UNIVERSIDAD DE QUINTANA ROO

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The self-efficacy´s beliefs about teaching English in pre-service teachers

TESIS
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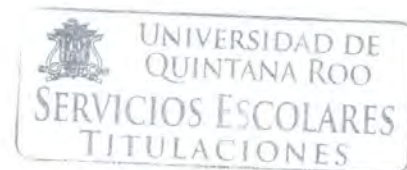
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Presenta
Enereida Cruz Rosales

Directora
Dra. Maria del Rosario Reyes Cruz

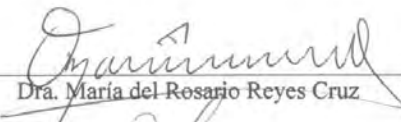Chetumal, Quintana Roo, México, Noviembre del 2015.

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Tesis elaborada bajo la supervisión del comité del programa de Licenciatura y aprobada como requisito para obtener el grado de:
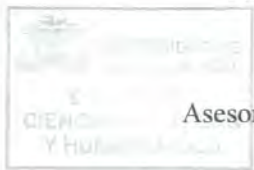
LICENCIADA EN LENGUA INGLESA

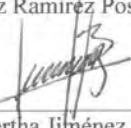#### COMITÉ DE TESIS

Director: _____
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Asesor titular: _____
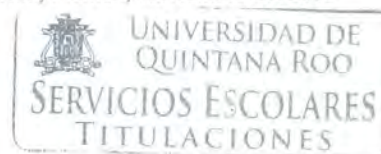Dra. Griselda Murrieta Loyo

Asesor titular: _____
Mtro. Mizael Garduño Buenfil

Asesor suplente: _____
Mtra. Maricruz Ramírez Posadas

Asesor suplente: _____
Mtra. Ana Bertha Jiménez Castro

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INTRODUCTION

Research on teacher's self-efficacy beliefs has been a relevant topic for educational inquiry over the past years. Researchers in education have documented that the teacher's sense of efficacy has a big impact on self-esteem (Henson, as cited in Mirsanjari, Karbalaei &Afraz, 2013), confidence and motivation (Hiver, 2013; Bandura, 1997), on enthusiasm for teaching (Mirsanjari, Karbalaei &Afraz, 2013), on job satisfaction and persistence against difficulties (Milter&Hoy, 2003).

Self-efficacy is defined by Bandura (1997) as the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Therefore, teachers' self-efficacy also referred to as "teacher efficacy" is defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran & Woolfolk Hoy, 2000, p.223).

There are many studies that focus on measuring the self-efficacy. Most of them suggest that students who are enrolled in courses about teaching have a high sense of self-efficacy. For example, Kulekci (2011) carried out a study to explore pre-service English teachers' self-efficacy beliefs. He found that the experienced teachers have a higher sense of self-efficacy than inexperienced teachers. Other authors like Cabaroglu (2014) and Praver (2014) got similar results in their research.

Due to the studies mentioned above, I realized that teachers' self-efficacy belief is a common theme of current researches concerning its definition and its importance, and the

effects on teachers. On the other hand, I figured out that there is a lack of researches in this fieldfocusing at university level. The University of Quintana Roo has a Bachelor's degree in English language. This Bachelor's degree focuses on preparing competent teachers who will be able to teach English as a foreign language. In addition, courses concerning teaching training are an essential part of the program and they are compulsory in the undergraduate curriculum;in this sense,participants are enrolled in two courses that are *PrácticaDocente*I and *PrácticaDocente* II(Teaching Practice I and Teaching Practice II). Moreover, it is very important to know how pre-service teachers feel during their practice. Therefore, this study attempts to examine pre-service teachers' sense of self-efficacy in teaching English at the University of Quintana Roo (University of Quintana Roo context). This thesis focuses on pre-service teachers' self-efficacy beliefs in teaching English (students in the last semester of a BA in English Language). Moreover, this research will study how sources of self-efficacy influence on pre-service teachers' self-efficacy.

Previous studies have concentrated on the primary schools and some of them on high schools. In general, the participants have been in-service teachers. As far as I know, there are no studies at university level. In addition, there are not previous studies in the University of Quintana Roo dealing with pre-service teachers' self-efficacy beliefs. Therefore, this study may make a significant contribution to teachers since it will allowthem to know the self-efficacy beliefs in teaching English in pre-service teachers of the University of Quintana Roo.

The objective of this study is to investigate the self-efficacy beliefs in teaching English of pre-service teachers in the University of Quintana Roo and how the sources of self-

efficacy have an influence on them. In order to accomplish this objective the following questions have been established.

1. What are the experiences of pre-service teachers regarding the sources of self-efficacy?
2. What are the self-efficacy beliefs in teaching English among pre-service teachers?
3. How do sources of self-efficacy have an influence on teachers' self-efficacy beliefs for teaching English?

By investigating pre-service teachers of English' self-efficacy beliefs in the University of Quintana Roo, this study can make some contributions to expanding the current knowledge in the field. There are not qualitative studies that examine the sources of information of self-efficacy beliefs in pre-service teachers of English at the University of Quintana Roo; this is why the present studybecomes significant.

This study is expected to be useful for both teachers and pre-service teachers because they could learn about how the sources of self-efficacy impact on them. In addition, in this case, professors who are responsible of the Teaching Practice subject may realize how important it is for the pre-service teachers to have previous experiences, role models, receive feedback and how the positive and negative emotions have a significance to them. Finally, these results may be useful for education administration or authorities to know if it is essential to implementmore subjects about teaching in the curriculum.

CHAPTER I

THEORETICAL FRAMEWORK

In this section, the theory that supports this study is presented. After the introduction of self-efficacy, the literature found is discussed. Then, the literature about pre-service teachers' self-efficacy beliefs and in-service teachers' self-efficacy beliefs is examined. Finally, three studies that show the validity and reliability of four different scales are discussed.

1.1.Self-efficacy Theory

In order to investigate self-efficacy it is essential to be familiar with what self-efficacy is and how it works. Perceived self-efficacy is an important component of Bandura's Social Cognitive Theory (1997). Thus, the most important principles of The Self- Efficacy Theory will be discussed below.

Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. It means that if one possesses whatever skill, one can use it under different situations. In addition, Bandura (1997) points out that the stronger the perceived self-efficacy, the more active the efforts. This means that those peoplepersisting in threatening activities will gain corrective experience that reinforces their sense of efficacy. Self-efficacy as it is understood in this study will be linked to the beliefs of how capable pre-service teachersenrolled in the subject of *PrácticaDocente*II (Teaching Practice II)think they are in teaching English as a foreign language.

According to Bandura (1997), people's beliefs in their efficacy affect almost everything they do such as their motivation, their feelings, their behavior or their

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confidence. For example, confidence makes people accomplish tasks. If they do not have enough confidence they will accept that it is difficult or impossible to complete a task. Therefore, people tend to feel stressed, with lack of concentration, and have little or no self-confidence when they undertake a task or activity and they lose a lot of concentration by thinking in their weaknesses and not in their strengths. Bandura points out that when these people havelow-self-efficacy, they tend to be less confident, and they do not concentrate on performing the actions correctly. They do not believe in their abilities to perform a task. In addition, they recover slowly from failure and even a minor misstep would make them lose confidence again.

On the other hand, when people feel self-efficacious, they take more risks to complete a task and have more opportunities to succeed. They are able to enhance their accomplishment and feel confident when the appropriate time comes. In this case people recover faster and easily from their failure. Moreover, self-efficacious people feel well-prepared and make a greater effort and increase their concentration when things are not easy. Their motivation is high and they feel enthusiastic.

"Efficacy beliefs operate as a key factor in a generative system of human competence. Hence, different people with similar skills, or the same person under different circumstances, may perform poorly, adequately, or extraordinarily, depending on fluctuations in their beliefs of personal efficacy" (Bandura, 1997, p. 37). Consequently, perceived self-efficacy is not concerned with the numbers of skills you have, but with what you believe you can do with what you have under a variety of circumstances.

Sources of self-efficacy

Bandura (1997) stated that self-efficacy is constructed from four sources of information: enactive mastery experiences, vicarious experience, verbal persuasion and physiological and affective states. People use these sources of information to judge their level of self-efficacy. Moreover, Bandura claims that the impact of information on efficacy expectation will depend on how it is cognitively appraised. Hereafter, each source of self-efficacy is discussed individually.

a) Enactive mastery experience: This is the most influential source to develop self-efficacy. Enactive mastery is based on experiences that are direct and personal. It is usually attributed to one's effort and skill. The pre-service teachers' experience that is analyzed in this work is the one that pre-service teachers experienced in the subject of *PrácticaDocenteI*(Teaching Practice I) and any other experience they had before the subject *PrácticaDocenteII* (Teaching Practice II).

According to the English Language Bachelor's degree curriculum, the participants in this study have to enroll in two subjects: *PrácticaDocente*I and II. Therefore, they took *PrácticaDocente*I last semester (they were in 9th semester). The participants were taking *PrácticaDocente*II (10th semester) when I started doing this research. Thus, they might have faced diverse situations in *PrácticaDocente*I; consequently, those situations may have helped them to construct a sense of self-efficacy or not about their own teaching. In addition, some pre-service teachers may have some difficulties to teach English because they do not have enough teaching experience. Nevertheless, failure does not always mean lowering the self-efficacy beliefs, as well as succeeding does not bring about higher self-efficacy beliefs.

Bandura (1997) mentionssuccess makespeople have a strong belief on their own capabilities.In contrast to success, if people do not have a well-defined sense of self-efficacytheir self-efficacy can lessen, even before the failure happens. However, when people know how to deal with failure, they take advantage of difficulties and change them into successso people can redirect their efforts to the activities. Hence, if people are sure about their capabilities, they face any situation and recover easily from their setbacks.

When people take on a new activity or a task, they rely on preexisting self-knowledge structures. This self-knowledge of personal efficacy has influence over what people look for and how people construe and classify the efficacy information generated in the previous experience. In addition, people retrieve this information from their memory in making their efficacy judgments. However, when undertaking new experiences and how they reconstruct them in memory depends on the nature and strength of the self-beliefs because people need to know where this experience must be integrated.

Bandura (1997) states that "Efficacy beliefs are products and constructors of experiences" (p.82). Experiences that are inconsistent with people's self-beliefs will be forgotten and excluded from the memory. On the contrary, relevant or congruent experiences will be given significance and remembered. Therefore, if pre-service teachers have already succeeded on a task, skill or behavior then there is an increased self-efficacy expectation for future performance of it.

On the other hand, mastery of a difficult task carries different information that can boost people's abilities. Additionally, making these activities people can find out new and

useful information concerning the assignment. The information found in the new task can allow people tolower their perceived efficacy. Similarly, the difficulty of the new task is not just one factor that can affect performance. For example, if people mistrust their efficacy, they will not be able to complete a task. However, Bandura mentions some factors that can help people to improve their personal efficacy; for instance, assistance provided by others, and the adequacy of the resources or equipment available.

The factors mentioned above are not the only way people can enhance their efficacy. Effort plays an important role in this source of information. The amount of effort that people give their activities interferes in the capacity to task performance. There are people who succeed with minimal effort which means that they havea high efficacy but if people have alow efficacy, they may have difficulties to performthese activities. Thus, the total amount of effort made will have an influence on how much perceived efficacy is obtained from the achievement.

The attribution theory mentions some categories of information to judge people's personal efficacy such as ability, task difficulty, effort, and luck. These four factors are important in people's judgment of their capabilities. Most of the time people who have high efficacy attribute their failure to inadequate effort or knowledge and skills that are unachievable. On the other hand, it is essential to know how to interpret success and failure because the reconstruction of them can affect the perceived self-efficacy.

In addition, selective self-monitoring can improve beliefs of personal efficacy. This occurs when people's achievements are kept in mind. Attainments are part of the personal efficacy. People assess their personal efficacy by the attainment they have achieved. However, those people who fail but then they persist in enhancing their attainment have

more possibilities to improve their sense of efficacy than people who get better results because they feel satisfied comparing their successes with their previous performance and think they have the same level. Therefore, they do not concern about it.

b) Vicarious experience: According to Bandura (1997) a vicarious experience is an individual observing another individual teaching. This means that people judge their capabilities in relation to the performances of others. Additionally, Bandura suggests that modeling from another person is an effective tool for enhancing the self- efficacy of an individual during a vicarious experience. The self-efficacy increases when a person observes another similar individual obtaining good results. However, individual efficacy beliefs normally decrease when a person fails at a given task. This means that when we see a model fail we can be also discouraged from even trying.

