UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

The sense of self-efficacy in EFL pre-service teachers
at the University of Quintana Roo

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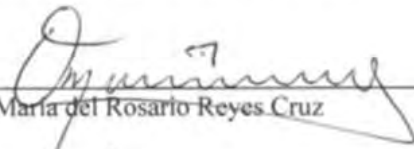
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The sense of self-efficacy in EFL pre-service teachers at the
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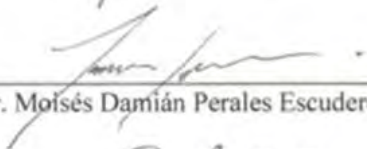aprobada como requisito para obtener el grado de:

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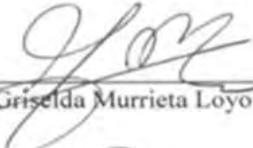
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Introduction

In recent years, research on self-efficacy has been an important topic in the area of education. Many studies have been carried out within the field of educational psychology (Bandura, 1977, Tschannen-Moran y Woolfolk, 2001, Zimmerman, 2000). Most of these studies tend to measure the sense of self-efficacy to determine its related variables such as self-esteem, contextual factors, self-confidence and cognitive skills (Erdem & Demirel, 2007; Cabaroglu, 2014; Reilly,Dhingra & Boduszek, 2014).

As far as I know, in the Mexican context, the topic of self-efficacy has been studied in different disciplines and specific areas. For example, there have been studies of postgraduate students' research self-efficacy beliefs (Reyes & Gutiérrez,2015; Gutiérrez& Reyes, 2014); teachers' self-efficacy beliefs in informational research skills (Reyes & Franco, 2013; Reyes &Franco, 2014) and teachers' research self-efficacy beliefs (Reyes & Murrieta, n/d; Reyes & Perales, in press).

Regarding the English language teaching field, measuring self-efficacy beliefs has been found convenient to detect novice and experienced teachers' success and failures in language teaching (Tschannen-Moran et al., 1998). Research studies carried out in countries such as Turkey, the United Kingdom, the United States and Ireland have found that the sense of self-efficacy is a fundamental tool in the cognitive development of future teachers (Erdem, Demirel, 2007).

However, as far as I was able to ascertain, in Mexico there is a lack of studies about the self-efficacy beliefs of English learners and pre-service English teachers.

Although there is a moderate number of studies about beliefs related to the learning foreign languages as reported in the meta-analysis done by Ramirez (2013) and Reyes (2013).

The University of Quintana Roo (UQRoo) offers the English language major. The main objective of this program is to train English language teachers. The curriculum includes two courses: Teaching Practicum I and II (*Práctica Docente I and II*), where pre-service teachers acquire teaching experience in order to improve their teaching skills. The first course syllabus comprises mentoring from the teacher trainer in charge and reflective diaries. In these diaries, pre-service teachers must describe their experiences during their teaching internships.

According to the comments of some students, they get the impression that there is no monitoring or support from the institutions and parents where practices are performed; those are some of the factors that influence this problematic situation. Apparently, these factors do not contribute to a good development of teaching practicum. These elements could negatively influence the sense of self-efficacy constitute by experience regarding teaching English in pre-service teachers.

This study investigates the sense of self-efficacy in EFL pre-service teachers. It can contribute to understand the factors that influence the sense of self-efficacy of EFL pre-service teachers. The results could lead to a better understanding of this phenomenon and help teachers to develop strategies to improve the development of supervised teaching. Thus, the aim of this study is to understand how the elements of context, previous experience and verbal persuasion influence the sense of self-

efficacy in EFL pre-service teachers at the bachelor degree in English Language at the University of Quintana Roo, that are immersed in their teaching practicum.

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

1. What are the previous experiences of pre service teachers registered in *Práctica Docente I*?

2. What kind of verbal feedback do pre-service teachers receive after their supervised teaching from the teacher trainer, from classmates, from persons of the school where they were doing their practices and from their family?

3. How do contextual elements (the level they teach, the availability of resources for teaching, the quality of school facilities and equipment) influence the sense of self-efficacy of pre service teacher?

4. What are the beliefs about the self-efficacy of pre-service teachers?

CHAPTER I

THEORETICAL FRAMEWORK

The theoretical framework chosen for this study is Bandera's Self-efficacy Theory. In this section, the theory is described in order to understand how it is related to the present study. In addition, an explanation of the sources for the construction of self-efficacy is included since they are the variables of this study. Finally an explanation of the contextual elements (resources for teaching, quality of facilities, environment etc.) is described.

Within the Social Cognitive Theory, Bandura (1997) defines perceived self-efficacy as the beliefs in one´s capabilities to organize and execute a given endeavor. Bandura (1997) defines the concept of self-efficacy in teachers as beliefs and perception of oneself. This means that it contributes to set certain expectations and goals such as efficacy for student's engagement, efficacy for instructional strategies and efficacy for classroom management.

Bandura (1997) states that highly efficacious people are more likely to take greater risks and better opportunities, which in the long run lead to success. This translates into more confidence when undertaking similar activities and fewer probabilities to be discouraged and lower their self-efficacy once that they have built a strong sense of it. In addition, they tend to put more effort and concentration when things get difficult and also recover faster and easily from failure. On the contrary, low efficacious people recover slowly from failure and even minor missteps can make them lose confidence. Consequently, they tend to avoid tasks which they consider difficult or unattainable; this can sometimes make them pass opportunities.

Bandura (1997) stated that self-efficacy beliefs are constructed from four sources of information: a) enactive mastery experiences, b) vicarious experience, c) verbal persuasion and d) physiological and affective states. Since they are part of the variables investigated in this study, I explain the four sources mentioned before, but only the mastery experience and verbal persuasion are related to the research.

Enactive mastery experiences

Enactive mastery experiences are the most influential source to develop self-efficacy beliefs (Bandura, 1997) because they are related to the successes and failures that individuals go through. It is stated that previous experiences provide the most authentic evidence of whether someone have the necessary abilities to master a task and succeed on it. Mastering a difficult task may be taken as an evidence of one's capabilities, which raises beliefs in ones capabilities. On the other hand, adversities can also give people experience in overcoming obstacles; difficulties provide opportunities to learn how to turn a difficult situation into success. Additionally, performing a task without much effort might not raise self-efficacy at all. In other words, if people experience only easy successes, they always expect to get good results but if this is not so, they get easily discouraged. This means that success increases the sense of self-efficacy while failures diminish it; however, this is not always true.

It is evident that previous experience produces stronger efficacy beliefs more than any other modes of influence.. The experiences that a person already holds are

strengthened through repetitive similar experiences and are taken as evidence of a personal effectiveness. People's efficacy beliefs may increase or decrease, this can be achieved by telling them how good or bad they performed a task. After a strong sense of efficacy is develop through experiences of success, occasional failures, adversities, insufficient effort or poor strategies are often view as causes for deficient performances. When people believe firmly that they possess a low sense of self-efficacy, this tends to result in poor performance that further weakens the sense of personal efficacy.

The evaluations of personal efficacy will much depend on how difficult a task is perceived. Mastering a difficult task usually raise beliefs in one's capabilities, during this process, people discover new things about the task as well as about themselves, but these discoveries sometimes produce an apparent success that decrease the sense of self-efficacy perceived. Depending of the difficulty of a task, the evaluation of personal efficacy will be also different.

Performances are always affected by factors that can obstruct or facilitate accomplishments. When the success is achieved with someone's help, it carries little efficacy value because are attributed to the aid received rather than personal capability, also with faulty performances, which are developed under adverse circumstances, have weaker efficacy than those executed under optimal circumstances.

Self-efficacy beliefs are not easy to change; people resist changing their views of themselves when they have experienced successes. Produce changes in

personal efficacy requires strong evidence that confirms that people possess the ability to manage task demands under diverse situations. It is clear that personal efficacy beliefs are in constant testing that's why people keep their ideas of personal effectiveness in a provisional status before make any judgment.

The amount of effort put in performances influence how much perceived efficacy is derived from accomplishments, in other words how hard one works at a given task. Successes with minimal effort are mean of high sense of self-efficacy but successes achieved through hard effort can decrease people's personal efficacy because people use to think that their successes have been achieved by hard work instead of the capabilities they possess. Effort is an important factor in self-evaluation of efficacy from failures, when one tries hard and fails in a task developed under optimal conditions means one has limited capability, which of course will have an impact on personal efficacy.

