UNIVERSIDAD DE QUINTANA ROO

DIVISIÓN DE HUMANIDADES Y LENGUAS

Pre-service EFL teachers' self-efficacy beliefs in speaking English: a narrative study

Tesis

Para obtener el grado de
Licenciado en Lengua Inglesa

PRESENTAN
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Chetumal, Quintana Roo, México, mayo de 2021

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Abstract

The following bachelor's thesis *Pre-service EFL teachers' self-efficacy beliefs in speaking English: a narrative study* was written in order to fill the gap in the literature within a Mexican context that addresses the speaking skill in isolation from the other linguistic skills. This thesis has three major purposes: to determine pre-service English teachers' main contextual and personal characteristics, to investigate the factors and sources of self-efficacy that hinder or encourage pre-service teachers' self-efficacy beliefs in speaking English, and to analyze the development of participants' self-efficacy beliefs in speaking during their major. The participants were two men and two women from the English Language major. The method used to collect the data was a semi-structured interview and timelines. The results revealed that personal and contextual characteristics have an impact on participants' self-efficacy development. In addition to this, diverse factors such as participation, English experiences and English classes can hinder or encourage pre-service teachers' self-efficacy beliefs. Furthermore, the findings support Bandura's self-efficacy theory, which proposes four sources of self-efficacy, namely enactive mastery experience, vicarious experience, verbal persuasion and emotional and physical states. As a final recommendation, the authors of this study encourage other researchers to study further this topic in a Mexican context as there is not much literature about it.

Key words: belief, self-efficacy, speaking, pre-service teacher, Mexico

Introduction

Learning English as a foreign language has been widely promoted because it is one primarily way to communicate with a large population of people from different backgrounds, cultures and languages. English has been regarded as a universal language spoken in different parts of the world for different purposes.

> You hear it on television, spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. (David, 2003, p.2)

For some teachers and learners, the aim of learning a second language involves mainly communication and one main way to achieve it is through the development of oral skills. As Gordillo (2011) proposes, oral skill can be defined as the act and capacity of communicating verbally, which is divided into two complementary skills: listening as a receptive skill and speaking as a productive skill (as cited in Herrera & Gonzalez, 2017). For the purpose of this study, only the productive skill (speaking) will be considered.

It has been said that the speaking skill is one of the most difficult aspects of learning a language. Factors such as background, personal experiences, self-efficacy, motivation and teachers might influence individuals' beliefs towards speaking a language. For instance, research conducted by Al-Nakhalah (2016) found that English language students had difficulties speaking English due to fear of making mistakes, shyness, anxiety, and lack of confidence among others. A study by Tuguis (2017) at Khairun University in Indonesia determined that students were not well-prepared to communicate in English because of their academic background and their lack of motivation; thus, when they enrolled in their major they were only able to use English to debate, guide tourists, or have a lecture but not enough to communicate well with friends and lecturers. Furthermore, a low sense of self-efficacy may affect students' ability to participate actively in class, produce the language, or have an increased achievement such as described in a study by Alawiyah (2018) in which he indicated the correlation of self-efficacy with the positive development of speaking skill.

In order to understand what affects each individual when it comes to speaking a second language, we need to know what their self-efficacy beliefs towards the language are. In language

learning, according to Horwitz (1987) beliefs are ideas and notions that a person holds regarding the nature of language and the process of how it is learned (As cited in Rojas, 2008, p. 8). Since these beliefs drive the course of action that an individual takes towards a language, self-efficacy plays an essential role. As stated by Bandura (1994), self-efficacy can be understood as beliefs that an individual holds regarding his capabilities to achieve a desired performance on events that affect him or her personally.

Self-efficacy and beliefs have a strong relationship because people's actions and performance are based on the beliefs they hold about their personal efficacy. In this regard, Bandura (1999) mentions:

> Unless people believe that they can produce desired effects by their actions they have little incentive to act or to persevere in the face of difficulties. Whatever other factors serve as motivators; they are rooted in the core belief that one has the power to produce changes by one's actions (p. 28).

Alawiyah (2018) revealed the importance of studying these beliefs. The participants in his study were students enrolled in an English Study program in Indonesia where they learned English as a foreign language. There it was determined that teachers and students had trouble speaking. The study reported that some students did not want to speak because they did not feel confident with their ability. Also, those who had a low self-efficacy to speak obtained negative results in their speaking skill performance.

Similarly, even though Mexico is not an English-speaking country, the national educational policies have promoted the study of English in public schools in the past and recent years. All over the country, there are universities that offer programs and majors related to the learning of English. The state of Quintana Roo has followed this same trend. For example, the University of Quintana Roo offers a major in English language that aims to train English teachers, the Instituto de Capacitación para el Trabajo (ICAT) which teaches English from basic to advanced levels and Secretaría de Educación Pública (SEP) that has established an English program in elementary schools called Programa Nacional de Inglés (PRONI) so that students can learn the language from a young age. However, most of the teachers working for these institutions are not trained to teach

complex communicative topics and speak the language well. As a result, a need for trained English teachers has been observed in Mexico. Borjian (2008) mentions in this regard:

> English instruction typically begins at the early stages of children's education in Mexico, yet it focuses primarily on vocabulary and simple phrases. The narrowness of the English curriculum is due in part to the shortage of teachers who have sufficient proficiency in English to teach more complex communicative aspects of English. (Borjian, 2017, p.164)

For the reason suggested by Borjian (2017), Mexico has presented the same phenomenon that Genç, Kuluşaklı and Aydın (2018) found among students in Indonesia, in which learners of an English study program were still unable to have a fluent oral communication with others. As students enrolled in the English language program offered by the University of Quintana Roo, we have observed that students still encounter difficulties to develop their speaking skill, which may be due to their background and own self-efficacy beliefs towards the language. These factors could influence their performance as future English teachers.

When it comes to practicing the speaking ability, some students decide whether to do it or not depending on the self-efficacy beliefs they hold towards this ability. In turn, this has consequences on their performance. Speaking is especially important because English major students at the university of Quintana Roo need to achieve a C1 level according to the European framework and must take a mock Certification in Advanced English (CAE) to prove their proficiency in the four skills: speaking, writing, reading, and listening.

Although there are some studies that focus on students' self-efficacy beliefs towards the English speaking skill, there are few studies found in the Mexican context that address pre-service teachers' self-efficacy beliefs in speaking and factors that they believe influence their oral production and participation in classes. Some studies regarding this topic conducted in a Mexican context are Reyes-Cruz and Murrieta-Loyo (2017), and Castillo and Sansores (2015), which focused on investigating the sense of self-efficacy of pre-service English teachers. In these studies, it was found that past experiences, beliefs, as well as the sources of self-efficacy have a relationship that may hinder or encourage pre-service teachers' sense of self-efficacy to teach English as a foreign language. In addition, quantitative studies such as Villanueva (2015) focused on English

students and their sense of self-efficacy regarding the learning of English and the four linguistic abilities.

Besides, there are more studies in other contexts that show the relevance of the topic, such as Genç, Kuluşaklı and Aydın (2016) who conducted a research in Turkey to explore perceived self-efficacy and beliefs on English Language Learning of prospective EFL teachers. It was discovered that students' English self-efficacy beliefs have a great impact on students' beliefs about learning a foreign language. Additionally, Asakereh and Dehghannezhad (2015) conducted a study in Iran to investigate the relation between students' satisfaction with speaking classes, speaking self-efficacy and skills achievement. It was found that there is a strong positive correlation between these two last concepts: self-efficacy and skills achievement. Students with high speaking self-efficacy achieved higher scores in speaking skills because they had more confidence and took difficult speaking tasks.

To fill that gap in the literature, the purpose of this study is to describe the self-efficacy beliefs towards the English speaking skill of Mexican pre-service teachers enrolled in the English language major at the University of Quintana Roo and to describe the sources of self-efficacy that may hinder or encourage it. Therefore, the research questions are:

1. What are the main personal and contextual characteristics of the students of the English language major?
2. Which factors and sources of self-efficacy encourage or hinder the development of their speaking skill?
3. How students' English speaking self-efficacy beliefs changed through their English language major?

The present study employs a qualitative approach following a narrative case study design since it focuses on the individuals, their own opinions and ideas so that we can get a wider comprehension of their experiences and what has affected these experiences. Furthermore, the findings of this research may be useful for teachers to guide or implement strategies on the teaching and development of their speaking skill. Additionally, it can be of use to schools to implement or reinforce criteria and programs related to the teaching of this specific skill. In addition, the study could help students to be conscious and reflect on their speaking learning process.

Nevertheless, the study had some limitations which were time, previous data, participants and the current pandemic known as COVID-19. The study was conducted with 4 alumni of the tenth semester of the English Language major at the University of Quintana Roo. Due to the short number of participants we could not make generalizations of the findings. Furthermore, the study was done in a short period of time, approximately 8 months, following a qualitative approach while most studies in this topic were quantitative. Moreover, given the current COVID-19 pandemic, few students were selected to be the participants of this study and a more extensive study was required to detail and examine all the factors that influence their sense of self-efficacy towards their speaking skill. In addition, since few studies were found about the topic of this research in Mexico, studies from other countries had to be included in the literature review chapter.

CHAPTER I: LITERATURE REVIEW

Self-efficacy beliefs in education have a strong impact and relationship on students speaking skill and the course of action that they take (Puspina, Kusumaningputri & Supriono, 2014; Asakereh & Dehghannezhad, 2015; Genç, Kuluşaklı, & Aydın, 2016; Desmaliza, 2017; Alawiyah, 2018). Beliefs influence behaviors, actions and methods that one takes towards learning a language (Genç, Kuluşaklı & Aydın, 2016). The motivation of a student can increase, even in the face of challenges, if he believes that he has the ability to achieve a desired goal (Bandura, 1999). On the contrary, if he does not believe in his ability, his motivation to continue pursuing his goal will decrease. Furthermore, students' beliefs can influence language achievement either positively or negatively, as a result, students can have a satisfactory or unsatisfactory experience (Rojas 2008, Genç, Kuluşaklı & Aydın, 2016; Asakereh & Dehghannezhad, 2015; Alawiyah, 2018). Thus, students' self-efficacy beliefs are worth analyzing.

In order to identify what kind of challenges and obstacles students of English as a foreign language face, the first section of this literature review analyzes some studies that report on factors students may have when learning English, more specifically in speaking, to emphasize the importance of studying this skill. Then, to acquire a better understanding of how self-efficacy beliefs affect and influence language achievement in different contexts, the second section of this literature review examines studies that explain the relationship between self-efficacy and language achievement. These studies are discussed in this section as the findings can be used to support our results as well as to analyze the information we collect.

Finally, the third section addresses research that investigated self-efficacy beliefs in a Mexican context. Even though this section will focus on English as a foreign language, a study that focuses on French as a foreign language will be addressed as well due to the lack of Mexican literature on this topic. The findings of the research answer important questions that may help this investigation. It is noteworthy to mention that most studies conducted in Mexico regarding self-efficacy focus on the four skills rather than speaking only. It is therefore necessary to address what has been found so far and complement it with the future findings of this research.

Problems students of English as a foreign language encounter during their learning process

At Khairun University located in Indonesia, Tuguis (2017) conducted a study to analyze students' problems at an English Study Program. Students at this university learn English as a foreign language. Based on observations and discussions with teachers, it was detected that students had more difficulty in speaking probably because of their background from elementary to senior high school. The programs focused more on academic English, grammar rules and writing. At university, they were not trained to communicate well in English. Additionally, their first language was an obstacle because they spoke Indonesian most of the time even with their friends in the same program. This is one of the few studies in this literature review that follows a descriptive qualitative approach using face to face interviews. Twelve students from third to seventh grade enrolled in the English study program participated in this study. The findings revealed that there are approximately 11 factors that affected them: affective and sociocultural factors, age, aural medium, professional vs academic teacher, environment, learning community, discipline, punishment and the school system. These factors negatively influenced students' speaking performance. Among affective factors that influenced students' success or failure are self-esteem, motivation, attitude, fear of speaking and anxiety. Sociocultural factors influenced them either positively or negatively. For instance, students tended to mix their first language with English as that is the way it is spoken inside and outside the classroom. Interestingly, it was highlighted in the study that teachers were a role model for students since they wanted to become like them. Therefore, if teachers lack speaking skills and barely speak English in the classroom, students may be affected by it.

In the same context, Indonesia, Al-Nakhalha (2016) conducted an analytical descriptive study to explore the issues that English language students encounter when learning English and to find the causes of these problems. The participants were 14 English language students. Among the reasons why students could not express themselves in English were shyness, lack of confidence, lack of motivation, anxiety, and the fear of being highly criticized by the teachers or classmates. Moreover, the study analyzed how the lack of vocabulary stressed students because they felt incapable of remembering different terms and their respective pronunciation. This led them to feel anxious and unmotivated.

Similarly, Alyan (2013) investigated the problems that Palestinian English major students had in oral communication through a qualitative method. Twenty students and six senior teachers were interviewed to collect the data. The findings reported that students did not participate in classes because they lacked self-confidence and they did not consider their English good in terms of pronunciation. Another issue was that they did not have adequate exposure to the language as they were not given enough time to practice and some students did not take it seriously. Moreover, not having enough vocabulary was another factor that hindered students' oral communication as well as the interference of L1.

In Mexico, students also encounter these problems when they learn English. Borjian (2017) conducted a study to identify what obstacles English teachers see their students face when learning English in this particular context. In the findings, 35 teachers reported that students' motivations and attitudes affected their language learning process; they saw the language as too difficult or useless. Therefore, their lack of interest and views towards the language, as a difficult language, hindered their process. Nine respondents reported that one of the biggest obstacles was that students did not have opportunities to practice the language outside the classroom and as a result, they lacked self-confidence. Seven teachers also mentioned that differences in grammar, pronunciation and slang in Spanish and English confused students.

A qualitative micro-ethnography study directed by Arias-Sais (2014) aimed to understand the attitudes, feelings, and cultural identity that influenced Mexican students' perception towards learning English as a foreign language. The participants were nine students with different levels of English enrolled in the PCI program. The instruments used to collect the data were interviews, observations and purposeful conversations. Regarding the findings, the feelings and attitudes of

the participants towards EFL were related to dependence, dominance and capitalism ideologies. Findings also demonstrated that students hold negative socio-cultural attitudes, mostly influenced by the historical background of Mexico and its relationship with the U.S. These attitudes affected their learning process and thus influenced their proficiency.

Bautista (2015) carried out a quantitative study to explore the factors that motivated or demotivated students of the EFL program at the University of Quintana Roo in Mexico to participate in speaking activities. Even though this study was focused on motivations, the rationale concluded that students had problems when speaking English because they did not participate in speaking activities as much as they were expected to do by their teachers. The findings revealed that Mexican English language major students also experienced problems when it came to speaking English.

These studies outlined some of the problems that students have when learning English as a foreign language, most of them were referred to the speaking skill (Alyan, 2013; Bautista, 2015; Al-Nakhalha, 2016; Borjian 2017 & Tuguis, 2017). Speaking has been considered one of the primary skills that students should develop in order to be able to communicate clearly and also one of the skills that gives more problems to students. Thus, these studies provide clear evidence that it is worthy to research on factors that cause these problems on students' speaking skill.

These studies shed light on the issues that university pre-service teachers enrolled in an English language program encounter due to the fact that they learned the target language in a non-speaking English country (Alyan, 2013; Al-Nakhalha, 2016 & Tuguis, 2017). The context, and their educational and personal backgrounds made the learning process even more difficult as they did not have many opportunities to practice (Tuguis, 2017 & Arias-Sais, 2014).

These topics have been investigated in other parts of the world. For instance, two studies in this section were conducted in Indonesia (Al-Nakhalha, 2016 & Tuguis, 2017), one study was conducted in Palestine (Alyan, 2013), but few studies have been done in Mexico with regards to the speaking skill (Bautista, 2015). These studies provide a basis that helps to identify the factors that may affect university students' speaking skills in this particular context. Mainly, among university students who are enrolled in an English teaching program and want to become teachers.