Pre-service teachers might have felt encouraged to enroll in the subject of *PrácticaDocenteI* after seeing their models overcome adversity. Their models could be their fellows or even teachers. As a result, what is more important is to know how similar they are to those models. Similarity plays an essential role in this second source of self-efficacy. In this case, pre-service teachers were engaged in the subject of *PrácticaDocenteII*. But they may have had another experience that influenced them too.

Social comparative inference is an important part of self-efficacy modeling in the vicarious experiences. It refers to the accomplishments of others who are similar to themselves; people take them as a part of their own capabilities. Since this study is analyzing this source of information, there might be a possibility to find similar models to pre-service English teachers of this study. The efficacious beliefs in a person usually increase when they observepeople similar to themselves master innumerable activities. In a

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way, people who believe that they can do those activities and they can encourage themselves. For example, if a person can do it, people ask why they cannot do it.This could happen with pre-service English teachers because they did their practice in pairs. Seeing their classmates perform a task successfully might make them think they could have the same capabilities tocomplete a task, too.

Similarity has a great influence on the model's success or failure. For this reason, if people observe a different model, their behavior and the result will not have any influence on their beliefs of personal efficacy. In addition to similarity, self-modeling is another form of modeling that builds up beliefs in personal efficacy. When people watch or monitor their own successful achievement and they detect that are proficient in doing any task they then believe they have the capabilities to perform an activity. Furthermore, modeling that expresses efficient coping strategies can push up the self-efficacy of individuals who are suffering innumerable experiences that show their lack of efficacy.

On the other hand, some factors make people sensitive to vicarious experience. For example, uncertainty about ourown capabilities is one factor. If people have a little prior experience and they observe a person who did an excellent job, the perceived efficacy can be immediately changed. However, they will be heavily dependent on the models. Modeling influences are very important because people do not only have anyexperience from their own effort but they experience the results of the others. On the contrary, when people realize thatfellows with similar characteristics to them fail they too tend to lose self-efficacy. Thus, people tend to admit that they have personal deficiencies.

According to Bandura "modeled performance designed to alter coping behavior two factors –predictability and controllability" (1997, p.88). In Bandura's words, "predictability

reduces stress and increases preparedness for coping with threats. In modeling controllability, however, the model demonstrates highly effective strategies for handling threats in whatever situation may arise" (1997, p. 88). On the other hand, Bandura (1997) states that for those who are inefficacious, seeing similar others fail will make them accept their own subsequent failures as indicators of personal deficiencies, and they will behave in ways that confirm their inability. On the contrary, for those who are efficacious, the modeling will weaken the impact of direct failure experiences and sustain effort that supports performance in the face of repeated failure.

On the one hand, observational learning is a process of learning in which a person learns new information and behaviors by observing the behavior of others. In addition, there are four sub-functions governing observational learning. Firstly, attentional is the process which focuses on observing and acquiring all the important details from modeled events. Secondly, retention is the process of taking information in through your senses. In addition, this process transforms and restructures information about events for memory. Thirdly, production is the act of putting into practice the information that your brain has taken in. In this process people realize how much information their brain has kept. Finally, motivational process is when people feel motivated by the successes of the models that are similar to themselves. On the contrary, they feel discouraged when they observe negative events.

Taking into account these four sub-functions of observational learning, it is important to mention that if people do not pay enough attention to what the models are doing, they will not be able to keep the information in the memory. The observer must have the ability to code or structure the information so that they can easily rememberit. If this

does not occur the observer will not be able to reproduce the information or a similar situation. Thus, this will affect the observer's motivation.

There are some modes of modeling influence. For example, television and other visual media are part of the vicarious experience. By these networks, people can see their attitudes, their performance and attainments and in this way they can strengthen their self-efficacy. Clearly, creating videos can be a time-consuming task. However, those videos are very successful in enhancing the confidence levels of people. Therefore, effective problem-solving strategies can reinforce their efficacy.

Performance similarity is an important factor that increases people's self-efficacy beliefs. In other words, if people see a similar model that has a great success, the observers will increase their belief in their efficacy; on the contrary, if people see a model failing, the observer will lower their efficacy. When this happens the failure affects immediately the observers' personal efficacy and they give up in the face of adversity or any situation.

In addition, attribute similarity is another way that people increase their sense of efficacy. People are influenced by age, sex, educational and socioeconomic level. For example, if people see a model that has the same educational level or age, the observer will feel stronger. The sense of efficacy will increase due to the fact that the observer will discover similarities in the model. Furthermore, models that have similar attribute guide others to do things that they avoid doing. Race and ethnic designation also play an important role in people´s beliefs of efficacy.

According to Bandura, multiplicity and diversity of modeling help people to increase their efficacy beliefs. In this way, people develop their competence and their

perceived efficacy when they observe more than one modelinstead of people who only observe a single model. Nevertheless, if peopleobserve that an individual of widely different characteristics can succeed, after that the observers feel that they have the acceptable reason for increasing their own sense of efficacy.

According to Bandura (1997) there are two types of modeling: masterly modeling and coping modeling. Masterly modeling refers to models carrying out a task calmly and perfectly. In other words, masterly modeling demonstrates an excellent behavior. For instance, the masterly modeling displays rapid and correct performance with any problem, difficulty or frustration. In contrast to the masterly modeling, the coping model occasionally makes mistakes and has difficulties completing a task. However, the coping model demonstrates coping strategies for dealing with difficulties or failure.

Another especially influential factor is model competence but this happens when observers have a lot to learn and models have a lot of information to show them by instructive demonstration of skills and strategies. This information may be learnt by observing, thus, people can increase their own sense of personal efficacy because if they are sure of their capabilities, they do not need coping modeling. In addition, people have the opportunity to choose the model that they want to follow and decide what they want to become.

c) Verbal persuasion

Verbal persuasion is another way to increase people's self-efficacy beliefs. People could be persuaded to believe that they can achieve something or that they have skills or capabilities to succeed. In other words, if people are encouraged, they will be more likely to succeed.

The importance of verbal persuasion relies on motivation that people receive from other people. Getting verbal encouragement from others helps people increase their efficacy. However, people might rely on the knowledge of their abilities rather than on what others tell them. Self-efficacy will increase based on positive appraisals that people receive while negative appraisals canlower it.

In addition, Bandura (1997) points out that the impact of verbal persuasion on self-efficacy may vary substantially depending on the perceived credibility of the persuader, his or her prestige, trustworthiness, expertise, and assuredness. The more believable the source of information is, the more likely efficacy expectations to change are. In this case, professors of the BA in English Language may not only be models but also reliable persuaders for the pre-service teachers. At the end of the last semester, when pre-service teachers finished the subject of *PrácticaDocente I,* professors might have given positive or negative appraisals and feedback of the work done by pre-service teachers. Therefore, theprofessor's comments and feedback could have had a great influence on students' self-efficacy in teaching for a second time.

The evaluative feedback is very essential due to the fact that in this way performers can receive persuasory information and if they do,the sense of efficacy can increase. The more feedback people receivethe more they improve their capabilities. In addition, effort attribution has a significant role; for example, hard work can boost perceived efficacy. However, Bandura (1997) points out that people have a lower sense of efficacy when someone tells them repeatedly that they gained ability for the activity by hard work instead oftellingthem that their progress shows their ability without reference to theeffort that they had to exert.

There are many people who have a lot of talent. However, they need to know how to develop their talent because if they do not know how to manage failure their efficacy will decrease. Self-motivational and self-management capabilities are two important factors that influence people's beliefsabout efficacy. Self-motivation is linked to our level of initiative in setting challeging goals for ourselves, and to believingthat we have the skills and abilities to achieve our expectation. For example, if we put enough effort, we will succed in improving our expectation or goals. Self-management is linked to planning, organising and describingour ability to reflect on how we learn. For example, if people have clear priorities and excellent self-management skills, they will be able to review their strengths and weaknesses.

Persuasory efficacy appraisal depends on who the persuaders are and their credibility and knowledge. Furthermore, persuasory opinions on efficacy belief tend to be as strong as the receiver's confidence only in the person who is trasmiting the opinions.In Bandura's words, "most people believe they know themselves and their predicaments better than others do" (1997, p.104). People just believe in evaluation of their capabilities done by someone who has the skills or who has already completed the activity. Persuasory efforts are only as strong as the confidence in the person issuing them. In this case persuaders influence people a lotbecause if they believe in their credibility and knowledge their personal efficacy will increase.

Social appraisal will change according to people's own beliefs about their capabilities. In addition, if people receive social appraisal that diverge from their actual opinions about their capabilities, this will not affect themright in that moment, but it may be important for the future. Bandura claims that the optimal level of disparity will depend on the temporal proximity and the nature of the activity. The optimal level of disparity will be

determined by the insufficient performance or by the ineffective use of the preexisting skills. On the other hand, talking about persuasory mentors, they must have the ability to detect strengths and weaknesses and how people can adapt actitivies in actuality.

d) Physiological and affective states

Emotional and physiological states are the fourth way with which we are provided with information about our efficacy beliefs. According to Bandura, in health functioning and in coping with stress, somatic indicators of personal efficacy are especially relevant. For example, tension and stress are signs of a lack of ability or of poor performance. Additionally, the mood influences on the personal efficacy. For instance, bad mood decreases the perceived self-efficacy while the good one increases it.

Therefore, people with strong sense of efficacy are likely to view their anxiety as a facilitator of performance. However, when an individual experiences fear about their capabilities, this negative affective reaction can provoke stress and anxiety, and an unsatisfactory achievement. In the case of pre-service teachers, when they carry out their practice, the ones with low self-efficacy will feel stressed or worried because of the difficulty to manage a group of students or if they have to work with children or teenagers.

Additionally, they can feel physiological factors like shakes, aches, pains, fatigue, and nausea. Mood state also plays an important role because it can affect people´s efficacy.The most self-efficient teachers, on the other hand, may cope better with the stress and other reactions. They may feel more motivated and self-confident.

The efficacy impact of physiological arousal will rely on the situational factors and the meaning given to them. Arousing experiences contain three significant events:

environmental elicitors, expressive reactions, andsocial labeling. Environmental elicitorsrefer to the activation of the internal arousal when the elicitor is affective. The second, expression reactions convey affective meaning for observers. And social labeling is where people provide positive or negative label to others through reaction instead of action. When people usually use these events they learn to perform and make a difference in their affective experience. In addition, when people experience different interpretations of internal arousal they will have adifferent impact on perceived efficacy.

The level of activation is very essential. Arousal can be debilitating or energizing. The optimum level of activation will be based on how difficult or complex the activity is. For example, easy activities are not as easy to interrupt as complex activities. Developing complex activities require more organization and high emotional activation.

Similarly, low efficacy increases sensitivity to bodily states. People change their physiological arousal when they receive false feedback. In addition, people who have fear or a panic attackexperience negative results; for example, the heart races alike a fear, euphoria, and vigorous physical exertion. However, people who are sure about what they domaintain calm and do not permit these kinds of effects to disrupt their activities. Their self-efficacy will not be affected.

Mood plays a significant role in this source of efficacy. Bandura states "Mood state can influence attention and affect how events are interpreted, cognitively organized, and retrieved from memory" (1997, p.111). Therefore, when people have an excellent mood or positive mood, they have the possibilities to learn faster and also if the things are consistent, they experience good results. Positive mood strengthens the efficacy unlike weak mood.

Memory has all the information that people have experienced. Therefore, a negative mood activates all the failing past that people experienced while positive mood activates the past achievements. Past successes improve appraisal of personal efficacy whereas failure lessens it. Affective state influences evaluative judgments. When people have a good mood the result is positive evaluations, and when they have bad mood the evaluations are negative. Thus, the stronger the mood is, the better impact the efficacious beliefs will have on people.

In addition, if people have successes in a positive mood the perceived efficacy is high, whereas successes under a negative mood will result in low efficacy. Consequently, Bandura states that failing under a good sense of mood would make people overestimate their capabilities; and succeeding under a sad mood would make people underestimate their capabilities. In addition, discouragement can reduce efficacious beliefs and when it happens the motivation is weak and people do not have an excellent performance.

This study aims to explore the beliefs about self-efficacy in teaching English of pre-service teachers of English in the University of Quintana Roo. The information about the Self-Efficacy Theory (1997) and its four sources of information mentioned above will help to interpret the results of this research.

CHAPTER II

Review of literature

The purpose of this study is to investigate the self-efficacy beliefs in teaching English of pre-service teachers**.** The relevant literature concerning teachers' self-efficacy belief will be described in three main categories. First, literature about pre-service teachers' self-efficacy beliefs will be revised and second literature about in-service teachers' self-efficacy beliefs will be examined. Finally, three studies that show the validity and reliability of four different scales will be revised.

Even though this study is qualitative, the review of quantitative and mixed design studies offers results which are related to the topic and could be helpful for the analysis of this study. On the other hand, this study focuses on pre-service teachers' self-efficacy beliefs but the studies of in-service teachers could also be useful for the analysis of this investigation due to the fact that they focused on self-efficacy beliefs.