People with low self-efficacy often doubt that they can put the effort needed to succeed in difficult situations. The weaker people's sense of efficacy that they can control their level of effort, the lower their performance motivation. People who have a high sense of self-efficacy tend to believe their failures are due to insufficient effort or unfavorable circumstances, whereas those who regard themselves as inefficacious view lower ability as the cause of their failures. Perceived self-efficacy is affected not only by how performance successes and failures are interpreted but also by influence in the self-monitoring of performances.

Self-modeling suggests that efficacy is enhanced by personal achievements, people see their achievements as indicators of personal efficacy; that is why those who experience occasional failures but improve over time are more likely to increase their sense of efficacy that those who experience success all the time.

Vicarious experience

The second most influential source of self-efficacy is Vicarious experience (Bandura, 1997). Vicarious experience refers to the tendency to judge self-efficacy in relation to other person's performance. Vicarious experience is a source of information about one's capabilities through modeled attainments; this source of self-efficacy acts more commonly when people see others as models rather than competitors (Bandura, 1997). This means that visualizing people succeed on similar tasks typically raises efficacy beliefs in observers, they belief that they possess the capabilities to master comparable activities. Modeling serves as another effective tool for promoting a sense of personal efficacy. Even those who are highly self-confident, raise their efficacy beliefs if the models teach them better ways of doing things. Therefore, people evaluate their capabilities in relation to the achievements of others in similar endeavors.

As stated, attainments comparisons are judged to be indicative of one's capabilities. Modeling have a strong influence on efficacy beliefs, people usually tend to seek proficient models who possess the abilities to which they aspire. Competent models transmit knowledge and teach skills and effective strategies to observers to

perform tasks. The contribution of modeling is especially important when the perceived effectiveness reflect skill deficits rather than the appreciation of the skills they already have.

Modeling is governed by four sub-functions: the first is attentional processes which determine what will be seen in the different types of influences of modeling and what information will be extracted from modeled events. Several factors influence the exploration and conceptualization of what is modeled on the social and symbolic environment. Some of these factors involve cognitive skills, prejudices and value preferences of the observers. People cannot be influenced by modeling events if they have no memory of them (Bandura, 1997).

The second is the observational learning process through cognitive representation; this is related to the retention of events keep in memory. This retention is helped by the memory and cognitive processes. The information generated from these allows observers create new variants of actions, but goes beyond what was observed or heard. The third is the behavioral production process and conceptions, this means that the behavior of the observers tend to change based on models, observers tend to integrate modeling information to produce new patterns of behavior.

Modeling also involves motivational processes; usually observed performance is influence by incentive motivators: direct, vicarious, and self-produced performance. People usually feel more motivated by others who are similar to themselves but are discouraged to follow behaviors that they have seen often result

in adverse consequences. Personal standards of behavior provide a further source of incentive motivation. (Bandura, 1997)

Modeling is also influence by the affective states produced by self-comparative evaluations. Social comparisons can affect the sense of self-efficacy; social comparisons can have negative effects as well as positive. Occasionally modeling is carried out under two circumstances, the first one is when one is free to choose the people they want to observe, the second one is the ones that are imposed to observe, and both types have emotional consequences in observers.

Modeling influences take different forms and serve in different functions depending on the types of information they transmit, the people we are in contact regularly, or as mentioned before by preference or imposition, these determine the types of competencies, attitudes and motivational orientation that will be look to observe repeatedly. Another vicarious influence is modeling provided by visual media that allows people to go beyond the limits of their social life which raises observer's belief in their own abilities. Modeling is a process of behavioral imitation, this means that people learn new abilities and how to apply them, and get new behavioral abilities from what they learnt.

Self-modeling of capabilities also improves personal efficacy and performance, the improvements that self-modeling provides are measure by increases in beliefs, self-modeling serves to enhance the belief in one's capabilities. This is to say that seeing someone perform correctly a similar task can improve

efficacy beliefs in two ways, the first one; providing clear information on how get a better performance or strengthening the beliefs in one's capabilities.

People judge their capabilities by comparing their results with others; this is a factor that increases the beliefs of the observer of his/her own effectiveness. Modeled failure has a destructive effect on efficacy beliefs when observers perceive themselves with a similar capacity to the failed model, they tend to express a low sense of personal efficacy and give up quickly when they encounter difficulties. Meanwhile similar models tend to provide reliable comparative information about their level of ability to judge personal effectiveness through social comparisons, observers may base on the similarities either for past or future modeling activities.

Evaluations of efficacy are often based on similarities with models in terms of personal characteristics; as it has been explained when people observe in models the same cognitive abilities; people get a sense of personal efficacy. There is a great impact on the self-efficacy in terms of personal characteristics, different models provide valuable skills. Similar models are seen as more credible and provide strong efficacy beliefs, attribute general similarity, increase the power of modeling influences even when personal characteristics may be false indicators of personal capabilities.

Diversified modeling in which people are exposed to the same performance situations with many individuals with similar abilities, produce strong beliefs in self-efficacy. However this is not always the case, the observation of those performance

with similar models will not necessarily increase observer's efficacy beliefs. Observers who are deficient in cognitive skills cannot perceive a higher efficacy.

Coping modeling can increase efficacy beliefs in several ways. People who do not rely on themselves tend to regard failed models as more similar to themselves. Modeling usually contains several factors that influence self-efficacy beliefs, models that show inabilities to manage a complex task, do not demonstrated to be effective.

Mastery modeling conveys a lot of information on how to exercise control over demands in order to strength efficacy beliefs. Mastery self-modeling is effective in raising effectiveness and perceived performance. It is believed that modeling in which people with limited capabilities achieve mastering a difficult task, can help build a strong sense of learning efficacy. Modeling is more likely to contribute to adaptation of personal effectiveness in difficult circumstances where evidence of progress can be noticed in a long time. Modeling is a particularly influential factor when observers have much to learn and models have much to teach by instructive demonstration of skills strategies. In addition, people often select competent models from whom they can learn what they aspire to become.

Verbal persuasion

Verbal persuasion serves as a further means of strengthening people's beliefs that they possess the capabilities to achieve what they seek (Bandura, 1997); it occurs when people receive critiques from others. This means that when people are

motivated by other people's points of views, positive critiques and are supported by others, they are encouraged to take good opportunities and in some cases to surprisingly succeed in activities they had not thought before.

On the other hand, the opposite happens when the critiques they receive are negative; this fact tends to decrease a sense of personal efficacy. Verbal persuasion leads people to try hard enough to succeed which promote a sense of personal efficacy. One important aspect of this source of self-efficacy is the credibility of the persuader. People´s self-efficacy will be influence if the persuader already masters the skills he or she is judging. Additionally, the persuasion should not be far from people´s reality or otherwise that might lose credibility of the persuader.

Evaluative feedback highlights personal capabilities and raises efficacy beliefs. It is stated that feedback tends to remark that effort enhances perceived efficacy, it means that hard work produced improvements. But to be told repeatedly that one's progress is a product of high effort occasionally carry the message that one's talents must be quite limited, that one do not possess capabilities, therefore; produces lower sense of efficacy that is why people who have been persuaded that they do not possess enough capabilities, tend to avoid challenging activities that produce competencies and give up quickly in the face of difficulties.

It is important to mention that feedback in early stages of skill development has an especially markedly impact on the development of a sense of personal efficacy. On the other hand, the way in which persuasive influences and performance feedback are built and structured can affect the evaluation of personal efficacy.

Usually social evaluations that focus on achieved progress emphasized personal capabilities, while evaluations that focus on deficiencies highlight existing limited capabilities. Deficient feedbacks not only create comparisons but weaken people's belief of themselves whereas constructive criticism increases a sense of personal efficacy.

In judging one's capabilities people requires proves about their talents in insightful ways. Self-evaluation is based partly on the opinions of other who already have evaluative skills acquired through years of experience. Mixed experiences with persuasive efficacy appraisals are common because they are used for diverse purpose.

Persuader may see other people's capabilities for superficial encouragement as well as for realistic assessments of people's capabilities to manage task demands. As a consequence persuasive efficacy evaluations have to be assess in terms of who the persuaders are, their credibility, about whose judgments are more accurate. In addition, the impact of persuasive opinions on efficacy beliefs is apt to be only as strong as the person trust in who is judging him or her.

Social evaluations vary in how inconsistently they are from people's own beliefs about their capabilities. Persuasive efficacy appraisals are likely to be most believable when they are only limited to what individuals can do, those persuaded that they can succeed are more likely to test different strategies and spend the necessary effort than those who are troubled by uncertainties. What they are told will differ moderately or markedly from how they view themselves. Performances

successes are achievable by convincing people they have what they need to succeed.