Self-efficacy beliefs and learning English as a foreign language in different countries

Asakereh and Dehghannezhad (2015) conducted a quantitative study in Iran among 100 Iranian students of the English language major to find the relation that exists between students' satisfaction of English classes, self-efficacy and speaking skill achievement. The study reported a positive relation between speaking skill achievement and satisfaction with classes and self-efficacy beliefs, the latter having a stronger influence on Iranian EFL students' speaking skills achievement. Additionally, the study discussed the influence that other factors had on students' self-efficacy. For instance, positive feedback from teachers encouraged students to achieve a desired goal whereas negative feedback had a negative impact on students' self-beliefs. Other factors that affected self-efficacy were anxiety, stress and shyness.

Moreover, Genç, Kuluşaklı, and Aydın (2016) conducted a quantitative study in Turkey on self-efficacy and the significant relation that it had with EFL students' beliefs about language learning. A hundred and ninety-four participants held similar beliefs since their educational background and experiences were also similar. The results of this research underlined that students believed motivation had a major role in the learning process while beliefs regarding the difficulty of the language were not of concern to them. They felt more efficacious in speaking and reading. Students with high self-efficacy felt that English was an easy language, that it was important learning grammar, being corrected and they enjoyed practicing with native speakers. It was concluded that students' beliefs about language learning also had an impact on student's self-efficacy, which could be used for future research.

Desmaliza (2017) conducted a correlational quantitative study in a middle school from Indonesia to explore the relation that self-efficacy beliefs among students of seventh grade have on their speaking skill. Students have taken English in primary school and their beliefs influenced student's achievement in this particular skill. As reported by some English teachers, students in this level were lazy, lacked speaking practice because they thought speaking was the most difficult skill and that they needed to have good vocabulary and grammar to speak fluently. A number of 78 students participated in this study by taking an oral test and answering a self-efficacy questionnaire to measure their self-efficacy. This process helped to discover that there was a

significant relation between students' self-efficacy beliefs and their speaking skill because high self-efficacy beliefs helped them to perform well. Students with high levels of self-efficacy had a higher score and students with low self-efficacy had lower scores.

Similarly, Alawiyah (2018) conducted a study to find out the relation that speaking self-efficacy has on speaking achievement. In order to do so, a correlational research was designed having 96 participants for the study who were Indonesian students of an English Education Study Program. A self-efficacy questionnaire was used along with a speaking test to collect the data and be analyzed. Moreover, Pearson Product Moment Correlation Coefficient was implemented to find the correlation between students' speaking self-efficacy and speaking achievement which gave as results that there existed a significant and positive correlation, which means that students' self-efficacy had an important relation with their speaking performance. Students with high speaking self-efficacy were more likely to receive higher scores in speaking skill. This positive correlation may be due to the fact that students were involved in English speaking practices and assignments since the beginning of their major. Also, they were aware of their self-efficacy performance and did not compare themselves with the ability of others. These results were in line with Asakereh and Dehghannezhad (2015) who found this positive correlation as well.

In Indonesia, Puspina, Kusumaningputri and Supriono (2014) were also interested in investigating the relationship between students' self-efficacy beliefs of speaking and their performance on this skill; however, the study was a mixed-method research using two questionnaires (self-efficacy questionnaire and sources of efficacy questionnaire), interviews, observation, and three aspects of speaking were considered: grammar, vocabulary and phonology. It had, as participants, 92 English Department students who were reluctant to speak English because their English was not good enough. Through the study, it was found that 11 students had high self-efficacy beliefs of speaking, 65 medium self-efficacy and 16 low self-efficacy. Regarding the aspects of speaking, it was reported that self-efficacy beliefs of phonology had more influence and made them have a high level of self-efficacy. On the contrary, grammar and vocabulary influenced in constructing their low self-efficacy. The difficulty in grammar made these students have difficulty also in remembering vocabulary and applying it into speaking. As a result, students with low self-efficacy had a bad experience and performed poorly leading to bad results for them.

However, the findings differed with Bandura's belief of the four main sources of self-efficacy in some aspects. For example, in performance accomplishment, failure was seen not as a negative aspect but as a positive one that motivated students to do better. Due to their optimism they also reacted positively to their friends' performance accomplishment whether their friends succeeded or failed. Another source of self-efficacy was verbal persuasion and even negative verbal persuasion did not always produce low self-efficacy. The same occurred with the last source, emotional state. Even though students with high self-efficacy dealt with anxiety, stress and fears, these did not discourage them but motivated them to improve. Contrary to most studies (Asakereh & Dehghannezhad, 2015; Genç, Kuluşaklı, & Aydın, 2016; Desmaliza, 2017; Alawiyah, 2018), this study concluded that there was a weak positive relation between speaking self-efficacy beliefs and speaking performance.

Self-efficacy is an area of study that has had some advancement in recent years since more studies have been done in this area in other parts of the word, such as Iran (Asakereh & Dehghannezhad, 2015), Indonesia (Puspina, Kusumaningputri & Supriono, 2014; Desmaliza, 2017; Alawiyah, 2018) and Turkey (Genç, Kuluşaklı, & Aydın, 2016). Such studies show the importance of analyzing self-efficacy beliefs that can affect students and teachers so significantly since it makes them have a better performance in speaking and other areas (Asakereh & Dehghannezhad, 2015; Genç, Kuluşaklı, & Aydın, 2016; Alawiyah, 2018). In addition, it was suggested that beliefs not only affect students' speaking performance but also their views towards the language (Genç, Kuluşaklı, & Aydın 2016). Nevertheless, it is also likely to find a weak positive relation between self-efficacy and speaking performance since not all sources of self-efficacy are the same for individuals (Puspina, Kusumaningputri & Supriono, 2014).

It is essential to mention that the studies presented in this section were mostly conducted in non-speaking English countries. Since there are fewer opportunities to practice in these countries, most English language major students had a need to develop and have positive self-efficacy beliefs in order to motivate themselves to persevere and overcome the challenges of learning and speaking a language (Bandura, 1999). Hence, there is relevance in studying self-efficacy beliefs among university pre-service teachers in other contexts where studies regarding self-efficacy beliefs and its relationship with speaking are scarce.

Self-efficacy beliefs and learning English as a foreign language in Mexico

Even though this section focuses on English as a foreign language, it is pertinent to mention a quantitative study focused on French as a foreign language that García (2016) conducted in the University of Quintana Roo whose principal aims were to know what the self-efficacy beliefs of students of French were with respect to the four linguistic skills and the relationship these abilities had with the sources of self-efficacy. The participants of the study were 95 students of French between the ages of 18 to 36 years old. The instrument used in this study was a cross-sectional survey. The findings demonstrated that most students considered themselves able to perform well in speaking, listening and reading abilities. They considered themselves able to write simple notes and do simple tasks in writing. Regarding students' experiences with the sources of self-efficacy, the results revealed that students have had inspiring role models, mainly teachers, to keep studying French. Furthermore, they felt that receiving good feedback helped them to make progress in their learning of French. Half of the students stated that sometimes they felt stressed and nervous when doing listening activities. This may have been due to the great difference in pronunciation French and Spanish have. Finally, the results showed a moderate correlation between self-efficacy beliefs and the four linguistic skills.

Rodriguez (2018) directed an exploratory quantitative research in Chetumal which main purpose was to investigate the sense of self-efficacy young English learners had towards the learning of the four abilities and to determine their experiences regarding those skills, in order to establish the relation self-efficacy sources had with the linguistics skills. The subjects were 100 students from a public middle school between the ages of 12 and 16. In addition, the instrument used to collect the data was a survey. The results evidenced that most students did not feel capable of producing the listening, speaking, reading and writing ability. This lack of self-efficacy may be related to the lack of real performance experiences and educational policies in Mexico. Moreover, the results evidenced that some students have had more vicarious experiences than enactive mastery experiences that helped to visualize themselves as capable to achieve a good performance in the language. Finally, regarding oral persuasion, the results revealed that some students received sometimes good comments from teachers and peers, but most of them have never received one.

Similarly, Sansores (2018) conducted a quantitative research in which the main objective was to analyze the sense of self-efficacy and the relationship that the four linguistic abilities had with the sources of self-efficacy of EFL learners. The instruments used in this study were surveys with a Likert design. The participants were 233 students coursing the first year of middle school. The results of this study reported that students felt they had a standard capacity to understand listening in English. Regarding the oral production, the findings revealed that most students were able to convey clear messages through changes in their voice tone; however, this ability represented a challenge to all students and most of them felt less capable to communicate in English. In the reading ability, students felt capable to understand basic written instructions, but did not feel capable to understand meanings of words with just the context. Moreover, in the written ability, students felt they had a standard efficacy to write texts with simple vocabulary, however, this ability was the one in which students felt less capable to perform.

In addition, regarding the sources of self-efficacy, the results suggested that students have not been able to experience direct contact with the language in the past. Furthermore, half of the students reported to have had vicarious experiences. Most of them indicated their teacher as their role model. This was a factor that improved their self-efficacy and thus their achievement in the production of English. In verbal persuasion, students indicated that they have not received oral motivation through teachers. The findings evidenced that the relationship of the linguistic abilities and the sources of self-efficacy had a positive correlation.

Villanueva (2015) conducted a quantitative study with the aim to identify the sense of self-efficacy students had and the relationship with the four linguistic abilities. Furthermore, to know the relationship these factors had with the sources of self-efficacy. The subjects of this study were 110 students enrolled in the classes given by the Self-Access Center (SAC) in the University of Quintana Roo. The instrument used to recollect the data was the Questionnaire of English Self-Efficacy (QESE). Regarding the results of the study, it was found that students considered themselves as capable and self-sufficient, to some degree, in the reading, listening, writing, and speaking skill. However, they doubted their abilities to perform difficult tasks and it was found that students had a higher sense of self-efficacy in the reading skill and a lower sense of self-efficacy in the speaking one.

Regarding the sources of self-efficacy, it was reported that students' enactive mastery experience was moderate; moreover, in the vicarious experience they stated they had role models and sought inspiration among peers, teachers, and relatives. With verbal persuasion, students mostly answered that they received good feedback from teachers and peers. Regarding physiological and emotional states, there was no great influence found in the students' self-efficacy sense. Finally, it was found that students in this context had a high sense of self-efficacy, thus they felt capable to speak English. A positive correlation was also encountered between the sources of self-efficacy and the students' sense of self-efficacy.

Pool (2015) conducted a qualitative study at the University of Quintana Roo with the aim to determine the sense of self-efficacy of five pre-service teachers of the English language major taking into consideration the sources of self-efficacy proposed by Bandura. Regarding their previous experiences, participants had different kinds of mastery experiences and only one mentioned that it was difficult, and the rest reported that it had been a positive experience, but either way it helped them to improve their performance. Also, in the verbal persuasion source, students received positive and negative comments from diverse people such as classmates, teachers and family. This factor was found to be significant because it contributed to the development of the teachers' self-efficacy. In addition, pre-service teachers believed that the environment of the classroom affected positively or negatively their performance as well as the lack of material and facilities. Finally, they reported to have started their practices with a low sense of self-efficacy that increased as they gained experience and varied depending on the level they teach.

Cruz (2015) conducted a qualitative research which main purpose was to investigate the self-efficacy beliefs that pre-service teachers of the University of Quintana Roo had and to know how the sources of self-efficacy influenced them. The participants in this study were five pre-service teachers of English, three women and two men between the ages of 22 and 26 years old that took the subject Teaching Practice II. The instrument used to collect the data was a semi-structured interview. Regarding the results, the participants stated they had good enactive mastery experience when doing their social services teaching English, but at the time they thought they did not feel prepared to teach. They also mentioned they had positive vicarious experiences. Furthermore, they stated that they had had bad teachers that made them wish not to be as them. Regarding verbal persuasion, participants reported that they had had positive comments from

teachers, students and classmates. Some stated they did not receive feedback from teachers and peers, some others reported they did receive valuable feedback that motivated them to do better. Moreover, participants said that at the beginning of their teaching practices they experienced negative emotions and physiological states, but as time passed their emotions and states changed to positive ones. Some of the negative emotions that participants felt were due to the misbehavior of students. The results demonstrated that most participants at the end of their teaching practices had a high sense of self-efficacy because they had now a previous experience that helped them to feel confident in the way they teach and their level of English was an additional factor that affected their sense of self-efficacy.

Castillo and Sansores (2015) designed a qualitative research. The objective of the study was to examine novice English teachers' beliefs about the teaching-learning process of English as a Foreign Language in public elementary schools in Chetumal. The participants of this study were four novice English language teachers, one woman and three men between the ages of 23 and 27, who were working in the National English Program in Elementary Schools. Moreover, the instrument used to collect the data was a semi-structured interview. The results of this study reported that teachers' beliefs were complex, diverse and could influence their teaching performance. The participants believed that English was a difficult topic to teach and that their beliefs came from their own background and were formed through their academic life and influenced by their family, multilingual context, teacher training and teaching experiences. Furthermore, the different beliefs they held were represented in the way they taught an English class. For example, one participant's principal belief was that a teacher must be kind and interested in the students' learning. Thus, he showed full commitment in his teaching and motivated students constantly. In addition, the participants believed that a good English teacher should be patient, strict, tolerant and energetic, creative and passionate.

Reyes-Cruz and Murrieta-Loyo (2017) conducted a qualitative study. The principal aim of this research was to identify the self-efficacy beliefs of future English teachers and how previous experiences influenced them. The participants were 10 students enrolled in an English language major in a public university in the state of Quintana Roo. Furthermore, the students, at the time of the study, were taking Teaching Practice II. The instruments used to collect the data were interviews. The results highlighted that 9 of 10 students counted with previous teaching experiences

before taking the Teaching Practice subject. All participants taught 12 hours of classes in Centro de Desarrollo Infantil 1 (CENDI) as part of the activities planned in their first teaching subject, Teaching Practice I. At first, students stated their experience was hard because they did not know how to teach children. Furthermore, in their second class, they stated they had improved, and felt more at ease when teaching.

Moreover, regarding their beliefs of self-efficacy, the participants mentioned they had improved, and that self-efficacy was an attribute you gradually achieve and in which different factors such as the English level and previous experiences might influence. An important aspect to underline in this research was that 1 out of 10 participants had had a formal training before taking the classes of Teaching Practice I & II, thus he was well aware of what teaching a class required. A guided training can be a significant factor to take into account to improve the sense of self-efficacy in pre-service teachers.

These studies outlined the relationship self-efficacy has with the learning of English as a foreign language in a Mexican context (Rodriguez, 2018; Castillo & Sansores, 2015; Pool, 2015; Cruz, 2015), the contribution of self-efficacy to a better achievement in learning English and the abilities that represent a major challenge to learners. Most of these studies also related the sources of self-efficacy such as past experiences, vicarious experiences, physical and emotional states, oral persuasion and their relationship with the four linguistic abilities in order to comprehend the students' self-efficacy beliefs. Furthermore, it is noteworthy to mention that there were not found studies regarding the study of the speaking skill in isolation from the other three skills. All the studies mentioned above investigated the four linguistic abilities and their relationship with the sources of self-efficacy thus investigating the self-efficacy beliefs of pre-service teachers focused on speaking is important in order to fill the gap that exists in the literature. Furthermore, a study in a Mexican context with relation to the learning of French (García, 2016) shed light on the different problems students studying foreign languages encounter. They had a low sense of self-efficacy to perform difficult tasks in certain abilities, such as speaking, thus they preferred to perform basic tasks with less complex grammar and vocabulary. Similarly, this phenomenon happened in learners of English as a Foreign Language (Sansores, 2018). Some research focused on basic education (Castillo & Sansores, 2015; Sansores, 2018; Rodríguez, 2018); and they shed light on how students of these levels perceived their sense of self-efficacy in English as a foreign language. These studies

help us to understand and analyze the level of self-efficacy that students from this educational level have. In addition, some studies (Cruz, 2015; Reyes-Cruz & Murrieta-Loyo, 2017) discussed important aspects such as how capable pre-service teachers felt when giving classes and how past experiences have influenced their beliefs.