2.1. Pre-service teachers' self-efficacy beliefs studies using aquantitative method

Kim and Cho (2014) conducted a study where they investigated how pre-service teachers' motivation and their sense of teaching efficacy influence their expectation about reality shock. Expectations of Reality Shock and The Work Task Motivation Scale for Teachers were administered to a total of 533 pre-service teachers. The results of the correlation analysis revealed that the pre-service teachers' expectation of reality shock was negatively related to pre-service teachers' sense of teaching efficacy and intrinsic motivation for teaching while it was positively related to introjected and external

motivation. The results of a hierarchical regression analysis revealed that pre-service teachers' sense of efficacy and introjected motivation were strong predictors of their expectation of reality shock, when gender difference was controlled for. There was an interaction effect between intrinsic motivation and teachers' sense of efficacy in predicting the reality shock expectation.

Mojavez and Poodineh (2012) investigated the influence of teacher self-efficacy (TSE) on the students' motivation and achievement. The participants of the study were comprised of two groups: the first group consisted of 80 senior high school teachers in four different cities of Iran. The second group of participants consisted of 150 students in different cities of Iran. The teacher self-efficacy Questionnaire and Students' Motivation questionnaires were used in the investigation. The results of this study indicated that there is a positive correlation between teacher self- efficacy and students' motivation and achievement. This study also investigated the impact of teacher self-efficacy on students' achievement. The result revealed that the difference in the students' achievement in a different group is significant, students who had teachers with higher level of self-efficacy, got better scores than those who did not haveit.

Pendergast, Garvis, and Keogh (2011) explored the self-efficacy beliefs of beginning pre-service teachers enrolled in three programs: the Graduate Diploma of Early Childhood Education, the Graduate Diploma of Education - Primary, and the Graduate Diploma of Education – Secondary. The participants were 175 pre-service teachers. To gather information, they used the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). The results suggested that teacher self-efficacy was high for participants involved in the Graduate Diploma of Early Childhood Education. This was

followed by participant in the Graduate Diploma of Primary and the Graduate Diploma of Secondary. Therefore, this result demonstrated that the Graduate Diploma of Early Childhood Education had higher teacher self-efficacy levels than participants enrolled in the Graduate Diploma of Secondary and in the Graduate Diploma of Primary during enrolment in their respective one-year graduate Diplomas.

In addition, Kulekci (2011) carried out a study to explore pre-service English teachers' self-efficacy beliefs and to evaluate the influence of some variables (gender, perceived academic achievement, grade level, department preference and the attitude of the faculty as perceived by pre-service teachers). Data in this study were collected from a total number of 353 pre-service English teachers, using the Teacher self-efficacy scale (Kan, 2007). The findings indicated that pre-service English teachers generally expressed positive efficacy beliefs regarding theEnglish language teaching profession. At the same time, results showed that pre-service teachers' self-efficacy differentiated according to perceived academic achievement and grade level. Additionally, 4th year pre-service teachers had higher scores than the 1st year pre-service teachers in their self-efficacy beliefs. In terms of gender, department preference and the attitude of the faculty as perceived by the pre-service teachers, there was any significant difference.

Wang and Ertmer (2003) conducted a study to explore how vicarious experiences and goal setting impacted pre-service teachers' judgments of self-efficacy for integrating technology into the classroom integration. 337 pre-service teachers agreed to participate in the study. A Likert-style survey measuring participants' self-efficacy beliefs for technology integration and pre- and post-survey measures was used. The results of this study indicated that pre-service teachers who were exposed to vicarious experiences that were related to

successful technology integration (with and without goal setting) experienced significantly greater increases in judgments of self-efficacy for technology integration than those who were not exposed to these vicarious experiences. The results of this study also indicated that pre-service teachers who used specific goals, with and without vicarious experiences, experienced significantly greater increases in judgments of self-efficacy for technology integration than those who were not assigned any goals. The results of this study showed that pre-service teachers who were exposed to vicarious learning experiences and who were assigned specific goals experienced significantly greater increases in judgments of computer self-efficacy than those who received only one of these two conditions.

In short, the quantitative studies presented in this section have been conducted using questionnaires. The results of the studies by Kim & Cho (2014) and Mojavez & Poodineh(2012) show that motivation is very important for teaching because if a teacher has high self-efficacy, the result of his/her job will be good. In addition, the study by Pendergast, Garvis & Keogh (2011) shows thatbeing enrolled in the Graduate Diploma of Early Childhood Education had higher teacher self-efficacy levels than other educational levels, Kulekci (2011)and Wang & Ertmer (2003)are similar with regard to the fact that self-efficacy increases when people have more previous experience.

An examination of three studies about pre-service teachers' self-efficacy beliefs using a mixed method approach will be described below.

Pre-service teachers' self-efficacy belief studies using mixed methods

Berg and Smith (2014) compared perceptions of teacher efficacy beliefs and concerns about teaching in pre-service teacher cohorts. Participants were a total of 272 in their second year of primary pre-service teacher education programs from England,

Malaysia, and New Zealand. Quantitative and qualitative methods were used in this study. Teachers' Sense of Efficacy (TSES) and the Concerns about Teaching Scale (CAT) were administered to get data. The findings indicated that both culture and context are important in regard to pre-service teachers' concerns about teaching and their teacher**'s** efficacy beliefs. The Malaysian pre-service teachers reported low efficacy beliefs and also expressed concerns about teaching class sizes of primary schoolstudents, having subject-based rather than class-based contact with students, and dealing with high parental expectations of student's success. Moreover, the Malaysian students expressed a strong concerned for being well prepared academically.

Likewise, Cabaroglu (2014) conducted a study to explore the impact of action research on English language teacher candidates' self-efficacy beliefs in a 14-week course. In addition, he wanted to identify if there was a relationship between the self-efficacy beliefs of EFL teacher candidates and their thoughts about the course tasks and their learning experiences. The participants of the study were two cohorts of final-year student teachers (37 female and 23 male), 60 in total. This study used a combination of quantitative and qualitative research methods. The results showed that most of the participants preferred to research about students' misbehavior than about English content knowledge. Teachers focused on learning how they can increase students' participation and how to maintain student's motivation. Moreover, the participants showed an increase in self-awareness as language teachers, learning more about students, strategies and problem-solving skills. With regard to changes of self-efficacy, the findings indicated that there is a positive influence on student-teacher's perception after being involved in action research. So, they felt well-equipped with the necessary skills to face the future teaching.

Another study using a mixed method was carried out by Pekkanli (2009);heinvestigated student-teacher's self-efficacy beliefs and the influence of the mentor on the development of the students' self-efficacy in an English language teaching department at a faculty of Education in Turkey. The author administered a Teacher Efficacy Scale and the Teachers' sense of efficacy Scale to 67 undergraduate students. The findings pointed out that most of the time student-teacher's self-efficacy depends on their mentor, which means that the mentor is the guide who facilitates the development of efficacy. Additionally, the author showed that the low quality of academic achievement of pre-service teachers is because of their mentor's behavior, they are models for pre-service teachers. If teachers' self-efficacy is high, students will have more possibilities to be involved in their learning and they will feel more motivated to learn. Therefore, the result confirmed that the higher the self-efficacy is,the more pre-service teachers develop the ability to teach. On the other hand, there is a relationship between teachers and pre-service teachers' efficacy belief. So, students' achievements are determined by teachers' self-efficacy, in other words, the teacher's ability to teach.

These three studies presented in this section were about pre-service English teachers' self-efficacy but in different contexts.Berg & Smith (2014), for example, investigated that for Malaysian pre-service teachers' self-efficacy depends on the culture and contexts. In the case of Cabaroglu (2014), he focused on action research and found that there is a positive influence on participants when they have more experience because their sense of-self-efficacy increases. Pekkanli (2009) found that the self-efficacy depends on the mentor because the function of the mentor is to guide. The participants were from

Malaysia, New Zealand, and England (Berg & Smith, 2014), Turkey (Cabaroglu, 2014; Pekkanli, 2009).

2.2. Studies about in-service teachers' self-efficacy beliefs

In this part, the researches about in-service teachers' self-efficacy belief will be discussed.

In-service teachers' self-efficacy studies using a quantitative method

Reilly, Dhingra, and Boduszek (2014) examined the role of teaching self-efficacy, perceived stress, self-esteem, and demographic characteristics (age, gender, education, and years of teaching experience) in predicting job satisfaction within a sample of 121 Irish primary school teachers. TheFimian Teacher Stress Inventory (FTSI),the Teacher self-efficacy Scale, theJob satisfaction Survey, and The Rosenberg self-esteem Scale (RSES) were administered to the participants. The results indicated that participants had high levels of self-esteem, moderate self-efficacy, moderate perceived stress level, and high job satisfaction. Additionally, there was not a significant difference between male and female. On the other hand, there was a negative relationship between self-esteem and self-efficacy. However, there was a weak positive relationship between self-esteem and job satisfaction. Besides, the results showed a weak positive association between perceived stress and self-efficacy. The study also indicateda moderate negative association between perceived stress and self-esteem among teachers and a moderate negative association between perceived stress and job satisfaction. Therefore, self-efficacy was not related to job satisfaction.

Misanjari, Karbalaei, and Afraz (2013) explored teachers' self-efficacy in teaching English and also examined their attitudes toward English language among Iranian EFL teachers. The authors collected the data from 40 guidance school teachers through

theTeacher's sense of efficacy Scale (TSES), thePersonal Teaching Efficacy (PTE), Teacher's attitudes toward English Language, and Teacher's attitudes toward the current Iranian guidance in English education policy and practices. The findings indicated that teachers' self-efficacy in teaching was at a moderate level. That means that teachers do not have a high confidence. On the other hand, teachers demonstrated more confidence in classroom management, instructional strategies, and students' engagement and less confidence in their oral English language use. Hence, this study indicated that teachers need to enhance their self-efficacy in teaching English. However, teachers did not show any difference in their attitudes. Most of the participants believe English is very useful as an international language. In that context, a class should be given in both the target language and the mother tongue to get better results. Finally, the result pointed out that teachers need more preparation to enhance their efficacy because not all teachers are working on developing their efficacy.

Similarly, Kücükoglu (2013) carried out a study, where he investigated the self-efficacy level of the EFL instructors with regard to reading and its relation to gender, teaching experience, and department of graduation. A self-efficacy questionnaire designed by Kücükoglu (2008) was used in order to collect data. A total of 50 instructors of English were enrolled in that study. The findings showed that theself-efficacy level of the ELT instructors did not correlate with gender, years of experience in teaching, orthe departments they graduated.

As noted, Guven and Cakir (2012) investigated whether or not teachers' self-efficacy belief changed according to four factors (teachers who have backgrounds in ELT; graduates of Linguistics and American/English Language and Literature departments;

training in the department of ELT, and graduates of universities where instruction language is English) in a Public Primary School in Mersin. A questionnaire and the Scale of Teachers' Perception of Professional Competence were used in 266 English language teachers. The study indicates that teachers' perception of self-efficacy depends on the university department. The author found out that teachers who have taken a course about teaching English to children felt more efficacious than those who have not taken it. Moreover, teachers who graduated from the English Language, and English/American Language and Literature, and Linguistics departments perceived themselves more efficacious than those teachers who graduated in other areas.The results also showed that taking an in-service training did not make any noticeable difference in the self-efficacy beliefs of the teachers. The same happens with work experience; there was not an important difference between teachers who had been working for a long time and those with less experience. However, this study points out the importance of taking a course for teaching English to children.

Another study that measured self-efficacy beliefs was carried out by Tschannen-Moran and Woolfolk Hoy (2007).They explored several potential sources of teachers' self-efficacy beliefs to see if any difference could be found between novice and experienced teachers. Moreover, contextual and mastery experiences were explored. Besides Teachers' Sense of Efficacy (TSES) questionnaire was used in 255 novice and career teachers. The results indicated that career teachers rated themselves significantly higher on overall self-efficacy than novice teachers. Career teacher reported significantly higher interpersonal support from their administration and more teaching resources as well as greater satisfaction with their professional performance. On the other hand, according to verbal

persuasion, perceptions of interpersonal support from colleagues and the community were significantly different for novice and experienced teachers. The verbal persuasion appears to be more pertinent for novice teachers' than career teachers' self-efficacy beliefs. Moreover, the finding reported that the experienced teachers had higher self-efficacy than those novice teachers in two scales of the TSES: Efficacy for Instructional Strategies and Efficacy for Classroom management. However, there were no differences between novice and experienced teachers in Efficacy for Students engagement. Mastery experience was moderately related to teacher sense of efficacy for both novice and career teachers.

