Using CRT-Based Forums to Develop the Self-Efficacy of Secondary EFL Teachers in Kuwait

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ABSTRACT: *The aim of this study was to assess the impact of critical reflective thinking (CRT)-based forums in developing EFL teachers' self-efficacy in Kuwait. Additional aims of the study include exploring EFL teachers' perceptions of their own teaching skills and motivational strategies both before and after CRT-based forums implementation. The quasi-experimental research design was seen to be the most appropriate for fulfilling the aims of the study. Data was collected over two phases. At the pre-intervention phase data were collected via two instruments. These were (1) Self-Efficacy Scale for Teaching Skills (SESTS) and (2) Self-Efficacy Scale for Motivation Strategies (SESMS). To assess the impact of CRT-based forums at the post-intervention phase, participants were asked to respond to the same scales. Participants' responses to both scales were analyzed quantitatively. The study participants were 93 female secondary school EFL teachers in Kuwait. They belonged to fairly common academic, social and cultural backgrounds. The CRT-based forums addressed thinking maps as a teaching learning strategy that could be successfully implemented in EFL contexts. The results indicated that CRT-based forums positively impacted the development of female secondary school EFL teachers' self-efficacy in regard to their language teaching skills and motivational strategies. Findings of the study and a set of recommendations were highlighted.*

KEYWORDS: critical-reflective thinking (CRT), self-efficacy, language teaching skills, motivational strategies

INTRODUCTION

One of the most important qualities of good teachers is to gain understanding of their professionalism by carefully studying their own problems and issues. McKernan (1991) advocated that all teaching should rely on research. This means that teachers should reflect on what they do and how they do it in a critical manner as this will allow them to be effective teachers. Cochran-Smith and Lytle (1993) noted that instructors can build a better understanding of their practices in their classroom by conducting systematic and intentional inquiry. Lucas (2012) pinpointed that "Critical reflection is advocated in many areas of professional development and practice including TEFL contexts, as it encourages practitioners to gain insight into their own professionalism through their experiences" (p.2). Generally, EFL education programs require some form of fieldwork to be closely integrated with academic

study. Consequently, there is wide variation in the techniques and approaches used in the practice of critical reflection. As for Leijen et al. (2012) and Smith (2011), they believe that approaches may range from informal discussions to highly structured formats. However, they pointed out that guidelines in the literature on how to determine, facilitate, and assess critical reflection in practice appears to be limited. In education, critical reflection is used to encourage the integration of theory and practice with the hope of enhancing teachers' performances and eventually affecting student learning.

It cannot be denied that EFL teachers in Kuwait entered their teaching roles with unexamined beliefs of some professional issues related to their academic role in both teaching and motivation. Many EFL teachers in Kuwait might believe that teaching skills and motivation strategies are a part of their professional routines and practices. The role of educators in this field is to help teachers understand the importance of critical reflective thinking skills that extend beyond strategy implementation in teaching and motivation. In addition, efforts to promote critically reflective practice with EFL teachers would support the development of their teaching skills as well as motivational strategies through a number of CRT-based forums. Thus, this study will show the importance of such forms in changing the perceptions of teachers in regard to their teaching skills and motivational strategies.

Statement of the Problem

Female secondary school EFL teachers in Kuwait lack the language teaching skills and motivational strategies needed. This is most likely due to the lack of training and experience. Many teacher preparation programs may not take such elements into consideration. This would therefore emphasize the need for training EFL teachers on language teaching and motivational strategies which will eventually increase their self-efficacy. The integration of critical reflective thinking has proved effective when training teachers, especially when the training initiatives seek to induce change both in trainees' classroom teaching behaviors and their deeply held conceptions. This justifies this study's use of CRT-based forums to develop EFL teachers' language teaching skills and motivational strategies.

Research Questions

This study aimed to find answers to the following research questions:
1. What are EFL teachers' perceptions of their own language teaching skills?
2. How effective is the use of critical reflective thinking (CRT)-based forums in developing EFL teachers' perceptions of their language teaching skills?
3. What are EFL teachers' perceptions of their own motivational strategies?
4. How effective is the use of CRT-based forums in developing EFL teachers' perceptions of their motivational strategies?