This literature review revealed that no studies have been done in Mexico to study self-efficacy beliefs towards the development of speaking skill among pre-service teachers. It is a topic of research worth analyzing since findings can benefit teachers, schools and students greatly. As noted in studies from other countries, self-efficacy influences students' speaking achievement (Puspina, Kusumaningputri & Supriono, 2014; Asakereh & Dehghannezhad, 2015; Genç, Kuluşaklı, & Aydın, 2016; Desmaliza, 2017; Alawiyah, 2018). It is also important to study pre-service teachers because teachers' self-efficacy beliefs play a major role in their teaching performance. Students with positive vicarious experiences, oral persuasion, past experiences, mental and physiological states may be motivated to improve and have a positive learning experience (Tuguis, 2017, Villanueva, 2015).

Most of the research conducted in Mexico have studied the four skills (Castillo & Sansores, 2015, Cruz, 2015, Reyes-Cruz & Murrieta-Loyo, 2017) even though speaking has been regarded as one of the most difficult skills to be developed among students of different educational backgrounds in non-speaking English countries, Mexico being one of them (Bautista, 2015; Borjian, 2017). Thus, a study in this particular context can shed light and fill the literature gap that exists in the area of self-efficacy by studying deeply the speaking skill. Most studies have followed a quantitative approach (Rodríguez, 2018; Sansores, 2018; Alawiyah, 2018; Desmaliza 2017; García, 2016; Villanueva, 2015; Asakereh & Dehghannezhad, 2015) rather than a qualitative one (Reyes-Cruz & Murrieta-Loyo, 2017; Castillo & Sansores, 2015; Cruz, 2015; Pool, 2015). Hence, there is a need for more qualitative studies since this approach allows researchers to deeply understand individuals' self-efficacy.

CHAPTER II: THEORETICAL FRAMEWORK

Self-efficacy theory

It is well-known that people have beliefs about different aspects of learning based on their own experiences and capabilities. One of these are self-efficacy beliefs. According to Bandura (1994), Self-efficacy beliefs are "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 2). This theory in itself has relevance in education because self-efficacy has effects on people's confidence and feelings, on their decisions, on how they think, how they motivate themselves and behave. These factors can affect how students perform at school as well.

Studying self-efficacy beliefs of pre-service teachers can allow us to understand how the four sources of self-efficacy proposed by Bandura have affected them and their speaking performance including how they have felt, the experiences they have had and how confident they are now. As Bandura (1994) stated "people act on their beliefs about what they can do" (p. 5). Thus, the following section will address the four sources of self-efficacy in order to know what they are and what they involve.

The four sources of self-efficacy

Enactive mastery experience

According to Bandura (1997), enactive mastery experience has a greater influence than the other sources of self-efficacy. This source is also known as performance accomplishments and it provides evidence of a person's ability to succeed in a given situation or task. On the one hand, success is perceived as the strongest variable that stimulates a high sense of self-efficacy; on the other hand, failure hinders self-efficacy. Experiencing undemanding tasks leads to accumulating a record of easy success which, in addition, leads to being easily discouraged by demanding ones. Moreover, through enactive mastery experiences people acquire the skills, knowledge, experience, and self-regulatory tools to face life-challenging situations which may hinder or encourage people's self-efficacy.

Bandura (1997) states that the development of these factors is better achieved through organized mastery experiences. To accomplish these skills, people have to have self-assurance to obtain an effective performance. By breaking down hierarchically the sub skills and strategies that are needed to succeed in a certain situation, people obtain the necessary tools to succeed in everyday life situations; nevertheless, practice, consistency, and effort play a major role in obtaining effective experiences that boost one's self-efficacy beliefs.

Furthermore, according to Bandura (1997), facing difficult situations allows people to gain opportunities to learn from failure which helps to forge a great sense of resilience thus resulting in strengthened self-efficacy beliefs towards the achievement of success. Our pre-service English students may have had different experiences regarding the use of English; for example, participating in an exchange program or traveling to an English-speaking country, meeting or talking face-to-face to English native speakers or foreigners in English. These kinds of experiences could have encouraged or enhanced pre-service teachers' self-efficacy towards speaking English. Studying pre-service teachers' enactive mastery experiences allows us to understand the extent to which they have felt capable to speak English through their schooling up until now.

Vicarious experience

According to Bandura (1997), vicarious experience refers to having models to compare experiences and one's ability to succeed in a given task or in everyday situations. People often use social comparison as a way to self-appraise their own capabilities because they are unable to know how well they have performed without having someone else's success as reference. Self-efficacy is then measured through a standard norm to know in which level people are placed comparing their abilities from others who perform or are engaged in the same situation or task.

In addition, Bandura (1997) states that modeling plays a major role in measuring people's self-efficacy. By visualizing a person with similar capabilities performing a certain task, people are able to increase or decrease their confidence to successfully master that specific situation. This kind of modeling can hinder or encourage a person's sense of capability; for example, if a model is able to face challenges and be motivated, he or she inspires others to also be persistent to confront real-life situations, on the contrary, if a model is negative and discouraged easily, he or she cannot be able to inspire or motivate other people. Furthermore, people seek models who have the abilities

and skills they aspire to have and by analyzing them, the observers obtain awareness of knowledge, techniques, and strategies to learn how to manage real-life situations and challenges.

Although vicarious experience is weaker compared to enactive mastery experience, it is an important factor to take into consideration in the development of pre-service teachers speaking ability. The comparison and modeling among peers and teachers through their schooling may motivate or hinder their self-efficacy beliefs towards their speaking ability. Thus, it is of great importance to analyze if they have had vicarious experiences, such as English teachers, friends who have a good level of English, or people outside of their inner circle like artists.

Verbal persuasion

Verbal persuasion is another source of self-efficacy that can boost or diminish it. It can boost self-efficacy when people are told or persuaded to believe that they have the capabilities to successfully complete a given task. "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" (Bandura,1997, p. 101).

People who are persuaded to believe that they have the capabilities try harder to achieve what is desired and get rid of self-doubts that may be holding them back. As a result, positive improvements and performance may be attained. Therefore, in education, students can have more achievements and improve their skills if they put greater efforts on determined tasks or situations by means of persuasion received from significant people such as teachers, relatives, classmates and others.

Nevertheless, this source can also diminish self-efficacy. Verbal persuasion can be weaker than the other sources of self-efficacy because it depends on previous experiences. If an individual has had a negative experience, he may hold these negative beliefs and be discouraged to put more effort into tasks to the point of even avoiding them. In this regard, Bandura (1977) mentions "in the face of distressing threats and a long history of failure in coping with them, whatever mastery expectations are induced by suggestion can be readily extinguished by disconfirming experiences" (p. 198).

Additionally, it is not effective if praises are based on efforts rather than abilities since an individual can come to believe that he does not possess the abilities to do a certain task. He may

believe that he needs to constantly try in order to complete a task but in the process the struggle may become higher. "To be told repeatedly that one's progress is a product of high efforts eventually conveys the message that one's talents must be quite limited to require such unending arduous work" (Schunk & Rice, 1986 cited in Bandura, 1997, p. 102).

It is well-known that each individual reacts differently to verbal comments from other people; hence, studying and getting a wider view of how verbal persuasion has had an impact on pre-service teachers will help them to understand themselves better. Studying verbal persuasion can shed light on how teachers have given comments such as praises and feedback, and how pre-service teachers can give comments taking into consideration the effects of them on students. Comments are an important aspect teachers need to be careful when teaching because they cannot expect students to react in the same way and it can leave a mark on them. According to Bandura's theory, verbal persuasion depending on previous experiences or based on efforts may increase or diminish students' self-efficacy and as a result they could perform poorly or successfully.

Emotional and physiological states

Emotional and physiological states also play an important role in determining students' self-efficacy because based on them, students decide and judge their own capabilities. "They interpret their stress reactions and tension as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical debility" (Bandura, 1994, p. 3). As a result, high emotional arousal can cause one to perform poorly and not achieve personal goals.

Therefore, as individuals, in class students experience different emotions and physical states throughout their education. Those emotions and states may be the consequences of different experiences, tasks, relationships, and more important, perspectives. According to Bandura (1994):

> It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self- doubts regard their arousal as a debilitator (p. 3).

Mood is another factor that affects people's judgment regarding their capabilities and performance as well. If they have a positive mood, their self-efficacy increases but if it is negative,

it diminishes it. Students can come to a class with different moods as a result of different circumstances, and view activities, tasks or information with different perspectives. As stated by Bandura (1997), "mood states can bias attention and affect how events are interpreted, cognitively organized, and retrieved from memory" (p. 111).

Mood not only affects how things are perceived or interpreted; it also brings to memory past experiences. "A negative mood activates thought of past failing, whereas a positive mood activates thoughts of past achievements" (Bandura, 1997, p. 111). Pre-service teachers have had positive or negative moods in classes due to personal reasons or different challenges that they have encountered during their learning process, such as failing or passing exams, teaching practices and family issues.

Thus, these emotional and physiological states may make pre-service teachers perform poorly and lack certain aspects of their major, such as acquiring proficiency in speaking, or on the contrary, they may have successfully attained an adequate level of the language. In addition, examining these emotional and physiological states can help find ways to reduce stress, anxiety and negative moods in classrooms, creating a better environment where students feel efficacious most of the time.

The theory of self-efficacy and its four sources play a major role in analyzing pre-service teachers' self-efficacy beliefs towards the development of their speaking ability. The description of the theory mentioned above will help to analyze the future findings in this research whose main aim is to describe self-efficacy beliefs of Mexican pre-service teachers towards the development of their oral skill and its progress throughout their schooling up to this moment, as well as to describe the factors that hinder or encourage it.

CHAPTER III: METHODOLOGY

This chapter outlines the methodology used in this study. It explains the approach chosen and the reasons for it as well as the design that fits better the purpose of the research. Moreover, the participants will be presented, the procedure of how the study will be conducted and the analysis of data in order to have an overview of the general study.

Qualitative narrative research

In order to describe self-efficacy beliefs of Mexican pre-service teachers towards their speaking skill, a qualitative study was chosen. According to Richards (2015), a qualitative study is concerned with analyzing the lives and experiences of people in a particular context. If we want to know the self-efficacy beliefs of pre-service English teachers, we need to understand and search deeply into their experiences and lives so that we can have a better insight of what has affected them and how they came to have those beliefs. As Creswell (2007) states, "we conduct qualitative research when we want to empower individuals to share their stories, hear their voices" (p. 40). As the term suggests, qualitative research focuses more on quality than quantity. Hence, it is participant-oriented, meaning that the key element is the person because we want to know their particular beliefs, which vary across people. There are no generalizations because as Creswell (2007) suggests, everyone is unique. Additionally, some tools of the narrative approach were used to know the main personal and family characteristics of the participants in order to better contextualize their beliefs of self-efficacy to speak in English.

Participants

The participants of this research were selected by a purposeful sampling (Maxwell, 2012). Two males and two females, between 22 to 26 years old from the University of Quintana Roo enrolled in the tenth semester of the English language major. Participants did their teaching practices as part of the subject *Practica Docente II*. They had prior experiences from *Practica Docente I* and were supposed to have reached a C1 level of proficiency in English. By this time, they should have studied eight levels of English that prepare them to take a mock CAE exam. Accordingly, their English-speaking skills should be developed to some extent.

Context

The study took place at the University of Quintana Roo in the Chetumal campus. There are 4 campuses: Cozumel campus, Chetumal campus, Cancun campus and Playa del Carmen campus. The University of Quintana Roo counts with 17 bachelor's degrees, including the English Language major which used to have a duration of 5 years when it followed the 1995 curriculum. In 2017, a new curriculum was implemented, that is a 4-year program. The university also has eight master's degrees and three doctorate degrees.

The profile of the English language graduate is that of a professional who will have the competences established in the educational and curricular model of the university of Quintana Roo. The English language graduate will develop English teaching and learning processes with professional and ethical commitment based on the contextual needs. Additionally, the professional will be able to communicate in English orally and in writing in a variety of contexts, according to the C1 level of the Common European Framework of Reference for Languages and level 15 for the Certificación Nacional de Nivel de Idioma (University of Quintana Roo, 2019).

Ethics

Participants signed a letter of consent, which stated the purpose of the study and its importance in the educational field. The letter further explained that their data and personal information obtained was used only for academic purposes. Through this letter of consent, they were also informed that their names would not be used so that they are anonymous in order to protect their identity. Additionally, they had the right to check the transcription of recordings to approve it.

Instruments

This study aimed to analyze and comprehend the self-efficacy beliefs of pre-service teachers towards their speaking skill. It had a narrative design, therefore, the instrument chosen for this research was a semi-structured interview. According to Kvale and Steinar (1996), interviews facilitate getting in-depth information of the world the participants experiment and the meaning they give to it. A semi-structured interview is open to change the sequence of the format, the guide, and the questions to follow up on the information given by the participant or certain topics and

issues that may arise. Moreover, audio recording devices were employed in order to facilitate the transcriptions of the interviews and their reliability.

The use of timeline interviews was employed in order to triangulate the information. This tool was presented and explained to the participants so that they could fill it in. The timelines allowed the participants to engage themselves on how their life unfolds. There are different kinds of timelines; for instance, Kolar, Ahmad, Chan and Erickson (2015) in a study presented two frequent timelines, which were list-like timeline and the continuous-line timeline. Both served as graphic tools to move forward and come back to events that were relevant in the life of the participants. Another important aspect to take into consideration when using this tool is when the timeline begins and ends. Hence, for the purpose of the research, a continuous-line timeline was used. It begins when the participants started their higher education and ends at the moment of the interview.

Validation and reliability

Regarding the validation of the instrument, Creswell (2007) states it is "an attempt to assess the accuracy of the findings, as best described by the researcher and the participants" (p. 207). The validation of the instrument was accomplished by peer review. Creswell (2007) describes peer review as an "external check of the research process" (p. 208). It helps to ensure the accuracy, consistency, and coherence of the aim that the semi-structured interview wants to accomplish.

The reliability of the instrument was accomplished by piloting the instrument with a participant of the same characteristics such as semester, and gender; however, before the piloting of the instrument, an expert examined and provided feedback to continue with the necessary corrections or changes of the instrument.

Data collection procedure

The first step to obtain the collection of the data was to approach the participants. Then, they were asked for their permission and consent and, finally, a date was set to proceed with the interview. When they accepted to participate, they were handed a timeline. They were given a week to fill in the timeline at home as it was used to prepare the interview. Furthermore, a letter of consent was handed in and asked to be signed in which they were informed of the purpose of the study. In the first round of interviews, just two participants were met in a quiet space at the University of

Quintana Roo so that external sounds did not affect or disturb the interview. Due to the current COVID-19 pandemic, the rest of the interviews were conducted through Skype. The participants were asked for permission to record the interview and it was mentioned how the information would be used, such as their names and personal information, given during the interview.

As Creswell (2007) suggests the names of the participants were replaced by aliases to protect their personal information and give them anonymity and a sense of security. This way participants could feel more comfortable sharing information, knowing that their personal information would be protected and used only for academic purposes. Furthermore, the interviews were conducted in Spanish so that the participants could feel more confident and express their ideas more clearly. Finally, the interviews were transcribed and then analyzed.

Data analysis

In order to analyze the data, the interviews were recorded and transcribed using a word processor as this allows researchers to manage the information easily. Also, according to Creswell (2007), the analysis of data in qualitative research can consist of dividing the data into categories and themes. A set of "families", as it is denominated by Creswell, was established which were the four sources of self-efficacy proposed by Bandura (enactive mastery experience, physiological and affective states, vicarious experience and verbal persuasion). Among each family, there was a set of codes that were used to refer to extracts from the interviews that supported the sources of self-efficacy (families) and their relationship with the research questions. Moreover, to better organize the data provided by the different participants, their extracts were represented in charts and discussed.

Regarding the data analysis of narrative designs, Creswell (2007) suggests two approaches. The first approach is to analyze the data using the five elements of plot structure, such as character, setting, problem, action and resolution. The second approach addresses the analysis of the data using the three-dimensional space approach which includes: interaction, personal and social ones; continuity, which includes past, present, and future; finally, situational, which includes physical places. For the purpose of this study, the data analysis was based on the latter approach since it allows researchers to retell the stories in chronological order incorporating the interaction and setting where the experience took place.