In order to evaluate the efficacy, Woolfolk Hoy and Burke (2005) conducted a quantitative study to assess the efficacy of prospective and novice teachers at the beginning of their preparation program, at the end of student teaching, and after their first year of work as a teacher. TheTeacher Efficacy Scale (GTE) and theTeacher Self-Efficacy Scale were used. Participants were 53 prospective teachers in the Masters of Education. According to the factor analysis, the result indicated that from entry into the program to the end of the first year of teaching, the increases in efficacy indicated by the Personal Teaching Efficacy (PTE) and the OSU (Ohio State University) Teaching Confidence scale measures were significant. Thus, efficacy as assessed by the OSU measure rose during teacher preparation and held through the first year of teaching. Efficacy as assessed by the PTE scale rose and then fell, while efficacy as assessed by the Bandura and GTE scales rose significantly during preparation, but then after the first year of teaching returned to levels roughly equal to entering scores. Using the Bandura OSU, GTE, and PTE scale indicated that efficacy increased during the first year of teaching, the larger the change score, the greater the increase in efficacy but it was related to the level of support received.

To sum up, the seven studies related to in-service teachers' self-efficacyseem to show different findings. The results of the research completed by Reilly, Dhingra& Boduszek (2014)showthat participants had different levels of self-efficacyaccording to the demographic characteristics. Therefore, the study of Kücükoglu (2013) differs from it because Kücükoglu found that there is not a correlation with the demographic characteristics. The studies of Guven & Cakir (2012), Tschannen-Moran & Woolfolk Hoy (2007) and Woolfolk Hoy & Burke (2005) show similar findings. They found that the more experience teachers have, the better results they will get. Another study by Misanjari, Karbalaei, & Afraz (2013) confirmed that experience is very important for teachers because they found that teachers did not have a high sense of self-efficacy because they need more preparation.

In service teachers' self-efficacy studies using qualitative methods

Hiver (2013) performed a qualitative study to investigate the roles that possible language teachers themselves play in the professional development choices. In-depth interviews, research journals, analytical memos, and annotations were used in 94 public school English teachers. The findings showed that each type of possible language teacher self plays an important role. Motivation is essential for teachers to engage in continuing teacher development (CTD). The result indicated that teachers, with feared language teacher self, tried to avoid perceived matches between their actual language teacher selves and their feared language teacher selves. This means that they were afraid of speaking in public because they were concerned about how people will judge them. On the contrary, teachers, who had an ideal language teacher self,have their own self-image: self as an expert language user and self as an expert teacher. They tend to have confidence in these

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categories. However, they were stingier because feared language teacher self participated in CTD in order to improve their inadequacies of the self. On the other hand, the participants as L2 learners think that the most important thing is to be recognized as an expert language user. Therefore, teachers' self-efficacy beliefs increase according to teachers' confidence and motivation. Thus, lack of teaching self-efficacy motivates teachers to participate in CTD in order to improve their selves and teaching.

Tugba (2011) conducted an ethnographic research to search for the sources of self-efficacy beliefs of experienced high school science teachers. Semi-structured formal interviews were made with three experienced science teachers. The findings show that teachers' problem solving, teachers' making experiments and students' interest during lesson are sources of an increase in experienced science teachers' teaching science self efficacy beliefs. In addition, mastery experiences were mentioned to be the most effective by science teachers for their self-efficacy beliefs, however; mastery experiences might be separated as personal and perlocutionary mastery experiences for teachers. Perlocutionary means "an act of speaking or writing which has an action as its aim but which in itself does not effect or constitute the action, for example persuading or convincing" (Seslisözlük, open dictionary). Social/verbal persuasion effect on teaching self efficacy of science teachers can be divided as social persuasion and verbal persuasion because teachers especially mentioned that verbal persuasions were not much effective whereas social persuasions such as students' consensus on teacher effectiveness would be very effective on their teaching self-efficacy beliefs.

Likewise, Wyatt (2010) completed a qualitative study to examine the development of five teachers throughout their three-year course, focusing on growth in

practicalknowledge and self-efficacy in relation to different topics that emerged. In this research, the research participant, Rashid (pseudonym used), had transferred to a new school, where he would teach Grade 5- 6 eleven-twelve year-old boys and use group work for the first time. Results indicated that, throughout the three-year programme, there was unevenness in growth across these various dimensions of practical knowledge, which appeared to influence teacher's developing self-efficacy in using group work in various ways.

In addition, Schechter and Tschannen-Moran (2006) performed a qualitative study to examine the construct validity and reliability of the Israeli Collective Teacher Efficacy Scale and explore variables that may influence teachers' sense of collective efficacy. The participants were 876 teachers from 66 elementary schools in Israel's central school district. The result showed that a comparison of the English (USA) version and the Hebrew (Israel) version of the Collective Teacher Sense of Efficacy Scale revealed marked similarities, a strong correlation, supporting the constitutive meaning of this construct and the construct validity of its subscales. In the Israeli sample, urban school teachers tended to have a higher sense of collective efficacy than suburban school teachers. Teachers' collective sense of efficacy was unrelated to the demographic variables examined, including the workload of teachers, the longevity of teachers in that particular school setting, and the average number of years of teaching experience of a faculty.

In summary, in-depth interviews (Hiver, 2013) and semi-structured (Wyatt, 2010) interviews were used in these qualitative methods. Besides, the participants were from Republic of Korea (Hiver, 2013), Israel (Schechter & Tschannen-Moran (2006), and UK (Wyatt, 2010). Hiver (2013) in his study claims that teachers' self-efficacy increased

according to teacher's confidence and motivation. In the case of Wyatt (2010), he found that the use of group work can increase teacher's self-efficacy. Schechter and Tschannen-Moran (2006) compared urban with suburban school teachers and found thaturban school teachers tended to have a higher sense of collective efficacy than suburban school teachers. In the next section, the studies concerning in-service teachers' self-efficacy using a mixed methodwill be presented.

In-service teachers' self-efficacy studies using a mixed method

Praver (2014) conducteda study to investigate teachers' self -efficacy beliefs based on the teachers' native language, teaching experience, contract and tenured status, and gender. Praver used a triangulation strategy mixed-method. The Japanese University Language Teachers' Efficacy Beliefs Scale (JULTEBS) was used in 440 English teachers currently workingat Japanese universities. Therefore, the results showed that native English language teachers perceived themselves to be more efficacious than Japanese English teachers across all four self-efficacy variables. Additionally, more experienced teachers exhibited higher self-efficacy beliefs than less experienced teachers. Tenured teachers and limited-term contract teachers showed similar levels of self-efficacy on all variables except for Efficacy in Dealing with Superiors, where tenured teachers rated themselves higher than contract teachers. Furthermore, male and female teachers showed no statistically significant differences across all four self-efficacy variables. Finally, four themes (Autonomy, Colleagues, Money, and Students) emerged as qualities that could support teachers' self-efficacy, whereas three themes such as: Administration, Students, and Limited-term Contract surfaced as qualities that could weaken teachers' self-efficacy.

Additionally, Bilman (2011) identified the contextual factors novice teachers perceive as influences on personal teaching efficacy and examined the relationship between the factors. In this study the author used a qualitative and quantitative method. Interactive Qualitative Analysis (IQA) was administered to 30 participants who concurrently completed a central Texas university-based post-baccalaureate accelerated teacher certification program during their first year of teaching. The results reported that generalists and content group identified parental involvement as a contextual factor affecting personal teaching efficacy and related the range as extending from lack of support to witnessing positive results when supported. The generalist's student and teacher interaction and the content's teaching and learning contained components that held the same meaning. Both of these expressed decreased personal teaching efficacy when the teacher feels unable to assist the student with understanding the lessons taught. In addition, the generalist's testing and assessment feedback aligned with the content group's student achievement. Both of these factors referred to the effects of test results on personal teaching efficacy. Components of these factors ranged from the effects of positive test results to the effects of negative test results. The generalist's classroom management contained the same meaning as the content group's discipline issues, but the range of experiences appeared to affect the two groups differently.

2.3. The validity and reliability of four different scales

Erford, Duncan, and Savin-Murphy (2010) conducted two studies to explore the development of a new instrument, the Self-Efficacy Teacher Report Scale (SETRS), which was designed to assess teacher perceptions of school-aged students' general self-efficacy. In the first study, Self-Efficacy Teacher Report Scale (SETRS), Self-Evaluation Scale–

Teacher (SES-T), The Screening Test for Emotional Problems Teacher (STEP-T), and The Disruptive Behavior Rating Scale (2nd edition(DBRS-II-T) were administered to 415 teachers of 638 teachers. In the second study, The SETRS was administered to 78 teachers of 78 students. The findings of these preliminary studies investigating reliability and validity of scores on the SETRS seemed to suggest the instrument is a psychometrically adequate screening tool for assessing teacher perceptions of the self-efficacy of students. The estimates of reliability and external aspects of validity on the two samples comprising that study were quite high. These groups share a responsibility for and a desire to ensure the success of students.

Erdem and Demirel (2007) carried out a study to identify and assessteachers' self-efficacy beliefs, using the Teacher Self-Efficacy Belief Scale. The respondents were 346 elementary student teachers in a 4-year undergraduate teacher-training programme. The result of the study showed that the validity and reliability of the Teacher Self-Efficacy Belief scale can be used in examining the teaching and learning effectiveness of the teacher.In addition, the results strongly support the validity of the survey. Therefore, this teacher self-efficacy belief scale represents valuable implementations for educators.

Additionally, Brouwers, Tomic, and Stinjnen (2002) tested and compared the empirical fit of four models (Classroom Management efficacy, Personal efficacy, Outcome efficacy, and Teaching efficacy) of the 16- items Teacher Efficacy Scale by carrying out confirmatory analysis to determine its most plausible factorial structure. Participants were 540 teachers working in a secondary school in Netherlands. The results revealed that the fit of the four-factor model (Teaching efficacy) was significantly better than that of the other factorial models. However, the fit of the four-factor model did not reach the recommended

criterion of adequately fitting models. For that reason, they deleted the three items (item 27, 32, and 39) and the results showed that its fit improved significantly, although not sufficiently.

Similarly, Tschannen-Moran and Woolfolk Hoy (2001) directed three studies to explore issues related to the measurement of teacher efficacy and to propose a new measure, using theOhio State teacher efficacy Scale (OSTES). In the first study, the participants were 224, including 146 pre-service teachers and 78 in-service teachers. All were taking classes at The Ohio State University. In the second one, the participants were 217, including 70 pre-service teachers and 147 in-service teachers. The participants were students at three universities (Ohio State, William and Mary, and Southern Mississippi). In the third study a sample of 410 participants included 103 pre-service teachers and 255 in-service teachers. Therefore, the result showed that teacher's efficacy had proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs. Moreover, the findings indicated that the Ohio State teacher efficacy Scale (OSTES) could be considered reasonably valid and reliable. Positive correlations with other measures of personal teaching efficacy provide evidence for construct validity.

Lee and Bobko (1994), on the other hand, completed two studies to examine the convergent validity of the five self-efficacy operationalizations and to present a validation of a partial nomological network incorporating these self-efficacy operationalizations. In the first study, Academic Self-Efficacy Scale (Wood and Locke's) was administered to 207 participants. In the second study, participants were 92 undergraduate from three

introductory management class of a 5-year degree program. These two studies demonstrated that the five self-efficacy operationalizations (SE magnitude, SE strength, SE composite 1, SE composite 2, and confidence rating) are highly correlated. Of the five operationalizations of self-efficacy, the measures with respect to multiple performance levels: self-efficacy strength, self-efficacy magnitude, and two composite measures, showed higher convergent and predictive validities than the one-item task-specific confidence rating.

This section presented the validity and reliability of some different scales; for example, Teacher Self-Efficacy Belief Scale (Erdem &Demirel, 2007), Ohio State teacher efficacy Scale (OSTES) (Tschannen-Moran & Woolfolk Hoy, 2001), the five self-efficacy operationalizations (Lee & Bobko, 1994), and Academic Self-Efficacy Scale (Wood & Locke's).

To sum up, most of these studies involving teachers' self-efficacy beliefs are focused on measuring it by means of different scales that have been developed like the Teacher Sense of Efficacy (TSE), the Teacher Efficacy Scale, and Personal Teaching Efficacy, all these scales are focused oninvestigating the self-efficacy in teachers. The majority of the studies show that they are reliable. However, Brouwers, Tomic, and Stinjnen (2002) found that, in their study,The Teacher Efficacy Scale differs from other studies of the factorial validity of Teacher Efficacy Scale, the four-factor model –did not reach the recommended criterion of adequately fitted models.

