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Measuring The Self-efficacy Beliefs of University Students Learning French.

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INTRODUCTION

"I don't know if you can or cannot…What I know is that if you don't believe you can, surely you will never be able to". - Bresó E.

During the past years, self-efficacy has been the subject of study of people involved in the field of education. Chowdhury & Shahabuddin (2007) report what Bandura (1997) exhibits as an "extensive evidence and documentation that self-efficacy is a key factor in bringing about significant outcomes in the lives of people". Locke and Latham (1990) and Zimmerman et al. (1992), show that "self-efficacy may be a good predictor of performance" (Chowdhury & Shahabuddin, p.3).They also state that "self-efficacy beliefs determine how much effort people will expend on a task and how long they will persist with it" (p.3). In addition, Bandura (1997) contends that efficacy beliefs influence how people think, feel, motivate themselves, and act. In this way, it is clear that self-efficacy plays an important role in education and life.

From my experience as a novice English teacher and student of French at the University of Quintana Roo, I have realized that some pupils are conscious about the importance of learning a second or third language. For this reason they enroll in French or English courses, but only a few of them continue studying these languages until reach more advanced levels. Studying a second language, like French, provides students with the perceptions about how efficient or inefficient they are in learning it. These assumptions can often have a positive or a negative impact in the students' self-efficacy and their learning process. Frequently, students say they struggle with pronunciation, grammar, and other sort of issues, such as the lack of vocabulary that affect their desire to learn the language. Equally, students from higher levels of French seem to have a greater amount of self-efficacy and achievement than students of French from lower levels. It seems that students do not feel capable of succeeding, and due to this, they give up.

As far as I have been able to ascertain, the majority of the studies about the role of self-efficacy in learning a foreign language have been surveys carried out in The United States of America and The United Kingdom. Many of these studies are focused on examining or measuring self-efficacy in relationship with other variables such as motivation, self-regulation, gender, or achievement. For example, the study conducted by Hunt (2002) investigated the self-efficacy of college students with respect to the variables: gender, teacher, last French course

taken, and final course grade in the last academic French course in which the students were enrolled. This author suggests that there is a positive relationship between self-efficacy and these variables. In the same vein, Mills, Pajares, & Herron (2007) investigated the influence of self-efficacy and other self-beliefs on the achievement of college, intermediate-level French students. Graham and Macaro (2008) measured the effects of strategy instruction on both the listening performance and self-efficacy of lower-intermediate learners of French in England. Overall, the studies draw attention on how to improve the students‘ self-efficacy skills, the issues students struggle with, and how self-efficacy is crucial for the development of effective skills.

As far as I know, the self-efficacy theme has been little studied in the Mexican context. There is a lack of research about self-efficacy beliefs of students learning French as a second or third language. In the state of Quintana Roo, only a few studies about self-efficacy and its sources have been done. For example: the studies about postgraduate student‘s research self-efficacy beliefs conducted by Reyes and Gutiérrez (2015), teachers‘ informational self-efficacy beliefs (Reyes and Franco, 2014), and faculty research self-efficacy beliefs (Reyes and Perales, 2016). As far as I can tell, self-efficacy beliefs has been the subject of some undergraduate thesis about foreign languages pre-service teachers‘ beliefs(Pool-Antonio, 2015; Cruz-Rosales, 2015), and English student‘s beliefs (Villanueva-Delgado, 2015);), but no one concerning French students‘ self-efficacy beliefs.

Since there are no previous studies in the University of Quintana Roo regarding the self-efficacy of students of French, the results of this study might guide teachers to be aware of the features that can be enhanced in their teaching practice and the most common items pupils struggle with. Similarly, the presented information in this study could help educators to be conscious about the verbal persuasion they give their students. It is probably that teachers are not aware of self-efficacy and the influence that verbal persuasion causes on students. Therefore, it is essential that educators know how to make their students increase their sense of self-efficacy.

This project might also bring about further studies on the area. Since the nature of this study is quantitative, after this work there could be others with a qualitative approach regarding the same issue. Research could lead teachers to take action in studies of the same field and certainly, to the enhancing of the students‘ self-efficacy level. Furthermore, student‘s awareness about their self-efficacy beliefs could help them to strengthen the skills in which they have difficulty.

Thus, this study could benefit both students and teachers from the University of Quintana Roo (UQRoo), and anyone interested in this subject. It could also make a valuable contribution to the discovery of possible solutions related to students of French language and the self-efficacy matter. Thus, the objective of this investigation is to establish what the self-efficacy beliefs of students of French from the University of Quintana Roo are with respect to the four linguistic skills (listening, speaking, reading, and writing) and their relationship to the sources of self-efficacy. Likewise, this study could determine if there are any differences in the students‘ self-efficacy according to the semester they are enrolled.

In order to fulfill these objectives, the following questions are addressed:

- Which is the sense of self-efficacy of students of French from the University of Quintana Roo regarding the four linguistic skills?
- What is the general sense of self-efficacy of the students of French?
- How do self-efficacy sources relate to the students‘ beliefs of self-efficacy in the four linguistic skills?
- Are there any differences in the self-efficacy sense according to the students‘ semester?

CHAPTER I

THEORETICAL FRAMEWORK

In this section, the self-efficacy concept is described in order to understand how it is related to the present study. In addition, an explanation of the self-efficacy sources will be presented since they are part of the variables. Finally, the elements of the context will be described. The theoretical framework chosen for this study is Bandura´s (1997) self-efficacy theory, which is embedded in the social cognitive theory.

1.1.The Self- efficacy theory

Within the social cognitive theory, Bandura (1997) states that people guide their lives by their beliefs of personal efficacy. He defines the concept of perceived self-efficacy as the beliefs in one´s capabilities to organize, and execute the courses of action required to produce given attainments. Efficacy is a generative capability in which cognitive, social, emotional and behavioral sub-skills must be organized and effectively orchestrated to serve innumerable purposes.

In other words, perceived self-efficacy is not itself the skill that one possesses to do a certain task, but the beliefs that one has to complete them below predetermined factors. The self-efficacy of all the students of French would be related to their confidence in carrying out tasks such as giving an oral presentation, reading a text, or writing different kinds of documents in French. It is said that having the skill to do a certain task does not mean the proper accomplishment of it. For example, one can be incredible qualified to read a text in French but inefficient to read it in a very short period of time.

Bandura remarks that high-efficacious people take greater risks and have better opportunities, which, through the time, lead to success, while the low-efficacious people lose opportunities since they think they cannot to fulfill them. This means that high-efficacious people have more confidence when undertaking similar activities and fewer probabilities to be discouraged, and lower their self-efficacy once they have built a strong sense of it.

In addition, high-efficacious people are said to put more effort and concentration when things get tough and to recover faster and easily from failure. Unlike high-efficacious people, low-efficacious people recover slowly from failure, which makes them lose confidence.

Subsequently, they tend to avoid tasks which they consider unattainable; this can at times make them pass opportunities in life that could have a pleasant impact in their lives.

Bandura (1997) states that –self-efficacy beliefs are constructed from four principal sources of information: a) enactive mastery experiences, b) vicarious experience, c) verbal persuasion and d) physiological and affective states" (p.79). These four sources are important for this study since they are part of the variables.

1.2. **The enactive mastery experiences**

The enactive mastery experiences are the most important sources to develop self-efficacy because they are about the successes and failures that individuals go through Bandura, 1997 (p 80). In addition, –they provide the most authentic evidence of whether one can muster whatever it takes to succeed" Bandura, 1997 (p. 80). Success raises efficacy while failure reduces it, especially when it is already strongly-built. However, this is not all the times true. Impediments can also give people experience in overcoming obstacles. It is said that obstacles give people the chances to learn how to turn impediments into opportunities to have success. If people are convinced they have the capability to succeed, they persist and recover faster from difficulties. Furthermore, people will alter their perceived efficacy through performance experiences depending on factors such as the difficulty of the tasks and presumptions they have about their capabilities, among others.

Knowledge of the rules and strategies for constructing effective courses of behavior provide people with the tools to manage the demands of their everyday life, as well as performing fine without much effort might not raise self-efficacy at all. The types of enactive mastery experience that the students from the English major and students from the CEI could have are final-term oral presentations in French they usually have to give in as their French course. Other examples of enactive mastery experience are participations in the ‗Francofonía' (the Francophone Week), ‗Jornada de Lengua y Cultura' (Languages and Cultures Week), or to have taken French courses in high school or in other schools.

Efficacy beliefs are thus, both, products and constructors of experiences. One's experiences that are incompatible from one's self-beliefs tend to be forgotten whereas those that are compatible do not. It is important to mention that after a strong sense of efficacy has been built, setbacks are unlikely to define beliefs in one's skills. People with a strong sense of efficacy

tend to judge their low performance as a result of their lack of effort or poor use of effective strategies. The nervousness or lack of organization that students of French might have while giving a speech could be seen as an example of this.

When talking about effort a different meaning for adults and children appears. The weaker the efficacy about controlling effort is the lower the motivation. People who have a strong sense of efficacy accredit their breakdowns to low effort or opposed circumstances, while those who have a low sense of efficacy see them as a result of their low ability. It is affirmed that self-efficacy is improved when people see themselves while performing successfully. People that regularly fail at doing things, like giving a speech, but continue improving are more prone to raise their self-efficacy than those who succeed, but see their performance decreasing compared to their prior improvement.

1.3. Vicarious experience

The second predominant source of self-efficacy is the vicarious experience (Bandura, 1997). Vicarious experiences are based on modeling. Modeling is used as a tool for building efficacy. In the vicarious experience, people assess their successes in relation to other people‘s successes when they have a lack of knowledge about their own skills. One example of the vicarious experience could be when students from French compare their results of their exams to see how well their peers performed. Students that go beyond their classmates raise their self-efficacy, whereas students that do not surpass lower it.

The Vicarious experience source appears when people see others as models rather than competitors. When we see our models overcome misfortune, we can aspire to succeed, or to be discouraged from trying when we see these models fail at doing certain tasks. Students of French then could regard their own teachers as role models because these teachers have an influence on them. Teachers could be observed as models if students regard them as an inspiration because of their pronunciation and the voyages they have done to Francophone countries. Furthermore, language teacher assistants can be seen as role models since they speak the language and transmit the culture of their country during their staying at UQRoo. Classmates, as well, can be viewed as role models if they have succeeded, gained scholarships, or have participated in exchange programs.

Another important aspect to consider in the vicarious experience source is verbal persuasion. Verbal persuasion takes place when individuals receive feedback from others. People are motivated by the comments, critics, points of views and support they receive from others. In some cases, people may be good at a certain area but not be confident enough to succeed. Then, when they receive the verbal persuasion, they feel encouraged to not to pass good opportunities and to accomplish tasks they may have ever thought they could achieve.

One more considerable aspect of this source of self-efficacy is the credibility of the persuader. People‘s efficacy more likely will be influenced if the persuader already masters the skills he or she is judging. Some examples are when French teachers or French assistants tell their students they are doing well or wrong in tasks, or when classmates congratulate their peers due to a good pronunciation in class. Seeing people similar to oneself performing successfully several tasks can raise the efficacy sense as well as to persuade oneself to carry out tasks if others can execute them. In the same way, observing others failing at certain tasks despite a lot of effort can lower one‘s efficacy. It is said that if models are different from one‘s, these models are said not to have an important influence over one‘s efficacy.

To self-monitor oneself and observe one‘s attainments made under special conditions that display the best of one can strengthen one‘s personal efficacy. It is said, that even the best efficacious people will enhance their efficacy if other people teach them better ways of doing things. In contrast, individuals that see themselves as inefficacious and do not obtain any attainments despite difficult situations or effort are predisposed to accept their failures when they see other people fail too. If these students think that if other students could fail, they could be unsuccessful, as well.

People usually seek models that possess the competencies they strive. It is said that these models pass on their knowledge, effective skills, and strategies to observers, which make these raise their personal efficacy. Models that have the determination and conviction to carry out tasks under difficult situations and express confidence when encountering problems provide observers with a higher sense of efficacy. In contrast, models having a lack of confidence when carrying out tasks lower their spectator‘s efficacy sense.

Bandura et al.(1982) remarks that –Modeled performances designed to alter coping behavior emphasize two factors –predictability and controllability- that are conductive to the enhancement of efficacy beliefs” (p.88). When modeling predictability, the models make evident

the use of effective strategies under whatever situation arises. There are some circumstances in which modeled strategies can change people‘s efficacy. In the one hand, it is said that when one see others fail by a lack of effective strategies one‘s efficacy is raised since observers are convinced they can do better and have more proper strategies to succeed. On the other hand, when one sees a skilled person fail in a difficult task despite the use of strategies, one is likely to consider higher the difficultness of the task from what one has thought before. In addition, ~~t~~the observational learning is based on four sub-functions. These are: 1) Attentional processes 2) Retention processes 3) Production processes and 4) Motivational processes”.Bandura, 1997 (p.89).

The first sub-function of modeling, the attentional processes, suggests what is observed on models. There are some factors that influence the exploration of what is modeled, such as cognitive skills, preconceptions, and value preferences of the observers. In addition, there are some others that are related to the clarity, attractiveness and functional value of the modeled activities. People are said to not to be capable of being influenced by modeled events if they cannot remember them.

The second sub-function of observational learning is related to representational processes. Preconceptions and affective states have an influence on the representational activities. In the third sub-function of modeling, the behavioral production process, conceptions guide people‘s behavior and the appropriateness of the action is compared against the model. Then, the behavior is modified.

The fourth sub-function of modeling is related to motivational processes. In this sub-function, the Social Cognitive Theory distinguishes among acquisition and performance since people do not do everything they learn. Performance based on observational learning is persuaded by three types of motivators: direct, vicarious, and self-produced. It is said that people are motivated by the successes of other people that are similar to theirs, but demotivated if they see these people fail.

Affective states and comparative self-evaluation can also have an influence in one‘s efficacy level. Seeing others succeed can delight or depress observers. People who doubt about their capabilities generally avoid being compared since these comparisons lower their self-esteem. According to Bandura (1997) efficacy beliefs are raised when there is a positive mood. In contrast, a negative mood lowers efficacy beliefs.

Furthermore, it is said that children can also acquire knowledge about skills and strategies by observing competent models and that their efficacy is not affected by what other children accomplish, but by how well they perform a task. What is important to mention is that these perceptions change through the time, and children eventually judge their capabilities in comparison to others as they become older.

1.3.1. Modes of modeling influence

It is said that the modeling situation can take different shapes. Watching proficient models can be seen as an opportunity to develop the skills and abilities that one already has. Television and other media are seen as symbolic models since these devices display the models to which people are exposed to everyday. Bandura (1997) says that "these types of media enable people to observe and know the attitudes, competencies, and achievements of people from their culture and other cultures". Examples of these kinds of models and media used in the classroom could be videos in which French teachers give a class in French or a magazine that describes how to cook a typical French recipe.

In the abstract modeling, people learn thinking skills they think their models use, then, they apply those skills and use them to create new ones in order to improve the ones they have already seen. Self-modeling is said to improve one's self-efficacy, cognitive skill development, and performance. It is believed that to watch one performing can strengthen one's capabilities and provide information about how best to perform skills. A good example of raising this type of efficacy is when teachers ask their pupils to record themselves while speaking in order to analyze and improve their pronunciation.

In the cognitive modeling, people usually watch themselves encountering more difficult situations. It is said that even the best-efficacious people struggle with something at a certain point, but it has been proved that watching oneself modeling effectively in past experiences can help to maintain one's efficacy through difficult situations and to reduce anxiety and depression. The higher one's capabilities to perform are, the greater the accomplishments one has.

1.3.2. Performance similarity

The models successes raise observer's efficacy. In contrast, model's failures diminish observer's efficacy. People that believe to have a better efficacy than their models develop a

higher efficacy when they see these models fail. In contrast, people who believe not being more-efficacious than their models lower their self-efficacy when they see their models fail.Also, low-efficacious observers give up and deteriorate their motivation the longer they are in the tasks.

1.3.3. Attribute similarity

The attributes that affect perceived diagnosticity of modeled performances are age and gender. People make preconceptions about people‘s capabilities based on model‘s age, sex, educational and socioeconomic level, race, and ethnic destination. It is said that models from the same race and gender have more influence on observer‘s efficacy beliefs than do models from different races and gender.

When children are exposed to skilled adults doing the same cognitive tasks, they feel capable of learning things and doing the same things adults do. It is said that models‘ successes with similar observer‘s attributes guide spectators to do things they would not do. However, comparing models successes against deficient observer‘s preconceptions give spectators a sense of uncertainty and a low-limit sense of their capabilities.

Multiplicity and diversity of modeling

It is clear that people not only build their beliefs about their capabilities from just watching a single model, but from several models of similar status. To be exposed to several skilled models raises one‘s efficacy beliefs to learn, to succeed, and to develop one‘s competencies than just watching a single proficient model perform. It is said that high-efficacious people can increase their efficacy while watching others succeed since these people believe they are also capable of succeeding. In addition, just observing other superior people‘s capabilities will not necessarily increase one‘s efficacy. In contrast, to watch individuals that have a similar or lower ability will increase one‘s efficacy. In other words, observers with low-cognitive skills obtain more perceived efficacy and competencies from watching a single model obtaining mastery through effort than observing more than one skilled model.

Coping versus masterly modeling

Observers are said to benefit more by watching their models overcoming obstacles by their continuous effort than just from seeing these models succeed without much effort. Coping one‘s model performances build one‘s efficacy in many ways. Observers who are unsure about themselves tend to regard their models as more similar to them than the masterly ones. It is said

that if models maintain faith in their capabilities while struggling with problems make observers develop their efficacy beliefs.

In coping modeling models display strategies to manage difficult situations. It is said that masterly self-modeling is effective in raising perceived efficacy and self-modeling raises improvement. In coping modeling where observers think their learning capabilities are low can help to build a stronger sense of efficacy than just masterly modeling. Furthermore, models can show and describe that they have also suffered from problems but overcame them by their fixed effort. Coping modeling contributes to build one‘s resilience in personal efficacy and to maintain people‘s sense of efficacy growing despite the circumstances and adversity.

Model competence

Model‘s most important characteristic is their level of competence. Qualified models display more instructional influence on observers than incompetent models do. Model competence is a special influential factor when observers have a lot to learn and models have much to teach through instructive demonstration of strategies. Also, in model competence, limited-competence individuals try to find the skills and competencies that successful models have. In aspirational modeling, observers decide on successful models from which they can learn what they desire to learn. If observers believe in their capabilities they do not necessarily need to observe models going from worrying competences to brave competences in order to raise their efficacy after being shown how to deal with problems proficiently.

1.4. Verbal persuasion

Verbal persuasion helps people to strengthen the beliefs about their capabilities to find what they search for. It is believed that is easier to maintain one‘s efficacy if people express their belief in one‘s capabilities to fulfill tasks. In addition, people that are motivated by positive comments on their capabilities to complete certain tasks are likely to put more effort.

Framing on performance feedback

Convincing efficacy information is given trough feedback. It can be given in a way that can raise efficacy or lower it. Bandura (1997), suggests that people that are told they are capable of completing tasks and reminded of their personal efficacy are said to raise their own efficacy. In contrast, telling people that they have gained ability through effort produces a low sense of efficacy. It is best just to tell individuals they have the ability without mentioning the effort.

Bandura (1997), suggests that the more children‘s beliefs in their efficacy is raised, the more persistent they are going to be in their efforts, and the higher their competences will be. People that have been convinced to have a lack of capabilities tend to avoid difficult activities that could improve their skills. In addition, these people tend to give up when encountering difficulties. Furthermore, disparaging criticism is said to lower self-efficacy while constructive criticism raises it.

1.4.1. Knowledgeableness and credibility

People need different ways to evaluate their level of efficacy since it requires indicants of talent. Bandura mentions that even the best-talented people may be unsuccessful if they cannot deal with pressure and failure (p.104). Self-appraisals are partly based on the opinions of others that have gained competence through the years of experience. There are many occasions in which people are influenced to do things they would not normally do only to know if they were capable of completing them.

Performance accomplishments are determined by how hard one works at them. It is said that people trust more on the evaluation of their capabilities by people who are skilled in the activity and possess knowledge gained through observing others. On the other hand, when people are sure about their capabilities, what others say does not have a bad influence in one‘s capabilities. It is said that people who succeed despite adversity provide the longer persuasory influences and that the level of inequality on judgments will depend on the nature of the activities and the closeness of the pursuit.

Finally, the physiological and affective states involve the body states and responses that people experience when doing certain tasks and the interpretations that they give to them. People with high self-efficacy might consider nervousness as a typical reaction to assignments such as giving a speech in French, while people with low self-efficacy might think it is a consequence of their unpreparedness and weaknesses. Then, students of French who are affected by nervousness or anxiety while giving a speech in French, participating in class, or oral exams, could interpret those feelings as normal or as signals of their lack or organization.

In activities involving strength, people read their fatigue, aches, and pains as indicators of physical un-efficacy. Mood states affect beliefs in one‘s personal efficacy. Another way to enhance one‘s efficacy is to improve physical status. It is said that one cannot be focused on

oneself and paying attention to the matters that command attention at the same time. The less attention people put towards events around them, the more attention they pay to their body states.

Perceive mode of activation

External factors influence the way in which an internal state is interpreted. It is said that people often experience more than one emotion in different situations and people who see themselves as inefficacious misjudge arousal from other sources as a sign of coping deficiencies.

Level of activation

What is important is how emotional and physical reactions are perceived and interpreted. High efficacious people see arousal as a facilitator whereas low-efficacious people interpret arousal with a different meaning. Moderate arousal facilitates the assignment of skills, whereas high-arousal interrupts the quality of functioning. It is said that the level of one‘s activation will depend on the complexity of the activities one faces.

Construal biases

It is remarked that preexisting efficacy beliefs create biases in the process of information individuals with panic disorders experience anxiety and have bad outcomes. People that see nervousness as something that everybody goes through rather as a result of their unpreparedness are more likely to raise their self-efficacy than those who consider nervousness as a consequence of their lack of preparation.

1.4.2. Impact on mood on self-efficacy judgment

Moods can affect how events are interpreted and stored in memory. In addition, it is said that people learn faster if the things they are learning are congruent with the mood they have at that moment. It is remarked that a link is made between what is learned and the mood can facilitate remembering the information one have already learned.

Affective priming and cognitive priming processes have been postulated to explain how mood can affect efficacy. In the Affective Priming Theory (Bower, 1983) past successes and failures are kept as memories parallel with their affect. It is said that past negative moods recall past negative failures whereas a positive mood stimulates positive-past accomplishments. It is said that efficacy is enhanced by remembering successes but worsen by remembering past failures.

In the Cognitive Priming Theory, specific successes and failures inducing affect also produce cognitions that conduct to past successes and failures. This view puts more emphasis on the thought content of the persuasive event than on the introduction of the positive or negative thoughts. It is said that people make positive evaluations when they are in a good mood and negative ones when they are not. The meaning given to the arousal is what affects one‘s judgments. In addition, the mood experienced at the moment when one is making the judgment can influence the judgment despite the mood in which past-experience memories with the past events are storage in one‘s memory. Positive moods are said to raise one‘s perceived efficacy while negative ones lower it. The more intense the mood is, the better the impact on efficacy beliefs is.

It is evident that the self-efficacy theme has a huge importance and usefulness in many fields. In the educational area, thus, self-efficacy is a term in which cognitive, social, emotional and behavioral factors are involved in the student‘s personal beliefs for completing tasks. Teachers and students, then, are both responsible of the effectiveness and acquirement of knowledge in the classroom. In the one hand, it is important that teachers try to be an inspiration for their students, be confident enough at the moment of teaching, motivate their students to not to let go opportunities, and provide them with corrective feedback and knowledge about the use of effective strategies for doing tasks. On the other hand, students should try to take greater risks despite the consequences they might have, monitor themselves, to persist when things get tough, and try to see mistakes as normal or as a lack or disorganization rather than the incapability tocomplete tasks. In this way, improvements in the self-efficacy beliefs of students and teachers should appear.

CHAPTER II
LITERATURE REVIEW

In this section, the review of the literature concerning the self-efficacy sense and the sources of it will be reviewed. Thus, the following ones are presented to support this study. The studies cover diverse methodologies and center in different subjects. Studies about self-efficacy and other variables in College Level are presented firstly. Moreover, studies about children's self-efficacy beliefs and other relating variables are explained. After that, studies about self-efficacy in specific linguistic skills are presented. Afterwards, studies concerning self-efficacy are explained. Finally, studies about Self-efficacy and English are shown. This section ends up with discussion of these studies.

2.1. Studies about Self-efficacy and other variables in College Level

Zajacova, Lynch, and Espenshade (2005) conducted a study to investigate the joint effects of academic self-efficacy and stress on the academic performance of 107 nontraditional, largely immigrant and minority, college freshmen students at one of the City University of New York campuses. The average age of the participants in the study was 20.7 years. To measure the level of academic self-efficacy and perceived stress associated with 27 college-related tasks it was used a questionnaire consisting on two parts. The first part asked participants to record their age, sex, high school GPA, racial/ethnic identification, language most often spoken at home, country of birth, age at immigration for the foreign born, and college ID (Identification) number .The second part of the questionnaire included an instrument to measure academic self-efficacy and stress. The results showed a high reliability in both scales. It was stated that academic self-efficacy and stress were negatively correlated, as expected. In addition, results suggested that academic self-efficacy was a more robust and consistent predictor than stress of academic success. On the other hand, it was found some evidence that stress was positively, though only marginally, related to persistence. This was an unexpected finding. Previous studies have either shown no effect of stress on persistence (Pritchard and Wilson, 2003; Sandler, 2000a) or a negative effect (Chartrand, 1992).

Hsieh (2008) completed a study to examine the relationship between educational psychology theories (In this case, self-efficacy beliefs) and foreign language learning motivation,

as defined by Gardner et al. (1979) through measures of attitude, interest, anxiety, and integrative and instrumental orientation, in a foreign language setting. In addition, to address how these concepts together are related to foreign language achievement. The participants were 249 undergraduate students learning a foreign language, 53% male and 47% female, with a median age of 20 years. Of these students, 44% were coursing Spanish, 32% were learning German, and 24% were learning French; 77% reported having learned another foreign language in high school. The language classes were nine Spanish, five German, and four French. To understand students' interest, attitude, motivation, and anxiety toward the language they were learning, the Attitude/Motivation Test Battery (AMTB), developed by Gardner, Clément, Smythe, &Smythe (1979) was used. In addition, Self-efficacy was measured by asking participants to circle either ~~y~~es" or ~~n~~o" on a list of seven scores they could potentially receive on their next test. Finally, student's final course grades were used as a measure of their achievement.

Regression results suggested that self-efficacy, positive attitude, and anxiety were good predictors of language achievement. MANOVA results revealed that students' motivation levels differed significantly based on the following student differences: 1) group status (successful or unsuccessful test results), 2) self-efficacy, and 3) heritage connection to the language they were taking.

Results of this study indicated that, although students' self-efficacy was once again found to be a good predictor of achievement, additional variables provided by the foreign language field (i.e., AMTB variables such as attitude and anxiety) were found to be stronger predictors of the final course grades than did students' self-efficacy alone. It was described that students with higher self-efficacy reported being more interested in learning the foreign language, having more positive attitude, and having higher integrative orientation. It was suggested heritage students' main goal for learning the language is to communicate with family members or with people of the target culture.

A study conducted by Çubukçu (2008) explored whether the anxiety level of foreign language learners is related to their self-efficacy levels. The participants were 100 junior level students from the English teacher training program at a university in Turkey. Their ages ranged from 20-22. The instruments were: The Foreign Language Learning Anxiety Scale developed from Horwitz, Horowitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The Foreign Language Self Efficacy Scale developed by the researcher.

The results of this study demonstrated that the third year teacher trainees felt anxious in the language classes but that had nothing to do with their self-efficacy levels. In contrast to the study made by Bandura (1992), which maintains that students with low levels of self- efficacy do not feel as if they can meet their goals and therefore become depressed, this study showed that the results did not change whether students had high levels or low levels of self-efficacy. It was established that anxiety is uncorrelationally related to self-efficacy, which seems to contradict many studies such as Horwitz and Cope‘s (1986); Hill and Wigfield‘s (1984); McIntyre and Gardner‘s (1995).