Purpose of the Study

This study aimed to:
1. Ascertain EFL teachers' perceptions of their own language teaching skills and motivational strategies.
2. Assess the effectiveness of using critical reflective thinking (CRT)-based forums in developing EFL teachers' perceptions of their language teaching skills and motivational strategies.

Significance of the Study

It is important to note that teaching and motivation are significant in the sense that they are inseparable, and they should always be paired together. Many research papers in the field of education discussed teaching and motivation as discrete entities. Moreover, in-service teacher training courses and workshops need to focus on critical reflective thinking as a way or intervention that can enhance an EFL teacher's skills. Brockbank and McGill (1998) stated that critical reflection is the origin of "creation of meaning and conceptualization from experience" (p.56). Thus, it is essential that educators use critical reflective thinking methods which can enable training teachers to think deeply about their professions and careers by correcting errors in their beliefs and practices.

LITERATURE REVIEW

This study aims at assessing the effect of critical reflective thinking (CRT) based forums in developing EFL teachers' self-efficacy. As such the following four sub-heads will be discussed: the definition of critical reflective thinking, the role of critical reflective thinking in teacher professional development, teachers' self-efficacy, and critical reflective thinking (CRT)-based forums in relation to self-efficacy.

Definition of Critical Reflective Thinking

Many researchers and educators have tried to define what critical reflective thinking is (Boyd & Fales, 1983; Brookfield, 2009; Harvey, et al., 2010; Hatton & Smith, 1995; Smith, 2011; and Van Woerkom, 2010). Lucas (2012) noted that the definitions may differ according to the user, their ideology, and the context. CRT is recognized as a key component in the learning processes of individuals and is advocated in many areas of professional practice (Brookfield, 2009; Jarvis, 2010; and Leijen, et al., 2012). Shandomo (2010) defined it as a complex process which requires people to be aware of their own beliefs, assumptions, and experiences that influence the perception of oneself and their social world. Walking et al. (2001) believe that it is a process that involves describing and questioning taken-for-granted feelings and actions and can be a means of developing a teaching philosophy and strategy. Expanding on that, Brookfield (1995) explained that critical reflection is a process that involves problem identification or framing, reflection on the basis of that identification, and action planning to address the perceived problem. Larrivee (2008) suggests that critical reflection is an opportunity for teachers to "reflect on the moral and ethical implications and consequences of their classroom practices" (p.90). This stresses the impact of a process that requires

examination of how one's personal and professional belief systems can impact students and their learning. This is exactly what Mezirow (1990) emphasized about this process; it is a process that is not concerned with the "how to" of action but rather the "why" of the reasons for and the consequences of what we do. Therefore, CRT in this study refers to a process whereby teachers test and question the validity of their own beliefs, values, and behaviors related to language teaching skills and motivation strategies. By doing so, this will validify the way teachers do things the way they do while also examining other views and behaviors different to that of their own.

Critical Reflective Thinking and Teacher Professional Development

Many education programs fail to assist pre-service teachers in understanding misconceptions and assumptions concerning students and the role of schools in society. Educators should develop examples through which pre-service teachers can visualize problematic conceptions related to issues like routines, practices, and explanations (Carrington & Selva, 2008 and Loughran, 2002). Brookfield (1995) suggested a very important question that excellent teachers typically ask themselves: "is my teaching worthy?" In his opinion, this question is crucial as teachers are only able to answer it if they critically reflect on themselves. Brookfield defines critical reflective teachers as, "excellent teachers who continually hone their personalized 'authentic voice,' a 'pedagogic rectitude' that reveals the 'value and dignity' of the teacher's work 'because now we know what it is worth'" (Brookfield, 1995, 46-47). Brookfield proposes four lenses that a teacher can use in the process of critically reflecting: (1) the autobiographical – the foundation of critical reflection in which a teacher gets their experience as a learner or a teacher. (2) The student's eyes – which can be achieved by reflecting on student evaluations, assessment answers, and student journals. (3) Colleague's experience – which represents a source for gaining confidence and motivation among teachers through communication with each other through workshops, observations, information conversations, and peer review of any teaching practices and philosophies. (4) Theoretical literature on higher education in which teachers can get involved by researching and publishing in this field. Brookfield (1995) noted that when teachers research in the field of teaching, they start to understand the relationship between teaching struggles and broad political processes in society. All these processes of self-reflection, student feedback, peer assessment, and engagements with scholarly literature provide the foundation for good teaching and eventually becomes the means of being an excellent teacher.