Physiological and affective states

Finally the last source, the physiological and affective states involve the body states and reactions that people experience when doing certain tasks and more importantly the interpretations that they give to this reactions. People with high self-efficacy might interpret those states as typical reactions to activities such as giving a speech, while people with low self-efficacy might think it is a consequence of their limited capabilities and weaknesses. It is well-known that people rely partly on somatic information conveyed by physiological and emotional states; they often interpret emotional states as signs of vulnerability and weaknesses.

Mood states can weaken the attention and affect how events are interpreted cognitively and hold in memory. People experience changes of mood while experiencing events, for instance, intense moods have a stronger effect than weak ones, and they can affect people's judgments of their personal efficacy. Past successes and failures are saved as memories along with their affect; this set of memories provides information on which judgments are made. Mood activates those set of memories with its own moods, in other words often a negative mood activates thoughts of past failures while a positive mood activates thoughts of past accomplishments. This means that affective states can have widely effects on beliefs

of personal efficacy in diverse situations. The impact of mood on efficacy beliefs is at least partially mediated by selective experiences of past successes and failures.

Psychological states and reactions are not indicators of personal efficacy but affects perceived self-efficacy. Psychological and affective states play an important role in the evaluation of self-efficacy, judgments of psychological states for self-efficacy are also obtained from past experiences, the complexity of the activity, the level that carries and how those states affected their performance. People who generally find psychological states as something that do not have an effect on them, emotions will have different efficacy meaning but for those for whom psychological has been seen as a debilitating, efficacy meaning will have a bad result. Different emotions have too many similar psychological reactions by the person who is experiencing them; people usually build a belief about how emotional states affect their personal efficacy.

Emotional factors strongly determine how psychological emotions are judged, people not only experience one emotion; they experience a mix of emotions during diverse situations. Psychological activity typically involves a variety of somatic events, somatic information comes in different forms and varies in qualities even within the same modality. Somatic construction and personal efficacy involve two ways of causation, perceived high physiological effort and the experience of somatic events. People vary in the beliefs they hold about the source of their emotional states

and how it will affect their performances will depend partly on their somatic experiences.

Somatic information also occurs in other indicators of self-efficacy, and in the context of previous experiences that increase efficacy beliefs. Perceived autonomic arousal may contribute to judgment of personal efficacy when a risky activity is tried. The somatic source provides supporting or redundant efficacy information in areas of functioning that convey heavily on physical resources, psychological states and reactions that contributes to a unique efficacy information for judging the functional capabilities of one's capabilities.

Affective states can influence evaluative judgments directly through perceived in as well as by activating a past experience with its mood memory. This means that positive mood enhances perceived efficacy whereas negative mood diminishes it. Efficacy judgment is based on factors that carry efficacy value, some may be highly reliable indicants of personal capability; others may be much less so therefore should be given less importance.

As we finish explaining the four sources of the self-efficacy theory, now we will turn with the elements of the context that are also important part of this study. In this part it will be explained the external factors that are related to self-efficacy beliefs.

Environment

As Bandura (1997) stated the environment takes three different forms: those that are imposed, selected and crated. There is a physical and socio structural environments that invades on people whether they like it or not. They do not have much control over the environment but they do have a margin in how to construe it and react to it. They can view the environment favorably, neutrally or negatively, depending on how well it serves them.

As mentioned, this means that behavior alters environmental conditions and is also altered by the conditions it creates. The environment is not something that unavoidably has an effect on individuals. The environment do not influence until they are activated by appropriate behavior.

There is a major difference between the potential environments and the actual ones. The environment has good and bad aspects. The environment does not influence until it is selected and activated by an appropriate action. On the other hand, the actual environment depends on how people behave. This constitutes the selected environment, under the same potential environment some people take advantage of the opportunities it provides and its rewarding aspects; others get themselves enmeshed mainly in its punishing and debilitating aspects. Finally, there is the environment that is created. It has to be selected and activated. Peoples beliefs in their personal efficacy play an important role in how they organize, create and manage the environment that affects them.

On the other hand the second contextual factor is school. The Social Cognitive Theory by Bandura (1997) defines school as the place where children

develop the cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in society. During the first years of the children is a crucial formative in which the school functions as tool for the cultivation and social validation of cognitive competencies, here their knowledge and thinking skills are continually tested, evaluated, improved and socially compared. Classroom structures affect perceptions of cognitive capabilities; it affects the learning process of students when they are not well equipped and in bad conditions. This tends to convert teaching experiences in inefficiency.

Resources

Resources are elements that teachers consider to use in the development of a class. Bandura's (1997) theory reported that self-appraisals of less able students suffer most when the whole group has to share the same material and teachers make frequent comparative evaluations. Educational practices should be gauged not only by the skills and knowledge they impart for present use, but also by what they do to children's beliefs about their capabilities, which affects how they approach the future. Students who develop a sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative (Bandura, 1997).

The sense of self-efficacy in EFL pre-service teachers

Regarding the English language major, the theory of self-efficacy is related to the present study by one of the sources of self-efficacy: the mastery experience. For teachers, mastery experiences come from actual teaching accomplishments with students (Bandura, 1997). EFL pre-service teachers acquire experience in diverse situations but especially during the teaching practicum I and II. Although, some of them might already have previous experience because they have already started working formally, others probably have just some experience because they have done their social service in an educative institution or even they have given personalized instructions.

Bandura stated that efficacy beliefs are raised if a teacher perceives her or his teaching performance to be a success, which then contributes to the expectations that future performances will likely be proficient. In addition, efficacy beliefs are lowered if a teacher perceives the performance as a failure, and this will contribute to the expectation that future performances will also fail. In this study whether mastery experiences in pre-service teachers affects their sense of self-efficacy beliefs are analyzed.

On the other hand, the second source of self-efficacy related to the study is verbal persuasion, as explained before; verbal persuasion has to do with verbal interactions that pre-service teachers receives about his or her performance and prospects for success from others actors in the teaching context, such as administrators, colleagues, parents, and members of the community at large. Pre-service teachers tend to value the critiques from their teacher trainer of the subject Teaching Practicum (*Practica Docente*), from their classmates that often have the

role of evaluators too, from institutions where they are doing their practices and from the family.

The critiques pre-service teachers receive can increase or decrease their own sense of self-efficacy. As an important element for the development of the classes, this second factor was analyzed in the study as how the critiques that students receive from the teacher in charge of their mentoring, their classmates and their families affect their sense of self-efficacy beliefs.

Vicarious experience, this important source of self-efficacy beliefs is also related to this study; as stated it refers to the lack of knowledge of their own capabilities so students tend to judge their self-efficacy in relation to other person's performance. Pre-service teacher tend to model their capabilities conscientious or unconsciously through observing their teachers, classmates and even their families. In this case pre-service teachers have already vicarious experience from their teaching practicum I and also from their previous experiences such as social service and formal jobs. As a relevant element for the study, it was analyzed how vicarious experiences influence on their sense of self-efficacy.

Other factor that is connected to this study is environment. This has to do with the idea that teachers who have talent and a high sense of self-efficacy can create learning environments that lead to the development of cognitive skills. This study analyzed whether the environment of the classroom, affects pre-service teachers such as student's attitudes and support from the teacher in charge of the group they are giving classes.

Another important element is school conditions, classroom facilities structures affect the learning process when they are not well equipped and in bad conditions. The study analyzed whether pre-service teachers have been affected in the development of the classes in terms of infrastructure. In other words, how problematic having a classroom that is in bad conditions and not comfortable for students can be, how pre-service teachers dealt with this situation and finally how this influence their sense of self-efficacy.

Another important element to be considered is resources. Bandura (1997) reported that students suffer most when they have to share the didactic materials or worst, when they do not have the materials they need. This study analyzed whether pre-service teachers face this kind of situations during their practicum, if the availability of resources is important in the development of their classes, also if they believe this is a problem that affects them.

Finally, teachers' self-efficacy beliefs are related to the effort teachers invest in teaching, the goals they set, their persistence when things do not go smoothly and their resilience in the face of setbacks (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). This study will analyze to what pre-service teachers relate their sense of self-efficacy, for instance, to their abilities to develop a good class, previous experience, the feedback received from people involved in the same endeavors, or their capacities to deal with difficult situations during their teaching practicum, such as the ones mentioned before in elements of the context.

CHAPTER II
LITERATURE REVIEW

In this section, the literature review about teaching self-efficacy is presented. The studies found cover diverse methodologies and center in different subjects. Thus, the following ones are presented to support this study. Firstly, studies conducted on novice and prospective teacher's self-efficacy beliefs are presented, followed by studies about emotional intelligence in relation to self-efficacy beliefs, these studies are included to give support to the research due to the lack of studies about the sources of self-efficacy beliefs of pre-service teachers. After that, studies focused on measurement of self-efficacy beliefs are discussed, and finally, research on impact of action research on self-efficacy beliefs is presented. This section ends up with a discussion of these studies.