Bresó, Schaufeli, &Salanova (2010) conducted a study to evaluate a 4-month, individual cognitive-behavioral intervention program to decrease burnout and increase self-efficacy, engagement, and performance among university students. The objective of the intervention was to decrease the anxiety the students coped with before exams in order to increase their beliefs of self-efficacy. The participants were students from various years and degree programs. These participants were divided into two groups; one intervened group and two control groups. One of the groups consisted on supposedly _stressed‘‘ students with similar baseline scores for the study variables to the intervened group, and another control group consisting of _healthy‘‘ students who scored more favorably on the baseline scores. Self-efficacy was measured with the scale devised by Midgley et al. (2000) which reflects the students‘ beliefs concerning their future capacity to achieve adequate levels of academic performance. In addition, academic burnout was assessed with two scales of the MBI-SS (Student Survey) (Schaufeli et al. 2002a, b). Furthermore, academic engagement was assessed with two scales of the UWES-SS (Student Survey) (Schaufeli et al. 2002a, b). Finally, Performance was measured by estimating the ratio between _exams taken‘ and _exams passed‘.

The results showed that the intervened group presented, as expected, higher levels of self-efficacy, engagement, and higher levels of performance. However, the lowest levels of burnout did not pertain to the students from the intervened group. The results demonstrated the effectiveness of intervention focused on students‘ psychological states and their levels of self-efficacy and engagement. In addition, the use of two different control groups in the study design revealed the success of the intervention, particularly in terms of promoting engagement. The effect found was exclusively significant for the intervened group in the case of engagement, whereas the changes in burnout also occurred in the _stressed‘‘ control group.

The intervention thus had the expected effect not simply on self-efficacy, but only for engagement and not for burnout, which according to (Salanovaet al.2005), was said to highlight the power of self-efficacy in the promotion of positive states of mind. The findings experimentally supported previous research undertaken in the Job Demand-Resources Model (JD-R) (Demerouti et al. 2001). Xanthopoulou et al. (2007), for instance, the findings demonstrated that self-efficacy affected the motivational process that lead to engagement, but not the health impairment process that leads to burnout. The effect that the intervention had on self-efficacy, then, meant that students displayed significant increases in their levels of vigor, dedication. It was also demonstrated that the intervention enhanced student‘s performance. This was supported by the supposition that increasing student‘s self-efficacy is a key factor in triggering a positive process, whose result is increased student‘s performance, as corroborated by previous cross-sectional studies.

Conner et al. (2012) carried out a study to investigate the college student disposition and academic self-efficacy at the Morehead University, in Kentuky, USA. The objective of the study was to investigate the relationships between dispositional optimism/pessimism and self-efficacy. The participants were a convenient cluster sample of 105 undergraduate students from 29 different majors taking summer classes at a regional university in the mid-south. The study participants were divided into above-average and below-average sub-groups based on a comparison of their individual academic self-efficacy to the group average.

Two instruments were administered: The 19-item Self-Efficacy for Learning Form – Abridged (SELF-A) (Zimmerman & Kitsantas, 2007) was employed to gauge student academic self-efficacy and the Revised Life Orientation Test (LOT), Scheier and Carver (1985). An instrument designed to measure outcome expectancies and dispositional optimism/pessimism, Conner (2012). LOT variables were analyzed for a relationship to student self-efficacy. In addition, three independent t-tests were run to see whether the LOT variables differed between the above/below-average sub-groups.

The results report that socioeconomic status (SES) is positively correlated with self-efficacy. Individuals from higher-income backgrounds have higher self-efficacy and those with lower income have lower self-efficacy. Also, participants exhibiting a lower degree of self-efficacy exhibited a high degree of pessimism. This study exhibits that the relationship between self-efficacy and dispositional optimism / pessimism are components of the personal academic

background that are to be considered in the discussion of factors that influence student perceptions of, and actions taken toward, success in the post-secondary context. In short, the results display that those students that reported higher self-efficacy reported significantly lower pessimism whereas participants with reported lower self-efficacy showed higher levels of pessimism.

Based on the results, it is evident that high self-efficacy beliefs have clear influence on people‘s perceptions about their own skills. They produce assertive thoughts and high achievement, rather than weak judgments and failures. When students believe on their capabilities to successfully perform tasks well, they raise their self-efficacy and lower the risks of dropping out. Results suggest that, positive attitude, self-efficacy, socioeconomic status, and anxiety are good predictors of language achievement, and are related to self-efficacy beliefs. Results, on the other hand, make emphasis on the importance about encouraging students to see themselves as capable individuals and remark the importance of giving feedback to students.

2.2. Studies about children’s self-efficacy beliefs and other relating variables

Zimmerman, Bandura, & Martinez-Pons (1992) conducted an investigation to study the causal role of students' self-efficacy beliefs and academic goals in a self-motivated academic attainment. The participants were 102 ninth and tenth graders from two high schools (50 boys and 52 girls). The instruments were: the Children's Multi-dimentional Self-efficacy Scales (Bandura, 1989a), the self-efficacy for self-regulated learning Scale, and self-efficacy for self-regulated achievement Scale. The student‘s and the parent‘s grade goals were assessed using rating scales developed by Locke and Bryan (1968). A questionnaire including the self-efficacy scale and the goal-setting scale were also used.

The results showed that student‘s beliefs in their efficacy for self-regulated learning affected their perceived self-efficacy for academic achievement, which influenced the academic goals they set for themselves and their final academic achievement. Student‘s prior grades were predictive of their parent‘s grade goals for them, which were linked to the grade goals students set for themselves.

Barbaranelli, Caprara, &Pastorelli (1996) fulfilled a study to analyze the network of psychosocial influences through which efficacy beliefs affect academic achievement. The

participants were 279 children ranging in age from 11 to 14 years (155 males and 124 females). The implemented instruments in this study were: sets of scales to measure the variables of theoretical interest collected from the children's parents, teachers, and peers. The scales were administered individually to the teachers and parents. Children's beliefs in their efficacy were measured by 37 items. For each item children rated, using a 5-point response format, their belief in their level of capability to execute the designated activities. A second set of scales measured perceived efficacy for self-regulated learning (Zimmerman et al., 1992).There was a third set of scales that assessed efficacy for leisure and extracurricular activities involving mainly group activities. Finally, a fourth set of scales assessed children's self-regulatory efficacy to resist peer pressure to engage in high-risk activities involving alcohol, drugs, unprotected sex, and transgressive behavior that can get them into trouble.

The results reported that children get more depressed with age; girls are more prosocial, less prone to moral disengagement, and have higher academic aspirations than do boys. It was found that socioeconomic level is accompanied by a high sense of academic efficacy and educational aspiration in parents, prosocialness, academic aspirations, repudiation of moral disengagement, low problem behavior, and academic achievement in children. Self-efficacious parents hold high academic aspirations for their children. Children's beliefs in their academic efficacy and aspirations are similarly accompanied by prosocialness, peer acceptance, low despondency, repudiation of moral disengagement, a low level of emotional and behavioral problems, and high scholastic achievement. It was reported that Children's perceived efficacy to resist peer pressure for detrimental conduct is also related to the psychosocial factors and scholastic achievement, although at a somewhat lower level. It is said that those children who are prone to moral disengagement are more socially discordant, despondent, heavily involved in troublesome behavior, and less academically successful.

Sewell & St George (2000) executed a study to confirm whether self-efficacy for social participation would be enhanced if performance in Creative Problem Solving(CPS) was successful. The participants were 30 year three- and four-level students from one class of a primary school in a provincial New Zealand city. There were 16 females and 14 males. The implemented instruments were an eleven-item-self-report questionnaire that assessed self-efficacy for learning in social studies prior to CPS instruction and pre- and post-instructional interviews conducted with the eight target students to find out about their attitudes toward

learning and their experiences and feelings using CPS. In addition, classroom observations were also recorded.

The findings did suggest that instruction in CPS was associated with an increase in perceived self-efficacy in social studies for the students. It was exposed that the use of CPS can have positive effects on self-efficacy for learning, and be a valuable framework to involve children in decision-making that leads to social action. The results showed that instruction in CPS enabled students to participate in their local school community in ways that led to positive change. It was reported that students practiced the skills of citizenship and learned, both in an individual and a collective sense, that their actions could make a difference. Such individual and collective efficacy was said to be very important if students are to become empowered and effective learners and agents of change.

Usher & Pajares (2006) accomplished a study to examine whether constructs drawn from invitational theory served as additional sources of self-efficacy beliefs of students in Grade 6 (N = 468). The participants were 468 Grade 6 students (238 girls and 230 boys) attending two public middle schools in the Southeastern United States. The instruments used in this investigation were: The Sources of Self-Efficacy scale from (Lent et al., 1991), the Inviting/ Disinviting Index-Revised representing the degree to which individuals are inviting to themselves or to others (Valiante & Pajares, 1999; and see Schmidt, Shields, &Ciechalski, 1998; Wiemer & Purkey, 1994), Bandura's (2006) Children's Self-Efficacy Scale, and an average (0-100 scale) of semester language arts, reading, and mathematics grades.

The results showed that, mastery experience, and physiological states predicted the self-efficacy beliefs of boys and of girls. Social persuasions also predicted girls' self-efficacy. Invitations, mastery experience, and social persuasions predicted the self-efficacy beliefs of African American students. For White students, invitations and the four hypothesized sources predicted self-efficacy. The results provided support for Bandura's contention that four hypothesized sources of self-efficacy—mastery experience, vicarious experience, social persuasions, and physiological state—predict self-efficacy.

Sachin et al. (n. /d), conducted a study to investigate the effect of attributional feedback on self-efficacy judgments among a sample of 192 eighth-grade participants deficient in mathematical ability and studying in 24 schools in the district Lakhimpur-kheri, UP, India. Mathematical deficiency was assessed on the basis of marks obtained in their previous

examination. The Self Efficacy Scale, Effort Expenditure Scale were implemented to assess the subjects‘ perception of the amount of effort they expended during the training sessions.

The results revealed significant differences between the three attributional feedback conditions with regard to self-efficacy judgment of children. These results were similar to Bandura‘s related research that emphasizes that self-efficacy is mediated by attribution. –Attribution plays its role by affecting people‘s self-efficacy –(Bandura, 1999). Results also demonstrate the significant power of attributional feedback in improving the self-efficacy of the students which may ultimately lead to an improvement in their academic achievement. Regarding self- efficacy judgments, effort feedback was found to be most effective for enhancing self-efficacy ratings. Ability feedback came in second position and last was ability + effort feedback condition. Finally, results also suggested that telling children that they had worked hard conveys approval more explicitly than does telling children that they are good at mathematics.

In addition to the studies about self-efficacy, other variables, and children, a study about self-efficacy and other variables in some educational levels was found.

Pajares, Johnson, & Usher (2007), conducted a study to examine the influence of Albert Bandura‘s four hypothesized sources of self-efficacy on students‘ writing self-efficacy beliefs (N = 1256) and to explore how these sources differ as a function of gender and academic level (elementary, middle, high). Participants were 1256 students enrolled in Grades 4 to 11 attending one public elementary school (Grades 4 and 5) in the South, one middle school (Grades 6, 7, and 8) in the Northeast, and one high school (Grades 9, 10, and 11) in the South of the United States. The instruments were an adaptation of the Sources of Self-Efficacy scale used by Lent and his colleagues (Lent et al., 1991; Lent, Lopez, et al., 1996). Also, The Writing Skills Self-Efficacy scale was operationalized as students‘ judgments of their confidence that they possessed the various composition, grammar, usage, and mechanical skills appropriate to their academic level. Furthermore, teacher ratings of student‘s writing competence were implemented to assess student‘s writing capability.

The results of the study show, indeed, that the Bandura‘s sources of self-efficacy influence students‘ writing self-efficacy beliefs and differ as a function of gender. Students‘ perceived mastery experience proved to have scored the most at the variance in the writing self-efficacy beliefs of the students, for girls and for boys, in all grades. Elementary and middle school students reported that writing anxiety informed their self-efficacy beliefs about writing. At the

high school level, social persuasions proved accountability in creating students‘ writing self-efficacy beliefs. Moreover, the self-efficacy beliefs of girls reported to be stronger than are those of boys in the area of writing. Therefore, should be judged better writers. Writing self-efficacy beliefs were said to diminish as students grow up, but at some point remain at the same level on students during high school. Findings also suggested that the messages the students received from adults and peers about their writing were directly related to the degree of confidence students felt toward themselves as writers. Finally, students‘ anxiety and stress about writing were related to a diminished sense of writing efficacy.

2.3. Studies about self-efficacy in specific linguistic skills

Some studies about students‘ self-efficacy while learning French or English are presented. These studies concerning the linguistics skills are divided per skill.

Bandura & Zimmerman (1994) carried out a study to analyze the role of self-efficacy beliefs concerning the academic attainment and regulation of writing, academic goals, and self-standards on writing course achievement. Furthermore, they examined the student's verbal scholastic aptitude and level of instruction. The participants were 95 freshmen students from a highly selective university (43 women, 52 males) ranged in age from 17 to 20 years. The 28% of the students, however, were Black, Asian, and Hispanic. They were enrolled in a quarterly English course on writing with 47 students attending regular classes and 48 attending advanced classes. The instruments were two developed scales used to measure perceived self-efficacy. These scales included beliefs of personal efficacy to regulate writing activities and perceived efficacy for academic attainment in the writing course.

The results show that the perceptions of self-efficacy for writing influenced both perceived academic self-efficacy and personal criteria for the quality of writing considered self-satisfying. High-personal standards and perceived academic self-efficacy fostered adoption of goals for mastering writing skills. In general, the scales showed that students reported to have a low sense of self-efficacy. They do not know how to use adequate reference sources to document important points and they cannot write when there are distractors between them.Course grades were not influenced by the level of writing instruction, but verbal aptitude indirectly affected them by its influence on personal standards. On the other hand, perceived academic self-efficacy

was directly associated to the student‘s self-regulatory efficacy beliefs for writing to succeed in the writing courses. It is recommended that teachers consider making diagnostic evaluations of students‘ self-regulatory efficacy for writing at the beginning of courses.

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Based on the results, it is indisputable that the perceptions students have about their self-efficacy beliefs about writing have a decisive influence on their performance. In addition, it is clear that gender and age also contribute to determine whether a student will perform better than other. The fact that some students perform better than others will depend on how much effort students put on a task and how often they are evaluated on their writing skill.

Mills, Pajares, & Herron (2006) completed a study to examine the relationship between self-efficacy, anxiety, and gender on the listening and reading proficiency of third and fourth semester French students. The participants consisted of 95 college students enrolled in third and fourth semester French courses at a university in the south-eastern United States.

The applied instruments were: The French Self-Efficacy Scale (to assess French reading and listening self-efficacy), The French reading self-efficacy measure to evaluate student‘s capability to perform various reading tasks at ACTFL‘s (American Council on the Teaching of Foreign Languages) (1986) Intermediate and Advanced reading proficiency levels. French reading and listening anxiety was measured using an adapted version of Betz‘s (1978) Mathematics Anxiety Scale (MAS). French proficiency in listening and reading was assessed

using the University of Minnesota‘s Graduate Standard Listening (1990) and Reading (1988) Proficiency Tests in French. Paper-based proficiency tests were used to evaluate the relationship between French listening and reading proficiency and self-efficacy. It was also used The Listening Proficiency Examination.

The findings of this investigation reveal that those students who reported a stronger sense of efficacy to read attained higher reading proficiency scores. In addition, students who perceived themselves to be good readers became proficient in reading. It was reported that reading anxiety possessed no relationship to reading proficiency, but reading proficiency, however, was negatively associated with reading self-efficacy. These results were said to have supported Bandura‘s (1986, 1997) claims that efficacy beliefs play a central role in regulating anxiety arousal and anxiety also serves as a primary source of self-efficacy beliefs. They also supported Bandura‘s statements about that foreign language readers may experience anxiety when they perceive themselves to be less competent in their ability to read foreign language texts. Listening self-efficacy was positively associated with listening proficiency only for the female participants, and listening anxiety was positively related to the listening proficiency of both males and females. In addition, listening anxiety was significantly associated with the listening proficiency of all participants.

Based on the results of this study, it is evident that a focus on the development of students‘ reading efficacy beliefs would be beneficial to students‘ reading proficiency. It is advisable that teachers enhance students‘ confidence in their ability to hear and read in a foreign language and assist students in the development of foreign language comprehension to positively enhance their perceived competence.

Graham and Macaro (2008) measured the effects of strategy instruction on both the listening performance and self-efficacy of lower-intermediate learners of French in England, against a comparison group. They also compared the effects of high- and low-scaffold interventions. The instruments used in this study were. The Listening Proficiency Tests at Time 1 and Time 2, audio recordings, a brief adapted questionnaire related to student's perceptions of their abilities in listening, and another questionnaire for the student's perceptions of their improvement on the listening skill.

The results of the study suggested that the program improved listening proficiency and learners‘ confidence about listening. It was stated that the intervention was beneficial in terms of

providing listening proficiency and raising the student's self-efficacy. These authors attribute the success of the intervention to those elements that differentiate it from previous programs. Such elements are: 1) The strong link made between strategy deployment and self-efficacy, 2) An increased level of learner engagement with the instruction, and 3) A careful selection of strategies with a definition of what each strategy is, what it is meant to achieve, and how it interacts with other strategies in a cluster as related to a specific listening task. Finally, a program design that addressed the needs of a specific learner population, rather than superimposing the strategies of –successful" learners in different contexts, learning different languages, and having achieved different levels of general proficiency.

Graham, (2011) carried out a study to argue that self-efficacy, is crucial to the development of effective listening skills, and that listening strategy instruction has the potential to boost self-efficacy. The subjects were intermediate school-age learners of French in England. The instruments consisted in a questionnaire and diaries.

The results revealed that learners who received listening strategy instruction not only performed significantly better on a listening post-test than those not receiving instruction, but also, their self-efficacy for listening improved. It was stated that developing learners‘ metacognitive awareness of how to use strategies effectively is an important part of student's development of their listening as well as increasing their sense of control over their learning. It was found that student's verbalization of listening strategies after modeling by a teacher helped strengthen learners‘ self-efficacy and performance. It was suggested that the act of talking about one‘s strategies to another person, for example in paired listening tasks, can increase listeners‘ metacognitive awareness and also raise their sense of control over their listening. Finally, results showed that instructor feedback focusing on strategy use is an important factor in strengthening learners‘ understanding of how listening outcomes can be controlled.

Based on the results, these studies show that self-efficacy has an influence on student‘s performance on the listening skill. It is important that educators inform students about the different strategies they can apply on listening tasks to raise their self-efficacy and proficiency. In fact, students who receive listening strategy instruction and strategy feedback perform better, raise their self-efficacy, and increase their control over their listening skill.

2.4. Studies concerning self-efficacy and French learning

A study conducted by Hunt (2002) investigated the self-efficacy of college students with respect of the variables gender, teacher, last French course taken, and final course grade in the last academic French course in which the students were enrolled. The objective was to develop a valid and reliable instrument for measuring students' self-efficacy beliefs about their abilities to communicate in French. They used different measuring scales. For example: The Writing Self-Efficacy Instrument (Shell, Colvin, and Bruning, 1995), Self-Efficacy for Reading Tasks, (Berry, West, and Dennehey, 1989), and Mathematics Self-Efficacy Scale (MSES). As well as the Bandura‘s (2000) Manual for the Construction of Self-Efficacy Scales.

The results of the previous investigation indicated that the instruments contained four highly correlated subscales: reading, writing, listening and speaking. This study also described the self-efficacy beliefs of college French students and showed that those beliefs do correlate with the student‘s performance in the course. It was indicated that considering the Self-efficacy Beliefs about Learning French (SEBLF) measures as a one-factor structure provided more valid and reliable results than did a four-factor structure. In the same way, the results showed that the national standards in collaboration with the Collaborative Articulation Assessment Project (CAAP) Common Core (Wilburn & Robinson 1996) provided a solid foundation on which to begin the process of instrument development. It also suggested that some mismatch exists between what the national standards and the CAAP Common Core propose that students should know and be able to do and how those students are actually graded.

Mills, Pajares, and Herron (2007), carried out a study to examine the influence of self-efficacy and other self-beliefs on the achievement of college intermediate-level French students. The setting was composed of three institutions of higher education in the United States. Surveys and students final grade scores, Scales (lykert-type), Betz‘s (1978) Mathematics Anxiety Scale (MAS), the (ASDQ-1) Questionnaire, Bandura‘s (1995) Children‘s Multidimensional Self-Efficacy Scales, and Eccles‘s (1983) Student Attitude Questionnaire were the instruments used in this study. They detected that students who had a better self-regulation were more suitable to have academic success in intermediate French. In addition, this study revealed that effective self-regulatory practices can lead to stronger self-efficacy and increased French achievement. It recommended that teachers identify and assess the student's self-beliefs about their own self-regulatory strategies through the use of self-efficacy for self-regulation surveys completed at

various points during the semester, and at the end of it, then, develop appropriate interventions to challenge and alter their perceptions accordingly.

Results also revealed that some motivational variables, including self-efficacy for self-regulation, varied as a function of gender. The women reported a significantly stronger interest, value, and enjoyment in learning about both the French language and culture than did the men. It was found that confident students use more appropriate strategies to plan, monitor, and complete their academic tasks. In addition, students‘ sense of efficacy for self-regulation also correlated positively with their perceived value of the French language and culture which was associated with the student‘s achievement.

Erler & Macaro(2011)carried out a study at the University of Oxford, UK. The objectives were to explore what the levels of decoding ability were among a population of young beginner learners of French in English state secondary schools, and to investigate whether decoding ability was associated with self-efficacy and attribution, learner factors known to be associated with motivation. The participants were a large, stratified sample that would represent the population of 11–14-year- old learners of French in state-supported schools.

This cross-sectional study measured data provided by learners from three different age (or year) groups at the same time toward the end of a school year. Analyses of variance (ANOVAs) and post-hoc tests were conducted on the different mean results from tests and questionnaire responses to evaluate any differences between the three groups. Certain constructs that were identified within the data were subjected to confirmatory factor analyses (CFAs) or structural equation modeling to confirm the strength of relationships between the variables: relative decoding skill, the role of decoding, self-efficacy with decoding tasks, feelings about learning French, and attributions for success or failure.

The instruments were the pen-and-paper survey, a questionnaire, and a rhyme test. The ability to decode (via the tests) was linked to the likelihood of students continuing with the language in the future, and their sense of self-efficacy with decoding in classroom tasks was also linked to their intention to continue with French. In general, students attributed difficulties they experienced in learning French to the language itself and its strangeness or difference from English. They also attributed obstacles with written French to not trying hard enough themselves rather than to their teacher or the fact that they had not been taught the rules of the French grapheme-phoneme correspondence system.

Puozzo (2004) conducted a study with several objectives. The first one is to explain the complex articulation of the personal self-efficacy sense (SEP in French); to present a synoptic representation of the self-efficacy processes and their repercussions in the educational world. The second one is to present the approach to measure the perception that students have (or not) about their linguistic competences in Italian and French. In addition, this study was carried out to see if self-efficacy does not have a direct action on human behavior and to describe the construction of self-efficacy scales to measure how high or low the student's perceptions of their capabilities are. The participants were high school students. The instruments applied in this study were a questionnaire, A2 independent user, based on (the Common European Framework of Reference for Languages, p. 24) of 46 questions and another one, B2 basic user, of 39 questions.

The results of these questionnaires display that self-efficacy does not have a direct action on human behavior but instead, there are four psychological mediating processes that help people to understand the capacities one person has. These processes are: cognitive, motivational, affective, and selective. It was underlined that the teacher's role is to encourage students to see themselves as competent. It was stated that society is complex and one of the objectives of teacher‘s profession is to prepare students to affront this complexity. It was established that to evaluate the SEP offers a new way of informative evaluation that allows regulating learning. The results of the French language are satisfactory. The results of Italian are, on the contrary, disappointing. In the second survey about mathematics, the previous performances and verbal persuasion are the ones which favored the SEP. The highest competences and the lowest competencies are identical in French and Italian.

Bressoux (2007) conducted a study to assess the sources of third-grade elementary school students‘ self-efficacy in mathematics and French and to examine whether these reports differ as a function of sex. This study also examined whether classroom context might explain a significant portion of the variation in students‘ academic and self-regulatory efficacy beliefs. In addition, this research investigated the relationship between the hypothesized sources of self-efficacy and students‘ academic and self-regulatory efficacy beliefs in the areas of mathematics and French. The participants were 395 students (200 boys, 195 girls) in Grade 3 from 21 classes in 19 schools in towns in the vicinity of Grenoble, France. The instruments were: Two questionnaires, one focused on self-beliefs in mathematics and the other on self-beliefs in French, self-efficacy for self-regulated learning was assessed, using a measure created by Zimmerman,

Bandura, and Martinez-Pons (1992), that has been frequently used in studies of academic motivation. Researchers measured the four sources of self-efficacy theorized by Bandura (1997), using a 24-item scale developed by Lent et al. (1991) and later adapted by Usher and Pajares (2006). The scale was modified for each content area of interest. Finally, academic achievement was measured by collecting students‘ end-of-year achievement scores.

The findings reveal that girls perceived fewer mastery experiences in mathematics than did boys. These girls also reported receiving fewer positive social messages about their mathematics performance than did boys, and they reported greater feelings of anxiety when approaching mathematics. In the subject of French, no differences in girls‘ and boys‘ reports of the sources of their self-efficacy were found.

In addition, girls and boys reported similar self-efficacy for self-regulated learning in French. It was suggested that the school context in which children are placed does bear some influence on how capable children perceive themselves to be in these two critical academic areas. It was reported that mastery experience was predictive of achievement even when children‘s standardized mathematics and French achievement scores were included in the model. This findings supported Bandura‘s (1997) theorizing and empirical reports by other researchers showing that perceived mastery experience is a powerful source of self-efficacy across academic domains (Usher & Pajares, 2008b). It was stated that social persuasions were predictive of students‘ mathematics self-efficacy. It was announced that social persuasions and physiological and emotional states joined mastery experience in predicting French self-efficacy.

Gahungu (2007) fulfilled a study to investigate the relationships among language learning strategy use, self-efficacy, and language ability. The participants were students enrolled in Intermediate French II Course at Chicago State University. The instruments applied in this study were two surveys adapted from Oxford‘s (1990) Strategy Inventory for Language Learning (SILL) used to collect data on strategy use and self-efficacy and a Cloze Test which consisted of a text about a college student looking for a part-time job and an apartment. Classroom observations were also conducted to see what strategies students used while engaged in learning activities. The findings revealed the existence of positive and significant relationships among the three variables. It was also found that the majority of the participants did not have a clear rationale for studying French, but had undertaken its study to fulfill programmatic requirements, which affected their strategic behavior.

Based on the results, it is clear that students who have a better self-regulation and are evaluated on the use of their self-regulatory strategies on the French language at various points during the semester, and at the end of it, develop a higher and solid sense of self-efficacy. Interestingly, women are said to put stronger interest and value in learning about the French language and culture than do the men. Confident students use more appropriate strategies to plan, monitor, and complete their academic tasks. Moreover, self-regulatory students are said to perceive the value of the French language and culture, which is associated with their achievement. Student‘s difficulties on the learning of French were said to be related to their low effort and the strangeness of the language itself rather on the instruction of the linguistic features.

In addition to the studies concerning the self-efficacy theme and French learning, it was found a study about the Spanish learning besides the French learning.

Cubillos & Ilvento (2012) carried out a study to report the findings of an investigation into the impact of study abroad experiences on self-efficacy perceptions among foreign language learners. The participants were thirty-nine American college students taking part in both short-term and semester-long academic programs in France and Spain. The instruments were a 5-item demographic data survey, and an 11-item –Cultural Engagement Survey”. It was also implemented an adaptation of a self-efficacy questionnaire designed by the National Capital Language Resource Center (2000). The 20-item-multiple-choice questionnaire measured the student‘s impact of study abroad self-efficacy perceptions.