Lucas (2012) pinpointed that critical reflection can be integrated in many areas of professional development such as teaching, research, management, and health-care education. Lucas writes that "it encourages practitioners to gain insight into their own professionalism through their experience" (p.2). However, it requires integration between fieldwork and academic study which can be achieved through different approaches that can range from information discussion and conversations to highly structured formats. Leijen et al. (2012) and Smith (2011) both observed that the literature on how to determine, facilitate, and assess critical reflection appears to be limited.

Moreover, in the field of education, critical reflection on teaching is crucial for five reasons. (1) it allows teachers to take informed actions with a better chance of achieved desired outcomes; (2) helps teachers develop rationale for practice and the underlying principles behind their practice; (3) allows for teachers to know their shortcomings in the classroom; (4) enlivens the classroom; and (5) increases democratic trust enabling students to feel safe (Brookfield, 1998). This study is designed to foster a deeper understanding of the impact of critical reflective teaching for 93 EFL teachers in Kuwait with an examination of how critical reflective thinking-based workshops will allows them to develop their perceptions of both their teaching skills and motivational strategies.

Teachers' Self-Efficacy

Self-efficacy refers to an individual's belief in their own capability to accomplish tasks and achieve desired outcomes. In the field of education, self-efficacy has gained significant attention, particularly in relation to teachers and how their self-efficacy can impact student learning and achievement. Teacher self-efficacy refers to the beliefs that teachers hold about their perceived capability in performing their teaching tasks. Bandura (1997) defines self-efficacy as "beliefs in one's capabilities to organize and execute the course of action required to produce given attainments." A teacher's self-efficacy even has the ability to control a teacher's thought pattern and emotions in a classroom, including how they interact with students. Therefore, a teacher's self-efficacy maintains a powerful influence on a teacher's ability to perform their job. According to Bandura (1997), self-efficacy has been rooted in a theoretical framework of social cognitive theory, emphasizing the belief that people can exercise some influence over what they do. Moreover, this notion of self-efficacy stems from the idea that people form intentions, set goals, anticipate outcomes, monitor and regulate actions, and reflect on their personal efficacy. This theory underscores the interactions among personal factors (e.g. cognitions), behaviors, and environmental conditions. Thus, self-efficacy affects one's goals and behaviors and is influenced by conditions in the environment. Efficacy beliefs determine how environmental opportunities and obstacles are perceived. Efficacy beliefs also affect the choice of activities, how much effort is given to a certain activity, and how long people will persevere when confronted with obstacles (Bandura, 2006; Pajares, 1997). According to the literature on self-efficacy, there are four major sources of self-efficacy beliefs: mastery experiences (past successes), vicarious experiences (observing others succeed), social persuasion (feedback and encouragement), and physiological reactions. Bong & Skaalvik (2003) believed that mastery experiences are the most influential source of self-efficacy because outcomes that are considered successful are known to raise self-efficacy, whereas outcomes that are considered failures are known to reduce self-efficacy.

A teacher's self-efficacy may also influence a student's sense of self-efficacy. This is especially true if a teacher integrates a student's involvement in class activities (Ross, 1998). Hence, it is crucial for teachers and educators to understand the role of emotional arousal and encouragement and how to motivate students to get involved in classroom activities. If a teacher's self-efficacy beliefs are high, students will be encouraged to answer when they are asked to share their opinions in classroom discussions. This is because teachers have entered practical experience which is when mastery experience and verbal persuasion act as sources of

efficacy. Research consistently suggests that teacher self-efficacy plays a vital role in student achievement. When teachers believe in their ability to make a difference, they are motivated to exert effort, adapt their teaching methods to meet student needs, and persevere through challenges. This, in turn, contributes to improved student performance.