Furthermore, the revised literature (Pendergast, Garvis,& Keogh, 2011; Kulekci, 2011; Lamb & Wedell, 2014; Kim & Cho, 2014; Mojavez &Poodineh, 2012; Kücükoglu, 2013; Misanjari, Karbalaei, &Afraz, 2013; Reilly, Dhingra & Boduszek, 2014; Tschannen-

Moran &Woolfolk Hoy, 2007; Woolfolk Hoy & Burke, 2005; Guven & Cakir, 2012; Erdem &Demirel, 2007; Tschannen-Moran & Woolfolk Hoy, 2001; Lee &Bobko, 1994; Brouwers, Tomic, & Stinjnen, 2002; Erford, Duncan, &Savin-Murphy, 2010)far suggests that quantitative method approaches are predominant in research about pre-service and in-service teachers' self-efficacy belief. While the qualitative (Hiver, 2013; Schechter &Tschannen-Moran, 2006; Wyatt, 2012) and mixed methods (Berg & Smith, 2014; Cabaroglu, 2014; Pekkanli, 2009; Praver, 2014; Bilman, 2011) approaches are fewer than thequantitative method approaches.

Additionally, the researches regarding teachers' self-efficacy beliefs contexts have taken place in many different countries. According to the literature found, there is not a specific country where I may have found several researches. For example, I only found one research in those countries about self-efficacy in Teaching English, Australia (Pendergast, Garvis, & Keogh, 2011), UK (Lamb&Wedell, 2014), Turkey (Cabaroglu, 2014) and Iran (Misanjari, Karbalaei, &Afraz, 2013). The majority of both participants' pre-service and in-service teachers was interviewed or responded a questionnaire. Additionally, in some studies the amount of participants was big; for example, the instrument that Guven and Cakir (2012) used was given to 286 public primary school English language teachers, but 266 teachers returned the instrument. On the contrary, in the study conducted by Kucukoglu (2013), the number of participants and the variables was not enough to get better or more specific results.

Most of the studies presented thus far provided evidence that teachers' self-efficacy belief depends on teachers' capabilities, motivation (Kim & Cho, 2014) and training (Pendergast, Garvis, &Keogh, 2011). Authors such as Tschannen-Moran and Woolfolk

Hoy (2007) and Praver (2014) concluded that experienced teachers exhibited higher self-efficacy beliefs than less experienced teachers.

The studies, on the other hand, related to the validity and reliability of scales showed that those scales could be considered reasonably valid and reliable. For example, Erford, Duncan, &Savin-Murphy (2010) used the Self-Efficacy Teacher Report Scale (SETRS), which was designed to assess teacher perceptions of school-aged students' general self-efficacy.The single-factor total scale score wasa very high $\alpha = .97$ for Study 1, $\alpha = .95$ for Study 2, and test–retest reliability for the total score was $r$tt $= .89$.It means that this scale demonstratesreliability.

To sum up, there are more quantitative than qualitative and mixed methods, all of them investigated teachers' self-efficacy beliefs. Moreover, they focused on similar variables and obtained comparablefindings.

CHAPTER III

METHOD

This chapter outlines the research methodology of this study. It presents the description of the research design and the participants. In addition, this chapter mentions the instrument and the procedure used to do this research project possible.

3.1. Characteristics of qualitative research

Qualitative research is used for many different academic purposes. According to Maxwell (2005,p.23), "the goal of the qualitative researchers is to find out how x plays a role in causing y and what process connects them rather than finding out whether and to what extent variance x causes variance in y". There are some characteristics of qualitative research used to study a problem.For example, Creswell (2007) mentioned that qualitative researchers tend to collect data within the context of the participants. In other words, there is more interaction among the individuals. Some of the most common instruments in this type of research are interviews, field observations and documents. In this kind of studies there are not a lot of participants. In addition, Creswell (2007) stated that "qualitative research is fundamentally interpretive" (p.182). This means that the researcher makes an interpretation of the data, following some steps; for example, the researcher has to analyze data for themes or categories. Finally, the researcher makes an interpretation or conclusion.

Another feature is that qualitative research is holistic. It provides a complex understanding of the problem. As previously mentioned, we want to know the process, to get the general picture of the situation. Moreover, qualitative research has an emergent design because it allows the researcher to modify or make changes in some phases of the research process. Contrary to quantitative design, in a qualitative study there is low control

of the variables. Moreover, the instruments are easier to elaborate; however, it is difficult to analyze the data collected.

3.2. Qualitative research strategy

In order to achieve the objective of this study, I chose the exploratory qualitative design.

This exploratory research investigates a problem that has not been clearly defined. It often relies on a secondary research such as reviewing available literature or data, or qualitative approaches such as interviews, discussions, and focus groups. The data was collected through one interview. Every participant was interviewed once. According to Creswell (2007), one advantage of using interviews is that participants can provide with more information than in a quantitative study.

3.3. Participants

The participants of this research project were chosen by a purposeful sampling (Creswell, 2007); they were 5 pre-service teachers of English from the 2010-2015 generation of the English Language bachelor´s degree from the University of Quintana Roo. The participants were 3 women and 2 men. Their age ranged from 22 to 26 years old. By the time the participants were interviewed, they were teaching English as a foreign language. They were enrolled in the subject *PrácticaDocenteII*.Two of the women were doing their Teaching Practice II with teenagers in Adolfo Lopéz Mateos secondary school. On the other hand, the two men and one woman were doing their *Práctica DocenteII* with children in the nursery school *Centro de Desarrollo Infantil* (CENDI II), which has a preschool. Before Teaching Practice II all the participants were enrolled in Teaching Practice I in the nursery school, *Centro de Desarrollo Infantil* (CENDI II).

3.4. Instruments

This study was to investigate the beliefs about the self-efficacy in teachingin pre-service English teachers. Due to the fact that there is a paucity of research about the four sources of information in pre-service English teacher, the design that was the best to answer the research questions was the exploratory one. Thus, a semi-structured interview was used to stimulate the respondents to reflect on their self-efficacy. In this research, all participants were interviewed once. The interviews lasted approximately one hour, using a guide interview in order to take notes from the interviewees. Moreover, the interviews were recorded and transcribedso as to get more details about the experience of the participants regarding the sources of information.

3.5. Procedure

Participants were met in a quiet place at the university to get the audio record. First of all, I asked for the consent of the participants to be involved in the study. The name of them were protected and replaced by an alias, as Creswell (2007) suggests. Their anonymity was important for them so that they felt more comfortable and they could provide more information. Furthermore, the interview was conducted in Spanish and the extracts that were used in the research were translated into English.

3.6. Data analysis

After recording the interviews it was necessary to transcribe them, and the transcription facilitated the analysis of the data.

Creswell (2007) mentions that qualitative researchers use different forms of data such as interviews, observation and documents. Then, the researchers review the data and make

sense of them, organizing them into categories or themes. For that reason as Saldaña

(2008) states the data can consist of interview transcripts, journals, and documents among

others. Thedata can be organized in categories, themes, codes and families.

For this analysis, first I codified the data in "families". Then, I related them to the research

questions.After that, I selected the significant phrases (codes) to find specific information

about the participants. For example:

Mastery experience ⟶ (family)	Code
"Well, I did my social service in CBTIS 214, I do not know, at the beginning I felt that I did not have the attitudes to be a teacher".	**Social service/young people**

Finally, to do the interpretation, I chose the most relevant information, taking into account

Bandura Self-Efficacy theory to answer the research questions. In addition, that information

served as evidence that supports the findings of this study.

In addition, the data analysis was checked by my supervisor. Also, there were more

professors who helped me with this study. To validate the results it was necessary to check

the previous works, recordings, the transcriptions, and notes. As the qualitative research is

prone to be subjective, it was important to do all this procedure in order to get reliable

results.

CHAPTER IV

ANALYSIS OF RESULTS

In this chapter, the three research questions that were set out were answered: a) what are the experiences of pre-service teachers regarding the source of self-efficacy?, b) What are the self-efficacy beliefs in teaching English in pre-service teachers?, c) How do sources of self-efficacy influence on teachers' self-efficacy beliefs for teaching English?Verbatim quotes from the interviews will be included as a mean of responding the questions and supporting the findings.

4.1. The experience regarding the four sources of information

This first section relates to the four sources of self-efficacy that Bandura identified: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. First, the enactive mastery experience will be analyzed and then the following sources of self-efficacy.

Enactive mastery experience

Some of the participants had previous experience as teachersof English before doing their Teaching Practice I. Alondra, Cristal and Eduardoworked as English teachers in their social service before doing their Teaching Practice.Alondra and Cristal worked in a high school called *Centro de Bachillerato Tecnológico Industrial y de Servicios No. 214*(CBTIS 214). Cristal explained "Well, I did my social service in CBTIS 214, I do not know, at the beginning I felt that I did not have the attitudes to be a teacher".

Similarly,Alondraadmitted that she felt that she did not have the skills to be a teacher. Alondra remembered "Despite the fact that I was in seventh semester, I told

myself: no, I do not feel prepared, and then my friend told me that we must experience it to know if you feel prepared or not."

Eduardodid his social service teaching Medicine students at the University of Quintana Roo, "During my social service I taught Medicine students. We did a lot of activities and speaker corners. We did it well."

Similarly, Alejandro participated teaching a course of English in a summer school to a group of children. This was his first experience teaching English. Alejandro was studying when he gave this English course in his town. He commented "I have given courses but I have not had a formal job. The first time that I gave courses to children was in the library of my town; there people always do what they call summer holidays in the library."

All participants were enrolled in the English Language Major. As part of the curriculum, students must do teaching practice. They have to take compulsorily *PrácticaDocenteI* and *II*. In relation to enactive mastery experience, all the pre-service teachers did their *Práctica Docente I* as teachers in the kindergarten *Centro de Desarrollo Infantil* (CENDI, Spanish acronym). Alejandro said:

> During our first practice we had; we worked with children in CENDI II, it was very moving and challenging. Children were in second year of school. They were very smart and they had some knowledge of English.

After doing their practices as teachers in CENDI, the participants felt more self-assurance. Alondra stated "I gained more self-confidence. I worked with children in my first practice. I tried to be more lovely, friendly and more dynamic."

With regard totutoring (*asesorías*), Alondra, Grecia and Eduardo had experience on it. Grecia stated "As well as the practices, I have worked on vacations or in my free time, I

have worked giving tutoring. I taught a little girl for a time because her mother wanted her daughter to learn a bit more of English".

In addition, Eduardo said he realized that his cousin had good grades in school because of his tutoring.

> But I give tutoring to my cousin and when I see that he applies what I have taught him, when he has good grades, it is something that encourages me to continue doing it. It is something satisfactory for me. I have seen that in my cousin and in others.

At the end of the semester, Alondra and Cristal were doing their *PrácticaDocenteII*working as teachers of Englishin a secondary school. These two participants are the only ones who hadexperience working with children, adolescents and young people. Alondra stated "Now, I am working with adolescents in the secondary school called Adolfo López Mateos. I can say that working with children is very different from working with adolescents".

On the other hand, Alejandro, Grecia, and Eduardo were still doing their Teaching Practice in CENDI. They did not change the academic level.For that reason, they have more experience in teaching children. They commented that they have some knowledge of how to control the group. For example, Eduardo stated"Now, *PrácticaDocenteII*, in CENDI II, we teach children, and it is easier because we know how to treat them".

Vicarious experience

Mostly, the good opinion the participants hold about teaching comes from what they think of teachers. They said that some teachers have a high level of quality and they have built an idea of how teaching must be according to what they have seen in other teachers. They

showed admiration for them and mentioned that they felt motivated to work with those teachers because of their knowledgeableness.

All the participants showed positive influence from teachers of the University.

> Yes, I have one [teacher], this teacher I metin the bachelor program, at first, I did not like him… but after a certain time I continued taking other classes with him. I paid attention tohow he performed his classes and we did not use a book with him. He wrote on the board the activities that we did[in the class]. He related the topics that he taught with the problems that happened at the moment, which had a great influence on me because I liked the way he teaches (Alejandro).

In addition, Alondra mentioned two teachers that had influence on her.

> I think that I liked very much how the teacher Andrea and Ana work. I believe that the fact that they are very professional and they are always training. I feel that I want to be like them, study a master degree and a PhD.

Eduardo stated that he had a negative experienced in the University of Quintana Roo.

> I am taking a subject from International Relations, the teacher has a master so he has the knowledge of the subject but I think that he does not have the abilities to teach. I do not know if he knows how to teach.

Alondra commented that she had a teacher from United States that was not asgood as she thought.

> I believed that United States was perfect, butI had the opportunity to take a summer course in a university of United States and I could see that teachers are not perfect. I had a teacher who was not so good. Maybe he was very talkative, my classmates and I did not do a lot of activities in his class. It is something that I do not like: that a teacher talks a lot.