The results of the analysis of the self-efficacy measures showed a correlation among participation in a study-abroad program and self-efficacy perceptions in all FL (Foreign Language) sub-skills (reading, writing, listening, and speaking). It also showed a positive correlation among self-efficacy gains and the extent and type of interaction with members of the host country. The results revealed that participation in a study abroad program had a significant impact on self-efficacy perceptions in all FL sub-skills (reading, writing, listening, and speaking).Also, the extent of self-efficacy gains was found to be associated with the extent and type of interaction with members of the host country. The survey questionnaire indeed provided a single measure of self-efficacy. In addition, results suggested that there were significant self-efficacy gains for all language sub-skills as a result of participating in a study abroad program.

There were no differences in the gain between Spanish and French students. It was reported that students who stayed in the country longer tended to have higher gains in reading self-efficacy and in writing self-efficacy. The results for listening indicated that students who scored high in the listening self-efficacy scale before studying abroad tended to have lower gains over the course of the term of study. The length of program indicated that students who stayed in the country longer tended to have higher gains in listening self-efficacy. In the speaking sub-skill it was found a positive correlation among speaking self-efficacy and cultural engagement.

The previous results suggest that the questionnaire used in this investigation was effective at measuring the self-efficacy construct for all language sub-skills. In short, it was concluded that Study abroad experiences do enhance self-efficacy beliefs among FL learners and Self-efficacy changes occur across all language sub-skills. In addition, the highest benefits were associated with longer stays, but it was suggested that students participating in shorter programs also were also benefit from the study abroad experience. Study abroad had great potential as a recruitment and retention tool, and interaction with the local community was associated with self-efficacy gains.

2.5. Studies about Self-efficacy and English

Mahyuddin et al. (2006) accomplished a study to find out the level of self-efficacy of students in the English language. The participants were 646 (56.4%) male respondents and 499 (43.1%) female respondents chosen from eight secondary urban and rural schools in the Petaling district in Selangor. The students were chosen using the stratified random sampling technique and were all Malays, Chinese, Indians, and others. The instruments used were the Self Efficacy Scale by Bandura (1995), and Kim and Park (1997).

The findings showed that 51.1 percent of the students had high self-efficacy and 48.9 percent were of low self-efficacy in the English language. The students with low self-efficacy were considered to be substantial since they were in the second last year of secondary school and their confidence in themselves (self-efficacy) tended to decline as they advanced through school because of less teacher attention. Besides, 43.6 percent of the students were Malays who believed that English was difficult for them to master and therefore were not motivated to learn. It was reported that girls had higher self- efficacy in the English language compared to boys and urban school children had also higher self-efficacy compared to those in the rural areas.

This finding on the gender differences was said to be similar to many previous studies done on the relationship between gender and self-efficacy such as: (Pajares, 1996), (Eccles, 1987), and Noran et al. (1993).However, it was reported that Bandura's theory does not endow gender or gender beliefs with any genetic properties (Bussey & Bandura, 1999). The findings showed that the Indians had higher self- efficacy than the Malays or Chinese, and the Malays had higher self-efficacy than the Chinese. It was suggested that the 44.8 percent of the Indian students had higher self-efficacy in view of the fact that they were from urban areas and 42 percent of the Malay students were also from urban areas as compared to the Chinese students.

The correlational analysis showed that there were significant positive correlations between several dimensions of self-efficacy and academic achievement in the English language. The dimensions included academic achievement efficacy ($r = 0.48$, $p = 0.001$), other expectancy beliefs ($r = 0.34$, $p = 0.005$) and self-assertiveness ($r = 0.41$, $p = 0.005$). The perceptions that they had of their academic competence (academic self-efficacy) had a positive effect on their English language achievement.

Masoun (2014) conducted a study to investigate the continuous influence of self-assessment on EFL (English as a foreign language) learners‘ self-efficacy and to find out if incorporation of self-assessment techniques in an EFL classroom would enhance students‘ self-efficacy. The participants were 57 female-adult-intermediate-Iranian-EFL learners in an English-language institute divided into an experimental and a control group, (a) a self-assessment questionnaire adapted from Blanche and Merino (1989), (b) an English as a foreign language self-efficacy questionnaire derived from Pintrich and De Groot (1990) and (c) a mock Preliminary English Test, in order to investigate the participants‘ general English proficiency level. The obtained data were analyzed through an Analysis of Covariance (ANCOVA).

The findings revealed that the students‘ self-efficacy improved significantly in the experimental group. This suggests that applying self-assessment on a formative basis in an EFL environment leads to increased self-efficacy. The findings confirmed the academic value of self-assessment. The EFL learners‘ self-efficacy level emphasized a meaningful improvement due to applying the self-assessment component over time.

This result showed that applying proper self-assessment as a developmental assessment technique heightens the learners‘ level of self-efficacy in an EFL context. In other words, the students‘ sensed capability to learn English as a foreign language grows by assessing themselves

on a regular basis. Language teachers then are recommended to include comprehensive self-assessment in their teaching practice. It was suggested to apply self-assessment means after each unit of work in order to focus the learners‘ attention on a target issue in the process of instruction. As Mason says, the use of various kinds of self-assessment techniques along with appropriate instructional feedback can improve students‘ self-efficacy.

Kim et al. (2015) carried out a study to examine the different patterns of English as Second Language (ESL) learners‘ self-efficacy beliefs for learning English. The participants were undergraduate students in Korea. The results of the instrument, Latent Profile Analysis (LPA), revealed three groups representing low, medium, and high self-efficacy profiles. The high and medium profiles represented the students who spent more years studying English and who were disproportionally female compared to the low self-efficacy profile. The greater number of female students in the medium and high profiles was consistent with the previous findings of gender differences in the areas of language arts. Girls typically report stronger self-efficacy in language arts, such as writing, than boys do (Pajares & Valiante, 1997, 2001). The Analysis of Variance (ANOVA) revealed significant differences between students with low-efficacy beliefs and those with high/medium efficacy beliefs with respect to their use of self-regulated learning (SRL) strategies and language interpretation strategies. However, the differences between the medium and high efficacious students were not significant in either the use of SRL strategies or the use of language interpretation strategies. It was stated that the results from the study support Tragant and Victori's (2012) argument that the use of language learning strategies is not linear across various English proficiency levels.

It was reported that the understanding of the students' self-efficacy beliefs and the development of SRL strategies is crucial in the teaching and learning relationship and helps to make the learning process more enjoyable and productive. With the application of LPA, this study showed that there are three distinct profiles of English language learners' self-efficacy beliefs and that efficacious students reported more frequent use of SRL strategies. This study confirmed a positive relationship between self-efficacy beliefs and the use of SRL self-efficacy strategies as well as the confirmation that SRL strategies are predictors of academic achievement and language learning outcomes. It was suggested that classroom teachers be encouraged to help students develop higher levels of self-efficacy beliefs by providing them with appropriate feedback of their performance and help them to develop self-regulatory learning skills. As

Boekaerts & Cascallar (2006) said: ¨A teacher's clarity and pace of instruction, degree of structure, autonomy granted, enthusiasm, humor, fairness, and expectations all have a strong influence on students' choice of SRL strategies¨ (P.5).

To sum up, the majority of the studies that were found in this review of literature prove that students should be confident and trust on their capabilities to complete tasks to strengthen their self-efficacy. There are some studies centered on students‘ self-efficacy in general. On the other hand, studies focused on students‘ French language self-efficacy were more difficult to find because the majority of them are focused mainly on one skill area of the language. However, the results of these studies are relevant to this project because they can be compared with the findings of this project and because these studies also show the importance about the self-efficacy beliefs.

Some of the studies investigated the self-efficacy theme in relationship to other variables. For example: achievement, anxiety, and performance. It is important to work on student‘s weaknesses in order to raise their self-efficacy sense and attainment. If they feel stressed and believe they cannot fulfill a task appropriately, they will surely not succeed. It is expected that with this investigation teachers take into account different strategies to help students control their skills and believe on themselves to raise their self-efficacy sense.

The majority of the designs of the studies were quantitative and the major instruments were questionnaires measuring self-efficacy in different areas. They were carried out in countries such as the United States, The United Kingdom, and Korea. There were some studies that are related to several variables. For example, the one carried out by Mills, Pajares, and Herron (2007) measured self-efficacy and other self-beliefs such as auto-regulation which were said to be associated with good outcomes. The results of the previous study are similar to the one carried out by Kim et al. (2015). That study focused on the influence of self-efficacy and other self-beliefs on the achievement of college intermediate-level French students since ~~t~~here were more females than males in the high and medium self-efficacy profiles, and there were more males than females in the low self-efficacy profile”,(Kim et al,(2015, p.4).

These research studies are relevant to the study because they will help to inform how to measure self-efficacy and to reinforce how the self-efficacy sense is related to the learning of French. They also provide a deep explanation of the concept of self-efficacy, its implementation in the education field, and new ways of self-efficacy measurement. However, it is important to underline that these works examined their own contexts and some scales were adapted according

to their programs, so, the displayed solutions and instruments might not work in other fields and other subjects.

In addition, these studies regard self-efficacy, but not in a Mexican context. This study could contribute to the literature by incorporating the sources of self-efficacy as components of a scale, to help to fill a gap in the education field, and to provide knowledge about it in the Mexican context since there are no studies concerning the self-efficacy beliefs of students of French and the four linguistic skills. In such a way, research studies may want to focus on this subject.

In conclusion, the quantitative studies were enough to get to the objectives of the projects and the reliability of the instruments was the right one. It is of concern to mention that the majority of the studies were concentrated on college and middle-school students, and that all of them had their own contexts and subjects. Many of the investigations were constructed on Bandura‘s theory. The features of this theory were well-covered and facilitated the development of this project.

Finally, this literature review showed us that despite the fact that self-efficacy has been investigated in relationship with education and variables such as self-regulation and gender, there is still a lack of studies regarding self-efficacy in association with students of French in different contexts and designs. It also showed us that there are still many possibilities to investigate in this field. Possible future studies can be carried out with a qualitative approach or with different subjects like teachers of French in a Mexican context.

CHAPTER III
METHOD

In this section, a description of the research design will be given. After that, the precise methodology to make it possible will be explained including steps such as a description of the participants and the data analysis process.

3.1 Research Design

Due to the objectives of the present study, the quantitative design is the essential one to carry it out. A survey research design was chosen to conduct this study.

3.2 Characteristics of the quantitative research

Aliaga and Gunderson (2005) in Reyes-Cruz, Hernández and Yeladaqui (2011) define quantitative research as the explanation of a phenomenon done through the collection of numerical data and its analysis using the scientific method.

On the other hand, quantitative research can be classified into non-experimental, quasi-experimental and experimental. Among the non-experimental type, there are different approaches: historical, descriptive and correlational. The approach chosen for this study was the correlational one. A correlational study is the ideal when the objective of the researcher is to determine the relationship between variables (Reyes-Cruz, Hernández &Yeladaqui, 2011). This study has correlational research because its objective was to establish if there was a relationship among the sources of self-efficacy, the four linguistic skills, and student‘s semester.

According to Creswell (2003), the development of knowledge in the quantitative design is done through cause and effect thinking, reduction to specific variables, hypotheses and questions, the use of measurement and observation, and the test of theories. Among the characteristics of this design there is the high control of the variables, the objectivity, the large samples, and the difficultness in the elaboration of the instruments; these are harder to create than the qualitative ones but to some extent easier to be analyzed. In this investigation it was pertinent to make a quantitative work because it was more practical to find the results, analyze them, and compare them in order to obtain the results.

3.3 Context

The present study was carried out in the Chetumal campus of the University of Quintana Roo (UQRoo). The UQRoo is the most important public university in the state of Quintana Roo. As part of the educational offering of the Chetumal campus, there is a BA in English language. This bachelor program is focused on forming professionals capable of planning and giving classes of this language (Licenciatura en LenguaInglesa, 1995).The syllabus includes four optional courses of French. This campus also offers French courses at the Centro de Enseñanza de Idiomas (CEI).

3.4 Participants

The participants were a total of 95 subjects, studying French in the English Language bachelor, or in the CEI (Centro de Enseñanza de Idiomas). The English Language bachelor program is designed to be completed in ten semesters. By the time of the study, students of French from the English Language Major were in the 10° 9° 8° 6° semesters, and the students of French from the CEI at some point between the 1° and 6° semester. The participants were both, males and females.

According to Muijs (2004), a sample is a group of people that will help to generalize the population. The sampling method appropriate for this sample is convenience sampling. Creswell (2008) described convenience sampling as when the researcher selects participants because they are willing and available.

3.5 Age

The participant‘s age rank in each version of the questionnaire goes from 18 years old to the 36 years or more. The rank in which more subjects were classified in the lower levels was the one from 18-20 years old with the 43% of the participants and the rank from 21-23 years old with the 34% of the students. On the other hand, the majority of the students from the middle levels reported to be from 24-26 years old, the 25% reported to be 18-20 and the other 25% of the students said to be from 21-23 years old. In a small proportion, the 8% of the participants

reported to be from 30-32 years old. Finally, the majority of the students from the highest levels communicated to be from 21-23 years old.

3.6 Gender

The participants in this study were 57 females and 38 males.

3.7 Instruments

According to Reyes-Cruz, Hernández and Yeladaqui (2011), the key element in a quantitative design is the data collection instrument because the phenomenon to be investigated is not always found in a quantitative form. A survey research design was chosen to conduct this study. The survey was cross-sectional because the data was collected at one point in time (Creswell, 2003).The instrument used in this investigation was an adapted-Likert-type-response questionnaire from The Questionnaire of English Self-Efficacy (QESE)(Kim, et al., 2015). The implemented survey in the current study was composed of four sections.

The first part was about the student‘s perceptions to execute tasks in the four French Linguistic skills (speaking, listening, reading, and writing). There were 3 questions per each skill and the answers‘ options were from1 to 5, in which 1 corresponded to ―Totally able‖ and 5 to ―Unable‖. It is important to mention that these questions were based on the (Common European Framework of Reference for Languages [CEFR], 2002) and adapted to the French level that the students were coursing. The CEFR was used to have a solid source to compare the results with.

Then, the next three different versions of the questionnaire were made: A1, A2, B1, where the A1 version included the students from the ―Introductory‖ and ―Basic‖ French levels, the A2 version the ―Pre-intermediate‖ and ―Intermediate‖ French levels, and B1 version the ―Post-intermediate‖ French level.

The second section of the instrument was based on the Self-efficacy Sources proposed by Bandura (1987): Vicarious Experience, Verbal persuasion, Physiological and affective states (4 items per each question). There were a total of 12 questions. The answers‘ options were from 1 to 5, in which 1 corresponded to ―Always‖ and 5 to ―Never‖. It is considerable mentioning that the questions in this section of the questionnaire were all the same in the three versions of it.

The third section of the instrument was composed of questions about the general self-efficacy sense. These questions were based on The General Self-efficacy scale by (Bäßler,

Schwarzer & Jerusalem 1993), which contains 10 items. The student‘s answers‘ options were from 1 to 5, in which 1 corresponded to ―Not at all ―True‖ and 5 to ―Totally true‖.

The fourth section of the questionnaire consisted of demographic data. This section covered 18 questions about the student‘s demographic information. The questions in this part were close-ended and multiple-choice. It is necessary to mention that some of these questions in this section were repeated because students gave two answers in a few of the questions. Finally, even though the subject‘s major was English language, the instrument was written in Spanish to guarantee a correct interpretation of the directions and the items. The information is summarized in Chart1.

Instrument	**Author (s)**	**Year(s)**	**Section in this Study**	**Subject of the Questions**	**Items Per Question**	**Total Items Per Section**
Common European Framework of Reference for Languages.	Council of Europe.	2002	1	French Skills.	3	12
Questionnaire of English Self-Efficacy (QESE).	Kim et al.	2015	2	Self-efficacy Sources.	4	12
The General Self-efficacy scale.	Bäßler, Schwarzer& Jerusalem.	1993	3	General Self-efficacy.	1	10
	Designedbytheauthor	2015	4	Demographic Data.	1	18

Chart1. Instrument summary

3.8 Procedure

After the instrument was analyzed and corrected, teachers were asked for permission at the end of the semester to administer the questionnaire at the end of their lessons, too. Once there, students were told the purpose of the study. Then, the instrument was administered to them. Moreover, participants were reminded of the importance of their participation in the project. Students were aware about the protection of their names and anonymity. Reassuring them about their anonymity is important to make them feel more comfortable and consequently make them provide more information. Once that the data were collected the analysis was done using the Statistical Package for Social Sciences (SPSS) computer software.

3.9 Data Analysis

After having collected the questionnaires, it was necessary to examine the results. Descriptive and correlational statistics were used to answer the research questions. Data collection took place at the end of the semester spring 2015. The variables of the study were carefully arranged in the (SPSS) terms to process the data and the Spearman‘s rho rank-order correlation coefficient was used to obtain the correlations among the self-efficacy sense, the self-efficacy sources, between the self-efficacy sources and between the linguistics skills and the sources of self-efficacy.

3.9.1 Reliability

According to Christensen (2004), reliability is the capacity that a questionnaire has to precisely quantify between one value and another. Another author who gives a clear definition is Muijs (2010). This author defines reliability as the extent to which test scores are free of measurement error. The Cronbach Alpha is .746.It has a good reliability because the items were clear and unambiguous. According to Muijs (2010) above .07 is usually considered a reasonable reliability for research purposes.

CHAPTER IV

ANALYSIS OF RESULTS

This section is divided into two parts. The first one presents the demographic data. The second partshowsthe findings of the research. These are analyzed according to the established research questions: 1) what is the sense of self-efficacy of students of French from the University of Quintana Roo regarding the four linguistic skills? 2) Which is the sense of self-efficacy of the students of French? 3) How do self-efficacy sources relate to the students‘ beliefs of self-efficacy in the four linguistic skills? 4) How do the self-efficacy sources relate to the students general sense of efficacy? 5) Are there any differences in the self-efficacy sense according to the students‘ semester? The results in each version of the instrument (A1, A2, and B1) are presented consecutively.

4.1. Demographic Data

English Language Major Semester

Students were asked if they were studying the English Language Major at the time they participated in this study. In the A1 version, the 30% of the participants said not to be coursing any semester. However, the 29% of the students stated to be studying the sixth semester. In the A2 version, the 58% of the participants stated not to be coursing any semester, but the 25% said to be studying the fourth semester. Finally, in the B1 version, the 40% of the participants said to be in the tenth semester. Details are shown in Figure 1.

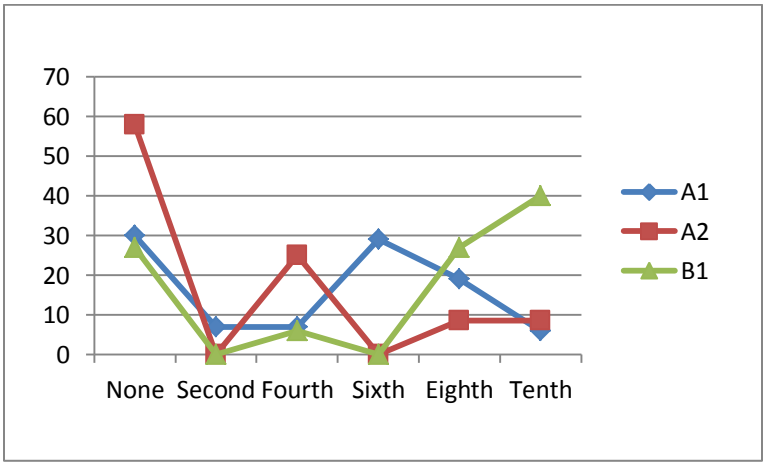

Figure 1. English Language MajorSemester.

4.1.1 Other Majors

Students from other majors different from the English Language Major were asked to say what they were studying. The majority of the students, the 51.7%, reported to be studying the

–International Relations" major. The other half of the students were from the –English Language" and –Economics and Finance" majors.

4.1.2 French Courses at the SAC

Students were asked if they had studied any course at the CEI. The 63% of the participants in the A1 version reported to have studied the –Introductory" French course, the 22% the –Basic" one, and the 7% the –Pre-intermediate" one. However, in the A2 version, the 66% of the students said to have studied until the –Intermediate" French course, the 25% the –Pre-intermediate" one, and the 8% the –Basic" option. Finally, in the B1 version, the 60% of the students chose the –Post-intermediate" option, the 27% the –Pre-intermediate" option, and the 13% the –Intermediate" option. All the details are shown in Figure 2.

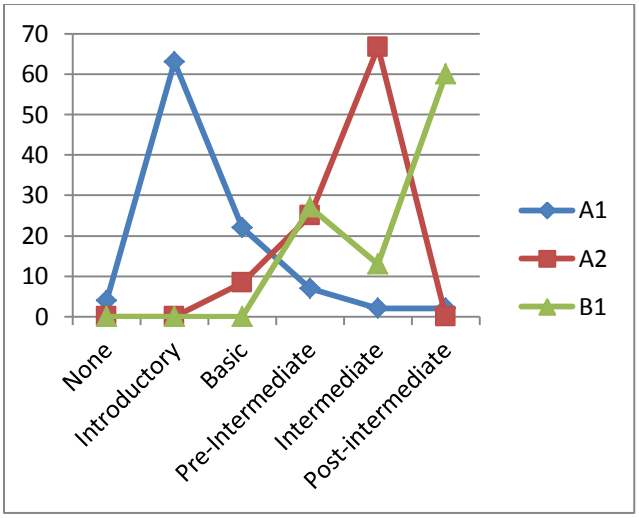

Figure 2. French Courses at the SAC

4.1.3 French Courses in the English Language Major

Participants were asked which courses they were studying in the English Language major. In the A1 version, the 59% of the participants chose the –None" alternative, the 40%the –French Language I" option, and the 1% –French Language III". Moreover, in the A2 version, the majority of the students, the 75%, selected the –None" option, the 16% the –French Language I" option, and the 8% the –French Language II" option. Finally, in the B1 version, the 40% of the students selected the –None" option and the 27% the –French Language III" and –French Language IV" with the same percentage. For more details, see Figure 3.

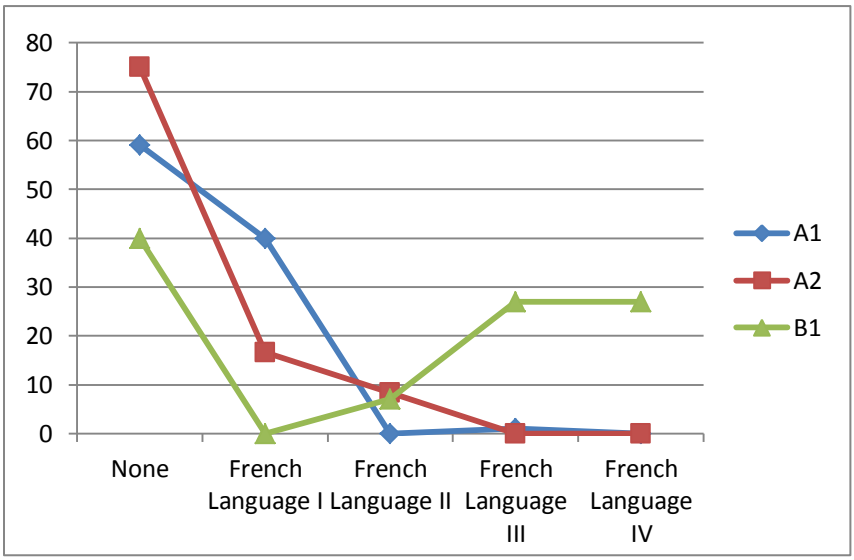

Figure 3. French Courses in the English Language major

4.1.4 French in a different place from the CEI

Students were asked if they had studied French in a different place from the CEI or the English language major. The results show that in the A1 version, 91% of the participants selected the ~~–N~~one" option and the 1% chose ~~–B~~razil", ~~–A~~utodidact", ~~–H~~igh-school" and ~~–S~~econdary school". In the A2 version, 75% of the participants selected the ~~–N~~one" option while the ~~–C~~lef-Saint-Germain-en-Laye", ~~–A~~2 IFAL Course", and ~~–A~~lianza Francesa" options were chosen by 8% of the participants. Finally, in the B1 version, the 86.7%, selected the ~~–N~~one" option, the 7% the ~~–P~~rivate school" and the ~~–I~~nstituto inglés americano" Emiliano Zapata, Tabasco." options. For more details, see Figure 4.

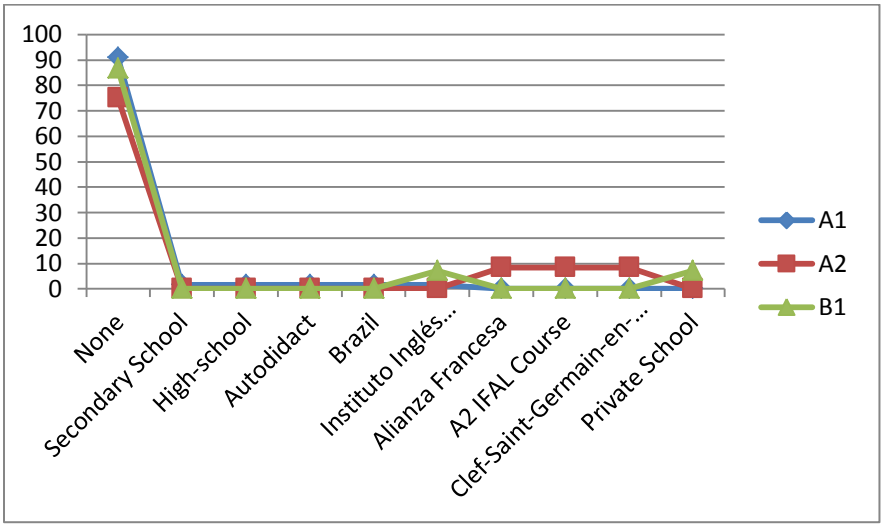

Figure 4.French in a Different Place from the CEI

4.1.5 French grades in the last semester

Students were asked the final grade they obtained in a French course in the last semester. The majority of the students in the A1 version of the questionnaire, the 54%, chose the "I do not remember it" option. The 33%, the majority of the students from the A2 version, chose the "8.8-9.4".On the other hand, the majority of the students from the B1 version, the 20%,selected the "9.5-10", "8.2-8.7", and "I do not remember it" options. For more information, see Figure 5.

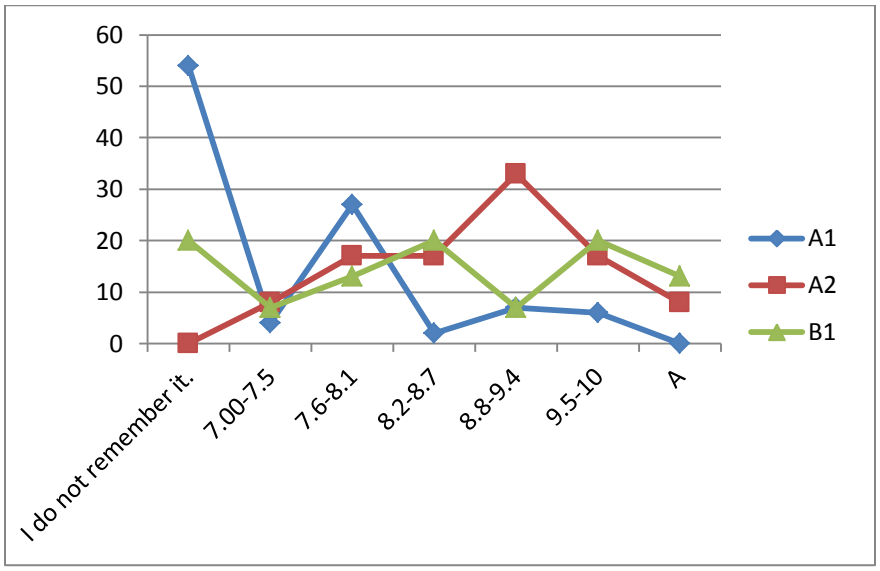

Figure 5.French Grades in the Last Semester

4.1.6 International test

Students were asked if they had presented any international exam at any place. The results show, in general, that the majority of the participants in each version of the instrument did not have presented any international exam at the moment this project was done. However, the majority of students who answered the A2 version of the questionnaire, the 50%, reported to have presented an International test. For more details, see Figure 6.

