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The Relationship among EFL Teachers' Efficacy, their Instructional Practices and Preparatory School Students' Performance in Receptive Skills

ABSTRACT

The study aims to investigate the relationship among EFL teachers' efficacy, their instructional practices and preparatory school students' performance in receptive skills, through:

1. assessing the average level of EFL TsE.
2. assessing the average level of EFL teachers' IPs.
3. finding out whether there is any relationship between EFL TsE and their IPs.
4. assessing the average level of EFL students' performance in receptive skills (listening comprehension and reading comprehension).
5. finding out whether there is any relationship between EFL TsE and their students' performance in receptive skills.

6. finding out whether there is any relationship between EFL teachers' IPs and their students' performance in receptive skills. The population of the present study represents the total number of EFL teachers who teach the fifth-grade students at the preparatory schools for boys and girls and their students in the city of Kirkuk for the academic year 2021-2022. They are enrolled in thirty-eight preparatory schools, i.e. twenty schools for boys and eighteen schools for girls. These thirty-eight schools including fifty teachers for the fifth grade and 7406 students. The sample of this study includes twenty EFL teachers who are distributed among ten schools who represents 40% of its original population. The sample of the EFL fifth year students is 1630 (893 boys and 737 girls) who represents 22.01% of its original population. The study instruments contain: Teachers' Efficacy Questionnaire (TEQ); Teachers' Instructional Practices Questionnaire (TIPQ); Listening Comprehension Test (LCT) and Reading Comprehension Test (RCT), which have been validated, their reliability as well as difficulty level and discrimination power are obtained. The study questionnaires have been administered to the selected sample of the teachers. The tests of the receptive skills have been administered to the selected sample of the students. The collected data have been analyzed statistically and the obtained results are as follows: 1. There is a positive relationship between EFL preparatory school TsE and their IPs. 2. There is a positive relationship between EFL preparatory school TsE and their students' performance in the receptive skills. 3. There is a positive relationship between EFL preparatory school teachers' IPs and their students' performance in the receptive skills. 4. EFL students' performance increased in lessons including multiple instructions such as, provide opportunities for students to use prior knowledge when solving problems, encourage students to relate facts to real life. In the light of these results, some conclusions and recommendations are presented.

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العلاقة بين فعالية مدرسي اللغة الإنكليزية - لغة أجنبية وممارساتهم التعليمية وأداء طلبة المدارس الإعدادية في مهارات التلقي

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الخلاصة:

تهدف الدراسة الحالية الى إيجاد مدى العلاقة بين فعالية مدرسي اللغة الإنكليزية وممارساتهم التعليمية وأداء طلبة المدارس الإعدادية في مهارات التلقي من خلال :
معرفة متوسط مستوى فعالية مدرسي اللغة الإنكليزية-لغة أجنبية.
معرفة متوسط مستوى الممارسات التعليمية لمدرسي اللغة الإنكليزية -لغة أجنبية.
إيجاد مدى ما إذا كان هنالك أي علاقة دالة بين مستوى فعالية مدرسي اللغة الإنكليزية ومستوى ممارساتهم التعليمية.

معرفة متوسط مستوى اداء طلبة اللغة الإنكليزية -لغة أجنبية في مهارات الاستقبال.
إيجاد ما إذا كان هنالك أي علاقة دالة بين مستوى فعالية مدرسي اللغة الإنكليزية -لغة أجنبية و مستوى أداء طلبتهم في مهارات الاستقبال .

إيجاد ما إذا كان هنالك أي علاقة دالة بين مستوى الممارسات التعليمية لمدرسي اللغة الإنكليزية -لغة أجنبية و مستوى أداء طلبتهم في مهارات الاستقبال .

يمثل مجتمع الدراسة الحالية العدد الإجمالي لمدرسي اللغة الإنكليزية الذين يدرسون الصف الخامس في المدارس الإعدادية الخاصة بالبنين وكذلك المدارس الاعدادية الخاصة للبنات على حدٍ سواء في مدينة كركوك خلال العام الدراسي 2021-2022. وهم مسجلون في ثمان وثلاثين مدرسة إعدادية، عشرون منها للبنين وثمانية عشرة للبنات. هذه المدارس الثمان والثلاثون مقسمة إجمالياً على خمسين مدرساً، وعدد الطلبة فيها 7406 طالباً. شملت عينة الدراسة عشرين مدرساً لتدريس مادة اللغة الإنكليزية في المدارس المختارة ويمثلون 40% من إجمالي عدد المدرسين. وكذلك عينة الطلبة هو 1630 (893 للبنين و737 للبنات) والذي يمثلون 22,01 % من إجمالي عدد الطلبة.

تكونت أدوات الدراسة الحالية من استبانة كفاءة المدرسين واستبانة الممارسات التعليمية للمدرسين وكذلك اختبارات الأداء للطلبة، أي اختبار الفهم السمعي واختبار الفهم القرائي. تم استخراج صدق وثبات ومستوى صعوبة وقوة تمييز فقرات الادوات.

طبقت الاستبانات على عينة المدرسين. وطبقت الاختبارات على عينة الطلبة. جمعت البيانات المطلوبة وخلصت إحصائياً وكانت النتائج كالاتي:

هناك علاقة إيجابية بين مستوى فعالية التدريس ومستوى الممارسات التعليمية لدى مدرسي اللغة الإنكليزية للمدارس الإعدادية

هناك علاقة إيجابية بين مستوى فعالية مدرسي اللغة الإنكليزية للمدارس الإعدادية وأداء طلبتهم في مهارات التلقي.

هناك علاقة إيجابية بين مستوى الممارسات التعليمية لمدرسي اللغة الإنكليزية للمدارس الإعدادية وأداء

طلبتهم في مهارات التلقي.