For instance, Demiralay and Karadeniz (2010) investigated and evaluated elementary school teachers' perceived information literacy self-efficacy in terms of the use of information and communication technology (ICT). Their study found that teachers had a strong sense of perceived information literacy through having positive experience by developing their skills related to accessing information. Having continuously positive experiences affected the development of teachers' ICT skills and perceived information literacy self-efficacy. Moreover, this study revealed that student teachers' perceived information literacy self-efficacy is affected by computer experience; skill levels; frequency of computer and internet use; and access opportunities to computer and internet. Furthermore, Pendergast, Garvis and Keogh (2011) conducted a study in which they observed the self-efficacy beliefs of pre-service teachers prior to starting their role as teachers. They developed a scale aimed at measuring teachers' sense of efficacy. The scale consists of three subscales: (a) efficacy for instructional strategies; (b) efficacy for classroom management; and c) efficacy for student engagement. This study found that prospective teachers enrolled in a graduate program had a higher assessment of their teaching capabilities despite having no experience as teachers. Lortie's (1975) model of "apprenticeship of observation" may explain this finding, which claims that these pre-service teachers may draw from their experience at school as students or by observations of their children's schooling, or by their positive emotional arousal. Typically, limited exposure and education may have resulted in a low level of self-efficacy. Moreover, Ozder (2011) investigated three aspects related to self-efficacy: (a) classroom management, (b) ensuring student engagement in the classroom, and (c) using instructional strategies in the classroom. This study found that the self-efficacy of teachers in their first years of service was sufficient. Beginning teachers noted using verbal reprimands to establish classroom rules and routines. They also engaged in daily lesson planning, reinforcement of student achievement, multiple intelligence activities, discussion techniques, and interactive teaching methods in the classroom which boosted their sense of self-efficacy as novice teachers.

Critical Reflective Thinking (CRT)-Based Forums and Self-Efficacy

As established, the critical reflective thinking forums encourage participants to examine their beliefs, assumptions, and experiences, while also considering alternative perspectives. CRT-based forums are often seen as a way of boosting self-efficacy among participants. Thus, the connection between CRT-based forums and self-efficacy lies in how these forums can enhance one's self-efficacy beliefs. CRT-based forums can be understood through what Wright (2014) explains as the National Conversation Forums (NCFs) in that they are seen as academic conversations that are sustained and purposeful. They also aim to elaborate and clarify, support ideas with examples, and build on or challenge ideas. These forums are known for helping teachers become self-reflective through looking into their own thinking and becoming self-regulated learners (Hyerle, 2004). Therefore, as participants engage in CRT-based forums, they

are likely to experience increased confidence in their ability to think critically, contribute meaningfully, and approach complex issues with a sense of efficacy.

As previously established, there are four sources of self-efficacy according to Bandura's (1997) study: (a) mastery experiences, (b) (vicarious experiences, (c) social persuasion, and (d) physiological reactions. Firstly, CRT-based forums provide participants with opportunities for mastery experiences as they are allowed to engage in meaningful discussions and activities. Engagement in these forums will allow participants to feel a sense of mastery, thereby increasing their sense of confidence and competence in their ability to engage in the critical thinking process. In regard to vicarious learning, when participants observe others during these CRT-based forums, they are essentially experiencing through the actions of others. Seeing other participants engage in these forums can inspire individuals to do the same. On the social persuasion dimension, feedback and encouragement from other participants and facilitators of the CRT-based forums can boost a participant's sense of self-efficacy. Constructive feedback is the key to developing a stronger sense of self-efficacy. Finally, in terms of the physiological dimension, when participants engage in these CRT-based forums, they are led to a sense of intellectual fulfilment and thereby a positive emotional state. This sense of fulfilment is also known to influence self-efficacy beliefs, as participants feel positively about the forums that they are engaging in.

METHODS AND PROCEDURES

This study adopted quantitative approach to analyze the data, since such an approach seems to be the most appropriate one: first, to show the multidisciplinary and interdisciplinary activity between CRT-based forums and EFL teacher's self-efficacy; second, when they are integrated and applied to real issues and challenges involving language teaching skills and motivation strategies, they will be embedded in all aspects of professional life.

Participants

Ninety-three female secondary school EFL teachers in Kuwait, who were randomly drawn, constituted the sample of the study. They were told during the orientation session that they are free to communicate their views but had to follow the regulations and ethics of CRT-based forums.