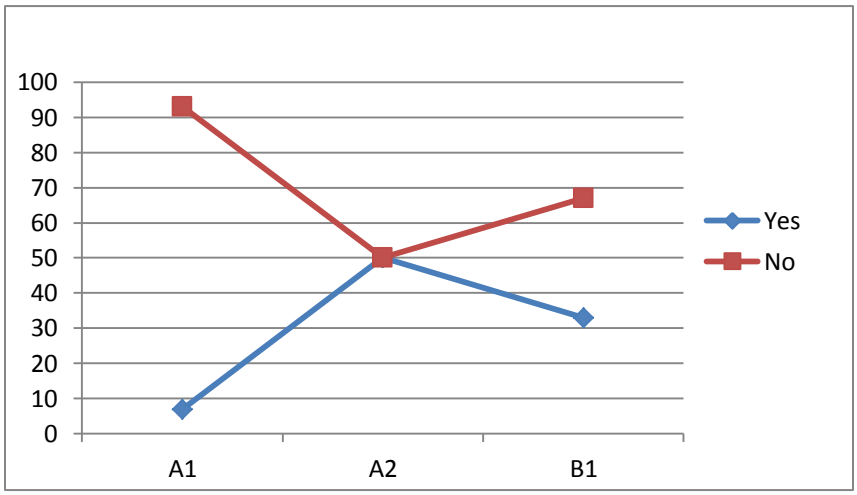

Figure 6.International Test

4.1.7 Type of test

Participants were asked to say the mane of the international test they presented, if they did so. In the A1 version of the questionnaire the majority of the participants, the96%, selected the ~~–N~~one" option, while the 3%chose the ~~–B~~2 (English)" option. In the A2 version, half of the students selected the ~~–N~~one" option. However, 41.7% of the participants chose the ~~–A~~2 (English)" option and 8.3% the ~~–B~~2 (English)". Finally, in the B1 version, the majority of the students, 67%, selected the ~~–N~~one" option. However, the 26.7% of the participants selected the ~~–B~~1 (French)" choice and 7% of the participants chose the ~~–A~~2 (English)" option. All the details from the three versions of the instrument can be seen in Figure 7.

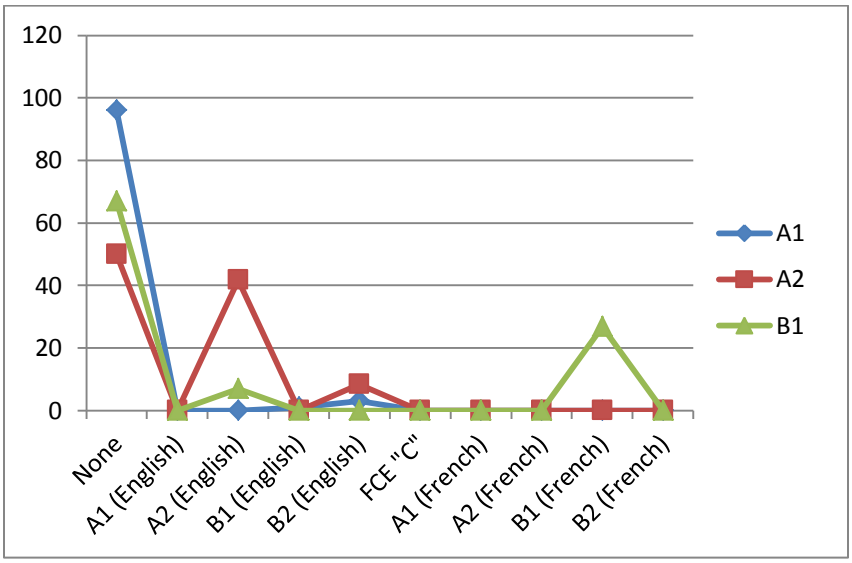

Figure 7. Type of Test

4.1.8 Obtained score

Participants were asked to mention the score they obtained in the international exam they had presented (If they did so). The majority of the students did not report to have obtained any score in any international test because the majority of them had not taken any International Exam. However, the majority of the students who answered the A1 version and the A2 versions of the instrument reported to have chosen the ―69-88" option, while the students that answered the B1 version stated to have scored ―50-50.5" in an International test. For more details, see Figure 8.

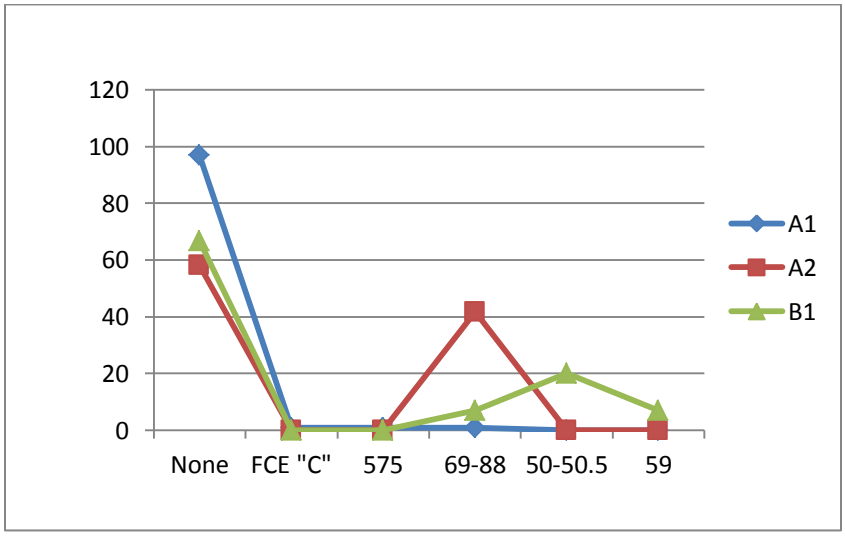

Figure 8.Obtained Score

4.1.9 Courses from the CEI

Students were asked to name the level of any course they had coursed at the CEI if they did. In the A1 version, the 51% of the students chose the intermediate option and the 22% the ―None" option. However, the 12% of the participants selected the ―Basic" option. In the A2 version the majority of the students, the 33.3%, chose the ―Intermediate" and the" Post-intermediate" options. However, 25% of the participants selected the ―None" option. In the B1 version, the 54% of the students reported to have chosen the ―Intermediate" option and the 33% of the students the ―Post-intermediate" option. For more information, see Figure 9.

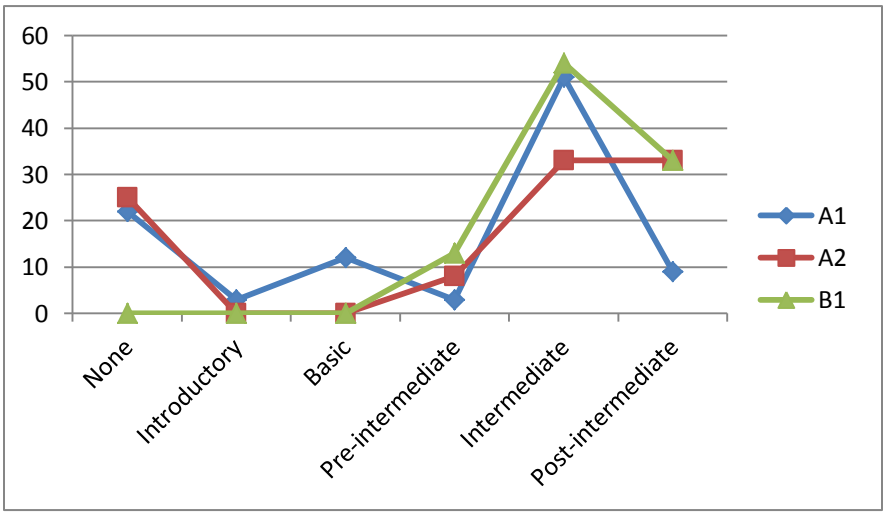

Figure 9.Courses from the CEI

4.1.10 Courses from the English language major

Students were asked to say which courses from the English Language Major had coursed, if they did. In the A1 version, the majority of the participants, the 40%, reported to have chosen the ―None" option and the 16%, the ―English 5"option. However the 15% of the students chose the ―English 7" option. In the A2 version, the 67% of the participants selected the ―None" option, the 17%the ―English 3" option, and the 8% the ―English 1" and ―English 8" options. Finally, in the B1 version, the 46.7% of the participants chose the ―None" option. However, the 33.3% of the participants chose the ―English 7" option. For more information, see Figure 10.

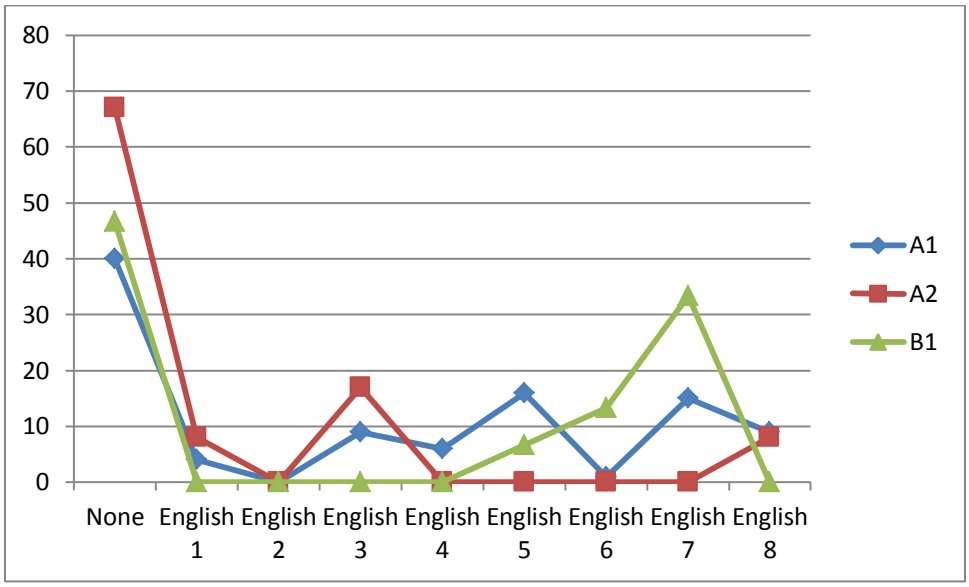

Figure 10.Courses from the English language major

4.1.11 Courses different from French and English

Students were asked to say if they had coursed any program different from French and English. In the A1 version, the majority of the students, the 54%, selected the –No" option and the 46% the –Yes" option. In the A2 version, the majority of the students, the 58%, chose the –Yes" option, while the 42% of the participants the –No" option. In the B1 version, the 60%, selected the –No" option and the 40% the –Yes" alternative.

4.1.12 Coursed programs different from French and English

A comparison was made between the language courses different from French and English that students had coursed. The majority of the participants, the 92%, selected the –None" option. However, 5% of the participants chose the –German" option. The –Mandarine Chinese" option, the –Portuguese" option, and the –Italian" option were chosen by 1% of the participants each one. In the middle levels, the 92% of the participants selected the –None" option, and 8% of the participants chose the –Portuguese" option. The students from the highest levels 93% selected the –None" alternative and 7% of them selected the –Mayan" option. For more information, see Figure 11.

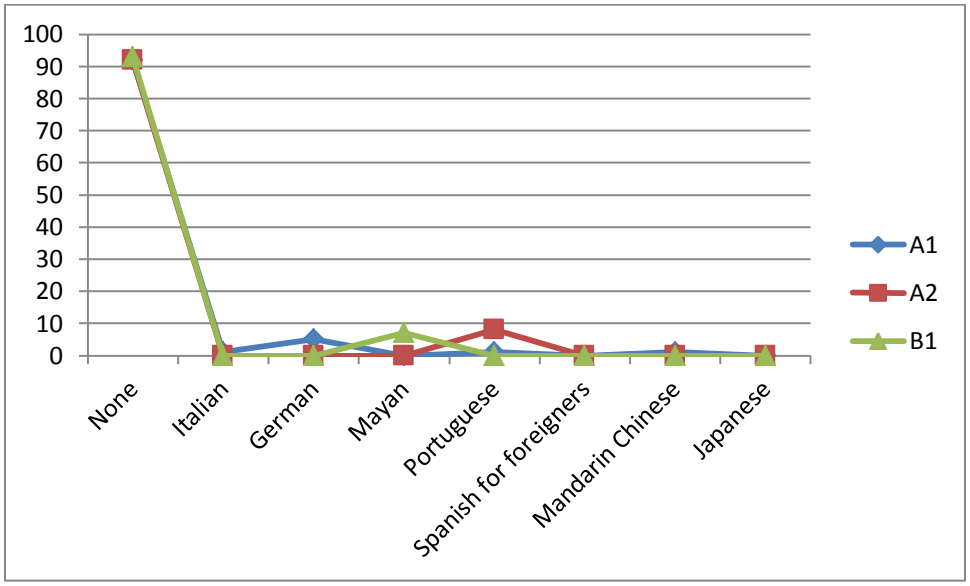

Figure 11. Courses Different from French and English

4.1.13 Reached level at any course different from French and English

Students were asked to say the level they reached at any program different from French and English they had coursed. The majority of the students from the lowest levels, the 72%, chose the –None" option. However, the 18% selected the –Introductory" option and the 6% selected the –Basic" option. Finally, the 3% of the students selected the –Pre-intermediate" choice. On the

other hand, the 83% of the middle-level students, selected the –None" option and the 8.3% of the chose, both, the –Pre-intermediate" and the –Introductory" options. Lastly, the 93% of the students selected the –None" option and the 7% the –Introductory" option. For more information, see Figure 12.

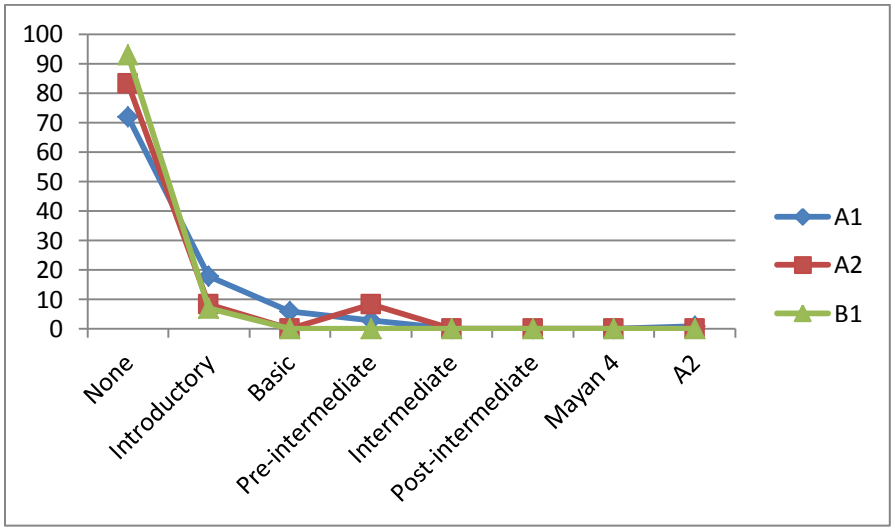

Figure 12.Reached Level at Any Course different From French and English

4.2.Which is the sense of self-efficacy of students of French from the University of Quintana Roo regarding the four linguistic skills?

In this second section, the students' self-efficacy is analyzed regarding the four French skills. In order to find the sense of self-efficacy in the four linguistics skills, a 53-item questionnaire was used. The questionnaire was divided in three questions per skill. The results were added and divided between the number of questions and the percentages were obtained. The results are presented as follows:

4.2.1 Oral comprehension skill A1 version

To identify the sense of self-efficacy in the oral comprehension skill from the students learning French at Uqroo, the following 3 statements were established: 1) I am able to relate with others in French in an elementary way. 2) I am able to participate in an oral conversation if the other person reformulates his speech.3) I am able to ask and answer simple questions in French about quotidian issues or from immediate need.

The results showed that 32% of the students believed to be –Basically able", while 29% of the participants said to be –Able". However, 27% of the participants reported to be –Possibly able". For more information, see Figure 13.

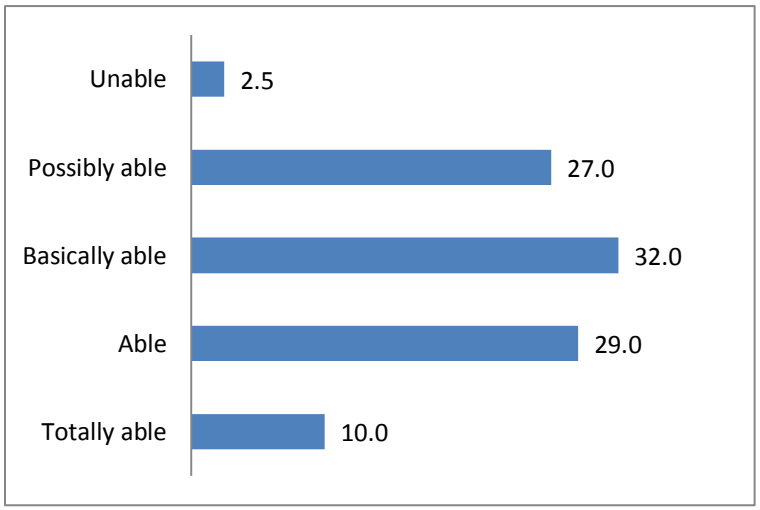

Figure 13. Oral Comprehension Skill A1 Version

4.1.3 Oral comprehension skill A2 version

In the oral comprehension skill from the A2 version of the questionnaire, the following three statements were addressed:1) I am able to relate with others in French in an elementary way. 2) I am able to communicate briefly and socially in French. 3) I am able to use simple phrases and expressions in French to describe me, my family, and my environment.

In this case, it was found that almost half of the students, the 44%, said to be "Able" while the 39% percent of the participants stated to be "Totally able". The 14% of the pupils agreed to be "Basically able". For more details, see Figure 14.

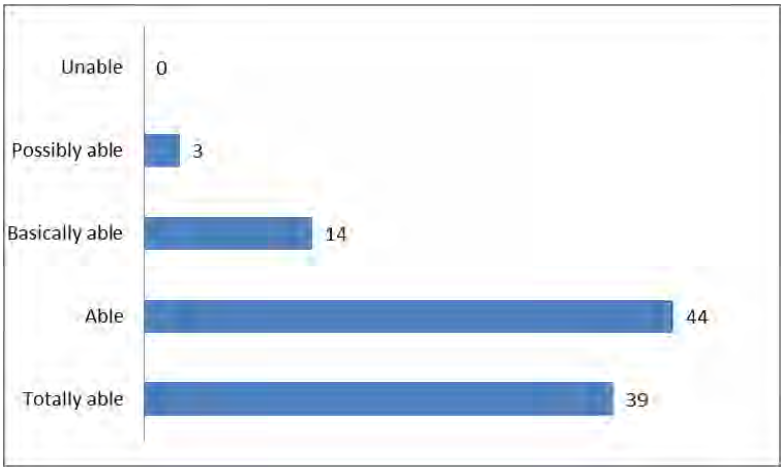

Figure 14. Oral Comprehension Skill A2

4.1.4 Oral comprehension skill B1 version

In the oral comprehension skill from the B1 version of the questionnaire the following three items were established:

1) I am able to communicate and get on in almost every situation that occurs to me when I go to a place where French is spoken. 2) I am able to communicate spontaneously in a conversation in French that is about topics of quotidian, personal, or daily life interest (family, work, trips). 3) I am able to explain and justify briefly in French my projects and opinions.

Here, the 53% of the students chose the "Able" option over the other ones. The 22% of the learners revealed to be "Basically able", and the 18% of them said to be "Totally able". For more information, see Figure 15.

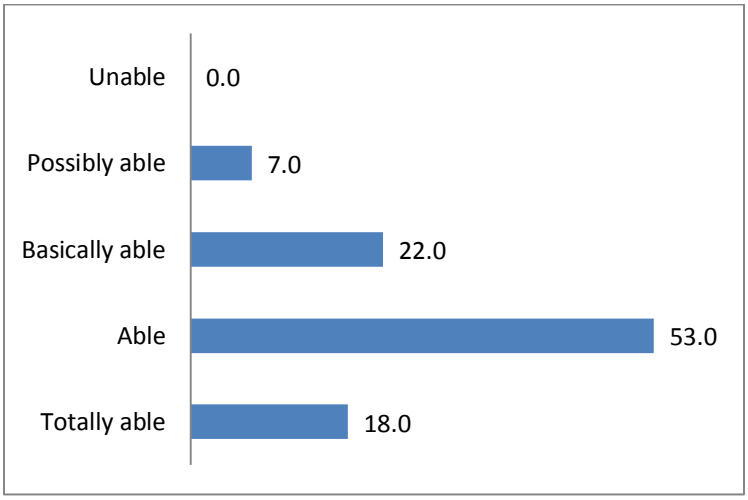

Figure 15. Oral Comprehension Skill B1 Version

4.1.5 Oral comprehension skill comparison

In the Oral Comprehension Skill comparison figure below, it can be seen that more than a half of the students who answered the B1 version of the instrument reported to be "Able" while in the A2 version, the 44% students reported to be "Able". In the A1 version the 32% of the students reported to be "Basically Able". All the information is shown in Figure 16.

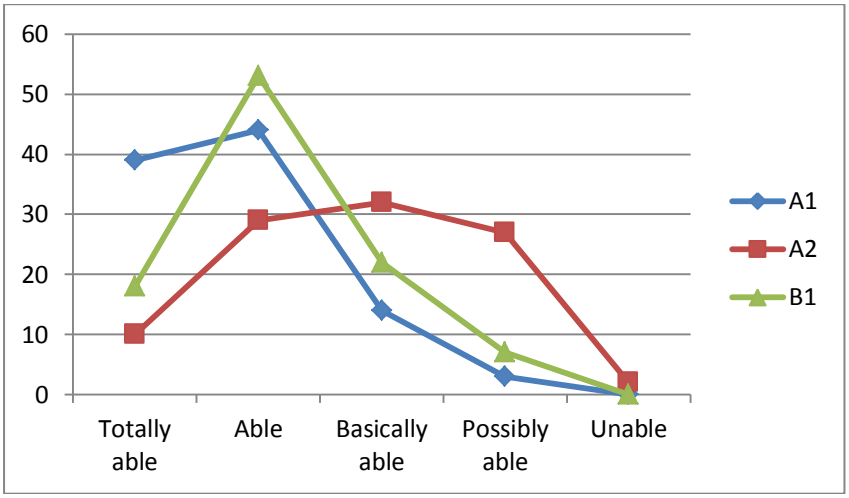

Figure 16.Oral Comprehension Skill Comparison

4.1.6 Listening comprehension skill A1 version

The following three statements were established in the listening comprehension skill:

1) I am able to recognize very basic words frequently used in French. 2) I am able to recognize words in French related to me and my family. 3) I am able to recognize words in French related to my immediate environment.

The results showed that the 40% of the participants chose the "Able" option and 30% the "Basically able" choice. However, the 18% of the participants chose the "Totally Able" option. For more details, see Figure 17.

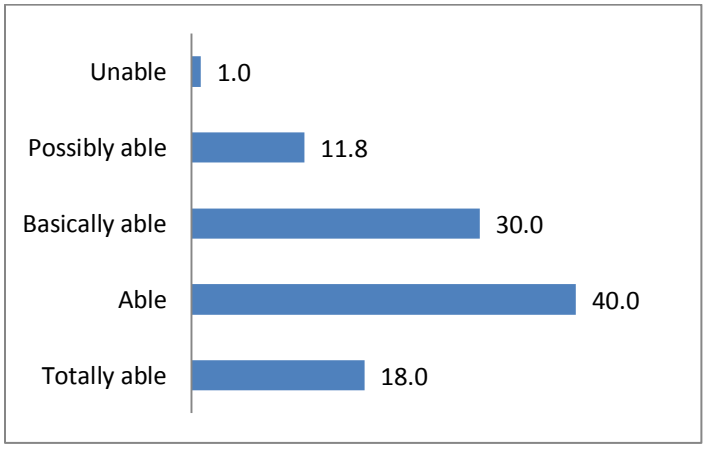

Figure17. Listening Comprehension Skill A1 Version

4.1.7 Listening comprehension skill A2 version

In the Listening comprehension skill from the A2 version of the questionnaire the following three statements were implemented:

1) I am able to recognize French phrases about familiar and personal information. 2) I am able to recognize the most common French vocabulary about common concern interest like shopping, place of residence and employment. 3) I am able to recognize the main idea from announcements and (simple, clear, and brief) messages in French.

The outcomes displayed that 50% of the students said to be "Able" while the 36% of them stated to be "Totally able". In a lower proportion, 14% of the participants said to be "Basically able". For more information, see Figure 18.

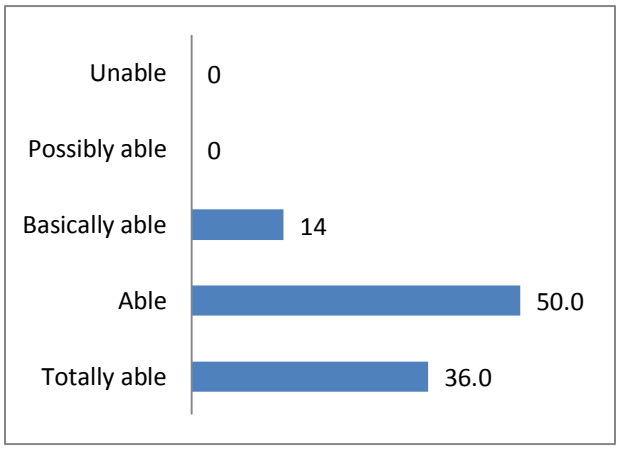

Figure 18. Listening Comprehension Skill A2 Version

4.1.8 Listening comprehension skill B1 version

In the listening comprehension skill of the B1 version of the questionnaire the next three statements were applied:

1) I am able to recognize the main ideas from a speech in French when it is clear. 2) I am able to recognize the main idea from a speech in French when it deals with quotidian issues that have place at work, school, or leisure. 3) I am able to recognize the main idea from a radio or a television program in French that deals with current topics when the pronunciation is clear and low. The results showed that the 53% of the students stated to be "Able", the 25% of them "Basically able", and in a smaller proportion, "Totally able" with the 21% of the student's answers. For more details, see Figure 19.

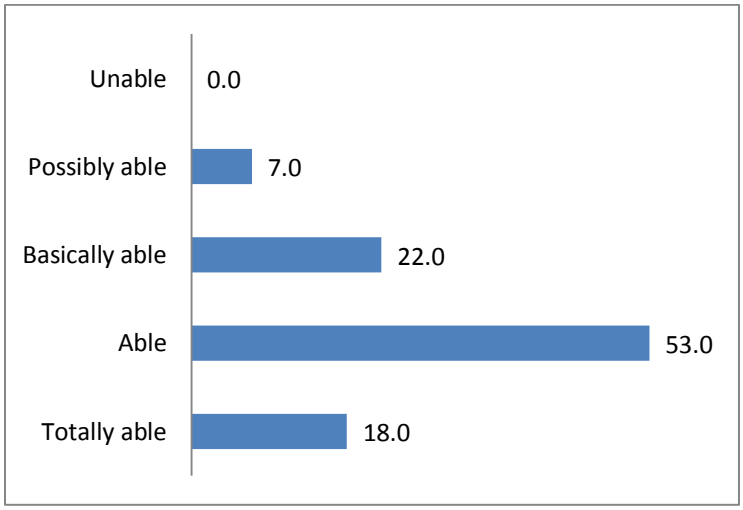

Figure 19.Listening Comprehension Skill B1 Version.

