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## The Complex Relationship between Linguistic Identity, Course Level, and Class Type: A Survey of Spanish Instructors' Perceived Self-Efficacy in the Canadian Context

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### Abstract

To ensure effective (Spanish) language teaching, it is vital to understand the role of teachers and their own perceptions of self-efficacy. This study is the first to explore Spanish language teachers' perceptions of self-efficacy in the Canadian context. The study investigates the question: What factors impact Spanish language instructors' perceptions of self-efficacy? In an examination of the factors of linguistic identity, course level, and class type, the study finds that linguistic identity status was not a determining factor of instructors' self-efficacy perceptions; instructors' self-efficacy perceptions increased with course level (with beginner-level instructors perceiving the lowest self-efficacy and advanced-level instructors the highest); and class type did not impact instructors' self-efficacy perceptions. These findings imply that native-versus-non-native categorizations are overly simplistic; there is a problematic tendency to assign beginner courses to instructors who acquired Spanish after their first language and advanced courses to instructors who acquired Spanish as their first language; and there is an opportunity to support instructors' self-efficacy across class types. This study advances empirical research on Spanish language instructor self-efficacy beliefs. It contributes to perspectives on the importance of investigating multiple, complex variables and employing context-specific research instruments to further understanding of teacher self-efficacy perceptions.

**Keywords:** Teacher self-efficacy; Spanish as a foreign language instruction; Linguistic identity; Course level; Class type

### Introduction

University language learning is in decline around the globe (Foster, 2019; Lusin et al., 2023; Zimotti et al., 2025). Since the late 2000s, language degrees, courses, and classes have been cancelled, reduced, or underfunded, particularly in contexts such as the United States and the United Kingdom (AcademicJobs, 2026; Bowler, 2025; Fischer, 2023; Jack, 2025; Lusin et al., 2023). In Canada, enrollment in humanities and language-related majors has dropped significantly since the 1990s (Hughes, 2025; Statistics Canada, 2025; Usher & Balfour, 2023). Nonetheless, language learning is especially relevant to the Canadian context, as a multicultural society requires sustained multilingualism. The connection between language and culture cannot be overstated. Canada's official bilingualism within a multicultural framework presents unique challenges for the learning and teaching of non-official languages, as English and French are the only languages with official protection and promotion. While minority languages are especially affected by the prioritization of the two official languages in Canada, even languages with a significant population of speakers, like Spanish, are impacted by the global decline in foreign language learning.

Since 1998, the Instituto Cervantes has published *El español en el mundo*, an annual report that provides comprehensive demographic and linguistic data on Spanish worldwide. According to the 2024 edition, Spanish now has over 600 million potential speakers globally, and more than 24 million people are currently learning Spanish as a foreign or second language (Instituto Cervantes, 2024). Additionally, the number of students has increased steadily over the past decade at an average rate of 2% per year (Instituto Cervantes, 2024; see also Instituto Cervantes, 2020–2024). In Canada, migration contributed significantly to the expansion of Spanish-speaking communities (Instituto Cervantes, 2024). Besides, Statistics Canada announced that Spanish was the most widely spoken non-official language, with approximately 1.2 million speakers in 2021 (Government of Canada, 2025). Estimates based on home-language use and population projections indicate more than 1.37 million speakers in 2024. However, the Instituto Cervantes reports that the number of learners is likely understated due to limited national data, particularly outside Quebec (Instituto Cervantes, 2024). Despite the consistent global growth of the Spanish language and the growing number of Spanish-speaking populations in the Canadian context, empirical research on the factors that may impact Spanish as a second or foreign language instructors remains comparatively underdeveloped within the field of applied linguistics, particularly regarding Spanish instructors' perceived self-efficacy.

This study engages with the teaching and learning of Spanish as a foreign language in the Canadian university context, a fruitful ground for the exploration of effective language instruction. As stated above, Spanish enjoys a vibrant and robust community of speakers globally and in Canada. However, Spanish is also a historically stigmatized second language in North America, and many Spanish heritage language speakers struggle to claim their linguistic identity (Escobar & Potowski, 2015; Leeman, 2018; Potowski, 2012; Sánchez-Muñoz & Amezcua, 2019). This has implications for the Canadian university Spanish language classroom, where the classroom holds not only adult learners and teachers, but lifetimes of beliefs around the status of the Spanish language, native speakerism, accent prestige, and cultural tensions. Teachers play a key role in navigating and shaping these

beliefs for the purpose of effective language learning, beginning with their own perceptions of their language use and teaching.