Data Sources

Two main sources of data informed the study:

(1) Self-Efficacy Scale for Teaching Skills (SESTS): This scale focused on the relationship between EFL teachers' perceived self-efficacy and their teaching behaviors. It was administered pre and post intervention using the strategy proposed named CRT-based forums. It required the participants to respond to the scale consisting of 15 items before and after their involvement in the forums. During these forums, they were being trained on teaching skills through the use of thinking maps. The total score of the SEQTS was 45 marks: 3 marks for

each language teaching skill assessed. This scale was administered twice: before intervention and after intervention.

(2) Self-Efficacy Scale for Motivation Strategies (SESMS): It has 10 items. It focused on the relationship between EFL teachers' perceived self-efficacy and motivation. It was designed to analyze the study participants' beliefs and perceptions concerning motivational strategies and how they are affected by self-efficacy after having the intervention of CRT-based forums using thinking maps. It was also implemented pre and post intervention. The total score of the SESMS was 30 marks: 3 marks for each motivation strategy assessed. This scale was administered twice: before intervention and after intervention.

Procedure

CRT-based forums are an innovative way of developing EFL teachers' self-efficacy, especially their language teaching skills and motivational strategies. Thinking maps were widely used as a tool for the CRT-based forums, as they often elicit deeper and more 'unedited' personal meanings. The procedural structure of the CRT-based forums (workshops and interventions) was influenced by Al-Hadi & Jahin's (2014) study.

Each forum has three phases: (1) the introductory phase, (2) the discussion phase, and (3) the wrapping up phase. During the introductory phase, the facilitator identifies objectives of the forum. Emphasis is placed on the discussion being oriented towards personal views and teaching experiences. As such, there are no right or wrong answers. During the second phase, the facilitators introduced some teaching skills and how they can be achieved. This was introduced via thinking maps as a teaching and learning strategy. Discussions were centered around the role of motivational strategies in enhancing teaching skills. It was found that participants' beliefs and personal opinions concerning teaching EFL were brought up in a way that allowed them to critically reflect on their professions. During the third phase, the trainees addressed how their self-efficacy is shaped by the CRT-based forum. The discussions within the study group forums provided two-way communications among the participants and between the participants and the research over a seven-week period. Most importantly, however, the participants were able to take the time they needed to prepare themselves for the weekly forum. Participants were able to expand on the content or issue raised in that forum and then provide a coherent, objective discussion.

Overall, during the CRT-based forums, the participants were able to form a tight-knit community, allowing them to establish a positive, informal, and relaxed learning environment. A code of ethics was established during the start of the intervention. The objective of the CRT-based forums was for participants to share their beliefs, perceptions, and opinions concerning the best practices in language teaching and the most appropriate motivational strategies for students. During these forums, participants had the opportunity to transform or reconstruct their experience and knowledge, share their learned knowledge and skills, and communicate with each other. In short, these forums create a communicative environment in which diverse interests, different perspectives, and conflicting views were tackled objectively.

Four questions were addressed in each CRT-based forum:

1. Whether (and to what degree) a teaching skill constitutes a problem.
2. Whether (and to what degree) a solution is possible and feasible in virtue of the means of implementation available.
3. Whether (and to what degree) a specific action using a specific thinking map is appropriate in relation to a context in which it is used and evaluated.
4. Whether (and to what degree) varied motivational strategies are used for different students of different cognitive, social and cultural backgrounds, and of different learning styles?

Prior to the intervention, the participants' self-efficacy for language teaching skills and motivational strategies were assessed. The intervention lasted a total duration of five weeks, three hours per week. Then, the intervention took place following the previously defined procedures. After completing the intervention, a post-test was administered. Both the pre-test and post-test responses were collected and treated statistically.

RESULTS

The data obtained from both types of scales were statistically processed using SPSS (version 22). Both descriptive and inferential statistical procedures were used. Presentation of the results will follow the same order of the research questions posed earlier.

Research Question #1: What are EFL teachers' perceptions of their own language teaching skills?

