issue 7, pages: 783-805.

¹¹⁶ **Self-Perception** : It is a theory, proposed by Daryl Bem. He suggests that people develop attitudes and opinions by observing their own behavior and drawing conclusions from it. This theory also downplays the role of internal thoughts and emotions in attitude formation.

¹¹⁷ **Embryonic**: Starting to develop

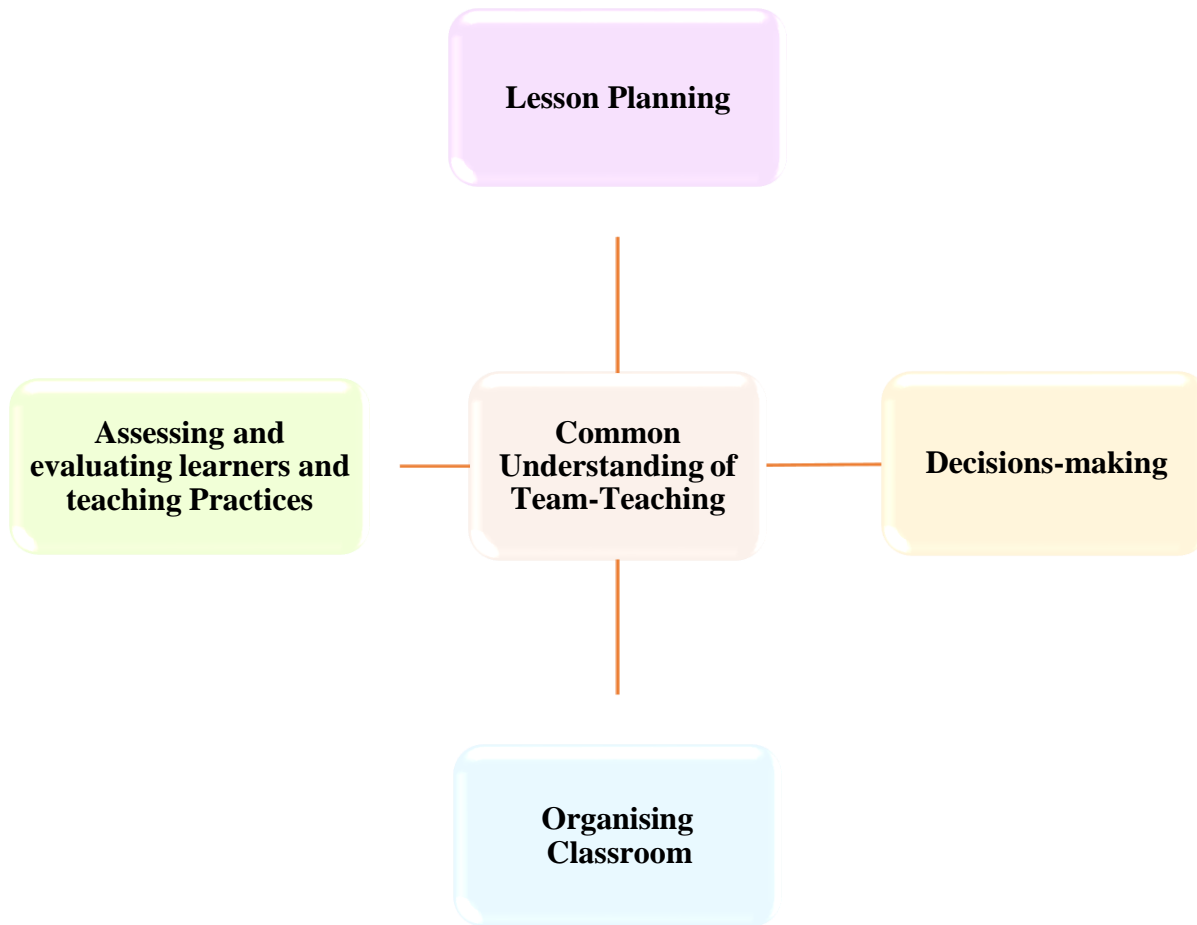


Figure 3. 3. Common Sense of Team-Teaching

3.4. Objective (s) of the Study

The prime objectives of the study are:

- To revitalize the prominence of the self-efficacy and team teaching concepts in language teaching.
- To reveal the correlation between teachers' self-efficacy development and team teaching.
- To examine the impact of teachers' team teaching on teachers' efficacy upgrading; how teachers can share and exchange their teaching experiences in and outside the class. Besides to the way to take benefits from these practices as to enhance the teaching efficiency.

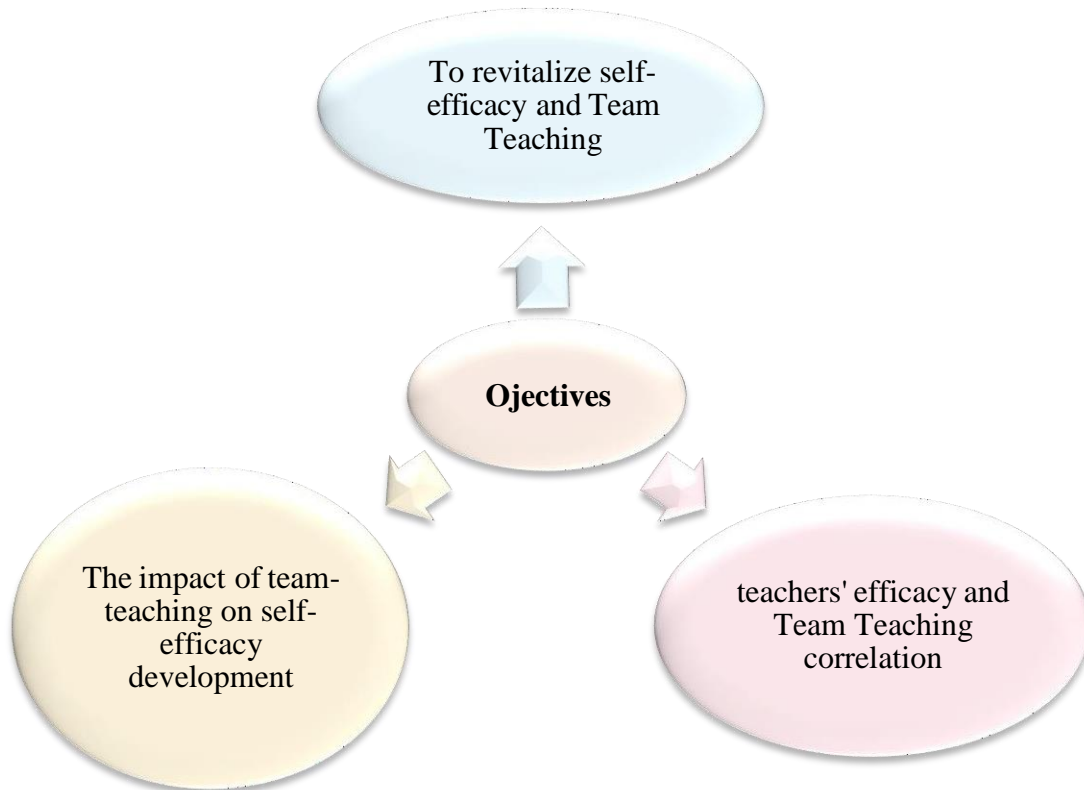


Figure 3.4 . Objectives of the Study

3.5. Research Questions

On the basis of the previously mentioned objectives, the core question of this research is:

Does Team-Teaching impact teachers' self-efficacy improvement?

Then, further sub-questions are underscored:

1. How do teachers at the English Department, UDL, perceive team teaching?
2. What are the reasons behind the absence of the team teaching adaptation?
3. Do teachers confess the necessity of team teaching in fostering their self-efficacy?

3.6. Research Hypothesis

For the previously asked questions, the following hypotheses are set out:

1. Teachers' efficacy improvement is the prime concomitant for team teaching.
2. The process of team teaching, exchanging views and evaluating each one's performances can be one effective way behind teachers' competency improvement and better classroom actions and performances.
3. Sharing culture, listening, feedback consideration, low or high self-esteem can be viewed as some reasons behind the absence of team teaching adaptation.
4. Most teachers admit the necessity of team teaching since it has a large impact, not only, on their teaching process, but also their self-perception and their personality.

3.7. Personal Motives

At different cases, teachers are perceived as knowledge providers. They play different but significant roles in classroom. The mastery of their actions and practices reckons on the extent of their competency and teaching skills. This means that teachers' competency development is required if they are to improve the quality of their students' learning. That is why, different researches have been launched on teachers' efficacy improvement.

Indeed, concerted efforts were made to come up with some strategies and methods for personal efficacy enhancement. Still, the result obtained have always depended on having some training courses, or internships. Notwithstanding the fact that they can be beneficial, yet, teachers are also capable to develop their teaching practices throughout learning from each other. That is to say, to 'team teach' a classroom. Henceforward, the essence derive behind undertaking such investigation is to reveal the link between team-teaching and teachers' self-efficacy development.

3.8. Limitations Of The Study

During the conduction of the study, the following confines were faced.

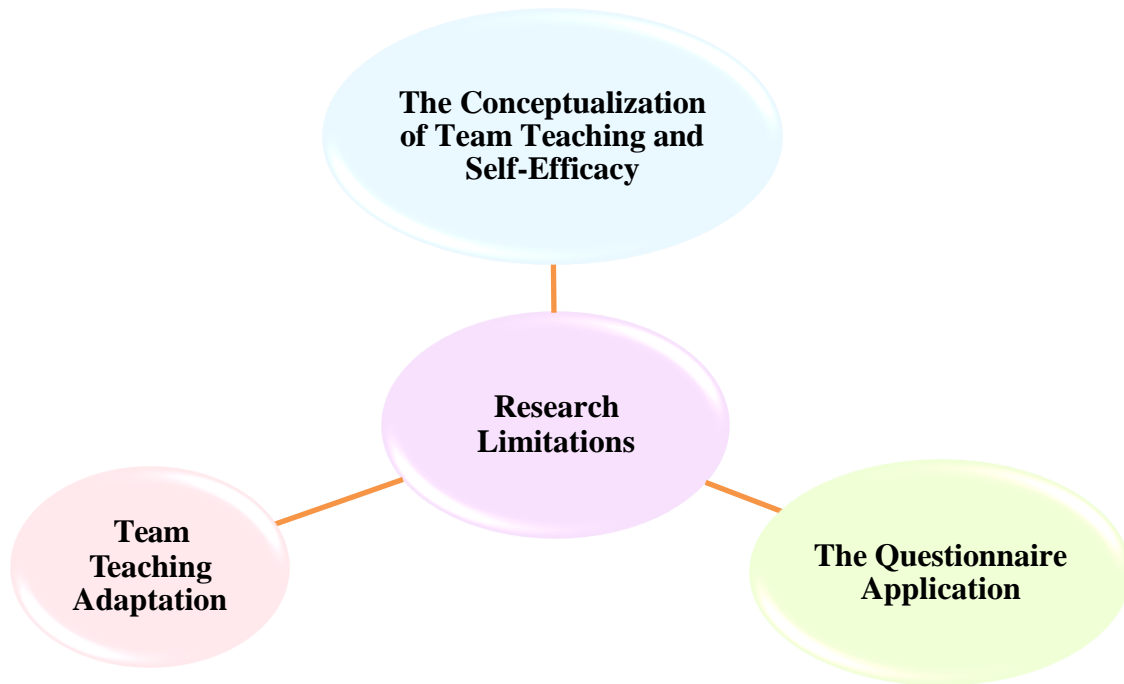


Figure 3.5 . Limitations of the Study

3.8.1. The Conceptualization of Team Teaching and Self-Efficacy

The first problem encountered was the understanding of the linkage between team teaching and self-efficacy'. That is to say, teachers' self-efficacy is often referred to as teachers' competence or teaching skills. It is commonly acknowledged by most of teachers as being a fundamental element in teaching. Yet, the connection between self-efficacy and team teaching is not clear. In fact, not all teachers understand what really means team-teaching, and what is its connection with teachers' efficacy improvement.

3.8.2. The Questionnaire Application

Self-efficacy is definitely not a new notion. Indeed, it has been widely researched by scholars like: Bandura (1977, 1982, 1986), and Pajares (1996) and many other researchers. Those researchers have used variety of tools in their inquiries. Some of these tools are questionnaires (or self-efficacy tests) and observation. Hence, in trying to adapt the self-efficacy test, some direct questions had been developed as to fit with the study. Yet, they seemed ambiguous to some teachers. For that reason, the researcher was obliged to change some questions as to accumulate the answers required.

3.8.3. Team Teaching Adaptation

The researcher has selected some teachers to conduct the team teaching experiment. That signifies the researcher was involved in team teaching a class. That process embraced: theme selection, lesson preparation, sharing classroom principles, and the evaluation of both students and teaching performances.



Figure 3.6. The Process of Team Teaching While Its Appliace

However, because of some ambiguous reasons, not all selected teachers have accepted to team-teach a class. As a matter of fact, the adaptation of team teaching and its application was a bit challenging experience. As team teaching is not common at the department, the researcher found some problems in convincing teachers to participate in the study.

3.9. Research Design

By definition, a research is the process of an investigation carried out to realise some solutions for a pre-defined problem. This process begins with the identification of the problem, the situation, the gathering of facts, the instruments of research the analysis of the data, and report writing. On the same line, research design signifies the technique applied to construct a study (Henn, Weinstein and Foard, 2006). It is, in fact, the outline that connotes the research method and procedures undertaken (Walliman, 2006)¹¹⁸.

From that standpoint, the present research aims first and foremost at exploring the linkage between team-teaching and self-efficacy. The starting idea is that teachers' self-efficacy can be improved via team-teaching. It, also, plays a great role in enhancing not only teachers'

¹¹⁸ Cited in : Hammersley, M. (1993) What is Social Research? In Hammersley, M. (ed), Principles of Social and Educational Research, Block one. Milton Keynes: The Open University. As cited in Henn, M., Weinstein M.,and Foard N. (2009).A Critical Introduction to Social Research, Second edition. N.Delhi: Sage Publications. Retrieved from : http://shodhganga.inflibnet.ac.in/bitstream/10603/146507/10/10_chapter3.pdf.pdf

competence but confidence, and personality too. So, a precise design was undertaken as to attain the aim of the study. To put it in another way, there are several types of research: applied research, correlational research, descriptive research, ethnographic research, experimental research, exploratory research, historical research, action research and other types. Thus, among all the different research types, the action research was the one selected.

The action research refers to a methodical inquiry realised by tutors as to generate data about, and enhance, a pre-determined educational setting, in terms of teaching and learning (Mills, 2000)¹¹⁹. Thus, as the current enquiry is carried out by teachers in a defined educational setting, the action research seems to be the suitable type of research to follow. Hitherto, as few studies are done on the correlation between team-teaching and self-efficacy improvement, a combination between qualitative and quantitative method within a single research framework appear to be an appropriate method to follow. This latter is called “The Mixed Method”. This means that a variety of instruments will be selected as to facilitate data collection.

¹¹⁹**Cited in : Mills (2000)** . Retrieved from : <https://fr.slideshare.net/empcvmou/fundamental-applied-and-action-research>

| TYPES OF RESEARCH | DEFINITION | THE USE |
|-------------------------------|---|---|
| Applied Research | It is the scientific study and research that aims to solve a distinct problem by finding solutions ¹²⁰ . | Psychology and industrial fields |
| Correlational Research | It is the study of two/or more variables' relation ¹²¹ . | Psychology, or where it's not possible to conduct an experiment |
| Descriptive Research | It is the description of specific situation or behaviour ¹²² . | It uses observation, surveys and case studies as methods. |
| Ethnographic Research | The systematic, rigorous investigation of a situation or problem in order to generate new knowledge or validate existing knowledge ¹²³ . | Health and environmental issues. |
| Experimental Research | It replies to the question what if? The researcher manages independent variables and measures dependent ones as to create cause and effect relation between them ¹²⁴ . | Psychology, medical sciences |
| Exploratory Research | It answer a research question, but doesn't provide a final answer. It only helps to understand the problem ¹²⁵ . | Social networking, product consumption |
| Historical Research | Wiersma(1986) defines it as the inquiry into the past events and the trial towards describing and interpreting them ¹²⁶ . | History |

Table 3.1. Types of Research

¹²⁰ Cited in : [Kendra Cherry](#) (2017) "What Is Applied Research? How Applied Research Is Used in Psychology". Retrieved from: <https://www.verywellmind.com/what-is-applied-research-2794820>

¹²¹ Cited in : [Kendra Cherry](#) (2018) "Correlational Studies A Closer Look at Correlational Research". Retrieved from: <https://www.verywellmind.com/correlational-research-2795774>

¹²² Cited in : [A Ray Tatum](#) (2018) "Descriptive Research Design: Definition, Example & Types. Retrieved from: <https://study.com/academy/lesson/descriptive-research-design-definition-example-types.html>

¹²³ Cited in : <https://medical-dictionary.thefreedictionary.com/Ethnographic+Research>

¹²⁴ Cited in : [Shafqa Rasool](#) (2012) « experimental research ». Retrieved from: <https://fr.slideshare.net/uurojshafqat/experimental-research-11401013>

¹²⁵ Cited in : [John Dudovskiy](#) (2017) 'exploratory research' . retrieved from: <https://research-methodology.net/research-methodology/research-design/exploratory-research/>

¹²⁶ Cited in : [Jahan Ara Shams](#) (2013) ' Historical research'. Retrieved from: <https://fr.slideshare.net/MadamJahan/historical-research-17259546>

3.10. **The Process of The Study:** The schema below demonstrates the process planned

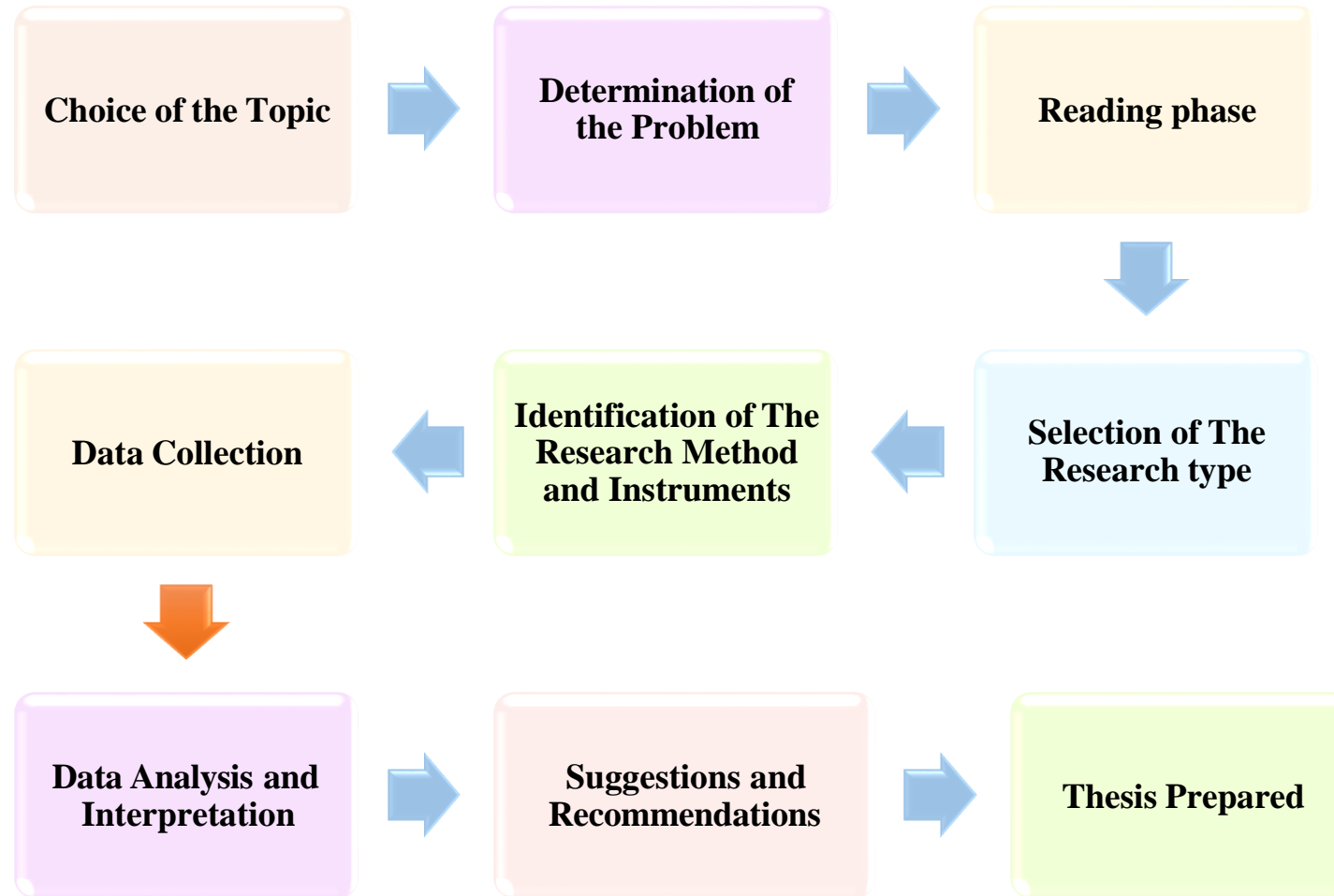


Figure 3.7 . The Process of The Study

As seen above, the process of the study started with the selection of the topic, which is the study of the correlation between team-teaching and self-efficacy development. The choice of the subject matter was, in fact, due to the lack of the conceptualization of team-teaching and its practice. The absent understanding of the impact of team-teaching on teachers' self-efficacy was another reason of its determination.

The second step is the identification of the problem based on the situation existing. Indeed, the absence of the application of team-teaching led the researcher to determine the core questions of the investigation. Then, to suggest some plausible hypothesis. Starting from this phase, the reading stage is initiated. The investigator begins to read the previous works about both themes as to prepare the review of literature.

The previous studies about both themes warrant the researcher to have a view about the research type that the former investigators have chosen. Consequently, the researcher is inspired by the previous done literatures. Then, the action research is picked up as a suitable type to be adapted. After that, the genre of the problematic and previously done studies on each theme separately led to the selection of distinct tools.

The next stage was the choice of the population. In fact, the sample of the study is composed of two parts: teachers and students. The class selected was Master One didactics. The selection was not haphazard. That is to say, it was based on the belief that master one class is only one group, and this fact would facilitate the team-teaching experiment, and ease the observation of the progress, besides to noticing students' impression about team-teaching application.

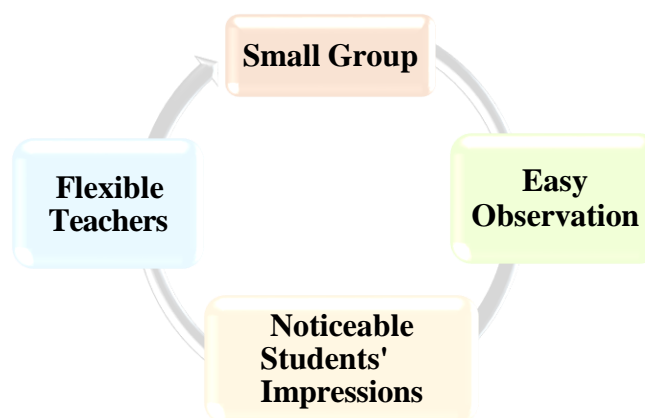


Figure 3.8 . Reasons behind the Selection of the Master One Class

After that, data collection starts using the pre-ordained tools. It is followed by the interpretation of the information gathered, and writing a report. Then, the study prompts to recommend some solutions as to adapt the team-teaching, and how to create a successful teamwork. Besides to developing teachers' awareness about the impact of team-teaching on their self-efficacy.

3.11. Research Design and Methodology

In its simplest words, research methodology is the process undertaken to collect data for the sake of solving a particular problem. In other words, it is the way of the study followed in order to resolve a pre-determined issue. In this sense, the current study, as mentioned earlier, is based on the belief that team-teaching enhances teachers' competence, or self-efficacy. Then, the reason for this inquiry was that the team-teaching is rarely applied. So, the type of research that is selected is the action research. The purpose is to solve an occurring problem in either the teaching or learning situation.

From that standpoint, in order to ensure the reliability and validity of the research, two other research study methods were, also, chosen within the same research framework, that are the qualitative and quantitative methods. As far as the qualitative research is concerned, it is a study of social science that is concerned with the collection of non-numerical data¹²⁷. That is to say, it deals with the description then the interpretation of a given situation, as a way to understand it. Whereas the quantitative research type deals with the gathering of numerical data. That is to say, it is concerned with the measurement of information. Hitherto, the combination of both quantitative and qualitative research methods in the same research framework is usually referred to as 'the mixed method'. Within this research method, a case study was selected.

3.11.1. Case Study

The 'case study' is generally used in social science, psychology, anthropology and ecology. It is an in depth research strategy that allows gathering further data¹²⁸. Hitherto, it embraces a number of other instruments, for instance: interview, questionnaire, tests ... etc.

¹²⁷ Cited in: Ashley Crossman (2017) "An Overview of Qualitative Research Methods". Retrieved from: <https://www.thoughtco.com/qualitative-research-methods-3026555>

¹²⁸ Cited in: [Martyn Shuttleworth](#) (2018) 'Case Study Research Design'. Retrieved from: <https://explorable.com/case-study-research-design>

3.12. Research Instruments

The basic research tools selected for the current inquiry are based on the kind and the method of the study. That is to say, regarding the quantitative method, the instruments used are: questionnaire about both team-teaching and self-efficacy for teachers, along with self-efficacy test. Whereas the qualitative method, the tools utilized are: interview, observation and focus group for students.

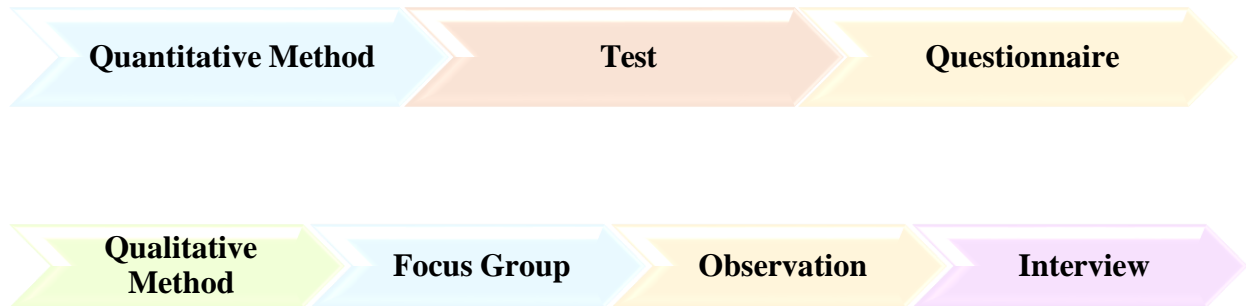


Figure 3.9. Qualitative and Quantitative Tools

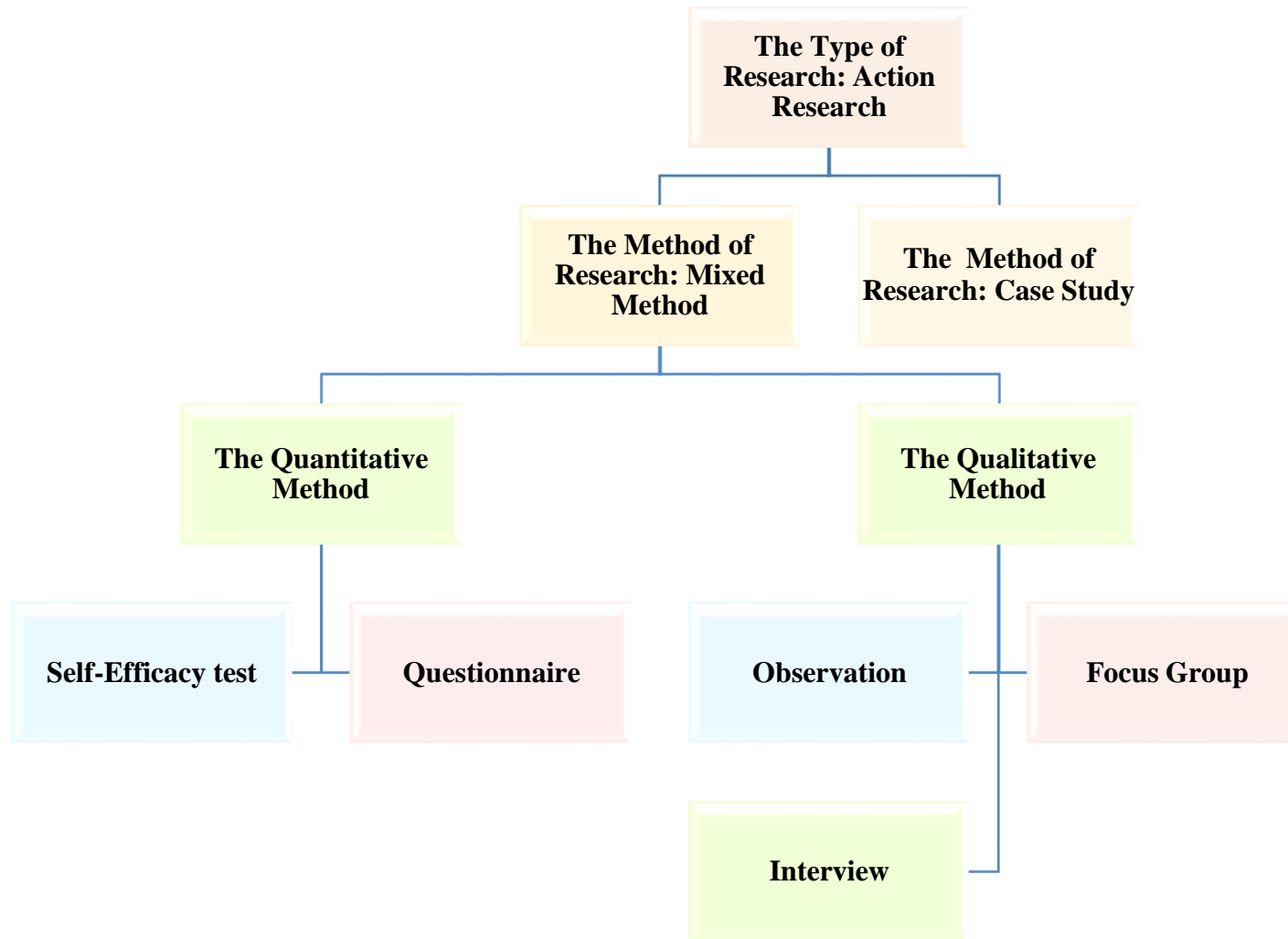


Figure 3.10. Research Types, Methods and Instruments

3.13. Quantitative Instruments

The quantitative instruments are tools that enable the measurement of the information. The ones utilized in the present research are: questionnaire and test.

3.13.1. Questionnaire

Among the sundry tools of quantitative data collection, the questionnaire is the one that is mostly used by researchers, particularly in psychological and social sciences studies. A questionnaire can be simply defined as a sery of questions addressed to participants to gather specific answers. It helps to describe the nature and find out the truth behind an existing condition or determines the relationship between events in a natural setting.

A. Teachers' Self-Efficacy Questionnaire

The present study embraces the use of two differently constructed questionnaires. The first questionnaire is about Teachers' self-efficacy.

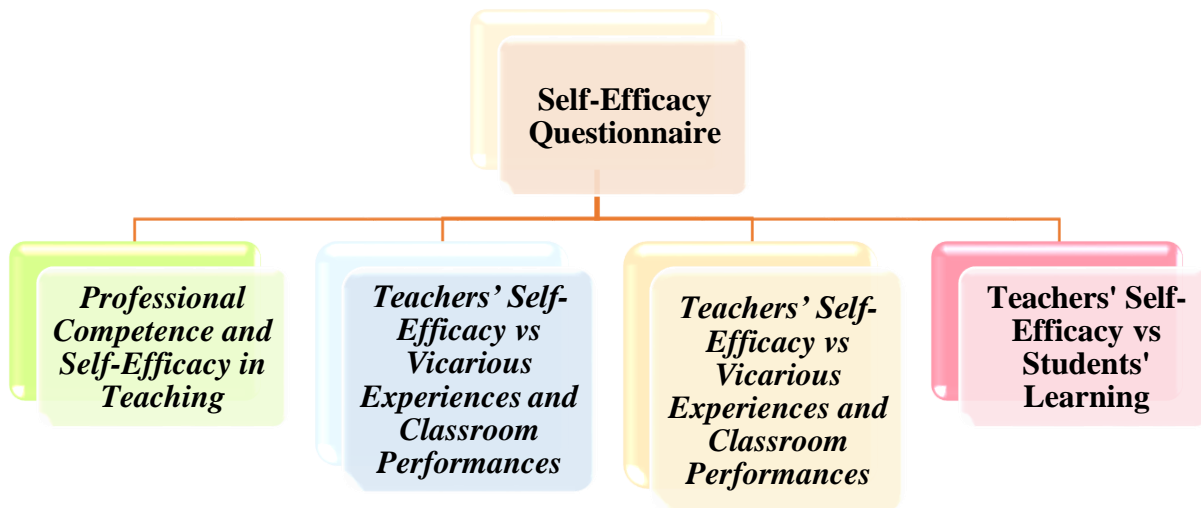


Figure 3.11. Teachers' Self-Efficacy Questionnaire Parts

As noticed above, the first questionnaire is divided into four main parts. The first part ‘*Professional Competence and Self-Efficacy in Teaching*’ aims at discovering teachers’ conceptualization and understanding to self-efficacy; and their definition to competency in teaching. The second part is ‘*Teachers’ Self-Efficacy vs Vicarious Experiences and Classroom Performances*’. The objective behind is to figure out how can self-efficacy influence teachers’ classroom performances. The third part is ‘*Teachers’ Self-efficacy vs Verbal Persuasion*’ that intends to determine the impact of feedback on teachers’ self-efficacy. The last part is ‘*Teachers’ Self-efficacy verses Students’ Learning*’. It tries to identify the effect of teachers’ self-efficacy on students’ learning.

B. Teachers’ Team Teaching Questionnaire

The second questionnaire is composed out of 12 questions only. It is actually designed in order to discover teachers’ understanding and conceptualization to team teaching. In addition, it aims to ascertain the major reasons behind the absence of the application of the team-teaching approach. Then, it tries to find out the possible solutions that teachers suggest to encourage its appliance at the current selected department.

C. Types of Questions In both Questionnaires

There exist several type of questions. The questions structured in the first questionnaire are a mixture of six main types of questions: Yes/No questions – Open-ended questions – Close-ended questions – multiple-choice questions – Categorical questions – Likert Scale questions. However, the second questionnaire was made up of 12 questions. All of which are direct questions.

| Type of Questions | Definition | Example |
|-------------------|--|---|
| Direct | It is a simple and clear question that ends with a question mark | What do you think are the main features of a successful – <u>team</u> –? |
| | | What are the challenges that hinder the application of team teaching in our department? |

Table 3.2 . Team-Teaching Types of Questions

| Types of Question | Explanation | Example |
|-------------------------------|--|---|
| Dichotomous Questions | It is two possible responses questions like : Yes/ or No. | Have ever had an ineffective experience that affect your sense of self-efficacy? |
| Open-ended Questions | Open-ended questions can be answered by more than one word, sometimes a sentence. | What is your definition to teachers' self-efficacy in teaching? |
| Likert Scale Questions | These questions are used when the researcher is trying to determine respondents' attitudes or feelings about something | How can you take advantage from your students' feedback and colleagues view to develop your self-efficacy? |

Table 3.3. Teachers' Self-Efficacy Type of Questions

3.13.2. Self-Efficacy Test

There are wide range of self-efficacy tests. Each test has a particular aim and is applied in a particular discipline. The test adapted is Generalized Self-Efficacy Scale (GSE). It was Basically developed by R. Schwarzer and M. Jerusalem (1995). To put it clear, the original test was composed out of 10-item scale with a score for each question ranging from 1 to 4. Higher scores indicate stronger patient's belief in his/her self-efficacy. It was designed for assessing people's beliefs about their capacities to cope with different life's demand. That is to say, the belief that one's actions are the reason behind successful outcomes.

