The Relationship between EFL Teachers' Self-Efficacy Beliefs and their Critical Thinking Skills

*Mojtaba Mohammadi, **Seyed Mahdi Araghi

*Corresponding Author, M.A. Student, Department of English Language Teaching and Literature, Payame Noor University, Iran

**Assistant Professor, Department of English Language Teaching and Literature, Payame Noor University, Iran

Abstract

The present study employed a survey research design, as it is quantitative in nature, to collect data from the participants to investigate the relationship between EFL teachers' self-efficacy beliefs and their critical thinking abilities. The study was carried out at private language institute in different parts of Fars over a period of two months, in February and March 2014. Initially, 140 EFL teachers participated in the project. With regard to ethical procedures, the questionnaires were filled after informing all them about the significance of the study and the highly likely impact of the findings on the improvement of their teaching practice. 140 questionnaires (70 CT and 70 OSTES questionnaires) were distributed out of which 100 (50 CT and 50 OSTES questionnaires) were returned to the researcher. Upon the completion of data collection, quantitative analysis was conducted via SPSS (version 18). In particular, to ensure the normality of the distribution, descriptive statistics was used. The results of the correlation indicated that there was no significant correlation between these constructs. It was also found that there was no significant relationship between teachers' critical thinking abilities of teachers and the three subscales composing their self-efficacy scale, namely student engagement, instructional strategies and classroom management.

Keywords: EFL, Critical Thinking, Self-Efficacy, OSTES

Reference