Therefore, the use of timelines was helpful as they aimed at triangulating the interviews and personal backgrounds of participants. When they said something during the interviews, the information was compared with the timelines. Additionally, the research was monitored by a professional, the supervisor of the research, so that she could validate the information, processes and instruments to make sure that there was no influence from personal bias since qualitative research is open to subjectivity.

CHAPTER IV: ANALYSIS AND DISCUSSION OF THE RESULTS

In this section, the answers to the three research questions will be discussed. These research questions will be answered per participant, including verbatim quotes from their interviews as well as quotes from the literature review in order to support the results of this research. As stated before in the Ethic section, the names of the participants as well as the people mentioned in the interviews, have been changed to aliases to protect their identities.

What are the main personal and contextual characteristics of the students of the English language major?

Andrea

The first participant was Andrea. She is 23 years old and comes from Chancah, a small town located in Quintana Roo. She studied primary school in a multigrade school in Chancah where she had a teacher who taught three grades in one room. She had little contact with English as English classes were once a week; she was usually assigned easy activities like cutting images and matching them with the corresponding words in English. Even though her family placed little importance on education and she received little support from them, she did not get discouraged. On the contrary, she became autonomous and her motivation to get a diploma encouraged her to finish her primary education.

In order to continue her education, she received support from an aunt from middle school up to her university. She studied her middle school in a *telesecundaria* (a type of school where teaching is conducted mainly through television programs) in another town nearby, thanks to the financial support of her aunt. In this *telesecundaria*, she had English classes at a school where one teacher taught all the subjects. English classes were based on mostly translation activities, reading a text and answering questions, and reading conversations occasionally. She hated English in middle school since translation was a frequent activity and it was stressful for her, besides, failing English could affect her grades. Moreover, she continued to be criticized by the rest of her family since they believed she should not study and if she did go to study in another town or city, she would end up pregnant. As a consequence, she became resilient in order to prove to them that they were wrong and that she was good enough to pursue her goals.

After finishing middle school, she moved to Carrillo Puerto (a small city near to her hometown) to study high school. The teachers in charge of English classes were supposed to be trained in teaching this language, unfortunately, they had deficient teaching strategies. Due to being new in this school and her lack of English background, she did not participate often, she did it only when the teacher asked for it. In first and second year, she preferred not to participate because classes were not dynamic and she noticed that other classmates had more English knowledge. She felt she was just beginning to learn English and it was difficult for her. During the third year in high school, another teacher who was well-prepared, assigned more difficult activities for students, such as oral presentations. Due to her external motivation to have good grades, she developed some strategies to overcome these challenges; however, not all of them were advisable, like performing broad phonological transcriptions with Spanish spelling of English words. This strategy induced her to have pronunciation errors.

It is important to mention that she did not have mastery experiences in English during her basic education nor did she travel abroad. Her contact with English was limited to a school setting. Nevertheless, she decided to study English major because she heard about it from her third-year English teacher, and she wanted to be a teacher, but she did not want to be a teacher in only one educational level and teach kids. She felt English could give her more and broader opportunities for a better job.

Daniela

Daniela was the second participant. She is 22 years old and was born in Chetumal. She studied primary education in a private school named Primitivo Alonso where she had English lessons. There were two or three English teachers in her school whom she considered to be trained teachers in teaching English. She started studying English in fourth grade and classes were mostly based on a book. She had English sessions three hours a week and she participated more than her other classmates.

Then, during middle school, she continued to have English classes which were taught by a teacher who was not trained to teach English. He used to assign homework and sit on his chair to play with his phone. There were no presentations nor speaking activities. Interestingly, at this level she was obligated by her parents to attend an English course in another school. She hated this extracurricular activity because she felt she was wasting time that could be spent with her friends.

She felt it was useless and boring. Nevertheless, thanks to her extracurricular activity, she built a high sense of self-efficacy at middle school and she felt intelligent. She was able to finish her homework first and provide help to her classmates. In her extracurricular activity, she even participated twice in a science fair where she had to give a presentation in English in front of a lot of people. Then, she stopped attending this course because she wanted to take the Test of English as a Foreign Language (TOEFL) certification, but she was not able to take it since the date had passed. Then, she met a native teacher who gave courses to take Cambridge exams and she continued her preparation with this teacher. She took a Preliminary English Test (PET) certification and then a First Certificate in English (FCE).

Due to the fact that she had her certification, she only took English the first semester in high school. Therefore, her classmates used to ask for her help and she received good comments from them and her family. Moreover, she used to travel to Cancun and engage in short conversations with tourists there, but she never traveled to any English speaking country. She studied English major because she felt she already knew English and she was not sure what she wanted to study. She felt she was good at English and thus she made the decision to enroll in the English Language major.

Hugo

The third participant was Hugo. He is originally from Carrillo Puerto, but studied his major in Chetumal at the University of Quintana Roo. Hugo is 22 years old and he studied all basic education in public schools in Carrillo Puerto. In primary school, he did not have English classes until last year, in sixth grade. The classes lasted around two months and were two hours a week. Moreover, their teacher was a pre-service one who concentrated more on vocabulary. From a young age, he was interested in learning English. He had contact with the language through movies and music thus he considered himself to have more knowledge than his classmates. This was one of the reasons why he was not afraid to participate.

Hugo received proper English classes in middle school. The middle school was bigger than the primary one; there were around 40 students in each classroom. Moreover, in the school there were three English teachers which he thought were trained teachers. In this level, English classes were 50 minutes each three times a week. He took classes for two years with the same teacher, in the last year he had a different one. The classes of the teacher in the last year were dynamic and

focused on speaking. However, in this period Hugo did not care for this subject. He participated more than his classmates, even though he felt lazy about learning English. The reason behind this behavior was Hugo had previous knowledge from his primary school, whereas, his classmates had not studied English before. As a result, Hugo felt as if his English level was a little bit more advanced than his classmates.

In high school there were around 30 students per class. Moreover, there were three English teachers and each was assigned to specific grades. He mentioned that he had good teachers and that in this level he gained more knowledge. He remembers especially an English teacher who became one of his role models because he liked his teaching methods. The classes were two hours twice a week. During high school, he often travelled with his family to Bacalar and there he engaged in short conversations with English natives.

In this period, he regained his interest in learning English because he admired his brother who spoke the language. After a while, he decided to study English major because he believed he had reached a good English level. Moreover, it was his only option left since his first option was to study music, but his family could not support him to study in Merida at the conservatorium. However, he did receive support from his parents to study English major in Chetumal. Finally, Hugo did not have the opportunities to travel abroad during his basic education.

Erick

Erick is a 25-year-old male. He studied basic education in public schools in Chetumal. He started studying his primary school in Ocho de Octubre school and then he switched to Comodoro Manuel Azueta school. However, in both schools he did not have English classes. In this period, he took tutoring sessions with an aunt that lasted around two weeks. His aunt was not an English teacher; however, she taught him the basics of English such as pronouns and vocabulary.

It was until middle school when he took proper English classes. English classes were two hours a week. Switching from not having English classes to being taught in English was not difficult. He mentions that his first English teacher was trained to teach this language, but he was lazy and gave the impression he did not know English. This teacher did not care if he taught correctly; thus, he used inappropriate teaching methods and he only focused on teaching easy vocabulary. Even though Erick did not know much English, he felt that these classes were easy. In

his second year of middle school, he had a different teacher. This teacher was a trained English teacher who cared about teaching her students correctly. She used appropriate teaching strategies and contrary to the first teacher, she assigned homework. During this period, he took an extracurricular activity at Centro de Estudios Técnicos en Computación (CETEC) which lasted around one to two semesters. He mentioned that the classes were ok, but some of the teachers' strategies were inefficient. Mostly because he thinks they were pre-service teachers.

High school English classes were four hours a week. Erick mentions that the teachers in this period seem to have been trained in teaching English; however, they did not put into practice this knowledge appropriately to teach the language. In his school they had a language lab where they had computer programs to work and practice. Even though his English level was low, he was one of the people who participated the most.

It is important to mention that this participant first studied the major of architecture at the Instituto Tecnológico de Chetumal (ITCH); however, he did not like it and took a sabbatical year in which he took a private English class with a specialist teacher. He liked her classes and her teaching methods. He mentioned that this teacher became a role model for him and that in the future he also wants to give private lessons. He decided to enter the English language major thanks to this teacher's recommendations and support. Finally, it is important to mention that he did not have the opportunity to travel abroad to any English speaking countries or had any kind of enactive mastery experience during his basic education.

Which factors and sources of self-efficacy encourage or hinder the development of their speaking skill?

With regards to this question, it was found that diverse factors such as oral participation, English experiences, English classes, confidence, motivation and resilience influenced the participants' self-efficacy beliefs in either a positive or negative way. In addition, as stated by Bandura (1997) there are four sources that affect self-efficacy beliefs which are enactive mastery experience, vicarious experience, verbal persuasion and emotional and physical state. These sources and factors will be disclosed below.

Enactive mastery experience

In relation to the enactive mastery experience, the first participant, Andrea, reported to have held few basic conversations in a formal context. During her university studies, she worked in an ice-cream shop and in a tourist shop where she engaged in basic English conversations with natives. Such experiences boosted her sense of self-efficacy.

> *Well, I believe that I did it well. He understood me and I was able to establish that conversation in which you understood him, he understands you, he asks you for something, you give him this [an item] or offer him more and so on. I think that I did it well. - Andrea*

It is noteworthy to mention that she did not have previous past experiences with non-native English speakers; hence, when she had her first experience, she regarded it as difficult. She had difficulty understanding non-native English speakers due to their pronunciation. As a result, she had to rely on other ways to communicate since they were not able to understand each other.

> *[…] It has been a little difficult because they do not speak well and because we are taught British English, so sometimes they speak in a fast way, they do not pronounce well, I don't understand them well and it has been difficult to understand them. And sometimes it has happened to me that I do not understand them at all. - Andrea*

According to Bandura (1997),"task difficulty must be inferred not only from the features of the tasks but also from the perceived similarity to other activities for which the difficulty and requisite skills are better known" (p. 83). Since she did not have previous experiences with non-native English speakers, she believed that speaking with them was a challenge. She did not know what to expect and how to handle the conversation. On some occasions, she and the customers were not able to understand each other at all; as a result, the customers just left.

Similar to Andrea, Erick had few mastery experiences. He owns a grocery shop near the centre of Chetumal. Due to its location, he sometimes had encounters with tourists. They generally asked for directions or basic questions about the city. These instances helped Erick to maintain an adequate sense of self-efficacy.

Good enough. Not bad but not perfect either, but good enough. I have been able to practice it [speaking English]. Since I work in a grocery store that is close to the center, there has been more than one occasion in which I have had to speak to foreigners. Mostly foreigners who speak English and the majority of them have recognized that I have a pretty good... good pronunciation and English mastery. Not always, obviously, but most of the time. - Erick

These experiences have acted as evidence for Andrea and Erick that they can succeed in establishing basic English conversations. As a result, their self-efficacy beliefs increased or were maintained. Nevertheless, they still felt that they did not have the propitiatory environment to practice their English and to have enough enactive mastery experiences.

[...] perhaps they [their classmates] have someone with whom they can speak in English or practice more than me. I mean, I believe it has to do more with practice. I don't really have someone with whom I can speak English.- Erick

[...] you need the environment, you need someone. And it is not enough to spend only two hours with the teacher. In reality, classes do not focus only on speaking English, so I feel we lack a lot in this aspect of oral preparation because we lack situations in which we can develop it. - Andrea

In contrast, Daniela has had more exposure to the language since she has had different mastery experiences during her basic and higher education in formal and casual contexts. Those conversations were from basic to advanced. For instance, she spent a lot of time with her German friend, talked with foreigners during her social service, had frequent communication with a native teacher outside school and was approached by native speakers during her vacations to ask her basic questions about the city. All these experiences helped her to maintain a high sense of self-efficacy.

It feels great [communicating in English], I mean, it's like "wow!" I mean, we could communicate because she spoke a little bit of Spanish, here is when she learned a lot. We could communicate[...] -Daniela

She had enactive mastery experiences with non-natives such as a German friend, and contrary to Andrea, she did not find any difficulty understanding them.

> *I spoke with her in English. That same day she arrived, we went to have dinner and everything was in English and as time passed, she told me "Don't talk to me in English, I need to practice my Spanish," but yes, I communicated with her and, in fact, all my family was like "How do I tell her this?" or "What's this?", and then she used to tell me too: "Hey, that's a good example, that's true." I spoke a lot of English with her. -Daniela*

Additionally, the third participant, Hugo, had a variety of mastery experiences due to his job. During his university years, he traveled to Playa del Carmen and worked in Xcaret, a thematic park where he had encounters with native and non-native speakers. These experiences helped him to keep a high sense of self-efficacy. For instance, when having an English conversation with some Asian customers in Xcaret, he related:

> *I was really happy. I was really excited. I felt like I was the best in the world. I said, "really?", they did like my English. It was very difficult, everything they asked me for was very difficult. - Hugo*

The findings described in this source go in line with Bandura who states that enactive mastery experience is the most influential source to provide information on people's self-efficacy beliefs. Having success in a mastery experience has a great influence in a person's self-efficacy (Bandura, 1997). Therefore, Andrea and Erick, who had only a few and basic mastery experiences, claimed to have had an adequate sense of self-efficacy. As Castillo (2015) states, "every person faces diverse experiences and contexts [...] that usually mark them and shape their character, their ideas, personality traits and even beliefs" (p. 64).

The fact that some participants had few enactive mastery experiences may have been due to the lack of English contact in Chetumal, Mexico, where English is spoken as a foreign language (Rodriguez, 2018). The environment and personal background play a major role in providing effective enactive mastery experiences; hence, one needs to create their own opportunities or look for them in order to have more contact with the language in Mexico. This is known as a created environment in which one builds relationships and takes courses of action so that they create an environment that affects them positively (Pool, 2015).

Vicarious experience

Vicarious experience is another source that helps people develop a sense of personal efficacy through modeled attainments (Bandura, 1997). Regarding this source, Erick reported a few vicarious experiences. He compared himself to a friend whom he believed had developed a better English level. Her friend did not have much knowledge when she started the university, but he recognized that she finished the major with an English level equal to his.

> *[...] I have seen it reflected on my friend who enrolled without knowing any English and now I could say that she's better than me, or a little better than me, or we are almost on the same level. And that's very bad from my point of view because I enrolled knowing English, she didn't know and now we are almost on the same level, and it's like I should have been better than her just because I already knew [English]. - Erick*

Similar to Erick, Hugo and Andrea also compared themselves to their classmates and friends. For instance, Hugo mentioned that he helped a friend to study and that he spoke with him in English. Interestingly, he believed that his friend had a better English level than his.

> *Yes, it was like a period of two semesters because after two semesters he learned English very well, I believe even better than me. He learned it faster. And he kept on developing it. - Hugo*

Andrea compared herself negatively to her classmates. Due to her lack of English knowledge when she started the major, she felt that her classmates had a higher level.

> *Yes, back then I needed to get used to a lot of things like you said, adapting myself here in Chetumal, meeting new people, it was a new semester, classes, the teacher, my classmates that did have good level back then and the ones who didn't, so all of that was very complicated at that time and I thought that maybe with more preparation I could improve. - Andrea*

Nevertheless, in her workplace she used to compare her co-workers' English level with her own resulting in positive comparisons as she had higher knowledge due to her university studies. Moreover, she had the opportunity to attend an extracurricular class where she felt she had an

adequate English level because her classmates had a lower English level than hers. As a result, she liked participating and she enjoyed the classes.

> *[...] I was placed in a level that I felt I already mastered, so they put us into groups, the groups were small, so I realized that a lot of them were worse than me. Therefore, I felt confidence to participate there, to give my answer, to read because I knew a little bit more than the others. Sometimes, they didn't get to class, they didn't attend because of their jobs, so I was more constant. Sometimes, only three showed up to class and the teacher gave the class. I liked to participate, I liked how the teachers gave their classes. -Andrea*

In a similar manner, Daniela compared herself to her classmates and felt she had a higher English level because she believed she had better pronunciation.