Throughout their school career, some participants have had bad teachers' models. This phenomenon occurs mostly before entering the university. Eduardo had a negative experience with some teachers fromhigh school.

> "The truth is that in High School, teachers were not the best. They were not efficient, they only gave homework, we did it and then we handed it in. I felt that I could not learn anything from them. There was not a model to follow" (Eduardo).

In addition, Alondra and Eduardo said that they had a teacher in secondary school that was not good.

> I had an English teacher in secondary school. I remember her name was Julia, she got to classroom and the only thing she did was to bring her bag of candies. She opened it and she asked who wanted to buy candies. Then, she took the book and she said go to page 5, write the first paragraph in your notebook. Then, she asked "did you finish it? After that, she started writing on the board the translation of the paragraph in Spanish, she said: you have to write it. That was all she did. (Eduardo)

However, Alondra and Eduardo stated that these negative experiences made a big impact on their teaching's experience, but instead of having a negative influence, they had a positive impact on their teaching because they do not want to be like those teachers.

> I believe that the fact that I saw teacher Juan sitting on his desk doing nothing, encouraged me to change students' opinion about how an English teacher is. I want students to realize that English teachers could be dynamic and creative, that the class can be enjoyable and not boring like the one they have with teacher Juan (Alondra).

Similarly, Eduardo confirmed it:
> Yes, I have one teacher. I am taking a subject from International Relations, the teacher has a master so he has the knowledge of the subject but I think that he does not havethe abilities to teach. I do not know, if he knows how to teach. His classes made my flesh creep. I am studying English Language major. I am studying to be teacher. I cannot be like that teacher. I do not want to be like him because he has the knowledge but he does not teach.

Alondra said that before starting teaching in CENDI as a part of her Teaching Practice, shehad the opportunity to observe two teachers and she realized that there was a difference between a prepared teacher and an unprepared one.Therefore, this situation made her feel sad, but they served as an example not to follow. "In the school where I am doing *Práctica Docente II*, I observed two teachers. Then, I could realize that there was a difference between a prepared teacher and an unprepared one."

In addition, Alondra and Cristal mentioned that they had positive experience when they went to take a summer course in the University of Belize. They met a teacher that inspired them to be like her.

> I went to Belize twice. I had a teacher that isvery good. I liked her techniques and she had a good relationship with her students. You could trust her. She was very funny, but she worried about her students' learning. Therefore, I want to be like her (Cristal).

In addition, Alondra confirmed that:

> The truth is that I have not recalled Professor Lewis. She is a very good teacher I realized about that since I had that first experience [when she taught me]. I think she just left a little on me to be like her. I like how she is. I believe she is a very good teacher. She is always looking for waking up the interest of studentsto study or how to help them to study. I do not know, I like that spark and that energy that she has and it makes me desire to be like her (Alondra).

Verbal persuasion

With regard to this source of efficacy, all the participants mentioned that they received little feedback from their teacher of *PrácticaDocente.* When they were doing their *PrácticaDocenteI*. they had a teacher who observed them once in the whole semester. At the end of the practice, they received feedback from the teacher. Cristal said:

"I feel that my teacher from *PrácticaDocente*I…gave me feedback at the end. I could say that her words helped me realize that I am capable of teaching or knowingthat I have the capabilities to be an English teacher".

In addition, Alondra and Eduardo obtained favorable comments about their performance in different subjects in the BA.

Teacher Monica,in the subject of phonology, told me that I have a bright future because she has seen my work and she said to me "you are creative and you will be a very good teacher." The fact that she told me that, made me feel great because she is not anyone; she is a professional teacher who has had experience. Those kinds of comments made me feel very well (Alondra).

The participants seem to be more motivated after the feedback. They feel that they have the skill to be a teacher because they did a good job even though they faced some problems. On the other hand, Alondra, Alejandro, and Eduardo got positive feedback from their classmates.Alondra pointed out:

My friend who worked with me in *Práctica*, told me:"we did quite well". I felt that we worked well. Then, the fact that I received positive comments; I felt that I can do it. The point is to continue doing that, isn't it? To be good at what we do.

Alejandro got positive opinions from his friends; he mentioned:

My friends told me that I am good at doing this or that. Now, I am working with children, my friends told me:"you are good at doing this". I like your activity or what you are planning to do in class. Almost all my friends told me that.

Alondra has received positive feedback from students and teachers from her summer school in the United States. These good comments had a beneficial effect in her performance and she has felt more motivated to work as an English teacher."She showed me that I am good. She told me: you are a very good teacher; I like to work with you. I like how you are". She told me things that made me feel well".

All the participants say that feedback is very important so that they can improve their teaching.

> "Well, it is very important to listen to what other people think about you and especially teachers that are teaching you. There will always be something new in teachers' opinions that you could take and improve it in your favor" (Grecia).

Physiological and affective states

At the beginning of Teaching Practice I, all the participants experienced negative emotions and physiological states. However, as time passed, the negative emotions changed into positive ones. In addition, some of the negative emotions were due to students' misbehavior and because participants had to do the assignments of other subjects.

In regard to the negative emotions, some of the participants experienced fear, nervousness, anger, frustration, sadness, and desperation.

Eduardo stated to feel fear: "I experienced fear about how children will react if you cannot do your lesson plan as you would liketo." Similarly, Cristal said "I was quite nervous. I do not know, I had not experienced with children so I felt that I was a little impatient." In the same way, Eduardo and Alejandro mentioned to feel nervous:

> You feel nervous even though they are children, you feel nervous because you are responsible for them and they learn what you are doing or saying. They learn from the teacher. I felt nervous(Alejandro).

Eduardo suffered stress, fear, nerves and panic, as he stated:

I felt [the negative emotions] a lot ofstress. I was stressed more than anything, felt stressed not related to doing alesson plan but about how to put itinto practice. Fear, nerves and panic were the emotions that I felt [teaching in Teaching Practice I].

Alondra expressed to feel anger: "But sometimes students' attitudes make me get angry, they make me angry". In addition, Alejandro explained "I only got desperate because students did not pay attention to theclass, but beyond that I never told them off. Perhaps, I raised my voice to tell them to be quiet". In the same way, Alondra pointed outto feel sadness: "Sometimes I feel sad because I believe that I explain very well and students do not pay attention".

All the participants suffered from stress; for example Alejandro mentioned:

To do lessons plans, obviously you do not know what to do. You do not know if the activity, the time that you are going to spend in your warm up, your introduction, your body, and your wrap up are correct or the appropriate ones. That is practically what stressed me out because you do not have any idea; you are left without idea (Alejandro).

Alondra got stressed doing homework of other subjectsand she stated "Well, I felt happy, but sometimes I had a moment that I got stressed out by homework [of other subjects]. So, I sometimes had to go to do my practice but I felt stressed".

Astime passes the negative emotions lowered and disappeared, they changed into positive emotions. After that, the participants experienced confidence, happiness, affection, satisfaction, attachment and joy in their practice.

Alejandro, Cristal, and Eduardo pointed out:

In the first lesson I was nervous. I was worried about how I was going to react if a student did not pay attention or followed the rules; but as lessons passed that nervousness disappeared and especially the nervousness went off (Cristal).

Eduardo said to feel confident:

More than anything, I feel confidence, a lotof confidence, greater confidence than the first time [that I did Teaching Practice I]. To know that this is the second time that we teach children, we know roughly how to deal with them, confidence, we are not nervous as before.

In addition, Alondra experienced happiness, and so she remarked:

It made me very happy the fact that the following day children told me "good morning, hello teacher", it was something I taught them, I realized that they were learning and that I was doing my job very well.

Moreover, Grecia responded that she felt affection to children:

I do not know why I enjoyed everything a lot, a lot. Igot attached quiet a lot to children. I realized that I am patient. I do not know, but I feel that I have a lot of patience and I could manage the situations I encountered.

Alejandro expressed to feel satisfaction:

It was very satisfactory to see that thanks to you they [students] learned something. Even if it was a small conversation or to introduce themselves... and then when you see the kid in a high level, you can say he/she was my student and I gave him/her his/her first English lesson. He/she is a good student.

Cristal stated that the positive experiences changed the participants' minds and they

got attached to children:Giving a lesson was an experience that changed my perspective. I

do not know why but I enjoyed everything a lot, a lot, I got attached to children. Likewise,

Alejandro mentioned that he felt joy and satisfaction, "I could say that I felt joy, satisfaction, I felt a lot of satisfaction [teaching children]."

4.2. Pre-service English teachers' self-efficacy beliefs

Regarding to self-efficacy beliefs in teaching English in pre-service students, at the beginning of teaching English (Teaching Practice I), Grecia, Alejandro, and Alondra made a connection between their teaching and their sense of self-efficacy. They feel competent because **students learn what they are taught**. For example, Alejandro remarked:

> I believe that I am an efficient teacher because my students in the English class learn at least 1, 2, or 3 words. I got good results in *PrácticaDocenteI* because children learned a lot.

On the other hand, Eduardo and Cristal indicated that they did not feel very competent in teaching English to children. For instance, Eduardo stated:

> It was something that I experienced in *PrácticaDocenteI*. I did not know anything about children. I feel insecure and it was because I did not know anything about Pedagogy, knowing nothing about it does not help.

> However, while being in *PrácticaDocenteII* the sense of self-efficacy changed.

> Eduardo mentioned:

> In *PrácticaDocenteII*, the negative aspects changed. Now, there are more positive aspects and these aspects influence my teaching, thus, children learn more effectively.

Alondra and Cristal coincided that they felt very competent because of the **teaching experience** they have got from *Práctica Docente I*, tutoring, social service, and their actual experience in *Práctica Docente II*.

For example, Alondra stated:

Taking into account my experience so far, I feel that I am good at teaching, I have received positive answers from my students. Now, I can say that I feel prepared. The more experience you have, the results will get better.

For the participants the **educational level that they are going to teach**is something that has a great impact on their sense of self-efficacy.

It depends on the topic and the level that you are going to teach. I believe that the efficacy depends on the level and who you are teaching to because if you tell me thattomorrow you will teach children of CENDI without a lesson plan, obviously, we are prepared to do that. However, if you tell me that I am going to teach a specific topic at the university level, there it would be a little more difficult for me. I do not believe that I cannot do it but I would not do a good job(Eduardo).

Some of the participants pointed out that thelevel of Englishis another factor that determines their sense of self-efficacy. For example, Alejandro stated "I believe that I have a good level of English, I took the CAE test and passed it. I feel that I have improved a lot and I believe that in that way I prove my level of English".

Finally, the majority of the participants seem to have a high sense of self-efficacy in teaching English. Even though, some of them seemed to have a low sense of self-efficacy at the beginning of their Teaching Practice, in general, they show to have a high sense of self-efficacy in teaching.

4.3. The influence of the sources of information on pre-service English teacher's self-efficacy beliefs

Regarding the third research question that focused on how the sources of self-efficacy influence pre-service teachers' self-efficacy beliefs for teaching English, I found that the previous experience seems to have a high impact on some participants. Alondra and Cristalattribute they have high self-efficacy because of their previous experience. Alondra stated "Taking into account my experience I feel that I am good at teaching, I have seen

positive answer from my students. Now, I can say that I feel prepared. Themore experience you have, the results would be better".

On the other hand, Eduardo mentioned that he has a higher self-efficacy teaching children ratherthanteaching young people. He did Teaching Practice I and II in the kindergarten CENDI.

> Because if you tell me that I will teach children of CENDI without alesson plan tomorrow, obviously, we are prepared to do that. However, if you tell me that I am going to teach a specific topic at the university level, there it would be a little more difficult for me. I do not believe that I cannot do it but I would not do a good job(Eduardo).

In addition, Grecia commented that her previous experience (Teaching Practice I) has helped her a lot. She claimed that having taken Teaching Practice I has helped her a lot. "Now, in Teaching Practice II, I am going to try to do certain things that I could not do in Teaching Practice I".

Alejandro stated that Teaching Practice I helped him in his teaching. This fact appears to have good effecton his sense of self-efficacy. He pointed out:

> The first practice we taught children helped my partner and me a lot. Now, we have to work with children again, and then, I told myself if something did not work in the first practice, maybe it could work in this second practice.

In addition, the vicarious experience appears to have a high influence on the majority of the participants. Alondra, Cristal, Alejandro, and Eduardo mentioned they have had some good models and this fact seems to have influenced their sense of self-efficacy. For example, Alondra commented:

> I think that I liked very much how the teacher Andrea and Ana work. I believe that the fact that they are very professional and they are always up-to-date. I feel that I

want to be like them, study a master's degree and a PhD. They had positively influenced on me, it motivated me to know that there are good teachers.

In addition, Cristal seems to have good influence on her sense of efficacy by her French teacher. She stated:

Teacher Andrea, she gave me French lesson. She has influenced the way I think. She told us about a little of her history and how much she had to exert herself to be a good teacher. I have realized that making an effort and giving the best of you, learning every day have influenced me.