Hence, the test was adapted in a way that would fit with the research objectives. In fact, the questions were adjusted and some other questions were added as to reply to the research issues. The basic way for measurement was not changed. This means, there are four items for each question. Each item is measured from 01 to 04. The general score obtained would indicate if the person possesses a high, low or medium level of self-efficacy.

In other words, in trying to measure teachers' self-efficacy, the general teacher's test score will be divided by the number of questions (15). The mean will determine teachers' level

of self-efficacy. That is to say, if the mean is more than one and less than two ($1 \leq \text{the mean} \leq 2$) it is a low self-efficacy. If it is more than two less than three ($2 \leq \text{the mean} \leq 3$) it is a medium self-efficacy. If it is more than three nearly four high self-self-efficacy ($3 \leq \text{the mean} \leq 4$), for instance: $2 \leq 2.3 \leq 3$ is an medium level of self-efficacy.

3.14. Qualitative Instruments

The qualitative tools allow the investigator to describe the situation rather than measuring the information. So, the qualitative instruments used are: Observation, focus group and interview.

3.14.1. Observation

Observation is a practical tool that enables the researcher to gather much more data and display all hidden elements, that probably cannot be discovered via the other research instruments. In fact, it has been claimed that it is an effective way to collect data for enquiries' purposes. The origins of observation date back to the early natural sciences development. In contemporary education researches, it caters highly complex social phenomenon.

In other words, as defined by Marshall and Rossman (1989), observation is "*the systematic description of events, behaviours, and artifacts in the social setting chosen for study*" (p.79). Thus, using observation, the researcher is able to describe an existing situation (cited in Barbara B. K, 2005).

In addition, among the sundry types of observation (see the table below); a combination of two kinds are selected in the current study: the structured and participant observation. The researcher made a list of things to be observed, as to facilitate the process. Then, s/he will be an active participant in a number of team-teaching experiments.

| Type of Observation | Definition |
|---|--|
| Casual Observation | It means observing the right thing at the right place by a matter of chance |
| Natural Observation | It is the observation of behaviours in a natural setting. |
| Subjective and Objective Observation | It is the observation of owns own instantaneous experience. Whilst objective observation is to observe the thing as being separated from the rest of things being observed. |
| Direct Observation | In a direct observation, the researcher collect necessary information with no intervention the situation. That is to say, the researcher is the observer, s/he gathers data from the sample being observed but without becoming involved in the entire context |
| Indirect Observation | It involves observing and recording but depending on another person. |
| Participant Observation | Participant observation means that the researcher is actively involved in the situation being observed; s/he contributes in the same activities of the sample for the sake of gathering as much data as possible. |
| Non Participant Observation | Contrary to participant observation, non-participant observer is meant to observe the setting but without being integrated. The observer should have no relationship with the sample. |
| Structured Observation | In the structured observation, the researcher observes things that are pre-ordained. This means, that structured observation depend on a plan already managed, all what is to be observed is decided beforehand. |
| Unstructured Observation | In the unstructured observation, all things that to be observed are not decided. The researcher simply selects a sample, and the setting, then, the observer takes notes of what is relevant for the study. |

Table 3.4 . Types of Observation

3.14.2. Interview

Interviews represent an important tool in a research project. There exist three essence types of interviews: structured – semi-structured and unstructured interviews. As far as the former type is concerned “structured interview”, it is usually used in a quantitative research when specific information is required. It needs obedience to particular set of rules. The researcher ought to read the interview questions word by word with no deviations.

The ‘semi-structured’ interviews are bit relaxant than the former one and often used in qualitative research. The interviewer can be friendly and sociable with the interviewee. The last genre is the ‘unstructured interview’ that is frequently utilized in case studies (qualitative). It is simply described as free discussion between the interviewer and the interviewee. It is more like a conversation than an interview.

Henceforward, among the three main kinds of interview the second type ‘semi-structured interview’ seems to be appropriate for the current research. The semi-structured interview will be concerned with teachers after making the team-teaching experiences with them.

3.14.3. Focus Group

Focus group is another research tool that is chosen for this study. It is considered as a valuable source that allows the researcher to get deeper insight into the subject being investigated, which the other tools cannot exhibit. Generally, speaking, the interviewer pick up from 10 to 12 persons to be interviewed. It is based on open-ended question, and videotaping. It lasts approximately about 1 hour and a half¹²⁹. To put it clear, one primary step is to decide the type of focus group to be followed. This latter, depends on the aim of the focus group, and the nature of data being gathered. The table below shows better the focus group types and its format¹³⁰.

¹²⁹ Cited in : *Laura Agadoni*, Updated September 26, (2017) ‘Types of Focus Group’. Retrieved from: <https://bizfluent.com/list-6067727-types-focus-groups.html>

¹³⁰ Cited in : *John Morawski Market Intelligence consultant* ‘ Types of Focus Group’ . retrieved From: https://cirt.gcu.edu/research/developmentresources/research_ready/focus_groups/types

| <i>Focus Group type</i> | Definition |
|---|--|
| <i>Single focus group</i> | This type is classical. All respondents belong to the same group and an interactively discussion is opened. |
| <i>Two-way focus groups</i> | There two groups. The first one interact and discusses the topic while the second one observes the first one , then, discuss their interactions. |
| <i>Dual moderator focus groups</i> | Two interviews are involved. The first interview asks questions, while the second ensures that all questions are answered. |
| <i>Dueling moderator focus groups</i> | The two interviews disagree on purpose about the topic so as to fuel the discussion. |
| <i>Respondent moderator focus group</i> | One of the respondent acts as a moderator so as to change the dynamics of the group. |
| <i>Mini Focus Groups</i> | Only 04 or 05 participants are involved. |
| <i>Teleconference or online focus groups</i> | It is like a chat-room , where the focus group is conducted in order to outreach to participants. |

Table 3.5. Types of Focus Group**3.15. Piloting**

The concepts of team-teaching and self-efficacy have materialised an important area of research in educational psychology. Many scholars have aimed to investigate the impact of team-teaching on the learning process and the teaching quality. Besides to their trial to scrutinize teachers' efficacy and performances in class. Yet, few studies are conducted on the correlation between both themes, i.e. the impact of team teaching on the teachers' self-efficacy progress.

Thus, for avoiding any ambiguity or misunderstanding, or any kind of difficulties, a "pilot study" has been carried out during the year (2016-2017) as a first step before starting the entire research. The main objective was to, first, notice teachers' reactions to the research theme, collect feedback and observe their willingness to take part in the research.

The Pilot study, generally, aims to:

1. To test research questions and refine hypotheses.
2. To test the feasibility of instruments selected (questionnaire, and a test)
3. To predict the time that the study will take.
4. To foresee the number of participants needed for the research.

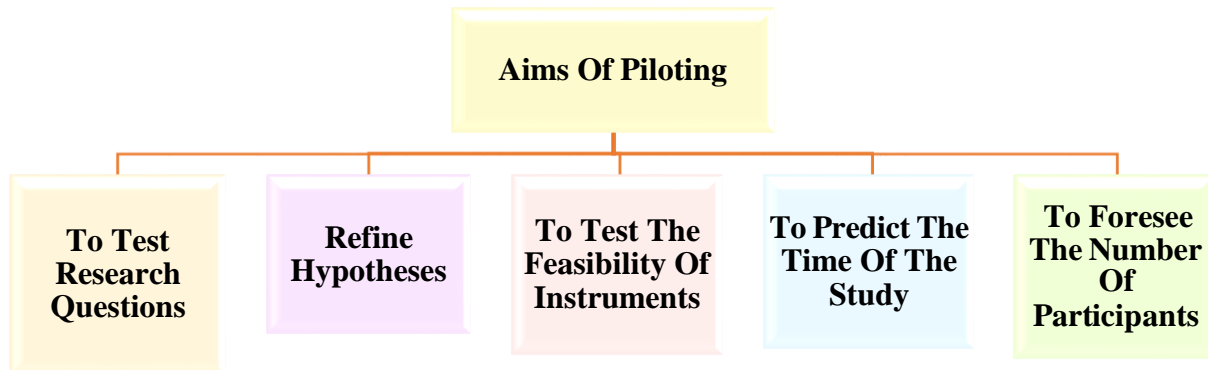


Figure 3.12. Aims of Pilot Study

3.16. Sampling

There are many methods of selecting the right sample for the research. The main ones are: Probability methods - Quota methods - Selective methods - Convenience methods - Ethnographic methods (see the table below). Since the study is concerned with the team-teaching approach and its relation to teachers' self-efficacy, teachers of the English language at the Djilali Liabes University will be the target population.

Then, because the majority of teachers are available and easy to contact, the simple random sampling method seems the appropriate sampling method. Although the total number of teachers at this department does not exceed 38, only 24 teachers have been selected to be questioned and tested and 03 teachers would be picked up for team teaching experiment.

Moreover, in order to notice students' reactions and attitudes to the team teaching approach appliance and discover its influence on their learning, the Master one Class Didactics, will, also, be part of the study sample. Then, a number of students will be chosen for a focus group.

| | Definition | Methods | Use |
|-----------------------------|---|---|--|
| <i>Probability Methods</i> | It is believed to be the best as it is possible to use the most powerful statistical analyses on the results. | Simple Random Sampling | Whole population is available. |
| | | Stratified Sampling | There are specific sub-groups to investigate (ex. demographic groupings). |
| | | Cluster Sampling | When population groups are separated and access to all is difficult (ex: in many distant cities) |
| <i>Quota methods</i> | Often used when the study involves groups where sub-groups are small. | Quota Sampling | Accessibility to a wide population, including sub-groups, only needed are selected. |
| | | Proportionate Quota Sampling | When normal sampling may not give enough in minority groups |
| | | Non-Proportionate Quota Sampling | Minimum number from each sub-group is selected he study is about characteristic within minority groups |
| <i>Selective methods</i> | When there is a particular groups | Purposive Sampling | Study focuses on a particular groups. |
| | | Expert Sampling | Seeking expert opinions |
| | | Snowball Sampling | When recommendations are required, |
| | | Modal Instance Sampling | 'Typical' opinions are sought. |
| | | Diversity sampling | When the study seeks specific differences |
| <i>Convenience Methods</i> | If there is no time or funds, convenience methods are suitable. | Snowball Sampling | Similar subjects are sought. |
| | | Convenience Sampling | The sample is selective from people who are available |
| | | Judgment Sampling | It is to guess a good-enough sample |
| <i>Ethnographic Methods</i> | The study is based on who is available and willing to participate. | Selective Sampling | Focus is needed in particular group, location, subject, etc. |
| | | Theoretical Sampling | Theories are emerging and focused sampling may help clarify these. |
| | | Convenience Sampling | Others samples cannot be found. |
| | | Judgment Sampling | It is a quick sample selection representative of the study purposes. |

Table 3.6. Sampling Methods

3.16.1. Students' Profile

Students profile is discussed in terms of motivation, attitudes to English language learning, attitudes towards teachers, students – teachers' relationship

3.16.2. Students' Motivation

Most of English language learners aim at developing their language skills in the target language. They will to, not only, further their knowledge but also fluently speak the target language. Generally speaking, English language students at the current English Department are motivated to learn the English language for miscellaneous purposes that they fall into two main broad categories: instrumental or integrative motives.

That is to say, some students learn English because they like it and would love to develop their communicative skills. These students have an integrative motivation; their prime goal is to learn English to be actively integrative in the target language community. The other kind of students learn it as they had no other options. Hence, their real interest is only good marks. Such learners have an instrumental motivation; their language learning is based only on the realization of their practical goals.

3.16.3. Students' Attitudes To The English Language Learning

Students' attitude to English language learning can be linked to: the type of motivation they have and their teachers' personality. To be more explicit, as shown above, two main kinds of motivation can be distinguished: instrumental and integrative motivation. Thus, students who have an integrative motivation tend to possess a favourable attitude toward English learning. They consider learning English as an enjoyable and fruitful experience. Whereas students who have an instrumental motivation seem to have an unbalanced attitude to English learning. That is, their attitude would be based on the extent to which their practical goals are realised. In case of failure, negative attitude increases.

In addition, other aspects can play a vital role in students' attitude; one of them is the teacher himself. To put it clear, teachers who possess an attractive personality (in the sense of respecting students, exchanging knowledge, increasing debates and classroom discussions) besides to a healthy self-esteem, a rational teaching philosophy and constructive learning beliefs tend to impact their students' attitude to language learning. This means that students would love

English learning due to their teachers¹³¹.

Similarly, if teachers themselves are not motivated for teaching, they will have a negative attitude toward teaching; Therefore, they are more likely to communicate this feeling to their students. Students would dislike learning the language because of the character their teacher has, or the attitude s/he possesses.

3.16.4. Students' Attitudes Towards Teachers

As previously mentioned, teachers' personality/ or style can influence, to a certain extent, students language learning. In fact, teachers' styles have been widely researched in TEFL and educational psychology studies. Debates on the issue led to a wide range of views and diverged categorisation of teachers. To put it in a different way, teachers at this department are believed to belong to one of the three main genres: authoritarian, authoritative and laissez faire teacher. As far as the "authoritarian teacher" is concerned, s/he seems to place firm limits and few communicative opportunities are provided. Though these teachers are believed to be competent, they tend to rarely motivate their students. Thus, students' attitude is negative.

The second type of teacher is "laissez faire" teachers. Such kind of tutors provide too much freedom for students to explore themselves; yet, accept their misbehaviour so that not to hurt them. These instructors' decisions are mostly based on feelings rather than academic needs. Despite the fact that students' freedom is necessary for their academic improvement, welcoming misbehaviours, and depending on feelings are not appropriate for teachers. In such case, students' would view their teachers as being too fragile, thing that would increase students' misbehaviours. Hence, students' attitude is the outcome of the absence of classroom control and guidance.

Regarding the "authoritative teacher", s/he is somehow between the two previous types "The authoritarian and the laissez faire". That is, the authoritative teacher tends to be flexible, smooth but firm, and fairly controls the class. Students in such class are more motivated to learn as they are guided in their learning and feel comfortable in class. Such teachers can lead to students' positive attitude. Henceforth, teachers' style plays a vital role in students' attitude toward teachers.

¹³¹ Cited in: Brooks, L, R. and Van Noy, M. (2019) "A Study of Self-Esteem and Self-Efficacy as Psychosocial Educational Outcomes: The Role of High School Experiences and Influences 1". Spancer Foundation.

3.16.5. Students – Teachers’ Relationship

Teachers’ type are paramount not only in creating students’ favourable attitude but also in establishing and maintaining a good relationship. Indeed, authoritarian teachers, more often than not, require too much respect, and put some barriers between them and their students. These barriers would lead students to be anxious, or experience a stage of fright, as well as prevent them from seeking help and guidance. In this case, student- teacher relationship is believed to be absent if not ignored. Teachers-students relationship can be associated to the kind of teachers’ personality, for instance: teachers who are extroverted tend to create a smooth and relaxing classroom atmosphere, where students would feel rather active than submissive. Such atmosphere makes it easier for the teacher to establish a good relationship with students.

Regarding, students’ teachers’ relationship in the English department, it is assumed to be: either limited or appreciated. That means that some teachers prefer to limit contact with their students; they consider that maintaining a good relationship with learners has nothing to do with their professional development. Whereas others view students’ relationship paramount in their professional development. These teachers believe that students’ relationship is essential in their self-perception. They see themselves as academically improved because they are accepted by their learners.

3.17. Conclusion

So far, this chapter represents an explanation to the main methodological steps carried out in the execution of this research. First, a brief background of the study and the main objectives were provided. Second, the prime research questions and hypothesis were clarified. Then, as to better grasp the reason behind catering such theme, the personal motives were clarified. Next, as heretofore mentioned, the association between self-efficacy and team teaching is rarely investigated; the principal limitations faced while conducting the study were explained. After that, an introduction to the major research design and methodology along with the instruments are elucidated. More to the point, as students are part of the research a description of their profile is required. In this respect, students were described in terms of: motivation, attitudes to the English language in general, and teachers, besides to their contact with their teachers. Hitherto, the next chapter attempts to provide an interpretation about the major data gathered.

Chapter Four

Data Analysis and Interpretation

Table of Content

| | |
|--|------|
| 4.1. Introduction | 1112 |
| 4.2. Research Procedures and Methodology | 112 |
| 4.3. A Pilot Study | 112 |
| 4.4. Research Methodology | 113 |
| 4.5. Research Instruments..... | 113 |
| 4.6. Subjects of The Study..... | 113 |
| 4.7. Data Analyses and Interpretation | 114 |
| 4.7.1. Self-Efficacy Test | 114 |
| 4.7.1.1. Self-Efficacy Test Analysis and Interpretation..... | 114 |
| 4.7.1.1.1. Part One: Teachers’ Self-Confidence and Classroom Behaviours | 115 |
| 4.7.1.1.2. Part Two: Teachers’ Self-Confidence..... | 116 |
| 4.7.1.1.3. Part Three: Students’ Effect on Teachers’ Efficacy | 117 |
| 4.7.1.1.4. Part Four: Teachers’ Method | 119 |
| 4.7.1.1.5. Part Five : Teachers’ Efficacy Sources | 120 |
| 4.7.1.1.6. Part Six: Teachers’ Management Capacity..... | 121 |
| 4.7.2. Teachers’ Self-Efficacy Questionnaire | 122 |
| 4.7.2.1. Teachers’ Questionnaire Structure | 122 |
| 4.7.2.2. Teachers’ Questionnaire Analyses and Interpretation | 123 |
| 4.7.2.2.1. Part One: Professional Competence and Self-Efficacy In Teaching | 123 |
| 4.7.2.2.2. Part Two: Teachers’ Self-Efficacy vs Vicarious Experiences and Classroom Performances | 133 |
| 4.7.2.2.3. Part Three: Teachers’ Self-efficacy vs Verbal Persuasion | 136 |
| 4.7.2.2.4. Part Four: Teachers’ Self-efficacy verses Students’ Learning | 139 |
| 4.7.3. Comparative Analysis Self-Efficacy Test and Teachers’ Questionnaire | 142 |
| 4.7.4. Team Teaching Questionnaire | 147 |
| 4.7.5. Summary of Team Teaching Questionnaire | 153 |
| 4.7.6. The Experiment Analysis | 156 |
| 4.7.6.1. Description of The Team Teaching Experiments | 156 |
| 4.7.6.2. Summary of The Experiments | 157 |
| 4.7.7. The Observation Analysis..... | 157 |
| 4.7.8. The Interview Analysis..... | 159 |
| 4.7.9. Focus Group Analysis | 163 |
| 4.7.10. Comparative Analysis Interview vs. Focus Group and the Observation | 166 |
| 4.8. Conclusion..... | 167 |

4.1. Introduction

Self-efficacy and team teaching are two notions that gained wide interests in educational psychology. Yet, little attention has been drawn to their correlation. Being defined as the personal beliefs in one's abilities to succeed in specific domains, teachers' efficacy also includes teachers' feelings about their capability and competency to bring about some learning outcomes. Hitherto, the current research is enrolled based on the theory that team-teaching can improve teachers' self-efficacy, and that an acceptable level of self-efficacy expresses high readiness for participation, hard work, and long perseverance for obstacles.

From that standpoint, the present chapter is an endeavor towards examining the impact of team-teaching on teachers' self-efficacy at the English Department, Djilali Liabes University Sidi Bel Abbes. It targets teachers' self-efficacy as a vital component of teachers' personality and a result of co-teaching. Consequently, two prime methods are selected: qualitative and quantitative methods. In this respect, five primary tools are selected for data assortment: a questionnaire, an interview and a self-efficacy test for teachers, a focus group for students, and an observation. Then, data analysis will be followed by a comparative study.

4.2. Research Procedures and Methodology

The present inquiry reckons on the theory that teachers' self-efficacy is one prime concomitant of team-teaching. For that reason, the method and the instruments selected for data collection are chosen prior to the previous studies about each notion.

4.3. A Pilot Study

Before scrutinizing the connection between both notions, it is pertinent to undertake a pilot study in order to:

- ❖ To discover teachers' conceptualization and perception to both notions.
- ❖ To test research questions and refine hypotheses.
- ❖ To test the feasibility of instruments selected.
- ❖ To predict the time that the study will take.
- ❖ To foresee the number of participants needed for the research.

- ❖ To collect feedback and notice participants' reactions and willingness to contribute in the research.

4.4. Research Methodology

The research type that seems suitable to apply is the research action. Then, in order to ensure the reliability and validity of the research, the mixed method is selected.

4.5. Research Instruments

The use of the mixed method implies the inference of a number of research tools. These later are demonstrated in the table below.



Figure 4.1 . Research Instruments

4.6. Subjects of The Study

The selection of the study sample is based on “simple random sampling method”. The population includes:

1. Teachers of the English Language at the Djilali Liabes University, Sidi Bel Abbas. Because of the difficulty to contact all of them; only 25 teachers are questioned and tested.
2. Then, the observation process will be concerned with teachers engaged in the team-teaching experiment. The researcher will be engaged in a team-teaching experimentation; co-teaches a class with some teachers and notices their perceptions, reactions, and feedback.
3. Master one Didactics' students are also part of the research population. .Seven students

are picked up for a focus group. Their feedback about the team-teaching experience will be considered.

4.7. Data Analyses and Interpretation

The major goal of this part is to examine the results obtained from the data gathered. It starts by analyzing both teachers' and students' responses so that to clarify the core problem. Then, a comparative study will be done as to scrutinize the reliability of the data and compare each instruments' results.

4.7.1. Self-Efficacy Test

The prime objective of the test is to determine teachers' self-efficacy level, and to categorize it into types. The test confidentiality was highly respected. The test contains 15 questions and covers six main parts associated with teacher' self-efficacy. Then, the Likert scale is used as a means to calculate the general score.

- First: Teachers' self-confidence and its reflection on their classroom behaviours.
- Second: Teachers' confidence in their teaching methodology.
- Third: Students' effect on teachers' efficacy.
- Forth: Teachers' method.
- Fifth: Teachers' efficacy sources.
- Sixth: Teachers' Management Capacity.

4.7.1.1. Self-Efficacy Test Analysis and Interpretation

The test general scores reported that among 25 teachers, 4% of them possess a high level of self-efficacy, ($4 \leq x$ on the Likert Scale). Whilst 84% have a medium level of self-efficacy ($3 \leq 3.7 < 4$ on the Likert Scale). The remaining 12% of teachers have low self-efficacy beliefs ($1 \leq 2.9 < 3$ on the Likert Scale).

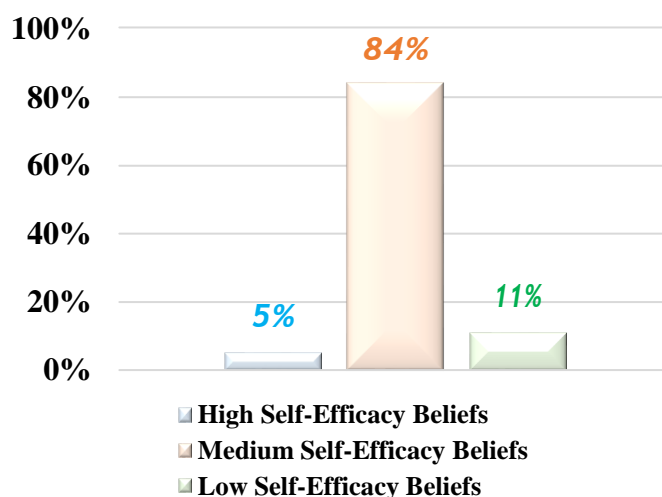


Figure 4.2 . Teachers' Self-Efficacy Level at the Djilali Liabes University, Sidi Bel Abbas

4.7.1.1.1. Part One: Teachers' Self-Confidence and Classroom Behaviours

The 2nd, 3rd and 4th questions are connected, and intent to determine teachers' confidence in their skills and its influence on their classroom behaviors.

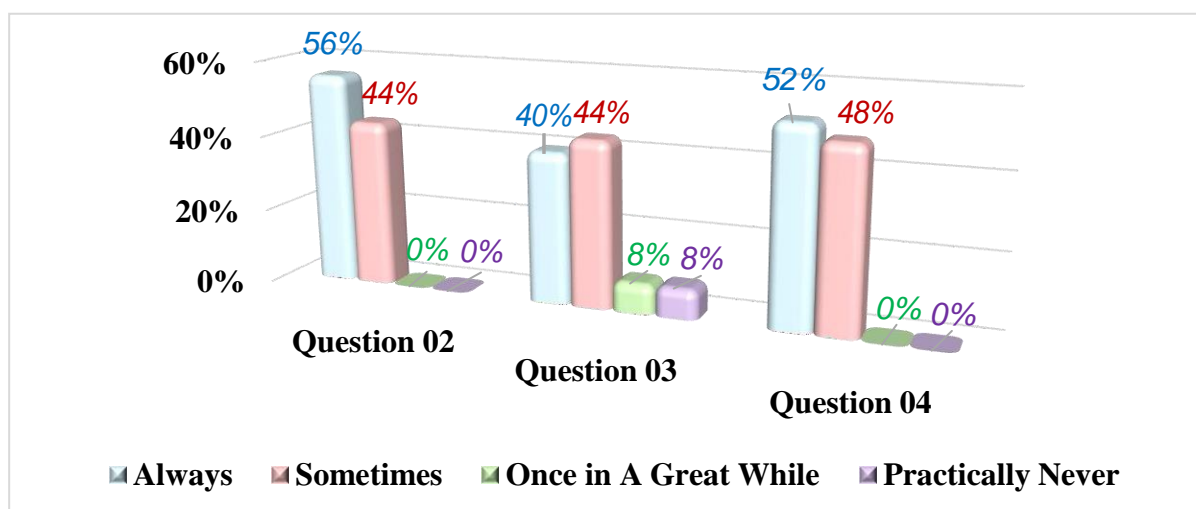


Figure 4.3 . Teachers' Self-Confidence and Classroom Behaviours

As revealed in the graph above, 56% of teachers always remain calm in hard situations because of their abilities to handle different teaching circumstances. It is also noticeable that the same type of teachers in question 03 express their capability to steer clear from misunderstandings 40%. Likewise, question 4 delineates that 52% of them find different ways to convince students who disagree with them.

Conversely, sometimes 44% of the educators are unperturbed in challenging situations. Hence, they are able to bypass misconceptions. Yet, 48% of them could occasionally find the way to convince students, whilst no one (0%) is annoyed of tough teaching situations even once in a great while 0%. They are actually confident of their ability to persuade their learners (0%). Still, 8% of them could, usually, or every so often, think of a way to overcome problems.

Accordingly, the three questions demonstrated that teachers who are always able to cool down in difficult situations have an average self-efficacy level. It helps them to cope with challenging circumstances in a suitable way. Nevertheless, for other teachers, hard teaching status quo may be perplexing. Consequently, they often find themselves in confusion with students, which impacts their ability to persuade their learners. Hereafter, the teaching /learning situations have more clouts on them resulting in their low level of self-efficacy beliefs.

The last group of teachers demonstrated their impatience in tough situations (0%). In fact, it affects their convincing skills ability and misperceptions' ignorance 8%. Those teachers seem to be authoritarian as they impose their words. That means they have a high level of efficacy.

4.7.1.1.2. Part Two: Teachers' Self-Confidence

Questions number 6, 9, and 11 are interconnected. They tackle teacher's confidence and its impact on their classroom performances, as it helps them to be flexible and eclectic. When teachers are certain of their professional efficacy, they are more likely to make an apology when making mistakes.

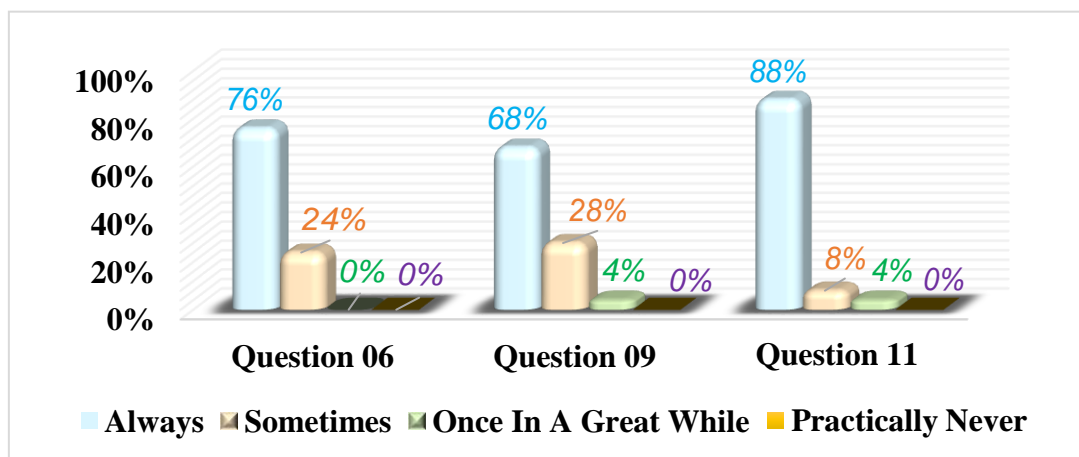


Figure 4.4 . Teachers' Self-Confidence

As can be seen in the diagram above, it is easy for 88 % of teachers to correct themselves publically in case of an erroneous data provision. That goes in line with their willingness to be flexible 68% besides to knowing how and when to appropriately act in class 70%. Conversely, only 8% of educators do consider self-correction in class. It is a bit difficult for this type of teachers to be eclectic 28%; the fact that results in their unbalanced classroom actions 24%. As a result, these tutors can be effective provided that they develop their confidence in their teaching skills. The remaining teachers 4% avoid apologizing to students for an error. They stick to their minds (4%) and do not opt for adjusting their classroom behaviours (0%).

Therefore, the first category of teachers have an average level of self-efficacy; their steady self-assurance is what allows them to be flexible. That means apologizing for students is viewed as a chance to enhance their teaching practices and background rather than an embarrassment. On the contrary, the second kind of teachers find it a bit difficult to present excuses for their learners in case of a wrong information. In fact, it is linked to their self-efficacy level; explicitly, their inflexibility in class mirrors their lower efficacy level. For these tutors, it is more about assertiveness than confidence. They are unable to apologize because of their fear to be misevaluated.

Regarding the last group of teachers, they seem to not consider apologizing as an option to make up for a mistake done. They also stick to their classroom behaviours and evade adjusting them; the fact that hampers their professional improvement. Externally, they have a high self-efficacy level.

4.7.1.1.3. Part Three: Students' Effect on Teachers' Efficacy

Questions 12 and 13 targets the linkage between teachers' efficacy and students' views.

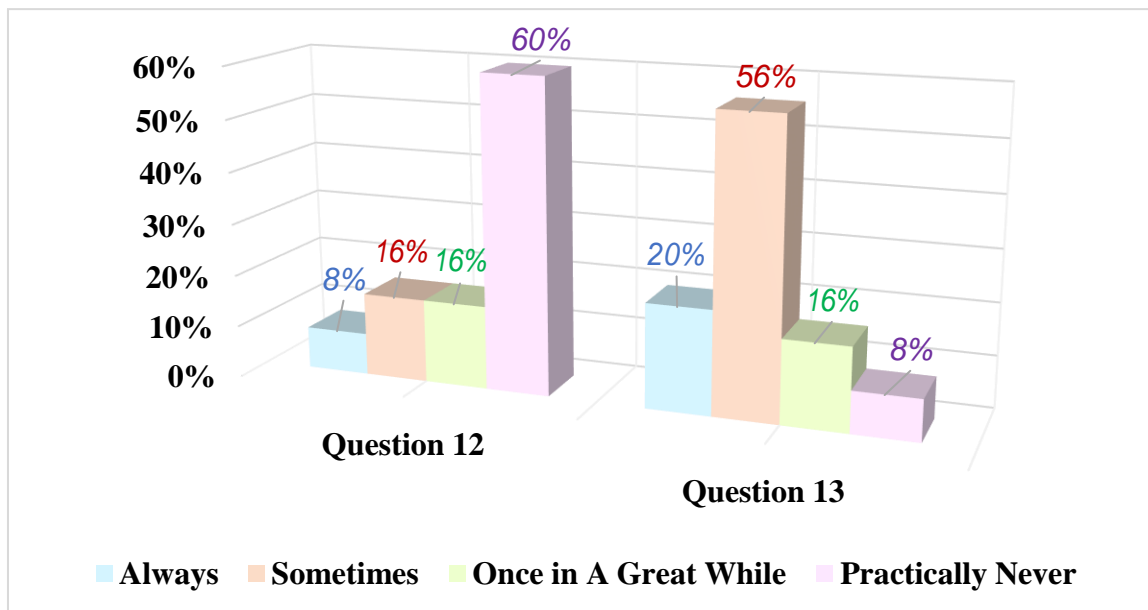


Figure 4.5. Students' Affect on Teachers' Efficacy

According to the figure above, 60% along with 16% of teachers almost never, not even from time to time, feel disturbed in case a learner gives an information they do not know. In addition, only 8% of them are, seldom or occasionally 16%, influenced by their students. This type of teachers seem to disregard their students' knowledge or participation in the teaching and learning verdicts¹³². That shows their high efficacy beliefs.

Similarly, 56% of educators believe that students' view about classroom teaching and behaviors is vital. Also, 16% of them are effected in case they are ignorant about an information provided by their learners. Hence, this sort of tutors have a low level of efficacy. Consequently, they state that having an information from students is a sign of their weakness.

The last category of teachers 20% constantly consider their learners whenever making a classroom decision. Likewise, only 8% of them feel destructed once given a new information. Ostensibly, these educators possess an average level of self-efficacy. For them, being provided with new data is the perfect way to develop their subject matter background. They have faith in that teaching is an incessant learning process which does not necessarily depend on their personal efforts for progress, but can also be the outcome of their students' contribution in class.

¹³² **Verdicts (n)** : an opinion or decision made after judging the facts that are given,

4.7.1.1.4. Part Four: Teachers' Method

Questions 5, 7, 8 and 10 targets the association between teachers' teaching method and its influence on their efficacy level. That means, if the teaching method is efficient, it can enhance teachers' effectiveness, and self-confidence.

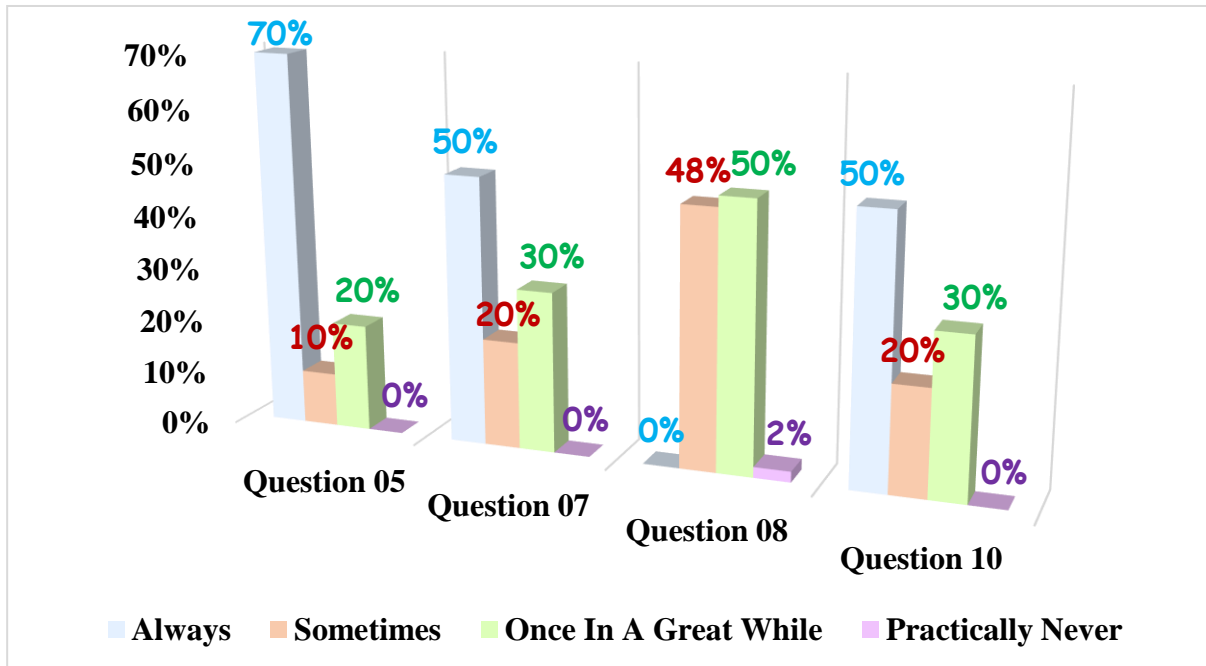


Figure 4.6. Teachers' Method

Undeniably, the graph above displays that 50% of educators are invariably self-assured about their professional background, alongside, 70% of them adhere to their objectives and attain them. Similarly, 70% of tutors believe in their teaching method, and none of them (0%) would think of regulating it as a response to their students' preferences. Thus, these teachers have a high efficacy level. Differently said, for this type of teachers, it is crucial to be convinced of their teaching knowledge and method, along with the achievement of the pre-ordained goals. Since students do not play part in the teaching process, they are not considered as a basis for their efficacy development.

