

Appendix 1

Letter of Informed Consent (LIC)

I willingly agree to participate in the research, "**Teachers' Self-efficacy Beliefs in the Adoption of CEFR**" that is conducted by _____. I understand that the aim of this research is understand my self-efficacy in adapting CEFR in my teaching of English.

I understand that data collected from me is anonymous and confidential. A pseudonym will be used at all phases of the research, including the write-up. No one will have access to the code name, except the researcher and me. Again, pseudonym will be used if the results of the present study are published or reported at professional meetings and conferences, unless permitted otherwise by myself in a written consent.

Thus, I give my consent for the data to be shared in publications or/and conferences and meetings even if the content of the data would expose my identify. If I feel uncomfortable with the above at any point of time during the project and research, I will inform the researchers and using my prerogative, I will decide either to withdraw from the project and research entirely OR, have the specific data expunged and not to be used at all.

In no way will my above decision on whether to participate (or not) in the research project or continue (or not) with the research OR have the specific data expunged, affect me as a teacher.

Please write your name using **CAPITAL LETTERS** (All Caps), which also means that you have read and understood the contents of LIC, and you agree to voluntary participation in this research

Name:

Date:

Appendix 2

Questionnaire on Teachers' Self-Efficacy Beliefs in the Adoption of CEFR

Instruction: Read the following questions carefully and indicate (/) in the space provided according to the given scales.

	1	2	3	4	5
	Never	Very little	Moderately	Quite a bit	A great deal
No.					
	1	2	3	4	5
	To what extent are you able to carry out the following meaningfully (in terms of teaching and learning English using the CEFR-aligned English syllabus)?				
1	Get through the most difficult students.				
2	Help your students think critically.				
3	Control disruptive behavior.				
4	Motivate students who show low interest.				
5	Make your expectations clear about student behavior.				
6	Get students to believe they can do well.				
7	Respond to difficult questions from your students.				
8	Establish routines to keep activities running smoothly.				
9	Help your students value learning.				
10	Assess student comprehension of what you have taught.				
11	Craft good questions for your students.				
12	Foster student creativity.				
13	Get students to follow classroom rules.				
14	Improve the understanding of a student who is failing.				
15	Calm a student who is disruptive or noisy.				
16	Establish a classroom management system.				
17	Adjust your lessons to the proper level for individual students.				
18	Use a variety of assessment strategies.				
19	Keep a few problem students from ruining an entire lesson.				
20	Provide alternative explanation or example when students are confused.				
21	Respond to disobedient students.				
22	Assist families in helping their children do well in school.				
23	Implement alternative strategies in your classroom				
24	Provide appropriate challenges for very capable students.				

Appendix 3

Interview Questions

Section A: Background Information (Warm-up)

- Can you briefly describe your teaching experience, especially in rural primary schools?
- How long have you been teaching English under the CEFR-aligned syllabus?
- What kind of CEFR-related training have you attended so far?

Section B: Teachers' Self-Efficacy Beliefs (RQ1)

(Focus: confidence, capability, and perceived competence)

- How confident do you feel in implementing the CEFR-aligned syllabus in your classroom? Why?
- Which aspects of the CEFR-aligned syllabus do you feel most confident teaching (e.g., speaking, writing)?
- Which aspects do you find most challenging, and how do they affect your confidence?
- How do you usually handle difficulties when implementing CEFR-based activities?
- Can you describe a situation where you felt successful in teaching using the CEFR approach?
- Can you share a situation where you felt less confident or struggled?

Section C: Training and Self-Efficacy (RQ2)

(Focus: link between training and confidence)

- What types of CEFR-related training have you attended (e.g., workshops, courses, briefings)?
- How frequently have you attended such training sessions?
- In what ways have these trainings influenced your confidence in implementing the CEFR syllabus?
- Which aspects of the training did you find most useful or practical?
- Do you feel that attending more training improves your teaching confidence? Why or why not?
- Are there any gaps in the training that you think need to be addressed?

Section D: Factors Affecting Self-Efficacy (RQ3)

(Focus: internal and external influences)

- What challenges do you face when implementing the CEFR-aligned syllabus in a rural school context?
- How do your students' proficiency levels affect your confidence in teaching?
- In what ways do school facilities or resources influence your teaching and confidence?
- How does administrative workload impact your ability to implement CEFR effectively?
- What kind of support (e.g., from school leaders, colleagues, MoE) do you receive, and how does it affect your confidence?
- How do textbook suitability and materials influence your confidence in teaching?
- Are there any personal factors (e.g., experience, beliefs, motivation) that affect your confidence?

Section E: Suggestions and Closing

(Adds depth and practical implications)

- What support would help improve your confidence in implementing the CEFR syllabus?
- What changes would you suggest for training programmes?
- Is there anything else you would like to share about your experience with CEFR implementation?