> *I don't like being this way [thinking that she was better], but I believe that in comparison to them, maybe it is evident, mostly in pronunciation. At the beginning, I felt like my classmates were like… the difference was noticeable, they didn't speak well. And for example, in this semester, the only thing that I believe they lack is a bit more confidence because they have good pronunciation, but I do feel like I am one step ahead, or something like that. In fact, I think that's why I liked to participate. - Daniela*

As Bandura (1997) mentions "more often in everyday life, people compare themselves to particular associates, competitors, or people in other settings engaged in similar endeavours. Surpassing associates or competitors raises efficacy beliefs, whereas being outperformed lowers them (Weinberg et al., 1979). Self-efficacy appraisal will vary substantially depending upon the talents of those chosen for social comparison (Bandura & Jourden, 1991; Wood, 1989)" (p. 87).

Therefore, all participants compared themselves with their classmates or friends because they are in the same environment and engage in similar activities in their major. Furthermore, vicarious experiences through comparisons help people to judge their own abilities and skills based on the attainments of others. For instance, Erick, Andrea and Hugo compared themselves to their classmates. These participants felt that their classmates had developed an English level better than theirs. Whereas, Daniela was the only participant that felt she was better because she had better pronunciation than her classmates. If her background is taken into consideration, it can be said that

Daniela probably felt this way because she had had more contact with the English language since elementary school.

Additionally, another source of vicarious influence is having models because people observe their attitudes, skills, attainments and life in general so that they can visualize themselves and follow a similar course of action (Bandura, 1997). Thus, all participants reported to have diverse models.

The first participant, Andrea, had high performance models and resilient models. High-performing models were her major teachers because she believed they were professionally prepared as well as knowledgeable in English. She also commented on her teachers' good pronunciation.

> *[…] teacher Sara, I liked how she speaks it, she speaks beautifully. I said, well someday we are going to reach that fluency, aren't we? So, a lot of teachers that have given us classes speak beautifully. But some that are from Centro de Enseñanza de Idiomas… I don't like so much how they speak because they have a strong accent, but everyone has their own accent. - Andrea*

Like Andrea, Erick and Daniela also reported to have teachers as high performance models because they thought they had good rapport with their students, good pronunciation and adequate teaching strategies as well as passion to teach.

> *Mostly because they are knowledgeable people that love to teach English. Not English, but teaching itself. They are people prepared even though they may get tired at times. Overall, teacher Brenda who had two jobs. I believe it was middle school and elementary and even though it was a lot of trouble, not trouble but tiresome to work with kids. What's more, she knows how to deal with kids […] The same happens with this private teacher, she also knew how to deal with kids. - Erick*

> *I took it [the class] with Ramón and we were like 10 students and I did participate a lot there because it is teacher Ramon and because I felt very good, in confidence to participate. - Daniela*

It is important to mention that Erick did not have more models besides his English teachers. Whereas, the other participants also viewed their classmates, friends, and family members as models. Andrea and Daniela commented that they had classmates and friends whom they admired because of their pronunciation, confidence and English level.

Caro, Gema too spoke very beautifully, and I said: "Oh, that's beautiful" she speaks very softly but very beautifully. - Daniela

[...] a classmate that I sometimes feel gives me good advice and that has motivated me, and even more because she is a person who is very good at what she does and I admire what she does. So, if a person like her gives you her point of view, how she sees you from her point of view, it really motivates me more. - Andrea

Nevertheless, Hugo did not see his teachers or classmates as high performance models. Instead, the person whom he admired the most was his brother because he had a good English level and he had learned it mainly through music or movies without taking English classes.

My brother, in fact. He was the one who inspired me because he spoke it very well and he was a person who grew up without having lessons nor having conversations or communicating. He just stayed home like me and played movies, music and he learned from them little by little. So up to now, the person who inspires me, my role model is my brother. I don't know anyone better who speaks English as he does because of how he expresses himself and all of that. - Hugo

In addition to high performance models, people can also have resilient models who speak English despite any struggles or challenges. This is the case of Andrea who viewed her English teachers from the Centro de Enseñanza de Idiomas (CEI) as resilient models because they did not have a good accent. She thought her teachers had a strong accent, thus, she did not like the way they pronounced things. From this, it can be assumed that she believed they had a strong accent because it was as if they had difficulty with the pronunciation and fluency.

Whereas, Daniela and Hugo saw their classmates as resilient models. Daniela believed they did not have good pronunciation, yet they spoke English confidently and Hugo admired their resilience because even though they failed, they still did not give up and improved.

It is remarkable to mention that Andrea is the only participant to have a model with whom she thought she shared some attribute similarities. She shared a similar past with her friend Carlos because they both were hard-working, came from a town and had difficulties developing their English. However, Carlos was able to improve and finished the major successfully.

> *I thought like he did, because he was very studious, he worked hard and so forth. So I said, if he didn't do well at the beginning but then got better, then I also can do it. I can improve, I can do it. So, in a way, it did. I have always believed so. - Andrea*

Andrea was the only participant who compared the environment and teachers of the morning and evening shift. At the beginning of university, she took classes in the morning shift; however, she switched to the evening shift. She believed that teachers in the morning shift were more prepared and dedicated, which is probably the reason why she felt she would have failed if she had stayed in the morning shift.

> *Yes, but I think if I had been in the morning shift, it would have happened to me what happened with a lot of them [failing]. So, I should, but now that I am in the evening shift, sometimes teachers are a bit, I don't know, like they don't give their best. [...] And I see that you had good teachers. - Andrea*

It can be said that three participants generally viewed their teachers as models as they were the closest associates who engage in similar activities. Bandura (1997) establishes that people judge models as good or not depending on their performance and preconceptions that they had. Thus, participants either saw their teachers as high performance or resilient models depending on how well they speak and how much English knowledge they have. For example, Andrea regarded her CEI teachers as resilient because of their accents and favored teacher Gabriela because she was knowledgeable about English.

In addition to teachers, two participants viewed their classmates as resilient models because of their perseverance and their confidence to speak even though they may not have the best pronunciation, as Daniela stated. Teachers held the most influence over the participants because people turn to proficient models because of their knowledge and skills (Bandura, 1997).

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Moreover, it is important to point out that this source had a positive or negative impact on participants' sense of self-efficacy depending on whether they compared themselves with others or saw them as models. Having high performance and resilient models helped them to evaluate themselves and take the good from their models in order to improve, while comparing themselves with their classmates resulted in a negative sense of self-efficacy. These results go in line with Gutiérrez (2014) who found that two students tended to compare themselves with their classmates and judge their performance based on how others also performed. They also felt the need to put more effort to equal their classmates resulting in a low sense of self-efficacy.

In regard to having models, the findings presented here are supported by a study made by Cruz (2015) who investigated pre-service teachers' self-efficacy beliefs about teaching English. Cruz (2015) found that pre-service teachers viewed their teachers as their models because of their teaching proficiency. Participants were affected positively by them whether they performed well or not. For instance, participants' self-efficacy was not lowered even though some of them did not have proficient teachers. Participants saw unproficient teachers as people whom they did not want to imitate and motivated them to be better. Thus, modeling helped to gain the necessary skills to face future situations.

Verbal persuasion

Throughout the participants' university studies, they also had some influence from verbal persuasion. This source of self-efficacy serves to strengthen one's sense of self-efficacy through social persuasion (Bandura, 1997).

Erick was the participant that received more verbal persuasion during his university studies. He received constructive feedback from his classmates and teachers, but they did not give him ways in which he could improve. Usually, feedback was about improving his pronunciation, practicing more with his classmates and native speakers to be more fluent. Moreover, he received positive feedback about his ability with grammar. He was told by his classmates that he had good grammar and his use of English was good. Nevertheless, his classmates also thought he still needed to improve his pronunciation.

Positive comments about the use of English and grammar. They told me that I have pretty good grammar and that it is my particular strength. I can say that I am proud of that and they also say that it is good because I have good grammar. - Erick

Interestingly, he claimed to have received positive feedback in regards to his pronunciation and fluency by foreigners. Therefore, he believed to have an adequate sense of self-efficacy because feedback came from foreign people who speak English,, so their comments gained credibility.

There has been more than one occasion in which I have had to speak to foreigners. Mostly foreigners who speak English and the majority of them have recognized that I have a pretty good... good pronunciation and English mastery. Not always obviously but most of the time.- Erick

The next participant to have received more verbal persuasion was Andrea who received constructive and ability feedback from her teachers. The comments were focused on improving her pronunciation, fluency, and participating more in class. Even though these comments affected her emotional state, they also helped her to improve and have more confidence because these comments were made by professionals whom she thought were well-prepared and had vast English knowledge.

There have been situations with bad comments that made me feel sad, and good comments that did help me to have more confidence.- Andrea

In addition, she also received ability feedback from her coworkers. This verbal persuasion was mostly positive because her coworkers did not speak English well. Hence, they believed she had good pronunciation and that she spoke well. As a result, her self-efficacy beliefs boosted.

[...] because I wanted to give a good service to the client, I didn't realize that I was answering well, so the cashier told me "Hey, you, you speak English well" and then when I realized that I did speak English, I answered him. The cashiers there sometimes said "Ah, you speak English well" because they are just prepared for the environment but we have a

bit more outside that environment, so people sometimes asked "where is this?" and we gave directions and things like that [...]. - Andrea

She also received verbal persuasion from her classmates who commented on her good grades and supported her in her oral presentations. It can be said that Andrea is a person who liked seeking feedback as she asked her classmates for persuasive feedback at the end of her oral presentations.

Sometimes, after presentations, I asked him [her classmate] how I had done it and he said: "Ah, you did it very well, you did it very well, very clear." I tend to ask, mostly in presentations, how I did it. -Andrea

Interestingly, she was the only participant who received devaluative feedback. One of her friends suggested both, she and himself, changed major because they did not have a good English level or good pronunciation. This comment had a significant impact on her sense of self-efficacy. She had an episode of depression and wondered whether she should continue studying English or not. However, she overcame this situation due to her self-motivation and the resilience that she had developed since elementary school.

Then, he told me "You are good at other subjects, aren't you? But in English you know that we can't," he said."Then, why don't you change to another major that you like? You are in time, we aren't that further down, we lack English. Honestly, I will change [major] because this is not my thing" he told me. And then, in that time I was going through other situations and I needed support. I got depressed and I felt that I needed support, in that time I felt that I had given up. No, this is the end. I thought about getting back to my house, to have the life that people in little towns say you should have, but still I told myself "no, I cannot do it" [...] It was at that point that I had to motivate myself a lot to continue with the major despite everything I was going through at that moment. -Andrea

Hugo and Daniela had fewer verbal persuasion in comparison to the other participants. Yet, they received positive comments from different significant people that helped them maintain a good sense of self-efficacy. On the one hand, Hugo received little constructive feedback from classmates and teachers. Comments were only about not being nervous and to correct his

pronunciation. Nevertheless, he received positive feedback from his classmates who told him he had good pronunciation. In addition, his friends and classmates commented that he had a vast vocabulary repertoire and that his writing and speaking skills were good. He also received persuasive comments at his workplace in Xcaret, clients commented on his good pronunciation and English fluency. Hence, the positive verbal persuasion he received helped him to maintain his high sense of self-efficacy.

> *[...] These people [foreigners at his workplace] gave me comments in English, they asked me where I was born. I said "in Mexico, I'm Mexican", and they were really surprised. Like "no, that's not true. You're lying". And I told him, "No, no. It's true". "It's because you have a good accent, you speak English very well, very fluently, you speak better than we do and we have studied it a lot. - Hugo*

On the other hand, Daniela also received little constructive feedback from her teachers and friends. Comments were focused on correcting the pronunciation of certain words and her teachers suggested that she needed to stop being ashamed of speaking. Moreover, her family support was strong and they admired her for knowing English. She received positive ability feedback from family members, teachers, classmates and friends. They persuaded her by saying that she had good speaking skills and pronunciation. As a result, she kept a high sense of self-efficacy.

> *Well, English VI, what was the name of the teacher? I don't remember, but her. She always told me that my English is "wow", or something like that. She told me that I speak English very well. And sometimes, teacher Ramon too. He had the confidence to say. "well, you're not bad at English, you're very good". Ah, Fabiola has told me, Fabiola is my tutor, and she has told me, and she's always like, "you and Caro". For example, in classes, in the afternoon class, "you and Caro are the ones that have the best pronunciation, best English use or writing", so yes, she too. Maybe some more but I don't remember. But yes, I have been told so. - Daniela*

Regarding this source, it can be observed that all participants received constructive feedback from their teachers which aimed to help students improve. Nevertheless, Erick, Daniela and Hugo were not very influenced by their teachers' constructive feedback. The comments may have helped

them improve as they were told what they needed to improve, but that was not the case of Erick who needed more feedback as he was told what he needed to work on but not how to improve it.

Additionally, it is of interest to mention that Andrea was the participant most affected by her teachers' feedback. Although comments helped her improve, it also lowered her self-efficacy as she came to believe she did not have the capabilities to succeed in some tasks, such as passing her Certification of Advanced English (CAE).

> *[...] Then, I felt like no, I got depressed then, I thought about not passing the CAE. I need a lot of preparation despite the fact that English VII and English VIII were CAE preparation courses, weren't they? [...]. -Andrea*

As stated by Bandura (1997), Andrea's self-efficacy was lowered because evaluative feedback can be given in ways that lower or boost someone's self-efficacy beliefs. Her teacher had judged her pronunciation and because she is a professional teacher in English, her comments had more credibility; therefore, she may have felt she did not have the capabilities to succeed in this task. This statement is supported by Bandura (1997) and the findings of Pool (2015), they mentioned that teachers have great influence on students. Teachers are supposed to master the skills that they judge.

Furthermore, she was the only participant who had received devaluative feedback from a classmate at the beginning of her studies at the university. As a result, she may have felt she did not have what it takes to finish her major and got depressed. Bandura (1997) establishes that devaluative feedback indeed lowers people's beliefs in themselves. Nevertheless, these comments also helped her to change her mindset and develop more resilience. Rodriguez (2018) and Sansores (2018) found similar results. Students with low sense of self-efficacy are the most affected by verbal persuasion.

Contrary to Andrea, Daniela and Hugo received mostly positive comments about their English level, pronunciation and fluency from their classmates, friends and teachers. As a result, these comments helped them to increase or maintain a good sense of self-efficacy beliefs. Bandura (1997) mentions in this regard that "persuasory efficacy attributions, therefore, have their greatest impact on people who have some reason to believe that they can produce effects through their actions" (p. 101).

Even though Erick received incomplete feedback, which refers to deficient feedback, from teachers and friends, he believed to have an adequate sense of self-efficacy because foreigners who speak English complimented him. It is relevant to draw attention to the fact that this participant did not receive much feedback from his teachers. He granted more credibility to foreigners' comments as they came from English speakers in informal settings. This goes in line with Bandura (1997) who establishes that self-appraisals are based on the opinions of others who seem to have competence in a given field due to their years of experience.

Emotional and physical state

Along with mastery experience, verbal persuasion and vicarious experience, emotional and physical states also influence a person's self-efficacy beliefs; people might read them as possible indicators to succeed or be beset in a specific task thus it influences personal competency.

For the purpose of this study, feelings can be defined as a "sensation that has been checked against previous experiences and labeled" (Shouse as cited in Munezero, Montero, Sutinen, & Pajunen, 2014, p. 2). Feelings are personal because they are interpreted and labeled from a person's personal experiences. According to Shouse (2005), emotions are understood as the manifestation of feelings that can be recalled. Moreover, Dolan (2002) provides three characteristics of emotions: they are not just mental events but also full-body experiences, they are more difficult to control and they have a bigger impact on our behavior. Emotions are shaped by social and cultural norms. With regards to sentiments, they can be defined, as proposed by Cattell (2006), as emotionally, cognitively and cognitively emotional reactions towards an object or situation in a more stable way because we are aware of the object and our reactions. Similar to emotions, sentiments are constructed based on cultural and social patterns. Finally, mood is understood as a non-intentional and undirected emotion. They do not have a target; however, they can be triggered by particular situations, events or things. According to Trivedi (2017), moods involve pervasive affects and can be seen as "objectless" emotions.