However, 30% of teachers seldom trust their linguistics' repertoire, and their teaching method (30%), which is the reason that leads them 20% to try hard to realize their teaching purposes. More to the point, 50% of tutors find it easy to alter their teaching method if students disapprove it, whilst 20% of them, at no time, do it. For this category of teachers, their confidence about their professional knowledge and skills impacts their fulfillment to their teaching aims and method choice. That means, they have a medium efficacy level.

In other words, because of their deficiencies in the subject matter background, they doubt their ability to attain their purposes. Accordingly, as to compensate for such feeling, they consider their students' needs and preferences when selecting their teaching method. Henceforth, these tutors have an average efficacy level.

Moreover, 20% of educators feel assured about their linguistics knowledge and teaching method. Indeed, 48% of them would change their way of teaching in case students object to it. Still, only 10% do realize their teaching aims. Their uncertainty about their teaching background creates their worries about their teaching method; they do not distinguish which is more suitable for students. This implies that those teachers depend on students' gratification from the lesson's performance. Accordingly, they have a low self-confidence.

4.7.1.1.5. Part Five : Teachers' Efficacy Sources

This parts tackles the main source of teacher's self-efficacy. It tries to discover if teachers consider their students' as a motivational derive or not.

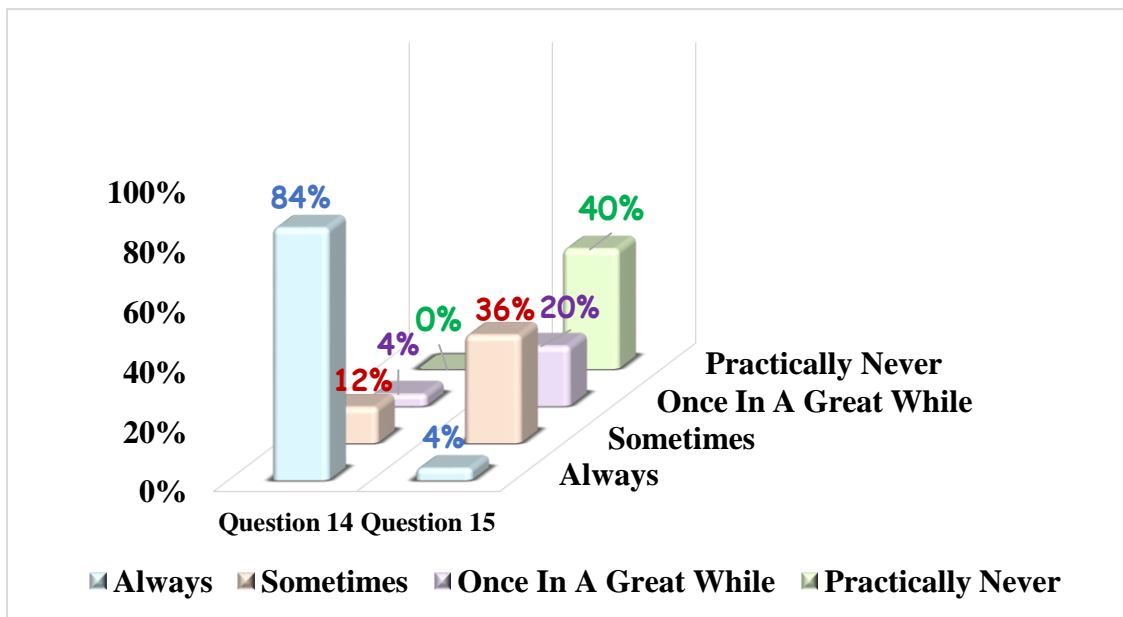


Figure 4.7 . Teachers' Efficacy Sources

Ostensibly, 40% alongside 20% of teachers take into account students' opinion as a way to intensify their self-confidence. On the same line, only 4% of them regard students' trust as a good way to improve their motivation. Seemingly, for these tutors, self-confidence is limited to only their personal efforts. It has nothing to do with students' satisfaction. They are not regarded as a way to upsurge their motivation. Henceforth, they seem to possess a high

efficacy beliefs.

Moreover, 84% of them ponder that students' beliefs and faith in them makes them more effective in class. Nonetheless, only 4% of them would think of taking students in account as to develop their confidence. For this category of tutors, students are the source of their professional motivation. In fact, it leads them, to invest more time and efforts in their job. Their average efficacy level is the reason behind their reliance on students as a means to enhance their teaching confidence. Additionally, these teachers try hard to respond to all students' distinctive needs, despite the fact that it is impossible to please all of them. Indeed, they always bear in mind that it is legitimate to have students who like or dislike them. Still, it does not impact their professional motivation and confidence.

As far as the last kind of teachers are concerned, 36% believe that students' appreciation is primordial in their confidence enhancement, while only 12% of them consider it as a source for their motivation. These teachers view students' opinions and trust as their basic confidence foundation. To clarify, in case students dislike or do not trust them, they are more likely to be demotivated for teaching. Their self-efficacy formula is as follow: students' satisfaction + motivation = enhanced efficacy and confidence level.

4.7.1.1.6. Part Six: Teachers' Management Capacity

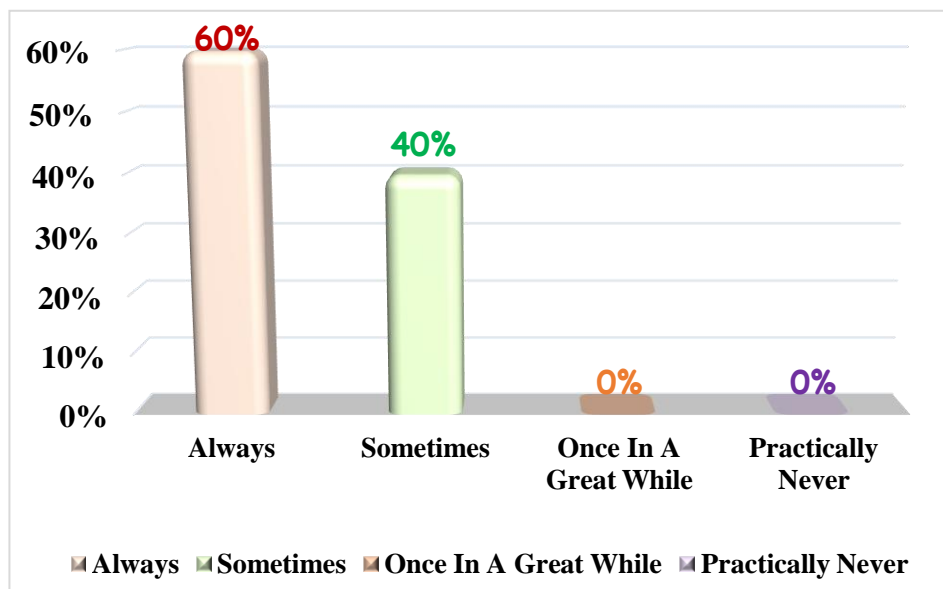


Figure 4.8. Teachers' Management Capacity

Noticeably, 60% of teachers always find it easy to manage hard problems or unexpected situations in class or professional life in general. These teachers appear to be

comparable to those who do not think of considering students' views. Thus, they seem to have a high efficacy level. Respect is highly requested in class; authority in class would ease classroom management, yet, minimizes students' contribution.

For the other 40% teachers, solving classroom issues can be at a time easy, and difficult other times. However, none of them state that it is an easy task. For these tutors, students need to be satisfied, that is, under no circumstances, they take classroom management or decision-making without considering their students' preferences. In which case, students are the first ones to control than the teacher. Hitherto, they have a low efficacy level.

For the last category of teachers, finding the suitable resolution to each situation is more relevant since it can hinder students' contribution. These educators state that their professional development depends on their students' satisfaction. As assumed, there is nothing such as a perfect class, every teacher is faced with some specific cases where fair decisions have to be made, and which appeal to the teacher and students alike. Henceforward, these teachers tend to have an average self-efficacy beliefs.

4.7.2. Teachers' Self-Efficacy Questionnaire

The present study embraces two questionnaires that are both distributed to teachers. The aim is to discover teachers' conceptualization and perception to team teaching. Besides, it targets the connection between both self-efficacy evolvement and team teaching approach.

4.7.2.1. Teachers' Questionnaire Structure

The questionnaire includes four main parts. The measurement of teachers' responses is done by percentage.

A. Part One: Professional Competence and Self-Efficacy In Teaching

This part aims at discovering teachers' conceptualisation to self-efficacy in teaching. It also approaches teachers' views about the main features of efficacious teachers and the basic sources for developing it.

B. Part Two: Teachers' Self-Efficacy vs Vicarious Experiences and Classroom Performances

This part tries to show the link between the past teaching experiences and the present teaching

performances.

C. Part Three: Teachers' Self-efficacy vs Verbal Persuasion

The objective behind this part is to find out the extent to which verbal persuasion can influence teachers' efficacy.

D. Part Three: Teachers' Self-efficacy vs Students' Learning

This part aims to determine the impact and the eminence of teachers' efficacy on students' learning.

4.7.2.2. Teachers' Questionnaire Analyses and Interpretation

The purpose behind using the questionnaire is to, deeply, pore over teachers' conceptualisation to efficacy in teaching and to soak up its linkage to the following notions: professional competence, vicarious experiences and classroom performances, verbal persuasion and students' learning. In fact, those concepts represent its main derive, and on which self-efficacy measurement will be based.

4.7.2.2.1. Part One: Professional Competence and Self-Efficacy In Teaching

This part intends to know teachers' perception to competency and efficacy in teaching.

- *Question 01: What is your definition to teachers' self-efficacy in teaching?*
- *Question 02: What do you think are the features of self-efficacious teachers?*

Both questions 1 and 2 are related. The objectives is to determine teachers' comprehension to self-efficacy notion and their perception to efficacious teachers. Thus, for teachers with high self-efficacy beliefs, their understanding to self-efficacy concept depends on the extent of their contentment about their capacity to convey students' needs and content. They limit this notion to good lesson's presentations besides to students' needs responding. Then, they consider that the prime aspect of efficacious tutors is to love their job.

In other words, if teachers love their job, they can be motivated to invest enough time and necessary efforts in developing their competency in teaching and skills. They do their best in order to improve the learning outcomes and the teaching process. As a matter of fact, there exist distinct reasons that may influence teachers' appreciation to their job besides to their

motivation. Good salary, internships, society's respectful status are some of the motives that encourage teachers to do well in their work. That is, efficacy in teaching for this category is related to the job's revenue. Teachers will develop their competency as long as they feel motivated in their job.

For teachers with low efficacy beliefs, efficacy signifies the adaptability to various teaching context as well as the ability to handle hard situations. Such capacity is their own determiner to their self-efficacy in teaching. They added that, it is a matter of personal convictions about their teaching; besides to everything that goes inside and outside the classroom. They, also, consider modesty and fairness in self-evaluation as the major aspect of efficacious teachers. That is, it is essential to be fair enough in the auto-evaluation as soon as they are rating another person.

More to the point, motivation, energy, research, open-mindedness are some of the basic interconnected traits of efficacious' teachers. To put it clear, when teachers are motivated for work, they seem to exhibit certain dynamism besides to readiness for developing the teaching actions and practices. For that purpose to be achieved, it is vital to make extra research in the field, to team work with colleagues, to accept differences, welcome feedback and understand criticism.

Notwithstanding the fact that these tutors try hard to be efficacious throughout being knowledgeable and mastering the subject matter, being sensitive and responsive to students' needs, well-organized and able to overcome unexpected and difficult situations in the educational context such as dealing with difficult students; they still need to work on their personal confidence in teaching. Undeniably, for them, those are the chief steps to efficacy progress.

For the remaining category of tutors with an average efficacy level, it is the sincere beliefs and awareness of their ability to teach well. It is, either the possession of the required profession's competence, or the firm will to acquire it in the near future, through a constant and sustained effort. In both cases, seriousness at work is important as to succeed in one's career. In addition, such possession will afford them with certain confidence that enables to achieve the teaching goals. It also gives a feeling of effectiveness in terms of learners' expectations.

To put in another way, leading students to success is linked, not only, to their optimistic attitude to learning but also to the degree of their ability to convey the appropriate message

throughout a suitable method. Furthermore, efficacy in teaching is not a matter of skills' assessment, rather, a belief about what they can or cannot accomplish under various circumstances, given the necessary skills.

That is to say, it is the aptitude to achieve the tasks previously planned and reach the pre-ordained objectives, respecting the allotted time, meeting the needs of the students, to make firm and fair classroom decisions, assess the positive elements of the teaching/learning context, and mobilize resources to organize the teaching activity. Also, being always ready to embrace, the new teaching ways that are emerging constantly in the field of teaching.

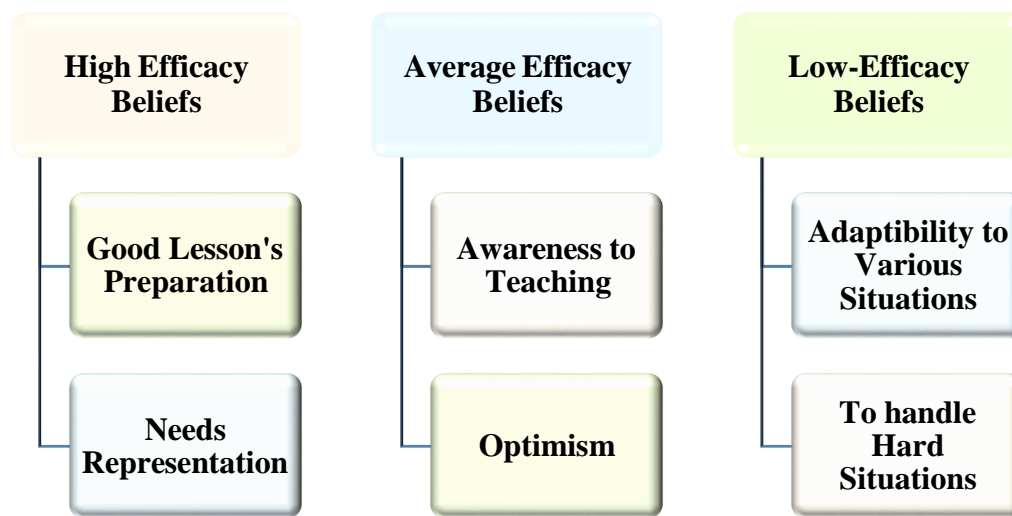


Figure 4.9. Teachers' Different Efficacy Definitions

In order to realize such view, teachers need to trust themselves and their students, as well as loving their profession. Actually, for this category of teachers, efficacious educators need to be constantly scrupulous¹³³, always looking for improvement, by questioning themselves if they are doing well or not. Although being efficacious is based on continuous self-training besides to the possession of a good scientific level and performance, it is still related to personality development. That signifies to acquire certain socio-cultural background as to be open-minded. In addition, clarity and punctuality reveals one's discipline. These teachers also believe that flexibility, positiveness about one's skills and potentials besides to optimism about the personal capacities are vital.

Therefore, better learning outcomes can be reached providing that teachers are patient about their job no matter the circumstances, and are fully enthusiastic and motivated for

¹³³ **Scrupulous (adj)** : extremely honest.

developing the teaching quality. Reflection in teaching is another means for emerging teachers' competency.

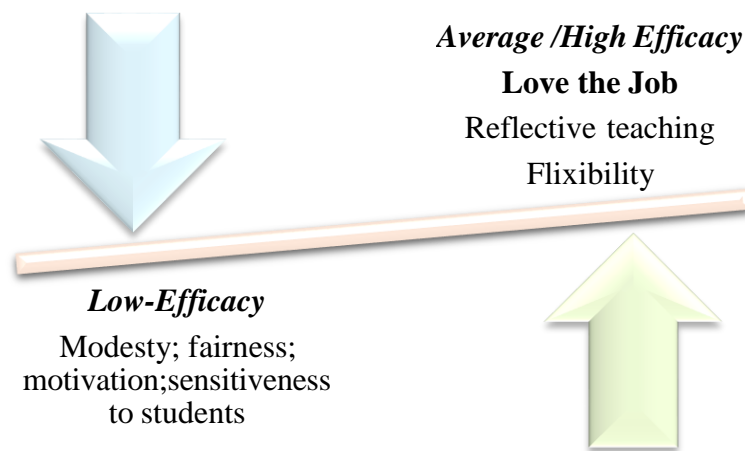


Figure 4.10. Teachers' Diverse Views on Efficacious Teachers

- *Question 03: What are your teaching challenges that might affect your self-efficacy?*
- *Question 04: Do you consider approaching a hard situation a challenge or an opportunity for developing your self-efficacy?*

The two questions above aim at examining the essence defies that encounter teachers in their teaching process. Then, to see teachers' perception to those challenges. Since the common truth exhibits that no two teachers are alike, each teacher witnesses a particular situation that s/he considered as a challenge, which may, positively or negatively, influence his/her efficacy improvement.

For teachers with high self-efficacy beliefs, the only concern is the good preparation. This latter represents their immense challenge. To put it clear, their defy is mainly instructional. It is to be prepared in terms of gathering suitable information according to students' level and needs, selecting the appropriate material, and the teaching method. Their core concern is the final teaching product. That is why they view such teaching situation as a challenge but full of joy. Such reflection denotes their high confidence in their teaching capacities.

Regarding teachers with low-efficacy beliefs, the major challenges are purely psychological. That is to say, lack of confidence in their competences, absence of students' motivation, large classroom numbers effect the understating of the lesson. Consequently, these tutors believe that the great teaching challenge is to possess the required competency that

enables the good and suitable information transfer, along with appropriate management of each teaching /learning situation. It is equally imperative to motivate students' for learning, besides to ensuring the understanding of the majority to the lesson.

The last category of teachers with average self-efficacy beliefs, view their chief challenges as mainly pedagogical. They encompasses both instructional and psychological reasons. To put it differently, the first and the foremost aspect is associated with large classes. Generally, these later include more than 50 students per group. Each group varies in terms of character, interest or even academic level. This fact renders classroom management a difficult issue, and minimizes students' involvement and contribution in the lesson. Without a doubt, few students take part in the course, make comments, ask questions and/or give extra information.

More to the point, such situation hinders the response to students' distinct needs and prohibits the creation of a relaxant learning environment. Large classes result in a number of facts that break the teachers' motivation and control. It can be the motive behind the students' absent cooperation in the class alongside the inability to satisfy all of them. It is also the reason of the disruptive, carefree and de-motivated students. Likewise, the way to transfer the information to leaners plays an integral role in teaching. For some teachers, it is quite hard to determine the means of data transfer that suits leaners (teaching method, material ...etc.). Correspondingly, some colleagues are not supportive. Hence, the non-encouragement from their part effect some teachers, especially novice ones.

Time is another out of hand feature. Most tutors find some troubles in organizing their time between family responsibilities, work and studies. This leads them to believe that they are not investing much time in improving themselves. Equally, the administration presence and support is a primordial factor that can either upsurge or decrease teachers' efficacy. That means the inconsideration to some central issues may demotivate teachers. Henceforth, for these types of teachers, these teaching circumstances are basically an opportunity to develop their teaching skills, subject matter mastery and self-efficacy. It is rather a chance for which the challenge turns out to be a way for improvement.

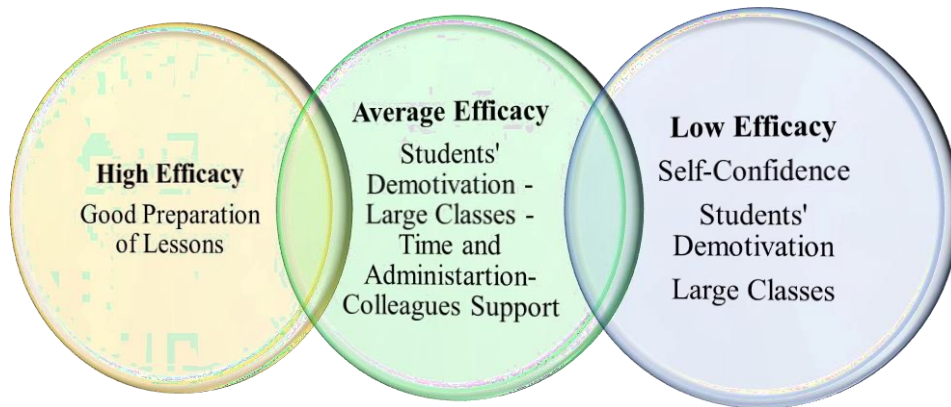


Figure 4.11. Teachers' Basic Teaching Challenges

✎ **Question 05:** *What is the difference between your teaching in the past and your actual teaching experiences?*

This question sheds light on the significance of the different teaching experiences in refining teacher's competence. The belief is that efficacy can be improved, as soon as motivation for learning how to teach, is present.

All teachers, no matter their teaching level or grade, have distinguished experiences. Still, they need to take benefit out of each situation if they are to develop their teaching actions and performances. For teachers with high efficacy, they avow that, their teaching in the past has developed, to a slight extent, in comparison to the present. As far as low efficacy teachers are concerned, 'time' marks a great changeability in their teaching. Experiences taught them to be more confident and to well manage their classroom. It is also a good means to master the subject matter as long as teaching is not viewed as an obvious job.

Regarding the last type of teachers with average efficacy beliefs, their first and foremost belief is that nobody starts by teaching well; teaching can be learned. The difference in practices lies in experiences. This latter helps them to enhance their pedagogical maturity, to improve their classroom management skills, and apply variety of teaching strategies.

In addition to the introduction of the ICT technology, which is a vital factor that prints the shift in the teaching quality. The new existing teaching instrument as computers, internet, learning software, learning online and more interactive learning platforms have rendered the learning process more valuable, enjoyable, and effective, whilst the teacher becomes more knowledgeable.

Moreover, experiences help teachers to be wiser and more mature about their way of teaching. It helps in better recognizing students' profile and personality. They add that, today's students are, in fact, more aware of their needs, and conscious about their language deficiencies. In that case, it is up to the teacher to compensate for their lack throughout a good determination for the teaching techniques and students' preferences in learning. More to the point, the constant exploration of the teaching field besides to the desire to upsurge one's skills and actions results in teachers' flexibility, patience, and confidence.



Figure 4.12. Teachers' Teaching Practice between the Past and the Present

✎ **Question 06:** *Do you think optimism about your competencies raises from your self-efficacy level?*

This question targets the notion of optimism in teaching. It tries to show the link between self-efficacy and optimism.

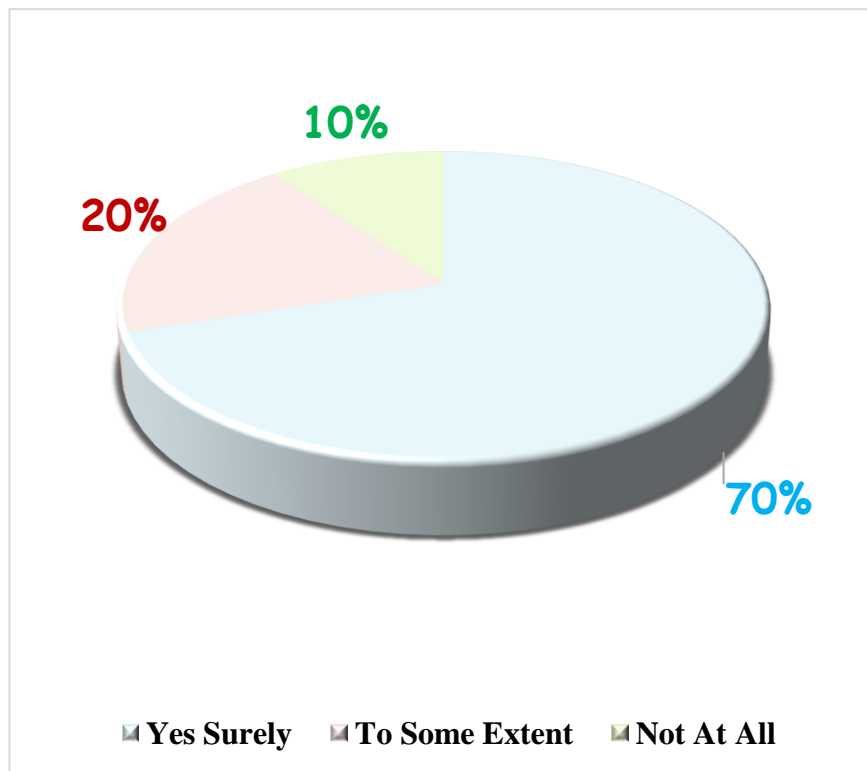


Figure 4.13 . Optimism Implication in Efficacy Development

The graph above demonstrates that the majority of teachers 70% agree on that optimism plays a chief role in enhancing teachers' efficacy. They argue that positive thinking along with the will and hard work result in competency enhancement. They even consider it as a vital factor to develop teachers' effectiveness. In a point of fact, for these teachers, optimism can resolve many problems and raise self-confidence. In this case, self-efficacy becomes the automatic result of believing in and being optimistic about one's competence. Therefore, they declare that without optimism, it is better not to pollute the minds of learners.

On the same line, 20% of teachers think that optimism can help, to some extent, in developing self-efficacy. They ponder that optimism cannot be the only source for efficacy enhancement. It goes along with personality development, passion, knowledge expansion and the distinct experiences. As for the rest 10%, they affirm that optimism is not at all a means for evolving one's efficacy. Personal competences are based on exchanging various knowledge between the teacher and students. This kind of teachers maintain that personal efficacy can be elevated through students' implication in the teaching process.

✎ **Question 07: What are the strategies or techniques you do in order to develop your self-competency in teaching?**

This question aims to discover the main techniques that teachers utilize for ameliorating their efficacy in teaching. To start, ‘reading’ is the first main strategy for teachers with high efficacy beliefs. They assert that their prime task is to read enough about the subject to be taught in order to enlarge their background. Then, their beliefs about their teaching efficacy will ascend as long as they can successfully communicate these data to their students.

For low efficacy teachers, their topmost concern is to enable a great majority of students to understand the lecture. That can be done via lessons’ simplification, explicit or actual illustrations for each situation. They also advocate that reading about the topic and making further researches can be helpful. It allows being up-to-date, well manage their time, and their teaching objective in order to bolster¹³⁴ the lecture’s cognition.

Regarding teachers with an average efficacy, their first step is to set their teaching goals. They explain that identifying the teaching goals helps in orienting the teaching lesson and the learning outcomes. The next method is the good preparation. They declare that further investigation about the subject matter, setting out possible questions and finding suitable answers is the prime aspect that aids in lessons’ groundwork. It is also a means to be up-to date.

Furthermore, for these tutors, efficacy improvement is based on self-study. That means, being a teacher does not necessarily signify that learning is stopped. On the contrary, it begins at that moment. They admit that if students ask a question about a subject that they do not know, they consider that an opportunity to research and deepen the subject in question with the intention of providing a better answer.

Additionally, the use of the internet and ICT technology with the different courses of pedagogical improvement significantly enhance their personal skills. They try to take benefit from different situations and develop their inspiration from their current or past experiences. Equally, they acknowledge their constant communicative relation with their students besides to their entire readiness to accept criticism and students’ distinct point of view on their teaching performances with the purpose of filling their academic gaps.

¹³⁴ To bolster (v) : = to support or improve something or make it stronger

Likewise, other strategies can help in enhancing teachers' efficacy, for instance being engaged in the self-evaluation process along with self-criticism. Reflecting on one's teaching determines weaknesses. Teachers also admit their preference to correcting their mistakes without complex. Seminars and scientific days attendance is another way to learn and develop teaching efficiency.

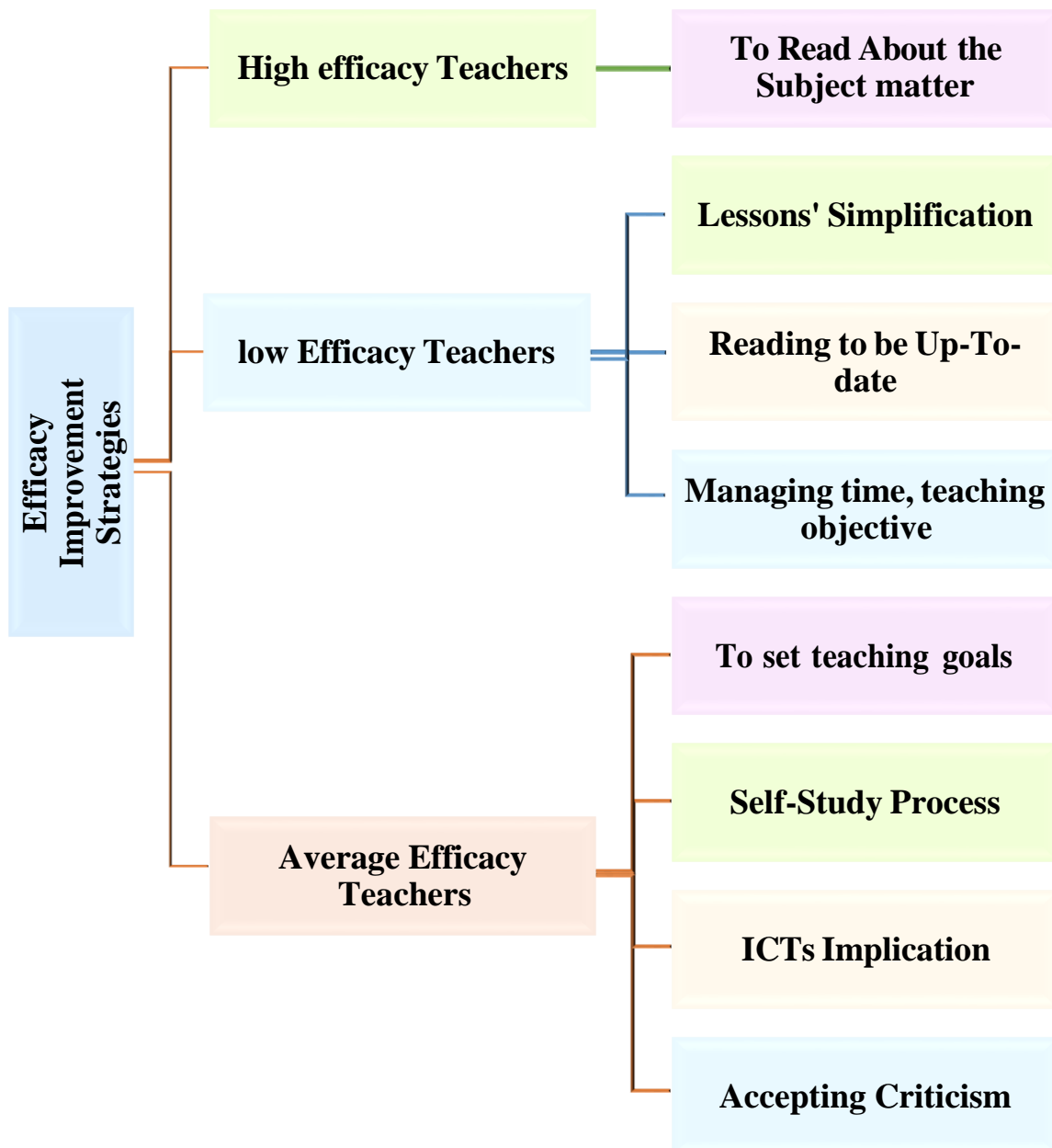


Figure 4.14. Teachers' Different Strategies to Improve Efficacy in Teaching

4.7.2.2.2. Part Two: Teachers' Self-Efficacy vs Vicarious Experiences and Classroom Performances

This part tries to examine the connection and the impact of teachers' past teaching experiences to/on their actual teaching performances.

✎ *Question 01: Have you ever had an ineffective experience that impacted your sense of self-efficacy?*

This query intends to see if teachers have already witnessed an ineffective experience in their long teaching career or not.

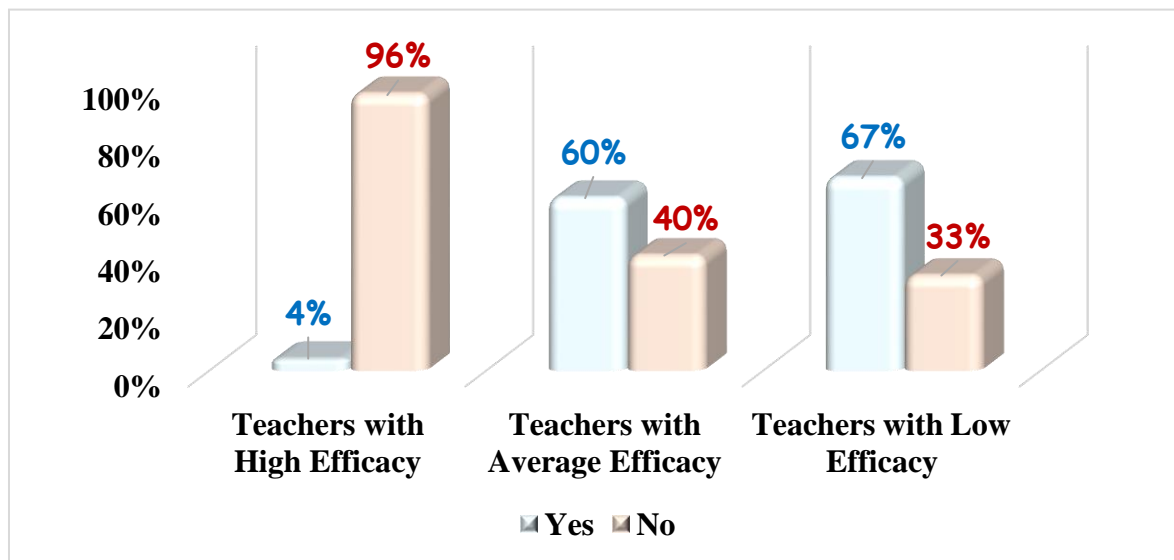


Figure 4.15 Teachers' Bad Experiences

As can be depicted from the figure above, teachers with high efficacy beliefs reveal that only 4% of them had an ineffective experience. They argue that an ineffective experience can happen especially if the lesson's presentation is not prepared. In that case, they are more likely to feel less competent. The rest of them 96% avow that they never had an ineffective experience that really influenced their sense of efficacy. While 40% of teachers with an average efficacy claim that they never had such rotten¹³⁵ experience.

However 60% of them express that they actually did. These later proclaim that students and the administration are the two crucial factors that impact their efficiency in teaching. To put it clear, while the first meeting with students is supposed to be agreeable and pleasant, that

¹³⁵ Rotten (adj) : = very bad

is not the case for 60% of teachers. In fact, they actually find unwelcoming students. In addition, the lack of the administrative support hinders their efficacy. Besides, the absent training on the new imposed reforms (programme, textbook, methods etc.) makes it difficult for tutors to improve.

As for the last group of teachers with low efficacy beliefs, 33% of them declare that they did not witness some bad experiences while 67% of them confess that they did. These later consider that a bad situation means when students' ask a question and the teacher is not capable to answer because of his/her lack of knowledge about that subject matter. That fact makes her/him feel incompetent.

✎ ***Question 02: How can good experiences affect your motivation level and self-efficacy development?***

This question targets the connection between the two notions self-efficacy and motivation. By definition, a good experience in teaching signifies the teachers' mastery to the subject matter, students' understanding to the lesson, good classroom management and a cool atmosphere creation, besides to, and the successful learning outcomes. Thus, if it happens to teachers to have such a good experience, their motivational level is more likely to improve, leading to enhancing their efficacy.