4.1.9 Listening comprehension skill comparison

In the Listening Comprehension Skill comparison figure, it can be seen that the 40% of the participants who answered the A1 version of the questionnaire considered themselves as "Able".

However, in the A2 version, the 50% of the participants believed to be –Able". In the B1 version of the instrument the 53% of the students reported to be –Able". For more details, see Figure 20.

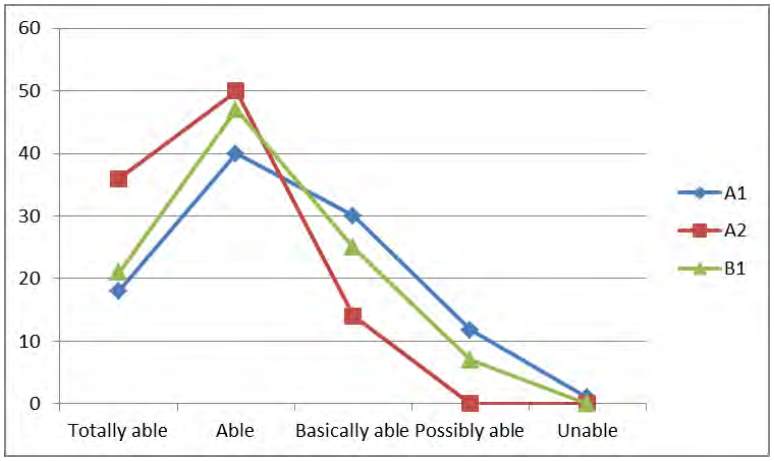

Figure 20. Listening Comprehension Skill Comparison

4.1.10 Reading comprehension A1 version

In the reading comprehension skill from the A1 version of the questionnaire, the following statements were established:

1) I am able to understand names and common words written in French. 2) I am able to understand what signs say in French. 3) I am able to understand what a postcard in French says. The 35% of the students declared to be –Basically able", while 30% of them indicated to be –Able". In a less dimension, the 25% of the pupils said to be –Possibly able". For more details, see Figure 21.

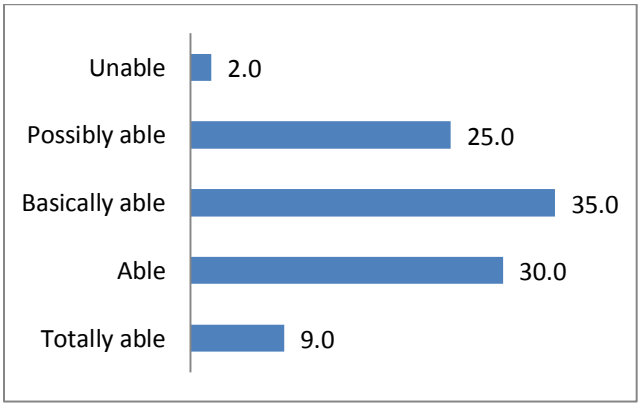

Figure 21. Reading Comprehension Skill A1 Version

4.1. 11 Reading comprehension skill A2 version

In the reading comprehension skill from the A2 version of the questionnaire the following statements were established:

1) I am able to understand brief, simple, and easy texts in French.2) I am able to understand specific information in French about simple, easy, and quotidian texts like advertisements, menus, and schedules. 3) I am able to understand very brief and simple personal letters in French. The two outstanding percentages were the 44% from the –Totally able" option and the 39% from the –Able" option. For details, see Figure 22.

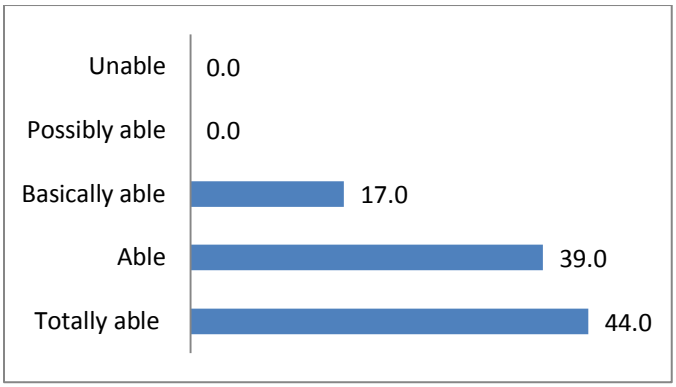

Figure 22. Reading Comprehension A2 Version

4.1.12 Reading comprehension B1 version

In the reading comprehension skill from the B1 version of the questionnaire the following three statements were established:

1) I am able to understand written texts in French related with work. 2) I am able to understand the description in French of events. 3) I am able to understand the description of feelings and wishes in personal letters in French. The results displayed that 58%, more than a half of the students, believed to be –Able" while the 29% of them stated to be –Basically able" and 13% of students said to be –Totally able". For more details, see Figure 23.

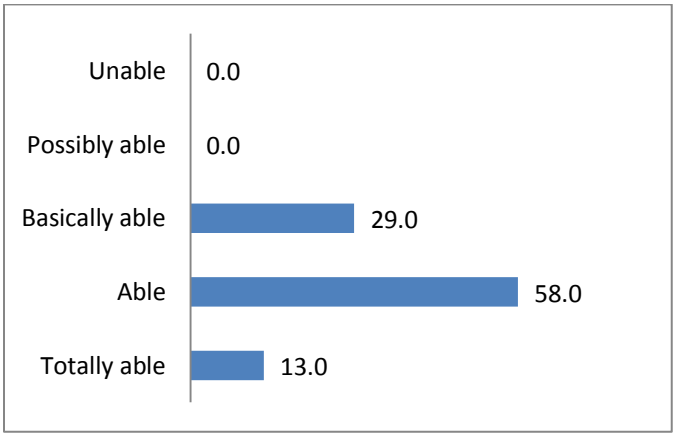

Figure 23. Reading Comprehension B1 Version

4.1.13 Reading comprehension skill comparison

In the reading comprehension skill comparison (Figure 23) it can be seen that in the A1 Version of the questionnaire the 32% of the students said to be –Basically Able". However, in the A2 version of the instrument the 44% of the participants reported to be –Totally Able". In the B1 version the 58% of the participants stated to be –Able". For more information, see Figure 24.

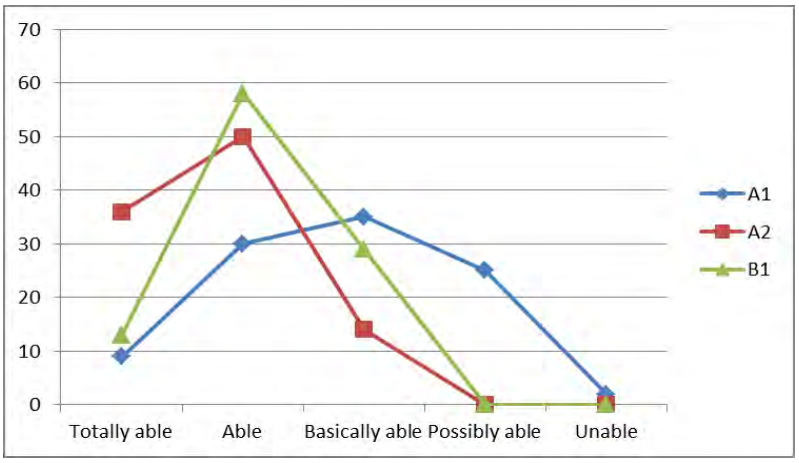

Figure 24. Reading Comprehension skill Comparison

4.1.14 Writing skill A1 version

In the Writing Skill from the A1 version of the questionnaire, three statements were established: 1) I am able to write simple phrases in French to describe the place where I live. 2) I am able to write a short and simple note in French. 3) I am able to write a brief description about myself in French. The results showed that 33% of the students selected the –Able" option, followed by the –Totally able" option with the 28% of the student's answers, and the –Basically able" option with the 23% of them. For more details, see Figure 25.

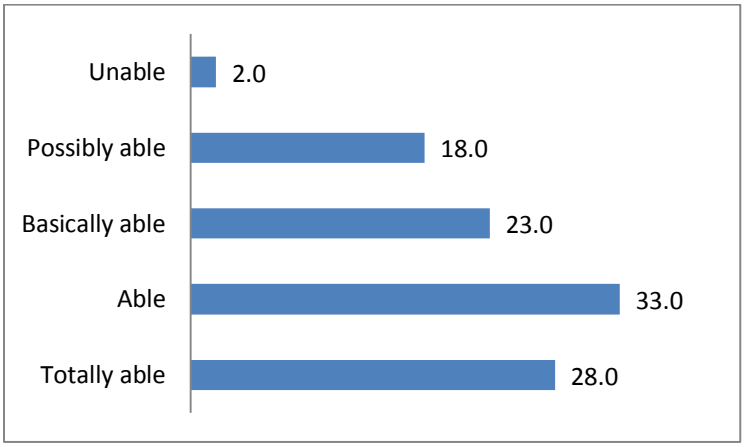

Figure 25. Writing Skill A1Version

4.1.15 Writing skill A2 version

In the Writing Skill A2 version the following three statements were implemented:

1) I am able to write simple notes in French.2) I am able to write brief and simple messages in French related to my immediate needs.3) I am able to write simple personal letters in French thanking someone for something. The results showed that 44% of the students stated to be ―Totally able", the 33% of them ―Able", and the 17% ―Basically able". For more information, see Figure 26.

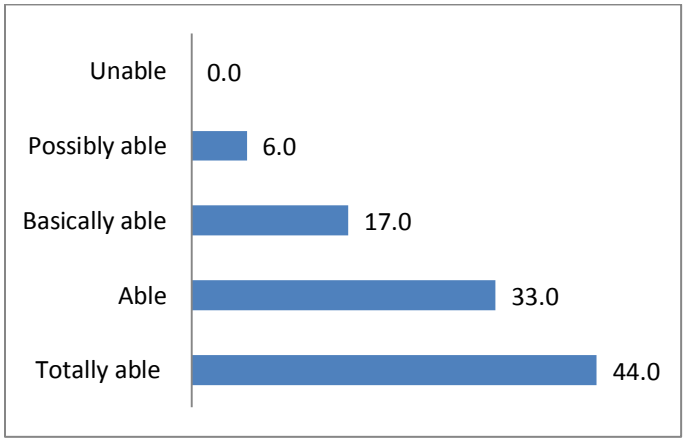

Figure 26.Writing Skill A2 Version

4.1.16 Writing skill B1 version

In the writing skill from the B1 version of the questionnaire the following statements were implemented: 1) I am able to write in French (simple and coherent) texts about topics that are familiar to me. 2) I am able to write texts in French of personal interest. 3) I am able to write personal letters in French that describe impressions or experiences. The results displayed that almost half of the students, 49%, stated to be ―Able", while the 36% of them believed to be ―Totally able". For more details, see Figure 27.

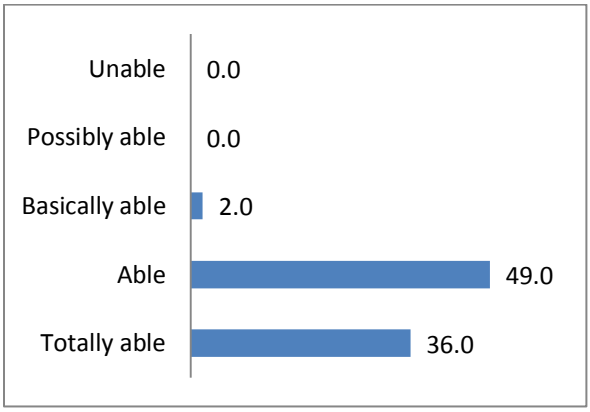

Figure 27. Writing Skill B1 Version

4.1.17 Writing skill comparison

In the Writing Skill Comparison Figure it can be seen that in the A1 version of the questionnaire the 33% of the participants stated to be –Able". However, in the A2 version the 44% of the participants said to be –Totally Able". In the B1 version of the instrument the 49% of the participants reported to be –Able". For more details, see Figure 28.

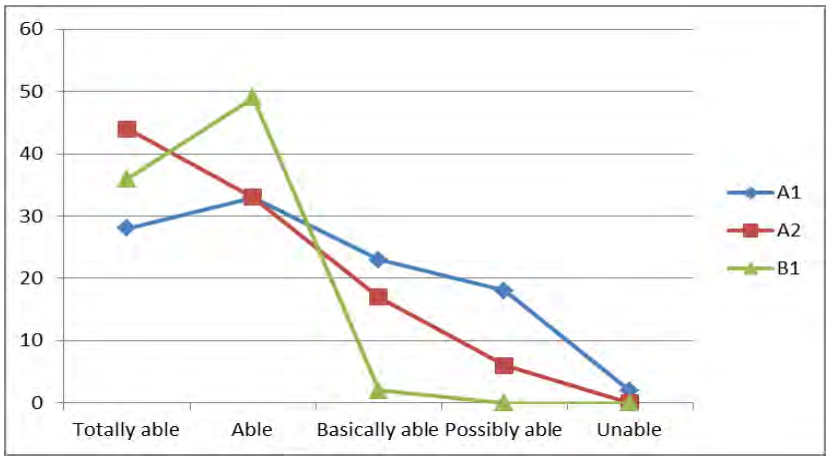

Figure 28. Writing Skill Comparison

4.3.How do self-efficacy sources relate the student's perceptions of self-efficacy?

4.3.1 Vicarious experience A1 Version

To identify how the self-efficacy sources influence the student's perceptions of self-efficacy, the following four statements were implemented in each of the three versions of the questionnaire:

1) The example of friends who have studied French encouraged me to study it. 2) I know people who speak French very well. 3) I have had teachers of French who have been inspiring. 4) French language assistants have approached me to the Francophone Culture.

The results showed that 32% of the students chose the –Always" option, continued by the –Almost always" option with the 25% of the pupil's answers, although 17% of the learners selected the –Undecided" option. For more information, see Figure 29.

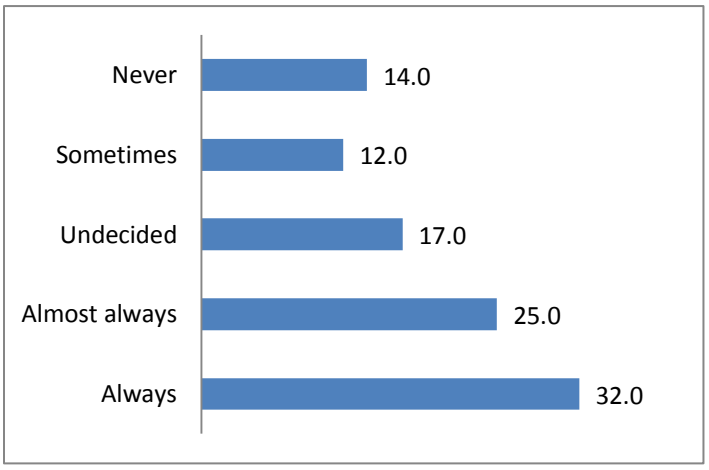

Figure 29. Vicarious experience A1 Version

4.3.2 Vicarious experience A2 version

In this case, the results showed that the tendency was to answer –Always" with a 40% of the student's answers. In a lower proportion, the 26% of the participants chose the –Almost always" option. For more details, see Figure 30.

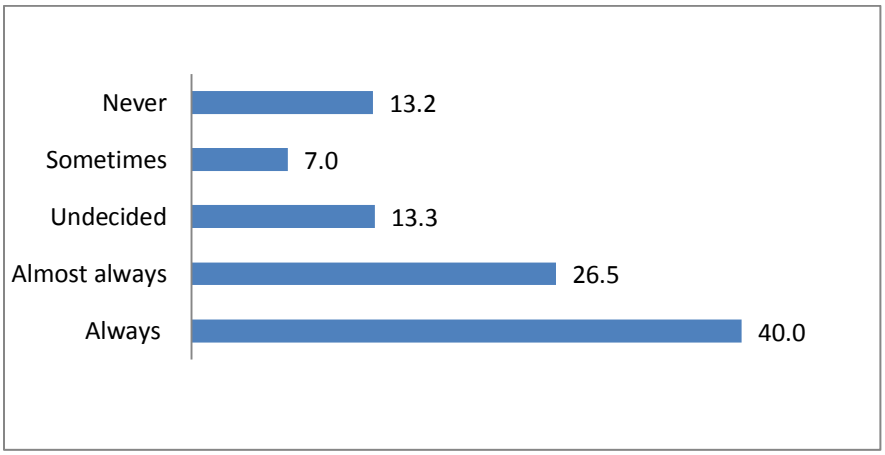

Figure 30. Vicarious experience A2 Version

4.3.4 Vicarious experience B1 version

The results showed the same prevalence to answer –Always" as the first option with the 40% of the student's answers. Again, the second predominant option was –Almost Always" with the 27% of the participant's options. The –Undecided" and the –Never" options obtained the same percentage, 13%. For more information, see Figure 31.

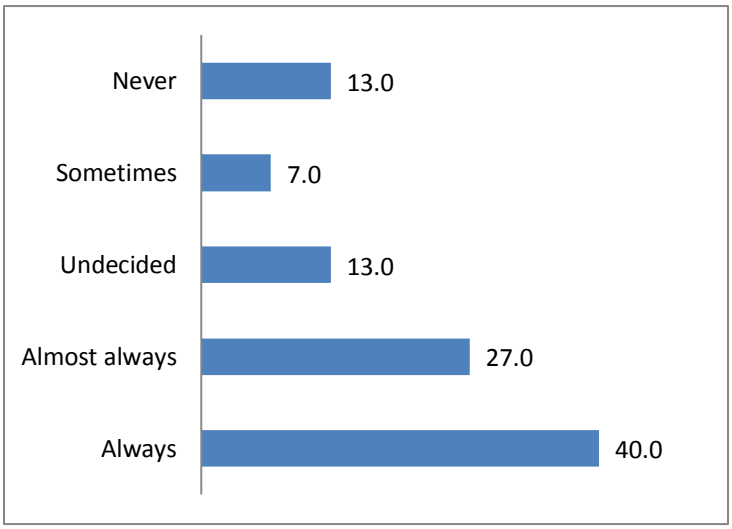

Figure31.Vicarious experience B1 Version

4.3.5 Vicarious experience comparison

In the Vicarious Experience Comparison Figure it can be seen that in the A1 and the A2 versions of the questionnaires the 32% and 40% of the participants selected the –Always" option. In the B1 version of the instrument the 40% of the participants chose the –Always" option as well. For more information, see Figure 32.

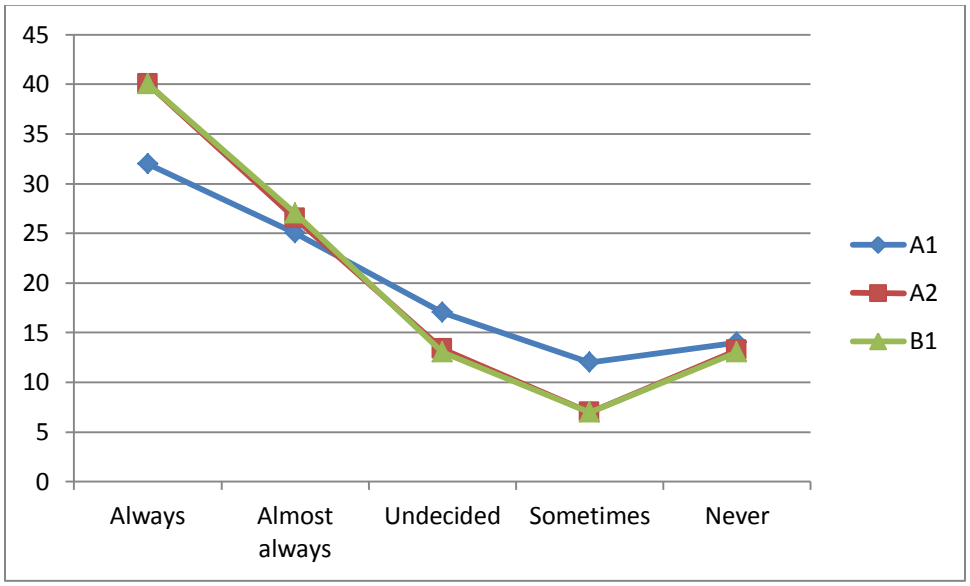

Figure 32.Vicarious Experience Comparison

4.3.6 Verbal persuasion A1 version

To identify how verbal persuasion influences the student's perceptions of self-efficacy, the following four statements were implemented in each of the three versions of the questionnaire:

1) I have received good comments from my teachers about my French. 2) My classmates say I am good at French. 3) The people that I have talked to in French have said that I do it well. 4) I have received good comments about my French from French language assistants.

The results showed that there were three options that prevailed over the other ones. These options were: "Almost Always" with the 42%, "Undecided" with the 28%, and "Always" with the 20% of the student's answers. For more details, see Figure 33.

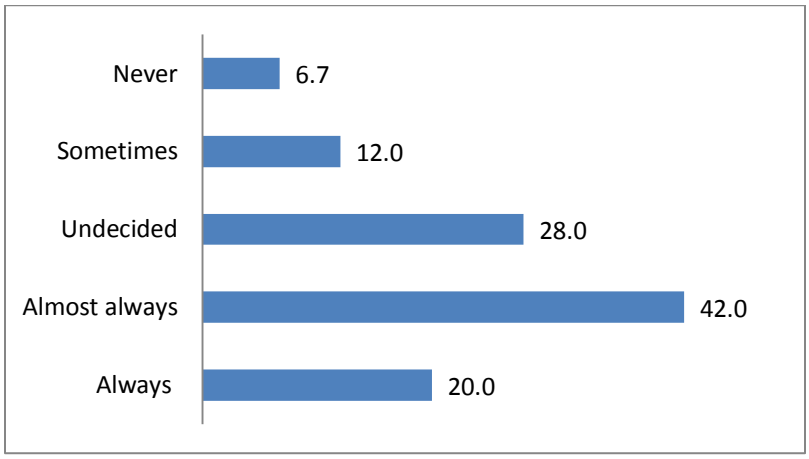

Figure 33. Verbal Persuasion A1 Version

4.3.7 Verbal persuasion A2 version

Respect to the students who answered the A2 version of the questionnaire the results showed that the preference was to choose the "Almost always" option. There was an equal percentage among the "Always" option and the "Undecided" option. For more details, see Figure 34.

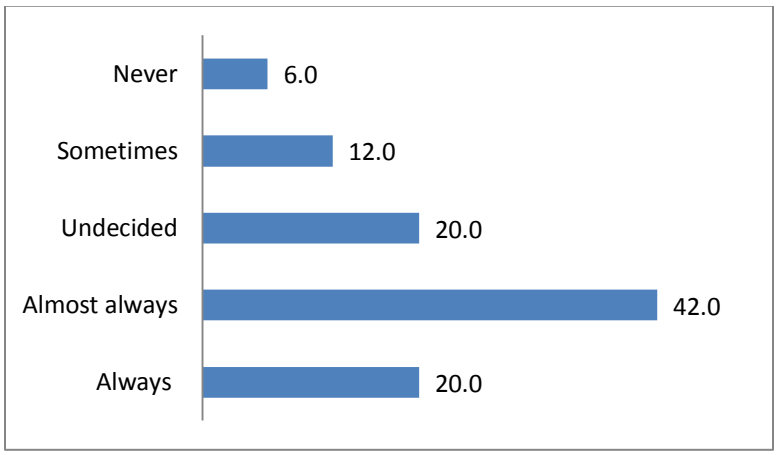

Figure 34. Verbal Persuasion A2 Version

4.3.8 Verbal persuasion B1 version

Respect to the students who answered the B1 version of the questionnaire the results showed that the preference was to choose the "Almost always" option. Once more, there was an equal

percentage among the –Always" option and the –Undecided" option with the 20% of the students. For more details, see Figure 35.

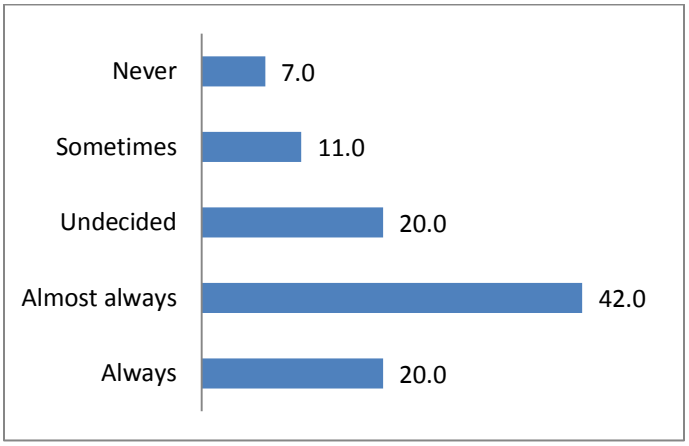

Figure 35. Verbal Persuasion B1 Version

4.3.9 Verbal persuasion comparaison

In the Verbal Persuasion Figure it can be seen that in the A2 and B1 Versions of the instrument the majority of the participants reported to have chosen the –Almost always" option. In contrast, in the A1 version the majority of the students said to be –Undecided". For more details, see Figure 36.

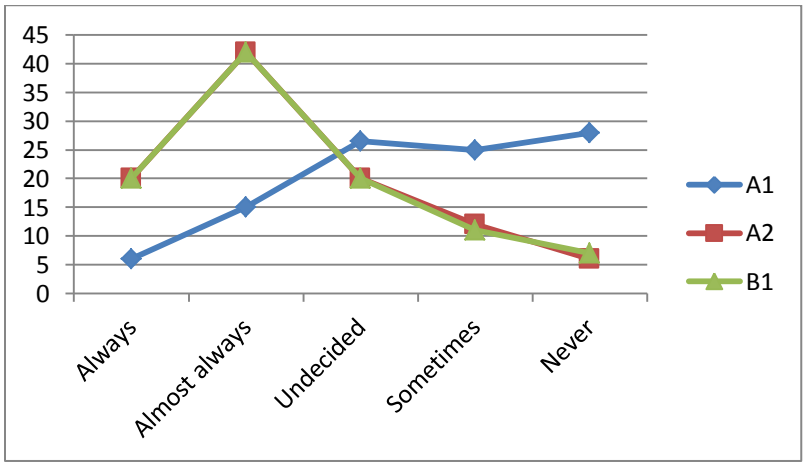

Figure 36. Verbal Persuasion Comparison

4.3.10 Physiological and affective states A1 version

To identify how the self-efficacy sources influence the student's perceptions of self-efficacy, the following four statements were applied in each of the three versions of the questionnaire:

1) To speak in French makes me nervous. 2) To do writing exercises in French stresses me out. 3) To do reading exercises in French makes me nervous. 4) To do listening exercises in French stresses me out.

The 35% of the students selected the ―Sometimes" option over the other ones. The second predominant option was ―Never" with the 26.5% of the student's answers, followed by the ―Undecided" option with the 14% of the participant's answers. For more information see Figure 37.

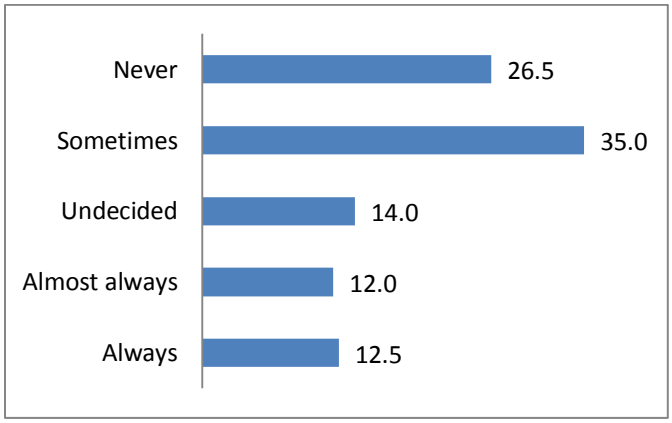

Figure 37. Physiological and Affective States A1 Version

4.3. 11 Physiological and affective states A2 version

The 43% of the participants selected the ―Sometimes" option over the other ones. However, 27% of the participants chose the ―Never" option. The 18% of the students chose the ―Undecided" option. For more information, see Figure 38.