As Bandura (1977) stated, "because high arousal usually debilitates performance, individuals are more likely to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated" (p. 198). Therefore, within this subheading, each participants' positive and negative emotional and physical states will be presented and discussed.

Andrea

Andrea reported to have some positive emotions such as excitement when a new semester started and empathy towards a particular classmate whose English had been criticized by Carolina, Andrea's friend. It is relevant to mention that Andrea received verbal persuasion from Carolina as she said that Andrea had a better project than one of her classmates, who wanted to participate in a forum. Nevertheless, Andrea felt empathy for this classmate as she said she could have been in his/her shoes. Taking into consideration Andrea's low sense of self-efficacy beliefs at the beginning of her major, it can be inferred that she must have seen herself reflected in this classmate.

> *She [Carolina] told me, "you're doing a great project, you should present it. Such a person wants to present hers but she's got a poor project, she doesn't speak English well and she will just embarrass the teacher. I felt bad because of what she was saying about the other person, because I thought that I could be in the shoes of that person and receive those comments. I told her, "I feel that you are a bit cruel with what you're saying". - Andrea*

Furthermore, she experienced negative emotions such as sadness, nervousness, self-doubt, fear, anger, and frustration. For instance, Andrea experienced sadness when a teacher gave her feedback because this made her realize she lacked English level and proficiency in the language. Negative comments made her feel anger and frustration because she did not believe she had the English level she should. Due to this, she also experienced nervousness when doing exams and when she had to speak English in class or with native speakers. Moreover, at the beginning of her major, she experienced self-doubt during her English classes; she did not understand the topics and the classes were difficult. Before giving oral presentations, she experienced self-doubt as well as fear due to her low English level. Additionally, she experienced fear when a new semester started because she was afraid of the new teachers' demands. At the end of her university studies, she commented to keep feeling self-doubts about her English level as she did not think she could pass the CAE exam. In fact, despite her best efforts, she was not able to pass the exam.

In addition to this, Andrea experienced feelings of satisfaction and happiness. She reported feeling happy when she did well in exams and when she received positive verbal persuasion because they motivated her. They assured her that she was doing a good job. Moreover, she felt satisfaction when she did well in an oral presentation, which she did not want to give, because she

had taken the risk and succeeded. Furthermore, she felt satisfaction when she was able to speak with native speakers. Even though she was nervous, she was able to understand them and handle the conversation.

[...] so sometimes they [the clients] ask, where is this? and we gave directions and so on, and they [workmates] would just say [to the clients] "all straight" and that's it. They [the workmates] don't tell them, "all straight, turn and so on", but yes, I felt nervous before having an encounter with a native but once I had it, I noticed that I was able to understand him [the native client], he could understand me and that was pleasing to me. - Andrea

Furthermore, Andrea mentioned that she had had negative moods through her university studies. First, she was in a bad mood when she did not do well in exams. After finishing exams, Andrea used to compare her answers with her classmates. If the answers matched, she felt happy, but if they were wrong, Andrea got stressed and had a bad mood. Moreover, she also felt depression in her first years of university. There were various external problems that affected her. For instance, she did not have the support she needed to overcome the challenges at the university, and she was not doing well in most English related subjects. As a result, her sense of self-efficacy beliefs was low, and she wanted to give up on her major. Nevertheless, her resilience and the support of friends helped her to overcome this stage of her life.

And then, in that time I was going through other situations and I needed support. I got depressed and I felt that I needed support, in that time I felt that I had given up. "No, this is the end", I said to myself. I thought about getting back to my house, to have the life that people in little towns say you should have, but still I told myself "no, I cannot do it". It was difficult to decide whether to continue or not but after that, there were people who helped me, not the way I wanted to, but it was something. Because I felt I needed a lot of help but I didn't count on a lot of people, so there were a few that helped me and from there, I met other people who after all of this, helped me to carry on. -Andrea

Regarding physical state, Andrea mentioned that at the beginning of her major, she felt stressed when giving oral presentations and oral exams. This was due to her low English level. She felt that she did not have the level that she should and thus she felt stressed.

Moreover, the fact that the exams and oral presentations were going to be evaluated affected her more. She felt that she was going to have a low grade. In addition to this, Andrea mentioned being sick before giving an oral presentation. Due to the stress, she thinks she got sick. She commented that she needed to make corrections to her work and that she felt stress and thus felt sick.

> *Stress because, like I told you before, it is supposed that at a certain level, the student also has reached a certain level [level of competence in English], isn't it? So, it stressed me out that at a certain point, the student is supposed to have a certain level which I didn't have. It stressed me because I said, "I have let the time pass by, I haven't practiced it well, I am not doing well. I focus on other subjects but not in English as I should. - Andrea*

Hugo

Hugo experienced negative emotions such as nervousness, fear, shyness and positive ones such as joy and surprise. He commented to feel nervous before giving an oral presentation and speaking in front of a lot of people. In turn, his nervousness was caused by his fear of making mistakes when speaking English. He also had fear of being criticized by his classmates when making a mistake in speaking; they could identify his mistakes and mock him because of them. Moreover, he stated that he was shy, thus he did not participate frequently.

> *In some presentations, in which I have felt like, "what am I going to say?" I feel very, very nervous when I am going to speak in front of a lot of people, well, my classmates. I feel very nervous. And I think it is because of the fear of making mistakes when I am speaking because… I think we have talked about this before, my classmates also speak English, and they know when you make a mistake because they are paying attention like at 100% listening to what you are saying. You are focused but sometimes one forgets, you have your mind somewhere else, and I think that's the cause, to all those thoughts. The nervousness to fail. -Hugo*

Nevertheless, he felt joy every time he spoke in English and this emotion did not decrease or disappear through his major. In addition, he felt surprised when he received comments from his classmates because he did not expect they had a positive view of him.

Moreover, like Andrea, Hugo had feelings of satisfaction and happiness. In fact, he stated that he was especially happy during his third or fourth semester because classes were more focused on English. He was happy to speak in English and practice it in different activities.

I think it was in the third or fourth semester that I felt really, really happy because now everything was in English and besides, we also had the English classes from the SAC. - Hugo

He was happy when practicing English and he felt satisfied after oral presentations. He may have felt this way because he was a shy person and was nervous when speaking in front of people. He mentioned that he always had a smile on his face when he spoke in English even though he may have felt nervous and said things without sense. He also expressed happiness when he was able to speak English as a lingua franca with some clients at work.

Hugo also reported to have felt two main sentiments through his major. Since he started his basic education, he had a passion for learning English and such sentiment was kept through his university studies. He just wanted to study the language, but he realized that there were other core subjects that he needed to take. As a result, he was also disappointed because the major was not as he had expected it.

First of all, I enrolled all excited. At the beginning of the semester, they gave us, I don't know if you remember, but they gave us the common base [courses], the subjects that are normal [general courses that are compulsory for every student at this university]. I was a bit disappointed then, I thought that when I enrolled everything was going to be in English, just English, but it wasn't like that. - Hugo

In regards to physical states, Hugo reported feeling stressed before giving oral presentations and when speaking English because he was afraid of failing and making grammar mistakes, and as a result being judged by his classmates.

Not stressed to a high level but a little bit. Some, I can't say all, but some presentations in which I have felt like, "what am I going to say?" I feel very, very nervous when I am going to speak in front of a lot of people, well, my classmates. I feel very nervous. And I think it is because of the fear of making mistakes when I am speaking [...] -Hugo

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Erick

In contrast to Andrea, Erick only had negative emotions such as nervousness, self-doubt, fear and shyness, but he also reported a lack of emotions such as indifference. He commented to have felt nervous and shy when he spoke in public. Because of his shyness, he did not use to participate as much at the beginning of his major. Additionally, he felt self-doubt when he spoke English, he was afraid of not being able to finish his ideas or sentences, or of mispronouncing a word. Nevertheless, he became indifferent to making mistakes because he was unable to correct the mistakes he had already made when speaking English. As a result, he started to participate more in class. At the end of his major, he recognized that he was not afraid of mispronouncing words anymore, but he was still afraid of forgetting his thoughts.

> *Because I have left behind the fact that… I don't feel shy when speaking anymore. Before, I used to be shy when people told me, "No, it is wrong how you are pronouncing it". Now, I am more afraid of blanking out when I'm giving my opinion. - Erick*

Interestingly, unlike Andrea and Hugo, Erick only reported to have had one feeling. He said that he felt anguish because he was not improving. However, he realized that he did improve when he finished his major. He acknowledged if he had not improved, he would not have graduated. Moreover, he felt sentiments such as shame and disappointment. When he spoke English at the beginning of his major, he felt shame because he did not consider to have the same English level as his classmates. He thought they were better than him and he did not want them to notice his mistakes. In addition, he felt disappointment at the end of his major when he realized he did not take the opportunity he had at university to ask his teachers for advice on how to improve his English.

> *[...] I didn't get to take advantage of asking my teachers on how to improve those aspects [listening, speaking]. -Erick*

Regarding the source of physical state, Erick had a heartburn when speaking English which was caused by preoccupation when he had to speak in front of others.

> *Like a mild heartburn and that's it, but it is like preoccupation [...] - Erick*

Daniela

Daniela also experienced negative emotions such as nervousness, self-doubt and embarrassment. At the beginning of her university studies, Daniela felt nervous when speaking English and participating in class, this was due to her lack of confidence in her abilities and her knowledge of English. Moreover, she was ashamed when teachers corrected her. Even though she still felt nervous by the end of her major, it was not as before. She only felt a little nervous before speaking or when speaking at important events.

> *[...]before I was a little more insecure. I mean, like confident on the outside and on the inside I was like "Oh, no!", but I did it [participate]. And now, I am confident on the inside and outside. I still feel a little nervous too, but not in classes. I mean, just when is, I don't know, something important.-Daniela*

Daniela also had feelings of satisfaction and happiness. She commented she felt satisfaction when speaking English as a lingua franca with her German friend because she was able to hold a conversation with her. Additionally, she felt happiness when receiving positive comments and when she spoke English, she had more confidence.

> *It feels great [communicating in English], I mean, it's like "wow!" I mean, we could communicate because she spoke a little bit of Spanish, here is when she learned a lot. We could communicate[...] -Daniela*

Moreover, Daniela had sentiments of sheepishness and regret. For instance, she felt sheepishness whenever she received positive feedback or comments. She felt motivated when she received these comments, but she also felt ashamed because she did not think she was the best at English. Moreover, she also felt a bit of regret when she was asked to be a reference contact for a friend. She had to speak English in a phone call to talk about her friend; however, during the call she regretted accepting being a reference contact because she had to speak a lot of English on the phone.

> *The interview was in Spanish first because the people from the program call you first and they ask you, "if the family would want to contact you for a few more questions, are you confident? [Confident to answer in English]". I said, "well, yes". "Do you feel comfortable*

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with your English [level]?" and I was like "yes, English language please." And in that
Spanish interview I felt like I was applying for a job, like "how well do I know my friend?"
I got tongue-tied and everything. Like "No, she is a girl...I have known her since…" that's
when I said "Oh, no! Why did I say yes?" because in Spanish I still stuttered and felt like
"Oh, no," but, anyways, they called me. -Daniela

In relation to physical state, Daniela commented to feel tense when she was a reference contact. She felt tense because she was afraid to do something wrong that would affect her friend and to say something wrong in English. Interestingly, this was the only physical state she mentioned.

[...] they [the agency from the Au Pair program] asked me almost the same and at the
beginning I felt tense, like… even more because I was worried to mess up and that my friend
was not accepted, but yes, I think I did it well. I mean, I was like "I can do it, I can do it"
and that's it. I took the risk, I threw myself into the sea. -Daniela

It is of interest to identify that all participants mostly experienced negative emotions. They outnumbered positive ones. Only two participants, Hugo and Andrea, mentioned a few positive emotions such as joy, excitement, surprise and empathy. The most frequent negative emotions were self-doubt, nervousness, fear and shyness, and these can be taken as indicators that the participants did not trust their own abilities, thus it can be inferred that their sense of self-efficacy beliefs were low.

Furthermore, participants held negative thoughts before their presentations that elevated their fears towards the task they were performing. For instance, Hugo, Erick and Andrea reported to have experienced nervousness, self-doubt and fear of making mistakes, forgetting something or speaking in front of others. Nevertheless, when participants finished their final project presentations in class or small events and after self-reflection, they realized their presentations were not as bad as they had initially thought thus they claimed to have had feelings of satisfaction. That was the case of Andrea and Hugo who felt satisfaction because they believed they had done a good presentation. This goes in line with Bandura (1977) who stated that "conjuring-up fear-provoking thoughts about their ineptitude, individuals can rouse themselves to elevated levels of anxiety that far exceed the fear experienced during the actual threatening situation" (p. 199).

Participants in this study experienced negative emotions such as shyness, nervousness and fear at the beginning of their university studies; however, as time passed, participants experienced these negative emotions to a lesser extent. Remarkably, their sense of self-efficacy was not affected but maintained. These emotions were also found in the study of Cruz (2015), and were mentioned in the study made by Al-Nakhalah (2016) in Indonesia who found that students face fear of speaking and being judged by peers, classmates or teachers. Al-Nakhalah's participants felt shy when speaking in English which may have been caused by the lack of involvement in speaking situations, such as participating in class. Therefore, it can be said that these negative emotions are common among English learners and the repercussion of these emotions varies among students.

Nevertheless, it is noteworthy that half of the participants experienced happiness when they had to speak English even though they may have felt negative emotions at the time. Moreover, they felt happy when receiving good comments. However, Erick did not feel the same way as he mentioned he felt a bit of anguish due to his English level. He felt he was not improving as he should, but by the end of his major, he realized that he was doing well as he was able to finish it. As Bandura states (1977), physiological states and reactions are not the only determinants of personal efficacy as other factors have to be taken into consideration such as intensity, circumstances, cognitive appraisals and construal biases. Therefore, feelings of happiness along with satisfaction and the positive verbal persuasion from the comments they received may have increased or maintained their self-efficacy beliefs and helped them not to dwell on negative thoughts only.

With regards to physical state, stress was frequent among the participants especially in Hugo and Andrea. Andrea reported that she felt stressed because she did not have the English level she should, and Hugo felt a bit of stress when giving presentations and he even felt nervous to speak in front of his classmates, he was afraid of making mistakes. Erick mentioned that he had a heartburn caused by preoccupation when speaking English, and Daniela felt tense because she did not want to fail as a reference contact and affect her friend. Thus, it can be said that stress and heartburn were caused by the participants' low self-efficacy beliefs in English in those specific situations. Even though these physical states had influence in the participants' self-efficacy beliefs, it did not last because their resilience surpassed these physical states, as was clearly seen in

Andrea's case. In fact, they did not report feeling affected by them in other episodes of their lives during the interview.

English classes and oral participation

Oral participation during English classes was the most common way for students to speak English as they did not have enough mastery experiences outside the classroom. They participated with different frequency. For instance, Erick took all English levels in his major including the English classes from Centro de Enseñanza de Idiomas (known by its Spanish acronym, CEI). He reported not participating a lot at the beginning of his university studies due to his shyness. Nevertheless, he had to participate in some mandatory activities like attending tutoring sessions and speaking sessions.

It is relevant to state that his personality changed as time went by and he started to take risks. Thus, he participated more in classes, stopped being reserved, asked questions and developed an adequate sense of self-efficacy. At the end of his major, he said that he voluntarily participated. For instance, he participated voluntarily by asking questions or sharing his point of view in class and in the Foro de Estudios en Lenguas *Internacional* (FEL), an international forum whose main objective is the interchange of knowledge in teaching, learning and related fields.