Given this landscape, understanding language teacher's own perceptions of their self-efficacy is key to determining how to improve language learning experiences, which, in turn, is vital for sustaining multicultural societies and global communication. If teachers are not confident in their ability to use or teach a language, the courses they teach will be less effective. If courses are less effective, language programs will continue to be cancelled or defunded. If language courses are cancelled, dominant languages like English will continue to be prioritized in global communication, and heritage languages will continue to be lost. While there are other avenues for language learning outside of formal classroom instruction, university language learning remains a key opportunity for supporting and valuing linguistic diversity. In particular, the university Spanish language classroom represents a powerful context for exploring teacher (self) efficacy, as this context is both understudied in educational research and continuously popular as an educational language offering in Canada.

Given that 1) language learning is key to maintaining multicultural societies, 2) multicultural countries like Canada have experienced a continued decline in university language offerings, 3) Spanish occupies a predominant role in Canadian society and education, and 4) language teachers are vital in ensuring effective language learning, this study explores Spanish language instructors' perceptions of self-efficacy in the Canadian context. The study takes up the following overall research question: What factors impact Spanish language instructors' perceptions of self-efficacy? This research question is supported by three sub-questions, representing three factors selected in conjunction with previous literature on the topic of language teacher self-efficacy; namely, linguistic identity, course level, and class type: 1) How does perceived self-efficacy differ between "native" and "non-native" Spanish instructors? 2) How does perceived self-efficacy differ between beginner-, intermediate-, and advanced-level instructors? 3) How does perceived self-efficacy differ between instructors of tutorials and lectures?

## Materials and Methods

To explore the variables of linguistic identity, course level, and class type on LTSE perceptions in the context of university Spanish language education in Canada, this study employed a questionnaire as its primary method, as detailed below.

The questionnaire was developed using Qualtrics, an online survey platform provided by Western University, and contained two parts: 1) Profile Survey and 2) Teacher Self-Efficacy Questionnaire. The profile survey (Appendix A) collected information on instructors' personal and professional profiles, including gender, age, educational level, years of teaching experience, internship experience, teaching certifications, job status, first language (L1), and fluency in additional languages other than Spanish. These variables were selected based on Choi and Lee's (2016) study, which identified them as influential factors in shaping teachers' perceptions and instructional practices. The second part of the questionnaire consisted of the Teacher Self-Efficacy Questionnaire (Appendix B). I adapted Kara's (2019) English Language Teacher Self-Efficacy Scale (EL-TSES) to reflect the linguistic focus of the participant group. It employed a Likert scale and comprised six subscales: a) Classroom Proficiency, b) Learner-Focused Instruction, c) Assessment, d) Language Instruction, e) Culture, and f) Materials. Informed by Bandura's (2006) observation that individuals tend to avoid extreme response options, and that "scales that use only a few steps should be avoided because they are less sensitive and less reliable" (2006, p. 312), the six-point Likert format was utilized following Karas's original six-scale format with the following response options: "strongly disagree," "disagree," "somewhat disagree," "somewhat agree," "agree," and "strongly agree."

One of the novelties of this research is the implementation of a language-specific scale. Although Bandura (2006) asserts that "there is no all-purpose measure of perceived self-efficacy," nor can one find a "one-size-fits-all" approach (p. 307), Karas's (2019) scale aligns with the principal characteristics of the self-efficacy construct because it is domain-specific to the language field, developed within the Canadian context, and tailored for language classrooms, ensuring that the tasks included are relevant to most teaching environments. Further, Karas's (2019) scale is conceptually aligned with the "Banduraian concepts" of self-efficacy theory. A key aspect of the "Banduraian" concept is that, in developing scales, Bandura considers it essential that "people be asked to judge their current capabilities, not their potential capabilities or their expected future capabilities" (Bandura, 2006, p. 313). The importance of focusing on current abilities was also highlighted by Klassen et al. (2011), who noted that, across studies on teacher self-efficacy instruments, there is "a lack of focus on measuring capability versus intentions or current ability" (Klassen et al., 2011, p. 38). In Karas's self-efficacy instrument, all items reflect beliefs about current ability, as exemplified in the following: "I can use the target language as the medium of instruction," "I can make appropriate use of learners' first language skills," and "I can design appropriate assessment tasks." As these examples show, there is no reference to instructors' past- or forward-looking capabilities. In addition, Bandura (2006) emphasizes that all statements "should be phrased in terms of 'can do' rather than 'will do'," pointing out that "Can is a judgment of capability," while "will is a statement of intention" (p. 308). As Karas (2019) identifies, "there is no way of knowing how much knowledge a teacher may have, and self-efficacy is not a measure of knowledge, but rather what one believes they can do" (p. 101). Similarly, all items in Karas's (2019) scale are written as "can do" statements. Further examples include: "I can apply my knowledge