ان توفير الفرص للطلبة لاستخدام المعرفة السابقة عند حل المشكلات وتشجيعهم على ربط بعض الحقائق في المادة الدراسية بالحياة الواقعية يؤدي الى تحسين ادائهم في المادة الدراسية. وأخيراً انتهت الدراسة بعدد من الاستنتاجات والتوصيات .

الكلمات الدالة : فعالية المدرسين , الممارسات التعليمية , اداء الطلبة , مهارات التلقي , الفهم السمعي والفهم القراني

Section One: Introduction

1.1 Statement of the Problem

Teachers' efficacy (TsE) refers to teachers' belief about their capabilities to impact on students' achievement. Efficacy beliefs decide to ,at which degree individuals will try to deal with the event or situation as well as about the much of the time that they will spend on the action (Bandura , 1997).

The instructional practices (IPs) should be replicated more than once to permit all students to advantage from going through these practices. Teachers should be able to foster the outcome of obvious students' learning and effective teaching. The learning of students is assessed through the achievement (Danielson ,2007).

To comprehend what is being said in a variety of academic contexts, students need to have effective listening skills. It is required to aid students in better understanding the lessons their teacher has taught them. As a consequence, students with strong listening comprehension can improve their academic skills (Darweesh, 2014).

Reading is the most important skill in the educational environment, since it can be used to evaluate students' overall language proficiency. One dimension of linguistic proficiency that a student must achieve is reading comprehension (Brown, 2007). Hence, the current study aims to investigate the relationship among the TsE of EFL, their IPs and preparatory school students' performance in receptive skills.

1.2 Aims of the Study

This study aims to investigate the relationship among the TsE of EFL, their IPs and preparatory school students' performance in receptive skills through:

1. assessing the average level of TsE.
2. assessing the average level of teachers' IPs.
3. finding out whether there is any relationship between TsE and their IPs.

4. assessing the average level of EFL students' performance in receptive skills (listening comprehension and reading comprehension).
5. finding out whether there is any relationship between TsE and their students' performance in receptive skills (listening comprehension and reading comprehension).
6. finding out whether there is any relationship between EFL teachers' IPs and their students' performance in receptive skills (listening comprehension and reading comprehension).

1.3 Hypotheses of the Study

In order to achieve the aims of the study the following hypotheses are posed:

- 1.The mean scores of the EFL TsE is within the theoretical mean scores of efficacy.
2. The mean scores of the EFL teachers' IPs is within the theoretical mean scores of IPs.
3. There is no significant relationship between the mean scores of the EFL TsE and the mean scores of their IPs.
4. The mean scores of the EFL students' performance is within the theoretical mean scores of achievement in receptive skills.
5. There is no significant relationship between the mean scores of the EFL TsE and the mean scores of their students' performance in receptive skills.
6. There is no significant relationship between the mean scores of the EFL teachers' IPs and their students' performance in receptive skills.

1.4 Value of the Study

It is hoped that this study will provide some understanding of how language teaching and learning have improved, particularly regarding TsE and instructional strategies and how these variables relate to students' performance in listening comprehension and reading comprehension. Hence, the value of the current study stems from its role to shed light on:

- 1.EFL TsE and their IPs.

2. how these two variables, i.e. TsE and IPs relate to students' listening comprehension and reading comprehension.
3. the difficulties faced by fifth year students in EFL receptive skills.
4. the appropriate strategies that could raise the relationship between TsE and IPs.
5. the teaching efficacy as an independent concept effectively related to frequent advanced practices.
6. the vital role of the interaction between EFL learners and teachers that leads to effective teaching.

1.5 Limits of the Study

This study is limited to the TsE and IPs of EFL fifth year preparatory schools teachers as well as their students in the schools of the city of Kirkuk during the academic year 2021-2022.

1.6 Operational Definitions of Basic Terms

1.6.1 Teachers' Efficacy

It refers to the confidence of EFL preparatory school teacher has in employing instruction and evaluation techniques to convey learning materials; managing and preventing EFL students' misbehaviour; and also addressing students' related issues such as, motivating students to study and including all students in the learning process.

1.6.2 Teachers' Instructional Practices

Teachers' IPs refer to the structure the learning proceeds in small steps but at a brisk pace, give detailed and redundant instructions and explanations, provide many examples, ask a large number of questions, and provide overt, active practice and provide feedback and corrections.

1.6.3 Students' Listening Comprehension

It refers to the ability of EFL preparatory school students to comprehend the lecturer's outcomes and other recorded materials successfully.

1.6.4 Students' Reading Comprehension

It refers to the process of constructing meaning from the written text by EFL preparatory school students. It is a complex skill that face EFL preparatory school students requiring the coordination of interrelated source of information.

Section Two: Teachers' Efficacy, their Instructional Practices and Receptive Skills

2.1 Teachers' Efficacy

2.1.1 Nature of Teachers' Efficacy

Pajares (1992) states that TsE is teacher's belief in his knowledge that affect students' performance under the educational belief as an umbrella. TsE is rooted from the two paths ,one of them ,Rotter's locus of control (1966) and the second one by Bandura's social cognitive theory (1977).The two paths of investigation have been taken in understanding and development of TsE ,that took the name of efficacy of locus of control which is rooted from the work of Rotter (1966) and self-efficacy theory as employed and defined by Bandura in (1977) and put into research on TsE by Gibson and Demo (1984) that sought to create a link between the work of locus of control and self-efficacy theory, in understanding the TsE (Fives ,2003).

A long to the Rotter's tradition, many researchers appear such as, Rose and Medway (1981), and Guskey (1981), have based their work on the first definition and interpretation of Rotter's theory about the teachers' efficacy and then they built an additional measure of efficacy (Fives ,2003). So that, the researchers Rose and Medway (Fives ,2003) have developed the Teacher Locus of Control Scale (TLCS), which requires teachers to decide the responsibility for learners' failure or success beyond or within teachers' control.