> *A little bit at the beginning of my major. Almost at the end, I stopped being reserved and when I had questions I asked.- Erick*

Likewise, Andrea took all CEI English classes as well as the mandatory English levels from the major. At the beginning of her major, she felt that her Introductory English class was too difficult. She participated with less frequency or was reluctant to participate at the beginning due to the fact that she considered herself to have a low English level in comparison to her classmates. As a result, her sense of self-efficacy when participating was low as well. As she started new semesters, she participated if she was prepared and knew about the topic being discussed in class. Moreover, her participation was determined by the dynamism in her teachers' classes and their interest in their students' opinions. At the end of her major she started to take more risks and had more spontaneous participation because she felt she was about to be a teacher and that these were the only opportunities she had to speak in English.

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[...]I also think that if we are at a higher level, we're going to be teachers, so we have to be conscious about respecting teachers by participating and not pretend like we are paying attention in class. When I have the chance, I participate, something that I didn't do before because I said "Well, my English isn't good" and now I know that I lack a lot of things, but I try to participate, to talk a lot in class because it's the only place where we can talk, there aren't any other opportunities. -Andrea

Interestingly, Daniela revalidated five English levels from the major and she did not take the CEI English classes because she had an international certification. Therefore, she started her English classes in level VI. She was a participant who expressed to have participated with more frequency because her teachers had good rapport with her, and they were motivating. In English VII, she felt she was learning because the teacher assigned to her groups was motivating, thus she developed a high sense of self-efficacy and liked participating. However, it is of interest to mention that she started to participate less frequently in English VIII due to the fact that she took it in the afternoon shift. Even though she was lazy and only participated when the teacher requested it, her sense of self efficacy did not decrease.

In English VI and VII [she refers to the names of the English subjects], I participated a lot because I felt like it. In English VIII, my pace changed completely. In English VIII I moved to the evening shift. I went from 8 to 10. I was really lazy and I got along well with a friend named Dana, you must know her, and we were a disaster. I mean, I think the teacher hated us. Not really, but yes, we only talked between us and we only participated when the teacher asked us, but if she didn't then we didn't participate. No one participated in class, though. It was just the teacher or, you know, the people who always participate and that's it. I left it to them. -Daniela

Lastly, Hugo stated to have taken all English levels from his major and CEI English classes. He reported that English classes in 3rd, 4th and 5th semesters were dynamic. Nevertheless, he also reported that he was not given enough presentation assignments.

He participated in classes not as much as he would have wanted to. At the beginning of university, he participated with less frequency because he was shy. He also mentioned that he had

a growing fear of participating because he needed to think about the grammar structure of the sentence he wanted to say. Interestingly, despite his fear, his sense of self-efficacy was high. Similar to Andrea, Hugo also felt that being prepared and knowing about the topic was important when participating.

> *I'd say not as much as I expected [the frequency of participation], but yes. [...] Because I've always been shy to participate. In my undergraduate studies, I'd say that it was good, just the part of participation. But the times that I've participated I've done it pretty well. Sometimes I have the idea and I'm shy to say it but I know it is correct. My fear of participating has grown a little bit [...] For example, if I have to say a sentence I have to think it a lot. I have to organize my thoughts. I feel desperate, but when I have participated I have done it well. I don't know why it keeps happening to me. -Hugo*

As can be seen, all participants reported to have participated to a different degree. Interestingly, Erick and Andrea had little participation at the beginning of their university studies. Taking into consideration Andrea's background in basic education, she had little contact with English. Therefore, she believed she had a lower English level in comparison to her classmates and kept a low sense of self-efficacy, which in turn hindered her participation. As suggested by Bandura (1997), people tend to compare themselves and see how others fare in similar pursuits.

In the case of Erick, he had had some contact in basic education but because of his shyness he preferred not to participate. This goes in line with the findings of Nazara (2011), who reported in his study that psychological barriers also hinder people's speaking mastery. For his Indonesian respondents, psychological barriers were being shy to speak English, being laughed at by classmates, and being afraid of their lecturers.

However, they both improved, took risks and started to participate more in classes. Additionally, during their university studies they had mastery experiences that helped them increase their self-efficacy beliefs. As a result, they finished their major feeling they were able to participate spontaneously.

On the contrary, Hugo and Daniela had a high sense of self-efficacy when participating. This may be due to their background as they had had previous contact with English before starting

the university. Daniela had English certifications and a good English level, thus she felt capable to participate in class. Moreover, the rapport she had with their teachers helped her to have confidence when giving her opinion. As for Hugo, he often spoke in English with his brother since elementary school and used to practice English with his friends at university. Hence, he kept a good sense of self-efficacy even though he was shy and nervous at times.

Thus, it can be said that participation was the most common form to develop the participants' speaking skill. Consequently, participation in classes along with personal backgrounds and mastery experiences played a major role in developing or keeping the participants' self-efficacy beliefs when participating in classes. This goes in line with the findings of Castrillón (2010) in which participants shared the same pattern of participation. At the beginning of the course, they had little participation; however, almost at the end, they participated more because they realized that their English classes were one of the few opportunities to practice their English.

English experiences in the BA in English Language

As explained in this section, participants experienced few enactive mastery experiences; however, they had controlled English experiences at university that helped them improve their speaking skill and that influenced their self-efficacy beliefs in positive or negative ways.

Hugo had diverse English experiences within university. For instance, at the beginning of university, he had to interview a native English speaker for homework. He felt a high sense of self-efficacy because he was able to handle a basic conversation with her. Moreover, he had diverse oral presentations. He commented that he felt nervous and afraid of being judged by his classmates when speaking in public.

One of these presentations was a project for the English for Business subject in which he had to present a product to some judges. During this presentation, he felt nervous because people and judges were paying close attention and he did not want to make mistakes. Nevertheless, he kept an adequate sense of self-efficacy as he felt he had done a good presentation even though he was a bit nervous.

I mean, even though I was nervous, I did it well. I would say I did it well. It ended well. It ended pretty well. - Hugo

In addition to this, at university, he used to tutor friends and speak with them in English. Almost at the end of his major he did his teaching practices in a middle and university school. He felt excited and wanted to work immediately because he felt prepared, with a good English level and a high sense of self-efficacy.

As I told my classmate Natanael once, I told him "I feel annoyed, I'm ready to work, I already want to work, I feel desperate to work" because I already taught in university and now in middle school and I have good classroom management. When I teach, I have good classroom management, I use a lot of English when speaking. One of the techniques that I use the most is saying everything in English and then in Spanish to engage them.-Hugo

Andrea was another participant who had English experiences that provided the opportunities for her to practice her speaking skill. She reported to have had two relevant English experiences almost at the end of her university studies. She had to participate in a forum where she presented her thesis project. In order to practice this presentation, she had received help from a teacher who corrected her pronunciation a lot, as a result she doubted about her capabilities and lowered her sense of self-efficacy.

Something that she told me that made me feel worse and to doubt about my capabilities was that [...] I went one day to her house, she invited me to help me prepare for the presentation with my slides, then she told me "try to present it to me". I tried to do it and she corrected me a lot of words and the pronunciation and she said that I needed to emphasize those words because they were important for the presentation that I was going to give. It left me thinking and that was it and I told myself that yes, I need help. -Andrea

Nevertheless, she gave her presentation and felt good because she had had the courage to do it even though she had felt really nervous. As a consequence, she realized she had to work on herself and relieve herself of that fear.

Then I took my time to speak, but I felt very nervous. At the end, I felt good and I told myself, when they gave me the diploma and everything, that I could do it and that I didn't do it too

badly, but I did it. I took the risk [...] So I had to start working in that part of me, right? To let go of that fear and to not be scared of exposing myself, to how the language is and how I would have to produce it and so on. But yes, It was a great experience.- Andrea

It is of interest that Andrea reported to feel efficacious in her teaching practices because her students were at a basic level. However, when asked how efficacious she would feel teaching a higher level, she reported that it would be more difficult, but it would just require more preparation.

I think that it will cost me a little bit more [teaching higher levels], but mostly, I think is a matter of, I don't know, the topic that you are going to teach and prepare yourself, study the vocabulary…- Andrea

Daniela had fewer English experiences at university in comparison to Andrea. She used to practice and speak English with her friends whenever possible. She claimed that she felt natural speaking in English. Even when she tutored two girls, she had trouble teaching some grammar points because English came natural to her.

I tutor two girls that take intermediate [English class at an intermediate level] and there are topics that I say "how do I explain this to them? sometimes it's complicated even for me, I feel we do it naturally when we speak or answer something, right? So how do you explain that or make them understand? but yes, we are doing well with the tutoring lessons. -Daniela

Like the other participants, she also did her teaching practices almost at the end of her major; however, she had some problems when teaching the correct pronunciation of certain words due to being nervous. Nevertheless, these English experiences did not undermine her self-efficacy as she reported feeling efficacious now.

[...] "What are we going to do? and in my mind, you know that it is not 'swim suit [incorrect English pronunciation] is 'swim sut [correct English pronunciation]. I know that is like that, but I said 'swim suit, something like that and I told myself "No, I have to say it correctly" or something like that, but when I am nervous, it's like uh [...] now I feel more confident when I speak, I mean, I am more confident, I feel more capable.- Daniela

Interestingly, the last participant, Erick, did not report any English experience besides his teaching practices. Based on what the other participants reported and our own experience, English language major provides students with activities and events to speak English as they are to become proficient in the language. Nevertheless, these speaking activities in class or events may not have been recalled or of any relevance from the participant's point of view. Thus, he did not report the activities performed in class for practicing the speaking skill nor did he claim to have participated in any event.

Regarding his teaching practices, Erick stated that he needed training to teach. He added that he would not like to teach higher levels because they might know more English than him. This speaks of his low sense of self-efficacy.

Well, like intro level, basic and maybe intermediate level, because starting from intermediate and post-intermediate I would say that no, because I'd say like "Ah, no. Perhaps they'll know more than me. So, let's not. -Erick

Furthermore, he mentioned to have a fear of losing his principal idea or pronouncing wrong words when speaking. Hence, his strategy to overcome these difficulties is to use different words or continue without giving relevance to the pronunciation.

Well, I just ignore it [the mistake] and I carry on with my stuff. I mean, for example, in my classes I make [mistakes]. I said "Ah, doesn't matter." Then, I keep talking and use a different word and I keep speaking like nothing, and I'd say I do the same with my teaching practices. -Erick

It is relevant to say that Andrea and Hugo had significant English experiences that helped them to increase their sense of self-efficacy. Andrea participated in a forum that made her realize she needed to work on her fears, whereas Hugo participated in an event where he felt nervous to make mistakes during his presentation. This goes in line with the findings of Castrillón (2010), students are afraid of making mistakes such as wrongly pronouncing certain words or forgetting grammar structures in front of their classmates during oral activities. Nevertheless, Hugo felt efficacious once it was over as he had done a good presentation. As Bandura (1997) stated,

mastering tasks that people view as difficult gives new efficacy information that can help increase a person's self-efficacy beliefs.

Moreover, all students reported to have done their teaching practices, which is a mandatory requirement that allows students to have a close real experience. It is of interest to notice that Andrea and Erick felt more efficacious when teaching basic levels, but when asked how they would do when teaching higher levels, they did not feel the same way. Andrea explained that she would need more preparation beforehand.

Interestingly, Erick stated that he would not like to teach higher levels because he was afraid that students would know more than he did. Erick may feel this way because people try to avoid getting involved in encounters with threats that they doubt they can control, as Bandura (1997) mentioned. In a sense, Erick's statement speaks about his low self-efficacy as he does not feel he could teach advanced levels.

On the contrary, Daniela felt that English comes natural to her and had a high sense of self-efficacy in her teaching practices as she did not allow mistakes to undermine her sense of self-efficacy. She has even tutored students from a higher level even though she may have difficulties explaining some grammar points. Similarly, Hugo felt efficacious when teaching because he had a good level and control over the groups. He was eager to teach due to his high sense of self-efficacy. He taught from basic to advanced levels. These findings are supported by the results of Cruz (2015), who also found that the educational level and level of English that pre-service would teach has a great impact on their sense of self-efficacy.

Therefore, it can be observed that English experiences were a complement to the source of Enactive mastery experiences. Taking into consideration that participants live in a non-English speaking country, their experiences were mostly at the university. Additionally, as shown in the subheading of mastery experience, some participants had few mastery experiences, thus English activities, projects done in class and their teaching practices were a way to practice their speaking skill and a source of information to know the participants' sense of self-efficacy beliefs.

It can be noticed that the four sources of self-efficacy as well as the diverse factors mentioned before, such as English classes, oral participation and English experiences, influenced

pre-service English teacher's self-efficacy beliefs towards their speaking skills to a different extent depending on the participants' backgrounds, motivations, confidence and resilience. These motivations differed among participants and their confidence varied depending on the task they performed. Thus, a generalization of which sources and factors influenced the participants' self-efficacy beliefs were made only for the purpose of this work. However, these are not the only determining factors that could have influenced the participants' self-efficacy beliefs, and it is important to highlight that these factors and sources do not influence every pre-service teacher in Mexico in the same way.

How students' English speaking self-efficacy beliefs changed through their English language major?

Students' self-efficacy beliefs towards their speaking skill varied through university. Bandura (1997) states that self-efficacy is not linear, that there are different factors that can hinder or boost someone's self-efficacy. Therefore, in this section it will be discussed the findings of the four participants based on the researcher's perspective. It will be explained what their self-efficacy beliefs were and how it was developed through their university.

Andrea

Andrea started her university studies with a low sense of self-efficacy. At the beginning of university, she did not feel efficacious enough to speak English. She lacked confidence and felt that she had a low English level in comparison to her classmates.

> *[I] participated a few times, sometimes I didn't participate, in the exams I had bad grades, in the oral exams I felt very, very nervous because I had never had that experience of speaking English with a teacher, right? and then, well, I realized that no, in reality I didn't know English when I entered [university]. -Andrea*

Nevertheless, after enrolling in an English course, her self-efficacy increased. This was because she was placed in a classroom that was according to her English level. She even felt confident participating in that course. However, in her university classes, she still kept a low sense of self-efficacy. She believed that her classmates had a higher English level than her. Since she was not doing well in all her English subjects at the university, she suffered from depression during her

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first years. Additionally, she received devaluative feedback from a particular friend. As a result, her sense of self-efficacy may have decreased but she overcame this episode due to her strong resilience and the support of friends.

[...] then, there were three subjects related to English in which I had bad grades because in the other ones I was doing great. But the subjects related to English I always did badly. Then, he told me "You are good at other subjects, aren't you? But in English you know that we can't," he said, "then, why don't you change to another major that you like? You are in time, we aren't that further down, we lack English. Honestly, I will change [major] because this is not my thing" he told me. And then, in that time I was going through other situations and I needed support. I got depressed and I felt that I needed support, in that time I felt that I had given up. No, this is the end. I thought about getting back to my house, to have the life that people in little towns say you should have, but still I said to myself "no, I can't do it. -Andrea

During her intermediate years at university, she started working in touristic places and having more contact with English. She received positive verbal persuasion from workmates and talked to foreigners in English. Thus, her sense of self-efficacy increased. As she felt more efficacious, she started participating more spontaneously in classes. Nevertheless, she felt a low sense of self-efficacy before giving a presentation at the end of her major due to being nervous and doubting her abilities. When she finished her presentation, her self-efficacy beliefs increased because she realized she had not done a bad job, she had taken the risk and did it. It is important to mention that Bandura (1997) stated that "the range of perceived capability for a given person is measured against levels of task demands that represent varying degrees of challenge or impediment to successful performance" (p. 42).

At the end of her major she started having more confidence in her oral participations and giving her opinions in classes. Therefore, it can be said that her self-efficacy beliefs increased, and she ended her studies at the university with an adequate sense of self-efficacy in speaking English; she participated more in classes, had more confidence and spoke more spontaneously. Moreover, she had had enactive mastery experiences that boosted her sense of self-efficacy. Nevertheless, it is relevant to mention that she ended with a low sense of self-efficacy belief towards her English

level in comparison to her classmates, as she mentioned. She felt that her level was not according to the level that is expected from someone who has studied English for 5 years, the advanced level she should have by the end of her major. Additionally, she did not feel that she would pass the CAE certification, which unfortunately she did not pass, and she stated that she would need more preparation to teach advanced English levels.