of word and sentence meaning (semantics) when teaching,” “I can use my knowledge of cultural values and beliefs when teaching,” and “I can use appropriate resources and materials”.

The English Language Teacher Self-Efficacy Scale (Karas, 2019) contains 26 items grouped into six factors: Classroom Proficiency (seven items), Learner-Focused Instruction (three items), Assessment (six items), Language Instruction (four items), Culture (three items), and Materials (three items) (Appendix B). By following the self-efficacy principle of using “I can” statements, the scale importantly avoids conflation with related constructs such as self-esteem, locus of control, or outcome expectancies. As Karas (2019) explains, the final set of 26 items that form the scale was retained because it “yielded strong statistical results and was also highly interpretable” (p. 104). Although there is no perfect way to measure self-efficacy, Karas’s (2019) scale is the most suitable instrument for the present study to measure LTSE beliefs, as it is adaptable to the context of this study and avoids the problematic measurement issues highlighted in this section.

To participate in the study, participants had to teach one of the Spanish classes at Western University, either in lecture or tutorial format. The Spanish classes at both beginner and intermediate levels had a two-hour lecture and a one-hour tutorial. According to the course syllabus, students had three hours of in-person instruction per week and one hour of asynchronous virtual class time to complete homework or prepare for class. The Teaching Assistants (TAs), all graduate students in a Hispanic Studies program, were provided with a handbook in which TA duties and, more specifically, Lecture TAs’ duties and Tutorial TAs’ duties are explained: Lecture TAs are responsible for delivering weekly lectures, preparing and adapting instructional materials, assigning homework, supervising grading to ensure consistency, maintaining records of student work, and supporting students through office hours or conversation labs. Tutorial TAs conduct weekly tutorials to strengthen students’ Spanish skills, assist in lectures, grade coursework and exams, and provide student support through office hours and conversation labs (Department of Languages and Cultures, Western University, 2022–2023). When examining the course plan, it becomes clear that the Lecture TA is responsible for the major graded components, such as Exams 1–4 (20% of the final grade), the video presentation (6%), and the book project (8%). In contrast, the Tutorial TA’s role is more closely tied to facilitating collaborative learning and providing formative feedback, with graded responsibilities including the group projects (Projects 1–5, worth 10% of the final grade) and feedback on two compositions throughout the term (12% of the final grade). Thus, the distribution of grading responsibilities reflects a heavier weighting of evaluative duties for the Lecture TA compared to the Tutorial TA. There was no information available on how TAs are assigned or selected as lecture TAs or tutorial TAs. However, at the end of the mandatory orientation workshop for TAs, a microteaching session is held, during which each TA delivers a 10-minute teaching practice session and receives 10 minutes of verbal feedback from fellow TAs in their group. After that, the facilitator (generally a senior TA) shares their thoughts with the undergraduate Spanish course coordinators. However, the final decision has always been made by coordinators without sharing the selection criteria. Considering that lecture hours are more teacher-fronted and tutorial hours are more based on group work assignments, this may lead people to think that lecture TAs are generally assigned to more experienced TAs, who received better feedback from their students in previous years or performed better. At the same time, as the course coordinator observed their class, it may be perceived that being a lecture TA may require higher proficiency. However, the data collected for this study shows that having prior teaching experience has not been a conclusive factor. It is important to note that being chosen as a lecture TA is perceived as more favourable among course instructors. Regarding the format of tutorial instructors’ sections, it should be noted that they differ from tutors, as the Spanish program offers separate office and tutor hours for students, during which instructors and students engage in one-on-one sessions.