Therefore, for teachers with high efficacy beliefs, experiences can be helpful only if the teacher expresses his readiness to promote his teaching. That means, if teachers have the desire to improve their teaching, their experiences become the right opportunity to that end. They consider that the good experiences motivate them to some extent. Still, their efficacy development is not necessarily related to their motivation. More to the point, the second type of teachers with low efficacy beliefs, consider that good teaching experiences are a chance for professional competency upgrading. It provides them with a positive impression towards oneself and teaching practices.

The last type of teachers with an average efficacy beliefs assert that good experiences are good accounts in the life of teachers that would positively affect one's career development. In fact, a good/ or an ineffective experience can both influence the development of self-efficacy. Moreover, the more teachers experience various teaching situations, the better their confidence will be. It actually results in ambitious teachers. On the same line, good experiences generate feelings of optimism that is a necessary component to self-efficacy. As already seen in question

06, part one, being optimistic can help enlightening one's motivation and feeling of competency. Good experiences, in return, always positively feed efficiency.

✎ **Question 03: Do you ever compare your teaching performances with that of your colleagues?**

This question tries to discover if teachers compare their teaching practices to that of their colleagues or not.

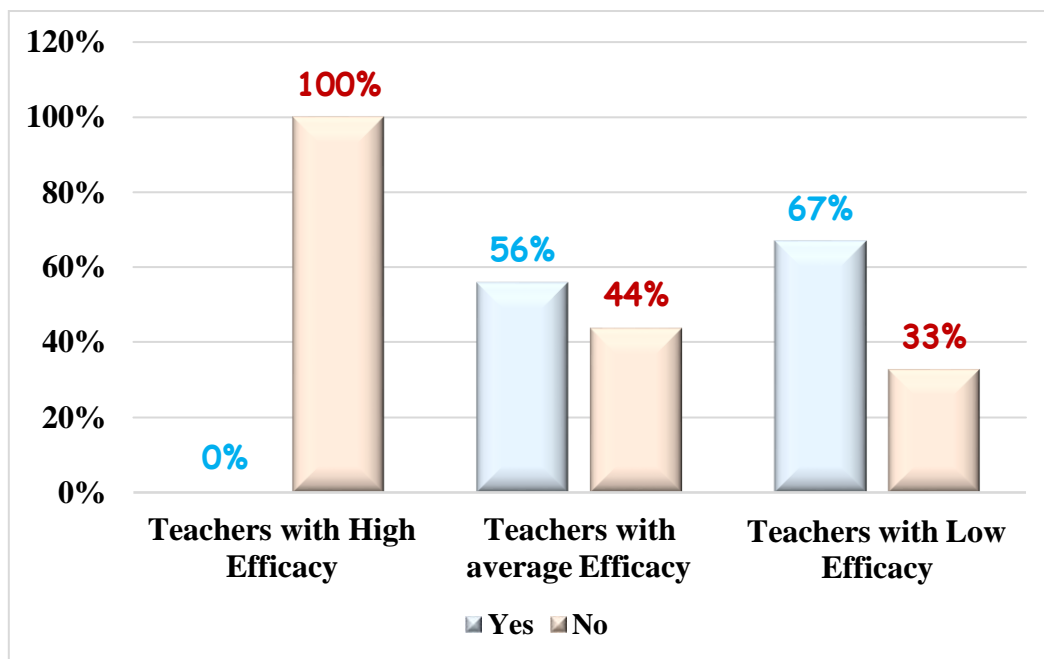


Figure 4.16. Teachers' Comparison to Their Practices

Henceforth, as demonstrated in the figure above, all teachers with high efficacy beliefs 100% avow that they never compare their teaching performances to that of others. They argue that comparing oneself to others is just a sort of humiliation to the personal capacity. Regarding teachers with low efficacy, 33% of them hate comparing their teaching practices with that of other colleagues. They claim that every single teacher has his own way to perform. However 67% do in order to learn from other teachers, especially, experienced ones.

More than half of teachers with average efficacy 57%, compare their teaching with others. Although they acknowledge that every teacher is unique, they still notice the differences existing between their teaching and theirs but rather discreetly or via students' feedback about the other modules. Still, 44% of them do not compare themselves to others.

4.7.2.2.3. Part Three: Teachers' Self-efficacy vs Verbal Persuasion

The aim of this part is to identify the influence of feedback on teachers' self-efficacy.

✎ *Question 01: Do you consider students' feedback in case of a good/ and bad performance? and What impact does it have on you?*

The above question tackles the prominence of students' feedback in the evolvement of teachers' efficacy.

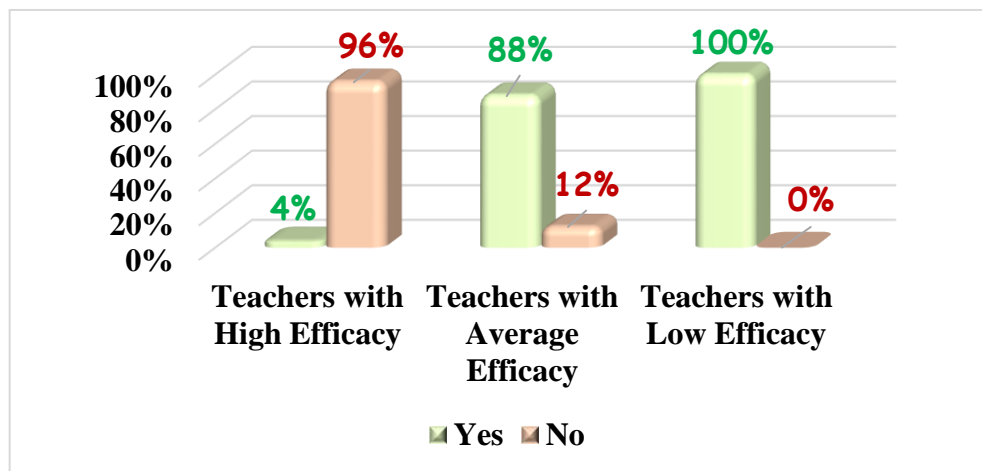


Figure 4.17. Impact of Verbal Persuasion on Teachers' Efficacy

Owing to Bandura, the verbal persuasion, or commonly known feedback, is a means to increase self-efficacy. It is not limited to only students but teachers' feedback as well. Thus, as can be understood from the graph above, 4% of teachers with high efficacy consider students' feedback about their teaching performances, whilst only 96% of them do not. These later argue that students' feedback is not as necessary as one's self-evaluation. They add that good teachers always try to be reflective and question themselves. It is not up to the students to assess but to the teacher himself. For the second category of teachers with low efficacy, all of them 100% take into account students' feedback in any teaching performance. They attest that students are a considerable source of knowledge. Their feedback help them to adjust their practices as they meet their students' needs. As a result, they feel content once they meet all their students' requirements.

Regarding the last type of teachers with an average efficacy, 12% of them disregard students' feedback, and prefer to correct themselves alone. Their different orientations need to be done by themselves. However, that is not the case for the rest 88%. For this majority,

students' feedback may help develop their abilities and reconsider their teaching approaches. To put it simple, students are sensitized to their teachers for any performance; being good or bad. Hence, their feedback are viewed as an aid to rearrange their input and simplify it when necessary. They add that a negative collective reaction is disheartening, for instance: when the majority (not a minority) says that they have understood nothing; they get upset. Thus, feedback allows them to regulate their teaching, as it is essential for progress and development.

✎ **Question 02: Did you ever share an experience with one of your colleagues as to have his/her feedback?**

This question examines teachers' perceptions to colleagues' feedback. It tries to discover if colleagues' feedback can help teachers improve their efficacy or not.

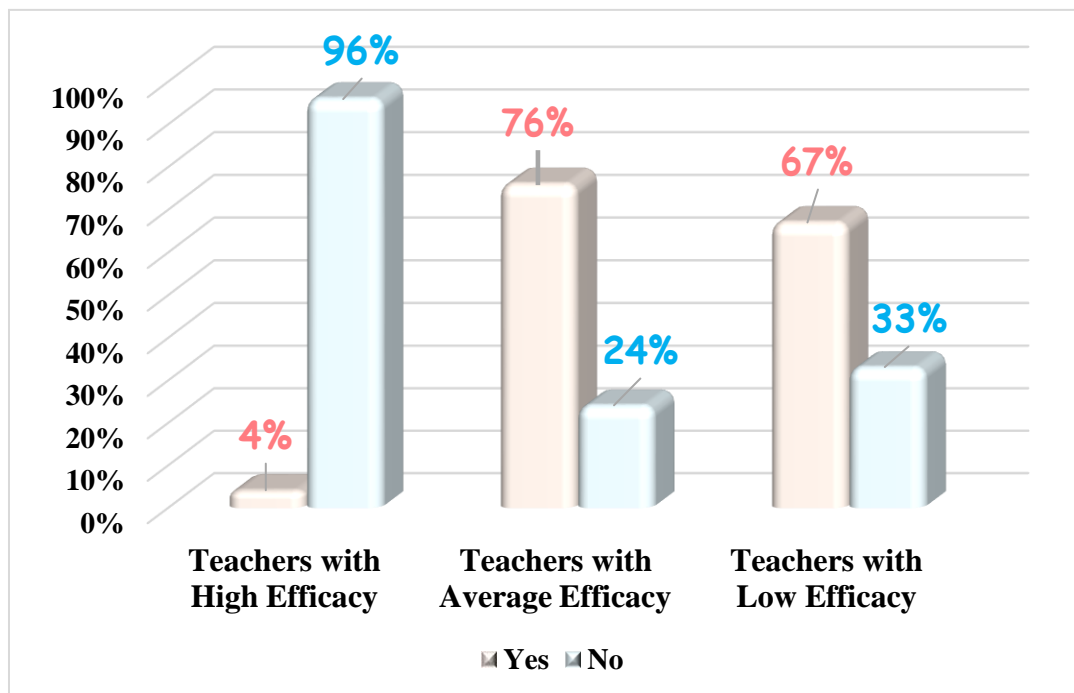


Figure 4.18 . Teachers' Consideration to Colleagues' Feedback

Sharing experiences with colleagues can be beneficial for professional efficacy. From that standpoint, as depicted in the figure above, the majority of teachers with high efficacy 96% never share their experiences with their colleagues for a feedback. They state that every teacher is unique; hence, sharing experiences with colleagues similar in degree is in vain. However, only 4% actually partake their teaching experience with others as to have their point of view. For these tutors, exchanging ideas with colleagues can enlarge teachers' understating and better their classroom's actions.

On the same line, 33% of teachers with low efficacy show that they do not share experiences with other teachers. They justify that they rarely meet, and time constraints is always an obstacle. Contrary, 67% of them like talking to colleagues about their personal teaching practices since it is a good chance for one to get insights.

Regarding the last category of teachers with an average efficacy, 24% of them hardly share their teaching experiences with others. They assert that, although feedback remains very important in the teaching career of any educator, it is better not to do it all the time. They add that, every teacher has a specific type of personality and way of teaching. Some teachers consider looking for a solution to personal classroom problems with others portrays their incompetency. That is why it is better not to talk about personal teaching practices.

Controversy, 76% of them share their teaching with other teachers. They claim that their purpose is to have an idea about other teachers' reactions, behaviours, especially when it comes to a specific situation. It is a chance to widen their understanding and teaching philosophy. Their consultation to their colleagues is a way to compare their teaching to theirs; then, to make some changes if necessary.

✎ **Question 03: Do you encourage yourself before any task performance?**

Encouraging oneself is a way to get motivated. Therefore, the purpose of this question is to discover the different kinds of teachers' self-encouragement.

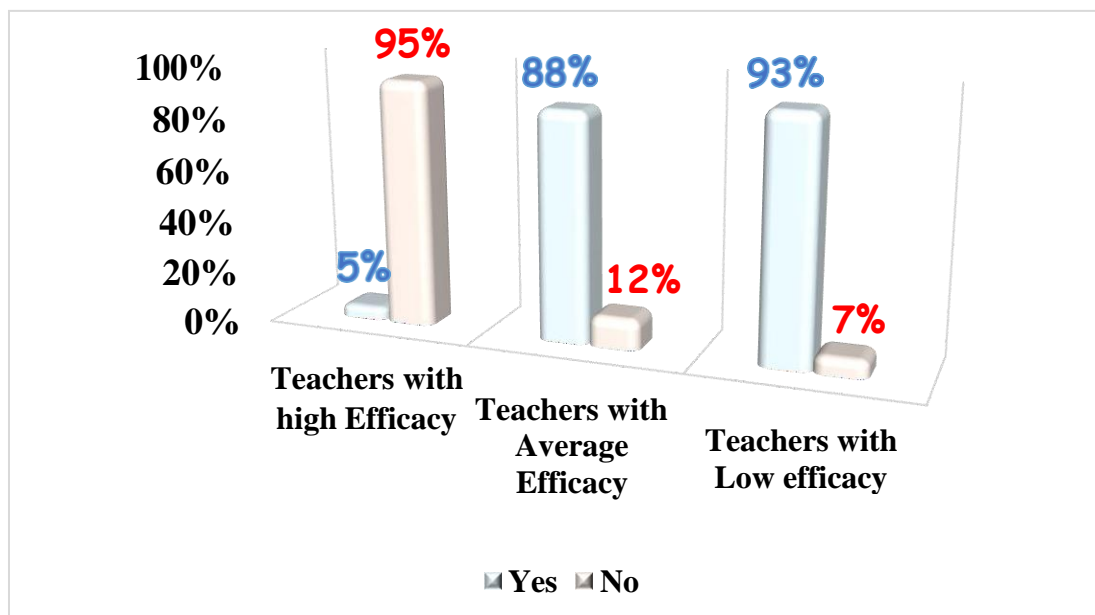


Figure 4.19. Teachers' Self-Encouragement

As seen in the graph above, 95% of teachers with high efficacy do not find the necessity to encourage themselves before going to class. They believe that preparation is enough. Nonetheless, 5% of them do. More to the point, 88% of teachers with average efficacy find it important to encourage themselves before any task performance. They assert that it keeps them motivated, positive, and more confident as to avoid any embarrassing situation. Still, 12% do not think it is important to do it. They consider that repeating and simulating is sufficient. As far as teachers with low efficacy are concerned, only 7% of them do not boost themselves before coming to class, whilst the majority 93% express their great need to encourage themselves before any performance. They avow that it is an important step before any lesson presentation.

4.7.2.2.4. Part Four: Teachers' Self-efficacy verses Students' Learning

This part speculates the linkage between teachers' efficacy and students' learning.

✎ ***Question 01: How do you think can your self-efficacy develop your students' self-confidence?***

This question strives to delineate the way in which teachers' different efficacy level can influence students' learning. Owing to coach Rebekah Fensome, confidence in the professional life is the vital factor to develop one's career¹³⁶. Then, being efficacious depends on the extent to which one is confident of his capacities to perform. That confidence reflects on his/ her actions, behaviours, consequently, creates a positive impression among students. Therefore, for teachers with high efficacy beliefs, students are already aware about their needs in the language besides to their problems in learning. The teacher's job is intellectual feeding. They add that in some cases, students are more knowledgeable than teachers. That means that being confident or not does not affect them.

Nonetheless, teachers with low efficacy expressed the opposite. They argue that students are strongly influenced by the teacher's behaviours. In addition, their self-efficacy portrays a re-transmitted skill, which reinforces student confidence in themselves. They explain that learners can easily depict teachers' efficacy and competency. What's more, they state that if students' opinion is positive, they accept everything and trust their teachers. It helps creating mutual respect and confidence. However, if they see that their teacher lacks confidence, it

¹³⁶ Cited in: Lynda Moultry Belcher (2018) "The Impact of Confidence on Work Performance". California. Retrieved from : <https://smallbusiness.chron.com/impact-confidence-work-performance-24235.html>

reflects on both teachers' and students' behaviours. It creates a gap between the teacher and the students that destabilize communication.

Likewise, teachers with an average efficacy join the previous category in their point of view. They state that the teachers are a model for their students. For this reason, self-efficacious teachers are required to communicate encouragement to their students. This can be done via being the expert of their field. They confirm that positive attitudes are contagious. Moreover, they postulate that honesty is essential in teaching. Being honest and sincere are two important qualities that must be read in the teachers' words and actions. They complement that teachers are the best transmitters of life good or bad experiences. Teachers' need to prepare their students to distinct situations by increasing their sense of efficiency.

✎ **Question 02: Does your students' success or failure affect your sense of self-efficacy?**

This question tries to examine the extent to which students' success or failure counts for teachers. Then, if that affect their efficacy.

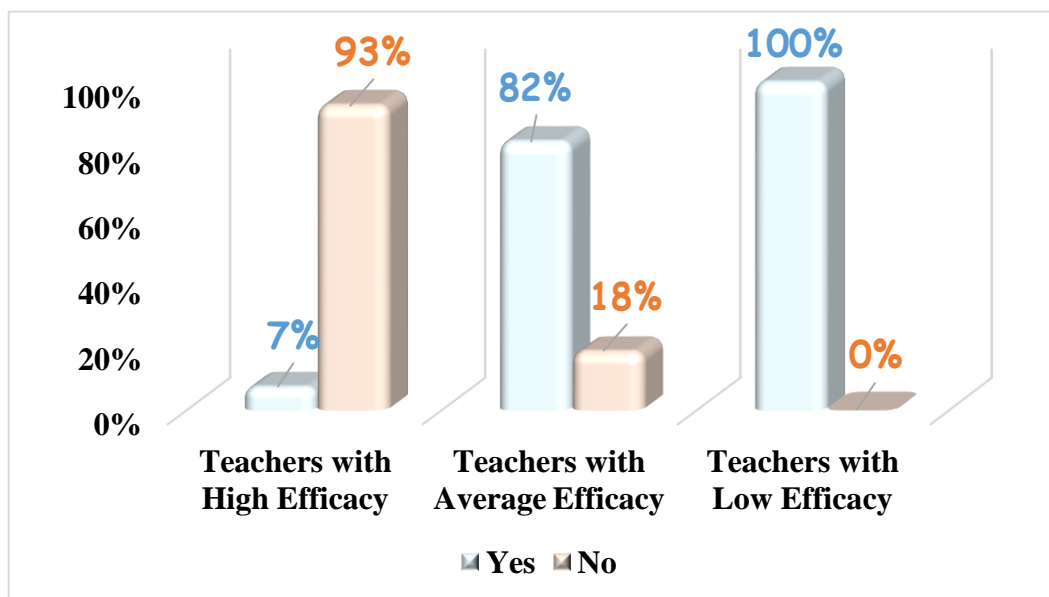


Figure 4.20 . Students' Success or Failure effect on Teachers' Efficacy

As can be noticed, only 7% of teachers with high efficacy are influenced by their students' success or failure, while the majority 93% of them ignore it at all. These later explain that in some cases, students' are not studying the field of their choice. This fact demotivates them, especially that they do not like what they are doing. Hence, their results in the exam do not reflect their real level. However, all teachers (100%) with low efficacy express the contrary.

Their students' success or failure portrays the extent to which they are efficacious.

They explain that students' results reflect teachers' efficacy especially in the number of students who succeed or fail. Then, teachers have to review their beliefs, methods, and conception about teaching in order to improve the learning outcomes and the teaching quality. Regarding teachers with an average efficacy, 18% of them doubt the idea that students' success or failure influences their efficacy. They state that despite the fact that students' achievement helps teachers to improve their confidence; still, their failure does not mean that they are not proficient.

However, the remaining teachers 82% believe that it is a good sign to advance or re-teach a teaching point in a different way. The impact of students' scoring can be influential. That is to say, some serious students who come to shine in their results delineate teachers' efficiency level, whilst their failure does not necessarily mean lack of competency. It rather pushes them to fill in their teaching gaps and lacks.

Question 03: Does your students' relationship affect your sense of self-efficacy?

The purpose behind this question lies in discovering whether teachers' take into account their students' relationship in building their efficacy and improve it.

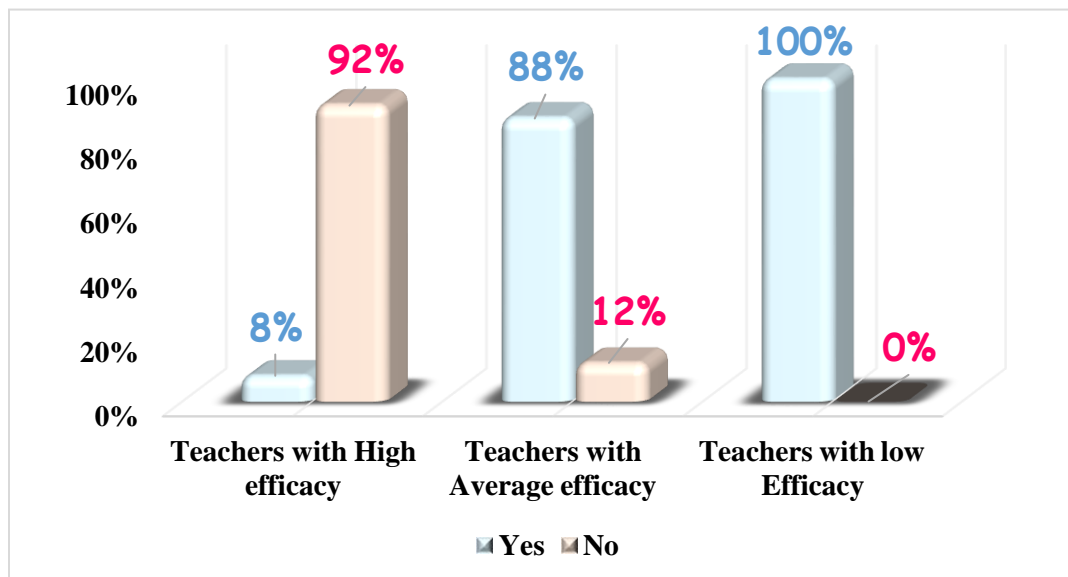


Figure 4.21. The Impact of Students Relationship on Teachers' Efficacy

The graph above shows that only 8% of teachers with high efficacy consider that their relation with their students may be essential for developing their efficacy, whilst 92% of them

do not. These later assert that their relation with their learners does not have to be a key factor in the development of their efficacy. They believe that teachers must remain objective. On the contrary, all teachers with a low efficacy 100% state that it is relevant for teachers to maintain a good relationship with their students if they are to, professionally, improve. They add that when the relationship is positive, it motivates them to invest more time and efforts in trying to enhance their teaching. It also gives them a sense of self-satisfaction. Conversely, if it is negative, it results in their feeling of inefficiency.

Likewise, 88% of teachers with an average efficacy think that their contact with their students is an important factor that may upsurge their efficacy level. They explain that when students are close to their teacher, they can help them advance professionally. In a way, there must be a favourable relationship between the learners and the teacher. They admit that students are the mirror to teachers' competencies and practices. Nevertheless, the rest of teachers 12% do not forcedly believe in that.

4.7.3. Comparative Analysis Self-Efficacy Test and Teachers' Questionnaire

Self-efficacy is one of the notions that has materialised an important area of research in educational psychology. The first pioneer to coin the term is Albert Bandura in 1977. The social psychologist defines the concept as the possession of certain beliefs that enables the person to exhibit several actions. He explains that one's performances portray his/her competency and confidence level.

Since Bandura published his seminal 1977 paper, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," the notion became a ubiquitous in the world of psychology. He underlines its significance especially in education. He believes that one's efficacy controls personal level of motivation, confidence, behaviours and distinct actions. To put it simple, self-efficacy does not refer to the personal thoughts of the possessed skills, but the beliefs of what can one person do with his actual skills. It is the coordination of all the personal skills as to attain a pre-determined goal in a particular domain, and under specific conditions.

In addition, there are many definitions provided for the concept as the sundry studies that strive to identify its importance in both teaching and learning. Indeed, Bandura advocates that the implication of self-efficacy in learning results in better achievement. That is to say, when students believe that they can perform a particular task, they are more likely to succeed. Then, along with the necessary confidence, they can better achieve their goals. Thus, if students'

efficacy is paramount, teachers are of no difference.

To put it in a different way, teachers' classroom performances are as paramount as learners' outcomes. That means teachers' actual positive/ negative beliefs about their teaching skills impacts their professional development. From that standpoint, teachers' conceptualisation to self-efficacy is as diverse as their various beliefs. Certainly, as previously found in the questionnaire (question 1, 2) teachers with high efficacy understand and relate the notion to their contentment about their actual ability to convey students' needs and content. They believe that self-efficacy is about realising lesson's presentation besides to responding their needs.

As a matter of fact, self-efficacy is not the feeling that is generated after the good accomplishment of a specific task; otherwise it will be viewed as a part of self-evaluation¹³⁷. It is rather the beliefs about one's skills to realize a specific goal. It cannot be limited to one's feelings, as they are unstable, i.e. feelings change depending on myriad circumstances¹³⁸. That is to say, if one attains his goals, s/he feels happy, and the opposite is also correct. Therefore, for teachers with high efficacy, the concept is still ambiguous or interfered with self-evaluation.

Regarding teachers with low efficacy, they view it as the capacity to adapt to several teaching situations and to control them. They also link it to their personal convictions about their teaching along with faire self-evaluation. Actually, their definition is straight line with the definition of Bandura (1977, 1982, 1986). Indeed, he states that self-efficacy refers to the personal beliefs of one's competences in order to execute a course of actions that are fundamental to attain per-ordained objectives.

In addition, for these kind of teachers, self-efficacy is linked to confidence; they even insist on convictions in their answers. Likewise, Ackerman 2018, in her article *what is self-efficacy in psychology*, she explains that self-efficacy can be positively related to confidence, although they do not strongly mean the same thing, as Albert Bandura avows:

¹³⁷ **Self-Evaluation** : Looking at your progress, development and learning to determine what has improved and what areas still need improvement. Usually involves comparing a "before" situation with a current situation. Retrieved from: Read more: <http://www.businessdictionary.com/definition/self-evaluation.html>

¹³⁸ Retrieved from : Psychology research and reference : <https://psychology.iresearchnet.com/social-psychology/self/self-efficacy/>

“Confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about... Perceived self-efficacy refers to belief in one’s agentic capabilities, that one can produce given levels of attainment”

(1997, p. 382).

Moreover, the remaining type of teachers with an average efficacy delineate the notion as their sincere beliefs and awareness of their ability to teach well, their possession of the required profession’s competence, or the firm will to acquire it in the near future, through a constant and sustained effort. They also argue that such belief provides them with certain confidence that enables to achieve the teaching goals.

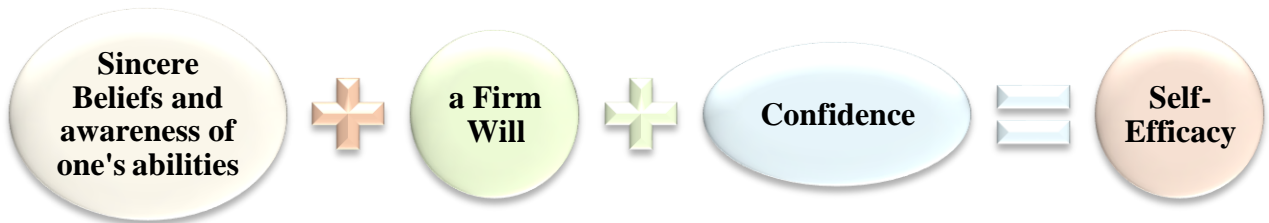


Figure 4.22. Four Main Terms in Self-Efficacy Notion

Truthfully, their use to the four terms (sincere beliefs, awareness, a firm will and confidence) reflect their right conceptualization to the idea of self-efficacy. To put it in another way, if one’s beliefs about his current capacities are positive and clear (if not positive he has a strong motivation to develop them), along with his confidence and awareness on how to make them useful, his self-efficacy is more likely to improve resulting in better performances. On the same line, Multon, Brown, and Lent (1991) along with a number of several studies advocate that a some self-efficacy meta-analysis investigation in academic environments determined that the more specific academic self-efficacy is developed, the better academic performance and outcomes are achieved (Multon, Brown, and Lent, 1991).

More to the point, if one person believes in his capacities to do a specific task or to enhance his skills to accomplish a goal, it means he is motivated for improvement. This idea implicates the significance and correlation of motivation in self-efficacy enhancement. According to Ackerman (2018), both self-efficacy and motivation are attached, despite their differences. In other words, self-efficacy depends on person’s personal beliefs about his capacities whilst motivation counts on the desire to develop one’s aptitudes. Obviously, people with an acceptable level of efficacy have a good motivation. However, this relation can also be

reversed, that means, when one is motivated to work he expresses a great readiness to invest extra effort in order to expand his abilities and skills. The result is to live an experience that would contribute in the creation of their efficacy.

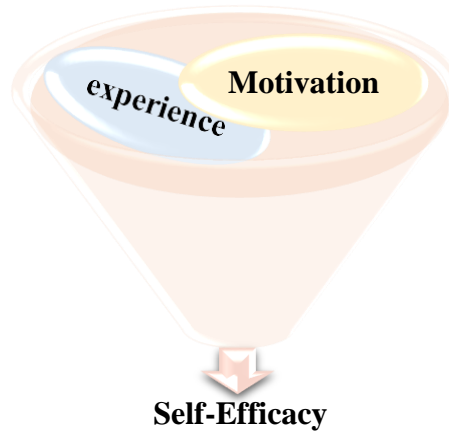


Figure 4.23 . Necessary Elements in Self-Efficacy Creation According to Ackerman (2018)

Moreover, vicarious experiences (knowledge possessed through several ways as watching other teachers acting) and classroom performances can have either a negative or a positive impact on teachers' efficacy. To put it in another term, if teachers' efficacy is more likely to enhance provided that the teaching practices develop each time through experiences, and vice-versa. Likewise, teachers with high efficacy claim in the first part of the self-efficacy questionnaire (question five) that in spite of spending so many years in teaching, still their experience developed their actions, and knowledge, just to some extent.

The great majority of these teachers also state in the third part that they never had an ineffective experience, and that their good experiences can be one way to motivate them, but not necessarily considered as a source of motivation. In that case, their self-efficacy is not based on their motivation as Ackerman (2018) claims. They also add that they never compare their teaching to that of another colleague or share that experience with anyone as they see that it is a kind of humiliation.

Actually, Ackerman (2018) shows that teachers' efficacy creation is linked to other components as: motivation, confidence and experience. Notwithstanding the fact that teachers with high efficacy reveal certain confidence in their teaching practices, still, owing to Ackerman, it is necessary to share and compare the experiences with other partners, in order to

have a constructive feedback, and open up to other teaching philosophies.

Concerning the other teachers with an average and low efficacy believes, experiences play a primordial role in their teaching career development. They believe experiences taught them to be more confident, to master the subject matter, to enhance their pedagogical maturity, and to improve their classroom management skills. Their conviction is similar to that of Ackerman (2018) belief.

Similarly, owing to Brian Francis Redmond (2015), each one's self-efficacy development can be improved via others' performances. Brian Redmond believes that self-efficacy is more likely to upsurge by comparing personal competency and performances to that of others. This is referred to as vicarious experiences. Hence, for teachers with an average and low efficacy, their beliefs about their abilities improves as long as they have some good experiences, which in its turn, influences their motivation. They also compare their teaching with that of others as to take insights and enlarge their understanding to their teaching and learning practices.

Additionally, teachers as other people need some sources of encouragement. These sources can be their colleagues or even their students. Indeed, Miriam Akhtar (2017) in her article '*what is self-efficacy*' asserts that self-efficacy can improve via people's words. Thus, teachers are of no difference. That means, students and colleagues can enhance teachers beliefs in themselves via their constructive feedback.

However, for teachers with high efficacy, they neither share their experience with their colleague, nor consider students' feedback about their teaching practices, or encourage themselves before any teaching action. Their self-efficacy development is not based on their colleagues' points of view, nor their students' feedback. It seems to rely entirely on the extent of their confidence in themselves.

Controversy, for teachers with an average and low efficacy, students' feedback and colleagues' views are paramount in their self-efficacy improvement. They also require to encourage themselves before any task performance since it promotes their self-image. By the same token, Redmond (2010) advocates that verbal encouragement regarding one's performance can strengthen efficacy. That means, if students show their appreciation to their teachers' practices, and colleagues express their positive impression, teachers' efficacy is more likely to enhance. These teachers were the same to consider students as a basic source for their

efficacy development in the self-efficacy test's results.

Accordingly, if teachers consider their students' feedback, it means their success or failure matters for them. Still, that was not the case for teachers with high efficacy, who avow that students' confidence develops via knowledge provided by the teacher. They also advocate that their students' success or failure depend entirely on their personal efforts. Thus, their learning outcomes cannot affect their efficacy, as they feel the necessity to be objective.

However, for Rebekah Fensome, self-efficacy development is based on personal confidence. If those teachers ignore their students' feedback, and ignore the importance of teacher-students, contact and relationship in class, their self-efficacy creation seems unstable. On that, teachers with average and low efficacy express their need to create a good relationship with students since they consider it as the core source of their efficacy development. They also view that their students' success or failure is the mirror to their real sense of efficacy, and the more efficacious they are, the better students results are. Hence, if their students' learning outcome is good, they tend to be confident.

4.7.4. Team Teaching Questionnaire

This survey targets the notion of team teaching. It is composed out of 11 questions, which discusses team teaching from different perspectives. The aim is to investigate teachers' conceptualization and attitude to team teaching, and the possibility of its appliance at the current selected department. The answers are analyzed depending on each category of teachers (high, average, low efficacy).

✎ Question 01: What is your definition to Team-teaching?

This question tries to explore teachers' ideas about team teaching. Presumably, all teachers agree on defining team teaching under one umbrella term, that is collaboration. They believe that team teaching is a matter of working in collaboration with another teacher (s) for the same teaching goal. In other terms, it is the delivery of the same course to the same groups of students by two or more teachers with the intend to make students profit not only from the competencies of each teachers, but also from the dynamic environment that may result from the collaboration of the team. All teachers consider team teaching as learning process where teachers cooperate in the transmission of knowledge and skills under the condition of the high honesty degree.



Figure 4.24. Team Teaching Definition

✎ *Question 02: Have you ever had a chance to team-teach a course with a specialist tutor? Describe that experience.*

This question intends to ascertain if teachers have already experienced team teaching before or not.

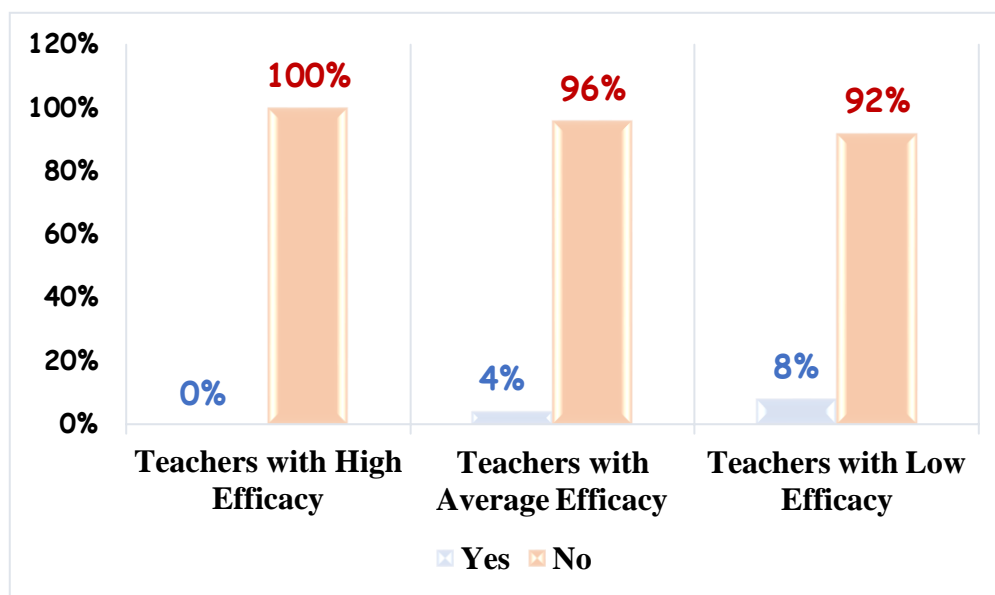


Figure 4.25. Team Teaching Experience

Apparently, the great majority of teachers of the three categories never experienced team teaching before, whilst among 04 to 8% of them did. These later describe their experience as being less tiring and enjoyable. As for teachers with low efficacy, the experience decrease their fear of making mistakes as they are accompanied by another teacher.