Alondra had negative models when they were studying. But paradoxically, the negative models have made a positive impact on their sense of efficacy. For example, Alondra pointed out:

I believe that the fact that I saw teacher Juan been just sitting on his desk doing nothing, encouraged me to change students' opinion about how an English teacher is. I want the students to realize that English teachers could be dynamic and creative, that the class can be enjoyable and not boring like the one they have with teacher Pedro (Alondra).

On the other hand, Grecia seems to not have a high influence on her sense of efficacy by models. She pointed out "Not exactly, no, merely as I said before, I take some aspects from teachers that have gotten my attention and I try to mold them my way".

Regarding verbal persuasion, all the participants have received positive comments from teachers and these comments appear to have a positive effect on their sense of self-efficacy. For example, Cristal mentioned:

I feel that my teacher from *PrácticaDocenteI* …gave me feedback at the end. I could say that her words helped me a lot to know if I am capable of teaching or if I have the capabilities to be an English teacher.

In addition, Alondra got positive opinions from her student. She gives the impression of having a high control on her sense of self-efficacy.

In reference to physiological and affective states, Alondra, Alejandro, and Grecia experienced negative emotions; the impact of the negative emotions did not affect their sense of self-efficacy and their teaching. On the contrary, they seem to have a high sense of self-efficacy.

For example, Alondra remarked:

Actually, sometimes I get angry but I think that every teacher experiences the same. I got good result from students. However, there are one or two students that make me angry.Apart from that, I am doing my work well. I feel that I am not discouraged. Then, I feel effective.

However, at the beginning of Teaching Practice I, Cristal and Eduardo had negative emotions. Therefore, these negative emotions made Cristal and Eduardo feel that they had a low sense of self-efficacy. For example, Eduardo remarked "The negative aspects influenced Teaching Practice I as I mentioned fear and nerves, not having confidence did that I was not effective when I was giving the class".

Similarly, Cristal confirmed that:

I felt that I was not born to be a teacher. I felt nervous [in Teaching Practice I]. I feel that an effective teacher must not feel like that. An effective teacher must have and show self-confidence.

However, over time, participants' negative emotions changed. After that, it seems that participants increased their perception of self-efficacy and they could do a good job. Therefore, their self-efficacy seems to change into a sense of moderate self-efficacy.

For instance Cristal stated:

As the weeks passed, I felt comfortable with the environment; that made me want to give my best and prepare my classes very well. Children made me happy. All these things made me give my class well.

To sum up, it seems that the four sources of information play an important role in pre-service teachers due to the fact that they have mentioned that having experience, role models, receive feedback and the emotions that they experience is very significant to get better results.

CHAPTER V

DISCUSSION

In this chapter the findings are discussed taking into account the Bandura's Self-Efficacy Theory and the results of the studies from the literature review. The results are structured according to the three research questions.

The first research question posted in this study is related toexploring the experience thatpre-service English teachershad regarding the four sources of information: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and emotional state.

Four participants had previous experience doing their social service as English teachers. They did their social service before doing their Teaching Practice I. This first experience seemed not to have been successful for two of the participants due to the fact that did not seem to have had the attitudes and abilities needed to be a teacher. Nevertheless, the other two participants considered that they had a positive experience. All participants took the subject Teaching Practice I. At the beginning they considered Teaching Practice I as a challenging activity, but at the end of it, they said to feel a little more self-confident giving lessons. Additionally, three of the participants had experience in giving tutoring in English when they were doing their Teaching Practice. The three participants mentioned they have gotten good results.

In this case, some of the participants began doing their social service as teachers without any formal training and got negative performance. As Bandura (1997) mentions, sometimes it is necessary the help of others in order to get a better sense of self-efficacy.

When participants received formal training in Teaching Practice, at the beginning they had difficulties but at the end, they seemed to have overcome them. Bandura (1997) states that people tend to exclude the negative experience from the memory in order not to affect the future performance, while the positive experiences store to construct a high sense of self-efficacy. Bandura (1997), in fact, states that experience helps to improve the sense of self-efficacy in people.

In Teaching Practice II, two of the participants changed the academic level, after giving classes to children they were asked to teach teenagers. On the other hand, three of the participants were still giving classes to children. This experience was very different. On the one hand, the participants who changed the level have a more varied experience; on the other, those participants, that continue teaching the same level, seemed to have had a great experience in that level. The first participant said to have experienced a moderate sense of self-efficacy. Additionally, they mentioned that there was a difference between teaching children and teenagers. However, the participants, who only have taught children, said to feel more capable to give classes to children because they know how children behave.

The findings of this study are similar to the study conducted by Cabaroglu (2014). However, Cabaroglu (2014) did his study on action research process. The findings showed that participants' self-efficacy increases after participating in this action research. Additionally, they mentioned that they felt well equipped for the future. This result coincided with this study. Participants show that the more experience they have, the more capable they feelto teach. Moreover, Praver (2014) conducted a study using a mixed method where the participants were in-service teachers. His results are similar to this

studybecause he found that experienced teachers exhibited a higher self-efficacy belief than less experienced teachers.

With regard to vicarious experience, all the participants had positive influence from university teachers. However, one of them had a teacher that was not a good model to follow. In addition, one of the participants had a bad experience in high school. On the other hand, two of the participants had teachers in secondary school that were not good models. Studying in the University of Quintana Roo gave students the opportunity to study a summer course in other foreign universities. Therefore, two of the participants went to take a summer school in the University of Belize and they got positive influence from a teacher. On the contrary, one participant got a scholarship to a college in the United States for a month. The participant had anegative experience from one teacher of that college.

In this case, the positive experience that all participants had from universitywas that professors had a good impact on them because they have taken some positive aspects of those teachers and try to use those aspects in their teaching. Bandura (1997) mentions that the self-efficacy increases when people observe someone getting good results in his/her performance. However, some participants got negative experiences from their teachers. Bandura (1997) states that people's efficacy decreases when someone fails in an event but paradoxically the self-efficacy of these participants increased instead of lowering.

Before starting doing Teaching Practice, the participants had the opportunity to observe some teachers so that they had an idea of how to teach. Bandura (1997) points out that model competence is an important factor to observers because the models can show observers all the information that they have and it can be learned by observers and people can increase their personal sense of self-efficacy. However, two of the participants

observed two teachers that were unprepared but their sense of self-efficacy was not affected. On the contrary, they increased their desire to be better teachers. Perhaps, they had to work very hard in their practice to achieve itbecause they did not want to be like those teachers. As Bandura (1997) mentionspeople tend to turn to proficient models for their knowledge and their skills. These participants preferred not to imitate those teachers because it was evident that they were not proficient in what they were doing. In addition, Bandura (1997) states that self-efficacy appraisal will depend upon teachers' talents that the participants choose for social comparison. In the case of the two teachers, participants did not observe any talents on them; for that reason, participants' self-efficacy was not affected because they just omitted what they had seen on teachers.

The findings of this study can be supported by the research conducted by Pekkanli (2009). He carried out a study that investigated the influence of the mentor on the pre-service teachers' self-efficacy. He found that most of the time the mentor is the guide, the person who facilitates the self-efficacy; in this case, the pre-service teachers' self-efficacy will depend on the mentor. Another study directed by Wang and Ertmer (2003) focused on pre-service teachers' self-efficacy for technology integration. The results showed that pre-service teachers who were exposed to vicarious experiences that were related to successful technology integration experienced significantly greater increases in their self-efficacy. Therefore, this study is similar to Wang and Ertmer's(2003).

In regard to verbal persuasion, all the participants received a little feedback from their teachers of Teaching Practice. In general, the findings show that all the participants received positive feedback. Two of the participants received positive opinions from teachers of the university. Moreover, two participants got positive feedback from their

classmates who participated in the same subject Teaching Practice. One participant received too positive comments from his friend. Finally, another participant got positive feedback in her summer school in United States and by her students.

At the end of their Teaching Practice, all participants received positive comments from their teacher of Teaching Practice. Bandura (1997) states that people increase their sense of self-efficacy when they receive positive appraisal. It seems that participants have developed a high sense of self-efficacy because of the positive feedback that they received. The two participants, who got positive comments from auniversity professor, feel they had a high sense of self-efficacy because they received the opinion from teachers who are very professional and have a lot of experience. Bandura (1997) mentions that credibility and prestige of the persuader is very important for people because if the persuader is well-prepared and known the self-efficacy of a person increases easily. The findings show that when participants get positive feedback their self-efficacy increases. This can be supported by Bandura (1997) who states that people increase their abilities when they received a lot of positive opinions of their job.

The participants pointed out that receiving positive feedback is very significant for them because it can help them to overcome their mistakes or to be more prepared. A study conducted by Tschannen-Moran and Woolfolk Hoy (2007)found that verbal persuasion is more consistent for novice teachers than career teachers. The colleagues tend to influence novice teachers' self-efficacy. That is because novice teachers do not have a lot of experience teaching. In this case, this finding seems to be similar because the participants were pre-service teachers who did not have a lot of experience in teaching. On the other hand, there is a study that I am going to mention but it does not focus on English teachers.

This study was completed by Tugba (2011);he researched the source of self-efficacy of experienced high school science teachers. He divided verbal persuasion in two types: social/verbal persuasion. According to verbal persuasion, the finding of this study differs from Tubga's research because he found that verbal persuasion is not that effective on participants' teaching self-efficacy beliefs. However, social persuasion is very effective. Inthis part of social persuasion, this study is similar because it mentions that students' consensus on teacher effectiveness helps to enhance their teaching self-efficacy beliefs.

Regarding the last source of information, at the beginning of Teaching Practice I, the participants felt overcomeby the negative reactions. The predominant negative state was stress. Most of the participants, on the other hand, experienced fear, anger, nervousness, and sadness among others. This fact indicates, at the beginning of the practice,the participants did not have good results. For example, one of the participants had to deal with stress, fear, nerves and panic; another participant experienced anger. In addition, all the participants suffered fromstress doing their lesson plan and homework from other subjects. However, as the time passed, the negative emotions were changing into positive emotions. The participants started to feel happiness, confidence, and satisfaction among other positive emotions.

Due to negative emotions, at the beginning of Teaching Practice, participants did not get good results as they wanted. Bandura (1997) states that the lack of ability or bad performance happened because people suffer negative states or reactions. Three of the participants experienced fear and nervousness because they did not have knowledge about children. In addition, the participant who coped with fear, stress and panic felt that he did not do a good job. Bandura (1997) points out that when a person experiences fear, it

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provokes stress and the individual cannot achieve a task with good results. Planning their lesson and doing homework from other subjects made participants feel inefficacious because they experienced stress. On the other hand, one of the participants experienced anger. Bandura (1997) mentions that bad mood lessens the perceived self-efficacy; on the contrary, the good one increases it. Finally, some of the participants had negative emotions; they seem to have highsense of self-efficacy.

Over the time, the negative reactions changed into positive emotions. Three of the participants mentioned that nervousness went off. In Teaching Practice II,one of the participants started feeling more confidence because he had worked with children in Teaching Practice I. On the other hand, another participant experienced happiness because she realized that her students were learning what she had taught. In addition, two participants felt affection to children and two of the participants mentioned to feel joy and satisfaction. It seems that participants' low sense of self-efficacy disappeared and it turned into a high self-efficacy. Bandura (1997) states that positive mood enhances people´s perceived self-efficacy.

As far as I know, there are not studies with this source of information: physiological and affective states with pre-service English teachers. Therefore, it is not possible to make a comparison with other studies.

The second research question was formulated to examine the self-efficacy beliefs in teaching English in pre-service teachers, the study shows that three of the participants feel competent because they feel capable to teach and students learn what they teach.Bandura (1997) states that if a person believes in their capabilities, he/she will succeed. In this case, it seems that the participants got good results.

On the other hand, teaching experience represents another important factor for two of the participants. Having done their social service, their Teaching Practice I, and given tutoring had a great influence ontheir self-efficacy beliefs and those activities made them feel very competent in teaching. Bandura (1997) mentions that if an individual has a lot of years of experience, they will get better results.We may then conclude that the self-efficacy is high for all participants because they have some experience in the classroom. A study carried out by Kulekci(2011) found that experienced teachers have a higher self-efficacy than teachers who do not have a lot of experience. In addition, Tschannen-Moran &Woolfolk Hoy (2007) realizeda study and the findings are similar to this research, they reported that the experienced teachers had higher self-efficacy than those novice teachers.