As part of participant recruitment, this study was introduced during the department TAs’ meeting, and an email was also sent to all TAs inviting them to participate in an online survey. After removing incomplete surveys, the final number of participants was 20. The majority of these teachers were female (13 out of 20). 12 out of 20 instructors teach the beginner level, 6 teach the intermediate level, and 2 teach the advanced level. Regarding the class type, 7 out of 20 teach lecture hours, and 13 out of 20 teach tutorial hours. 13 out of 20 instructors are native Spanish speakers, and 7 out of 20 are non-native Spanish speakers. Table 1 below presents complete participant information.

**Table 1**

Information Regarding Teachers’ Profiles

| Characteristic       | Subcategories | Total |
|----------------------|---------------|-------|
| Gender               | Female        | 13    |
|                      | Male          | 7     |
| Level of Instruction | Beginner      | 12    |

|                                   |                  |    |
|-----------------------------------|------------------|----|
|                                   | Intermediate     | 6  |
|                                   | Advanced         | 2  |
| Class Type (lecture vs. Tutorial) | Lecture          | 7  |
|                                   | Tutorial         | 13 |
| First Language                    | Spanish          | 13 |
|                                   | English          | 4  |
|                                   | Mandarin Chinese | 1  |
|                                   | Egyptian Arabic  | 1  |
|                                   | Indonesian       | 1  |

## Results and Discussion

### Perceived Self-Efficacy of Spanish-Language Instructors

Instructors' perceived self-efficacy was measured with the 26-item scale developed by Karas (2019). This scale consists of six subscales: classroom proficiency, learner-focused instruction, assessment, language instruction, culture, and materials. Responses to each item are recorded on a 6-point Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). Internal consistency (Cronbach's alpha) for the sample of 20 instructors was computed for each subscale as well as the total of 26 items. The results are reported in Table 2. As can be seen from this table, all subscales had sufficiently high values of Cronbach's alpha ( $>.70$ ) to support the computation of total scores for each subscale as well as the overall scale for this instrument.

**Table 2**

Internal Consistency of Instructors' Perceived Self-Efficacy Scores

| Scale                       | Number of items | Cronbach's $\alpha$ |
|-----------------------------|-----------------|---------------------|
| Classroom Proficiency       | 7               | .90                 |
| Learner-Focused Instruction | 3               | .75                 |
| Assessment                  | 6               | .87                 |
| Language Instruction        | 4               | .90                 |
| Culture                     | 3               | .85                 |
| Materials                   | 3               | .79                 |
| Total                       | 26              | .92                 |

Scale scores were computed as the average of the items within each subscale. This approach enabled comparable scores across the subscales, despite each subscale having a different number of items and the sum scores being dependent on the number of items in a subscale.

In addition, descriptive statistics for 20 Spanish-language instructors' perceived self-efficacy scores are presented in Table 3. As shown in this table, the minimum scores for most subscales and the total self-efficacy scale are at or above 4, indicating that respondents tend to agree (at least somewhat) with the instrument's statements. The average scores for each subscale and the total scale are above 5, indicating that, on average, the instructors tend to agree with the statements of each subscale. Overall, the self-efficacy scores observed in the sample are relatively high. However, the average scores for the Learner-Focused Instruction subscale were visibly lower compared to the other 5 subscales. To investigate whether this difference is meaningful, a repeated-measures ANOVA was conducted.

**Table 3**

Descriptive Statistics for Instructors' Perceived Self-Efficacy Scores

| Scale | Min | Max | Mean | SD |
|-------|-----|-----|------|----|
|-------|-----|-----|------|----|

|                             |      |      |      |      |
|-----------------------------|------|------|------|------|
| Classroom Proficiency       | 4.29 | 6.00 | 5.46 | 0.64 |
| Learner-Focused Instruction | 3.67 | 6.00 | 5.13 | 0.70 |
| Assessment                  | 4.33 | 6.00 | 5.24 | 0.55 |
| Language Instruction        | 4.00 | 6.00 | 5.29 | 0.65 |
| Culture                     | 5.00 | 6.00 | 5.63 | 0.43 |
| Materials                   | 4.33 | 6.00 | 5.63 | 0.47 |
| Self-Efficacy Total Score   | 4.58 | 6.00 | 5.37 | 0.44 |

The results of this inferential test were not significant, Wilk's  $L(5, 16) = 0.61$ ,  $p = .131$ . However, the effect size of the mean differences observed in the sample was moderately large,  $h^2 = .39$ , indicating that nonsignificant results might be caused by a small sample size and lack of power. Given the high internal consistency of the perceived self-efficacy scores across the six subscales of this instrument, the research questions are addressed only for total scores.