Expanding to Rotter's tradition, Guskey (1981) advances responsibility for students' achievement Scale (RSA). By this development scale, Guskey makes an instrument from 30 items. Through this scale, TsE is defined as teacher's conviction or belief that he/she can impact how well learners learn, even those who may be unmotivated. In this sense, teacher's efficacy becomes in equal with causal explanation for what the person can do (Guskey ,1987).

2.1.2 Sources of Efficacy

Expectations of individual 's efficacy are focused on four major sources, as noted in social learning analysis. Bandura (1977) has noted that there are four sources of efficacy information: **Mastery Experiences, Vicarious Experience, Psychological**

and Emotional Arousal and (Verbal) Social Persuasion. These four sources contribute to both self-perception of teaching competence and the analysis of teaching task but in diverse ways . The following are the four major sources of efficacy:

A. Mastery or Enactive Experiences

Mastery or enactive experiences are the most influential efficacy source. Although the enactive experience is characteristically the most influential source of efficacy, the effect and strength of sources vary as a function of the persons' background factors such as, ethnicity, gender, academic domain, and academic ability as for that the sources of TsE beliefs are measured (Usher and Pajares ,2008).

B. Vicarious Experience

During the vicarious experiences, successful teachers are bases for determining that the task of teaching is manageable and that the personal and situational resources are adequate. The competence of the observer personal's teaching can be affected by watching others teach in adept and skillful way, particularly, observing credible, similar, and admired models (Bandura ,1977).

Usher and Pajares (2008) inform about the vicarious experiences, that is characteristically assessed with items asking learners to rate the level to which they are exposed to adult or peer models who reveal the academic issue competence of interest. Items characteristically refer to the academic skills of close friends in class, students, teacher, parents, or career role models.

C. Psychological and Emotional Cues

The third source of the efficacy information is the affective (emotional) and psychological state such as, mood, stress, and anxiety. Persons learn to interpret their psychological cues as a pointer of personal competence by assessing their achievement under different situations (Usher and Pajares,2008).

D. Social (Verbal) Persuasion

Social (Verbal) persuasion can be either specific or general. It can give information about the nature of teaching, provide strategies and encouragement for overcoming the obstacles, and give a particular feedback about teachers' performance. Professional development workshops and coursework give teachers information about the teaching tasks. These experiences also provide methods and strategies that can denote to a teachers' collection of skills. Persuasion can face occasional setback that

may interpret persistence and instill self-doubt .Persuasion 's effectiveness rests on the expertise of the persuader , trustworthiness ,and credibility .Verbal persuasion can donate to the successful performance to the range that persuasive enhancements lead an individual to try hard enough to succeed or to attempt to new strategies (Bandura , 1997) .

2.2 Teachers' Instructional Practices

2.2.1 Concept of Teachers' Instructional Practices

Regarding the development in the number of English language learners along the past years in different places of the world and in the different statues of English, the utilize of influential instructional practice inside the classroom has been into focus (Hemphill et al., 2011). Instructional practices denote to the actions engaged by the teachers emerging the lesson in the classroom. It is teachers' behaviuors and characteristics that lead their classes and used over time dependably. Many studies have used the term teaching style or teaching approach to describe the IPs. There are two kinds of IPs, namely: traditional and alternative IPs (Dancy and Henderson ,2007).

Traditional IPs are as well named as teacher-centered instruction. They are a controlled and formal practices where the educator plans to when, what, and how learners to learn. Traditional IPs are commonly connected with teaching transmission models which comprise practice and drill (Emanalia ,2017). Teachers are considered the representative characteristics of traditional IPs who provide the information, rely much on the textbooks, and talk more. The core concentration is receiving learners to do well on state mandate test as opposed taking into account on learners' needs and there is limited space for learners' individual development (Zohrabi et al., 2012).

An alternative instructional practice is denoted as student-centered teaching approach. Alternative IPs can be distinct as an instruction style that is collaborative, democratic, responsive, and problem-solving in which both teacher and students determine how, where and when the learning happens (Dancy and Henderson ,2007). Alternative IPs center on students' points of view, capacities, interests, needs and encounters. They create a conducive environment of learning for all student's responsibility for their education and support them form important choices and evaluate the relevance of the content to their own interests and lives (Brown, 2008).

2.2.2 Effective Teaching

Teaching is considered effective when it helps the learning of students. It is obvious that teachers' effectiveness has thoughtful impact on leaners' performance.

There is a solid indication about the relationship among teachers' observed practices of the classroom and students' success improvement. Effective teaching requires understanding of how to do it, why to do it, when to do it, and where to do it (Goodwin, 2010).

To study the teachers' practices inside the classroom , the types of training , and the relevant practices that teachers receive , it is essential to base mainly on the results of the qualitative research .It suggests that the practices of the classroom can be enhancements of all learners' performance without considering of their backgrounds (Wenglinsky , 2001) .

2.3 Listening Comprehension and Reading Comprehension

2.3.1 Concept of Listening Comprehension

Listening is a crucial skill of language learning as children acquire their first language (Chao ,2013). It offers a groundwork for all parts of language and cognitive advance and it shows an ultimate role in the process of language learning and communication that is vital to productive contribution of life .Listening is a process of comprehension that comprises hearing and a process of creating gist which purposes to get data of what the speakers are saying . It enables learners to understand and receive the message of the speaker and helps learners to cooperate in spoken communication (Eng et al., 2013). Students must understand the meaning of the spoken language to listen effectively. A complete and entire understanding is required to understand what is being said (Azizah ,2014). It signifies that understanding is knowing what someone is saying, and comprehending what someone is saying requires talent to be able to fully understand what has been said by the speakers (Lestari, 2017).