Studies of prospective and novice teacher's self-efficacy beliefs

Huey-Ling and Gorrell (2000) conducted a study to explore the differences in self-efficacy between the beginning and ending of student's career, early childhood, and elementary groups. In this study, several factors have emerged in studying Taiwanese pre-service teachers such as home environment, parental support and adapting to students. It was found that pre-service teacher differed in terms of level, indicating that beginning-level and ending-level pre-service teachers had some conceptual differences in their sense of efficacy. This means that the relationships

between the factors that represent family and teacher effectiveness are more integrated into the ending level pre-service teachers' conceptions; but also that they have conceptual differences regarding acceptance of responsibility for teaching. On the other hand, the beginning level reported a stronger sense of willingness to take responsibility for children's learning at school, but they were not confident that their efforts would make a difference in the children's learning. Pre-service teachers' sense of efficacy seems to be constructed through integration of social and cultural perspectives.

Woolfolk and Burke (2005) led a study to examine changes in teachers' efficacy judgments from entry into a preparation program through the first year of teaching. The research was designed to examine changes in teachers' efficacy judgments from entry into a preparation program through the first year of teaching. The results obtained were that efficacy rise during teacher preparation and student teaching, but decrease with actual experience as a teacher. Participants reported resources provided, support from colleagues, support from administrators, support from parents, and support from the community as aspects of the resources in their first year of teaching. It was also found that the early years of teaching likely are a critical time for developing efficacy beliefs. In addition, the study provides some evidence that these novice teachers did find perceived mastery to be a source of efficacy.

Schechter and Tschannen-Moran (2006) conducted a study to explore the notion of collective teacher efficacy to construct validity and reliability. In addition, the study was designed to explore the variables that can influence the sense of

collective self-efficacy of teachers. The participants were 876 teachers from elementary schools. The results showed that one of the most influential factors in the sense of collective efficacy is the context. They found that teachers" collective sense of efficacy is an essential school attribute, as teachers need to learn collectively in order to effectively manage complex tasks.

Erdem and Demirel, (2007) carried out a study to identify and assess self-efficacy beliefs from future teachers. Three hundred forty six students in their teaching practicum were the participants of the study. The results of the study indicated that the sense of self-efficacy in teachers is related to one' self's beliefs, one self's perception; which contributes to set certain expectations and goals, efficacy for students engagement, efficacy for instructional strategies and efficacy for classroom management. This means that much depends on the availability from the teacher and students to learn in spite of the difficulties that can arise. The study also reports that, within the participants who were pre-service teachers and in service teachers, a factor that differed was gender, women showed a higher sense of self-efficacy than men did.

Tschannen-Moran and Woolfolk (2007) carried out a study to explore several potential sources of teacher's" self-efficacy beliefs such as contextual elements, verbal persuasion and mastery experiences. The participants were 255 between novice and experienced teachers. The results showed that the sense of self-teacher effectiveness is related to the amount of stress in teaching experience. The results indicated that contextual factors such as the teaching resources and interpersonal support were found to be much more salient in the self-efficacy beliefs of novice

teachers. Among experienced teachers, for whom an abundance of mastery experiences were available, contextual factors played far less important a role in their self-efficacy beliefs.

Gurvitch and Metzler (2009) led a study to examine the effect of Laboratory-Based and Field-Based practicum experience on pre-service teachers' efficacy. The participants were 59 undergraduate students. The main purpose of the study was to allow pre-service teachers to have opportunities in less complex environments in which many contextual factors could be simplified and controlled. The findings shown that strong efficacy levels can be acquired through experiences that allow authentic challenges to be met. Field-based experienced teachers demonstrated an increase in their self-efficacy levels prior to the student teaching semester. This was due to the challenging authentic situations they faced during their practicum. Meanwhile laboratory-based students in their first field experience, their efficacy levels did not increase until they experienced practicum in authentic teaching settings during their student teaching semester.

Guven and Çakir (2012) led a study to investigate whether or not primary school English Language teachers' self–efficacy beliefs changed according to these variables: the department of which they were graduated, taking or not a course about teaching English to children, taking an in-service training, and experience. The study revealed that there is a significant difference between the participants in the majority of the variables that were tested. The results pointed out the fact that teachers who are graduates of English language teaching perceive themselves more efficacious than the teachers who are graduates of departments other than English teaching.

Teachers' perception of self-efficacy changed according to university department. It can be said that the context in which teachers are trained is crucially important. In addition, it was also found that the teachers who have taken a course on teaching English to children feel that they have a mastery of the skills, and knowledge required to teach English to children. On the other hand, no significant differences were found in terms of experience. It can be stated that experience does not make a significant difference in teachers' perception of professional competence. It can be concluded that the impact of pre-service education programs in ELT is great on the self-efficacy of the primary school English language teachers.

Berg and Smith (2014) conducted a study to compared perceptions of teacher efficacy beliefs and concerns about teaching. The participants were primary pre-service teachers 53 from Malaysia, 100 from New Zealand and 119 from England. The study was designed to investigate how context or culture might affect the structure of teacher efficacy beliefs in each setting. This research has identified significant differences in the teacher efficacy beliefs and concerns about teaching between cross-cultural contexts. Results indicated that both culture and context are important in regard to pre-service teachers' concerns about teaching and their teacher efficacy beliefs. Participants identified past experiences as a source of efficacy beliefs, also figures to which pre-service teachers attributed influences or the potential to influence their efficacy beliefs; including parents, friends and family, associate teachers, lecturers, former schoolteachers, and their own future students. On the other hand, it was found that the time spent on practicum is a key factor as a source of teacher efficacy beliefs.

Emotional intelligence studies

Chan (2003) carried out a study to assess the perceived emotional intelligence and its relationship to self-efficacy beliefs. The participants were 158 secondary school teachers. The study was concerned with identifying the nature and dimensions of emotional intelligence of teachers and self-efficacy toward helping others. In the results was found four dimensions of emotional intelligence: empathic sensitivity, positive regulation, positive utilization, and emotional appraisal. The results showed that teachers have different levels of emotional intelligence with respect to different components. In other words, it can be speculated that certain profiles of components of emotional intelligence might enhance teacher's self-efficacy beliefs, leading to positive educational outcomes but also that teacher's high self-efficacy beliefs might help promote and enhance the development of specific components of emotional intelligence. On the other hand, it was also found that teachers reported significantly greater self-efficacy toward helping others than did non-supervisor teachers. Supervision work might allow teachers to sharpen their helping skills in empathy. Supervisor teachers had greater self-efficacy toward helping others, as they became more experienced.

Rastegar and Memarpour (2009) conducted a study to assess emotional intelligence and its relationship to self-efficacy. The participants were 72 English teachers. This study was designed to assess EFL teachers' perceived emotional intelligence and its relationship to self-efficacy. In addition, in this study, EFL teacher

differences on EI and self-efficacy beliefs were also examined with respect to gender, age, and teaching experience. It was reported that emotional intelligence and self-efficacy are positively correlated, both concepts has a positive influence on each other. Self-efficacy is one important belief that appears to have effects on teacher and student outcomes such as persistence, enthusiasm, commitment, as well as students' achievement and motivation. The results found that teachers who have low perceived self-efficacy might also be less emotionally intelligent and vice versa. On the other hand, findings showed that there was no significant difference in the levels of emotional intelligence and self-efficacy among EFL teachers with respect to gender, age, and teaching experience. Finally it was suggested that emotionally intelligence could help pre-service teachers in how to manage emotions to less emotionally intelligent individuals.

Aysun, Mümine, Özercana and Yalcin (2010) headed a study to investigate whether there is relationship between pre-service teacher's emotional intelligence and their sense of efficacy beliefs. The participants were 248 pre-service teachers. The results revealed that there is a significant positive relationship between emotional intelligence and self-efficacy since each concept has the capacity to be developed, and each one has a positive influence on the other. Findings of this study showed that there was no significant difference in the levels of emotional intelligences and self-efficacy among pre-service teachers in terms of their gender. It was suggested that both male and female pre-service teachers can be successful in teaching as they could manage emotions in diverse situations. The results showed

that it is important to consider emotional intelligence as an important factor during teacher education programs both in pre-service and in-service teacher preparation.