### Linguistic Identity

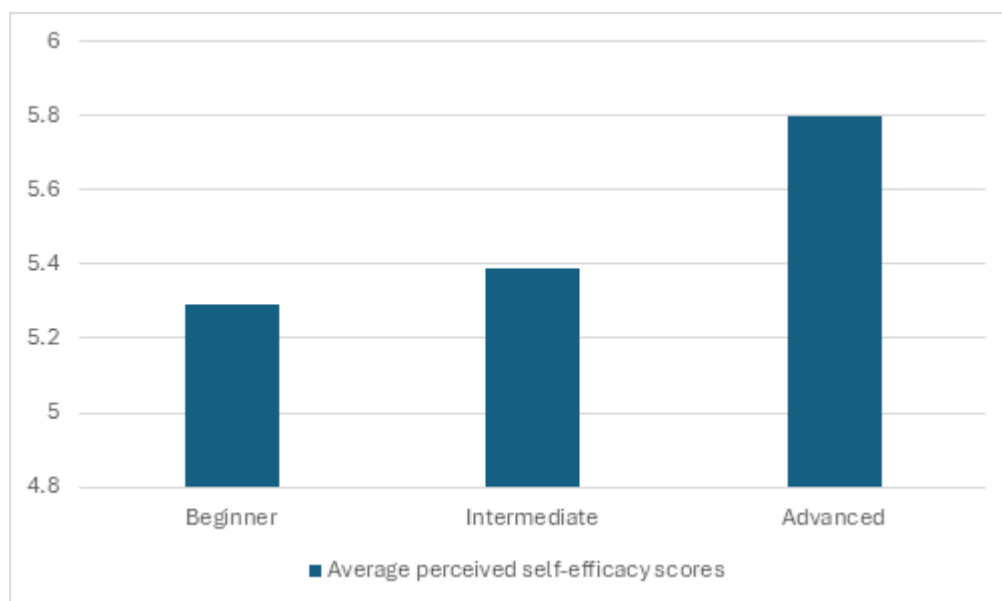
To investigate whether the average perceived self-efficacy scores differ between instructors with different linguistic identity, an independent-samples t-test was conducted. The results of this test were nonsignificant,  $t(18) = 0.64$ ,  $p = .531$ , Hedge's  $g = .34$ , indicating a small effect size. Therefore, it can be concluded that the average perceived self-efficacy scores for instructors who acquired Spanish as their first language ( $M = 5.34$ ,  $SD = 0.44$ ) are not different from the average scores of instructors who acquired Spanish after their first language ( $M = 5.50$ ,  $SD = 0.50$ ).

### Course Level

Of the 20 instructors in the sample, the majority (60%) teach at the beginner level, 30% teach at the intermediate level, and only 2 instructors (10%) teach at the advanced level. The average self-efficacy scores observed in the sample (Figure 1) for instructors teaching at the beginner level ( $M = 5.29$ ,  $SD = 0.48$ ) were lower than for those teaching at the intermediate level ( $M = 5.39$ ,  $SD = 0.35$ ). Moreover, those, in turn, were lower than for instructors teaching at the advanced level ( $M = 5.80$ ,  $SD = 0.28$ ).

**Figure 1**

Average Perceived Self-Efficacy Scores for Instructors Teaching at Different Levels



To explore whether the differences in the average self-efficacy scores for instructors teaching at different course levels can be generalized from the sample to the population, a one-way ANOVA was conducted. The results of this test were nonsignificant,  $F(2, 17) = 1.17$ ,  $p = .334$ , indicating that there is no difference in average self-efficacy scores across the population of Spanish-language instructors teaching at different course levels. However, the effect size of the differences observed in the sample was moderately strong ( $h^2 = 0.12$ ). This result may indicate that the ANOVA was performed with low power, which can be explained by a very small sample size, specifically those teaching at the intermediate and advanced levels.