Table (1): EFL Teachers' Perceived Levels of Self-Efficacy in Language Teaching Skills

Item no.	*As a teacher of English at the secondary school, I can…*	PRETEST		POSTTEST	
		MEAN	SD	MEAN	SD
1	Determine the academic needs of my students.	1.31	.53117	2.78	.43861
2	Develop a coherent and comprehensive lesson plan with behavioral objectives.	1.40	.61041	2.41	.79723
3	Have a review for the content parts previously covered.	1.27	.57369	2.78	.43861
4	Incorporate different activities and tasks into English teaching.	1.58	.71205	2.52	.73148
5	Design varied student-centered activities.	1.33	.59588	2.71	.54335
6	Teach grammar and vocabulary in an effective and interesting way.	1.76	.71320	2.72	.51848
7	Use cooperative learning to help students help each other.	1.32	.57410	2.43	.78571

8	Implement a variety of language teaching strategies.	1.55	.74478	2.76	.45200
9	Use life-like situations to connect English learning to students' life.	1.25	.54486	2.57	.66591
10	Evaluate student understanding of what I have taught.	1.61	.67618	2.69	.55125
11	Pose well-planned questions for different purposes.	1.32	.57410	2.76	.47544
12	Vary the way of delivering questions to meet different levels of individual students.	1.65	.58319	2.35	.82942
13	Use plain language to help students when confused.	1.32	.57410	2.75	.43379
14	Provoke divergent challenging questions for more capable students.	1.55	.74478	2.58	.66468
15	Use a variety of assessment techniques	1.25	.54486	2.69	.55125
	Total	21.47	2.8506	39.52	2.49

As shown by the figures in Table (1) analysis of teachers' responses to the Self-Efficacy Scale for Teaching Skills (SESTS) indicates that teachers' mean scores in the SESTS after intervention are higher compared to their SESTS scores before intervention. This can clearly be observed from the wide difference between the figures representing the teachers' overall total mean scores in both occasions as well as the differences between the mean scores of the individual items representing their teaching skills in both occasions. This demonstrates the positive impact that CRT-based forums have in developing teachers' teaching skills.

Research Question #2: How effective is the use of critical reflective thinking (CRT)-based forums in developing EFL teachers' perceptions of their language teaching skills?

Table (2): Comparing EFL teachers' perceptions of their teaching skills before intervention to their perceptions of their perceptions of their teaching skills after intervention.

	Mean	T	df	Sig. (2-tailed) (p <.01)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Perceptions of own teaching skills **before** intervention	21.47	72.567	92	.000	21.47312	20.8854	22.0608
Perceptions of own teaching skills after intervention	39.52	153.21	92	.000	39.51613	39.0039	40.0284

In order to assess how far the use of CRT-based forums is effective in developing EFL teachers' perceptions of their language teaching skills, a t-test for significance was used. Comparing

participants' SESTS scores before intervention to their SESTS scores after intervention, as shown in Table (2), indicates that CRT-forums were statistically significant in promoting their perceptions of their own teaching skills and hence their self-efficacy related to teaching skills was promoted.

Research Question #3: What are EFL teachers' perceptions of their own motivational strategies?

Table (3): EFL Teachers' Perceived Levels of Self-Efficacy in Motivation Strategies

Item no.	*As a teacher of English at the secondary school, I can…*	PRETEST		POSTTEST	
		Mean	**SD**	**Mean**	**SD**
1	Prepare a safe, non-threatening learning atmosphere.	1.58	.71205	2.49	.77493
2	Facilitate student participation in classroom activities.	1.33	.59588	2.61	.55231
3	Vary the motivation strategies for different students.	1.76	.71320	2.53	.71614
4	Develop learning interests in students smoothly	1.32	.57410	2.72	.51848
5	Tell students about the extent of the progress they achieve.	1.55	.74478	2.42	.81190
6	Vary questioning techniques to involve more students.	1.25	.54486	2.78	.43861
7	Provide real-like situations that appeal to students.	1.61	.67618	2.41	.79723
8	Use wait-time effectively.	1.32	.57410	2.78	.43861
9	Call students by their names.	1.64	.58319	2.52	.73148
10	Use different techniques for correcting errors/mistakes.	1.32	.57410	2.71	.54335
	Total	14.70	2.04	25.98	2.090

As shown by the figures in Table (3) analysis of teachers' responses to the Self-Efficacy Scale for Motivation Strategies (SESMS) indicates that teachers' mean scores in the SESMS after intervention are higher compared to their SESMS scores before intervention. This can clearly be observed from the wide difference between the figures representing the teachers' overall total mean scores in both occasions as well as the differences between the mean scores of the individual items representing their motivation strategies in both occasions.

Research Question #4: How effective is the use of CRT-based forums in developing EFL teachers' perceptions of their own motivational strategies?