According to several language education specialists, there are several approaches to describe listening comprehension. For example, Galikjani and Ahamdi (2011) add that, theoretically, hearing comprehension is viewed as an active process in which listeners focus on specific aural information, infer meaning from a passage, and relate what they hear to prior knowledge. Meanwhile, Richard and Schmid (2002) state that listening comprehension denotes to the process of comprehending of the first or second language talk. It is the means of fully comprehending the spoken language and so structuring the gist of language that is spoken by interlocuters.

2.3.2 Types and Stages of Listening

There are three types of listening as a listener engages in the process of listening, i.e. bottom-up listening, top-down listening, and bottom-up and top-down processes of listening together in a lesson, as follows:

A. Bottom-up listening

Bottom-up processing entails sequentially putting together the components of what is being heard in an ear approach. "Listener as tape recorder" is formerly thought to be the most comprehensive and accurate definition of effective listening (Anderson and Lynch ,1988). Listeners always have to perform some bottom-up processing of what they hear at the acoustic level such as, differentiating between similar sounds, even though top-down processing is necessary (Brown, 1990).

B. Top-down listening

In some respects, top-down processing is the opposite of bottom-up: holistic, moving from whole to part, and focused on meaning interpretation rather than sound, word, and sentence identification. The speaker's meaning is actively conjectured upon by the listener, who then confirms or modifies their conjectures as required. Other state that, top-down processing involves the listener as an "active model-builder " (Anderson and Lynch ,1988).

C. Bottom-up and top-down processes of listening together in a lesson

Real-world listening often combines bottom-up and top-down processing. Depending on the listener's familiarity with the topic and substance of a text, the density of information in a text, the text type, and the listener's intent when listening, one or the other may predominate to a greater or lesser amount. A skilled cook might tune into a radio chef's recipe for cooking chicken in order to compare it to her own. He/she listens for similarities and differences while using a clear schema to apply to the work. He/she employs top-down processing more frequently. A beginner cook, on the other hand, could pay considerably closer attention to the same programme, trying to identify each step in order to record the recipe. More bottom-up processing is required in this case (Richard ,2008).

A typical session in modern teaching materials includes exercises that link bottom-up and top-down listening in a three-part sequence of pre-listening, while-listening, and post-listening. Through exercises that require students to use past information, make predictions, and review important terminology, the pre-listening phase gets students ready for both top-down and bottom-up processing. Through tasks that call for selective listening, gist listening, sequencing, etc., the while-listening phase concentrates on understanding. Students may be asked to share their ideas on a subject during the post-listening phase, which usually comprises a response to comprehension (Field ,1998).A knowledgeable listener utilizes both of these in order to get an influential understanding

of spoken language , and a core factor in effective listening is the person's capability to mix data assembled from these processes(Schmitt and Rodgers ,2020) .

2.3.3 Concept of Reading Comprehension

Reading is the process of extracting information from a text, whether it is in the form of a text, an image, a diagram, or a mix of all three. Reading also involves knowing, seeing, and comprehending the material that is being read (Sari ,2017). The word comprehension is far more frequently used in casual conversation. In talks that technical and scientific, comprehension is essentially an upmarket synonym for understanding. Even by persons who would never use terms like "understanding skills" or "the understanding process," the word typically does not appear alone in such circumstances but rather in combinations like "comprehension skills" or "the comprehension process" (Smith, 2004).

According to Pang et al. (2003) perception and thinking are both involved in reading comprehension. Readers will make use of prior knowledge, vocabulary, grammatical skills, and other techniques to aid in their comprehension of written material. Therefore, reading is a method of understanding or interpreting something. Understanding words and grammar is simply one aspect of reading. Reading involves more than just translating; to understand English reading material, the reader must consider what the text means (Hidayati ,2018).

Furthermore, few poor readers read slowly, or lack fluency. reading comprehension is a suspense among the writer and the reader (Majeed and Hameed,2020). Reading requires a range of abilities and processes; thus, comprehension is a highly participatory process. These procedures are intricate and have several parts. To support the numerous abilities and processes assumed to affect understanding, many cognitive models have been constructed. Although the components of these models may vary, they all share the premise that inference and knowledge representation are the two fundamental elements at the heart of any model. Everyone also agrees that comprehension depends on a structure of some kind. Evidence also points to the need for decoding skills, fluency, vocabulary knowledge, an understanding of how texts are structured, a general understanding of the outside world, and tools for developing and accessing comprehension (Cromley and Azevedo ,2007).

2.3.4 Strategies of Reading Comprehension

There are extensive reading, intensive reading, skimming and scanning readings are mentioned by Grellet (1981), Brown (2001), and Macleod (2011)as follows:

1.Extensive Reading

Lengthy reading is done to get to a general grasp of the material, extensive reading is when learners read a lot of highly engaging material while focusing on the meaning, reading for gist, and skipping terms they do not know. Therefore, the goals of extended reading are to increase readers' enjoyment and confidence.

2.Intensive Reading

Typically, the text is shorter. A reader often wants to learn something particular. Intensive reading may involve comparing main ideas to details, understanding what the text implies, drawing inferences, examining the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that signal a change from one section to another.

3.Skiming Reading

Skimming is an effective reading strategy. It entails a glance at a text to grasp the main points and increase students' self-assurance and awareness that it is feasible to grasp a document without reading every word. Before reading a piece properly, skimming can help readers grasp its core point. There are numerous ways for students to skim a text, such as by reading the title or another heading and focusing on the image, or by reading the first and final paragraphs.

4.Scanning Reading

When one scan, he/she quickly looks at a text to find a certain piece of information. The capacity to swiftly read a text to discover crucial information, such as a date, a figure, or a person, and to disregard all other information is what is meant by the term "scanning." For instance, a student may search through a phone book's list of names to find a number. The reader may rapidly locate information by scanning without reading the entire text.