### Class Type

Of the 20 instructors who responded to the survey, 7 (35%) teach lectures, and the rest teach tutorials. To address the third research subquestion, an independent-samples t-test was conducted. The results of this test were nonsignificant,  $t(18) = 0.52$ ,  $p = .652$ , Hedge's  $g = .24$ , indicating a small effect size. Therefore, the average perceived self-efficacy scores for instructors who teach lectures ( $M=5.44$ ,  $SD=0.56$ ) are not different from the average scores of the instructors who teach tutorials ( $M=5.33$ ,  $SD=0.38$ ).

As shown above, none of the factors considered to explain variability in perceived self-efficacy scores among Spanish-language instructors were significant. The average level of perceived self-efficacy was not related to instructors' linguistic identity, course level (beginner, intermediate, or advanced), or class type (tutorials vs. lectures). However, it is worth noting that these results are likely related to a small sample of Spanish-language instructors in this study and, therefore, to low statistical power for inferential testing. These findings, nonetheless, contribute to the literature on Spanish LTSE in the Canadian context, and lead to relevant discussion of social and cognitive factors underpinning the study's results.

### Conclusions

The purpose of this study was to investigate the factors influencing the self-efficacy beliefs of Spanish as a foreign language instructors in the Canadian context and to examine, in particular, the variables of linguistic identity, course level, and class type. In the field of applied linguistics, most existing literature regarding LTSE beliefs focuses on English teachers' perceived self-efficacy, and Spanish language instructors remain relatively underexplored. This study, as such, contributes to the broader understanding of TSE in the context of foreign language instruction, as the first attempt to explore perceived self-efficacy among Spanish instructors in Canada. This study is novel because the variables have received minimal research attention in the field of self-efficacy. Moreover, no empirical or review study has examined the impact of these variables simultaneously. The current study attempts to fill these gaps in previous empirical work by delineating the impact of linguistic identity, course level, and class type on Spanish as a Foreign Language (SFL) teachers' sense of self-efficacy. To date, a substantial body of literature has focused on EFL or ESL contexts, as confirmed by Wyatt (2018) in his review of literature in the field of LTSE. Meanwhile, the empirical research on SFL in general, despite its steady growth in the number of students and speakers, remains heavily under-researched and limited to a small number of studies (e.g., Jochum et al., 2017; Mena et al., 2023; Rodríguez Gil et al., 2024; Salas-Rodríguez et al., 2025; Szwed & González-Carriedo, 2019; Swanson, 2014). In addition to expanding this body of literature, this study uses a language-teaching-specific instrument developed by Karas (2019), which is less common than measures adapted from general education. Finally, this study, which examines the perceived self-efficacy beliefs of Spanish teachers in Ontario, addresses a gap regarding the participants and the context.

### Linguistic Identity

The finding that linguistic identity was not a determining factor of instructors' LTSE perceptions deviated from the hypothesis that there would be differences between 'native' and 'non-native' participants' LTSE levels. Although the results of this study contradict the study's hypothesis, a study by Karas and Faez (2021) also found that 'non-native English-speaking teachers' (NNESTs) reported significantly higher self-efficacy than 'monolingual native English-speaking teachers', while no significant difference was observed between NNESTs and multilingual native speakers. In this way, as suggested by Karas & Faez (2021), the study of LTSE beliefs should incorporate teachers' language-learning histories, as well as their qualifications and experiences, rather than focusing exclusively on 'native' or 'non-native' status. This approach is consistent with that of Gao et al. (2021), who report that being a 'native speaker' does not necessarily determine teacher self-efficacy, while teacher training plays a more significant role. The results of the current study support the idea that linguistic identity alone is not a predictor of self-efficacy, as well as Faez et al.'s (2021) argument that it is time to move beyond simplistic native-versus-non-native categorizations. This, in turn, contributes to a complexification of teacher language identity, which is necessary for understanding both teacher self-efficacy perceptions and identity-based teaching choices. Identity is fluid, unstable, and context-dependent: The same characteristics can be attributed to (perceived) TSE.