> *[...] I consider it [English level] is not at the level we should have because a lot of my classmates had the level when they started the major, now, at this level, 5 more years of preparation is more to refine the language, isn't it?-Andrea*

> *[...] Then, I felt like no, I got depressed then, I thought about not passing the CAE, I need a lot of preparation [...] -Andrea*

Erick

Erick started university having some English knowledge. He had an adequate sense of self-efficacy because he had taken private classes before university. He went to an English school named CETEC and took a sabbatical year where he attended English private sessions with a teacher specialist in English. Even though he had some knowledge of English, he was shy to participate in class.

Nevertheless, during his intermediate years at university, he lost his shyness and spoke in classes to give his opinion or asked the teacher whenever he had doubts. He had kept his adequate sense of self-efficacy. Remarkably, whenever he spoke English, he was nervous and afraid to forget his idea and not to be able to finish his sentence, but he reached a point in which he did not care if he did it right or not, he just wanted to express his opinion, which speaks of his efficacy and determination.

> *More than having confidence, I dare to do it. I don't let my fears tear me down and I speak with bravery without caring if I do it right or not. -Erick*

In addition to this, the few enactive mastery experiences that he had and the verbal persuasion he received helped him maintain his adequate sense of self-efficacy beliefs in speaking English. Since verbal persuasion had come from foreigners, it may have had a greater impact on his self-efficacy as he gave it more credibility.

I work in a grocery store that is close to the center, there has been more than one occasion in which I have had to speak to foreigners. Mostly foreigners who speak English and the majority of them have recognized that I have a pretty good... good pronunciation and English mastery. Not always obviously, but most of the time. - Erick

As Bandura (1997) proposed, "the impact of persuasive opinions on efficacy beliefs is apt to be only as strong as the recipient's confidence in the person who issues them. This confidence is mediated through the perceived credibility and expertness of the persuaders" (p. 105).

It is of interest to determine that he believed to have an adequate sense of self-efficacy in speaking English, in other words, an acceptable speaking level of English given the feedback he received from foreigners and the fact that he graduated from an English major. However, when he was asked about his teaching practices, he reported to have felt capable to teach only lower English levels. He did not want to teach higher levels because he believed that the students might know more than him. This goes in line with Bandura's (1997) statement that people tend to avoid tasks they believe they are not able to perform since they may struggle during the process.

Well, like intro level, basic and maybe intermediate because starting from intermediate and post-intermediate I would say that no, because I'd say like "Ah, no. Perhaps they'll know more than me. So, let's not. -Erick

Therefore, it can be concluded that Erick's sense of self-efficacy beliefs towards his speaking is adequate based on his background, personal experiences and schooling. As mentioned throughout this paper, he studied English since elementary school and received some positive feedback. At the end of his major, he was also able to speak spontaneously, express his opinions without giving much importance to the emotions or feelings he might experience, and he was able to handle basic conversations with foreigners. However, his speaking skill can also be regarded as regular or average. He keeps forgetting words and he does not consider having advanced knowledge in English to teach higher levels.

No, not really. [confidence in speaking English] I'd say that average or regular because there are times when I keep forgetting words, this happens to me even in Spanish, I forget a word I want to say and that I already know, but I forget it in the moment and this also happens a lot to me in English. -Erick

Hugo

Hugo started university with a high level of self-efficacy beliefs. He felt able to have basic conversations in English with natives and in social contexts, he considered his English level as good. This may be due to his schooling and background. Hugo had had English classes at high school and he spoke in English with his brother whom he admired.

My brother, in fact. He was the one who inspired me because he spoke it very well and he was a person who grew up without having lessons nor having conversations or communicating. He just stayed home like me and played movies, music and he learned from them little by little. So up to now, the person who inspires me, my role model is my brother. I don't know anyone better who speaks English as he does because of how he expresses himself and all of that.- Hugo

Additionally, Hugo had positive English experiences at the beginning of his university studies that boosted his sense of self-efficacy. For instance, to do an assignment, he had to interview a foreigner for homework and he felt he could handle it as it was a basic conversation.

Well, that time we did the project, it wasn't that difficult. I felt it was easy because it was basic questions, I mean, it was asking her how she felt speaking Spanish, her age, her name, where she comes from. -Hugo

Furthermore, he had a positive experience at the middle of his university studies when giving an oral presentation for the English for business class that gave him a high sense of self-efficacy. Even though he was nervous, and the judges gave him some comments on some mistakes regarding his speaking skill, he concluded that he had done a good job.

I mean, even though I was nervous, I did it well. I would say I did it well. It ended well. It ended pretty well. -Hugo

Hugo may have felt this way because as Bandura (1997) mentioned, "the range of perceived capability for a given person is measured against levels of task demands that represent varying degrees of challenge or impediment to successful performance" (p. 42).

He may have also been influenced by the positive verbal persuasion from friends and classmates since he had received positive comments about his speaking.

[...] in university I received comments from some classmates that didn't know English and they told me that I was good at speaking and writing English so I supported them and I received good comments.-English

As a result, he may have come to have a high sense of self-efficacy to speak English which may also have influenced his sense of self-efficacy to teach English. He felt ready to work and to teach because he had good experiences in his teaching practices. He also commented on having good strategies and group control.

As I told my classmate Natanael once, I told him "I feel annoyed, I'm ready to work, I already want to work, I feel desperate to work" because I already taught in university and now in middle school and I have good classroom management. When I teach, I have a lot of classroom management, I use a lot of English when speaking. One of the techniques that I use the most is saying everything in English and then in Spanish to engage them. Hugo

Moreover, he had relevant mastery experiences in his jobs since he worked in tourist places where he constantly used English. He realized he was able to handle conversations with foreigners. These experiences may have increased his sense of self-efficacy.

Once I worked,, I realized that I can do it, I am capable of having conversations with foreigners. -Hugo

He even reported to have confidence to speak English in different contexts even though he may make mistakes at times.

Now, I'd say that I feel pretty capable. Sometimes, I make one or two mistakes of pronunciation, but in general I'd say that I'm doing well speaking English. I feel capable of having any type of conversation. -Hugo

Therefore, it can be suggested that Hugo ended his major with a high sense of self-efficacy beliefs in speaking English. He did not consider having the best speaking abilities, but he considered that he had a high level enough to handle conversations in different contexts.

On a scale from one to 100, I consider myself an 80 % or a little less. Like a 76%. I have a good level, I can speak, I can write pretty well. -Hugo

Daniela

At the beginning of her university studies, Daniela thought she had an adequate sense of self-efficacy. She did not take all English classes because she already had an English proficiency certificate that allowed her to revalidate five classes of English. Thus, she just took three English levels. Moreover, through her schooling, she has received positive verbal persuasion from friends and the support of her family to learn English.

My dad is like that, he is super in love with me, like "Ah, you are the greatest" and I'm like "Ah, yes, thanks, dad, If you knew that I know nothing." Ah, it's not true, but he always told me "you can do it." I mean, for example, he knows that I know English, right? a little bit, so he tells me "Ah, go on, speak, speak to me in English even though I don't understand." He knows a little bit [of English] and I'm like "Ay, dad." And he's always telling me "ok, how do I say this?" or "translate this to me, translate this to me, please" or "you're good at this." I mean, he is always telling me "you can do it, you can do it." My dad has always been the one who motivates me like "you can do this, you can do that," and my mom did too. All my family, like I was saying, are really supportive. -Daniela

In the middle of her major, she had a high sense of self-efficacy because she felt she was learning. As a result, she felt comfortable with the English teacher and participated with more frequency in classes.

I took it [the class] with Ramón, and we were like 10 and I did participate a lot there because it is teacher Ramon and because I felt very good, in confidence to participate. And

in fact, it was in that summer course that I felt like "Wow, English VII is my level," because I participated and I felt that I learned and because I felt that I was learning, I participated. I felt good participating, in fact. - Daniela

She also participated more in other classes, such as History. She felt English came natural to her. Such feeling speaks of her high sense of self-efficacy in speaking as she regarded her speaking participation as something easy or common for her.

And well, yes, I participate. I mean, I feel it's really easy or super normal or common, it could be said. Not like the nervousness for participating, no. I mean, I feel it's cool. - Daniela

Moreover, another evidence of Daniela's high sense of self-efficacy regarding speaking is that she mentioned feeling good with her speaking skill and even felt that her pronunciation was better than her classmates'.

Yes, I have taken a lot of classes with my classmates, like Methods something. Everything we took, and I feel good with my level, honestly. I don't like being like that [thinking that she was better], but I feel that in comparison, maybe it can be noticed, more than anything in pronunciation. -Daniela

In this period, she experienced diverse mastery experiences too. She spoke English with a German friend and was a reference contact for a friend. These enactive mastery experiences helped her to maintain her high sense of self-efficacy.

Well, then a 15-year-old exchange-german student came to learn Spanish, to practice it and everything, then, since the first...Well, but she didn't speak a lot of Spanish, but obviously she spoke English and I helped her, and my uncles too because they know English, but very little and since she came it was like "If you need anything, ask Dani." I spoke with her in English. That same day she came, we went to have dinner and it was like that, in English and with time [...] -Daniela

It can be concluded that Daniela finished her major with a high sense of self-efficacy. She spoke English naturally and she also had the confidence to speak with natives and non-natives, and

to speak in different contexts. She also felt more confident speaking English rather than Spanish in the final project at the university.

> *[…] if sometimes it's complicated even for me because I feel we do it naturally when we speak or answer something, right? [..] -Daniela*

> *[…] I didn't know if it was in Spanish or in English because I didn't know who would be my judge, the jury, anything, and I was like "uy" because in truth I had more confidence in English because we did all the work in English. Then, it was in Spanish, but I still did great. -Daniela*

CHAPTER V: CONCLUSION

This study aimed to explore the personal and contextual characteristics of four students of the English Language major at the University of Quintana Roo and to analyze the factors and sources of self-efficacy that hindered or encouraged their sense of self-efficacy in the speaking skill. Finally, to examine how their sense of self-efficacy changed during the major.

Regarding participants' personal and contextual characteristics, it is concluded that their backgrounds had an impact on the students' self-efficacy beliefs at the beginning and end of the students' major. Their backgrounds served participants to judge their speaking skill and motivated them to study English. For instance, Erick started to study English language major because he had good experiences with a private teacher and it was due to these classes that he thought, at the end of his major, that he should have been better at English than one of her classmates who did not study English before university. In Andrea's case, her background motivated her to be resilient and continue studying, she wanted to prove to her family that she did not need to live a typical life that a person has in a village and that education was important. As per Daniela and Hugo, they had had contact with English since elementary school and it helped them to enjoy speaking English and have some confidence when participating at university.

Additionally, among the most relevant findings, it was discovered that the source of self-efficacy that hindered or encouraged pre-service teachers' self-efficacy beliefs the most was enactive mastery experience. Even though these experiences were scarce, they did have a great impact on participants' self-efficacy beliefs. For instance, Hugo and Daniela had the most mastery experiences, such as speaking or having advanced conversations with foreigners or native speakers in diverse settings. However, Andrea and Erick did not have a lot of experiences except from basic conversations at work. It is important to point out that according to Bandura (1997), the source of enactive mastery experience is the most influential one.

The second most influential source was verbal persuasion since it was related to mastery experiences. Participants received positive comments after their mastery experiences and they boosted their sense of self-efficacy beliefs towards their speaking skill. Verbal persuasion especially from foreigners, teachers, friends, and classmates. In Andrea's case, she respected and admired her teachers and as a result their comments and feedback had a great influence in her sense

of self-efficacy. Furthermore, Hugo and Daniela had diverse comments from friends and classmates. As for Erick, he did not receive much feedback from teachers, but he was told by foreigners that his English was good, and these comments increased his self-efficacy beliefs.

The third source of self-efficacy that influenced the participants' self-efficacy was vicarious experience as models played a significant role. Models, whom participants admired, motivated them to become better and to determine how they could improve. Moreover, participants tended to compare themselves with other classmates to determine how their speaking level was. For instance, Erick compared himself with a classmate and came to the conclusion that he should have been better at English than his classmate because he already knew some English when he started the major, whereas his classmate did not. Also, Daniela saw how her classmates may not have been the best at speaking English, but they had the confidence to participate and speak in class. Therefore, she realized that she should be more confident.

The less influential source of self-efficacy was emotional and physical state. It is noteworthy to mention that the emotions participants felt were mostly negative. Among the negative emotions that were mostly highlighted were fear, shyness, self-doubt and nervousness. Nevertheless, these emotions changed during the participants' major. At the beginning of their major, it was common for them to feel these emotions strongly before speaking, doing an exam or doing a presentation; however, as they advanced in the major, they experienced them during important events as stated by Daniela, or mildly as expressed by Hugo, Erick and Andrea. The physical states that participants experienced were scarce. The most common was stress but it did not have a great impact on them.

Moreover, there were three factors that hindered or encouraged participants' sense of self-efficacy. These factors were participation, English experiences and English classes. It was found that these factors tied together and did influence participants' sense of self-efficacy. For instance, participation was the primary means to practice the speaking skill and as a result, it had the strongest influence in the participants' self-efficacy beliefs. The higher their sense of self-efficacy was, the more frequent their participation in classes was. In addition, participation and English experiences were mostly experienced in a controlled environment; in other words, in classes, because participants lived in a non-English speaking country.

Finally, regarding the findings about the participants' self-efficacy beliefs through their major, it was found that their self-efficacy beliefs depended on diverse factors such as gender, socioeconomic status, motivation, family or friends support and resilience as well as the four sources of self-efficacy proposed by Bandura. For instance, Andrea started her major with a low sense of self efficacy in speaking, but as she advanced in her major, her self-efficacy beliefs increased; she believed that due to her enactive mastery experiences, she was more spontaneous when speaking, which helped her to believe she can establish English conversations. As she did not have the support of her family to study, her resilience was a key factor in her self-efficacy beliefs' development.

In Erick's case, he started with an adequate sense of self-efficacy he had built thanks to the private classes he had taken with an English teacher and at CETEC. Hence, he ended his major with an adequate sense of self-efficacy in speaking because of his personal experiences. Erick was able to establish basic conversations with foreign people and speak comfortably without caring much about the mistakes he could make.

As per Hugo, he started the major with a high sense of self-efficacy in speaking as he had been influenced by his brother who spoke English and Hugo had also taken classes in elementary school. As time went by, he worked in touristic places where he had conversations with foreigners and received positive feedback from friends and foreigners. Therefore, he ended his university studies with a high sense of self-efficacy. He considered himself to have a high level of English to establish conversations with foreign people and he was already eager to work.

Finally, Daniela started the major with an adequate sense of self-efficacy in speaking. She took private lessons, had certificates and revalidated some English classes. In addition, she had the support of her family and received positive verbal persuasion from friends and teachers. She ended with a high sense of self-efficacy in the speaking skill as she felt more comfortable speaking in different contexts from basic to advanced conversations.

Limitations

Among the limitations of this study, one of them was that the results were based on the participants' beliefs only, but they were not confirmed with their actual grades, performance or CAE mock exams, which some of them had not taken. Additionally, a second limitation was the time. The

study could have been done with more than four participants to get a wider view of pre-service English teachers' self-efficacy towards their speaking skill, but then more than a year would have been required to complete it. A third limitation was the COVID-19 pandemic. Due to this, participants were not interviewed face to face, interviews had to be done via online on Skype and there were internet problems which interfered with the communication.

Recommendations

In this study, the self-efficacy beliefs of four participants regarding their speaking ability was addressed. It is important to take into consideration the lack of studies that address the speaking skill in a Mexican context for further studies. In the Mexican context, there were studies that only focused on all abilities, but none focused on the speaking skill in isolation. Moreover, as stated in the limitations section, the real performance of the participants was not studied nor evaluated; thus, there may have been diverse factors that influenced their sense of self-efficacy beliefs besides motivation, environment, participation and English experiences inside the classroom. As a consequence, it is recommended to research more about the diverse factors that could influence participants' self-efficacy as well as to study, compare and analyze the beliefs and real performance of pre-service teachers to obtain more valuable information about their sense of self-efficacy beliefs.

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