2.4 Relationship between Teachers' Efficacy and their Instructional Practices on One Hand, and the Correlation between these Two Variables and Students' Performance in Receptive Skills, on the Other Hand

2.4.1 Relationship between Teachers' Efficacy and their Instructional Practices

One of the main factors affecting educational development is teachers' readiness to use new instructional strategies. The majority of school improvement initiatives include implementing new procedures. These practices could entail a completely new curriculum or a different approach to education, or they might just call for slight adjustments to some classroom activities (Gaith and Yachi , 1997).

Guskey (1988) has investigated the connection between instructors' perceptions of their efficacy and how they felt about using mastery learning as an instructional innovation. The theory of self-efficacy developed by Bandura in 1977 serves as the foundation for the idea of TsE. The action-outcome link (a belief that X causes Y) is not a sufficient factor in behaviour, according to Bandura's hypothesis. Instead, it is more likely that people's self-efficacy—the conviction that they can achieve X—will control their behaviour and lead to a certain outcome. Furthermore, Bandura (1977) argued that people predict how effective they would be able to accomplish particular tasks based on how they perceive their prior experiences. These expectations then affect their readiness to take on new challenges, put up the effort, and persevere in the face of difficulty (Ross ,1994).

The development of TsE has also been the subject of previous studies, which have produced some consistent results. According to those studies, the first practice teaching episode is when TsE is most likely to rise during the preservice training phase. Though there is some deterioration with more years of experience, teacher effectiveness is significantly more stable among in-service teachers .Additionally, studies have demonstrated that in-service training can improve TsE and indicating that teachers' willingness to adapt instructional innovations is positively correlated with their efficacy (Anderson et al. , 1988 cited in Gaith and Yachi , 1997).

The adaptation of instructional innovations is strongly influenced by teachers' beliefs about their professional efficacy, regardless of how long they have been in the field. A one-day presentation and discussion of the theory and practice of mastery learning techniques served as the only form of intervention in Guskey's study (Guskey,1988).

2.4.2 Relationship between Teachers' Efficacy and the Students' Performance in Receptive Skills

Efficacy as a term is described as having confidence in one's ability to plan and carry out the steps necessary to achieve specific goals (Bandura ,1997). Therefore, efficacy is the capability to plan and carry out the actions required for people to do specific jobs or a preliminary assessment of that capacity. Claiming that there are four basic factors that affect self-efficacy beliefs, the most important of which is that people learn from their own experiences; the other factors are; performance accomplishments, verbal persuasion, and physiological states (Bandura ,2002).

The proficiency of foreign language learners is influenced by a variety of variables. These include needs, interests, and learning factors such as, motivation, age, level of intelligence, learning style, attitude, anxiety, and perception. Each of these factors has distinct effects and qualities that are linked together (Sen and Boylu, 2015).

The capacity to listen and comprehend a language is known as receptive ability. Receptive skills include reading and listening. The first step in responding to a communicative event is listening. A persistent effort is required to hear sound and interpret it. It creates opportunities for ongoing communication. Language is heard, and meaning is encoded for simple message comprehension. Reading and listening help develop imagination (Sreena and Ilankumaran ,2018).

2.4.3 Relationship between Teachers' Instructional Practices and the Students' Performance in Receptive Skills

The ability of teachers to promote both fundamental knowledge and advanced thinking and problem solving in their students is essential to the success of standards-based reform and such efficient methods need teachers to possess a thorough knowledge of the subject matter they instruct (Loucks – Horsley et al.,2010). Professional development is seen as a crucial tool for increasing teachers' subject-matter expertise and improving their instructional strategies. In order to strengthen teachers' capacity to teach to high standards, systemic reform initiatives may use professional development as a cornerstone (Smith and O'Day, 1991).

There is a growing professional understanding of specific attributes of "high quality" professional development. These qualities include; a concentration on the subject matter and how students learn it, opportunities for in-depth, active learning, connections to high standards, chances for teachers to take on leadership roles, an extended duration, and group participation of teachers from the same school, grade, or department. There is no concrete evidence on how closely these traits are linked to better teaching and higher student accomplishment, despite lists of these qualities frequently appearing in the literature on effective professional development (Loucks – Horsley et al.,2010).

There is definitely a need for strategy training in language education, and it is an essential component of language instruction. More recent theoretical papers and empirical studies emphasize the need for a metalanguage similar to that used when teaching grammar in order to teach learning strategies. Thus, strategy training should instead take place in the context of a strategic classroom that encourages the development of strategies independent of the teaching content(Coyle ,2007).

Section Three: Procedures

3.1 Population and Sampling

The population of the present study represents the total number of the EFL teachers who teach the fifth grade at the preparatory schools for boys and girls in the city of Kirkuk. It also, includes the total number of the fifth-grade students of the preparatory

schools for boys and girls in the city of Kirkuk for the academic year 2021-2022. According to the list of the schools location of the General Directorate of Education in Kirkuk, there are thirty-eight preparatory schools, twenty for boys and eighteen for girls. These thirty-eight schools include fifty EFL teachers for the fifth grade and 7406 students, (4286 boys and 3120 girls).

The sample of this study includes twenty EFL male and female teachers who are distributed among twenty schools which have been selected randomly from the original population of those schools. The selected sample of the teachers represents 40 % of its original population. The total number of the EFL fifth year students, after excluding the repeaters, is (1630) (893 boys and 737 girls). The involved sample of those students who are 1630 represents 22.01% of its original population.

3.2 Instruments of the Study

Two questionnaires are used to assess the TsE and their IPs. Receptive skills tests are constructed to assess students' performance in listening comprehension and reading comprehension, as follows:

3.2.1 Teachers' Questionnaires

3.2.1.1 Teachers' Efficacy Questionnaire (TEQ)

Teachers' efficacy questionnaire (TEQ, for short) of Tschannen-Moran and Woolfolk (2001) which is based on the theory and definition of Bandura (1997) is used in the current study to assess the level of EFL TsE.