Table (4): Comparing EFL teachers' perceptions of their motivational strategies before intervention to their perceptions of their motivational strategies after intervention

	Mean	t	df	Sig. (2-tailed) (p <.01)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Perceptions of own motivation strategies before intervention	14.70	69.42	92	.000	14.69892	14.278	15.119
Perceptions of own motivation strategies after intervention	25.99	119.86	92	.000	25.97849	25.548	26.409

In order to assess how far the use of CRT-based forums is effective in developing EFL teachers' perceptions of their strategies to motivate students, a t-test for significance was used. Comparing participants' SESMS scores before intervention to their SESMS scores after intervention, figures in Table (4) shows that CRT forums were statistically significant in promoting their perceptions of their self-efficacy to motivate students.

DISCUSSION AND SUGGESTIONS

Initial results of SESTS indicated that EFL teachers perceived themselves as having low levels of self-efficacy regarding their teaching skills and motivational strategies. This finding contrasts the results obtained in other research studies (e.g. Eslami & Fatahi, 2008; Skaalvik & Skaalvik, 2007; Thu Hà, 2011; Mashhady, Fallah & Gaskaree, 2012; Jafarigohar & Ganjabi, 2012; Heidari et al. 2012; Ozder, 2011; Huangfu, 2012; Hastings, 2012; etc). For example, Eslami and Fatahi (2008) examined the efficacy beliefs of Iranian EFL teachers. The results demonstrated that teachers perceived themselves to be highly efficacious. In Vietnam, Thu Hà's (2011) study showed that both native and non-native English speaker teachers have high self-efficacy beliefs. Heidari et al.'s (2012) study of Iranian EFL teachers' teaching styles showed that EFL teachers hold high sense of self-efficacy.

Findings of the study indicate that EFL teachers' sense of self-efficacy related to both teaching skills and student motivational strategies could be improved through the use CRT-based forums. This was echoed by other related studies. However, this paper adds to the current literature on CRT-based forums given that these forums are being used as a tool to boost teachers' self-efficacy. This also adds to the current literature related to EFL teacher professional development. This also adds to literature related to EFL teacher professional development. Traditional teacher professional development is based on the belief that EFL teachers can be trained on how to teach textbooks that are assigned by the Ministry of Education. However, constructive teacher professional development is based on exploring what teachers already know and what they are able to do while working on discovering what they should know and what they should be able to do. The information obtained about teachers'

perceived self-efficacy beliefs could be the basis for future planning and implementation of teacher development programs.

The findings of the study carry a range of implications for the development of EFL teachers and curriculum development in Kuwait as well. The positive impact of using CRT-based forums recorded by this study highlights an essential asset that can be used for EFL teacher professional development. Basically, this positive impact implies the possibility of introducing change within teachers' perceptions or beliefs about their capabilities. The change can occur if teachers are involved in a process of reflection and critical thinking. This finding showcases teachers' beliefs or images about themselves and their students. By critically reflecting on their perceptions, this would enable more effective professional development. All attempts to spark change in EFL teachers must be based on a careful understanding of the atmosphere that teachers work in. This means that teachers' knowledge of teaching methodologies should not be separated from their social and cultural values. As a result of participating in CRT-based forums, EFL teachers' sense of self-efficacy has improved. To further assess the transfer of training, further research is needed to assess the impact of teacher training on their students' achievement and attitudes towards learning EFL.

This study was conducted only with female EFL teachers in Kuwait. Therefore, further studies are needed to investigate male EFL teachers' sense of self-efficacy and the impact that CRT-based forums might have on their teaching skills and motivational strategies. Further research should assess the extent as to whether there are differences in self-efficacy due to gender. Moreover, results of the study indicated that teachers rated themselves as low in using instructional strategies and motivational strategies. Thus, in-service training is needed to upgrade these teachers' capabilities in strengthening these skills. The results of this study emphasize the significance of exploring the perceived self-efficacy of a small portion of secondary school EFL teachers. In this respect, wider scale research studies are needed to investigate the self-efficacy of EFL teachers at all school levels. Studies should investigate the sources of EFL teachers perceived self-efficacy. Thus, further research is needed to explore the potential sources of EFL teacher self-efficacy and the variety of factors that form, shape, and reshape them.

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