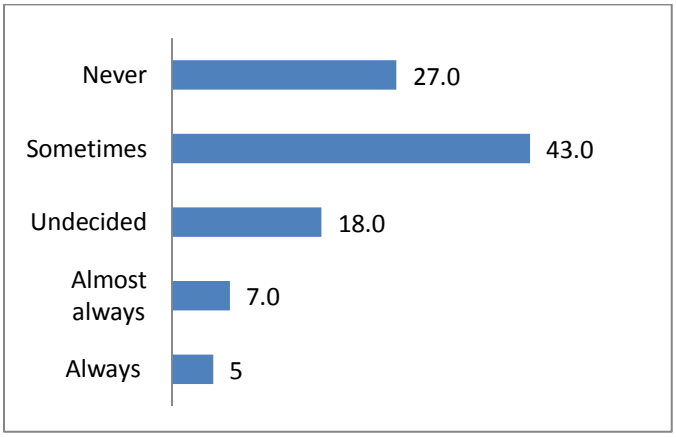

Figure 38. Physiological and Affective States A2 Version

4.3.12 Physiological and affective states B1 version

The results showed, once more, that the tendency was to choose the ―Sometimes" option with 43% of the student's answers. The second predominant option was ―Never" which the 27% of the learners chose. Finally, 18% of the participants chose the ―Undecided" option. For more details, see Figure 39.

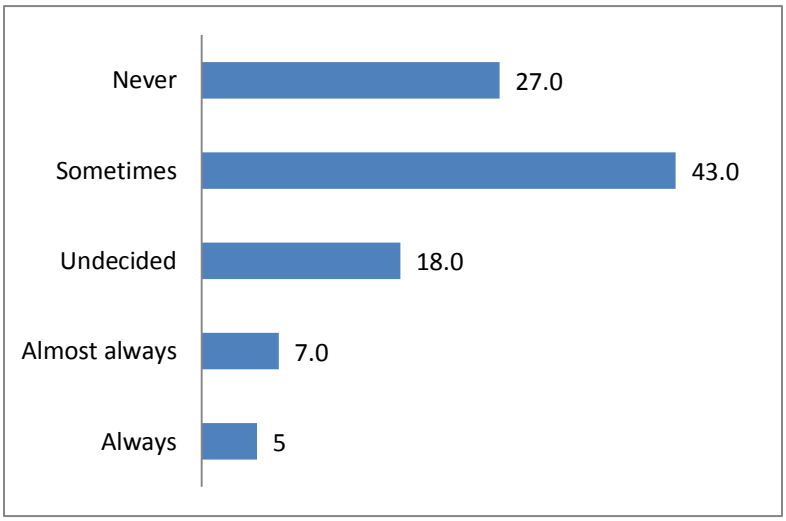

Figure 39. Physiological and Affective States B1 Version

4.3.13 Physiological and affective states comparison

If the answers of the three versions of the questionnaire are compared, it can be seen that the majority of the students from the A1 version, the 35%, selected the ―Sometimes" option over the other ones and the 26.5% chose the ―Never" option. Finally, 14% of the participants selected the ―Undecided" option. Besides, the 43%, the majority of the participants from the A2 version, selected the ―Sometimes" option, and the 27%the ―Never" option. In the B1 version, the results show that the 43% of the students preferred the ―Sometimes" option, the 27% the ―Never" option, and the 18% the ―Undecided" option.

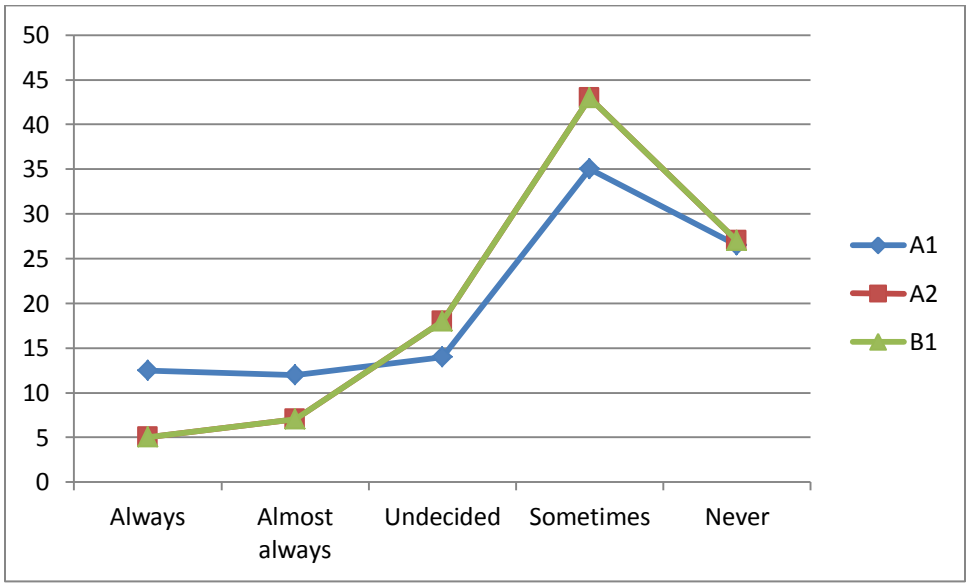

Figure 40. Physiological and Affective States Comparison

4.4 General sense of self-efficacy A1 version

In this section, the findings of self-efficacy in general are presented. The next ten questions that about self-efficacy were implemented in each of the three versions of the questionnaire:

1) I can find the way to obtain what I want even if somebody opposes me.

2) I can solve tough problems if I try hard enough.

3) It is easy for me to persist in what I have in what I have decided until reaching my goals.

4) I am confident that I could effectively handle unexpected events.

5) Thanks to my skills and resources I can overcome unforeseen situations.

6) When I am in trouble I can remain calm because I have the necessary skills to handle difficult situations.

7) Come what may; I am usually able to handle it.

8) I can solve the majority of the problems if I try hard enough.

9) If I am in a difficult situation, usually it occurs to me what I should do.

10) Having to deal with a problem, I usually think of several alternatives on how to solve it.

The results are presented below.

4.4.1 General sense of self-efficacy A1 version

The tendency was to choose the –True" option with the 39% of the student's answers. Regarding the –Totally true" option, it can be seen that 35% of the students chose this option. In a lower proportion, the 19% of the students selected the –Moderately true" option. For more information, see Figure41.

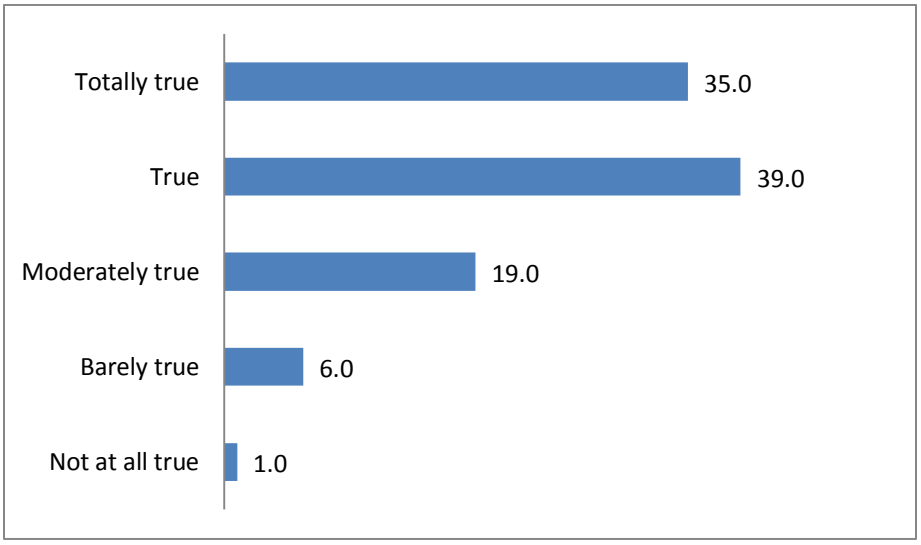

Figure41.General sense of Self-efficacy A1 Version

4.4. 2General sense of self-efficacy A2 version

The results showed that the –Totally true" option obtained 44% of the student's answers. The 31% of the students selected the –True" option. The –Moderately true" option was chosen by 17% of the students. For more details, see Figure 42.

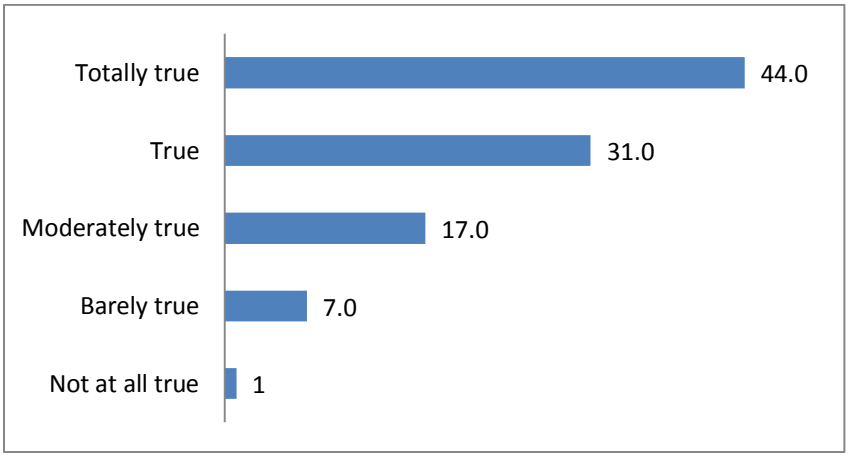

Figure 42. General Sense of Self-efficacy A2 Version

4.4.3 General sense of self-efficacy B1 version

In this case, the 38% of the participants chose the –True" option. However, the 28% of the participants chose the –Totally true" option. The –Moderately true" option was chosen by the 25% of the participants. For more details, see Figure 43.

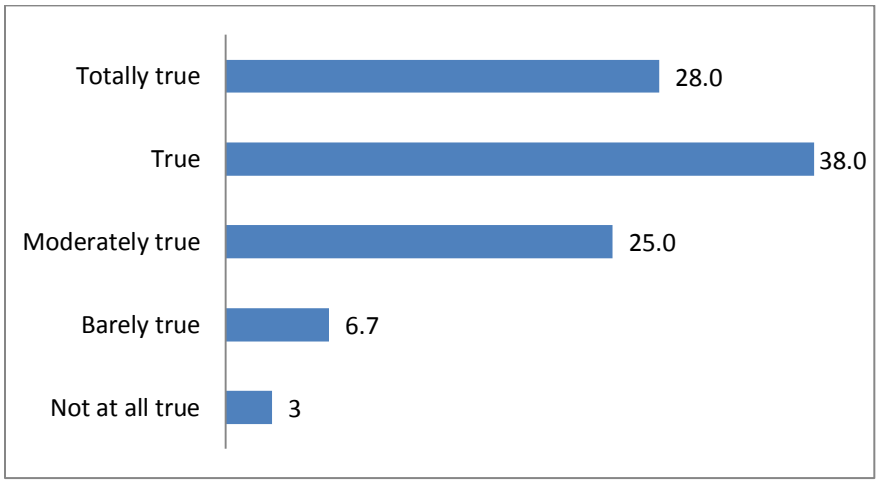

Figure 43.General Sense of Self-efficacy B1 Version

4.4.5 General self-efficacy comparison

The tendency was to choose the –True" option with the 39% of the participant's answers. Regarding the –Totally true" option, it can be seen that 35% of the students chose this option. In a lower proportion, the 19% of the students selected the –Moderately true" option. On the other hand, the 44% of the students from the A2 level chose the –Totally true" option and 31% selected

the –True" option. Nevertheless, the –Moderately true" option was chosen by 17% of the students. Finally, the 38% of the participants chose the –True" option. However, the 28% of the participants chose the –Totally true" option and the 25% them the –Moderately true" option**.** See Figure 44 for more information.

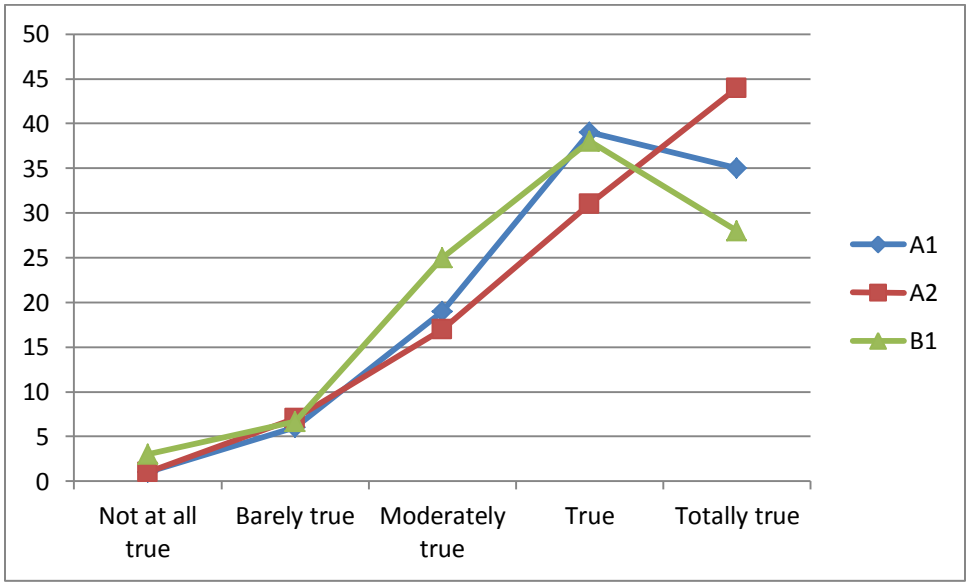

Figure 44.General Sense of Self-efficacy Self-efficacy Comparison

4.5 Association between the sources of self-efficacy, the general sense of students' self-efficacy, and the French self-efficacy sense.

In order to see if there was a relationship among the self-efficacy sources the student's general self-efficacy sense, the French self-efficacy beliefs, and the French linguistic skills, correlations were made.In this thesis, the Spearman's rho rank-order correlation coefficient was used to analyze the relationship between self-efficacy beliefs and the Self-efficacy Sources. According to Muijs (2010), the strength of the relationship is the closer to +/- 1 the stronger, the closer to 0 the weaker. It is important to mention that the correlations were based on the student's French level and, consequently, divided into three different versions (A1, A2, and B1).

A1 correlations

4.5.1. Correlation between the self-efficacy sources and the French self-efficacy beliefs

One of the objectives was determining if there was any relationship between the self-efficacy sources and the French self-efficacy beliefs. It was found a positive (.576**) and significant (<p.0.01) relationship between the verbal persuasion source and the French Self-efficacy Beliefs. Also, it was found a negative (-.474**) and significant (p<0.01) relationship between self-

efficacy and the physiological states source. These relationships are moderate according to Muijs (2004). For more details, see Chart 2.

Spearman's Rho		Vicarious Experience	Verbal Persuasion	Physiological States	Self-efficacy
Self-efficacy Sources and the French Self-efficacy Beliefs	Correlation Coefficient	.145	.576**	-.474**	1.000
	Sig. (2-tailed)	.238	.000	.000	.
	N	68	68	68	68

Chart 2.Correlation between the Self-efficacy Sources and French Self-efficacy Beliefs.
** Significant correlation between variables in the level 0, 01.

4.5.2 Correlation among the self-efficacy sources and linguistic skills

In this project, it was important to determine if there was a correlation among the self-efficacy sources and the linguistic skills. Results indicate a positive and moderate correlation between the verbal persuasion source and the linguistic skills. Also, it was found a moderate and negative correlation between the physiological states source and the linguistic skills. Besides, it was found a positive and weak correlation between the Vicarious experience source and the listening self-efficacy skill. For more details, see Chart 3.

			Oral Self-efficacy	Listening Self-efficacy	Reading Self-efficacy	SpeakingSelf-efficacy
Spearman's Rho	VicariousExperience	CorrelationCoefficient	.005	.266*	.175	.145
		Sig. (2-tailed)	.969	.028	.154	.237
		N	68	68	68	68
	Verbal Persuasion	CorrelationCoefficient	.443**	.551**	.560**	.432**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	68	68	68	68
	PhysiologialStates	CorrelationCoefficient	-.314**	-.441**	-.483**	-.347**
		Sig. (2-tailed)	.009	.000	.000	.004
		N	68	68	68	68

Chart 3.Correlation between self-efficacy sources and the linguistic skills.
* Significant correlation between variables in the level 0, 05.
** Significant correlation between variables in the level 0, 01.

4.5.3 Correlation between general self-efficacy sense and the French self-efficacy beliefs

To establish if there was a relationship among the general self-efficacy sense and the French Self-efficacy beliefs was of importance in this project. Findings show a weak, negative (-.225*) and significant(p.0.05) relationship between the French self-efficacy beliefs and the general self-efficacy sense. For more details, see Chart 4.

			French Self-efficacy Beliefs	General Self-efficacy
Spearman's Rho	French Self-efficacy Beliefs	Correlation coefficient	1.000	-.225*
		Sig. (bilateral)	95	.028
		N		95
	General Self-efficacy Sense	Correlation coefficient	-.225*	1.000
		Sig. (bilateral)	.028	
		N	95	95

Chart 4.Correlation between the General Self-efficacy Sense and French Self-efficacy Beliefs*
Significant correlation between variables in the level 0, 05.

A2correlations

4.5.4. Correlation between the self-efficacy sources and the French self-efficacy beliefs

Determining if there was a relationship between the self-efficacy sources and the French self-efficacy beliefs was necessary. Results show that there was a positive and significant (p.245*) relationship between the self-efficacy sources and the vicarious experience. It was also found a positive and strong relationship between the French self-efficacy beliefs and the verbal persuasion source(p.613**). On the other hand, it was also found a positive and strong (p.613**) relationship among the French self-efficacy beliefs and the physiological and affective states. For more details, see Chart 5.

			French Self-efficacyBeliefs
Spearman's Rho	French Self-efficacyBeliefs	Correlation Coefficient	1.000
		Sig. (bilateral)	. 000
		N	95
	VicariousExperience	Correlation Coefficient	.245*
		Sig. (bilateral)	.017
		N	95

	Verbal Persuasion	Correlation Coefficient Sig. (bilateral) N	.613** .000 95
	Physiological and AffectiveStates	Correlation Coefficient Sig. (bilateral) N	.613** .000 95

Chart 5. Self-efficacy Sources and the French Self-efficacy Beliefs
* Strong correlation between variables in the level 0, 05.
** Strong correlation between variables in the level 0, 01

4.5.5 Correlation among the self-efficacy sources and linguistic skills

It was necessary to determine if there was a correlation among the self-efficacy sources and the linguistic skills. Results show that the Physiological and Affective States sourcehas a strong, negative (<p.625*) and significant (p.0.05) relationship with the Listening Comprehension Skill and a moderate, negative (-.576*) and significant (p.0.05) relationship between the Reading Comprehension Skill.For more information, see Chart 6.

			Oral Expression	Listening Comprehension	Reading Comprehension	Writing
Spearman's Rho	Physiologicaland affective states	Correlation Coefficient	-.392	-.625*	-.576*	-.437
		Sig. (bilateral)	.207	.030	.050	.155
		N	12	12	12	12
	Vicariousexperience	Correlation Coefficient	.059	.265	.349	.546
		Sig. (bilateral)	.855	.405	.266	.066
		N	12	12	12	12
	Verbal Persuasion	CorrelationCoefficient	.298	.423	.487	.295
		Sig. (bilateral)	.348	.170	.109	.352
		N	12	12	12	12

Chart 6.Correlation between self-efficacy sources and the linguistic skills.
* Strong correlation between variables in the level 0, 05

4.5.6. Correlation between the general self-efficacy sense and the French self-efficacy beliefs

To establish if there was a relationship among the general self-efficacy sense and the French self-efficacy beliefs was important. The results showed no significant correlations.

For more information, see Chart 7.

	General Self-efficacy	French Self-efficacy

			Sense	Beliefs
Spearman‘s Rho	General self-efficacy Sense	Correlation Coefficient	1.000	.088
		Sig. (bilateral)	.	.785
		N	12	12

Chart 7.Correlation between the general Self-efficacy Sense and the French Self-efficacy Beliefs

B1 Correlations

4.5.7. Correlation between the self-efficacy sources and the French self-efficacy sense

One of the objectives of this work was determining if there was any relationship between the self-efficacy sources and the French self-efficacy beliefs. No significant correlations were found. For more details, see Chart 8.

			Vicarious Experience	Verbal Persuasion	Physiological andAffectiveStates
Spearman‘s Rho	French Self-efficacy Beliefs	Correlation Coefficient	-.126	.328	-.430
		Sig. (bilateral)	.654	.232	.110
		N	15	15	15

Chart 8.Correlation between the Self-efficacy Sources and the General Self-efficacy Sense

4.5.8. Correlation among the self-efficacy sources and linguistic skills

The self-efficacy sources and the linguistic skills were associated to see if there was a significant correlation. Results exhibit a strong, positive (.710**), and significant (0.01) relationship among the Verbal Persuasion Source and the Oral Expression Skill. In addition, findings show a strong, negative (-.616*), and significant (0.05) relationship between the Physiological and Affective States and the Listening Comprehension Skill. For more details, see Chart 9.

			Oral Expression	ListeningComprehension	Reading Comprehension	Writing
Spearman‘s rho	VicariousExperience	CorrelationCoefficient	.045	-.332	-.209	.290
		Sig. (bilateral)	.873	.226	.455	.295
		N	15	15	15	15
	VerbalPersuasion	Correlation Coefficient	.710**	.227	.319	.250

		Sig. (bilateral)	.003	.415	.246	.369
		N	15	15	15	15
	PhysiologicalandAffectiveStates	Correlation Coefficient	-.111	-.616*	-.452	-.271
		Sig. (bilateral)	.693	.014	.090	.328
		N	15	15	15	15

Chart 9.Correlation between self-efficacy sources and the linguistic skills.
* Significant correlation between variables in the level 0, 05.
** Significant correlation between variables in the level 0, 01.

4.5.9. General self-efficacy sense and the French self-efficacy beliefs

One of the objectives of this project was to establish if there was any relationship among the general self-efficacy sense and the French self-efficacy beliefs. The results showed no significant correlations. For more details, see Chart 10.

			General Self-efficacy Sense	French Self-efficacy Beliefs
Spearman's Rho	General self-efficacy Sense	Correlation Coefficient Sig. (bilateral) N	1.000 . 15	-.382 .160 15

Chart 10.Correlation between general self-efficacy sense and the French Self-efficacy Beliefs.

4.6.1. RQ4: Are there any differences in the French self-efficacy sense according to the students' semester?

4.6.2. Normality Test

One of the objectives of this research was to establish if there were any differences among the self-efficacy sense according to the French level. To decide what the best test was to know the difference, firstly, the Shapiro's-Wild normality test was done. In this test the majority of the items showed significance below 0.5. Nevertheless, there were some items over the .05 range. Due to this, the Kruskal-Walli'snon-parametric test was chosen. For more details, see Chart 11.

Normality Test							
	French Level	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	gl	Sig.	Statistic	gl	Sig.
I am able to relate with others in French in an elementary way.	A1	.212	68	.000	.881	68	.000
	A2	.287	12	.007	.865	12	.056
	B1	.258	15	.008	.881	15	.049
I am able to	A1	.210	68	.000	.893	68	.000

participate in an oral conversation if the other person reformulates his speech.	A2	.258	12	.027	.802	12	.010
	B1	.300	15	.001	.837	15	.011
I am able to ask and answer simple questions in French about quotidian issues or from immediate need.	A1	.247	68	.000	.874	68	.000
	A2	.331	12	.001	.650	12	.000
	B1	.335	15	.000	.832	15	.010
I am able to recognize very basic words frequently used in French.	A1	.249	68	.000	.849	68	.000
	A2	.331	12	.001	.650	12	.000
	B1	.276	15	.003	.872	15	.037
I am able to recognize words in French related to me and my family.	A1	.241	68	.000	.887	68	.000
	A2	.258	12	.026	.818	12	.015
	B1	.233	15	.027	.823	15	.007
I am able to recognize words in French related to my immediate environment.	A1	.213	68	.000	.894	68	.000
	A2	.279	12	.011	.784	12	.006
	B1	.258	15	.008	.882	15	.050
I am able to understand names and common words written in French.	A1	.227	68	.000	.873	68	.000
	A2	.304	12	.003	.777	12	.005
	B1	.283	15	.002	.801	15	.004
I am able to understand what signs say in French.	A1	.184	68	.000	.893	68	.000
	A2	.257	12	.028	.807	12	.011
	B1	.251	15	.012	.798	15	.003
I am able to understand what a postcard in French says.	A1	.247	68	.000	.857	68	.000
	A2	.257	12	.028	.807	12	.011
	B1	.367	15	.000	.716	15	.000
I am able to write simple phrases in French to describe the place where I live.	A1	.185	68	.000	.872	68	.000
	A2	.304	12	.003	.777	12	.005
	B1	.271	15	.004	.815	15	.006
I am able to write a short and simple note in French.	A1	.245	68	.000	.869	68	.000
	A2	.291	12	.006	.802	12	.010
	B1	.283	15	.002	.801	15	.004
I am able to write a brief description about myself in French.	A1	.227	68	.000	.862	68	.000
	A2	.250	12	.037	.862	12	.051
	B1	.288	15	.002	.783	15	.002
The example of	A1	.234	68	.000	.820	68	.000

friends who have studied French encouraged me to study it.	A2	.229	12	.083	.853	12	.040
	B1	.270	15	.004	.785	15	.002
I know people who speak French very well.	A1	.249	68	.000	.838	68	.000
	A2	.330	12	.001	.648	12	.000
	B1	.326	15	.000	.755	15	.001
I have had teachers of French who have been inspiring.	A1	.271	68	.000	.820	68	.000
	A2	.428	12	.000	.547	12	.000
	B1	.419	15	.000	.603	15	.000
French language assistants have approached me to the Francophone Culture.	A1	.179	68	.000	.874	68	.000
	A2	.240	12	.056	.829	12	.020
	B1	.207	15	.084	.917	15	.175
I have received good comments from my teachers about my French.	A1	.180	68	.000	.909	68	.000
	A2	.258	12	.027	.832	12	.022
	B1	.328	15	.000	.803	15	.004
My classmates say I am good at French.	A1	.174	68	.000	.883	68	.000
	A2	.177	12	.200*	.912	12	.228
	B1	.264	15	.006	.869	15	.032
The people that I have talked to in French have said that I do it well.	A1	.217	68	.000	.858	68	.000
	A2	.258	12	.026	.818	12	.015
	B1	.219	15	.052	.888	15	.063
I have received good comments about my French from French language assistants.	A1	.200	68	.000	.868	68	.000
	A2	.251	12	.035	.776	12	.005
	B1	.207	15	.084	.917	15	.175
To speak in French makes me nervous.	A1	.243	68	.000	.877	68	.000
	A2	.321	12	.001	.807	12	.011
	B1	.239	15	.021	.881	15	.050
To do writing exercises in French stresses me out.	A1	.287	68	.000	.820	68	.000
	A2	.315	12	.002	.806	12	.011
	B1	.242	15	.018	.828	15	.009
To do writing exercises in French makes me nervous.	A1	.269	68	.000	.809	68	.000
	A2	.302	12	.003	.824	12	.018
	B1	.270	15	.004	.839	15	.012
To do listening exercises in French stresses me out.	A1	.234	68	.000	.858	68	.000
	A2	.375	12	.000	.736	12	.002
	B1	.284	15	.002	.866	15	.029
I consider myself as someone able to perform to high standards.	A1	.231	68	.000	.867	68	.000
	A2	.279	12	.011	.784	12	.006
	B1	.388	15	.000	.491	15	.000
To master a third	A1	.210	68	.000	.858	68	.000

language is part of being a highly educated person.	A2	.353	12	.000	.732	12	.002
	B1	.202	15	.101	.885	15	.056
I like the intellectual challenge that learning French represents.	A1	.258	68	.000	.779	68	.000
	A2	.446	12	.000	.592	12	.000
	B1	.403	15	.000	.667	15	.000
I consider myself as someone who is good at French.	A1	.221	68	.000	.892	68	.000
	A2	.309	12	.002	.768	12	.004
	B1	.233	15	.027	.862	15	.026
Mexican students are as capable of learning French as the European ones.	A1	.365	68	.000	.708	68	.000
	A2	.499	12	.000	.465	12	.000
	B1	.514	15	.000	.413	15	.000
Me gusta aprender porque mantiene mi cerebro activo	A1	.304	68	.000	.744	68	.000
	A2	.460	12	.000	.552	12	.000
	B1	.506	15	.000	.421	15	.000
I like to talk fluently to other people in French.	A1	.284	68	.000	.857	68	.000
	A2	.354	12	.000	.732	12	.002
	B1	.366	15	.000	.705	15	.000
I have clear the objectives of why I study French.	A1	.337	68	.000	.725	68	.000
	A2	.499	12	.000	.465	12	.000
	B1	.326	15	.000	.749	15	.001
I have intermediate goals that will I have intermediate goals that will lead me to achieve my goal of learning French.	A1	.243	68	.000	.795	68	.000
	A2	.354	12	.000	.732	12	.002
	B1	.385	15	.000	.630	15	.000
One of my objectives is to be certified in French.	A1	.348	68	.000	.744	68	.000
	A2	.499	12	.000	.465	12	.000
	B1	.535	15	.000	.284	15	.000
I study French because it gives me a more professional, wider, and flexible profile.	A1	.361	68	.000	.677	68	.000
	A2	.446	12	.000	.592	12	.000
	B1	.485	15	.000	.499	15	.000
I study French because I want to live in a Francophone country.	A1	.214	68	.000	.854	68	.000
	A2	.197	12	.200*	.869	12	.064
	B1	.251	15	.012	.799	15	.004
I study French because I want to get a scholarship to study in France.	A1	.250	68	.000	.828	68	.000
	A2	.330	12	.001	.730	12	.002
	B1	.402	15	.000	.663	15	.000
I study French because I want to know France.	A1	.261	68	.000	.770	68	.000
	A2	.437	12	.000	.567	12	.000
	B1	.440	15	.000	.596	15	.000