The total number of the questionnaire items is twenty-four with a five – point scale, namely: a great deal, a lot, little, very little, nothing. The teachers are asked to state their responses by putting a tick (√) in the appropriate column and in front of each item.

3.2.1.2 Teachers' Instructional Practices Questionnaire (TIPQ)

Teachers' instructional practices questionnaire (TIPQ, for short) of Berger and Kaiser (2008) has been used in the current study to assess IPs level of EFL teachers.

The total number of the questionnaire items is eighteen with a five – point scale, i.e. always, usually, often, rarely, and never. The teachers are asked to record their own responses by putting a tick (√) in the appropriate option.

3.2.2 Construction of the Receptive Skills Tests

The constructed tests of the current study include listening comprehension test and reading comprehension test, as follows:

3.2.2.1 Listening Comprehension Test (LCT)

The listening comprehension test (LCT, for short) has been constructed by considering the contents, behavioural objectives, number of items, and scores of the test. It consists of four questions with twenty-four items and scored out of hundred. The testees are required to state their responses on twenty items only i.e. five items for each question. Thus , each question is scored out of twenty- five , i.e. five marks are given for each correct response and zero for the wrong one, as shown in Table (1) .

Table (1)

The Specifications of the Contents , Behaviours, Items, and Scores of the Listening Comprehension Test

| No. of Question | Content | Behaviours | No.of items | Scores |
|-----------------|--|--|--------------|--------|
| 1 | a conversation about healthy habits | to listen carefully to the conversation in the audio and then choose the correct words that complete the conversation | 5 (out of 8) | 25 |
| 2 | a conversation about cooking | to listen to the conversation and then match the problems with the responses by putting the letter of each response in the box of the appropriate item | 5 (out of 6) | 25 |
| 3 | A conversation about losing basketball match | Listen to the conversation and make notes of the reasons that make the girls lost the basketball match | 5 | 25 |
| 4 | A survey from hundred people | Write the correct percentages about | 5 | 25 |

| | | | | |
|--------------|---------------|-----------------------------|----------------------|-----|
| | about regrets | the talk of people regrets. | | |
| Total | | | 20 (out of 24) | 100 |

3.2.2.2 Reading Comprehension Test (RCT)

The reading comprehension test (RCT , for short) has been constructed by considering the contents , behavioural objectives , number of items, and scores of the test. It consists of four questions with thirty items and scored out of hundred . The testees are required to state their responses on twenty-five items only, i.e. five items for the first question , fifteen items for the question two while five items for the question four. Thus , the first question is scored out of fifteen ,question two is scored out of thirty, question three is scored out of twenty-five ,and question four is scored out of thirty, as shown in Table (2).

Table (2)

The Specifications of the Contents , Behaviours ,Items, and Scores of the Reading Comprehension Test

| No. of Question | Content | Behaviours | No.of items | Scores |
|-----------------|---------------------------------|--|-------------|--------|
| 1 | A reading comprehension passage | to reorder the given items correctly | 5 | 15 |
| 2 | An article about language box | Complete the following text with words from the article above that has the same event | 15 | 30 |
| 3 | Review of a film | to write a summary of the passage stating the main important notes of the reviewer's opinion about the film. | - | 25 |
| 4 | An article about | read the article and | 5 | 30 |

| | | | | |
|--------------|---------------|---|--------------------|-----|
| | satellite TV. | find five appropriate items about satellite TV. | (out of 10) | |
| Total | | | 25 (out of 30) | 100 |

3.6 Final Administration of the Study Instruments

After obtaining the validity, reliability, difficulty level ,and discrimination power of the two questionnaires, they have been administered on the 27th March to the 1st May 2022 to the involved sample of the study. Each questionnaire is written on a sheet of paper and administrated individually to the selected sample of EFL teachers. Each teacher is asked to respond to the questionnaires and return them back to the researcher directly. The time required by the teachers to respond to the whole items of the TEQ ranges between (35 -45) minutes. While, the time required by the them to respond to the items of TIPQ ranges between (25-30).

Moreover, after obtaining the validity and reliability , difficulty level ,and discrimination power of the RCT and LCT they have been applied to the study sample of students from the 27th March to the 1st May 2022. The tests papers have been distributed to the involved testees who are required to read the instructions of the questions carefully and state their answers within the limited time, i.e. (65) minutes for the RCT and (50) minutes for the LCT. At the end of that time, the testees' papers have been collected to be scored.

Section Four : Analysis of Data, Discussion of Results, Conclusions, Recommendations

4.1 Analysis of Data

The collected data on the application of the four instruments have been statistically analysed in order to verify the hypotheses of the study and achieve its aims.

4.1.1 Average Level of the EFL Teachers' Efficacy

In order to verify the first hypothesis, the mean scores and the standard deviation of the level of TsE are obtained. They are 93.80 and 10.24, respectively. A t-test formula for one sample is applied. The computed t-value is 9.52, whereas the tabulated t-value is 2.06, as shown in Table (3) .

This means that there is a significant difference between the average level of TsE on one hand, and the theoretical mean of efficacy on the other hand, at 0.05 level of significance and, 19 degree of freedom and in favour of the former. Thus, the first hypothesis is rejected.

Table (3)

The Mean Scores , Standard Deviation , and T-Values of the EFL Teachers' Efficacy

| Number of Teachers | Mean Scores | SD | Theoretical mean | t-Value | | DF | level of Significance |
|--------------------|-------------|-------|------------------|----------|-----------|----|-----------------------|
| | | | | Computed | Tabulated | | |
| 20 | 93.80 | 10.24 | 60 | 9.52 | 2.06 | 19 | 0.05 |

4.1.2 Average Level of the EFL Teachers' Instructional Practices

In order to verify the second hypothesis, the mean scores and the standard deviation of the average level of teachers' IPs are obtained. They are 64.05 and 10.68, respectively. A t-test formula for one sample is applied. The computed t-value is 5.88, whereas the tabulated t-value is 2.06, as shown in Table (4) .