✎ *Question 03: What encourages you to team-teach?*

This question underlines the possible teachers' motive behind team teaching. For teachers with high efficacy level, their basic motives are exchanging knowledge, re-newing and exploring ideas together. However, for the other kind of teachers with low and average efficacy, their derives extends knowledge exchange.

Otherwise stated, these teachers seek to team teach for the team itself. The teamwork allows them to collaborate on the same objective for better results. It is a great opportunity for learning, exchanging experiences and teaching techniques and interests. They avow that it can be a better way for students to have two different knowledge sources, and explanation's ways.

✎ **Question 04: What do you think are the main features of a successful team?**

Teachers can collaborate in one course provided that they consider some specific features of a team creation. To this end, this question intends to discover the prime characteristics of a successful team. Accordingly, for teachers with high efficacy, the prime aspect is the need to accept differences and like. However, teachers with low and average efficacy explain that a good team is based on complicity, seriousness, respect, and the will to exchange ideas and criticism too. Both teachers need to be generous, and ready to share experiences.

For these teachers, a team necessitates comprehensibility and flexibility along with a good involvement of both tutors. This latter requires, in its turn, honesty and a central focus on students' interest as a common target. In fact, these teachers believe that when a team is in the same wavelength, they complement each other and create a harmonious group. At that moment, objectives' setting, tasks' planning, organization and division can be easily elaborated. Furthermore, when both teachers are on stage, one can pay attention to the aspects neglected by the other to complete them when his turn comes. Each teacher also benefits from the time of the partner's presentation as to observe the students' and detect the lack of attention. Both teachers need to communicate well with each other and provide trust and support when necessary.

✎ **Question 05: What do you think about the team-teaching in comparison to teaching alone?**

This question tries to explore teachers' different perception to team teaching compared to teaching alone. As far as teachers with high efficacy are concerned, they prefer teaching alone, although they admit the benefits of teamwork. Nevertheless, both teachers with an average and low efficacy view that team-teaching is a plus because it requires teachers to systematically organize the course, to review the order of its presentation of the course, and to overcome the possible failures of the teacher (fatigue, error, inattention). It also allows keeping the students' attention via breaking the monotony of the course by alternating teachers. In addition, both teachers regard team-teaching as a different but affective approach. It opens the space for more creativity in teaching, along with a variety of methods, techniques and

experiences. They claim that teamwork needs to be imperative as it allows better students' needs responding; it is rewarding.

✎ ***Question 06: For you, what are the advantages of your personal team teaching experience and inconvenient? (If never tried, in general)***

This question seeks to set out the chief benefits and inconvenient of team teaching. For teachers with a high efficacy, the only advantageous of team teaching is ideas expansion. Whereas for teachers with low efficacy, it improves the teaching quality, minimizes efforts as each teacher focuses on some points of the lecture. In the same vein, teachers with an average efficacy join the previous teachers in their point of view, and claim that team-work encourages the sharing culture, enhances one's personal efficacy and personality. Notwithstanding the various pros of team teaching, still some cons cannot be neglected. For these teachers, team teaching can result, in some cases, in unmanageable situations. They explain that teachers' character is paramount in the creation of a team.

✎ ***Question 7: What are the challenges that hinder the application of team teaching in our department?***

The present inquiry endeavours to examine the main reasons that inhibit team teaching approach appliance. Actually all teachers (of the three kinds) agree on some aspects that hinder team-teaching applicability. Primarily, they presume a lack of teachers' awareness and initiatives to team work. Since it is rarely applied at the current department, teachers' are not motivated to adapt it. In addition, they claim that not all teachers collaborate in the same way. That means, although some teachers engage in teamwork, they still miss communicate, while others are afraid of being judged (or criticized) by their partners. Then, time plays a major role as well. In other words, not all teachers have the same planning, so they do not meet regularly to plan a team course.

Moreover, they avow that educator's character plays a part in the appliance of teamwork. Clearly, when teachers do not like taking part in the lecture or sharing their own materials, there is no more chance for a team to work together. They add that teachers who lack confidence in their own competencies rarely accept to team-teach as they communicate their feeling to their partner in a form of distrust. The result is the absence of harmony.

✎ **Question 08: Do you agree on that the lack of sharing culture, listening, feedback consideration, low or high self-esteem are some reasons behind the absence of Team Teaching applicability? Explain more.**

This questions aims at depicting teachers’ perception towards some of the reasons that lie behind the non-appliance of team-teaching.

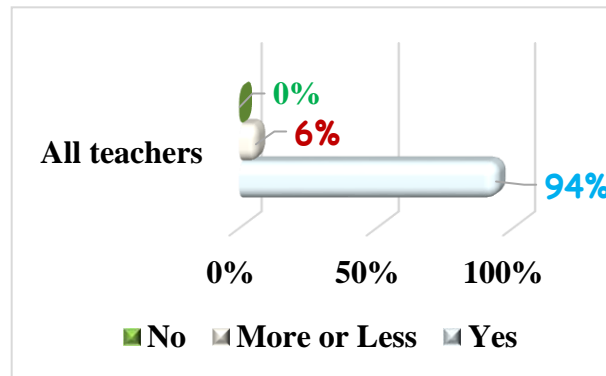


Figure 4.26 .Main Reasons behind the Non-Appliance of Teamwork

As the figure above demonstrates, the majority of teachers 94% agree that the lack of sharing culture, listening, feedback consideration, low or high self-esteem are the chief factors that inhibits the appliance of Team Teaching. They clarify that teamwork is based on the sharing culture. They avow that all the points mentioned in this question are the prerequisite for the team teaching work, and their absence makes team teaching impossible or difficult.

✎ **Question 10: Does teachers’ personality play a role in team teaching? How?**

This questions seeks to understand how can teachers personality be involved in team teaching.

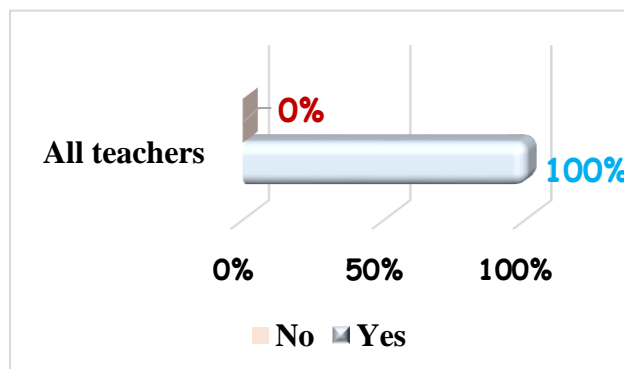


Figure 4. 27 . Teacher’s Personality Involvement in a Teamwork

As can be noticed in the figure above, none of teachers 0% ignore the role that teachers' personality in teamwork. They all agree 100% that flexibility, coolness, attitude, extraversion, confidence and shyness are some of the necessary aspects that affect to a large extent the team. Differently said, when the teacher is open minded, flexible and holds a positive view to both teaching and the team, he can successfully communicate that positive vision to the partner and students alike. More to the point, the dynamism, the implication, the sharing and the generosity of each member are the guarantors of a competent and harmonious team.

Question 10: Do teachers' grades, diploma and experiences have an influence on team teaching class? How?

The aim behind this question is to discover which elements impact teamwork.

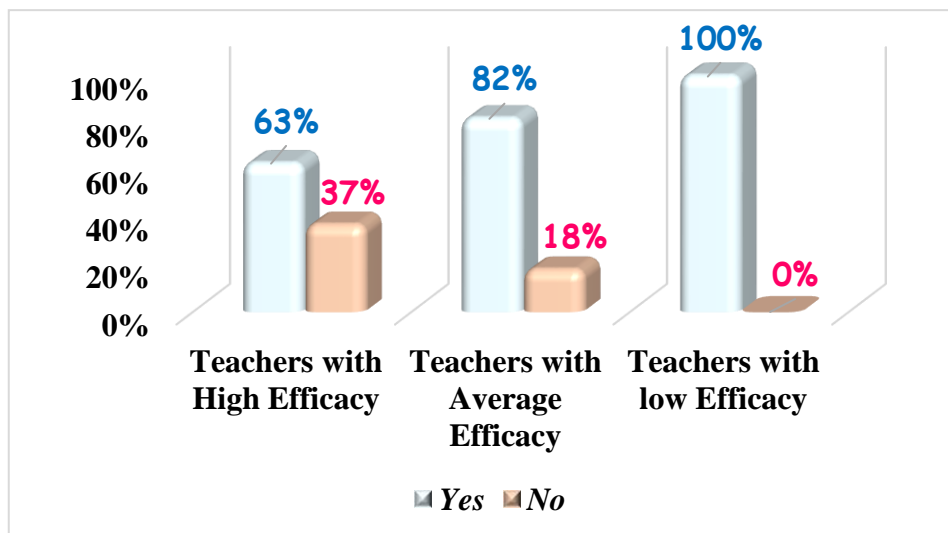


Figure 4.28 . The Basic Elements that Impact Teamwork

Ostensibly, all teachers with low efficacy admit that teachers' grades, diploma and experiences influence team teaching. They argue that diploma, grades and experiences mean that teachers have gained enough knowledge that enables them to deal with different situations in terms of academic achievement and classroom management. However, novice teachers can better and easily handle team teaching as they come with a fresh and new approach while the experienced ones may be reluctant to anything new.

On the same line, more than half of teachers with high efficacy agree on that point of view, whilst 37% reject it. These later declare that team-teaching does not necessarily depend on teachers' grades, diploma or experience, but it needs more competence. To reinforce their point, they assert that it is also possible to learn from one novice teachers.

Moreover, the majority of teachers with average efficacy 82% avow that those elements are primordial in any teamwork. They explain that the possession of a diploma signifies the knowledge of a discipline (or a field). Then, comes experiences' role. However, 18% of them do not share the same point of view. For these tutors, diploma, degree and experiences can create a big gap between teachers in case of teamwork. They even consider that team teaching is a matter of training. Teachers need to train on collaborative work, how to divide responsibilities and share feedback, and how to, appropriately, communicate with each other without underestimating the partner. They add that personality and motivation are the first prerequisites for team teaching

✎ ***Question 11: How can you encourage the adaptation of team teaching at the level of the English department?***

The purpose of this question is to look for some suitable means to encourage the adaptation of team teaching at the current department. All teachers believe that the first step is to be advocated at the department. The team teaching may interest many people, but the budget and the workforce do not necessarily follow. It is also possible to devote a specific time in teachers' allocated timetables for teamwork. In addition; teachers' meetings alongside modules' consideration, on the one hand, can inspire teachers to work together. It creates positive initiatives and concrete examples.

More to the point, making research about team teaching and talking about it with colleagues as to share knowledge and insights in form of seminars, conferences, and study days can familiarize colleagues to the idea and become acquainted with it over time. On the other hand, some teachers avow that motivation to collaborative work is not enough. Some teachers need to open their mind and possess some readiness and welcoming character to the partner. This fact helps in creating a good atmosphere for a good beginning.

4.7.5. Summary of Team Teaching Questionnaire

Team teaching is one of the newest approaches of teaching. Although the idea is not expanded at the current selected department, still teachers definition to this notion remains literal. In other words, all teachers refer to one umbrella term that summarizes the whole process of team teaching, which is 'cooperation'. Teachers believe that team-teaching is the process of honestly delivering a course to the same group by two or more teachers. They also accept as a true the fact that it is valuable not only for them as educators, but also for their students as they

benefit from the dynamic environment as well as the variety of knowledge.

Nonetheless, notwithstanding the fact that their definition is literally right, still, team teaching is more than courses' delivery. Welch et al. (1995, 1999), advocates that the words co-teaching, cooperative teaching and team teaching are used interchangeably. Then, owing to Christine Beckley (2012), the term team teaching stands for the cooperative work between a specialist and a general teacher in a specific course domain. More precisely, it signifies the partaking of the whole teaching process from lessons' presentations, to objectives' setting, material selection, planning, organizing, assessment and evaluation.

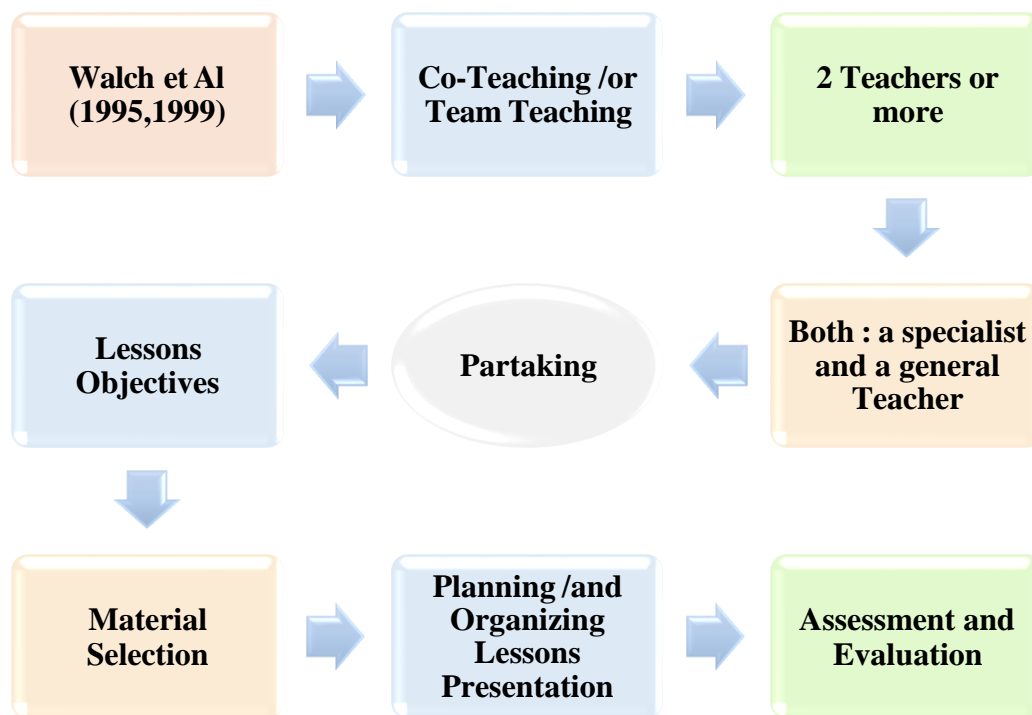


Figure 4.29. Team Teaching Procedures

In addition, the second half of the 20th century underlines the enlightenment of the team teaching as a new and creative approach that can reduce unpredictable teaching/learning problems¹³⁹. Sandholtz, (2000) states that the term has several meanings. It can be explained in terms of division of responsibilities between teachers, or, team planning, or cooperative planning and assessment of students' learning. In his article, "Research on the effects of team teaching upon two secondary school teachers" Syh-Jong Jang (2006) believes that despite the diversity of the terms' use and meaning, still, not all team teaching practices improve teachers' competences. Furthermore, as reported in team teaching questionnaire's results, the majority of

¹³⁹ Cited in : Susan Cushman (2004) « what is co-teaching »

teachers never experienced it before. This fact implies the absence of team teaching approach. As for the rest of teachers who practiced it, their prime motive is their belief in the team itself that encourages better learning, and improves teachers' personality as well.

Moreover, most teachers expressed their positive impression to the concept of team teaching believing that it is a new and affective notion that needs to be imperatively present. Indeed, Christina M. Johnson (2012) claimed in her article "*How Does the Co-Teaching Model Influence Teaching and Learning in The Secondary Classroom*" that teachers' interaction develops teachers' competencies. Likewise, owing to Bannett et al. (1992) the effectiveness of team-teaching relies on the good accordance and harmony between teachers. That means, teachers need to be open minded, serious and honest enough to share their background and experiences with their partners, and fairly divide responsibilities.

Furthermore, the great majority of teachers assert that this new approach is advantageous for their improvement. Undeniably, Newman and Wehlage (1995) state that team teaching encourages the sharing culture, develops teachers' personality and improves their knowledge. Similarly, Mastropieri et al. (2007) affirm that teachers better enhance their teachers' skills and practices via team teaching. Also, Mills, Powell and Pollak (1992) advocate that collaborative work render teachers more sociable.

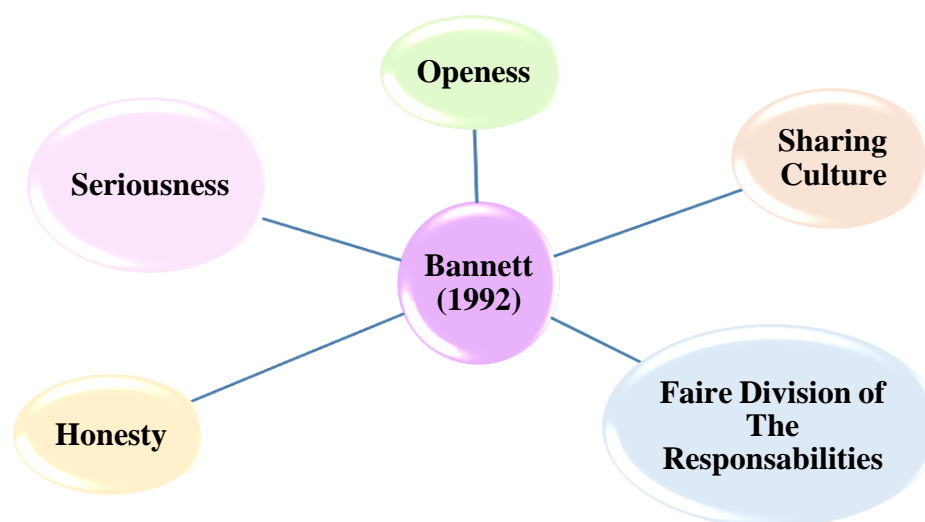


Figure 4.30. Pre-requisite of Team-Teaching

Even though team teaching proved to be beneficial, its appliance does not seem to be easy as admitted by teachers. The lack of the collaborative work awareness, absence of initiatives, sharing culture and personality along with communication deficiencies all represent

some of the prime aspects that hinder its applicability. Accordingly, some initiatives need to be undertaken as to boost the adaptation of team teaching at this current department. It is possible to organize some study days, seminars or even conferences as to reinforce the idea of collaborative work and motivate teachers to share their different experiences.

4.7.6. The Experiment Analysis

As previously seen in chapter 02 and 04 (questionnaire analysis), team teaching can enhance teachers' personal beliefs about their abilities. In order to reinforce this idea, the researcher carried out both an observation and some experiments. That is to say, starting from 2017, the researcher was engaged in some team teaching experiments in two modules: Educational Psychology and ESP for master one class specialized in didactics.

4.7.6.1. Description of The Team Teaching Experiments

| | | | |
|-------------------|---------------------------------------|----------------------|---|
| <i>Year: 2017</i> | <i>Module: Educational Psychology</i> | <i>Experiment 01</i> | <p>This experience was done for one semester with a doctor. The teacher is specialized in educational psychology, and is a full time teacher at the English Language Department, SBA. Both the researcher and the teacher discussed the lesson's themes, content, the methodology and the presentation's way beforehand. While presenting the lesson, students were impressed by the idea of having two teachers in class. Each teacher took his turn to explain the lesson, they both expressed their involvement. Since it is a theoretical module, both teachers tried to provide enough information, and each completes the other in case of any gap. The lesson was followed up by some questions by the students, and both teachers tried to, appropriately respond but in two different ways. At the end of each lesson, both teachers sit down and discuss students' impression, contribution, besides to each one's presentations and roles.</p> |
|-------------------|---------------------------------------|----------------------|---|

| | | | |
|-------------------|--------------------|----------------------|---|
| <i>Year: 2017</i> | <i>Module: ESP</i> | <i>Experiment 02</i> | <p>The second experience was realized with an TEFL doctor, teaching ESP. The researcher and the doctor met beforehand to decide about the lessons' themes, the method and the activities that are to be presented to the same class Master One. They also agreed on the responsibilities and the roles that they will play. During the lesson's performance, the doctor provides the theoretical background, while the researcher supplies some practical aspects from his/her experience as an ESP teacher. The result obtained was the students' appreciation to the combination between ESP theoretical background and Practical side.</p> |
|-------------------|--------------------|----------------------|---|

Table 4.1. Team Teaching Experiments

4.7.6.2. Summary of The Experiments

The researcher conducted two team teaching experiments during one semester with two different modules that are: Educational Psychology and ESP in master one class specialized in didactics. Teachers' participants expressed their whole appreciation to the idea and welcomed more practices. Participants avowed that this new approach seems to be fruitful as it promotes various knowledge provision. It also encourages creative teaching as both teachers strive to come up with the best they have.

Students, in their turn, have clearly revealed their indebtedness to the team teaching approach through their continuous involvements in the lesson. Some of them have even shown their motivation to team teach in the future. Others admit it permits them to understand the lesson, in two different but interesting ways. To illustrate, the combination between the ESP theory and practice better clarified the lesson with real examples from authentic ESP situations.

4.7.7. The Observation Analysis

The reflection was based on the association of two main types: the structured and the participant observation. The researcher was an active participant during the team teaching experiment. That means, a list of primary elements for the observation is already elaborated. Hitherto, while observing the two teachers' in the two distinct modules, clear amendment in teachers' behaviours and cooperation were noticed. That means, though both teachers share the same readiness to cooperate with their knowledge and experience; besides to welcoming the idea to engage in a team teaching experiment, their reactions on stage were dissimilar. This fact implies their personality genre.

On the one hand, teacher A¹⁴⁰ worked simultaneously with the researcher. Their collaboration was noticeable, to the point that they could successfully communicate that cooperative feeling to their students. Indeed, their homogenous work created an exciting environment among their learners. These later enjoyed their teachers' union and could easily take part in the lesson. Teachers' collaborative work made the lesson look more like a debate than a simple provision of knowledge.

In addition, teacher A contact with the researcher was relaxant, at the meantime, formal. By definition, contact stands for the close formal or informal interaction. Then, classroom interaction was spontaneous, yet, formal. During the lesson explanation, both teachers intervene when necessary, allowing students to add any extra information, or to criticize any point. Their common objectives and attention on students have drawn them to follow students' centered approach via integrating students in the lecture.

As a matter of fact, working simultaneously and spontaneously with another teacher reflects on the type of person the teacher is. That is to say, teacher A seems to possess an extraverted personality. This latter is identified by its ability to be sociable, freely express oneself and assertiveness. Such character facilitates the cooperative work, and encourages both teachers to further team-teaching lessons. Furthermore, students' likeness to the idea of team work and the kind of lesson it resulted in were noticeable. Indeed, most of students (if not all) revealed their interest and impression to the cooperative work through asking questions to both teachers, adding information and even requesting more team-lesson sessions.

On the other hand, teacher B collaboration and willingness to team work were obvious. However, his/her reactions and teaching were quite distinct. Teacher B has to explain the theory while the researcher has to provide the practical side of the lecture. Although they both seem complementary, communication was limited and students' interaction was restricted. The whole lesson was a matter of knowledge provision, and few chances for debates were afforded.

Additionally, teachers' contact was formal. The researcher presented part of the lecture while teacher B, from time to time, complemented by some theoretical background, added some comments or asked questions to students. Then, since the researcher is a novice teacher, the lesson presentation seemed like an exposition of knowledge in front of an expert of the field rather than a real team teaching class.

¹⁴⁰ In order to remain anonymous, both teachers are referred to as A and B.

In point of fact, the created classroom environment reflected on the teachers' personality. To put it differently, teachers' formal treatments and behaviours with both the researcher and students reveal his/her introverted personality. This latter can hinder teamwork and reduces students' integration in the lecture. On the same line, students did not show a great interest to the lesson as the previous experiment. Most of them kept calm and waited for time to finish. Students asked few questions and were even less motivated. The incompatibility between the two teachers was so noticed that most students felt perplexed. Teachers' diverse experiences, age, personality and degrees could be assumed as the prime reasons behind such mismatching.

4.7.8. The Interview Analysis

The interview contains six questions devoted to two teachers who were in charge of two distinct modules (educational psychology and ESP) and who contributed in the team teaching experience. The interview aims, first, to soak up their impression about the team teaching practices, and its main advantages for tutors and students alike. Second, it endeavors to explore the main reasons behind its absence, then, try to propose some possible solution as to encourage its adaptation.

- ***Question1: Do you like the idea of team-teaching?***

This question is meant to compare both teachers' impression about the team teaching experiments. Thus, the three categories of teachers (high, average or low efficacy beliefs) express their likeness and appreciation to the idea of team teaching. For the teacher with high efficacy beliefs, team-teaching is an enjoyable experience. In fact, the experience realized is not the first one since the teacher already cooperated with other colleagues for about four times. To put it clear, one of the experiences realized was in collaboration with an expert of psychiatry in a psychology module in order to explain the lecture of positive thinking. In addition, the second lecture was entitled 'cooperative learning'. The aim of both tutors was to prove that cooperation is not limited to learning, but can also be extended to teaching.

Concerning the teacher with average efficacy beliefs, team-teaching seems to be a very interesting idea to adopt at the current department. The teacher believes that teaching in collaboration with colleagues results in the creation of not only new but an impressive way of teaching. Each teacher may influence his/her colleague to change any aspect of the subject matter, methods, behaviors, or even contact with learners. Regarding teachers with low efficacy

beliefs, team-teaching is considered as a new concept in the EFL context. It is viewed as an efficient way that can develop the learning of the English language in Algeria in general, and at the English department, in particular.

- ***Question 2: Do you think that team-teaching improves self-efficacy?***

This question aims to discover teachers' perceptions towards the impact of the team-teaching experiments on their efficacy. Hence, a general concordance is achieved among all teachers interviewed. They confirm the positive impact of team teaching on their teaching efficacy. The teacher with high efficacy beliefs confess that team-teaching experiments helped to open his/her eyes on the right teaching behaviours. Notwithstanding the fact that each single teacher has his own way to behave and a distinct method, once cooperating, they can easily influence each other. Certainly, this teacher acknowledge the positive impact of his/her colleague on her personal classroom teaching behaviour, besides to teachers' students contact. s/he become more flexible and supple after being too strict.

Likewise, team-teaching is the alternative to group learning. According to the teacher with average efficacy beliefs, team-teaching can be as fruitful as cooperative learning. When each teacher contributes with his/her scientific background, personal researches, different point of view regarding distinct teaching and learning situations, the result is more likely to be teaching competency development. Cooperation in teaching can help filling the gaps between teachers, considering each learning/teaching situation from a dissimilar angle, aid to solve learning/ teaching problems and come up with innovative teaching techniques.

More to the point, reflective teaching seems to be an appropriate way for teacher with low self-efficacy to enhance teacher's competency. Each teacher can reflect on his/her personal teaching practices as to note the teaching flaws or gaps, then, try to correct them. Taking advantage of the expert-domain who is team teaching a class is also advantageous. The combination of a specialized teacher with a novice one would help each to fill their teaching gap, upsurges their confidence and improves the teaching quality.

- ***Question 3: What are the advantages of team teaching for you as a teacher, and for your students?***

The main objective of this question is to perceive team-teaching benefits for both teachers and students. The three teachers avow that team-teaching develops the direct teacher-

-teacher contact and students-teacher contact. Simply said, both teachers are put face to face while classroom discussion, in that case, teachers are also learners. This fact encourages students to engage in classroom debates, and to exchange opinions, and information.

In addition, Team-teaching offers a wide space for knowledge exposure. Teachers with their discrete area of expertise handling the same topic represent a good knowledge resource for each other and students alike. It allows teachers to share everything related to the teaching and learning processes and expand their linguistics' background. To put it clear, in a team teaching class, both teachers can intervene when necessary, no limits or boundaries are put between each other. Such behavior between educators would lead students to adapt the idea of cooperative learning, and encourages sharing. The result would be competency development and personality enhancement.

- ***Question 4: What do you think are the prime factors that hinder the appliance of team teaching at the current department?***

The purpose of this question is determine the major factors that hamper the adaptation of the team- teaching approach at the current department. As agreed by the three teachers, there are a number of factors that result in the absence of team-teaching appliance. The lack the team-teaching conceptualization is the first and foremost aspect. Most teachers are not really aware of the real meaning of team teaching. Though its name implicates its right definition, and may be some teachers recognize the inference of two teachers teaching or collaborating together to realize a specific lecture, still, teachers are not really conscious of the whole process and steps it involves. Indeed, team teaching is not limited to only classroom lessons' presentations, but, it is also a matter of meeting to decide the subject-matter content, methodology and tools used in the lecture, assessment and evaluation.

In addition, the second major problem is teachers' different personalities. Commonly known, there are no two teachers alike. Each on has his own beliefs and teaching methodology. Some teachers are extraverted, like sharing, exchangeability along with cooperation, whilst others are a bit introverted. They prefer to teach and control their classes alone. Hence, the concordance between the two teachers requires from both of them to have at least the same teaching and learning ideas and principles.

More to the point, the difference between teachers' competency level creates a great gap between them. To put it simple, there are some teachers who are afraid to share and exhibits

their competency outside the classroom, whilst others do not. Alongside, in case one of the two teachers is competent in his subject domain, while the other one is not, the latter can feel so puzzled and afraid of engaging in such experience. This fact can even influence their self-confidence in the sense that they may feel inferior in comparison to their colleague.

Moreover, sharing is the basis for cooperative teaching. Its absence at the current department is the reason that hinders team-teaching adaptation. Teachers denying or refusal to the significance of sharing knowledge, resources, ideas and divergent perspectives about teaching can only result in a maintained teaching level. Notwithstanding the fact that teachers' personal efforts may enhance their efficacy, still; team-teaching is viewed as an efficient way to progress professionally and enhance the teachers' personality.

- ***Question 5: According to you, what is the best way to team-teach a class?***

This question aims to determine if teachers are aware of the different steps of the team-teaching process. The teacher with high efficacy beliefs considers that team teaching is more than just few set of steps to be followed. It is mainly based on willingness and motivation for team-teaching. Regarding the teacher with an average efficacy beliefs, meeting is the prime step towards a successful team teaching. Teachers need to find time to assemble as to decide about the content to be taught, the distinct points to be explained by each of them and even preparing some questions to be asked to students.

As for the teacher with low efficacy beliefs, finding a teacher who has similar personality, or at least, some analogous personality' qualities is the way to a good team-work. In other words, when both teachers do not do not share the same teaching beliefs, principles, methodologies, or even classroom behaviours, it will be difficult to collaborate together. The opposite is also true.

- ***Question 6: What are your suggestions to encourage the adaptation of team teaching at the current department?***

The objective of this question is to present teachers' suggestions about the encouragement of the adaptation of team-teaching. Thus, the three teachers agreed that team-teaching is such a new approach that develops both the teaching and learning quality. For that reason, it is necessary to introduce it in a form of conferences, seminars, study days or even small workshops. This way, teachers will better understand what really team teaching means,

and may be ready to apply it in their classes.

4.7.9. Focus Group Analysis

The aim of the focus group is to discover students' perception to team-teaching. It is composed out of five questions. Seven students from master one didactics' are the main participants in this research.

▮ ***Question 01: What was your impression from the team-teaching experiment?***

Having two teachers teaching the same lesson for the same group is twofold. That is to say, notwithstanding the fact that all students expressed their enjoyment and excitement to the team-teaching lessons, they also revealed their anxiety and perplexing feeling. Focusing on two teachers at the same time, particularly, if they speak, at the same moment, is a bit confusing for students.

In addition, since the notion of team teaching is not re-ally recognized and applied at the current department, most students find it a bit hard to concentrate on both teachers. Indeed, they declare, that they need only one teacher to explain the lesson as they are used to his/her method. Still, some students believe that the experiment could be fruitful provided that teachers know how to divide the responsibilities and how to interfere when necessary.

Likewise, students believe that teachers' relationship, contact and treatments was so smooth and both were complementary especially in the first experiment. Respect, formal language, homogenous work were obvious. In comparison to second experiment, where it looked like an expert supervision rather than a team teaching lesson.

▮ ***Question 02: What is your description to your teachers' personality who engaged in the team teaching?***

Teachers' personality is quite impossible to ignore whenever facing students, or team working. Indeed, students' avow that both teachers' personalities are influential. The first experiment revealed homogeneity and chemistry between both teachers' personalities. Such feeling of uniformity was successfully communicated to their learners that they requested more team sessions, comparing to the second experiment where that impression was lacking.

As a matter of fact, the nature of the module can be one reason behind such consistency. That is to say, the first module required more debates as it was a matter of theory

and psychology issues' discussion. Most of students looked interested in that subject as it targets their wellbeing as future teachers. However, the second module called for more experience and specific background to clarify the lesson. Consequently, because students are not acquainted with such topic and lack such skills, debates are quite limited. Even though both teachers seemed to complement each other, few chances for students are provided for contribution as they lack the necessary information.

Still, the question of the team-teaching appliance as a new teaching approach is a debatable notion. On the one hand, for students, several parameters are included in its completion. One of these parameters are learners themselves. Undeniably, learners avowed that it is quite hard to keep fully attentive to both teachers, since each one has his own method of explanation. Besides, the nature of the module imposes either the realization or the failure of the team-teaching lessons.

On the other hand, team-teaching would be almost perfect especially for novice teachers. In other terms, novice teachers would feel more comfortable if they were team teaching. Teachers' expert will fill in the gap in case any data is missing. Yet, teachers' personality and character is the essential determiner of a successful team. Truly, for some tutors, team teaching is challenging because it is viewed as a matter of a competition. That means, who is to be the best performer and gains students' attention, rather than attaining the teaching goals.

Additionally, students believe that teachers' type is another factor to be considered in team teaching. To put it differently, cooperating with a laissez faire teacher who does not control the class; or an authoritarian who limits students' interactions and firmly controls the classroom will not provide any results. These two types of teachers do not open any chance for co-working. It will rather create problems and breaks down teachers' relations. Nonetheless, collaborating with an authoritative teacher seems more fruitful, as this kind of tutors break limits and welcome discussions.

¶ Question 03: What are the advantageous of team teaching for you as a student?

According to the students, the main benefit from team-teaching is the rich and varied data provision. More precisely, even though teachers' explanation and method of information transmission is distinct, still, the focal point is the amount of knowledge gained at the end of the lecture. Diverse data allows students to improve their intellectual capacity and enhance their knowledge. In addition, time and skill management is another profit gained from such approach.

Simply put, as previously mentioned, facing two teachers in the same class is a bit perplexing for students; some of them may feel anxious. Thus, they believe that it is just an opportunity to manage their skills and time under such pressure, in a way that enables them to grasp the maximum from both educators.

Moreover, it is commonly known that the process of concentrating on a specific idea takes too much effort. Indeed, scientists avow that human's capacity to focus on any topic is 45 minutes. Over that time, humans lose their concentration and interest. Hitherto, students believe that the 45 minutes passed rapidly, and could actively keep their eyes on both teachers in order not to miss the ideas' chain.

More to the point, students assume that team teaching is the moment where teachers can expose their different teaching experiences. Since most students consider their teachers as a role model, they feel eager to learn from their diverse practices. Without a doubt, there are no two teachers alike. As a consequence, the melting of the teaching skills and practices in the same class will help to create future crafted teachers.

On the same line, cooperative work open the space for diverse learning styles. To put it differently, having two educators teaching the same class in distinct ways can respond to students' diverse needs and wants. Undeniably, students proclaim that the previous experiments allowed them to comprehend and pick up the elucidation that better suites their levels and preferences.

▮ **Question 04:** *what are the main hindrances behind the absence of team-teaching appliance?*

As previously seen in chapter two, and the current chapter results, team teaching is a new teaching notion that is controversial. In fact, there are sundry reasons that hamper its adaptation. Owing to students, lack of teachers is one of them. The current selected department does not have enough teachers to ensure the whole modules, so how it can be possible that they team-teach one class. The second factor is the absence of the team-teaching idea itself. That is to say, because teachers' personalities are divergent, very few of them will think or feel motivated to co-work with colleagues. Similarly, students are used to have only on teacher in class. Thus, having two teachers is a new concept and a new vision to teaching that erroneously holds a negative attitude. It actually raises myriad questions and opens large debates from both teachers and students alike.

▮ **Question 05: how can you encourage the adaptation of the team-teaching approach at the current department?**

Applying the team-teaching approach at the current department is a hard task. Students assert that if teachers are to adapt such way of teaching, they need first to be harmonious and adjust their teaching types. That is to say, teamwork calls for the necessity to accept the others' differences, to behave modestly without imposing one's character or beliefs. In addition, while team-teaching, teachers need to remember their prime teaching objective, which is students' learning rather than, grappling for the best exhibition or the most attention and likeness. Likewise, teachers need to know how to create a band before starting teaching together. Some rehearsal is also needed before the final exhibition. Since teachers' cooperation and organised responsibilities can influence students, their practices can shape students' mind into better future teaching.