Studies about efficacy beliefs and its variables

Zimmerman (2000) carried out a study in order to compare and understand how self-efficacy differs conceptually and psychometrically from related motivational constructs, such as outcome expectations, self-concept, or locus of control. The research has clearly established the validity of self-efficacy as an indicator of student motivation, learning experience and situational context. In conclusion, the measures of self-efficacy are different in scale and design, it will depend on their specificity and correspondence to perform a task, in other words it will much depend on what is going to be assessed. Self-efficacy has been shown to be sensitive to improvements in methods of student learning; this means that student's beliefs are sensitive to change in the educational experience and play a causal role in the development and use of academic skills of students.

Reilly, Dhingra and Boduszek (2014) conducted a study to examine the role of teaching self-efficacy, perceived stress, self-esteem and demographic characteristics in predicting job satisfaction in teachers. One hundred twenty one primary school teachers participated in the research. The study designed to highlight the important relationship between job satisfaction with stress perceived, self-esteem and gender. The results showed any relation between these variables was found as expected according to other studies. On the other hand, it was found that

even a person with a high level of stress could have the same level of satisfaction at work that a person who perceives a moderate or low stress. Similarly, the gender did not influence the perception of job satisfaction.

Cabaroglu (2014) conducted a study to explore the impact of action research on English Language candidate's self-efficacy beliefs. The course was designed to help future teachers to improve their teaching practicums. The results indicated that the participants showed a positive impact on the sense of self-efficacy as well as in their teaching skill, active participation of students and classroom management. At the end of the action-research, students showed satisfaction regarding autonomy, creativity and building confidence. The author found that the action-research is an important and useful tool in improving teaching.

Lee and Bobko (1994) conducted a study to compare the five common ways of operationalizing self-efficacy. The participants were 292 students. The results pointed out that there is higher correlation between self-efficacy and behavioral performance. Additionally to the timing of self-efficacy assessment, the measurement context and content of self-efficacy are also critical and deserve closer attention. On the other hand, they found a convergent and predictive validity across different types of self-efficacy measures and also different performance context.

Self-efficacy assessment studies

Tschannen-Moran and Woolfolk (2001) explored issues related to the measurement of teacher efficacy and proposed a new measure. The results showed that the sense of self-efficacy on teachers is often found in separate factors. The first factor,

commonly called personal teaching efficacy has to do with the self-feelings of competence as a teacher. The second factor has been general education that can lead novice teachers to adopt a low sense of efficacy that could result in decreased effort and enthusiasm for teaching for the length of one's teaching career.

Woolfolk and Burke (2005) conducted a study to assess the efficacy of prospective and novice teachers. Additionally to measure the sense of self-efficacy on novice teachers and future teachers at the beginning of their preparation program, at the end of student teaching, and after their first year of employment as a teacher. The result obtained reported that the sense of self-efficacy increases in participants during the preparation of teachers and students but declined in the first year of work experience. These changes in efficiency during the first year of teaching are related to the level of support received. It also showed that novice teachers found perceived mastery to be a source of efficacy.

This chapter has reviewed literature concerned with the areas in which studies about self-efficacy beliefs have been carried out, specifically within the field of education. The studies provide a deep explanation of the concept of self-efficacy. They explain that the concept of efficacy can be defined differently according to the context in which it is handling and from different points of views and that all this leads to new suggestions about improvements in the methods of student learning. The current studies about the sense of self-efficacy beliefs still prevail in countries such as Turkey, United Kingdom, United States and Ireland. Firstly the literature that addressed teachers efficacy beliefs, the studies provide a deeper understanding of factors that influence the sense of self-efficacy in human nature. The studies

highlight the most influential sources such as mastery experience, verbal persuasion, and vicarious experience, physiological and emotional states, also a variety of elements of the context such as classroom management, teaching resources, age, gender, demographic variables, amount of work etc.

On the other hand, the studies also provide a further understanding of the sense of self-efficacy beliefs of pre-service teachers in cultural contexts, environments and contextual factors that leads to understand the relation between the concept of self-efficacy and its most influential factors. In addition, the studies provide support to understand the close relationship between self-efficacy and emotional intelligence to suggest the development of emotional intelligence during teacher education programs that can lead to the development of teachers' self-efficacy and vice versa. Emotional intelligence proved to be an indicator of teacher's sense of self-efficacy.

Furthermore, the studies provide support to the importance and the advantages of integrating field experience courses in an early teacher education program contrasting with the studies that shown that self-efficacy belief is resistant to change once constructed but that training is relevant to teachers' needs and the demands of the job and has a great impact on teachers' sense of efficacy. It should be pointed out that field experience resulted in factor that strengthened efficacy beliefs as they allow teachers face difficult situation to overcome.

Additionally, the second sections adds further support to the notion of teachers' sense of collective efficacy by comparing the five measurements of self-

efficacy beliefs and suggesting new ways of measurement by comparing the four sources of self-efficacy to asses which is the most influential. However, it is important to notice that the previous studies examined their own contexts, some scales were adapted according to their programs and so the proposed solutions might not work in other disciplines and with other subjects.

Moreover some studies(Lee and Bobko 1994 and Cabaroglu 2014) even though they are methodologically different, they are still relevant to this study because they will help to inform how to measure this concept to support how the sense of self-efficacy is related to task performance, behavioral performance and how it could change while acquiring experience. Additionally, these two studies explain the different ways of measuring the concept of self-efficacy beliefs.

In conclusion, this literature review shows us that despite research self-efficacy have been investigated in many levels of higher education (graduate, postgraduate students and faculty); there is still a paucity of studies conducted in pre-service EFL teachers. That is why this study will help drive a wedge to serve future teachers, researchers and institutions. It will help supplement the void that exists in the study of the subject in the field of education, as well as it would provide knowledge about this in the Mexican context.

CHAPTER II

METHOD

In this chapter, according to the design of this study a description of the precise methodology is presented; including steps such as the description of the participants and the data analysis process.

Characteristics of qualitative research

Qualitative research design is chosen when a researcher aims to an in-depth understanding of a problem, situation, context or scenario (Reyes, Hernández & Yeladaqui, 2011; Creswell, 2007). Denzin and Lincoln (2000) claim that qualitative research is the "study of things in their natural settings, attempting to make sense or to interpret phenomena in terms of the meanings people bring to them" (p.3). Subsequently, this design is adopted when the researcher wants to empower participants to express themselves through sharing their experiences or stories so as to have a detailed understanding of a problem or issue (Creswell, 2007). Additionally, qualitative research is conducted when quantitative measures and statistical analysis are not appropriate to understand the complexity of the problem (Cresswell, 2007). A qualitative research is, as pointed out by Creswell (2007), characterized by tending to collect data in the field where participants experience a problem.

Qualitative researchers tend to collect the data within the context of the participants. A closer interaction with the individuals is essential to conduct the research.   Some of the most common instruments are the interviews, field observations, it is important to mention that the researchers are the ones who actually gather the information. In addition, closeness implies that the number of participants tend to be small in this kind of studies.

Qualitative research strategy

An exploratory research is defined as the beginning of a hypothetical or theoretical idea. Thus the researcher has an idea or has observed something and tries to understand more about it so he/she determines whether what was observed could be explained or related to an existing theory (Kowalczyk, 2015).This approach is the ideal to analyze different realities, complexities of worlds, views and particular actions in an analytical process of the experiences of the participants.

One of the important characteristics in the development of a study of this type is the process of analysis and data codification. This design has the following specific steps open coding, axial coding, and selective coding. (Reyes-Cruz, Hernández & Yeladaqui, 2011)

Context

The study was carried out in the Chetumal campus of the University of Quintana Roo. The UQRoo (Spanish acronym) is the most important public university in the

state of Quintana Roo. As part of the educational offering at the Chetumal campus, there is a Bachelor Degree in the teaching of the English language. This bachelor program is focused on forming professionals capable of planning and giving classes of this language (Licenciatura en Lengua Inglesa, 1995). One of the objectives is that bachelors acquire knowledge on linguistics skills, teaching strategies, English grammar as well as teaching experience. Within the program one important subject of the major is *Practica Docente I* and II, where students build on their experience and practice teaching English as a Foreign Language. It is a fundamental course which helps students develop their teaching skills to be able to give English classes at a school in different levels.

Subjects

The subjects for this study were five students of the English language major chosen by a purposeful sampling (Creswell, 2007). This bachelor program is designed to be completed in ten semesters, at the 9th semester students are expected to take the subject of *Práctica Docente I* (Teaching Practicum I) and at the 10th semester *Práctica Docente II* (Teaching Practicum II). By the time this study was being carried out, bachelors were in the 10° semester, they were 14 students in the second group of Teaching Practicum II. Within the 14 students, 5 were chosen to be the participants, they were contacted personally in order to explain to them the necessary information about the study.