This means that there is a significant difference between the average level of teachers' IPs on one hand, and the theoretical mean of IPs on the other hand, at 0.05 level of significance and 19 degree of freedom ,and in favour of the former. Thus, the second hypothesis is rejected.

Table (4)

The Mean Scores , Standard Deviation , and T-Values of the EFL Teachers' Instructional Practices

| Number of Teachers | Mean Scores | SD | Theoretical mean | t-Value | | DF | level of Significance |
|--------------------|-------------|-------|------------------|----------|-----------|----|-----------------------|
| | | | | Computed | Tabulated | | |
| 20 | 64.05 | 10.68 | 45 | 5.88 | 2.06 | 19 | 0.05 |

4.1.3 Comparison between the Level of the EFL Teachers' Efficacy and their Level of Instructional Practices

In order to find whether there is any significant relationship between the mean scores of the teachers' level of efficacy and that of the level of their IPs, both mean scores are obtained, i.e. they are 93.80 for TsE and 64.05 for IPs. Pearson' correlation coefficient and t-test formula for the significance of correlation is applied.

Pearson's product moment coefficient of correlation is used as it is one of the most well-known relationship measures whose statistical value ranges from 1.00 to 0.20 and it expresses this relationship quantitatively, as shown in Table (5)

Table (5)

Table of Coefficient and Correlation of TsE and IPs

| Coefficient | Correlation |
|----------------|-------------|
| 0.90 – 1.00 | Very High |
| 0.70 – 0.90 | High |
| 0.40 – 0.70 | Moderate |
| 0.20 – 0.40 | Low |
| less than 0.20 | Very Low |

The obtained results of the present study reveal that the Pearson correlation value is 0.82, the computed t-value is 7.41, whereas the tabulated t-value is 2.06, as shown in Table (6).

Table (6)

Pearson Correlation Coefficient between Teachers' Efficacy and Their Instructional Practices

| Variables | Pearson Correlation | Mean Scores | t-Value | | DF | Level of Significance |
|-----------|---------------------|-------------|----------|-----------|----|-----------------------|
| | | | Computed | Tabulated | | |
| TsE | 0.82 | 93.80 | 7.41 | 2.06 | 18 | 0.05 |
| IPs | | 64.05 | | | | |

This means that there is a positive relationship between the level of TsE in teaching on one hand, and the level of their IPs on the other hand, at 0.05 level of significance and, 18 degree of freedom. Thus, the third hypothesis is rejected.

4.1.4 Comparison between the EFL Students' Mean Scores of Achievement in Listening Comprehension and that of their Achievement in Reading Comprehension

In order to verify the fourth hypothesis, the mean scores as well as the standard deviation of the students' achievement in English receptive skills are obtained. As for listening comprehension, they are 53.25 and 15.57, respectively, while for reading comprehension, they are 47.82 and 15.47, respectively. A t-test formula for one sample is applied. The computed t-value is 7.86, whereas the tabulated t-value is 2.06, as shown in Table (7).

Table (7)

The Mean Scores, Standard Deviation, and T-Values of Students' Achievement in Listening Comprehension and Reading Comprehension

| Variables | Number of Sample | Mean Scores | SD | t-Value | | DF | Level of Significance |
|-----------|------------------|-------------|-------|----------|-----------|------|-----------------------|
| | | | | Computed | Tabulated | | |
| LCT | 1630 | 53.25 | 15.57 | 7.86 | 2.06 | 1628 | 0.05 |
| RCT | | 47.82 | 15.47 | | | | |

This means that there is a significant difference between the mean scores of students' achievement in listening comprehension on one hand and on their mean scores in reading comprehension on the other hand, at (0.05) level of significance and, (1628) degree of freedom ,and in favour of the former. Thus, the fourth hypothesis is rejected.

4.1.5 Comparison between the Level of EFL Teachers' Efficacy and their Students' Performance in Receptive Skills

In order to find whether there is any significant relationship between the mean scores of the teachers' level of efficacy and that of their students' performance in receptive skills, the mean scores as well as the standard deviation of the level of TsE and the students' performance in receptive skills are obtained. They are 93.80 and 10.24, respectively for the level of TsE, and 53.25 and 15.57, respectively for the students' performance in receptive skills.

In order to determine the relationship between the teachers' level of efficacy and their students' performance in receptive skills, Pearson' correlation coefficient formula and t-test formula for the significance of correlation are applied .The obtained results reveal that the Pearson correlation value between the level of TsE and their students'

performance in listening comprehension is 0.74, the computed t-value is 4.92, whereas the tabulated t-value is 2.06, as shown in Table (8).

Table (8)

Pearson Correlation Coefficient Value ,Mean Scores , Standard Deviations and T-Values of Teachers' Efficacy and Students' Performance in Listening Comprehension

| Variables | Pearson Correlation | Mean Scores | SD | t-Value | | DF | Level of Significance |
|-----------|---------------------|-------------|-------|----------|-----------|----|-----------------------|
| | | | | Computed | Tabulated | | |
| TsE | 0.74 | 93.80 | 10.24 | 4.92 | 2.06 | 18 | 0.05 |
| LCT | | 53.25 | 15.57 | | | | |

Results also show that the Pearson correlation value between the level of TsE and their students' performance in reading comprehension is 0.73, the computed t-value is 4.53, whereas tabulated t-value is 2.06, as shown in Table (9).