The educational level that participants were teaching had a big influence on all the participants. This fact was because three of the participants gave tutoring to children before doing their Teaching Practice and they continued doing it. The others got experience in their first Teaching Practice. Therefore, they felt very competent in their Teaching Practice II teaching children. One of the participants mentioned that he did not feel well-prepared to teach at a university level. This happens because they have gotten more experience in teaching children than at other educational levels. There is a study conducted by Guven and Cakir (2012)that mentions that teachers who have taken a course about teaching English to children felt more efficacious than those who have not taken it. Therefore, in this study, the participants started teaching children; for that reason, they feel more competent teaching children than at other educational level.

Another important factor that makes some participants feel competent is their level of English. They felt that their sense of self-efficacy was high because some of them took

The Certificate Advanced English (CAE) examination to measure their level of English. It is important to mention that participants did not take the International version ofCAE examination. The University of Quintana Roo applies a home-made CAE test by making a compilation of CAE activities taken from previous CAE books. Having passed it,students felt more competent in teaching English. They believed that they have the necessary tools to teach with effectiveness. It seems that a good preparation can influence on participants' self-efficacy and it can decrease their uncertainty about their capabilities.

In relation to the last research question, the findings show that previous experience positively influenced participants because it seems that participants builta high sense of self-efficacy which brought them to feel more competent when teaching. Bandura (1997) states positive or negative experiences can persuade on individual's ability to perform a given task. In this case, it seems that those experiences impelled participantsto feel capable of teaching English.

Having good models was very significant for participants. It seems that vicarious experience played an important role in this case. The majority of the participants were inspired by their university professors, classmates, and secondary or high school teachers. They were a positive source that motivatedparticipants to feel more competent and effective in teaching English. Bandura (1997) states when people observe a good model, they tend to increase their self-efficacy.

According to the verbal persuasion, all participants receivedpositive comments from their teachers of Teaching Practice. Therefore, it seems that all the participants were influenced by verbal persuasion. Bandura (1997) points out people build or develop self-efficacy as a result of the social persuasion they get from others. Thisfact made participants

to have high sense of self-efficacy which brought participants to feel more competent and efficacious. In addition, the supportive words of encouragement and helpful actions that pre-service English teachers received from their teachers of Teaching Practice undoubtedly had the potential to support pre-service teachers' self-efficacy beliefs. Therefore,this can be supported by Bandura (1997) since heexplains thatfeedback raises people's self-efficacy because they are told from time to time that their work shows their capabilities or that they do a good job.

In reference to physiological and affective states, the emotions were very similar in all the participants. At the beginning, the negative emotions that they experienced were heavily influenced by the lack of previous experience. Nevertheless, all participants achieved to control their emotions. Having controlled their emotions, participants seemed to have got positive results in their Teaching Practice. They,thus, experienced positive emotions. At the end of this process, participants seemed to have a high sense of self-efficacy which brought them to feel competent in teaching English.

CHAPTER VI

CONCLUSION

This study aimed to investigate the self-efficacy beliefs in teaching Englishin pre-service teachers of the University of Quintana Roo and how the sources of self-efficacy influence them. Three research questions were answered: a) What are the experiences of pre-service teachers regarding the source of self-efficacy?, b) What are the self-efficacy beliefs in teaching English in pre-service teachers?, c) How do sources of self-efficacy influence teachers' self-efficacy beliefs for teaching English?. It was not possible to compare the results of this study with other findings due to the fact that I could not find more studies related to the four sources of information.

This research showed that one of the most important findings was that pre-service English teachers felt influenced by mastery experience. Bandura (1997) mentions that mastery experience is the most influential source of efficacy information.Even though the participants did not have lots of years of working experience, they related this source of information with the activities that they performed in their studies. These activities were tutoring, social service, summer school, and the subjects teaching practice I and II subjects.

The second source of information that positively impacted on pre-service English teachers was the vicarious experience. The participants believe that they had good models to follow throughout their career. While pre-service teachers of English were doing their Teaching Practice, they tried to use some aspects fromthose models. However, it is very important to mention that some of the participants had negative models but instead of decreasing their self-efficacy it increased.

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According to the information given by the participants, verbal persuasion was the third source of information that had a positive effect inparticipants' self-efficacy beliefs. All the participants received positive comments from their Teaching-Practice teachers. Others got positive opinions from their students and other teachers. It seems that those comments raised participants' self-efficacy.

The last source of information wasphysiological and affective states. This source of information had a high-powered function inparticipants' self-efficacy beliefs. Even though, at the beginning, they did not feel very effective because they experienced negative emotions such as sadness, anger, and nervousness, it was not an obstacle for participants because they increased their self-efficacy, over the time.

Some participants mentioned that they felt competent because they realized that their students learned the topic that was taught. It seems that this fact made pre-service English teachers to feel effective. In addition, their teaching experience made the participants feel competent. They referred to their tutoring, social service, summer school and, teaching practice. According to pre-service teachers, these activities helped them to feel capable to teach.

The educational level that participants are going to teach is very important for them. In Teaching Practice I, some of the participants did not feel very competent to teach children but later they got experience in it. After that, in Teaching Practice II, they felt competent teaching children. Some participants had already taught young people so, in their case, they did not have any problem teaching.

The findings indicate that the level of English plays an important role in participants' self-efficacy. Having passed the CAE test (a home-made test), some participants felt competent because there was a way that demonstrated that they had the level of English for teaching.However, it would be much better that pre-service English teachers take the official CAE test they can know their real level of the English Language.

As far as I know there are not a lot of studies about the four sources of information. However, some of the studies that I used to make a comparison indicated similar results. For example, in Cabaroglu's (2014) and Praver's (2014)studies, it was mentioned that mastery experience plays an important role in teachers. Pekkanli (2009) and Wang & Ertmer (2003)stated that the mentor or the use of the vicarious experience are very essential to increase the self-efficacy, Tschannen-Moran & Woolfolk Hoy (2007) and Tugba (2011) claim thatverbal persuasion is effective to enhance the teaching self-efficacy.

6.1. Implications for practice

Based on the findings of this study, there are some implications for pre-service English teachers.

Thefindings showed that participants felt stressed out by the homework [of other subjects]. Therefore, it may be important that teachers analyze the curriculum of the Bachelor's degree in English language so that pre-service English teachers do not have complications in the two semesters when they take the subject of Teaching Practice. By doing this, these new teachers could find a balance between Teaching Practice and the other subjects.

In addition, even though pre-service English teachers rated their self-efficacy in teaching English at a high level,it is important that pre-service English teachers be provided with mastery experience opportunities where they can practice more and at different educational levels. On the other hand, pre-service English teachers need to be exposed to the situations where they can get more verbal persuasion since they received verbal persuasion only once by their Teaching-Practice teachers. However, this feedback could not be the most suitable as teachers observed participants once in the semester.

The findings of this study show thatwhen participants got negative experience observing models, paradoxically, the self-efficacy of participants increased instead of lowering. Bandura (1997) states that by observing similar people succeed,students' self-efficacy increases, while observing similar people fail, lowers it. As far as I know, Bandura' Self-Efficacy theory does not explain that when an individual gets negative experiences his/her self-efficacy increases instead of decreasing.It could be very important to have more information about it and investigate more about the impact of the negative experience on pre-service teachers' self-efficacy in the Mexican context in order to have more possibilities to compare the findings with the results found in other countries.

6.2. Limitations of the study

First of all, this study was done in order to get the Bachelor's degree in English Language. Due to participants' time, all were interviewed once. Perhaps, the results would have been stronger if I had spent more time with the participants or if I had interviewed them more than once. In addition, various topics arose in the interviews such as motivation, goals, and family that were not included in this study because of time restrictions. They might have been helpful in determining the level of pre-service teachers' self-efficacy.

6.3. Direction for future studies

The present study, adopting the exploratory design, has explored pre-service English teachers' self-efficacy beliefs in teaching in the University of Quintana Roo and how the sources of self-efficacy influence them.

This study showed how pre-service English teachers perceived their own abilities to complete a given task. I hope that the findings of this study contribute in the field of self-efficacy in pre-service teachers. This study found some important aspects that could support the development of pre-service teachers' self-efficacy beliefs. In addition, future research may focus on the four sources of information (mastery experience, vicarious experience, verbal persuasion, and physiological states) because as far as I know there are not studies about this topic at the University of Quintana Roo. In other universities there are some studies but, not all of them focus on the four sources of information in teaching English. In addition, it could be relevant to extend this topic using different instruments such as journals and observations. In this case, I used one semi-structured interview.

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Interview guide

Guía de entrevista autoeficacia de los maestros

1. Cuénteme sobre sus orígenes. Donde nació, quienes son sus papás, tiene hermanos.

2. Cuénteme sobre su trayectoria académica. A qué escuela primaria fue, secundaria, y preparatoria.

3. ¿Le gusta la escuela o le cuesta trabajo?

4. ¿Cómo es la relación con sus maestros?

5. ¿Cómo es la relación con sus compañeros?

6. ¿Qué lugar ocupa la escuela en su familia?

7. ¿Por qué decidió estudiar la Lic. en Lengua Inglesa y no otra carrera?

8. ¿Qué habilidades ha adquirido en la trayectoria académica de su licenciatura?

9. ¿Qué aspectos importantes le han enseñado o ha aprendido que todo licenciado/maestro de inglés debe tener para considerarse como tal?

10. ¿Cómo ha reforzado los aspectos que ha aprendido para volverse futuro profesor de inglés?

11. Teniendo en cuenta que usted ya se encuentra en décimo semestre de la carrera, ¿Ha trabajado? Sí o no, en caso de ser "sí" ¿De qué ha trabajado, como maestro o ha tenido algún otro trabajo?

12. Usted se encuentra en décimo semestre, aún es estudiante, ¿Ha realizado alguna *Práctica* dando clases? Explique.

13. ¿En este último semestre se encuentra realizando alguna *Práctica*?

14. ¿Cómo juzga su desempeño como estudiante para profesor?

15. ¿Hay persona (s) que influye (n) en su idea de que tan bueno es para hacer las cosas?

16. ¿Cuál es su promedio? ¿Ha reprobado alguna materia?

17. ¿Tenía alguna idea de cómo desempeñarse como maestro antes de ingresar a la carrera? En caso de contestar "sí" ¿Cómo ha cambiado esa idea?

18. ¿Qué tan importante es para usted estar estudiando para profesor de inglés?

19. ¿Qué aspectos importantes considera que debe tener un maestro eficaz?

20. ¿Considera usted que tiene todas las habilidades necesarias para ser un estudiante para profesor eficaz?

21. Si usted ya realizó su primera *Práctica* como profesor en formación ¿Considera que la experiencia obtenida le ha ayudado a mejorar su desempeño? Sí o no, ¿Por qué?

22. ¿Qué estados de ánimo o emociones experimentó cuando realizó su primera *Práctica*? ¿Han ido cambiando sus emociones y estados fisiológicos que experimentó por primera vez?

23. ¿Los profesores del grupo donde realizó la *Práctica*, qué papel jugaban?

24. Si experimentó estados de ánimo o emociones negativos ¿Se considera usted un maestro de inglés eficaz? Sí o no ¿Por qué?

25. ¿Cómo influyeron en usted los estados de ánimo, positivos y negativos que experimentó en su primera *Práctica*?

26. ¿Si usted tuvo buenos resultados la primera vez que trabajó, qué efectos tuvieron en su motivación para enseñar inglés?

27. ¿Qué aspectos lo motivan para ser un buen profesor de inglés en formación?

28. De todos sus maestros que le han enseñado ¿Tiene usted un modelo a seguir? Sí o no ¿Por qué?

29. En caso de contestar "sí" explique ¿Cómo ha influido el maestro en usted?

30. ¿Ha recibido retroalimentación verbal por parte de su maestro de *Práctica*? ¿Qué tan importante es para usted la retroalimentación verbal recibida por parte de su maestro de *Práctica*? Explique.

31. ¿Se siente usted influido por alguien más en su *PrácticaDocente*? Sí o no ¿Por qué?

32. Si es así ¿Qué papel juega esa persona en su desempeño como futuro profesor?

33. ¿Se considera más eficaz que sus compañeros? Sí o no ¿Por qué?

34. ¿Qué aspectos o actividades que realiza un estudiante para profesor le resultan más estresantes o difíciles?

35. ¿Y qué aspectos o actividades le resultan más agradables?

36. ¿Qué tan bueno/eficaz se considera? ¿Qué lo hace pensar así?

37. ¿Recibe comentarios de alguien sobre su desempeño como *Prácticante*? ¿De quién o quiénes? ¿Qué tipos de comentarios? ¿Cómo influyen en su estado de ánimo y en su desempeño?

38. ¿Qué tan capaz se considera para desempeñarse como estudiante para profesor de inglés? ¿Qué lo hace pensar esto?

39. Si hoy tuviese que dar una clase sin preparación previa ¿Qué tan eficaz se sentiría para hacerlo?