Instrument

Interviews seemed the most appropriate instrument to gather data as they enable participants to "contribute as much detailed information as they desire" (Turner, 2010, p.756) regarding their understandings of particular situations of the world they inhabit (Cohen, Manion, & Morrison, 2007). Furthermore, open-ended questions construct these interviews. These are flexible questions, which enable the interviewer to have a deep perspective, clear misinterpretations of the answers, establish rapport, foster communication and assess what the interviewee does know or believe (Cohen et al., 2007).

Procedure

Participants were met in a quiet place within the university to facilitate the audio recording. They were given a consent form and reminded of the importance of their participation and the protection of their names which were replaced by an alias as suggested by Creswell (2007). The interviews were conducted in Spanish so the extracts used to present the results had to be translated into English. The interviews lasted approximately one hour and were recorded with the help of a speaker machine per participant.

Data analysis

Interviews were transcribed using Dragon Naturally Speaking® program in order to facilitate the analysis of the data. After that, the codification began following selective coding (Strauss and Corbin, 1998), reducing codes to "families" related to the theoretical framework. Some examples of the codification are shown in table 1.

Table 1

Sí, sí influye porque tengo que planear las actividades que no tengan nada que ver con el uso de estas herramientas. Actividades en papel, las palabras o actividades en cuadernos, utilizando el libro cosas así, basadas en el libro o planear actividades no utilizando el libro pero que estén acorde a los temas que estamos viendo con el libro.	Infraestructura deficiente /desempeño
No, en la escuela, nos han hecho, nos hicieron una oferta que si les dejábamos el material ellos nos podrían proveer de dinero pero no aceptamos. Y bueno, en fin, nosotros tenemos que proveer de material de nuestra parte, nosotros tenemos que dar todo.	Recursos didácticos escasos

Since the qualitative research was thought prone to be subjective, some strategies to validate the analysis are important. The most suitable strategy was to ask my supervisor to check the coding and the entire thesis. I also had the opinion of the revision committee.

CHAPTER III

ANALYSIS OF RESULTS

In the following section, the results related to the study are presented. First the results of previous experience of the participants are described, followed by the results corresponding to verbal feedback of participants, after that the results of the contextual elements are presented and finally the teacher's sense of self-efficacy beliefs are discussed.

Enactive mastery experiences of pre-service teachers

It was found that all participants have mastery experience regarding teaching practicums at the kinder garden level and in a public high school. Participant 1 said *"*We did our *Teaching Practicum 1* at the *Centro de Desarrollo Infantil* (CENDI, Spanish acronym) with children too and it was a difficult experience." Participant 5 stated "Yes, I did my teaching practicum 1 at CENDI with children." Participant 2 reported "Yes we also did our practicums, this time I taught in the high school Adolfo Lopez Mateos."

Besides, 2 participants coincided in having mastery experience at the institution *Consejo Nacional del Fomento Educativo* (CONAFE, Spanish acronym), an educative program which offers a scholarship to students in exchange of giving classes of Spanish and Mathematics in rural areas. The participants worked there in order to get economic support for their first year of university. Participant 4 indicated: "Well, one summer holidays I taught Spanish and Mathematics at a small village, I

worked in CONAFE. I spent a month there." Participant 5 explained: "I worked before entering college at an institution called CONAFE teaching at high school."

On the other hand, Participant 1 and 5 reported having gained some experience when doing their social service at a public high school *Centro de Bachillerato Tecnologico y de Servicios N°214* (CBTIS N°214, Spanish acronym). Participant 5 indicated "Well, I did my social service at CBTIS 214 giving classes." Participant 1 specified:

> My social service at CBTIS 214 was also teaching English to students. I do not remember what level it was but they were very basic level classes and we helped them with simple tasks (Participant 1).

Meanwhile Participant 1 pointed out to have also mastery experience working in a daycare center.

> Yes, I have worked. In fact, I currently work [as a teacher], and I worked for a while in a daycare center. I taught English classes. I worked there 5 or 6 months while studying here at UQROO (Participant 1).

Participant 2 specified having had previous experience, he gave academic tutoring. Participant 2 said the following: "I have not had any experience working as a teacher but I had experience giving tutoring but it has not been on a regular basis" (Participant 2).

Finally, Participant 4 explained that at the moment of the interview he was working as a teacher in a kindergarten. "Well, right now I'm teaching four pre-school groups and I feel this is a great opportunity [to get experience] for me as an English teacher because they [the students] are 4 to 5 years old."

Concerning to the results about enactive mastery experience, all the participants have had different kinds of mastery experiences in different contexts. Only one of the participants reported that those experiences were negative: "it was a difficult experience" (Participant 1) while the rest consider it a positive experience. In addition, all the participants also stated that their experience helped them to improve their teaching skills. Participant 3 reported: "Yes, after the first day in the classroom, I realized about many things, many details [student's learning styles, appropriate activities, etc.] from which I learned [from experience] a lot." Similarly Participant 1 specified:

> Yes, yes it helped me [the experience] to improve my performance. Now I'm already aware of what I have to do in the classes and that helped me to have better results. For example, it helped me to have a clear idea of what I had to do in a class or how I should treat the students, how to speak to them and what kind of activities I should do (Participant 1).

Participant 2 reported:

> Yes, it has helped me to correct some aspects like the posture, the tone of the voice, how to look at all of them [the students] when I'm talking. In short, those details you face when you are in front of a class (Participant 2).

Additionally Participant 4 added:

> Well, I think yes because by being in front of a group I learned how to set off some problems such as nervousness, but mainly insecurity because they [the students] were already adolescents. They can judge your performance as a teacher and may say "I think the teacher does not know what she is doing" or "she looks insecure." That is why I think that it really

helped [the experience] me to be in front of the group and to know how to handle it (Participant 4).

For its part Participant 5 complemented:

Yes it [experience] helped me a lot but I can say it was the first professional practice of my career, the social service was also formal but teaching practicum was very formal and I learned a lot. The second practice was the complement of what I already begun (Participant 5).

Verbal persuasion

Now we are going to present the results related to the second source: verbal persuasion and the comments pre-service teachers received from their teacher trainer after their supervised teaching practicum and also comments from classmates, from persons of the school where they are doing their practicum and from their family. Four of the participants reported they received verbal feedback from the teacher in charge of the supervision; those comments were both positive and negative. Some examples are presented:

Well, the comments the teachers have made about my teaching practicum, as I said before, were good comments, only on two or three occasions there were some bad ones but they have helped me to improve (Participant 1).

The majority [comments] were positive, but I have received some bad ones about how I can improve some aspects of my performance, for example instead of making written, try to do activities using the blackboard (Participant 2).

Participant 3 pointed out to have received limited verbal feedback from the teacher in charge of her supervision. Participant 3 stated:

In this case, the teacher [in charge of their supervision] observed my class and when she got out she just made some notes and told me to check my score on the web page or go to her office to checked it, that's all. There is nothing like a conversation, a private conversation, in order to explain what I was doing right or wrong (Participant 3).

Whereas participant 1, 2 and 5 stated receive verbal persuasion from their classmates, some comments were positive and others were negative. Participant 1: "Classmates, my classmates because they make comments about my practice". Participant 2 reported: "Most were positive, but of course I have never received any negative comments or neither suggestions about how I can improve some aspects to make written activities, but that´s all". Participant 5 clarified:

Yes, from my classmates, I've had good and bad [verbal feedback]. I had the experience of teaching with another partner and, at the end of the class, we always said to each other what we did well and what we did wrong: "you got nervous but it was still fine, you were nervousness and got stressed" (Participant 5).

In addition, in the case of Participant 1, she reported receive advice from her classmates about how to improve their teaching practicum. The example is given.

They [classmates] make comments about my practice then sometimes they tell me, for example "why you did such a thing, why didn't you try another activity" and I realized they are right and that I should have done something different. Now I try to take it into account and do it next time (Participant 1).

Participant 1 and 2 indicated have received verbal feedback from teachers in charge of other subjects. Participant 1 said: "I have some teachers who have told

me that I am able to give a good class with the appropriate processes." Participant

2 said the following:

> I can tell you that the opinion of my teachers and some people with whom I have spoken, they have told me that I have skills to be a good teacher. It is something that is very important because it comes from teachers who I respect and appreciate (Participant 2).

Besides Participant 4 reported had received verbal persuasion from her mother.