Table (9)

Pearson Correlation Coefficient Value ,Mean Scores , Standard Deviations and T-Values of Teachers' Efficacy and Students' Performance in Reading Comprehension

| Variables | Pearson Correlation | Mean Scores | SD | t-Value | | DF | Level of Significance |
|-----------|---------------------|-------------|-------|----------|-----------|----|-----------------------|
| | | | | Computed | Tabulated | | |
| TsE | 0.73 | 93.80 | 10.24 | 4.53 | 2.06 | 18 | 0.05 |
| RCT | | 47.82 | 15.47 | | | | |

This means that there is a positive relationship between the level of TsE in teaching on one hand, and their students' performance in receptive skills (listening comprehension and reading comprehension) on the other hand, at (0.05) level of significance and (18) degree of freedom. Thus, the fifth hypothesis is rejected.

4.1.6 Comparison between the Level of EFL Teachers' Instructional Practices and their Students' Performance in Receptive Skills

In order to find whether there is any significant relationship between the mean scores of the level of teachers' IPs and that of their students' performance in receptive

skills, the mean scores as well as the standard deviation of each of the level of teachers' IPs and students' performance in receptive skill are obtained. They are 64.05 and 10.68, respectively for the teachers' IPs, and 53.25 and 15.57, respectively for students' performance in receptive skills.

In order to determine the relationship between level of teachers' IPs and that of their students' performance in receptive skills, Pearson' correlation coefficient and t-test formula for the significance of correlation are applied. The obtained results reveal that the Pearson' correlation value between the level of teachers' IPs and their students' performance in listening comprehension is 0.77, the computed t-value is 5.12, whereas the tabulated t-value is 2.06, as shown in Table (10).

Table (10)

Pearson Correlation Coefficient Value ,Mean Scores , Standard Deviations and T-Values of Teachers' Instructional Practices and Students' Performance in Listening Comprehension

| Variables | Pearson Correlation | Mean Scores | SD | t-Value | | DF | Level of Significance |
|-----------|---------------------|-------------|-------|----------|-----------|----|-----------------------|
| | | | | Computed | Tabulated | | |
| IPs | 0.77 | 64.05 | 10.68 | 5.12 | 2.06 | 18 | 0.05 |
| LCT | | 53.25 | 15.57 | | | | |

Results also show that the Pearson' correlation value between the level of teachers' IPs and their students' performance in listening comprehension is 0.78, the computed t-value is 5.29, whereas the tabulated t-value is 2.06, as shown in Table (11).

Table (11)

Pearson Correlation Coefficient Value ,Mean Scores , Standard Deviations and T-Values of Teachers' Instructional Practices and Students' performance in Reading Comprehension

| Variables | Pearson Correlation | Mean Scores | SD | t-Value | | DF | Level of Significance |
|-----------|---------------------|-------------|-------|----------|-----------|----|-----------------------|
| | | | | Computed | Tabulated | | |
| IPs | 0.78 | 64.05 | 10.68 | 5.29 | 2.06 | 18 | 0.05 |
| RCT | | 47.82 | 15.47 | | | | |

This means that there is a positive relationship between the level of teacher's IPs on one hand, and their students' performance in receptive skills (listening comprehension and reading comprehension) on the other hand, at (0.05) level of significance and, (18) degree of freedom. Thus, the sixth hypothesis is also rejected.

4.2 Discussion of the Results

The obtained results of the four administered instruments are discussed, as follows:

1. The obvious positive relation between the level of EFL preparatory school TsE and their ability to provide sophisticated and appropriate response to pedagogical issues is attributed to their ability to analyze a classroom situation and identify possible strategies for bringing about a successful resolution.
2. EFL teachers' teaching efficacy should first focus on students' strong areas in positive educational situations that enable students to become aware of their abilities.
3. EFL teachers who have clear concept of the intended subject matter, ability to write clear objectives for their instructional materials, ability to organize those materials, ability to communicate their knowledge to the students, are able to deal appropriately with classroom situations.
4. The positive relation between EFL preparatory school TsE and their IPs indicates that teachers' IPs captures beliefs about teaching and teachers' sense of ideal practices rather than specifically measuring how often they use these effective practices in the classroom.
5. Results also show that listening comprehension or reading comprehension as a skill is not only influenced by the information processing required for understanding a text

or listening to a conversation, but also influenced by non-shared environmental influences related to personal interest and motivation.

4.3 Conclusions

In the light of the obtained results the current study has come up with the following conclusions:

- 1.The average level of the EFL preparatory school TsE is higher than the theoretical level of teaching efficacy.
2. The average level of the EFL preparatory school teachers' IPs is higher than the theoretical level of IPs.
- 3.There is a positive relationship between EFL preparatory school TsE and their IPs.
4. There is a positive relationship between EFL preparatory school TsE and their students' performance in the receptive skills.
5. There is a positive relationship between EFL preparatory school teachers' IPs and their students' performance in the receptive skills.
6. EFL preparatory school TsE affects their thoughts, their actions in the teaching process and the effort they put forth to improve their students' performance.

4.4 Recommendations

In terms of the obtained results and drawn conclusions, the following points are recommended:

1. EFL preparatory school teachers should encourage their students to use English in a spontaneous way as possible, free from the practices of structural ways.
2. EFL preparatory school teachers need to focus more on their previous positive experiences during the teaching process and build on them for further success. Past performance results tend to be the most powerful and dependable of efficacy beliefs.
- 3.EFL students ought to learn and practise some of the most common strategies for reading and listening comprehension skills. Those strategies in listening comprehension may include memory, cognitive, compensation, affective, and social strategies. In reading comprehension, they may include extensive, intensive, skimming and scanning reading strategies. By using these strategies EFL students will be able to overcome the difficulties that they face in their learning process.

4. EFL preparatory school teachers should accept any guidance, positive suggestion, and encouragement given by their supervisors, peers that can assist in improving their performance in the areas that need improvement. Feedback from supervisors, and peers has the potential to strengthen their performance in teaching tasks.

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