4.7.10. Comparative Analysis Interview vs. Focus Group and the Observation

Team teaching or commonly known cooperative teaching is considered as one of the effective ways to teach. Collaborative teaching does not only provide a variety of knowledge sources, but it is also gives the birth to innovative teaching¹⁴¹. Indeed, as confirmed by students in the focus group, team teaching opens the space for a wide range of information provision. When the two teachers explain the lessons, students can better understand the content, and may even debates more the issues than having one class teacher. It also encourages different learning styles integration along with good management skills.

In addition, as reported in both the focus group and observation, team-teaching can upsurge teachers' personality and improves their confidence. This implies the idea that teachers' personality is two-sided coin. It is one of the essence requirement for a good team-teaching class and one of the vital concomitant of team-teaching experiments. Indeed, the observation revealed that teachers' personality was influenced during the experiment. After being a bit severe and strict, the teacher tried to be easy going. The teacher even confirmed in the interview that s/he even thought to change some his/her behaviours while teaching. Alongside, some students find it a quite difficult to understand the lessons. As avowed by students and affirmed by teachers' in the interview, this obstruction is due to the absent of team-

¹⁴¹ Cited in : **Lauren, L. B. (2013)**. "Professional Development Plan for Cooperative Teaching". A Master's Project. State University of New York at Fredonia, New York.

teaching practices.

Unquestionably, as both students and teachers declared, the common and dominant teaching style in the department is one teacher per class. Most of teachers prefer teaching their classes alone. In fact, as already mentioned, this is related to their personality. Furthermore, during the observation, the major reaction noticed is students' likeness but hesitation while explaining the lesson. Students doubted about which information to absorb. Although they appreciate the idea, still, they find it hard to retain the same information delivered differently by the two teachers. This point led them to perceive team teaching as a good new but a hard teaching way.

In view of that, both teachers and students agreed on encouraging the implementation of team-teaching at the department through different means. That is to say, teachers need first to accept each other's characters and differences. Actually, one of the pre-requisites of a good lesson realization is the development of teachers' mutual understanding. A pre-lesson meeting is required in order to discuss the elements to be developed. Besides, teachers and students alike agree on that conferences, seminars and other organised days seem to be an effective way to present the concept of team-work to both colleagues and students.

4.8. Conclusion

The current chapter is a step towards analyzing the eminence of team-teaching, then, its impact on and correlation with self-efficacy. To reach the objective, a combination between qualitative and quantitative methods has been used, i.e. the mixed method. Then, five main tools have been selected: test, questionnaire, focus group, observation and an interview. Thus, the statistical analysis indicate a significant linear correlation between teachers' self-efficacy improvement and team-teaching.

Then, self-efficacy is found to be the reason behind teachers' professional progress and personality improvement. The result of teachers' collaboration is wider variety of teaching and learning styles along with diverse knowledge provision. Better learning outcomes are expected for team-teaching. Nonetheless, the absence of team-teaching practices, in conjunction with teachers' personalities and the lack of understanding to the notion render its application quite hard. Hitherto, for the sake of encouraging the adaptation of team-teaching approach, some practical solutions and strategies are suggested in the next chapter

Chapter Five

Suggestions and Recommendations

Table of Content

| | |
|--|-----|
| 5.1. Introduction | 172 |
| 5.2. Towards A Clear Definition of Teachers’ Competence | 172 |
| 5.3. Competence and Professionalism..... | 173 |
| 5.3.1. Learning to Think as Teachers | 174 |
| 5.3.2. Learning To Know as Teachers..... | 174 |
| 5.3.3. Learning To Feel as Teachers..... | 175 |
| 5.3.4. Learning to Act As Teachers | 177 |
| 5.4. Teacher Expertise and The Development of Competences..... | 179 |
| 5.5. Competence and Professional Standards..... | 180 |
| 5.6. Why to Define Teachers’ Competence..... | 181 |
| 5.7. How To Develop Teachers’ Competence | 183 |
| 5.7.1. Pedagogic Competence..... | 183 |
| 5.7.2. Personality Competence | 185 |
| 5.7.3. Professional Competence..... | 186 |
| 5.7.4. Social Competence | 187 |
| 5.8. Strategies To Foster Teachers’ Efficacy | 187 |
| 5.8.1. Origins of a Sense of Personal Agency | 187 |
| 5.8.2. Familial Sources of Self-Efficacy..... | 188 |
| 5.8.3. Colleagues’ Influences on Teachers | 188 |
| 5.9. Developing Teachers’ Efficacy Via Team Teaching..... | 188 |
| 5.10. Benefits of Team Teaching | 189 |
| 5.10.1. Raising Self-Confidence..... | 190 |
| 5.10.2. Reinforcing Relationships | 190 |
| 5.10.3. Improving Professional Self-Esteem | 191 |
| 5.10.4. Enhancing Teachers’ Efficacy..... | 191 |
| 5.10.5. A Different Learning Environment | 192 |
| 5.10.6. Create an Impressive Image about Teaching..... | 192 |
| 5.10.7. Creative Teaching | 193 |
| 5.11. The Process of Team-Teaching A Lecture | 194 |
| 5.11.1. Step 01: Meeting..... | 194 |
| 5.11.2. Step 02: Lesson Planning and Structuring..... | 195 |
| 5.11.3. Step 03: Material Selection..... | 195 |

| | |
|--|-----|
| 5.11.4. Step 04: Dividing Responsibilities | 195 |
| 5.11.5. Step 05: Lesson Presenting | 195 |
| 5.11.6. Step 06: Listening and Completing Each Other | 196 |
| 5.11.7. Step 07: Feedback Provision | 196 |
| 5.11.8. Step 08: Reflection | 196 |
| 5.12. Strategies to Create A Good Team | 196 |
| 5.12.1. Confidence In the Partner | 196 |
| 5.12.2. Openness..... | 197 |
| 5.12.3. Sharing Culture..... | 197 |
| 5.12.4. Honesty in Teaching | 197 |
| 5.12.5. To Accept Differences and Listen..... | 197 |
| 5.12.6. Avoiding Destructive Criticism..... | 198 |
| 5.12.7. Avoiding Perfectionism..... | 198 |
| 5.12.7.1. Forgive oneself and Shortcomings | 199 |
| 5.12.7.2. Separate Results from Judgement..... | 199 |
| 5.12.7.3. Reflect on Failures..... | 199 |
| 5.12.7.4. Reflect on Success | 200 |
| 5.13. Features of A Successful Team..... | 200 |
| 5.14. Teachers' Roles In Team Teaching Approach..... | 201 |
| 5.14.1. Teacher As A Facilitator..... | 201 |
| 5.14.1.1. Raise Awareness..... | 202 |
| 5.14.1.2. Establish Common Goals | 202 |
| 5.14.1.3. Students' Involvement..... | 202 |
| 5.14.1.4. Be A Good Observer | 202 |
| 5.14.1.5. A Good Listener | 203 |
| 5.14.1.6. Knowledge Provider | 203 |
| 5.15. Reflective Teaching | 203 |
| 5.16. Techniques to Be A Reflective Teacher | 203 |
| 5.16.1.A Teacher Diary | 204 |
| 5.16.2. Peer Observation..... | 204 |
| 5.16.3. Recording Lessons..... | 204 |
| 5.16.4. Students' Feedback..... | 204 |
| 5.17. Teachers' Education | 204 |
| 5.17.1. Definition of Teachers' Education..... | 205 |
| 5.17.2. Elements of Teachers' Education | 205 |

| | |
|---|-----|
| 5.17.3. Teaching Skill..... | 206 |
| 5.17.4. Pedagogical Theory | 206 |
| 5.17.5. Professional Skills | 206 |
| 5.18. Teacher Training..... | 206 |
| 5.18.1. Pre-Service Teacher Training..... | 206 |
| 5.18.2. Post Service Training..... | 207 |
| 5.19. Conclusion | 208 |

5.1. Introduction

As seen in the preceding chapters, although researchers' deep concern is to improve teachers' effectiveness, little attention is given to team-teaching as an efficient strategy that is widely linked to teachers' efficacy, and how it can increase the teaching practices. Yet, one of the major research findings is that team teaching plays a vital role in enhancing teachers' competency, classroom actions and performances, besides to the learning outcome. In fact, team teaching influence myriad elements such as teachers' personality and self-confidence, teachers' goals and objectives, the teaching conceptualization and method, classroom behaviours and self-efficacy. The concordance of these aspects is more likely to end with a new teaching perspective. Henceforth, this chapter epitomizes an attempt to propose some conceivable solutions to upsurge teachers' efficacy level. It also tries to provide a blend of strategies to create a successful team teaching lesson.

5.2. Towards A Clear Definition of Teachers' Competence

Owing to Deakin Crick, 2008, the global meaning of competence can be summarized in the possession of knowledge, skills, comprehension, values and principles, attitudes and the envy that results in an effectiveness personified human's action in the world within a specific domain. So, debating the issue of competence requires deep acquaintance about learning and the objective of education As Conway and colleagues (2009)¹⁴². On the same line, competence in teaching incorporates the following aspects:

- Implicit and explicit knowledge, cognitive and practical skills, besides to personality traits as motivation, beliefs, value orientations and emotions (Rychen & Salganik, 2003).
- The ability to respond to complicated demands
- The possibility for teachers to act professionally and appropriately in each situation (Koster & Dengerink, 2008).
- The probability to assume tasks effectually and efficiently.
- The chance to show some achievements along a scale (González & Wagenaar, 2005).

¹⁴² Cited in : Dra. Francesca Caena (2013) "*Supporting teacher competence development for better learning outcomes*", European Commission, Education and Training, Europe.

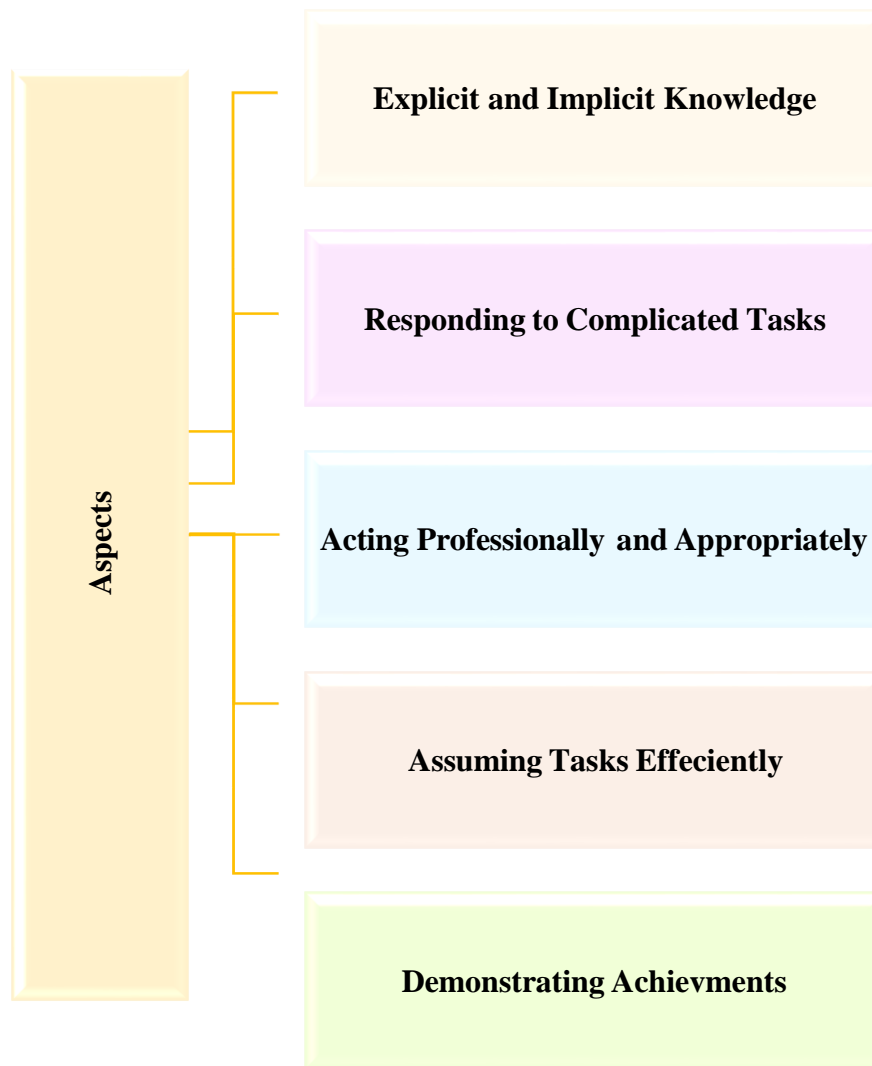


Figure 5.1 . Aspects of Competence in Teaching

5.3. Competence and Professionalism

The notion of competence is associated with, not only, professionalism, but also teaching and learning theories, social culture perspectives and qualities, besides to myriad approaches. Owing to González & Wagenaar (2005)¹⁴³, teacher competence incorporates four basic facets: Learning to think, know, feel and act as teachers (Feiman-Nemser, 2008)¹⁴⁴.

¹⁴³ Cited in: Gonzalez, J. and Wagenaar, R. (2005) "Turing Educational Structures in Europe II Universities" contribution of the Bologna Process, University of Duesto and University of Groningen.

¹⁴⁴ Cited in: Feiman-Nemser, S. (2008) "Teacher Learning. How do Teachers learn to teach?" In Cochran-Smith, M, Feiman-Nemser, S., McIntyre, D. (Eds.). Handbook of research on Teacher Education. Enduring Questions in Changing Contexts. New York/Abingdon: Routledge/ Taylor & Francis.

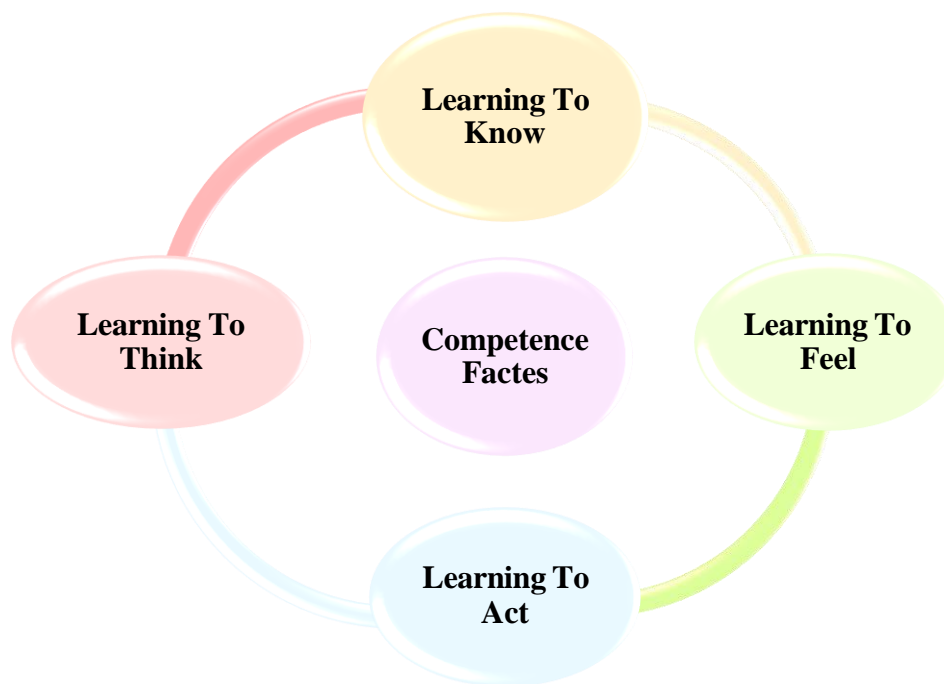


Figure 5.2. Competence Facets

5.3.1. Learning to Think as Teachers

Learning how to think stands for a profound analysis of one’s beliefs and the improvement of pedagogical thinking. That is to say, to associate objectives in both teaching and learning processes. It is also about developing the meta-cognitive awareness skill. In other words, to know how and what to decide in teaching, reflecting and adapting in practices (Anderson 2004¹⁴⁵, and Hay McBer, 2000¹⁴⁶).

5.3.2. Learning To Know as Teachers

Learning to know signifies the practices and knowledge possessed. It is also about having enough knowledge of the subject matter and pedagogical principles. Besides, knowledge of the new technologies is necessary in our time (Mishra & Koehler, 2006)¹⁴⁷. The term knowledge is also extended to the awareness of school curricula, class management,

¹⁴⁵ Cited in: Anderson, L.W. (2004), “Increasing Teacher Effectiveness”.(2nd edition) Paris: UNESCO, IIEP.

¹⁴⁶ Cited in: Hay McBer (2000). “Research into teacher effectiveness: A model of teacher effectiveness”. Research report No. 216. Norwich: The Crown Copyright Unit.

¹⁴⁷ Cited in: Mishra, P., & Koehler, M.J. (2006). “Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge”. Teachers College Record, 108(6), 1017-1054. Retrieved from: <http://www.citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogical-content-knowledge>

methodologies, education theories and assessment (Darling-Hammond & Bransford, 2005)¹⁴⁸.

5.3.3. Learning To Feel as Teachers

Owing to Hagger and McIntyre (2006)¹⁴⁹, learning to feel is about the professional identity, intellectual and emotional aspects. The ability to feel encompasses teachers' attitude, expectations and leadership. As far as attitude is concerned, teachers need to be committed, confident about themselves, trustworthy and respectful. As for teacher's expectations, it incorporates initiative, tutor's ambition for improvement and seeking information. Regarding leadership, educators need to be flexible, accountable and passionate for learning¹⁵⁰.

¹⁴⁸ Cited in: Darling-Hammond, L., & Bransford, J. (with LePage, P., Hammerness, K., & Duffy, H.). (2005). "Preparing teachers for a changing world: What teachers should learn and be able to do". San Francisco: Jossey-Bass. Available at:

https://www.researchgate.net/publication/271587290_We_brought_it_upon_ourselves_University-based_Teacher_Education_and_the_Emergence_of_Boot-Camp-Style_Routes_to_Teacher_Certification?_sg=cNFMakvy4fm399bYU6CByoRzOYYbP9--y1795tQX7uLZWUv6gg0rPAfMqZKZpvHBlinzcXYDpw

¹⁴⁹ Cited in : Hagger, H., and D. McIntyre. (2006). "Learning teaching from teachers: Realising the potential of school-based teacher education". Maidenhead, UK: Open University Press

¹⁵⁰ Cited in: Bangs, J and David, F. (2013). "Teacher self-efficacy, voice and leadership: towards a policy framework for Education International; a report on an international survey of the views of teachers and teacher union officials". Cambridge University Press.



Figure 5.3 . Components of Teachers' Ability To Feel According to Hagger and McIntyre (2006)

Teachers' feelings can also be related to self-efficacy, self-awareness, and mediation between ideals, aims and school realities (Geijsel et al., 2009)¹⁵¹. Then, teachers' attitude that combines their teaching skills and intention often encompass teachers' perception to democratic values, collaborative teaching and raising the students' learning (Feiman-Nemser, 2008; Council of Europe, 2008¹⁵²).

¹⁵¹ Cited in: Geijsel, F. P., Slegers, P. J. C., Stoel, R. D., & Krüger, M. L. (2009). "The effect of teacher psychological and school organizational and leadership factors on teachers' professional learning in Dutch schools". *Elementary School Journal*, 109, 406-427.

¹⁵² Cited in: Feiman-Nemser, S. (2008) "Teacher Learning. How do Teachers learn to teach?" In Cochran-Smith, M, Feiman-Nemser, S., McIntyre, D. (Eds.). *Handbook of research on Teacher Education. Enduring Questions in Changing Contexts*. New York/Abingdon: Routledge/ Taylor & Francis.

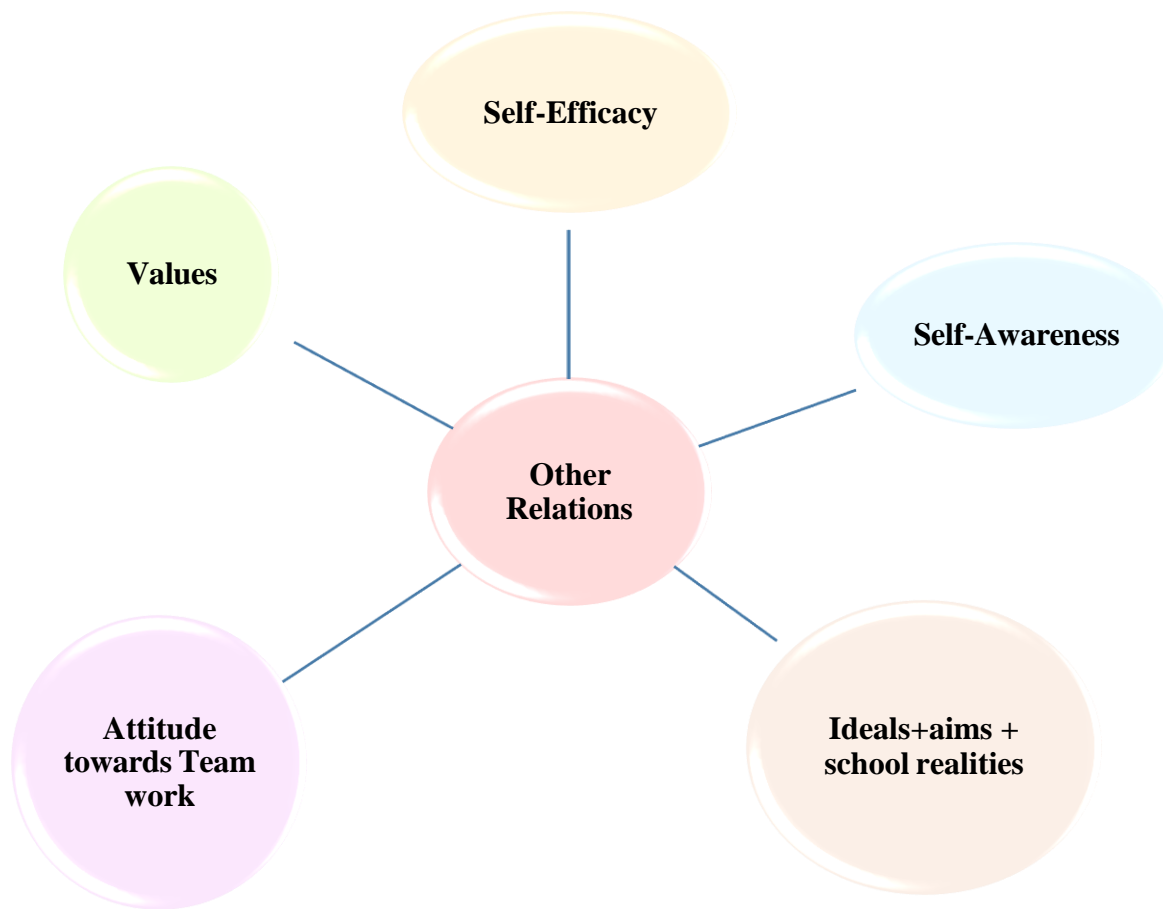


Figure 5.4 . Other Concepts Related to Teachers’ Feelings

5.3.4. Learning to Act As Teachers

Teachers’ actions in classroom call for thoughts, knowledge, and personalities associated with personal principles. Efficient teaching necessitates: curriculum design, classroom management, teaching strategies, and evaluation/ feedback (Scheerens, 2007)¹⁵³. However, since the teaching situations are diverse, teachers need to be eclectic, using the appropriate method, knowledge, skills and adapting suitable actions according to the situation. The good teaching quality is about frequent professional assessment and evaluation, improvement and innovation (Hagger & McIntyre, 2006)¹⁵⁴.

¹⁵³ Cited in: Maslowski, R. ; Scheerens, J. ; Luyten, H. (2007) “The effect of school autonomy and school internal decentralization on students’ reading literacy. In: School Effectiveness and School Improvement.”. Vol. 18. pp. 303 - 334

¹⁵⁴ Cited in : Hagger, H., and D. McIntyre. (2006). “Learning teaching from teachers: Realising the potential of school-based teacher education”. Maidenhead, UK: Open University Press

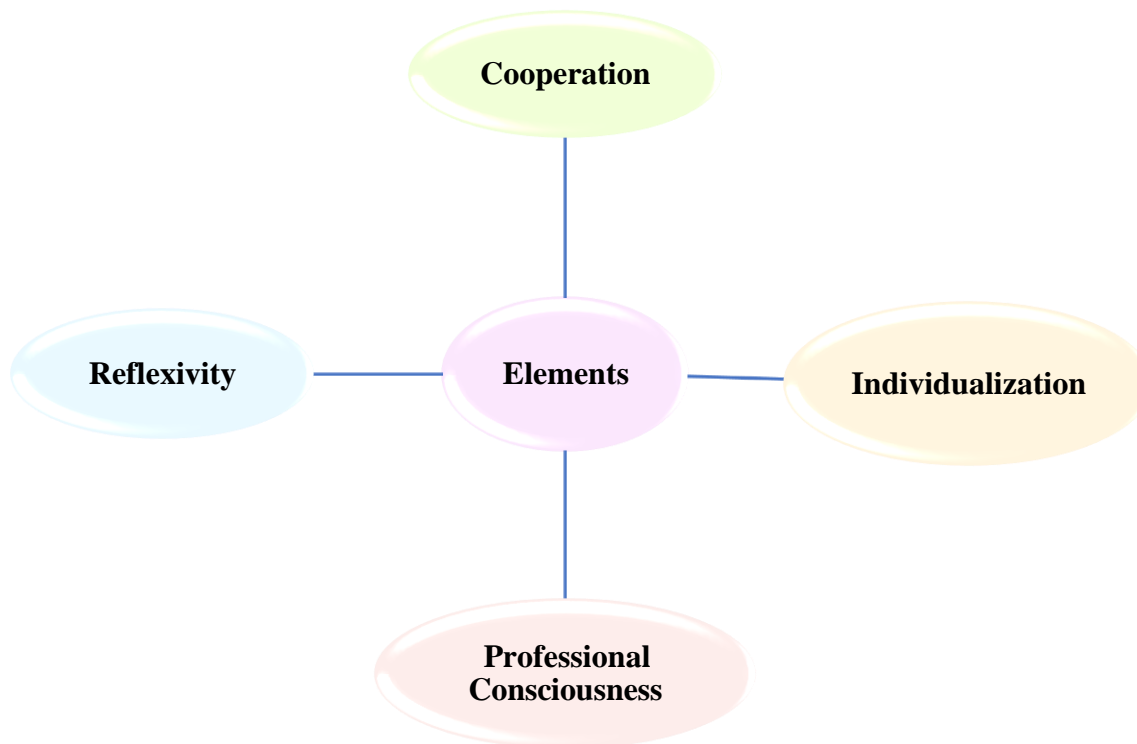


Figure 5.5 . Elements for Professional Development According to Paquay & Wagner, (2001)

Across all cultures, teachers' learning and the enhancement of their competences depend on six main elements that are viewed as necessary and complementary aspects of professionalism (Paquay 2001)¹⁵⁵. These elements are: reflexivity, background knowledge, skills development, classroom management, social skills, and lifelong learning.

- **Reflexivity:** improvement of professional thinking and discourse, depending on identified pedagogical issues and experiences (Helsper, 2000¹⁵⁶).
- **Professional Consciousness:** teachers' awareness about, not only, the subject matter, but also about the teaching environment, and students as individuals (Bauer, 2000).
- **Individualization:** is the linguistic repertoire, the potential, and the perception to deal with the classroom variety, the multi-cultural, gender and specific requirements. These

¹⁵⁵ Cited in: Paquay, L., Altet, M., Charlier, E. & Perrenoud, P. (2001). "Former des enseignants-professionnels. Quelles stratégies ? Quelles compétences ? » Bruxelles : De Boeck (3e édition).

¹⁵⁶ Cited in : Helsper, W., Kruger, H.-H., & Rabe-Kleberg, U. (2000). "Profession theory Professions and biography research introduction to the Main topic". ZQF Journal of Qualitative Research, 1 (1).

are based on the pedagogical perspective that is associated with the gratitude of difference and respect (Prengel, 1995)¹⁵⁷.

- **Cooperation:** one of the main elements to professional competence development is the art of communication with colleagues and students (Helsper, 2000¹⁵⁸; Terhart & Klieme, 2005)¹⁵⁹.

5.4. Teacher Expertise and The Development of Competences

Professional learning is continuous. It is a necessary element in teacher's education. As so, researchers state some important elements that can help teachers to be experts in their fields which are: frequent reflection in order to update practice, and participate in professional community. This could be done by calling for colleagues feedback, from an innovator or collaborate with colleagues in a given work (OECD, 2009)¹⁶⁰. Other aspects that can help teachers to be experts in their field are ¹⁶¹:

- **Routenisation:** teachers need to go out of their routine practice, i.e. the development of their teaching actions, linguistic repertoire and the diverse classroom performances.
- **Sensitivity:** teachers need to be comprehensible towards students' social demands and undercurrents in classroom.
- **Understanding Problems:** As previously mentioned, teachers need to sympathize the problem before taking any decision.
- **Flexibility and Improvisation:** flexibility is one of the prime features that teachers need to possess either in the academic place or in a professional dialogue (European Commission, 2011b).

¹⁵⁷ Cited in: Prengel (1995). "Pedagogy of Diversity: Diversity and Equality in Intercultural, Feminist and Integrative Pedagogy." Opladen: Leske + Budrich.

¹⁵⁸ Cited in : Helsper, W., Kruger, H.-H., & Rabe-Kleberg, U. (2000). "Profession theory Professions and biography research introduction to the Main topic". ZQF Journal of Qualitative Research, 1 (1).

¹⁵⁹ Cited in: Schweizer, K./Klieme, E. (2005) "Levels of competence of teacher cooperation. An empirical example of the Latent Growth Curve model". In: Psychology in Education 52, Pp. 66-79.

¹⁶⁰ Cited in: "Education at Glance (2009) OECD Indicators". PRINTED IN FRANCE (96 2009 06 1 P) ISBN 978-92-64-02475-5 – No. 56911 2009

¹⁶¹ Cited in: Dra. Francesca Caena (2013) "Supporting teacher competence development for better learning outcomes", European Commission, Education and Training, Europe. Available at: http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf

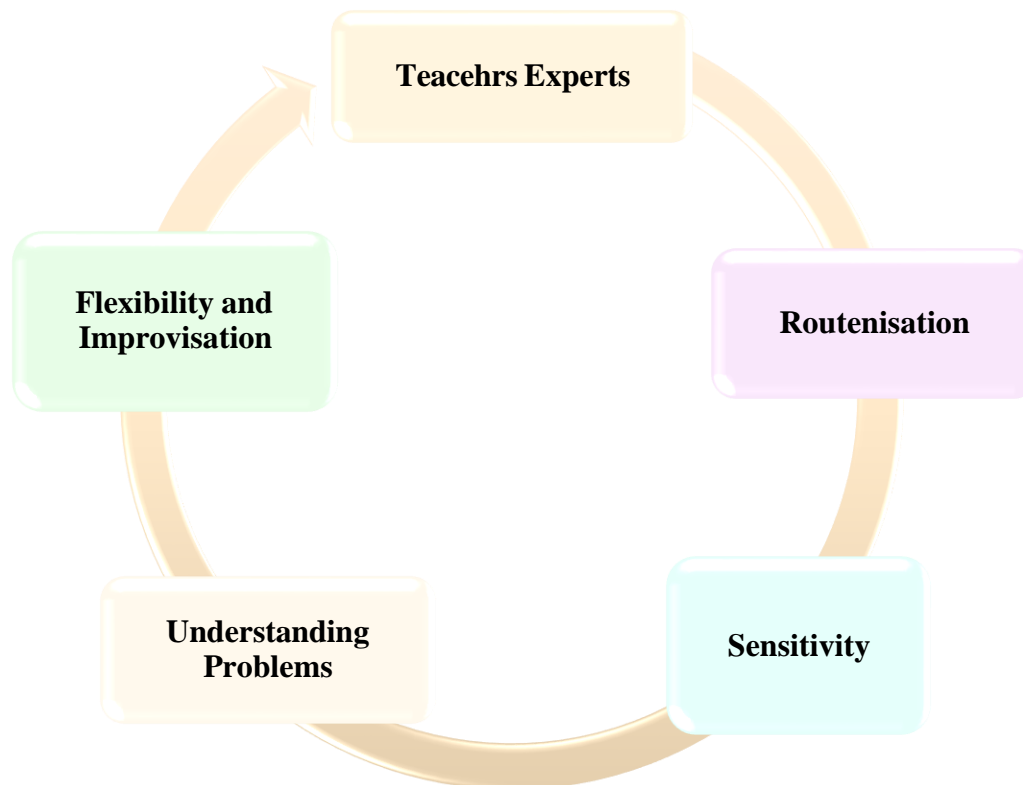


Figure 5.6. Aspects That Help Teachers to Be Experts

There are also two other prime necessities in the groundwork of quality teachers which are:

- 1. Personal Assessment and Evaluation:** Based on theory, practice and research, teachers are meant to know how to assess their personal background, and professional practices.
- 2. Critical Perspective:** teachers need to develop a critical view and attitude towards creation, innovation and proficient growth (Hagger & McIntyre, 2006)¹⁶².

5.5. Competence and Professional Standards

Teachers' competence and professional standards are two different terms. Professional standard refers to teacher's beliefs, knowledge, understanding and capacities as a field-specialist practitioner (Ingvarson, 1998)¹⁶³. This means that teachers' professional standard is

¹⁶² Cited in: Hagger, H., & McIntyre, D. (2006). "Learning Teaching from Teachers: realising the potential of school-based teacher education". Maidenhead: Open University Press.

¹⁶³ Cited in: Ingvarson, L. (1998). Professional development as the pursuit of professional standards: The standards-based professional development system. *Teaching and Teacher Education*, 14(1), 127–140

about teachers' expected knowledge and ability to do particular tasks. The aim of professional standard varies according to the following aspects: information, guidance, modelling, management and monitoring.

1. **Information:** It is the provision of information on teachers' action and behaviour in particular situations and special group.
 2. **Guidance:** represents the principles that direct the action of professionals.
 3. **Modelling:** is the presentation of an ideal professional quality and practice for teachers.
 4. **Management:** it is concerned with the relationships in teaching, teacher education and professional development.
 5. **Monitoring:** they are the rules which need to be checked out by professionals.
- The degree of precision of standards varies depending on the subject and use.

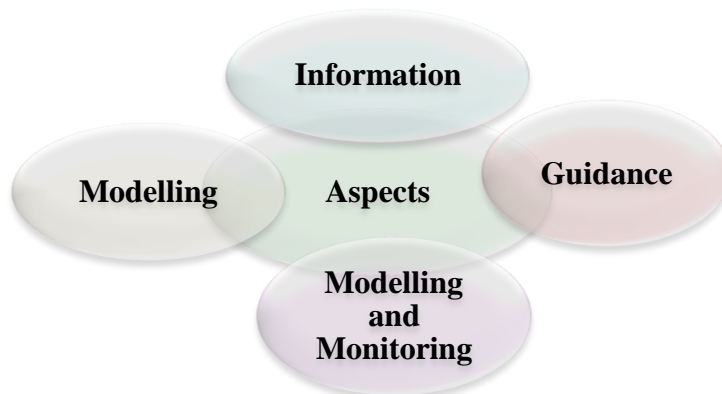


Figure 5.7. Aspects Influencing Professional Standards

5.6. Why to Define Teachers' Competence

There exist sundry factors that leads the government or any other institution to determine the specific competences, or abilities that teachers are required to possess at different levels. These factors can be:

1. To improve the efficiency of education.

2. To enhance the school curriculum in terms of learning outcomes.
3. To make the teaching profession more attractive.
4. To indorse teachers' lifelong learning via continuous professional development.
5. Teaching professionalism requirement.
6. To put in clear words teachers' roles.
7. To assess the teaching quality.