### Course Level

The finding that instructors' LTSE perceptions increased with course level also deviated from the hypothesis that beginner-level Spanish instructors would have higher LTSE beliefs. This may be explained by the use of a more domain-specific research instrument, which can yield different outcomes. Although the results do not fully align

with prior research linking course level to teacher self-efficacy, Bandura's (1997) Social Cognitive Theory (SCT) framework and Wyatt's (2018) discussion explain that self-efficacy is task-, domain-, and context-specific. All other studies that showed a negative link between grade (course) level and TSE beliefs were conducted in domains other than languages (Coladarci, 1992; Klassen & Chiu, 2010; Midgley, 1995; Wolters & Daugherty, 2007). In addition, they were conducted in a school context. University language classrooms may yield different results than school contexts, highlighting the importance of context-specific research. Another important point to consider is the distribution of teachers across course levels, which can be revealing: six of twelve beginner-level instructors were non-native Spanish speakers, whereas nearly all intermediate and advanced instructors were who acquired Spanish as their first language. This suggests an institutional tendency to assign instructors who acquired Spanish as their first language to higher-level courses. This practice may unintentionally affect the confidence and sense of efficacy of instructors who acquired Spanish after their first language are delegated to the beginner level. In this way, the results for this variable are significant because they highlight the value of domain- and context-specific studies. They also suggest that structural factors may indirectly influence instructors' professional identity and SE beliefs. Such results highlight the need to study course level not only as an independent variable but also as a moderator shaped by departmental practices.

### Class Type

The finding that class type did not impact instructors' LTSE perceptions, once again, deviated from the hypothesis that there would be differences in LTSE between lecture and tutorial instructors. Despite this, this finding fosters a discussion of the importance of the factor of agency, revealing an opportunity to support teacher agency across class types. It is important to reflect on the point that "unless people believe they can produce desired effects by their actions, they have little incentive to act." (Bandura, 1997, pp. 2-3). Bandura proposes that human agency functions "generatively" and "proactively" rather than in a "reactive manner" (Bandura, 1997). Lecture instructors enjoy greater autonomy over content and classroom practices than tutorial instructors, and it may appear that this would produce greater LTSE perceptions among lecture instructors. However, as the statistics indicate that the average perceived self-efficacy scores for instructors who teach lectures ( $M = 5.44$ ,  $SD = 0.56$ ) are not different from those of instructors who teach tutorials ( $M = 5.33$ ,  $SD = 0.38$ ), this represents an opportunity to support the agentic self-efficacy of tutorial instructors, despite the more autonomous nature of lectures. This finding also suggests that the variable of class type should be studied alongside other factors, such as years of experience and other teaching qualifications, which is particularly pertinent to the language classroom setting. Table 4 below presents a recap of the study's research questions, methods, findings, and implications.

**Table 4**

Summary of Research Questions, Methods, and Findings

| Research Question                                                                                                                                                         | Method        | Finding                                                                                                     | Implication                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How does perceived self-efficacy differ between instructors who acquired Spanish after their first language and instructors who acquired Spanish as their first language? | Questionnaire | linguistic identity speaker status was not a determining factor of instructors' LTSE perceptions.           | Native-versus-non-native categorizations are overly simplistic.                                                                                                |
| How does perceived self-efficacy differ between beginner-, intermediate-, and advanced-level instructors?                                                                 | Questionnaire | Instructors' LTSE perceptions increased with course level (from beginner/lowest SE to advanced/highest SE). | There is a problematic institutional tendency to assign beginner courses to non-native speaker instructors and advanced courses to native speaker instructors. |
| How does perceived self-efficacy differ                                                                                                                                   | Questionnaire | Class type did not impact instructors' LTSE perceptions.                                                    | There is an opportunity to support TSE across class types.                                                                                                     |

|                                                |  |  |  |
|------------------------------------------------|--|--|--|
| between instructors of tutorials and lectures? |  |  |  |
|------------------------------------------------|--|--|--|

### Data Availability

The data underlying the findings of the study can be accessed in the supplementary materials.

### Supplementary Materials

- Supplementary File 1: Appendix A – Instructors' Profile Survey
- Supplementary File 2: Appendix B – Teacher Self-Efficacy Questionnaire
- Supplementary File 3: Excel dataset used for statistical analysis

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