Participant 4 said the following:

> I think that one of the persons who always motivated me was my mom. She always told me "I know you can do it". I still remember when I took a difficult subject and I failed. After that, I told my mom I couldn't put up with the major because it was very difficult. She told me "you are able to do it, you have the ability to become a good teacher, and I know it (Participant 4).

Also, Participant 4 stated have received comments about his performance from

teachers of the institution where she was doing her teaching practicum. Participant

4 said the following:

> When I did my teaching practicum at CENDI II, every group has a teacher in charge of the group. There was a teacher who always gave me feedback at the end of my practicum she told me "everything was fine I just loved this activity, it was very nice seeing children were interested (Participant 4).

In relation to the results about verbal persuasion, it seems to have a strong

influence on pre-service teachers.

Contextual elements

Now it is going to be presented the results about the contextual elements in relation to efficacy beliefs of the participants. In other words, how contextual elements influence their sense of self-efficacy. This part begins first with the environment, then facilities and finally teaching resources.

Environment

Four of the participants indicated that the environment is something that is created between the students and teachers. For example, Participant 2 explained: I think that is something that is created because I make students feel confident about themselves." Participant 5 added:

> When you arrive at a classroom, you create an environment, you have to create a new environment and personally I created a friendly atmosphere of confidence with them [students]. I mean really friendly environment by not being grumpy or being serious or very strict, it is better to foster an environment of friendship (Participant 5).

Participant 3 pointed out that the environment was already created "Each classroom has its own attitude then we can say that each classroom has its own personality, it has its own environment. In the same vein, Participant 5 complemented:

> I have understood that in practicum the group is already integrated. There is already an atmosphere developed between them [because they are already used to their previous teachers]. So, adapting the students to your own way is different because you are anew teacher. But the attitude as a teacher is what sets the tone for what will be the environment (participant 5).

Otherwise, all the participants stated that the environment is something that affects their teaching practicum both in a positive and negative way. Participant 4 stated: "I can say yes, [it affects her teaching practicum] because it's one of the things it is important to be very aware of, since the environment has an effect in the development of classes". Participant 5 pointed out: "I think in a positive way [it affects the environment] because creating a friendly environment can lead to better development of the classes, I think that more than a teacher you are a guide." Participant 2 indicated: "Yes it [the environment] influences on the control of my group. I think it is not so good [my classroom management] yet, that's the reason I don't think it is a good idea try a bigger activities I think I'm not very well prepared yet". Participant 4 stated: "yes [it affects her practicum], because it implies an effort, you have to deal with all the details that arise so as to be able to develop the class." Participant 1 added:

[The environment] influences my practicum too because sometimes I cannot do the things I want to do and the time passes by while I'm trying to tell them [students] what to do. Then, sometimes I cannot do what I had to do (Participant 1).

According to the results the environment seems to have influence on their sense of self-efficacy. Some examples are given below.

[The environment] influences because if you have control over the group, if you can handle the group, if they are concentrated then in that way you can measure your efficacy as a teacher (Participant 2).

[The environment] influences a little bit because it depends on how I can exercise control over the environment in the classroom, then I can realize how effective I am as a pre-service teacher (Participant 3)

As the results show, the environment is a contextual element that affects the performance of the pre-service teachers as well as their sense of self-efficacy. Now we are going to begin with the second contextual element, school facilities in relation with the sense of self-efficacy.

Facilities

With respect to the school facilities, Participants 3, 4 and 5 reported that the conditions of the school where they did their *Practica Docente I* (Teaching Practicum I) were good. Participant 3 added: "Well, yes, the place where we were moved to, the classroom is very spacious, very nice. The classrooms are very comfortable, we had big chairs in good conditions also." Participant 5 indicated: "Yes it is good; the chairs are in good condition, we have fans." Participant 4 complemented:

> The classrooms are in good conditions, they have good air circulation with large windows so we open them. Although, the classrooms are very closed the air enters through the windows. There is no air conditioning, so I think that is why there is much heat and also we use many fans (Participant 4)

In the case of Participant 3, she also pointed out to have worked under bad conditions at the beginning of her teaching practicum. She reported: "But in the first [the classroom where she did her first practice] one not, it was all the contrary. It was small, dirty so I had to deal with all those problems" (Participant 3).

Likewise, Participant 1 and 2 agree that the school were they did their teaching practicum were in bad condition. Participant 2 said: "The conditions were truly bad but you have to adapt to what you have." Participant 1 specified:

No, at the beginning of the course we had to use what was available. It was [the classroom] more or less in good condition the bad thing was that they moved us to another classroom; in fact they didn't assign us a classroom. We were in the room that was available and most rooms didn't have fans nor chalkboard some chairs were broken, there was no air conditioning, the conditions were bad I think (Participant 1).

Participant 1 and 4 reported that the classroom conditions affect the development of their teaching practicum in a negative way. The examples are presented below.

I think that it affects my practicum and the students too because as I said, they do not pay attention because it is hot, they are hungry and we give the class at 1:00 to 15:00. So, at that time the students have not eaten yet, they haven't drunk water and are thinking about it instead of paying attention. They are thinking that they are hungry or they are asking for permission to buy something to eat or things like that. So, they do not let you focus and either they (Participant 1)

Well, as I said there was no air conditioning so we opened the windows to let the air enters. It affects [her teaching practicum] a little bit because they [students] are uncomfortable (Participant 4).

Participant 2, 3 and 5 pointed out to have found the classroom conditions as a factor that do not influence their teaching practicum. Participant 2 reported: "Well, I repeat that much depends on the teacher and students [if the classroom

conditions influence them] so I believe that it [classroom conditions] doesn't really affect [his performance as a teacher] me." Participant 3 complemented:

Not [it doesn't influence] because it is assumed that one must have the ability to teach regardless of where you are, no matter whether the facilities are small; you have a responsibility as a teacher to teach where you're (Participant 3).

Participant 5 added:

To me, as a teacher of English, no [it doesn't influence on his practicum], because we are supposed to be ready to teach even they [teachers in charge of their supervision] send you to a retreat. It shouldn't be any problem to get a classroom of 2 x 2, the teacher must not be influenced by that, one must be prepared because the classrooms will not always be the rooms with air conditioner (Participant 5).

In addition, Participant 1 and 2 stated that the classroom conditions affect their sense of self-efficacy. Participant 1 indicated: "Yes, it influences a lot [on her sense of self-efficacy] because then I realize how good I am, how effective I consider myself." Participant 2 reported: "Yes, it influences [on his sense of self-efficacy] because I think I'm not very well prepared yet."

Participants 3, 4 and 5 reported have not found the school conditions as a factor that influences their sense of self-efficacy. Participant 3 clarified: "I don't think it influences [on her sense of self-efficacy], because as I said, one as a teacher must be effective in any circumstance". Participant 4 specified: "No, I do not think there is a reason to get frustrated because there are other ways to

perform activities. I consider myself good enough to resolve any situation".

Participant 5 stated: "I can tell you I don't feel influenced [by classroom conditions]

because I consider myself effective to teach despite the circumstances."

Now we are going to begin with the last contextual elements, teaching

resources and its relation with the sense of self-efficacy beliefs of the participants.

Teaching resources

In the case of teaching resources it was found that all the participants reported to

have experienced a lack of materials at the institution were they did their teaching

practicum. Some examples are given below.

> They only gave us an eraser and a marker and then all the materials we use
> in class were bought with our own money, we make photocopies or whatever
> we need, and we have to pay for everything (Participant 1).

> Materials not at all, they gave us a guide book to base ourselves on and create
> our lessons, create our material. Also, we were given a projector by the
> teacher in charge of our supervision that we had to share with our classmates
> [classmates of teaching practicum]. Everything else we had to pay for all we
> needed concerning teaching materials (Participant 2).

One of the participants stated having had all the material needed in the

educative institution where she was working.

> But where I'm working now we have computers, internet, we have enough
> books; we have cardboards, colors, scissors, glue, enough material in the
> classroom (Participant 4).

On the other hand, four of the participants indicated that teaching resources is an important part in the development of a class, this means that having or not those materials affect their teaching performance. The examples of the participant's discourse are presented.

Well in my case it is important [teaching resources] because for example; I'm a very visual person then it is important to have something that I can see and through that I learn because if you only use the book I feel that I'm not learning. So, I rely on that and try to do all my material for students because there are some children who prefer to hear songs or videos (Participant 1).

Well, a little bit [it affects her performance as a teacher] although they are not everything but it is important. I think that having a few material even simple materials for students it helps because they sometimes need to be in contact with something, with a little bit of material. As a teacher you can teach by only speaking but it will eventually bored them (Participant 3).