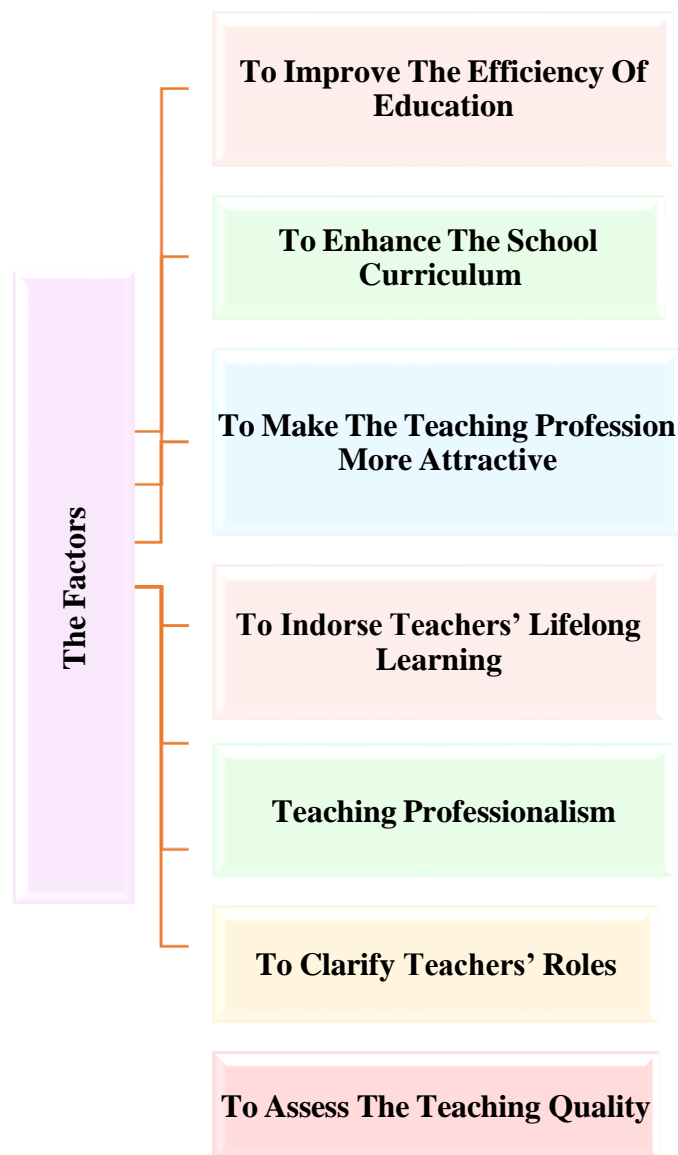


Figure 5.8 . Factors That Require Teachers' Competence Definition

5.7. How To Develop Teachers' Competence

Owing to Lana (2009)¹⁶⁴, there are four main competences that teachers need to improve: Competency Pedagogic, Personality Competence, Social Competence, and Professional Competence.

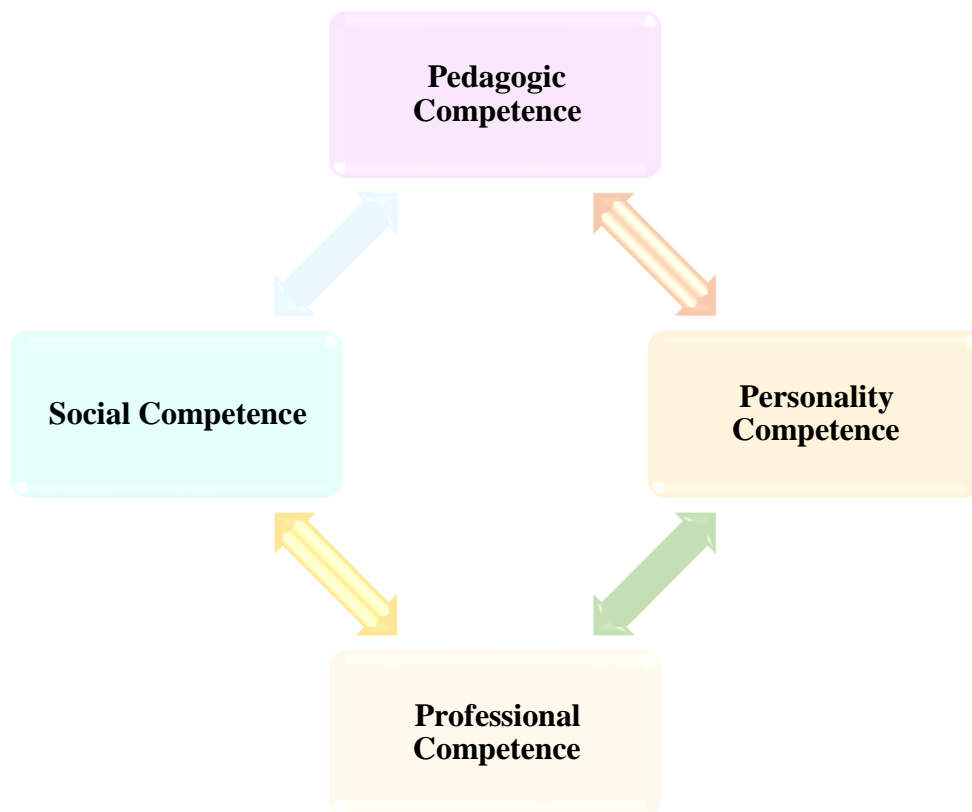


Figure 5.9. Teachers' Required Competences According To Lana (2009)

5.7.1. Pedagogic Competence

In a simple term, competence stands for the capacity of a person to exercise a particular action, or a job, which requires skills, knowledge and attitudes associated with the job's warrants. The competences needed in a learning setting are often referred to as the pedagogical competence. This latter is the capacity of teachers to control students' learning process. This ability involves not only, the recognition but also the implementation of the psychological principles in teaching.

¹⁶⁴ **Cited in:** Lana, F. (2009) "Improving Teacher Competence". Paper presented at the Fifth Pan-Asian Conference on Language Teaching at FEELTA, Vladivostok, Russia, June 20, 2004 Phil Chappell University of Wollongong, Australia AUA Language Centre, Thailand Orientation

In other words, the pedagogical competence is everything related to the degree of understanding to learners, the learning process, and self-actualization¹⁶⁵.

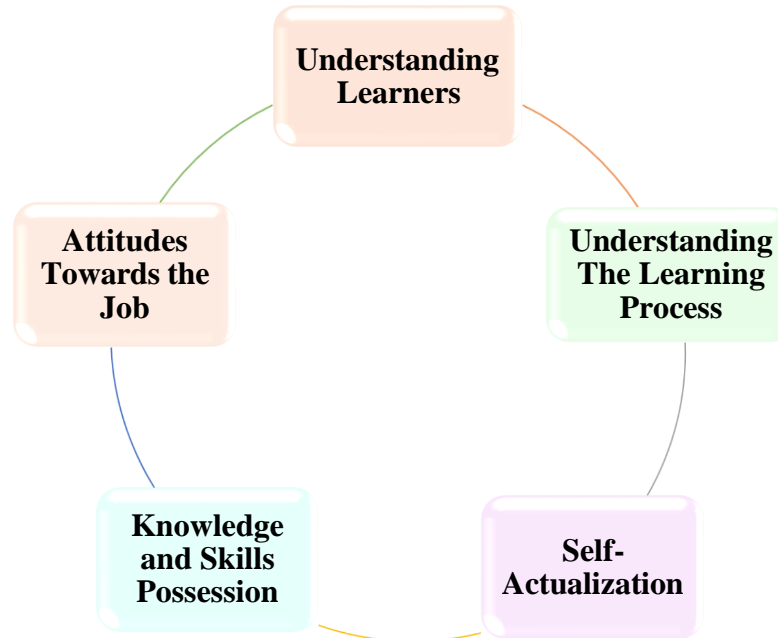


Figure 5.10 . Components of The Pedagogical Competence

On the same line, Mulyasa (2007)¹⁶⁶, the pedagogical competence is the aptitude to manage the: learners’ learning process, understanding of instructional design and application, the assessment and evaluation of the learning outcomes, and the improvement of the learners. Owing to Asmani (2009)¹⁶⁷, the prime components of the pedagogical competence are:

1. To regulate the fields’ features including: the physical aspects, the spiritual, moral, social, cultural, emotional and intellectual.
2. The recognition of the learning theories.

¹⁶⁵ **Self-Actualization** : Self-actualization is a term “first coined by Kurt Goldstein” that most often refers to Abraham Maslow’s use of the term while outlining his hierarchy of needs. Self-actualization can be thought of as the full realization of one’s creative, intellectual, or social potential. Retrieved from: <https://positivepsychologyprogram.com/self-actualization/>

¹⁶⁶ Cited in : Mulyasa E. 2007. “Competency Standards and Teacher Certification” Bandung: Teens Rosda Karya.

¹⁶⁷ Cited In : Asmani, JM, 2009. Competency Exciting, Power Books. Yogyakarta. Retrieved from : Adnan Hakim (2015) “ Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning”, The International Journal Of Engineering And Science (IJES), Volume 4 , Issue 2, Pages, PP.01-12, ISSN (e): 2319 – 1813 ISSN (p): 2319 – 1805. Available at: <http://www.theijes.com/papers/v4-i2/Version-3/A42301012.pdf>

3. The development of the subject matter curriculum.
4. The conduction of the educational learning.
5. The use and implementation of the ICTs in the learning.
6. To ease the learners' potential development.
7. Effective and empathetic communication with students.
8. Directing the learning outcomes' assessment and evaluation.
9. Taking actions to enhance the reflective learning.

5.7.2. Personality Competence

An educator necessitates possessing a strong personality, and seeks for its development. Such competence is greatly related to teachers' conceptualization to: self-understanding, self-acceptance, and self-realization (Surya, 2003:138 in Hamidi and Indrastuti, 2012)¹⁶⁸. According to Komara (2007)¹⁶⁹, such skill encompasses: steadiness, nobility, wisdom, prudence, dignifying, stability, matureness, honesty. It can be simply summarized as the capacity of being a role model for students and the community.

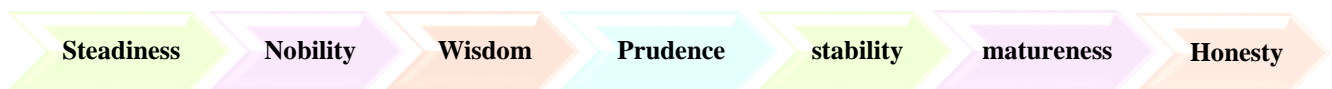


Figure 5.11. Elements of Personality Competence According to Komara (2007)

¹⁶⁸ Cited in : Hamidi, M and Indrastuti, S., (2012) "Influence Analysis of Competence, Educational Background on Performance Polikteknik Bengkalis Lecturer of Leadership Perspective." Proceedings of the National Seminar on Industry and Technology. December 26, 2012.

¹⁶⁹ Cited in : Komara, E., (2007) "Competencies required of a Master" . Retrieved from: <http://saifuladi.wordpress.com/competency-teacher>

5.7.3. Professional Competence

Professional competence refers to the teachers' skills about the teaching and the learning process. Differently said, teachers' professional competence is the mastery of the learning process, in terms of: curriculum, content and subject matter (Jamal, 2009:157)¹⁷⁰. On the same line, Komara (Jamal : 2009:157), advocates that such competence is the capacity to cope with different tasks and lectures, as they are the first representatives of classroom teaching performances¹⁷¹. More to the point, Wijaya (1992:25-30 in Saragih, 2008)¹⁷² believes that the professional competence ascendancy is mainly related to: controlling materials, managing the learning programmes and the classroom, mastering the educational foundation, controlling the connection between the teaching and learning processes¹⁷³.

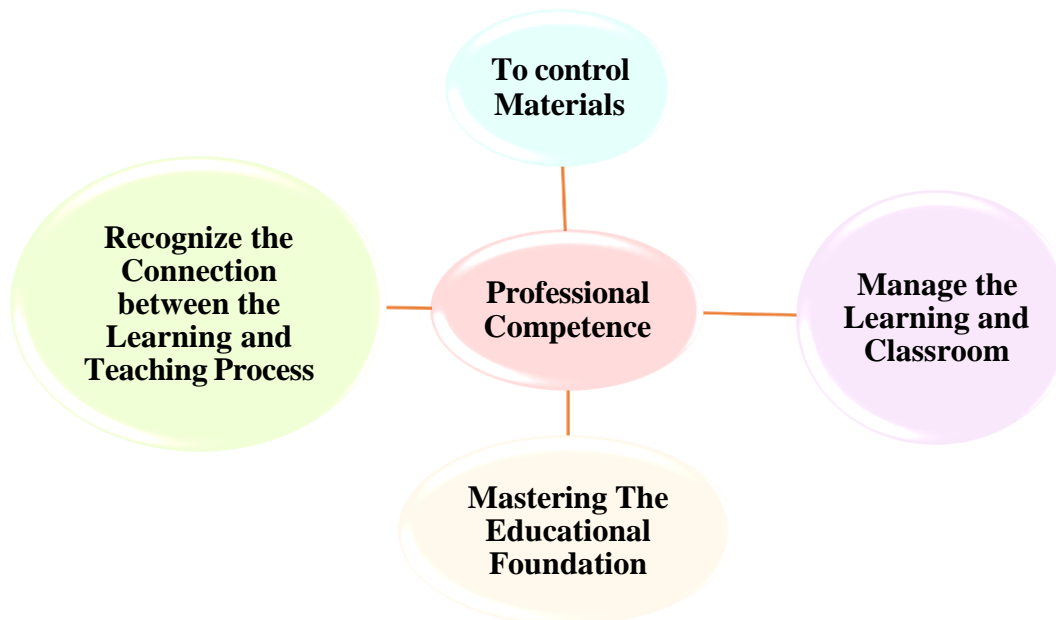


Figure 5.12 . Elements of Professional Competence According to Wijaya (1992)

¹⁷⁰ Cited in: Asmani, JM, 2009. Competency Exciting, Power Books. Yogyakarta. Retrieved from : Adnan Hakim (2015) "Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning", The International Journal Of Engineering And Science (IJES), Volume 4 , Issue 2, Pages, PP.01-12, ISSN (e): 2319 – 1813 ISSN (p): 2319 – 1805. Available at: <http://www.theijes.com/papers/v4-i2/Version-3/A42301012.pdf>

¹⁷¹ Cited in : (the previously mentioned reference) Asmani, JM, 2009.

¹⁷² Cited in: Saragih, A.H., (2008) "Competencies Minimum of a Master's in Teaching." Journal Tabularasa Unimed PPS. Vol. No. 5. June 1,

¹⁷³ Cited in : (the previously mentioned reference) Asmani, JM, 2009.

5.7.4. Social Competence

Teachers' social competence stands for their ability to cope with social relationships, and interactions in society. This skill is also related to social responsibilities (Surya: 2003:138 in Hamidi and Indrastuti, 2012)¹⁷⁴. In other words, the social competence is teachers' capacity to create a formative interaction with learners, colleagues, parents,

5.8. Strategies To Foster Teachers' Efficacy

There are various period of teaching process, each of which necessitates specific set of skills' development. In the following lines, some hints are presented as to improve teachers' efficacy¹⁷⁵.

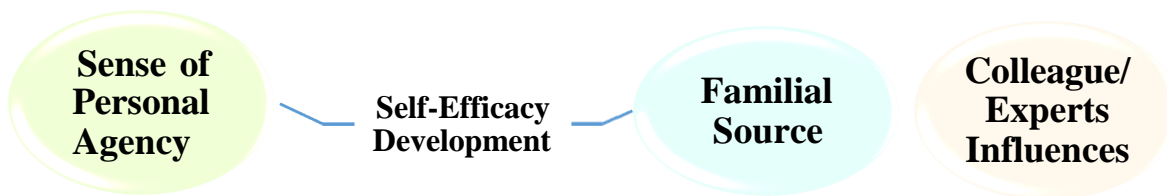


Figure 5 .13. Strategies to Foster Teachers' Self-Efficacy

5.8.1. Origins of a Sense of Personal Agency

In order to foster teachers' efficacy, it is essential to identify personal actions as part of oneself. These personal actions, as classroom actions and roles, enable the teacher to establish and distinct himself from others via different experiences. By time, and depending on the personal persuasion of the classroom actions, and social experiences, teachers will form a certain representation of themselves as a divergent self¹⁷⁶.

¹⁷⁴ Cited in : **Asmani, JM, 2009**. Competency Exciting, Power Books. Yogyakarta. Retrieved from : **Adnan Hakim (2015)** "Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning", The International Journal Of Engineering And Science (IJES), Volume 4 , Issue 2, Pages, PP.01-12, ISSN (e): 2319 – 1813 ISSN (p): 2319 – 1805. Available at: <http://www.theijes.com/papers/v4-i2/Version-3/A42301012.pdf>

¹⁷⁵ Cited in: **Naqvi, S.J. (2014)**. "The role of self-efficacy in effective teaching and learning in higher education: a case study of a private university in Pakistan". Staffordshire University.

¹⁷⁶ Cited in : **Bandura, A. (1994)** 'Self-efficacy' In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998).

5.8.2. Familial Sources of Self-Efficacy

Any teacher is concerned with the personal recognition and discovery of his/ her social and teaching capacities. Besides, s/he needs to develop other capabilities as social competencies and the linguistic skills to be able to face any unpredictable situation. The enhancement of such competences can largely nurture teachers' self-efficacy¹⁷⁷.

As any person who needs family and surroundings' support, teachers also need to have some people who reassure and bolster them. Friends or colleagues can be responsive to each other's' action and provide feedback about each one's behaviours. These members may help in creating opportunities for team work as to have an efficacious teaching. This can be done throughout organizing team work sessions between colleagues, besides to freedom of thinking and innovation in teaching, with respect to the each one's personal opinion.

5.8.3. Colleagues' Influences on Teachers

Teachers' self-efficacy changes and progresses through each experience. Team- work may give birth to broad opportunities that enable tutors to improve their self-recognition and nourishes their teaching skills. Working with an expert or an experienced colleague permits the teacher to have a real teaching model exposure that would provide efficacious teaching styles. Such experience allows further learning, and assists the teacher with new, different and efficient way of teaching.

5.9. Developing Teachers' Efficacy Via Team Teaching

Team-work, or, as commonly known co-teaching, is a new and attractive concept for several researchers. It is believed that teachers working in groups tend to better develop their teaching capacities, experiences besides to their conceptualization of both teaching and learning processes. In fact, a homogeneous co-working permits to increase teachers' efficacy.

¹⁷⁷ Cited in : **Bandura, A. (1994)** 'Self-efficacy' In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).

5.10. Benefits of Team Teaching

Teachers can benefit from team-work experiences to a large extent. It can help to improve, not only, their self-efficacy, but their teaching, practices, their students' learning besides to their personalities as educators as well.

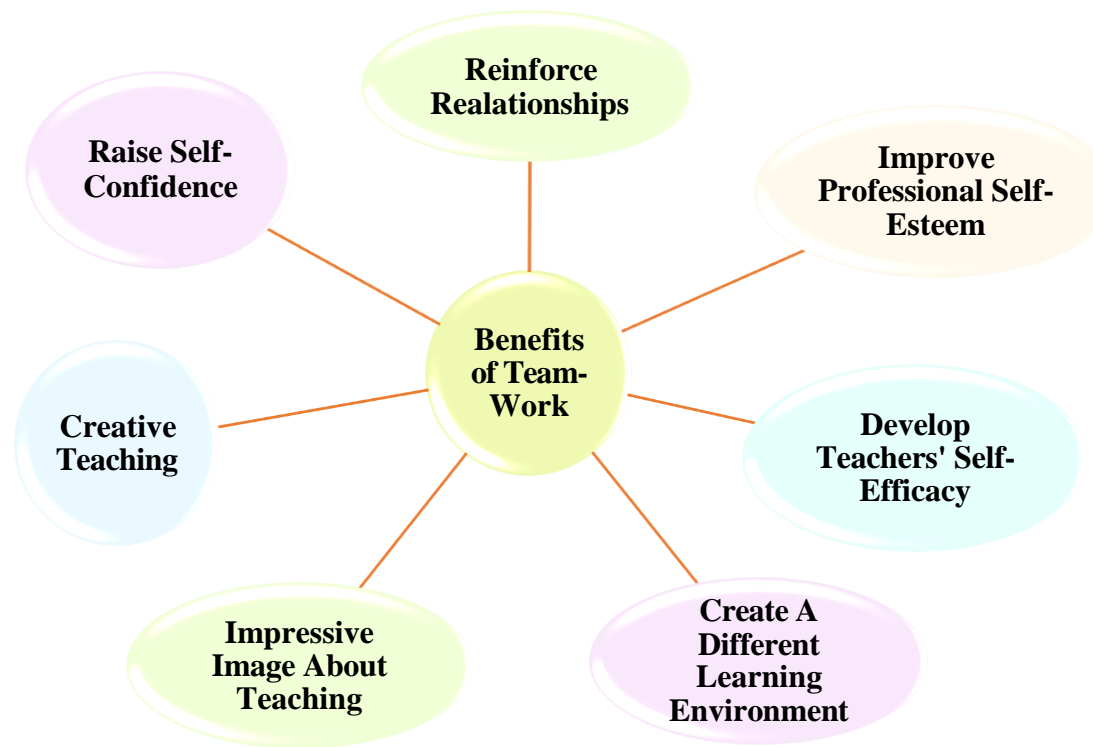


Figure 5.14. Benefits of Team-Teaching

5.10.1. Raising Self-Confidence

Many scholars consider teachers' self-confidence as a source of a good teaching and a way to enhance students' learning. Indeed, teachers' faith in their personal capacities reflects on their teaching practices, their contact with their students, besides to their personal evaluation. In this ways, teachers are required to keep their self-confidence elevated as to ensure the quality and the good proceeding of both teaching and learning.

As a matter of fact, teachers can foster their self-confidence via team-teaching. When co-teaching, both educators can boost each other's' confidence throughout feedback. Having two teachers in the same class collaborating in the lesson planning and presentation, answering students' questions and evaluation permits, not only, exchanging ideas, but also the provision of personal impression and opinion about each one's teaching practices. This way, each teacher would have an enlarged vision about his teaching and corrects his errors.

5.10.2. Reinforcing Relationships

Teachers' collegueship can be further improved through team-teaching. To put it clear, when a teacher works with his partner, there is a great chance that they both develop a deep sense of collegueship. Since teachers have two different characters, a personal, and a professional one, the opportunity to work together leads teachers to discover and see the partner from another side. Working together helps teachers in developing their personalities, sense of partnership, confidence and respect. It can even deepen their understanding to each other.



Figure 5 .15. The Impact of Team- Teaching on Teachers' Relationship

5.10.3. Improving Professional Self-Esteem

It is commonly known that people with an acceptable level of self-confidence possess a positive self-image; that is the same case for teachers. Teachers who have faith in their teaching knowledge and skills reflect on their professional view. Co-teaching, partner's /or expert's continuous feedback, reflection, evaluation and guidance can help the teacher to create a strong image about himself. It can, also, help in the birth of positive percievevness of the teacher's efficacy.

5.10.4. Enhancing Teachers' Efficacy

As previously mentioned, collaborative work can further upsurge teachers' efficiency in classroom. That means, co-teaching permits to test and discuss different teaching methodologies, implement distinct teaching materials, and develop further learning strategies for the sake of helping students to improve their learning.

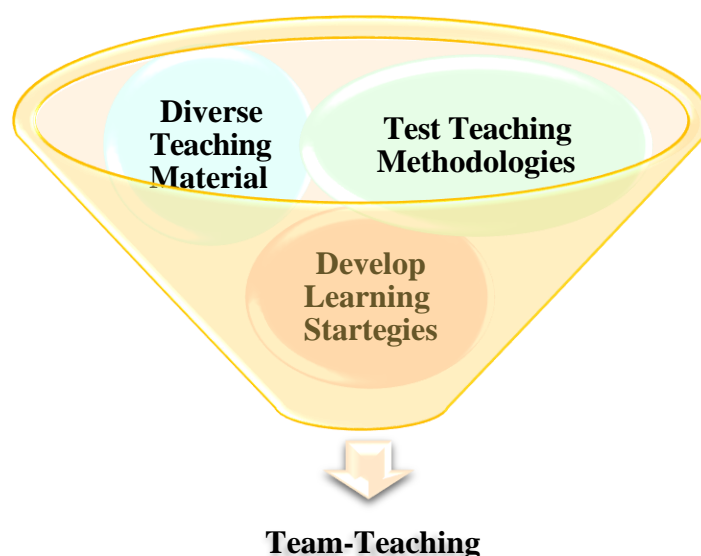


Figure 5.16. Team-Teaching and Self-Efficacy Development

On the same line, working with an expert of the field, an experienced teacher or a professional educator allows the teacher to learn more about the teaching process, and develop his reactions and positive classroom behaviours. Exchanging experiences, feedback and opinions with another teacher may enrich the teaching quality, and provides wider opportunity for learning.

5.10.5. A Different Learning Environment

As it is commonly known, within a single teacher classroom, the educator is the full and the only responsible for both teaching and learning processes. Having one teacher teaching a small or a large class can be a demanding and a difficult task. The teacher is the only knowledge provider and the guide who has to respond to the students' different learning needs. S/he is required to adapt the diverse teaching roles.



Figure 5.17 . One Teacher vs Team Teaching Class

However, while co-teaching, both teachers are active in classroom. In fact, they both share the teaching and learning responsibilities. That is to say, both of them are engaged in the process of lesson presenting and explaining, learning evaluation, and reflective teaching. This case leads to the creation of a new and an enriched learning environment where students have two different sources of knowledge. Each one of them, has his own teaching way; the fact that results in an enjoyable learning.

5.10.6. Create an Impressive Image about Teaching

As commonly known, teaching is a noble profession. Most of students are influenced by their educators; so they prefer to be teachers in the future. Teachers' character, behaviours, and contact with students are paramount for learners. These later perceive the tutor as a role model to be followed in their future career. As a matter of fact, it is also possible for a teamwork to leave a nice impression among learners, and to motivate them to co-work either with their classmates, or even colleagues in the future.

Simply put, having two teachers in the same class, collaborating in the whole teaching process (planning, material selection, lesson presenting and evaluating) opens the space for further learning. It actually creates wider opportunities for communication and debates. In this case, students would expand their discernment towards teaching, and broaden their understanding about collaborative work. This way, teachers would help students to perceive teaching from another side. Then, students are more likely to adapt team-teaching as an effective approach and an example to work with in the future ¹⁷⁸.

5.10.7. Creative Teaching

According to Soh (2000)¹⁷⁹, the creative thinking and teaching are rarely studied due to most teachers' obliviousness¹⁸⁰ about both creativity and creative behaviors' in teaching. In fact, it is necessary to understand what "creativity" means before twigging the creative teaching concept. Simply said, creativity is the process of producing and coming up with a new whole out of existing elements by arranging them into a new configuration. Hence, "creative teaching" refers to teacher's utilization of their own ingenuity to design systematic teaching solutions, adopt appropriate teaching techniques, and change teaching methods or arrange reasonable and effective teaching activities while teaching as **Eric (1966) Thesaurus explained: "Creative teaching refers to teaching that results from the teacher's creativity, not to teaching that is intended to develop the learner's creativity."**¹⁸¹

In this sense, teachers may collaborate with their peculiar thinking and innovative insights to redirect the teaching process towards a new side. Indeed, team teaching allows them to come up with a new teaching ideas, techniques, and develop together suitable teaching and evaluation methods. It can also help in improving creative classroom problem solution.

¹⁷⁸ **Cited in: Meehan, M, L. (1973).** "What about Team-Teaching". Educational Leadership Journal. Vol 30, issue 8, pages: 717-20.

¹⁷⁹ **Cited in: Soh, K.C. (2000)** "Indexing creativity fostering teacher behavior: A preliminary validation study." Journal of Creative Behavior, Vol. 34, No. 2, 118-134

¹⁸⁰ **Obliviousness (n):** the quality of not being aware of something

¹⁸¹ **Cited in: Haggis, S., & Adey, P. (1979).** "A review of integrated science education world-wide".

5.11. The Process of Team-Teaching A Lecture

Generally, any team-teaching lesson proceeds by eight prime steps. Each of those steps is important to consider in the collaborative work ¹⁸².



Figure 5.18. The Process of Team Teaching a Lesson

5.11.1. Step 01: Meeting

The first initial step in any team-work is to meet. Both teachers need to find out the suitable time to discuss the lesson. In fact, it requires the devotion of both time and efforts to realize a lecture.



Figure 5.19 . Teachers' Meeting

¹⁸² Cited in: Main, K and Bryer, F. (2005). "What does a "good" teaching team look like in a middle school classroom?". School of Cognition. Griffith University.

5.11.2. Step 02: Lesson Planning and Structuring

The second step is to agree on planifying and the structure of the lecture. Teachers need first and foremost to decide about lesson's objectives. Then, both teachers put into words their ideas about the proceeding of the lesson, and the division of the activities. A careful planification and a well studied lecture may result in fruitful learning outcomes.

5.11.3. Step 03: Material Selection

At this stage, each tutor suggests the teaching materials that can be used according to the pre-ordained lesson objectives. Then, they both agree on the suitable materials, besides to the way of implementing them.

5.11.4. Step 04: Dividing Responsibilities

At this level, teachers realize that they both share the same duties. Dividing responsibilities is an essential part in the process of team-teaching. It actually exhibits the concordance and the homogeneity of both teachers ¹⁸³.



Figure 5.20 . Dividing Responsibilities

5.11.5. Step 05: Lesson Presenting

At this step, prior discussions about lesson's presentation needs to be held. In other words, teachers' need to talk about how they will divide the lecture into parts, the way each one will explain his parts, how to pass the word to each other, and communicate with each other.

¹⁸³ Cited in : Herre, C. (2010). "Promoting Team Effectiveness: How Leaders And Learning Processes Influence Team Outcomes".

5.11.6. Step 06: Listening and Completing Each Other

This is an important phase in team-teaching. It would be useless and unfruitful teaching if each of the two teachers proceeds the lesson the way s/he wants with no consideration to the partner. In fact, both teachers are required to carefully listen to each other before, during and after the lesson presentation. Each one's point of view needs to be taken into account. It is also possible for one teacher to respectfully interrupt his partner while presenting the lecture for a further clarification, asking a question or giving a comment. In this case, the second teacher proves his attentiveness. This way, they both develop a complete sense of homogeneity.

5.11.7. Step 07: Feedback Provision

This step occurs after concluding the lesson presentation. Each teacher tries to provide constructive feedback on his colleague's teaching behaviours and performance, communication, contact with students. This can be a great opportunity for both teachers to improve their teaching skills and learn from each other's experiences.

5.11.8. Step 08: Reflection

After ending up with the whole lessons' presentation, both teachers need to reflect on their teaching practices. The reflective teaching helps both of them to review and consider the advantages and disadvantages of their teaching methodology and techniques used. It also aids to see if the objectives established have been successfully achieved or not.

5.12. Strategies to Create A Good Team

There are sundry strategies to create successful teamwork, some of them are: confidence in the partner, openness, sharing culture, honesty in teaching, to accept differences and listen, avoiding destructive criticism and avoiding perfectionism.

5.12.1. Confidence In the Partner

Although teachers' confidence in themselves is necessary for improving teachers' classroom actions and behaviours, still, it is not enough. Teachers also need to have confidence in their colleague. In fact, confidence in this case stands for the absolute trust in the colleague's teaching skills, practices and even experiences. It is to believe in each other's teaching

background and knowledge. It is, also, related to each one's conviction of the readiness to take and share the teaching responsibilities with no doubt or hesitation.

5.12.2. Openness

In general terms, openness signifies the acceptance of other people with all their culture and character. Similarly, to be open in team teaching means to accept and adapt to the colleagues' personality, behaviours, and feedback. Teachers need to moderate classroom domination and open the space for each other to act.

5.12.3. Sharing Culture

One of the primary elements of any successful team is the sharing culture. Teachers' willingness to share, not only, the teaching documents, but also, their teaching experiences and pieces of advice that they learnt over the years is paramount. Partaking the whole teaching process including the duties, responsibilities and classroom decision consequences helps in improving a homogenous teaching sense; besides to developing teachers' relationship.

5.12.4. Honesty in Teaching

To be honest is an essential part in teaching. Honesty in teaching means to be clear enough with both yourself and with students about the teaching career as well as their teaching objectives. It is also linked to teachers' readiness to assume their teaching practices, flaws and consequences. On the same line, in team-teaching, honesty may refer to teachers' enthusiasm to work with colleagues, and the full engagement in the co-teaching process. Thus, when both teachers are honest enough in their career, they are more likely to improve the teaching actions, and foster the learning outcomes.

5.12.5. To Accept Differences and Listen

One of the essential steps in team-teaching is to accept each-other's differences. It is commonly known that there are no two teachers alike. That is to say, each teacher needs to accept the different character of the other, with no obligation to change him/her personality or behaviours unless they do not fit with classroom actions. By accepting each other, willingness to listen develops. Both teachers carefully listen to each other's ideas, suggestions, then study them together. This way, good listening forces relationship.

5.12.6. Avoiding Destructive Criticism

It is common that in any team-work, members would exchange their standpoint about the subject matter. Similarly, in team-teaching, teachers altercate¹⁸⁴ about the issue, criticize and provide feedback about the outcomes. However, criticism need to be constructive. For the purpose of realizing a successful team lesson, and to maintain a homogenous team work, it is preferable to avoid hard, and destructive criticism. In case one of the teachers disapproves the teaching method, material, or any teaching element, there ought to be some arguments. Still, the dis-approval needs to be presented in a constructive way that would encourage the continuity of the team work and improves teachers' experiences and actions.

5.12.7. Avoiding Perfectionism

Trying to be a perfect teacher is twofold, that is, it can be good and it may be a destroying desire. The need to excel can be exhausting as it takes too much time and efforts. That means, in team-teaching, trying to be too perfect is to be avoided. In spite of the working team may have the desire to bring about all the best they have, still making a balance between the two desires is needed. After all, both teachers would rather cooperate to attain a fruitful lesson than competing for whom is the best. Thus, the following are some techniques that may help to avoid perfectionism.

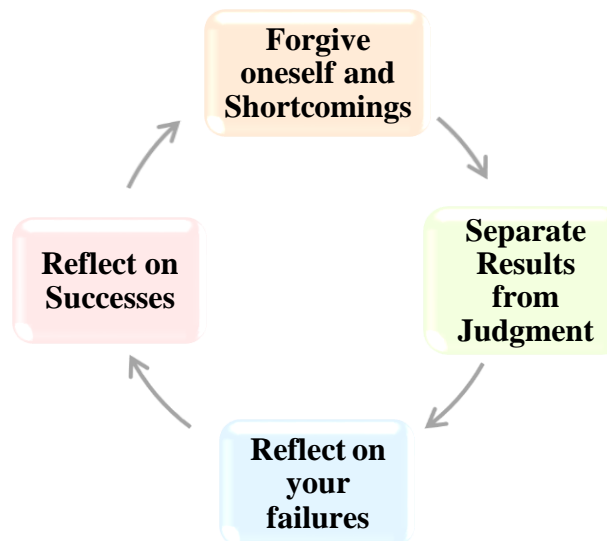


Figure 5. 21 . Tips for Perfectionism Avoidance

¹⁸⁴ To altercate (v): to argue

5.12.7.1. Forgive oneself and Shortcomings

All people make have some weaknesses, and all make mistakes; teachers are of no difference. Mistakes are part of the learning process. In fact, it is thanks to mistakes that the learning improves. Then, as teachers are supposed to be continuous learners, they can learn from each others' mistakes. In fact mistakes should not be a point of judgment or norms of evaluation as little mistakes can contribute to the tutors' growth.

5.12.7.2. Separate Results from Judgement

Self-confidence is significant for teachers. They need to believe that they are active producers. The initial step towards such belief is avoiding other's judgment. It is important to aim for the good results but not perfect ones. Perfectionism might be self-destructive as the perfectionist is concentrated more on what others say, i.e. others perception.

5.12.7.3. Reflect on Failures

Every successful man has failed once in his life. Bill Gates said: “ *I failed in some subjects in exam, but my friend passed in all. Now he is an engineer in Microsoft and I am the owner of Microsoft*”¹⁸⁵. This means that failure is just one way to success. Lucky is the person who fails as s/he learns more lessons than the one who does not. After all, failure is just the open door towards new inspiration and self-discovery.