I study French because I like the Francophone culture.	A1	.203	68	.000	.854	68	.000
	A2	.374	12	.000	.597	12	.000
	B1	.295	15	.001	.751	15	.001
I study French because it satisfies me.	A1	.253	68	.000	.801	68	.000
	A2	.455	12	.000	.597	12	.000
	B1	.353	15	.000	.728	15	.001
I enrolled in French to see if I learned something.	A1	.196	68	.000	.870	68	.000
	A2	.334	12	.001	.731	12	.002
	B1	.198	15	.119	.897	15	.084
I enrolled in French because the schedule suited me.	A1	.261	68	.000	.820	68	.000
	A2	.247	12	.041	.846	12	.033
	B1	.258	15	.008	.822	15	.007
I enrolled in French to complete my course load.	A1	.351	68	.000	.691	68	.000
	A2	.441	12	.000	.587	12	.000
	B1	.293	15	.001	.716	15	.000
I can find the way to obtain what I want even if somebody opposes me.	A1	.247	68	.000	.835	68	.000
	A2	.238	12	.059	.829	12	.020
	B1	.218	15	.053	.866	15	.029
I can solve tough problems if I try hard enough.	A1	.380	68	.000	.649	68	.000
	A2	.376	12	.000	.623	12	.000
	B1	.331	15	.000	.744	15	.001
It is easy for me to persist in what I have in what I have decided until reaching my goals.	A1	.261	68	.000	.829	68	.000
	A2	.238	12	.059	.840	12	.028
	B1	.288	15	.002	.783	15	.002
I am confident that I could effectively handle unexpected events.	A1	.266	68	.000	.859	68	.000
	A2	.241	12	.054	.830	12	.021
	B1	.491	15	.000	.377	15	.000
Thanks to my skills and resources I can overcome unforeseen situations.	A1	.339	68	.000	.801	68	.000
	A2	.200	12	.200*	.877	12	.080
	B1	.245	15	.016	.874	15	.038
When I am in trouble I can remain calm because I have the necessary skills to handle difficult situations.	A1	.212	68	.000	.872	68	.000
	A2	.307	12	.003	.764	12	.004
	B1	.270	15	.004	.882	15	.050
Come what may, I am usually able to handle it.	A1	.259	68	.000	.869	68	.000
	A2	.250	12	.037	.828	12	.020
	B1	.249	15	.013	.833	15	.010
I can solve the majority of the	A1	.318	68	.000	.752	68	.000
	A2	.303	12	.003	.734	12	.002

problems if I try hard enough.	B1	.233	15	.027	.862	15	.026
If I am in a difficult situation, usually it occurs to me what I should do.	A1	.237	68	.000	.840	68	.000
	A2	.284	12	.008	.771	12	.004
	B1	.263	15	.006	.868	15	.031
Having to deal with a problem, I usually think of several alternatives on how to solve it.	A1	.201	68	.000	.847	68	.000
	A2	.307	12	.003	.764	12	.004
	B1	.343	15	.000	.771	15	.002
*. This is a lower limit of the real significance.							
a. Lilliefor‘s significance correction.							

Chart 11.Differences in The French Self-efficacy Sense and Students‘ Semester.

4.6.3. Hypothesis testing contrast

To find out if there were any differences according to the French self-efficacy sense and the French level, the Kruskal-Walli‘s (1952) Test for Independent Samples was used. The results showed that some differences were found among the self-efficacy sense and the level of French. The test reported that the null hypothesis must be rejected. Therefore, the alternative hypothesis was accepted. The details are shown in Chart 12.

Hypothesis testing contrast

	Null Hypothesis	Test	Sig.	Decision
1	The French self-efficacy distribution is the same among the French-level categories.	Kruskal-Walli‘s Test for Independent Samples.	.000	Reject the null hypothesis.

Asymptotic significances are shown. The significance level is .05.

Chart 12.Differences among the self-efficacy sense and French level.

CHAPTER IV
DISCUSSION

In this chapter, the detailed explanation of the results that were found in the study will be presented. Each research question, linguistic skill, and the sources of self-efficacy will be explained in detail.

5. 1. Which is the sense of self-efficacy of students of French from the University of Quintana Roo regarding the four linguistic skills?

With respect to the self-efficacy sense of students from French regarding the four skills results provide evidence that more than half of the B1-level students, the 53%, considered themselves as able to perform appropriately in the speaking skill. Nonetheless, students from the A1 and A2 levels, the 32% and 44%, looked upon themselves as –Basically Able" and –Totally Able". The results of this study cannot be compared totally with findings from other studies. However, the study made by Cubillos & Ilvento (2012)with American students coursing short and long-term programs, suggested that participation in a study abroad program had a significant impact on self-efficacy perceptions in all FL sub-skills (reading, writing, listening, and speaking).It was found a positive correlation among speaking self-efficacy and cultural engagement. On the other hand, it was concluded that study abroad experiences do enhance self-efficacy beliefs among FL learners and Self-efficacy changes occur across all language sub-skills. Even though the previous study was focused on study-abroad programs, its results agree with the results from this study since it suggested that changes in the student's self-efficacy sense occur. At the UQroo, some students are given the opportunity to study in short and long-term abroad programs, it can be possible that the A2-level students have had more abroad experiences than the students from the A1 and B2 levels; more contact with real-life conversations in which they realized they were able to speak. Probably, these experiences made them feel more capable to speak in French. On the other hand, the results of the present study agree with Bandura's (1997) self-efficacy theory, because he suggests that self-efficacy perceptions change trough the time. The results from this study show that, indeed, there was a change in the speaking self-efficacy level of students from all levels probably, since the B1-level students have studied more time they may have had diverse experiences that have led them to consider their self-efficacy in a different level. Maybe, the students from the A1-level are starting to study the language and the topics they see are totally

new for them. The pronunciation and grammar are completely new and, maybe, this makes students believe they are not so good. However, the A2-level students are on their second or third semester of their major, they already surpassed the initial stage, and know they feel more capable of producing in French. In addition, the topics at this level are not so complex or difficult to understand. With respect to the B1-level students, probably they stated not to have felt totally capable because, even though they have already experience and command of the basic topics and some of the intermediate level topics, these students were coursing a relatively high and complex level. They must fluently read and communicate in French when writing, they are asked to do summaries and presentations (complex skills), then, if they feel capable of doing things the complexity of what they are doing at the moment is high and then it is expected they feel they are not totally capable. It can be said that their beliefs agree with their learning situation. They have already a basic level and are going through a more advanced level, which is consequently more complex. Even though students from the A1 level felt basically able to perform, it can be seen an improvement on the self-efficacy from the A2 students which felt totally able. However, the students from the B1 level seem to have decreased just a little bit their self-efficacy level and felt able to perform despite the fact that they have been exposed to the language more time than other students. Probably, what students were learning at the moment was more complex, and because of their experience learning the French language they have realized that it is not so easy to learn it.

About the listening skill, the results revealed that the majority of the students from all the levels considered themselves able of doing listening tasks. The majority of the students from the B1 level, the 53%, were followed by the 50% of the students from A2 level and the 40% from the A1 level. These results show that students gradually raise their self-efficacy beliefs as they are in more advanced levels. As on the speaking skill, these results coincide with the findings on Bandura (1997) which suggests that perceptions change through the time, and children eventually judge their capabilities in comparison to others as they become older. Probably, the more time students from the B1 version have spent on practicing the listening skill the better they have become on it. The results of this study agree with the findings on Graham, (2011). Even though Graham‘s study centered on the listening strategy instruction to intermediate school-age learners of French in England, it reported that self-efficacy is crucial to the development of effective listening skills and that the student‘s self-efficacy for listening improved.

Concerning the Reading skill, the majority of the students from A2 level (44%), and B1 level (58%), considered themselves as able of doing the reading tasks. However, the majority of the students from the A1 version (32%) said to be basically able. The results of this study agree with the findings on Mills, Pajares, & Herron (2006), made with college students enrolled in third and fourth semester French courses at a university in the south-eastern United States. In this study they suggested that self-efficacy is linked to student‘s development on reading. The findings of their investigation revealed that those students who perceived themselves to be good readers became proficient in reading. These authors also supported Bandura‘s statements about that foreign language readers may experience anxiety when they perceive themselves to be less competent in their ability to read foreign language texts. In the present study the majority of the students from the higher levels, the A2 and B1, believed to be able to do tasks in the reading skill. However, the majority of the students from the A1 level reported to be basically able to do reading tasks. Based on the results, the students from the A1 level belief to be less efficacious than the ones from the A2 and B1 levels. Based on the results of the previous authors, it maybe possible that the A1-level students had a limited vocabulary, since they were in a beginner level. On the other hand, the students from the A2 and B1 levels may have a more vast vocabulary and, consequently, they felt more capable of reading because of that. However, no studies could be compared totally with these results since they were focused on examining skills individually or in relationship to other variables.

About the writing skill, the majority of the students from the A1 version, the 33%, stated to be –Able” to write simple notes and phrases in French to describe the place they live in. The 44% from the A2 version said to be –Totally Able” and the 49% from the B1 version, –Able”. The results of the present study agree with the findings on Zimmerman & Bandura (1994), with college students of English. Their study was about student‘s beliefs of personal efficacy to regulate writing activities and perceived efficacy for academic attainment in the writing course. The findings of Zimmerman and Bandura reported that the Bandura‘s sources of self-efficacy influenced students‘ writing self-efficacy beliefs and that they differ as a function of gender. Girls were suggested to be better writers and the messages the students received from adults and peers about their writing were said to be directly related to the degree of confidence students felt toward themselves as writers. However, these results cannot be totally compared with the results from the current study since it did not show differences on student‘s gender and their self-

efficacy beliefs on the writing skill. Nonetheless, the majority of the participants of the current study were women so it may be appropriate to consider them better writers.

The results of comparing the four linguistics skills revealed that, in general, students from the B1 level think they are able of performing better in the reading skill. On the other hand, students from the A2 level felt more efficacious in the listening skill and the oral skills. Nevertheless, the majority of the students from the A1 version felt more efficacious in the speaking skill than in other skill. Even though they felt basically able in the speaking skill, results suggest that they were the less efficacious in all the skills as follows: reading, writing, listening, and speaking. The findings of the present study agree with the previous study from Mills, Pajares& Herron (2006), in which they state that students who perceived themselves to be good readers became proficient in reading. Based on their results, it can be possible that the students from the B1 level perceived themselves as good readers, which may have caused they felt more efficacious in the reading skill. About the students from the A2 level that felt more efficacious in the listening and the oral skills. It may be possible that as students at this level feel more efficacious to do tasks in the listening and the oral skills because they are supposed to have a little more knowledge about using different strategies to develop their skills than when they were in the A1 level. On the other hand, it could be possible that students from the A1 level of French might have felt less efficacious in all the skills because at lower levels foreign language students may lack more vocabulary, grammar, and knowledge about applying effective strategies in the reading skill than the students from the higher levels do. It could be also possible that students from the A1 level do not know effective reading strategies, which would indicate that teachers should work more on their implementation in the activities. It is probable that the practice of the reading skill is not emphasized at this level, maybe, that is the reason why students from the A1 level feel less efficacious in the reading skill.

5.1. 2 How do self-efficacy sources relates to the student's perceptions of self-efficacy?

Regarding students' experience with the sources of self-efficacy, in the vicarious experience, the results reveal that less than half of the students in the A1 level said that other people's influence has always been important to study the French language. Followed by the students from the A2 level who said to have always had teachers of French who have been inspiring. Finally, almost half of the students from the B1 level reported to have always had inspiring teachers of French. Bandura (1997) establishes that when people are considered models, such as friends, relatives and

native-speaker assistants, a high motivation is generated for reaching their same level, in this case, the French language. According to Bandura (1997), the model‘s influence is related to people‘s reliability. In this case, students mentioned that they had teachers that inspired them. That is, students consider them worthy models. Bandura (1997) establishes that depending on how students perceived the model, they will decide if they are good or not. If they realize that their model is passionate about a certain topic and knows how to deal with obstacles, the student will see this person as a role model. However, if the model is insecure and does not show a strong command of the language or skills, the students will think that it is not a role model. About the students who declare not having a role model, it could be that in their scholar experience, they have not have teachers, relatives or friends that they consider worthy models. Bandura (1997) mentions that people should judge models as worthy if they want to imitate them.The results of this study disagree with the findings on Mahyuddin et al. (2006), conducted with foreign secondary studentsof English.Mahyuddin et al. suggested that students with low self-efficacy were considered valuable. This, because the low-self-efficacy students were in the second last year of secondary school and the confidence in themselves, self-efficacy, tended to decline as they advanced through school because of less teacher attention. It could be possible that the students from the Mahyuddin et al. study saw teachers as an inspiration, but since they do not receive the teacher‘s attention these students lowered their self-efficacy. In the current study, students in all the levels (A1, A2, and B1) reported to always have had inspiring teachers. Based on the results of the previous study, probably, it means that teachers worry to pay enough attention to students, which consequently, raises student‘s self-efficacy.

Regarding the verbal persuasion source, results revealed that less than half of the students in the B1 and A2 levels stated that good comments have almost always had an influence on their perceptions. On the other hand, the students from the A1 level stated to be undecided. Students who received a good feedback, for example, from friends, teachers or relatives tend to be more motivated to continue doing things right. Lit (1998) & Schunk (1989) cited in Bandura (1995) state that people who are persuaded verbally tend to master given activities and to make a great effort. In this source, the majority of students said they have had positive comments about their progress in French. The students who were located in the ―almost true‖ answer, probably they have had both, good and bad comments, but probably they have received more negative comments. Schunk (1983) cited in Bandura (1997) states that people who are being told that they

have the ability to achieve tasks because of their effort produces a low efficacy than if you tell them they have the ability only because of the progress they showed without mention their effort. The explanation to the fact that some students declared not having received good or bad comments about their learning progress, may be that either they never received any feedback about their school performance or they did not see those comments as important. Bandura (1997) states that skepticism develops from personal experiences when people do not believe what they have being told. This means that performers would eventually ignore their persuaders. As far as we know, there are not studies that investigate this self-efficacy source with students of French from different levels. Then, the results of this study cannot be compared 100% with the previously mentioned findings. Thus, it would be relevant to investigate more on this source.

Regarding the physiological and emotional states source, the results revealed that almost half of the students from the B1 and A2 levels said that speaking and writing exercises in French stressed them out sometimes. Followed by those who said never, and finally, those who cannot decide. The participants from the three levels, A1, A2, and B1, declared to have felt nervous when doing listening exercises in French. On the other hand, the A1-level students declared being nervous when doing both, speaking and reading exercises and being stressed when doing exercises about writing and reading. Bandura (1995) states that those who have a high sense of efficacy see their state of affective stimulation like a facilitator of performance than those who have many doubts. Students who declared not being nervous or stressed for doing the activities have strong efficacy beliefs. Bandura (1997) suggests that people who construe their stimulation as stemming from personal inadequacies are more likely to lower their efficacy beliefs than those who see their stimulation as a transitory reaction that everyone can experience. As far as we know, there are not studies that investigate this self-efficacy source with students of French. However, these results can be compared with the study of Mills, Pajares, & Herron (2006), made with foreign French students to examine the relationship between self-efficacy, anxiety, and gender on the listening and reading proficiency. The results of their study suggested that their findings supported Bandura‘s statements about foreign language readers experience anxiety when they perceive themselves to be less competent in their ability to read foreign language texts. In addition, the previous authors suggested that listening anxiety was significantly associated with the listening proficiency of all participants. Then, it could be possible that all the participants in

this study felt anxious and nervous when doing the listening, speaking or reading tasks, which may have caused they feel less efficacious in this source.

5.1.3 What is the general sense of self-efficacy of the students of French?

About general sense of students‘ self-efficacy, results revealed that the majority of the students from the A1 level considered true that they can efficiently carry out any task and face any problem. In contrast, almost half of the students from the A2 level considered themselves sometimes efficient to complete any task. Finally, the students from the B1 level considered totally true that they can efficiently do it. Bandura (1997) states that people who doubt about their capabilities in particular domains of activity shy away from difficult tasks in those domains. They find it hard to motivate themselves, and they slacken their efforts or give up quickly in the face of obstacles. With this statement, we can notice that the students from the B1 level do not doubt too much on their capabilities because they have a high sense of self-efficacy, they consider that they can correctly complete any task and come up with a solution to their problems. On the contrary, the students from the B2 and A1 levels probably doubted more on their capabilities, consequently, they had a lower self-efficacy sense. However, to have a moderate or low self-efficacy level can be positive. It could mean that students are evaluating their capacity very closely to reality. Indeed, at low levels, the self-efficacy is not very developed. It would be important that, in this case, teachers knew how their students feel with respect to their own self-efficacy and applied strategies to raise it little by little and in a realistic way. It is important that students feel they know and are capable of doing things, and do not just feel they know it if they do not know anything. In the B1-level, students their experience is very helpful, since they have more experience and, consequently, more confidence to carry out any task.

5.1.4 Results from the Associations in the A1 Version

About the association between the French self-efficacy beliefs and the four linguistic skills, results revealed a strong correlation between the French self-efficacy beliefs and the verbal persuasion source. According to Bandura (1997), efficacy beliefs are concerned not only with the exercise of control over action but also with the self-regulation of thought processes, motivation and affective and physiological states. This correlation could be because teachers motivated their

students. This may have caused that student's beliefs about their capabilities to do well in French made them feel more efficacious.

Regarding the association among the self-efficacy sources and the linguistic skills, there is a moderate correlation among the self-efficacy sources and the linguistic skills. Results indicate a positive and moderate correlation between the Verbal Persuasion Source and the linguistic skills. Bandura (1997) mentions that "Self-affirming beliefs promote development of skills and personal efficacy"(p.101). In addition, Bandura (1997) mentions that people who are persuaded verbally have the capability to master any task they are asked, to put more effort and to maintain it than if they dwelled on personal deficiencies. In addition to the findings, it was found a moderate and negative correlation between the Physiological States Source and the linguistic Skills. Bandura mentions that high arousal can debilitate performance and that people are expected to have more success when they are not surrounded by unpleasant arousal. It can be possible that students have been exposed to lots of stress that had an effect on their perceptions of self-efficacy on the linguistic skills. Besides, it was found a positive and weak correlation between the vicarious experience source and the listening Self-efficacy Skill. Bandura (1997)suggests that vicarious experiences are generally weaker than personal ones. People convinced of their inefficacy by seeing others fail are quick to accept their failures as indicators of their personal deficiencies. This weak relationship among the vicarious experience and the listening self-efficacy can be because, maybe, low-self-efficacy students saw their peers failed on the listening tasks, and consequently, they thought they would fail too, which made them feels less efficacious in the listening skill. In addition, Weinberg et al., (1979) cited in Bandura (1997), suggest that— Surpassing associates or competitors raises efficacy beliefs, whereas being outperformed lowers them"(p. 87). Then, it can be possible that some students may have felt surpassed by their classmates, or it can be simply, that the students have not had enough vicarious experiences.

5.1.5 Results from the associations in the A2 Version

Concerning the association between the self-efficacy sources and the French self-efficacy beliefs, results show that there was a positive relationship between the self-efficacy sources and the vicarious experience. There were also found two positive and strong relationships related to the French self-efficacy beliefs. One with the verbal persuasion source, and another one with the physiological and affective states. Bandura (1997) suggests that self-affirming beliefs promote

development of skills and a sense of personal efficacy. Then, student‘s beliefs about their own capabilities may have been good and positive, which caused these positive relationships. On the other hand, Bandura states that mood states also affect people‘s judgments of their personal efficacy. Students probably had a good mood the majority of the times they were learning French.

About the association among the self-efficacy sources and the linguistic skills, results show a correlation among them. The Physiological and Affective States source has a strong, negative relationship with the Listening Comprehension Skill and a moderate, negative relationship between the Reading Comprehension Skill. It can be said that A2 students considered themselves self-efficacious readers and listeners but not self-efficacious writers or speakers. According to Bandura (1997) efficacy beliefs are concerned not only with the exercise of control over action but also with the self-regulation of thought processes, motivation and affective and physiological states. Students‘ beliefs make them consider themselves more or less efficient in two of thelinguistic skills. They consider having a moderated self-efficacy for facing problems and for doing different activities; in this case, activities related to learn French as a second language. Even though Bandura does not focused on the linguistic skills, he is an expert in self-efficacy and he states that each person has different capabilities to master a skill. It is also important that students believe and trust in them so that they might accomplish their task.

5.1.6 Correlation between General Self-efficacy Sense and the French Self-efficacy Beliefs

About the association between the general self-efficacy sense and the French Self-efficacy beliefs results show that there is no correlation between the general self-efficacy sense and the French self-efficacy beliefs. Bandura establishes that the generality of the people‘s judgments about their judgment can vary markedly, depending on the range of activities and situational demands they happen to take into consideration. Based on this, it is evident that the A2-level student‘s French self-efficacy beliefs was not related or determined by their general self-efficacy sense and the perceptions that these students had about their self-efficacy sense varied much. Then, what may have seemed difficult for some students, it could have been easy for other ones. It is necessary to mention that no studies were found to completely compare these results. Nonetheless, the study by Hsieh (2008) to examine the relationship between educational psychology theories (In this case, self-efficacy beliefs) and foreign language learning motivation presented similar results. The study demonstrated that the third year teacher trainees felt anxious in the language classes but that had nothing to do with their self-efficacy levels. In contrast to the

study made by Bandura (1992), which maintains that students with low levels of self-efficacy do not feel they can meet their goals and therefore become depressed, the previous study showed that the results did not change whether students had high levels or low levels of self-efficacy. Moreover, it was established that anxiety is uncorrelationally related to self-efficacy, which seems to contradict many studies such as Horwitz and Cope's (1986); Hill and Wigfield's (1984); McIntyre and Gardner's (1995).Although the results of the study by Hsieh were about learning motivation and self-efficacy beliefs and not about the French student's self-efficacy beliefs, they showed that the student's self-efficacy was not related to anxiety at all.

5.1.7 Results from the associations in the B1 Version

One of the objectives consisted on determining if there was any relationship between the self-efficacy sources and the French self-efficacy beliefs. Bandura states that people's beliefs about their personal efficacy constitute a major aspect of their self-knowledge. However, results showed no significant correlations. It can be assumed that the student's beliefs about their self-efficacy in French are not considered to be related to the student's knowledge.

Regarding the association among the self-efficacy sources and the linguistic skills, results exhibit a strong relationship between the Verbal Persuasion Source and the Oral Expression Skill. Bandura (1997) states that it is easier to sustain a sense of efficacy, especially when struggling with difficulties if significant others express faith in one's capabilities than if they convey doubts. Then, it is possible that students have received good comments when doing oral tasks such as presentations in French. In addition, findings show a strong, negative relationship between the Physiological and Affective States and the Listening Comprehension Skill. Bandura (1997) suggests that intense moods have stronger effects than weak ones. It is possible that this negative relationship appeared because students might have recalled negative past experiences in the listening comprehension skill, and related them to the mood in which they were when they were performing the activities.

About the relationship between the general self-efficacy sense and the sources of self-efficacy, results show a moderate relationship among the General self-efficacy sense and the Physiological and affective States Source. Bandura (1997) states that –Affective states can have widely generalized effects on beliefs of personal efficacy in diverse spheres of functioning" P.106. In addition, Bandura (1991) and Cioffi, 1991 (cited in Bandura, 1997) stated that one way of shifting efficacy beliefs is to enhance physical status, reduce stress levels and negative

emotional proclivities, and correct misinterpretations of bodily states. Students who said not being nervous or stressed when doing activities should have a stronger self-efficacy sense. Then, students probably felt they had a more positive mood when doing the tasks and less stressed out in the activities they usually do.

5. 1.8 Correlation between General Self-efficacy Sense and the French Self-efficacy Beliefs

About the association between the general self-efficacy sense and the French Self-efficacy beliefs results show that there is no correlation among the general self-efficacy sense and the French self-efficacy beliefs.DiClemente1986; Hofstetter, Sallis&Hovell, 1990, cited in Bandura's (1997), mention that a high sense of efficacy in one activity domain is not necessarily accompanied by a high sense in other realms. It is possible that the students of French may be good at learning French, but not so great at solving math problems. Based on the results, it is clear that the general self-efficacy beliefs that the B1-level students had to complete tasks in any situation had no relationship with their perceptions to appropriately complete tasks in French. No studies were found to compare these results on their entirety. However, the study by Puozzo (2004) shows similar results. This previous study was made to present the approach to measure the perception that high school students had (or not) about their linguistic competences in Italian and French. It suggested that self-efficacy does not have a direct action on human behavior, but instead, there are four psychological mediating processes that help people to understand the capacities one person has. These processes are: cognitive, motivational, affective, and selective. The findings of the study showed that the results of the French language were satisfactory, while the results of Italian were disappointing. Consequently, it could be said that the perceptions that the B1-level students of French in the present study were not based on their perceptions to do things in other areas. Maybe students of French at this level are aware of their capabilities and know how to separate them from the ones they have to do things in every-day-life. It is also possible that teachers also influence their students to believe they can do well.

CHAPTER VI
CONCLUSIONS

6.1. Conclusion

The aim of this study was to establish the sense of self-efficacy in students learning French at the CEI and the English Language Major regarding the four linguistic skills and their relationship with the sources of self-efficacy. To achieve it, the quantitative approach was adopted and it was used a questionnaire as a research instrument (QESE).What was found in the results agrees with the results of Bandura (1997), where vicarious experience has an important role in students‘ self-efficacy. Modeling serves as another effective tool for promoting a sense of personal efficacy (Bandura, 1997).

In general, the study agrees with the majority of the previous studies, although the studies are focused only in one linguistic skill and not in all of them like the present study. Those ones suggest that self-efficacy and success are related; however, this study disagrees with some others that suggest self-efficacy is not important in the development of students.

Results indicate that the majority of the students considered themselves self-efficient in the four linguistic skills. Nevertheless, about the reading skill, students think they are more efficient than in the other skills. As for the listening, speaking, and writing skills, they think they are less efficient than in the other skills. For the sources of self-efficacy, they considered that the physiological and emotional states have an important influence on their self-efficacy, followed by verbal persuasion, then and finally by vicarious experience.

There were not found differences between the self-efficacy sense and the level of French. This means that results did not change whether students had high levels or low levels of self-efficacy and that self-efficacy was uncorrelationally related to the level of French that students had. Results of this study showed that the student‘s self-efficacy sense had nothing to do with their French levels.

It is tentative to say that the results of the students‘ self-efficacy could not be confirmed by the teachers. Even though, students‘ grades are known, the teachers‘ lists were not revealed. It would have been important to see the lists because it would have been possible to compare the grades and the students‘ thoughts about themselves. However, the students‘ self-report agreed with their sense of self-efficacy.

6.1. 2 Contributions

The present work contributes to help teachers and students of French at the UQRoo to have a better view about what the student‘s perceptions to learn the French language are and the things that cause students do not feel capable of performing self-efficaciously. The results of this work, then, suggest that teachers should look for different strategies to work with the listening and writing skills because they were the ones in which students felt less efficient. It is important that teachers make these skills be observed as others, so that students can gain confidence and be focused on tasks. In this way, students may feel more comfortable with themselves practicing each skill and, probably, they will make a greater effort to improve in each skill. Perhaps, if there is a greater sense of self-efficacy, students will have a better achievement. This may not affect students from the CEI that much, because they would have a positive grade at the end of the semester, maybe not the highest scores, but they would pass the subject, which is finally what students are concerned about.

It is a good idea that the CEI and the English Language Major offer courses specifically designed to practice one skill rather than several ones in the same lesson. Maybe, in this way, students could concentrate on their weaknesses and reinforce their strengths and perceptions about their efficacy to perform in each skill. It would be transcendental if the UQRoo could adapt a laboratory in which students could express their creativity and go practice their skills by creating different type of media such as radio shows, newspapers, books, magazines that can be published or sold.

On the other hand, students should look for different strategies to strengthen their listening and writing skills. They should be aware of how to use strategies to plan, monitor and evaluate their listening and writing skills. For the listening skill, they should try to be exposed as much as they can to the French language. Listening to different resources such as TV shows and songs in French could be a good idea to do so. To improve the writing skill, it is advisable that students read a lot, or write an e-journal to keep up with what they learn in the classroom and improve their skills.

It is important that students be responsible for their own learning and success. As Gahungu states: ―The goal of every second language instruction is to develop the learner‘s communicative competence. This endeavor can be challenging; however, planning, being actively engaged in the learning process, monitoring one‘s progress and emotional temperature,

can make the task more manageable and enjoyable. The extent to which a language learner uses language learning strategies can ultimately determine the level of his success". (p.157).

What is recommended to do in future projects is to measure the enactive mastery experience with a Likert scale to have the same parameters and compare them with the ones from other sources. In addition, it would be interesting to investigate the same self-efficacy theme but with different subjects, like teachers, in order to know if their self-efficacy as teachers of the French language directly influences the student's beliefs about learning French.

6.1. 3 Future Research

Future projects may focus on the measurement and relationship of the four sources of self-efficacy and not only on three of them. Moreover, it is recommended to investigate the grades students obtained during the course in order to have a better knowledge of their development and see if their grades are related with the self-efficacy they say to have.

6.1.4 Limitations of the study

One of the limitations of this study was that all the results were based on the student's perceptions of their own self-efficacy and not on their actual final grades, which could have ensured if students were actually as self-efficacious as they thought or not. It is important to remember, as Mills, Pajares & Herron (2006) mention, "When using questionnaires that require self-reporting of beliefs, there is always the risk that participants' beliefs may be misrepresented. Participants sometimes report what they believe is expected, rather than their true beliefs" (p.285).

The strength of this project could have been enhanced if the order of the questions of the instrument in the three versions were randomly placed instead of placing them in an order or by source (In the case of the self-efficacy Sources) to avoid students repeat the same pattern of answer. Even though some students were unsure about what to answer in some of the questions of the instrument, the results of the Cronbach's alpha were acceptable. Since there was a lack of time, a piloting could not be completed. Nevertheless, the Cronbach alpha of the complete scale was .746. However, it is recommended to do the piloting once or twice to better adjust the instrument for future projects to reduce and detect the items that could be removed without affecting the reliability.

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APPENDIX A

Esta escala tiene el objetivo de medir el sentido de autoeficacia para el aprendizaje del francés y su relación con las fuentes de autoeficacia. Le solicitamos su cooperación respondiendo a los ítems que aparecen a continuación. Por favor, no deje preguntas sin contestar, no existen respuestas falsas o verdaderas, correctas o incorrectas. No es necesario que escriba su nombre.

VERSIÓN A1

Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su autopercepción sobre su capacidad para realizar las siguientes actividades. **1=Muy capaz 2=Capaz 3=Capacidad promedio 4=Poco capaz 5=Incapaz**					
1. Soy capaz de relacionarme con otros en francés de forma elemental.	1	2	3	4	5
2. Soy capaz de participar en una conversación en francés si la otra persona repite o reformula su discurso.	1	2	3	4	5
3. Soy capaz de plantear y responder preguntas sencillas en francés sobre cuestiones cotidianas o de necesidad inmediata.	1	2	3	4	5
4. Soy capaz de reconocer palabras muy básicas de uso frecuente en francés.	1	2	3	4	5
5. Soy capaz de reconocer palabras relativas a mí y a mi familia en francés.	1	2	3	4	5
6. Soy capaz de reconocer palabras en francés relativas al entorno inmediato.	1	2	3	4	5
7. Soy capaz de comprender palabras y nombres comunes escritos en francés.	1	2	3	4	5
8. Soy capaz de comprender lo que dicen los letreros en francés.	1	2	3	4	5
9. Soy capaz de comprender lo que dice una carta postal en francés.	1	2	3	4	5
10. Soy capaz de escribir frases sencillas en francés para describir el lugar donde vivo.	1	2	3	4	5
11. Soy capaz de escribir una nota corta y sencilla en francés.	1	2	3	4	5
12. Soy capaz de escribir una breve descripción de mí mismo en francés.	1	2	3	4	5
Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión. **1=Siempre 2=Casi siempre 3=Indeciso 4= Algunas veces 5= Nunca**					
13. El ejemplo de amigos que han estudiado francés me animó a estudiarlo.	1	2	3	4	5
14. Conozco gente que habla francés muy bien.	1	2	3	4	5
15. He tenido profesores de francés que han sido inspiradores.	1	2	3	4	5
16. Los asistentes de francés me han acercado a la cultura francófona.	1	2	3	4	5
17. He recibido buenos comentarios de mis profesores acerca de mi francés.	1	2	3	4	5
18. Mis compañeros dicen que soy bueno en francés.	1	2	3	4	5
19. La gente con la que he hablado en francés ha dicho que lo hago bien.	1	2	3	4	5
20. He recibido buenos comentarios sobre mi francés por parte de los asistentes de lengua.	1	2	3	4	5
21. Hablar en francés me pone nervioso	1	2	3	4	5
22. Hacer ejercicios de escritura en francés me estresa.	1	2	3	4	5
23. Hacer ejercicios de lectura en francés me pone nervioso	1	2	3	4	5
24. Hacer ejercicios de escucha en francés me estresa.	1	2	3	4	5
Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión.					

1=Completamente de acuerdo 2=De acuerdo 3=Indeciso 4= En desacuerdo 5= En completo desacuerdo.					
25. Me concibo a mí mismo como alguien capaz de desempeñarse con altos estándares.	1	2	3	4	5
26. Dominar una tercera lengua es parte de ser una persona altamente educada.	1	2	3	4	5
27. Me gusta el desafío intelectual que aprender francés representa.	1	2	3	4	5
28. Me concibo a mí mismo como alguien que es bueno en francés.	1	2	3	4	5
29. Los estudiantes mexicanos son tan capaces de aprender francés como los europeos.	1	2	3	4	5
30. Me gusta aprender porque mantiene mi cerebro activo.	1	2	3	4	5
31. Me gusta poder hablar con otras personas fluidamente en francés	1	2	3	4	5
32. Tengo claro los objetivos por los que estudio francés	1	2	3	4	5
33. Tengo metas intermedias que me llevarán a lograr mi objetivo de aprender francés.	1	2	3	4	5
34. Uno de mis objetivos es certificarme en francés	1	2	3	4	5
35. Estudio francés porque me da un perfil profesional más amplio y flexible.	1	2	3	4	5
36. Estudio francés porque quiero irme a vivir a un país francófono.	1	2	3	4	5
37. Estudio francés porque quiero obtener una beca para estudiar en Francia.	1	2	3	4	5
38. Estudio francés porque quiero conocer Francia.	1	2	3	4	5
39. Estudio francés porque me gusta la cultura francesa.	1	2	3	4	5
40. Estudio francés porque me satisface.	1	2	3	4	5
41. Me inscribí en francés para ver si algo aprendía.	1	2	3	4	5
42. Me inscribí a francés porque el horario me convenía.	1	2	3	4	5
43. Me inscribí en francés para completar mi carga académica.	1	2	3	4	5

Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión. **1=Nada cierto 2= Apenas cierto 3=Medianamente cierto 4= Cierto 5= Muy Cierto**					
44. Puedo encontrar la manera de obtener lo que quiero aunque alguien se me oponga.	1	2	3	4	5
45. Puedo resolver problemas difíciles si me esfuerzo lo suficiente.	1	2	3	4	5
46. Me es fácil persistir en lo que me he propuesto hasta llegar a alcanzar mis metas.	1	2	3	4	5
47. Tengo confianza en que podría manejar eficazmente acontecimientos inesperados.	1	2	3	4	5
48. Gracias a mis cualidades y recursos puedo superar situaciones imprevistas.	1	2	3	4	5
49. Cuando me encuentro en dificultades puedo permanecer tranquilo/a porque cuento con las habilidades necesarias para manejar situaciones difíciles.	1	2	3	4	5
50. Venga lo que venga, por lo general soy capaz de manejarlo.	1	2	3	4	5
51. Puedo resolver la mayoría de los problemas si me esfuerzo lo necesario.	1	2	3	4	5
52. Si me encuentro en una situación difícil, generalmente se me ocurre qué debo hacer.	1	2	3	4	5
53. Al tener que hacer frente a un problema, generalmente se me ocurren varias alternativas de cómo resolverlo.	1	2	3	4	5

Datos demográficos

Subraye la respuesta que mejor describa su situación.

54. Mi edad se ubica en los rangos:

1)18-20 2)21-23 3)24-26 4)27-29 5)30-32 6)33-35 7)36 o más

55. Mi género es: a) masculino b) femenino

56. Semestre que cursa en la Licenciatura en Lengua Inglesa

1. Ninguno 2) segundo 3) cuarto 4) sexto 5) octavo 6) décimo

57. Si estudia una carrera diferente de Lengua Inglesa diga cuál es:_____

58. He tomado los siguientes cursos de **francés** en el Centro de Idiomas:

1) Introductorio 2) Básico 3) Pre-intermedio 4) Intermedio 5) Post-intermedio

59. He tomado los siguientes cursos en la Licenciatura en Lengua Inglesa:

1) Idioma Francés I 2) Idioma Francés II 3) Idioma Francés III 4) Idioma Francés IV

60Si ha tomado francés en algún lugar diferente de los ya mencionados por favor anótelo:_____

61. ¿Cuál fue la calificación que obtuvo en su último semestre cursado de francés?_____

62. ¿Ha presentado algún examen internacional? Sí No

63. Si respondió afirmativamente diga cuál:

1)Ninguno 2)A1 de inglés 3)A2 de inglés 4)B1 de inglés 5)B2 de inglés 6)FCE ~~–e~~" 7)A1 de francés 8)A2 de francés 9) B1 de francés 10)B2 de francés

64. ¿Qué puntaje obtuvo? _____

65. He tomado los siguientes cursos de inglés en el Centro de Idiomas:

1) Ninguno 2) Introductorio 2) Básico 3) Pre-intermedio 4) Intermedio 5) Post-intermedio

66. He tomado los siguientes cursos de inglés en la Licenciatura en Lengua Inglesa:

1) Ninguno 2) Inglés I 3) Inglés II 4) Inglés III 5) Inglés 4 6) Inglés 5 7) Inglés 6 8) Inglés 7 9) Inglés 8

67. He tomado cursos de idiomas diferentes del inglés y del francés: si _____

no_____

68. Diga cuál:_____

69. Diga cuál:_____

70. diga a qué nivel llegó: _____

71. diga a qué nivel llegó: _____

¡Gracias por su colaboración!

APPENDIX B

Esta escala tiene el objetivo de medir el sentido de autoeficacia para el aprendizaje del francés y su relación con las fuentes de autoeficacia. Le solicitamos su cooperación respondiendo a los ítems que aparecen a continuación. Por favor, no deje preguntas sin contestar, no existen respuestas falsas o verdaderas, correctas o incorrectas. No es necesario que escriba su nombre.

VERSIÓN A2

Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su autopercepción sobre su capacidad para realizar las siguientes actividades. 1=Muy capaz 2=Capaz 3=Capacidad promedio 4=Poco capaz 5=Incapaz					
1. Soy capaz de relacionarme con otros en francés de forma elemental.	1	2	3	4	5
2. Soy capaz de comunicarme social y brevemente en francés.	1	2	3	4	5
3. Soy capaz de utilizar expresiones y frases sencillas en francés para describir a mi familia y a mi entorno.	1	2	3	4	5
4. Soy capaz de reconocer frases en francés sobre información personal y familiar.	1	2	3	4	5
5. Soy capaz de reconocer el vocabulario francés más habitual sobre temas de interés como compras, lugar de residencia y empleo.	1	2	3	4	5
6. . Soy capaz de reconocer la idea principal de avisos y mensajes (breves, claros y sencillos) en francés.	1	2	3	4	5
7. Soy capaz de comprender textos muy breves y sencillos en francés.	1	2	3	4	5
8. Soy capaz de comprender información específica en francés sobre escritos sencillos y cotidianos como anuncios publicitarios, menús y horarios.	1	2	3	4	5
9. Soy capaz de comprender cartas personales en francés muy breves y sencillas	1	2	3	4	5
10. Soy capaz de escribir notas sencillas en francés.	1	2	3	4	5
11. Soy capaz de escribir mensajes breves y sencillos en francés relativos a mis necesidades inmediatas.	1	2	3	4	5
12. Soy capaz de escribir cartas sencillas y personales en francés agradeciendo algo a alguien.	1	2	3	4	5

Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión. 1=Siempre 2=Casi siempre 3=Indeciso 4= Algunas veces 5= Nunca					
1. El ejemplo de amigos que han estudiado francés me animó a estudiarlo.	1	2	3	4	5
2. Conozco gente que habla francés muy bien.	1	2	3	4	5
3. He tenido profesores de francés que han sido inspiradores.	1	2	3	4	5
4. Los asistentes de francés me han acercado a la cultura francófona.	1	2	3	4	5
5. He recibido buenos comentarios de mis profesores acerca de mi francés.	1	2	3	4	5
6. Mis compañeros dicen que soy bueno en francés.	1	2	3	4	5
7. La gente con la que he hablado en francés ha dicho que lo hago bien.	1	2	3	4	5
8. He recibido buenos comentarios sobre mi francés por parte de los asistentes de lengua.	1	2	3	4	5
9. Hablar en francés me pone nervioso	1	2	3	4	5

10. Hacer ejercicios de escritura en francés me estresa.	1	2	3	4	5
11. Hacer ejercicios de lectura en francés me pone nervioso	1	2	3	4	5
12. Hacer ejercicios de escucha en francés me estresa.	1	2	3	4	5

Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión.
1=Completamente de acuerdo 2=De acuerdo 3=Indeciso 4= En desacuerdo 5= En completo desacuerdo

1. Me concibo a mí mismo como alguien capaz de desempeñarse con altos estándares.	1	2	3	4	5
2. Dominar una tercera lengua es parte de ser una persona altamente educada.	1	2	3	4	5
3. Me gusta el desafío intelectual que aprender francés representa.	1	2	3	4	5
4. Me concibo a mí mismo como alguien que es bueno en francés.	1	2	3	4	5
5. Los estudiantes mexicanos son tan capaces de aprender francés como los europeos.	1	2	3	4	5
6. Me gusta aprender porque mantiene mi cerebro activo.	1	2	3	4	5
7. Me gusta poder hablar con otras personas fluidamente en francés	1	2	3	4	5
8. Tengo claro los objetivos por los que estudio francés	1	2	3	4	5
9. Tengo metas intermedias que me llevarán a lograr mi objetivo de aprender francés.	1	2	3	4	5
10. Uno de mis objetivos es certificarme en francés	1	2	3	4	5
11. Estudio francés porque me da un perfil profesional más amplio y flexible.	1	2	3	4	5
12. Estudio francés porque quiero irme a vivir a un país francófono.	1	2	3	4	5
13. Estudio francés porque quiero obtener una beca para estudiar en Francia.	1	2	3	4	5
14. Estudio francés porque quiero conocer Francia.	1	2	3	4	5
15. Estudio francés porque me gusta la cultura francesa.	1	2	3	4	5
16. Estudio francés porque me satisface.	1	2	3	4	5
17. Me inscribí en francés para ver si algo aprendía.	1	2	3	4	5
18. Me inscribí a francés porque el horario me convenía.	1	2	3	4	5
19. Me inscribí en francés para completar mi carga académica.	1	2	3	4	5

Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión.
1=Nada cierto 2= Apenas cierto 3=Medianamente cierto 4=cierto 5=muy cierto

1. Puedo encontrar la manera de obtener lo que quiero aunque alguien se me oponga.	1	2	3	4	5
2. Puedo resolver problemas difíciles si me esfuerzo lo suficiente.	1	2	3	4	5
3. Me es fácil persistir en lo que me he propuesto hasta llegar a alcanzar mis metas.	1	2	3	4	5
4. Tengo confianza en que podría manejar eficazmente acontecimientos inesperados.	1	2	3	4	5
5. Gracias a mis cualidades y recursos puedo superar situaciones imprevistas.	1	2	3	4	5
6. Cuando me encuentro en dificultades puedo permanecer tranquilo/a porque cuento con las habilidades necesarias para manejar situaciones difíciles.	1	2	3	4	5
7. Venga lo que venga, por lo general soy capaz de manejarlo.	1	2	3	4	5
8. Puedo resolver la mayoría de los problemas si me esfuerzo lo necesario.	1	2	3	4	5
9. Si me encuentro en una situación difícil, generalmente se me ocurre qué	1	2	3	4	5

debo hacer.					
10. Al tener que hacer frente a un problema, generalmente se me ocurren varias alternativas de cómo resolverlo.	1	2	3	4	5

Datos demográficos

Subraye la respuesta que mejor describa su situación.

54. Mi edad se ubica en los rangos:

1) 18-20 2)21-23 3) 24-26 4)27-29 5)30-32 6)33-35 7)36 o más

55. Mi género es: a) masculino b) femenino

56. Semestre que cursa en la Licenciatura en Lengua Inglesa

1. Ninguno 2) segundo 3) cuarto 4) sexto 5) octavo 6) décimo

57. Si estudia una carrera diferente de Lengua Inglesa diga cuál es:_____

58. He tomado los siguientes cursos de **francés** en el Centro de Idiomas:

1) Introductorio 2) Básico 3) Pre-intermedio 4) Intermedio 5) Post-intermedio

59. He tomado los siguientes cursos en la Licenciatura en Lengua Inglesa:

1) Idioma Francés I 2) Idioma Francés II 3) Idioma Francés III 4) Idioma Francés IV

60. Si ha tomado francés en algún lugar diferente de los ya mencionados por favor anótelo:_____

61. ¿Cuál fue la calificación que obtuvo en su último semestre cursado de francés?_____

62. ¿Ha presentado algún examen internacional? Sí No

63. Si respondió afirmativamente diga cuál:

1)Ninguno 2)A1 de inglés 3)A2 de inglés 4)B1 de inglés 5)B2 de inglés

6)FCE –e" 7)A1 de francés 8)A2 de francés 9)B1 de francés 10)B2 de francés

64. ¿Qué puntaje obtuvo? _____

65. He tomado los siguientes cursos de **inglés** en el Centro de Idiomas:

1) Ninguno 2) Introductorio 2) Básico 3) Pre-intermedio 4) Intermedio 5) Post-intermedio

66. He tomado los siguientes cursos de **inglés** en la Licenciatura en Lengua Inglesa:

1) Ninguno 2) Inglés I 3) Inglés II 4) Inglés III 5) Inglés 4 6) Inglés 5 7) Inglés6 8) Inglés 7 9) Inglés 8

67. He tomado cursos de idiomas diferentes del inglés y del francés: si _____

no_____

68. Diga cuál: _____

69. Diga cuál: _____

70. Diga a qué nivel llegó: _____

70. Diga a qué nivel llegó: _____

¡Gracias por su colaboración!

APPENDIX C

Esta escala tiene el objetivo de medir el sentido de autoeficacia para el aprendizaje del francés y su relación con las fuentes de autoeficacia. Le solicitamos su cooperación respondiendo a los ítems que aparecen a continuación. Por favor, no deje preguntas sin contestar, no existen respuestas falsas o verdaderas, correctas o incorrectas. No es necesario que escriba su nombre.

VERSIÓN B1

Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su autopercepción sobre su capacidad para realizar las siguientes actividades. 1=Muy capaz 2=Capaz 3=Capacidad promedio 4=Poco capaz 5=Incapaz					
1. Soy capaz de comunicarme y desenvolverme en casi todas las situaciones que se me presentan cuando voy a un lugar en donde hablan francés.	1	2	3	4	5
2. Soy capaz de comunicarme espontáneamente en una conversación en francés que trate temas cotidianos de interés personal o a la vida diaria (familia, trabajo, viajes).	1	2	3	4	5
3. Soy capaz de explicar y justificar brevemente en francés mis opiniones y proyectos.	1	2	3	4	5
4. Soy capaz de reconocer las ideas principales de un discurso en francés cuando éste es claro.	1	2	3	4	5
5. Soy capaz de reconocer las ideas principales de un discurso en francés cuando se tratan asuntos cotidianos que tienen lugar en el trabajo, la escuela, o durante el tiempo de ocio.	1	2	3	4	5
6. Soy capaz de reconocer la idea principal de un programa de radio o televisión en francés que tratan temas actuales cuando la pronunciación es lenta y clara.	1	2	3	4	5
7. Soy capaz de comprender textos redactados en francés relacionados con el trabajo.	1	2	3	4	5
8. Soy capaz de comprender la descripción de acontecimientos en francés.	1	2	3	4	5
9. Soy capaz de comprender la descripción de sentimientos y deseos en cartas personales en francés.	1	2	3	4	5
10. Soy capaz de escribir en francés textos (sencillos y bien enlazados) sobre temas que me son conocidos.	1	2	3	4	5
11. Soy capaz de escribir textos en francés de interés personal.	1	2	3	4	5
12. Soy capaz de escribir en francés cartas personales que describen experiencias e impresiones.	1	2	3	4	5
Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión. 1=Siempre 2=Casi siempre 3=Indeciso 4= Algunas veces 5= Nunca					
13. El ejemplo de amigos que han estudiado francés me animó a estudiarlo.	1	2	3	4	5
14. Conozco gente que habla francés muy bien.	1	2	3	4	5
15. He tenido profesores de francés que han sido inspiradores.	1	2	3	4	5
16. Los asistentes de francés me han acercado a la cultura francófona.	1	2	3	4	5
17. He recibido buenos comentarios de mis profesores acerca de mi francés.	1	2	3	4	5
18. Mis compañeros dicen que soy bueno en francés.	1	2	3	4	5

19. La gente con la que he hablado en francés ha dicho que lo hago bien.	1	2	3	4	5
20. He recibido buenos comentarios sobre mi francés por parte de los asistentes de lengua.	1	2	3	4	5
21. Hablar en francés me pone nervioso.	1	2	3	4	5
22. Hacer ejercicios de escritura en francés me estresa.	1	2	3	4	5
23. Hacer ejercicios de lectura en francés me pone nervioso.	1	2	3	4	5
24. Hacer ejercicios de escucha en francés me estresa.	1	2	3	4	5
Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión. 1=Completamente de acuerdo 2=De acuerdo 3=Indeciso 4= En desacuerdo 5= En completo desacuerdo					
25. Me concibo a mí mismo como alguien capaz de desempeñarse con altos estándares.	1	2	3	4	5
26. Dominar una tercera lengua es parte de ser una persona altamente educada.	1	2	3	4	5
27. Me gusta el desafío intelectual que aprender francés representa.	1	2	3	4	5
28. Me concibo a mí mismo como alguien que es bueno en francés.	1	2	3	4	5
29. Los estudiantes mexicanos son tan capaces de aprender francés como los europeos.	1	2	3	4	5
30. Me gusta aprender porque mantiene mi cerebro activo.	1	2	3	4	5
31. Me gusta poder hablar con otras personas fluidamente en francés	1	2	3	4	5
32. Tengo claro los objetivos por los que estudio francés	1	2	3	4	5
33. Tengo metas intermedias que me llevarán a lograr mi objetivo de aprender francés.	1	2	3	4	5
34. Uno de mis objetivos es certificarme en francés	1	2	3	4	5
35. Estudio francés porque me da un perfil profesional más amplio y flexible.	1	2	3	4	5
36. Estudio francés porque quiero irme a vivir a un país francófono.	1	2	3	4	5
37. Estudio francés porque quiero obtener una beca para estudiar en Francia.	1	2	3	4	5
38. Estudio francés porque quiero conocer Francia.	1	2	3	4	5
39. Estudio francés porque me gusta la cultura francesa.	1	2	3	4	5
40. Estudio francés porque me satisface.	1	2	3	4	5
41. Me inscribí en francés para ver si algo aprendía.	1	2	3	4	5
42. Me inscribí a francés porque el horario me convenía.	1	2	3	4	5
43. Me inscribí en francés para completar mi carga académica.	1	2	3	4	5
Para cada enunciado encierre en un círculo en la columna de la derecha la respuesta que mejor refleje su opinión. 1=Nada cierto 2= Apenas cierto 3=Medianamente cierto 4=Cierto 5=Muy cierto					
44. Puedo encontrar la manera de obtener lo que quiero aunque alguien se me oponga.	1	2	3	4	5
45. Puedo resolver problemas difíciles si me esfuerzo lo suficiente.	1	2	3	4	5
46. Me es fácil persistir en lo que me he propuesto hasta llegar a alcanzar mis metas.	1	2	3	4	5
47. Tengo confianza en que podría manejar eficazmente acontecimientos inesperados.	1	2	3	4	5
48. Gracias a mis cualidades y recursos puedo superar situaciones imprevistas.	1	2	3	4	5
49. Cuando me encuentro en dificultades puedo permanecer tranquilo/a porque	1	2	3	4	5

cuento con las habilidades necesarias para manejar situaciones difíciles.					
50. Venga lo que venga, por lo general soy capaz de manejarlo.	1	2	3	4	5
51. Puedo resolver la mayoría de los problemas si me esfuerzo lo necesario.	1	2	3	4	5
52. Si me encuentro en una situación difícil, generalmente se me ocurre qué debo hacer.	1	2	3	4	5
53. Al tener que hacer frente a un problema, generalmente se me ocurren varias alternativas de cómo resolverlo.	1	2	3	4	5

Datos demográficos

Subraye la respuesta que mejor describa su situación.

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64. ¿Qué puntaje obtuvo? _____

65. He tomado los siguientes cursos de**inglés**en el Centro de Idiomas:

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66. He tomado los siguientes cursos de ***inglés*** en la Licenciatura en Lengua Inglesa:

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67. He tomado cursos de idiomas diferentes del inglés y del francés: si _____

no_____

68. Diga cuál: _____

69. Diga cuál: _____

70. Diga a qué nivel llegó: _____

71. Diga a qué nivel llegó: _____

¡Gracias por su colaboración!