Figure 5.22. Failure the Stepping Stone for Success

¹⁸⁵ Retrieved from: <https://allauthor.com/quotes/5490/>

5.12.7.4. Reflect on Success

Success is the nicest thing that can happen to any person. For teacher, success is a reward to long days and nights of hard work. Perfectionist teachers always look for perfect things. Indeed, they rarely celebrate little things succeeded. Although it is one of their objectives achieved, they still look for what is better. This fact can demolish them. So, celebrating little things done perfectly is the first step to an ultimate success.

5.13. Features of A Successful Team

There are several requirements for a successful team. Some of them are: giving credits to each other, avoiding blames, and being leaders not the boss.

a) Giving Credits

Giving credits means acknowledging others' ideas and work. Acknowledging each others' ideas and appreciating them exhibits respect and confidence between the colleagues.

b) Avoid Blaming

Good teachers leaders take part of the blame if something does not go the way they want. Teachers who put the whole blame on others' shoulders seem to be selfish. Thus, it is important to know how to shield others instead of blaming; a co-understanding, analyzing and discussing problems may be better.

c) Be The leader Not The Boss

Humans by nature rarely accept someone to control them by force; this is the same case for teachers. In a teamwork, it is preferable to be guided than to be controlled. Showing that the class is under the teachers' control, and that s/he is the boss, the one who decides, who has the first and last word is not workable. Rather, freedom of actions and performance besides to spontaneity are required in a teamwork. Hence, good teachers' leaders open the space for debates, encourage and do not push by force, inspire and stimulate instead of impulse and shove.

5.14. Teachers' Roles In Team Teaching Approach

There are several roles that teachers play in classroom. Although all of these roles are necessary in maintaining classroom discipline and improving the learning process, three of them are primeval in team teaching. Teachers need to be good listeners, facilitators as well as knowledge providers.

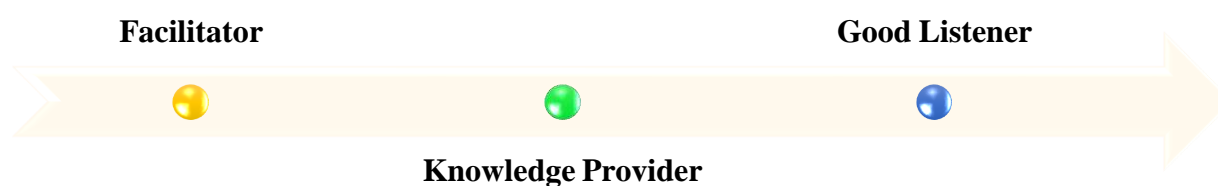


Figure 5. 23 . Teachers' Roles in Team-Teaching

5.14.1. Teacher As A Facilitator

Notwithstanding the fact that all teachers' roles are important to the extent that they help in developing students' contribution and language level, being a "facilitator" can be put at premium. Team-teaching would be more interesting if teachers are being "a facilitator" in class; to facilitate the debates and discussions with both colleagues and students. In fact, to be "a facilitator teacher" does not necessarily mean to, completely, let the colleague control the class or throw the whole teaching responsibility on his/her shoulders, it is, instead, to , both, engage in the teaching process. Therefore, there are several steps for being a facilitator teacher; the following are the most common.

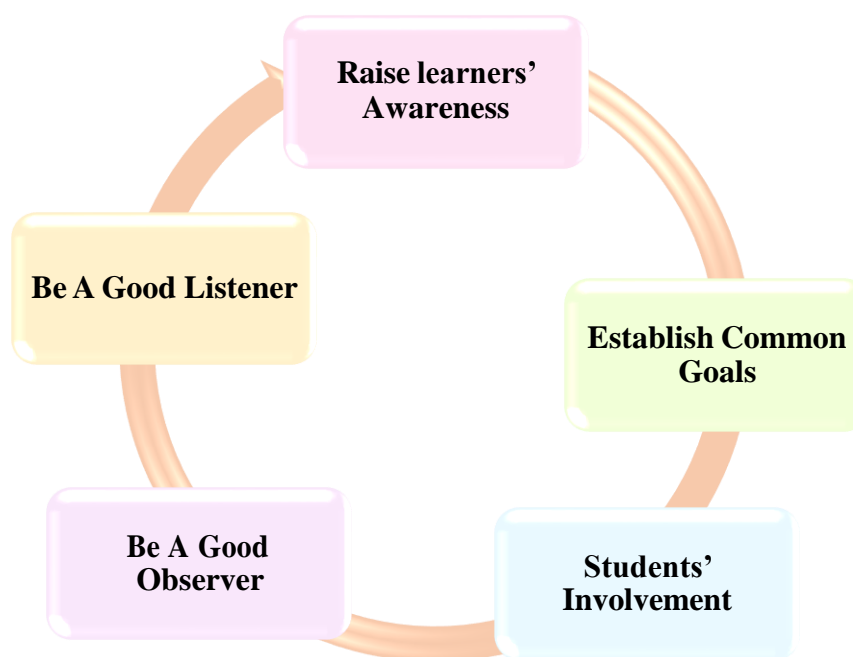


Figure 5.24 . Steps To Be a Facilitator Teacher

5.14.1.1. Raise Awareness: this means to be aware of the teaching/ lessons objectives so that to give a vivid picture about what is assumed to be achieved. Both teachers need to be alert of what is required to be taught to, and attained by students, at the end of each course, i.e. learning outcomes.

5.14.1.2. Establish Common Goals: determining goals of each teacher is an initial step towards successful teamwork. Teachers need to discuss the main aims, goals and objectives of their lesson prior to its presentation.

5.14.1.3. Students' Involvement: students' involvement does not refer to only students' participation in class, but also contribution in the teaching process. That is to say, teachers can consider students point of view about the team teaching experience, and take into account their feedback as to correct the teaching flaws.

5.14.1.4. Be A Good Observer : classroom observation is one way towards reflection. That is to say, teachers' need to notice the progress they are making, their co-work performance and their responses to distinct questions. This way, teachers may have an insight into their teaching practices and the learning advancement.

5.14.1.5. A Good Listener: A good teacher listener is the one who goes beyond hearing. Paying a close attention to their partners helps teachers to discover many things about each other. This implies active ears.

5.14.1.6. Knowledge Provider: teachers spend days and nights studying the lesson content, looking for the right teaching resources and finding out the suitable method to deliver the message in an easy way that would make it accessible and comprehensible for all students. Thus, in team-teaching, both teachers are contributing in passing the message to students. They work together in order to sit an appropriate technique to facilitate students' comprehension.

5.15. Reflective Teaching

Cruickshank and Applegate (1981) defined reflective teaching as a means to think about one's own teaching; to ask such questions what/ how/ and why was it done, and what can be changed in order to be an effective teacher. Webster's Unabridged Dictionary (1986) defined the word "reflect" as:

"To remember with thoughtful consideration, come to recollect, realize or consider in as course of thought. Consideration of some subject matter, idea, or purpose often with a view to understanding or accepting it or seeing it in its right relations..."

Webster's Unabridged Dictionary (1986)

The reflective practice is about questioning one's own teaching practices (Serafini /2002). Teachers scrutinize their teaching and the learning experiences, as to improve the quality of both teaching and learning processes. Hence, reflective teaching is one way for professional development.

5.16. Techniques to Be A Reflective Teacher

There exist several techniques for a good reflective teacher; these are only some of them.

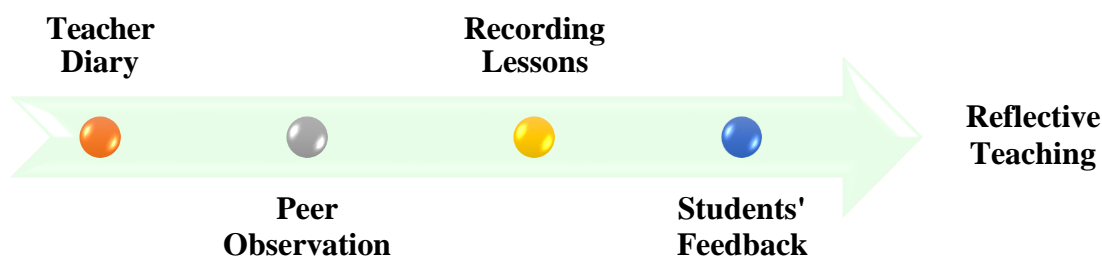


Figure 5.25. Some Techniques for Reflective Teaching

5.16.1. A Teacher Diary : teachers need to have a personal diary to take notes of what has been done along the day, what goes wrong, and what needs to be changed. A diary keeps teachers always alert.

5.16.2. Peer Observation: peer observation means that teachers co-observe a classroom. One of the two teachers observes the class while the other is presenting the lecture. This can be useful in the sense that it allows both of them to notice the differences between their teaching practices and the efficiency of teaching techniques used. Co-observations permits colleagues to discuss each ones experiences of teaching; to learn from each other.

5.16.3. Recording Lessons: recording lessons can be very beneficial for teachers. Teachers can record themselves while providing lectures for their students, then, either listening/ or even watching themselves explaining. This permits teachers to see their behaviours and actions in class, i.e. to evaluate themselves.

5.16.4. Students' Feedback: considering students' evaluation to once own teaching can be efficient. There exist several ways for gathering students feedback, students' satisfaction questionnaire is one of them. Yet, teachers can also permit students to provide their opinion about the team-teaching approach, the teaching method, behaviours..etc. by opening free debates.

5.17. Teachers' Education

Teachers' self-efficacy, also referred to as teachers' competence, is commonly considered as the basic for an effective teaching. Teachers hold a huge responsibility, which is not limited to only, presenting a lecture, but also, to prepare generations and upsurge their

capacities as to fit for the requirements of the real world outside. For that purpose to be realized, teachers need to, first and foremost, improve their teaching skills as to be ready to teach¹⁸⁶. That means, the development of teachers' competences, or self-efficacy, is fundamental. As a matter of fact, enhancing teachers' efficacy can be achieved via several ways. One of the common methods is teachers' training courses, or teachers' education.

5.17.1. Definition of Teachers' Education

Owing to the National Council for Teacher Education, the term is defined as a programme of education, research and training people for the purpose of teaching from the pre-primary school to higher education¹⁸⁷. This programme is designed for teacher to develop the educators' teaching efficacy¹⁸⁸. It also aims to respond to the diverse teaching needs and enable tutors to overcome the obstacles that would encounter them in their career.

5.17.2. Elements of Teachers' Education

Teachers' Education includes three basic elements: teaching skill, pedagogical theory and professional skills

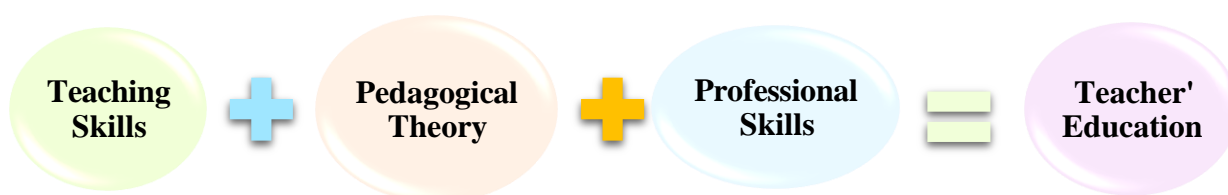


Figure 5.26. Elements of Teacher Education

¹⁸⁶ Cited in: Butt, M. (2012). "Impact of English Teachers' Self Efficacy Beliefs on Students' Performance". The World Applied Sciences Journal. vol, 20, issue, 07.

¹⁸⁷ Cited in : Reena (2016) « Educational Teachnology ; Meaning,nature,objectives,scope of teacher Education". Retrieved From: <http://technologyof2017.blogspot.com/2016/11/meaningnatureobjectivesscope-of-teacher.html> on: 30/06/2018 at: 10.22h.

¹⁸⁸ Cited in : Summers, M. Childs, A. and Graham, C. (2005). "Education for sustainable development in initial teacher training: Issues for interdisciplinary collaboration". in Environmental Education Research Journal. Vol 11, issue 5, pages: 623-647. Downloaded on: July, 21st, 2016.

5.17.3. Teaching Skill: teaching skills stand for training and putting into practice teachers distinct strategies and approaches that reinforce teaching and evaluation. It is concerned with classroom discipline and management, teaching tools and communication skills.

5.17.4. Pedagogical Theory: the pedagogical theory includes the teachers' view on the philosophical, psychological and sociological teaching perspective. Such view helps them to implement their teaching skills in classroom.

5.17.5. Professional Skills: the professional skills encompasses knowledge of methods, strategies and techniques that enable teachers, not only, to improve their practices, but also, to contribute in the learning development. Such crafts vary from: soft skills, psychotherapy skills, to interpersonal and computer skills, and prior to all these skills life-long learning skills. Henceforth, a combination of the three skills would help teachers to have a clear conceptualization of the teaching process, and to promote their teaching efficacy.

5.18. Teacher Training

Teacher training or teacher education refers to the process of teaching or learning the knowledge, skills, and attitudes that teachers need within an educational setting. It aims at developing teachers' competency and professionalism through sets of procedures.

5.18.1. Pre-Service Teacher Training

In-service teacher training is an initial step towards professional development. It has an important role in the enhancement of teachers' knowledge and the teaching quality. It includes all the activities that are designed for building teachers' skills. Hitherto, since there are no real teacher training courses in Algeria, first and foremost, it would interesting and of a great advantage for teachers to undertake some training courses before being integrated in the teaching career.

Generally speaking, after achieving the Doctorate degree, teachers are interviewed and directly recruited without any prior training. Thus, the ministry of higher education, in fact, can play a major role in teachers' progress. That is to say, imposing the training course as a compulsory step before starting teaching (in general) at the university (in particular) does not only help teachers to have a prior idea about the teaching requirements, but also will broaden their knowledge and enhance their skills.

A sample of the training course could be similar to The CELTA that is initially an Pre-Service teacher training course. It is a *Certificate in Teaching English to Speakers of Other Languages*, which provides a set of teaching techniques and practical experiences. It tackles both the teaching theories and their implementation at a practical stage. To put it clear, the CELTA targets teachers' knowledge, skills, classroom behaviour, classroom management, communication, teamwork, teacher students contact, learners' needs, assessment and evaluation.

5.18.2. Post Service Training

After the completion of the Pre-Service training, teachers need to be introduced first as teachers' trainees (or student teachers) in the teaching career before being recruited. In other words, it would be prolific if teachers were further trained on how to put their prior knowledge into practice. That is named the post training service, in which teachers are supposed to, not only , be supervised by, but also given the validation / or approval of a tutor while teaching. The determination of this training period depends on the teachers' competence, but can vary from six months to one year.

A good sample of the post-training course could be the DELTA course. This latter is *an English language teaching qualification for experienced teachers of English language as a foreign language*. The course is designed for teachers who have already been teaching for a certain period of time and completed an initial teacher training course. It is suitable for first language and non-first language speakers of English who are teaching at different stages. It consists of three modules, all of which emphasis theory and practice.

The idea is to adapt and come up with a similar course that would help teachers to reinforce their teaching skills. Tutors assist the trainees all along their teaching and give them the necessary guidance. They will then either approve their progress or call for further training period. Consequently, by the end of the course, teachers would be able to have a qualification that allows them to teach at the university level.

5.19. Conclusion

Prior to what has been discussed, team-teaching is regarded as an important element in the improvement of teachers' efficacy. Teachers' competency and efficiency level reflects on their teaching classroom practices, actions, decisions and behaviours. Notwithstanding the fact of having one teacher per class is the long recognized teaching system, it is in fact considered nowadays as an ordinary teaching. Indeed, researchers and professional's current attention is directed toward collaborative work. This means that team-teaching can be one step towards a new and innovative teaching perspective.

Henceforth, this chapter presents some plausible and benevolent solutions that can help in teachers' effectiveness' improvement. It also sheds light on the essence steps towards a successful team-work as well as its requirements. Competency progress is the key initial step towards teachers' development. Similarly, team-teaching is one primordial feature in teachers' ability heightening. It can help in the advance of a new teaching philosophy and a creative spirit. By the same token, reflective teaching is also beneficial. It provides a deep view of the teaching practices, and reveals its flaws and advantages.

General Conclusion

General Conclusion

Self-efficacy is one of the pertinent notions in educational psychology. Bandura is only one of several scholars who have long been interested in scrutinizing its appropriate signification, and the sundry methods that may develop it. Being simply defined as the personal beliefs in one's abilities to execute specific actions, self-efficacy plays a vital role in everyone's life, and teachers are of no difference. Indeed, teachers are often seen as a role model or an ideal to follow. For that reason, they need to, continuously, work on improving their professional skills. To put it clear, teachers' efficacy is their inner beliefs about their capacity to perform a specific action. Such beliefs can either be personally enhanced, or throughout learning from observing others. That means being exposed to an expert or sharing experiences between colleagues for the sake of refining one's teaching practices.

Alongside, team teaching is one of the strategies that may help teachers to upsurge their efficacy level. Differently put, team teaching is the process of sharing the teaching practices and responsibilities together while teaching one class. It starts from the first meeting to set out the teaching objectives to the last step that is evaluation and reflection. In defiance of the fact that this concept is considered as a new teaching method, few attention is provided to its impact on teachers' efficacy. That means, few studies have been made to inspect the connection between self-efficacy and team teaching.

Consequently, the present study is intended to revitalize the prominence of the self-efficacy and team teaching concepts in language teaching. It attempts to reveal the correlation between teachers' self-efficacy development and team teaching. It also makes a stab towards examining the impact of teachers' team teaching on teachers' efficacy upgrading; how teachers can share and exchange their teaching experiences in and outside the class. Besides, it explains the way to take benefits from these practices as to boost teaching efficiency and the learning quality.

Hitherto, as every study is, initially, founded on theories, four main questions conduct the present research. The first and foremost credence is that team-teaching influences teachers' efficacy. This latter leads to three more sub-questions. It tackles, second, teachers' perception to team-teaching in the English department, Sidi Bel Abbes. Third, it pores over the chief reasons behind its absence or ignorance. Then, it presumes that most teachers admit its necessity and eminence in enhancing their efficacy.

Based upon these questions, several ways to collect data have been selected such as: test – questionnaire – interview, observation, and focus group that may help to reveal the connection between team-teaching and self-efficacy. Both the test and questionnaire are distributed to teachers of the English language in the English department, Sidi Bel Abbas. The test anonymity is highly respected. Then, in order to ensure the reliability of the research, an observation is undertaken with 3 teachers, followed by an interview. These tools are believed to add a large amount of data as to better identify and resolve the research problem.

Henceforward, the empirical findings in this study provide a new understanding of the impact of team teaching on teachers' efficacy. That is to say, one of the most noteworthy results is that team-teaching fosters not only teachers' competency, but also, their self-perception and strengthens their personality. Collaborative work encourages better classroom behaviours, improves the teaching methodology and leads to innovative teaching. In fact, co-teaching provides wider opportunities for learning and opens the space for further learning styles consideration.

Undeniably, reckoned on the data gathered and interpreted, self-efficacy level determines teachers' behaviours and performances. Likewise, an appropriate level of self-efficacy helps in the realization of the collaborative work. As reported in the questionnaire, teachers with high self-efficacy beliefs consider self-efficacy as based on the extent to which they feel content about their teaching practices. In addition, their only worry is the lesson's good preparation. This latter represents their immense challenge.

On the same line, these teachers avow that they never liken their teaching performances to that of others. They claim that comparing oneself to others is just an underestimation to the personal capacity. This fact discourages the implementation of team-teaching. Undoubtedly, the majority of these teachers never share their experiences with their colleagues for a feedback. Their belief is that every teacher is exceptional.

Despite the fact that these teachers admit the advantageous of team-teaching, and the impact it has on their competence improvement still, most of them, actually prefer teaching alone. This latter reflects and implies personality factor. Truthfully, as reported in the present study, the differences in teachers' characters, beliefs, methods, and behaviours impede its adaptation.

As for teachers with average self-efficacy beliefs, self-efficacy notion is related to numerous teaching contexts as well as the capability to handle hard situations. They prefer to be effective teachers by being modest and fair in their self-evaluation. They also confess comparing their teaching to that of their colleagues in order to make the differences and find out the best way to teach. For that reason, they like co-teaching, and partaking their teaching performances with others. Their basic objective is to enlarge their teaching understanding and better their actions.

Regarding teachers with low-efficacy beliefs, self-efficacy is the possession of the sincere beliefs and awareness of their ability to teach. They consider that such concept is highly linked to respecting the job itself, students and all the elements involved in both teaching and learning. Such reflection implies their sensitive personality or lack of confidence. Indeed, as reported in the research, these teachers always worry about their incompetency, absence of students' motivation and large classroom numbers that effect the understating of the lesson. For that reason, these teachers favour team-teaching. They like having feedback from their coworkers about their teaching practices.

Unquestionably, for both teachers with average and low efficacy beliefs, team-teaching is their chance to progress. It also represents an effective way to break the customary teaching by alternating teachers. As a matter fact, as students affirm, team-teaching is such a new and innovative method of teaching that may influence teachers and students alike. The experiments revealed students likeness to the concept despite their confusion. That is to say, because the department does not really witness classroom team-teaching lessons, students felt a bit perplexed once having two teachers delivering the information in different ways. Still, they affirm that it is an interesting method of teaching if well planned.

In the same way, both teachers and students proclaim that team teaching has an impressive impact on both teachers and learners. In view of this, co-teaching helps teachers adjust their teaching behaviours and performances, upsurges their self-confidence, and upgrades their personality. At the same time, collaborative work, provides wider opportunities for students to learn, to debate and promote co-learning. Henceforward, the result obtained seems to convey the pre-ordained hypothesis. It is first hypothesized that teachers' efficacy improvement is the prime concomitant for team teaching. Actually, as reported in the questionnaire, interview and the focus group, team-teaching helps to a large extent teachers to

develop their teaching efficacy. Second, it is assumed that the process of team teaching, exchanging views and evaluating each one's performances can be the secret behind teachers' competency improvement as it can better teachers' classroom actions and performances. The three categories of teachers acknowledge that co-teaching is a chance for teachers to upsurge their professional competence, and evaluate their classroom performances.

Then, it is supposed that the sharing culture, listening, feedback consideration, low or high self-esteem are some of the reasons behind the absence of team teaching adaptation besides to teachers' steady self-efficacy. On this, both teachers and students agreed on that teachers' personality is the vital feature behind the non-adaptation of team-teaching. Teachers with a negative self-perception are hardly capable to co-teach or to share their knowledge with colleagues because of their fear of criticism. Similarly, teachers with a high self-efficacy rarely co-teach since they refuse sharing their acquaintances. At last, not at least, it is suggested that most teachers admit the necessity of team teaching since it develops, not only, their efficacy, but also fosters their teaching process, self-perception and their personality. Both teachers with low and average self-efficacy, team-teaching is significant for any teacher who looks for personality and competency boosting.

Hitherto, for all the participants, the enhancement of self-efficacy along with the adaptation of team-teaching is not difficult to attain. That is to say, self-efficacy can be improved through several means. Indeed, teachers have suggested some of the strategies that can boost self-efficacy; some of them being up-to date, to read about the subject matter and to reflect on one's own teaching. In fact, self-efficacy can also be elevated via team-teaching. When teachers collaborate together, they develop a mutual understanding that helps improving their teaching thoughts and behaviours.

Nonetheless, it is worth mentioning that the study has got some limitations that need to be acknowledged. The first and the major limitation is teachers' conceptualization to both self-efficacy and team teaching. Regardless the fact that teachers could interpret team-teaching and give a slight definition to self-efficacy, none of them could successfully realize their right and exact meaning, besides to the linkage between the two notions. Second, the test application has also been troubling. The test was basically adapted from R. Schwarzer and M. Jerusalem (1995). The questions developed seemed not to fit for the current culture. Thus, the researcher was obliged to change some questions as to accumulate the answers required.

Third, the lack of resources. Although self-efficacy and team teaching have already been discussed by many scholars as the pioneer Bandura, still, the correlation between the two notions is not really conferred. That is why, few data could be found. Next, the applicability of the team-teaching experiment faced a rejection by some teachers due to some ambiguous reasons.

As a final point, the issue of self-efficacy and team teaching are intriguing, which could be usefully explored, in further researches. Indeed, additional experimental inquiries are needed to estimate the influence of team-teaching personality improvement. It would be interesting to investigate teachers' personality and its role in co-teaching a class. It would also be worth revealing the connection team-teaching and students contact. Beside, future research can concentrate on the exploration of role of teachers' self-efficacy on students' learning and comparing team-teaching versus group learning.

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Glossary

Glossary

Glossary

Assertiveness

Assertiveness is a social skill that relies heavily on effective communication while simultaneously respecting the thoughts and wishes of others. People who are assertive clearly and respectfully communicate their wants, needs, positions, and boundaries to others. There's no question of where they stand, no matter what the topic. It is being assertive means being honest about your feelings, your opinions, or even your rights.

Autonomy

Autonomy means the ability to take control of one's own learning, independently or in collaboration with others. An autonomous learner will take more responsibility for learning and is likely to be more effective than a learner who is reliant on the teacher.

Diligence

constant and earnest effort to accomplish what is undertaken; persistent exertion of body or mind

Eclecticism

The practice of deriving ideas, style, or taste from a broad and diverse range of sources. The Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners.[1] Different teaching methods are borrowed and adapted to suit the requirement of the learners. It breaks the monotony of the class

Embryonic

It is an adjective that means starting to develop.

Extrinsic Motivation

Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual

Intrinsic Motivation

Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you.

Glossary

| | |
|----------------------------------|---|
| <i>Introversion</i> | <p>This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishment.</p> <p>Introversion is a basic personality style characterized by a preference for the inner life of the mind over the outer world of other people. One of the Big Five dimensions that define all personalities, introversion sits on a continuum at the opposite end of which is extroversion. Compared to extroverts, introverts enjoy subdued and solitary experiences.</p> |
| <i>Optimism</i> | <p>Optimism reflects the belief that the outcomes of events or experiences will generally be positive. Others contend that optimism is more an explanatory style; it resides in the way people explain the causes of events. Optimists are likely to see the causes of failure or negative experiences as temporary rather than permanent, specific rather than global, and external rather than internal.</p> |
| <i>Self-actualization</i> | <p>Self-actualization is the complete realization of one's potential, and the full development of one's abilities and appreciation for life. This concept is at the top of the Maslow hierarchy of needs, so not every human being reaches it.</p> |
| <i>Self-confidence</i> | <p>Confidence is a belief in oneself, the conviction that one has the ability to meet life's challenges and to succeed—and the willingness to act accordingly. Being confident requires a realistic sense of one's capabilities and feeling secure in that knowledge.</p> |
| <i>Self-development</i> | <p>The growth or improvement of one's qualities and abilities.</p> |
| <i>Self-Interest</i> | <p>Self-interest generally refers to a focus on the needs or desires (interests) of one's self. Most times, actions that display self-interest are often performed without conscious knowing. A number of philosophical, psychological, and economic theories examine the role of self-interest in motivating human action.</p> |

Glossary

***Self-Perception
(or self-concept)***

The self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

Authors' Index

Authors' Index

A

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Akhter , M (2013)
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Appendices

Schwarzer and Jerusalem Self-Efficacy Test (1995)

(Revised and Adapted)

Grade:

Experience:

| Questions | Always | Sometimes | Once in a great while | Practically never |
|--|--------|-----------|-----------------------|-------------------|
| 1. I can always manage to solve difficult problems and unexpected situations that occur either in classroom or in my professional life in general. | | | | |
| 2. I can remain calm when facing difficulties because I rely on my coping abilities. | | | | |
| 3. I can usually avoid confusions and debates | | | | |
| 4. I can find the means of conviction at any student's opposition. | | | | |
| 5. It is easy for me to stick to my aims and accomplish my professional goals. | | | | |
| 6. I know well how to act in class | | | | |
| 7. I trust my method used in courses presentation | | | | |
| 8. If my students dislike my method, I can easily change it. | | | | |
| 9. I can be flexible, and eclectic | | | | |
| 10. I am always confident about the linguistics background that I possess | | | | |
| 11. I can find it so easy to apologize to students in case I mistaken, or to correct myself in case of wrong data. | | | | |
| 12. If students provide an information that I don't know I feel disrupted. | | | | |
| 13. If I take a decision, my student cannot affect me. | | | | |
| 14. My students trust and love are one way to boost my motivation | | | | |
| 15. If some of my students show their dislike to me, I feel somehow low confident. | | | | |

Teachers' Self-Efficacy Questionnaire

Experience: Years

Speciality

Degree:

Note:

The objective (s) of the following questionnaire is to reveal the eminence of self-efficacy in teaching. All your responses will be our guide to determine the impact teachers' self-efficacy on their personality and their teaching performances.

Part One: Professional Competence and Self-Efficacy In Teaching

In this part, we intend to know teachers' understanding on competency and efficacy in teaching.

| | |
|---|--|
| 1. What is your definition to teachers' self-efficacy in teaching? | |
| 2. What do you think are the features of self-efficacious teachers? | |
| 3. What are your teaching challenges that might affect your self-efficacy? | |
| 4. Do you consider approaching a hard situation a challenge or an opportunity for developing your self-efficacy? | |
| 5. What is the difference between your teaching in the past and your actual teaching experiences? | |
| 6. Do you think optimism about your competencies raises from your self-efficacy level? | |
| 7. What are the strategies or techniques you do in order to develop your self-competency in teaching? | |

Part Two: Teachers' Self-Efficacy vs Vicarious Experiences and Classroom Performances

The objective of this part is to find out the impact of self-efficacy on teachers' classroom performances

| | Yes | No | How? |
|---|-----|----|------|
| 1. Have ever had an ineffective experience that impacted your sense of self-efficacy? | | | |
| 2. How can good experiences affect your motivation level and self-efficacy development? | | | |
| 3. Do you ever compare your teaching performances with that of your colleagues? | | | |

Part Three: Teachers' Self-efficacy vs Verbal Persuasion

In this part, we aim to identify the influence of feedback on teachers' self-efficacy

| | YES | NO | Explain |
|--|-----|----|---------|
| 1. Do you consider students' feedback in case of a good/ and bad performance? What impact does it have on you? | | | |
| 2. Did you ever share an experience with one of your colleagues as to have his/her feedback? | | | |
| 3. Do you encourage yourself before any task performance? | | | |

Part Four: Teachers' Self-efficacy verses Students' Learning

In this part, we aim to identify the influence of teachers' self-efficacy on students' learning

| |
|--|
| 1. How do you think can your self-efficacy develop your students' self-confidence? |
| 2. Does your students' success or failure affect your sense of self-efficacy? |
| 3. Does your relationship with your students affect your sense of self-efficacy? |

Team-Teaching Teachers' Questionnaire

Grade:

Speciality

Experience:

Note:

The objective (s) of the following questionnaire is to exhibit the prominence and the effect of team teaching on teachers' competency enhancement, classroom performances and personality growth. Your responses will help us to determine, not only, the impact, but also, the concomitance between team teaching and self-efficacy.

| | <i>Yes</i> | <i>NO</i> | <i>Explain</i> |
|--|------------|-----------|----------------|
| 1. What is your definition to Team-teaching? | | | |
| 2. Have you ever had a chance to team-teach a course with a specialist tutor? Describe that experience. | | | |
| 3. What encourages you to team-teach? | | | |
| 4. What do you think are the main features of a successful – team –? | | | |
| 5. What do you think about the team-teaching in comparison to teaching alone? | | | |
| 6. For you, what are the advantages of your personal team teaching experience and inconvenient? (If never tried, in general) | | | |
| 7. What are the challenges that hinder the application of team teaching in our department? | | | |
| 8. Do you agree on that the lack of sharing culture, listening, feedback consideration, low or high self-esteem are some reasons behind the absence of Team Teaching applicability? Explain more. | | | |
| 9. Does teachers' personality play a role in team teaching? How ? | | | |
| 10. Do teachers' grades, diploma and experiences have an influence on team teaching class? How ? | | | |
| 11. How can you encourage the adaptation of team teaching at the level of the English department? | | | |

Observation List

| | <i>What's to be observed?</i> | <i>Cross</i> |
|-----------|---|--------------|
| 1 | Teachers' readiness to team teach and develop their efficacy | |
| 2 | Teachers' reaction to the adaptation of team teaching approach | |
| 3 | Teachers' classroom behaviours | |
| 4 | Teachers' method and lesson presentation | |
| 5 | Teachers' contact and relationship with students | |
| 6 | Teachers' collaboration, contact to the co-teacher | |
| 7 | Students' perception and reaction to team work | |
| 8 | Students' classroom integration | |
| 9 | Students' contact with both teachers | |
| 10 | Students behaviours with each teacher | |
| 11 | Students' competence development in Team work class | |

Teachers' Interview

Note

This interview is intended to discover teachers' conceptualization to team-teaching and its connection with self-efficacy. Your honesty will help the researcher to gather enough information worthy for the study.

- What is your impression from the team teaching experiment?
- Do you think that team-teaching improves self-efficacy?
- What are the advantages of team teaching for you as a teacher, and for your students?
- What do you think are the prime factors that hinder the appliance of team teaching at the current department?
- According to you, what is the best way to team-teach a class?
- What are your suggestions to encourage the adaptation of team teaching at the current department?

Summary

Self-efficacy is one of the notions that is widely conferred with researchers. Teachers' self-efficacy level can be the core foundation of both their success or failure and personality improvement. Its heightening can be related to the time and efforts devoted for personal competency development. Meanwhile, it can also be the logical concomitant of the team-teaching. Hence, the correlation between the team-teaching and self-efficacy elevation is believed to result in an innovative teaching, along with an intensified learning quality and quantity. Hitherto, the present research aims to divulge the eminence of self-efficacy and team-teaching concepts in language teaching. The notable objective is to scrutinize the impact of team-teaching on teachers' efficacy level and students' learning; how can teachers partake their teaching practices and take benefits from such experiences to be effective teachers. Then, to seek some appropriate and plausible techniques for a healthy level of self-efficacy and a successful teamwork.

ملخص

الكفاءة الذاتية هي واحدة من المفاهيم التي تُمنح على نطاق واسع للباحثين. إن مستوى الكفاءة الذاتية للمدرسين يمكن أن يكون أساس نجاحهم أو فشلهم ونسبتهم الشخصية. يرتبط ارتفاعه بالوقت والجهد المبذورين لتطوير الكفاءات الشخصية. وفي الوقت نفسه، يمكن أن يكون أيضًا أحد النتائج المترتبة عن التدريس الجماعي. وبالتالي، فإن العلاقة بين التدريس الجماعي والكفاءة الذاتية تؤدي إلى تحسين جودة وكفاءة تعلمهم. على هذا الأساس، يهدف البحث الحالي إلى الكشف عن أهمية الكفاءة الذاتية والتدريس الجماعي في تعلم اللغة. أكثر تحديداً فإن الهدف البارز هو اكتشاف أثر التدريس الجماعي على مستوى فعالية المدرسين وتعلم الطالب؛ كما إمكانية تبادل المدرسين لممارساتهم وخبراتهم المتعلمة. ثم عرض بعض التقنيات المناسبة والمعقولة لمستوى صحيح وفعال من الكفاءة الذاتية وتطوير عمل جماعي ناجح.

Résumé

L'auto-efficacité est l'une des notions largement communiquées aux chercheurs. Le niveau d'auto-efficacité des enseignants peut être le fondement de leur succès ou de leur échec et de l'amélioration de leur personnalité. Son augmentation peut être liée au temps et aux efforts consacrés au développement des compétences personnelles. En attendant, cela peut aussi être la logique concomitante de l'enseignement en équipe. Par conséquent, on pense que la corrélation entre l'enseignement en équipe et l'augmentation de l'auto-efficacité donne lieu à un enseignement novateur, ainsi qu'à un renforcement de la qualité et de la quantité de l'apprentissage. Jusqu'à maintenant, la présente recherche a pour objectif de divulguer l'émminence des concepts d'auto-efficacité et d'enseignement en équipe dans l'enseignement des langues. L'objectif notable est d'examiner l'impact de l'enseignement en équipe sur le niveau d'efficacité des enseignants et sur l'apprentissage des élèves ; Comment les enseignants peuvent-ils partager leurs pratiques pédagogiques et tirer parti des expériences vécues pour devenir des enseignants efficaces ? Ensuite, rechercher des techniques appropriées et plausibles pour un niveau sain d'auto-efficacité et un travail d'équipe réussi.