If I don't have the materials I need. I think it will affect me because I think materials are important so if I don't have it I won't be able to give a good class. Yes, in a certain way it will affect (Participant 4).

With enough material your class can be interesting because the main point is not only being there and speaking or writing, students need more than that. It also helps the class not to be so boring. I think that if you bring videos, equipment, cardboards, cards, colors and so on all that kind of things, you can develop a nice class where they [students] do something with the materials. I believe that if a teacher doesn't have the material it is difficult to develop an interesting class (Participant 5).

One participant stated that the availability of the material needed for classes do not affect his performance in the teaching practicum. Participant 2 said the

following: "No, not really [it doesn't affect him] because if I can give a very good class without much material, your presence is more than enough" (Participant 2).

Moreover, four of the participants reported that the availability of teaching resources also affects their sense of self-efficacy. Participant 1 stated: "Yes as I said I think that if I do not have the materials I'm not able to work well, to make a good class". Participant 3 reported: "I can say that yes [it affects her sense of self-efficacy], because the materials are for supporting, then I feel more confident in class". Participant 4 added: "if I don´t have the materials I need I think it affects because I think materials are important. So if you don't have it, you are not going to give a good class and it affects in some way". Participant 5 pointed out: "Yes if I have them [the materials] I can consider myself very capable of anything."

Otherwise, one participant reported that the availability of resources do not affect their sense of self-efficacy. Participant 2 reported: "No not really, I feel good enough even without the material" (Participant 2).

Self-efficacy beliefs

Now, the results found regarding to the sense of self-efficacy beliefs of the participants are presented. It was found that all of the participants reported a general sense of self-efficacy regarding teaching English in general. Participant 1 stated: "Well I think I'm good, I have the skills to be a good English teacher". Participant 2 stated: "I think I'm good enough, I have had good results with the groups that I have

taught". Participant 5 indicated: "I am capable of doing this work and, as I said before, I have always liked teaching". Participant 3 added:

> Yes I think I have the skills, I can say that in the very few time I have been teaching I have always tried to give my best and I always wanted my students to learn in a very good and entertaining and not boring way. Then, that is what I do in my classes. I try to teach in a way they do not realize that hours have gone and the class is over (Participant 3)

Participant 4 complemented:

> Well, I think I'm good because I have always loved this job of teaching and partly because I feel I have learned and have the skills necessary to teach the language and I think that's it (Participant 4).

Participant 2 indicated to feel a lower sense of self-efficacy regarding teaching English in general. Participant 2 stated: "Yes it is important [to feel efficacious] although I feel like I don't have the ability well developed yet." The participants 1 and 2 expressed a sense of low self-efficacy at an initial stage. The examples are showed below.

> At the beginning, it was a difficult experience because there were many children in the group, there were some teachers [teachers from the university] who supported us but also there were teachers [teachers from the institution where students did their practicum] who took advantage when we arrived to leave us alone instead of helping us on something we needed (Participant 1).

> Well it is something I have struggle with because teaching is not my strong skill maybe because I have not found the level at which I feel comfortable to teach so I do not know, the first time was with kids and I didn't feel good enough (Participant 2).

Apparently, the sense of self-efficacy of the participants seems to be altered by level they teach. One of the participants stated having felt a greater sense of self-efficacy with high school students while his sense of self-efficacy was moderate with children. Participant 1 reported: "But, I think that with teenagers the classes are more productive. I feel I am able to have more control over them". Participant reported: "Because I don't feel I'm good with children I think I need to develop more my skills to work as teacher of children".

Participant 2 stated having experienced a high self-efficacy sense with children. The example is illustrated below.

Yes it has changed [his sense of self-efficacy] a little bit. I enjoyed the experience in the kindergarten at CENDI and I liked the energy that the children have, that energy called my attention. I think I worked very well with children (Participant 2).

Participant 5 reported having felt a sense of self-efficacy at an early stage because of the previous experienced, working as a teacher of Spanish, he had before entering to the university. Participant 5 said: "I think I'm perhaps among the best ones, I feel competent to do this work and I have shown it even before starting on teaching practicum I and II."

On the other hand, Participant 5 also indicated feeling an actual moderate sense of self-efficacy.

That is under construction [his sense of self-efficacy] if I told you how good I am. I can say I'm good but I think that is something [The sense of self-efficacy] that is built over time because from one day to another I cannot say it. I think

I'll start a new stage in my life in teaching but I think after some time I could say I'm good (Participant 5)

CHAPTER IV

DISCUSSION

In this section a discussion of the results about the sources of self-efficacy related to this study is presented, we will begin with enactive mastery experience, then verbal persuasion, after that the elements of the context, and finally the sense of self-efficacy of pre-service teachers.

With respect to what kind of previous experiences of pre service teachers reported in *Práctica Docente I* the findings are discussed. Among the five participants, two of them had experienced at an institution called CONAFE (Spanish, acronym) where they served as teachers of mathematics and Spanish in rural areas, this experience was initiated before University. Besides, two participants had previous experience doing their social service as English teachers. This occurred before receiving formal training to be teachers of English in Teaching Practicum I (*Práctica Docente I*). Additionally, 3 of the participants had experience working in a daycare center, giving academic advice and working in a kindergarten.

All the participants had experience doing their Practicum I and II in kindergarten and in a public high school. Three of the participants had experience teaching in both levels kindergarten and high school, the last two; one on each level. Nevertheless, two participants considered that the experience in Teaching Practicum I was difficult while in Teaching Practicum II it was a good experience. In addition, the participants agreed that all the experience they have gained helped them to improve their performance as teachers.

In this case, all the students have moderate experience either doing their social service as teachers, working as a teacher of Spanish and Mathematics, teaching in a kindergarten or in a daycare center, giving academic advice and doing their teaching practicum. Bandura (1997) states that previous experiences produce a stronger sense of self-efficacy more than other modes of influences. Bandura (1997) states that experience actually helps to foster a sense of self-efficacy in people. Additionally, the previous experiences of the participants were both positive and negative. Bandura (1997) reports that people tend to exclude negative experiences so as not to endanger their future performance. While positive are stored to build a sense of self-efficacy higher.

Furthermore the previous experiences of the participants helped them to improve their performance as teachers. Bandura (1997) states that mastering a difficult task usually tends to raise the belief in one's capabilities. Additionally Bandura (1997) states that difficulties provide opportunities to learn how to turn adversities into successes by sharpen one's capabilities to exercise better control over events. Effectively in this study the participants were able to overcome the difficulties faced during their practicum.

The results of this study match the one made by Woolfolk and Burke (2005), those results showed that efficacy rises during teacher training and student's practicum. Those results are similar to what was found in this study where self-efficacy rose during student's practicum. This study also aligns with Woolfolk and Burke (2005) who reported that the sense of self-efficacy increases in participants during teaching training of teachers and students. It also showed that novice teachers found perceived mastery to be a source of efficacy. The results seem similar to those in this study, where the sense of self-efficacy of participants increases during their training as teachers.

In addition, the results of this study coincided with the one made by Gurvitch and Metzler (2009) even it was conducted in a different context, the study was also with pre-service teachers. Gurvitch and Metzler found that strong efficacy levels can be acquired through experiences that allow authentic challenges to be met. In their research, field-based teachers experienced challenging authentic teaching situations; during their field experience practicum demonstrated an increase in their self-efficacy levels. In this study the results are similar to the results of the study reported because the sense of self-efficacy increases during the field based experience of the participants.

Regarding the type of verbal feedback pre-service teachers received from the teacher trainer, classmates, and persons of the school where they are doing their practicum and from their family after their supervised teaching, the results are the followings. Four of the participants received verbal feedback from the teacher in charge of their supervision; those comments were positive and negative. Meanwhile, one participant reported had received limited feedback from the teacher in charge of her supervision. On the other hand, within the five participants, three of them stated have received verbal feedback from their classmates, they sated that those comments were positive and negative. One participant received advice from his partner of Teaching Practicum I. Moreover, two of the participants received verbal feedback from teachers in charge of other subjects. Finally, one participant received verbal feedback from her family and the teacher in charge of the institution where she did her practicum.

In this case all participants received verbal feedback from various sources; these comments were both positive and negative. Bandura (1997) states that verbal persuasion serves as a further mean of strengthening people's beliefs in their capabilities to achieve what they seek for. Bandura (1997) effectively states that verbal persuasion promotes a

sense of personal efficacy. In addition, students reported that their comments were positive and negative. Bandura (1997) states that people are motivated by the views, positive critiques of others and are supported by others, they are encouraged to take good opportunities that often result in surprising successes. Moreover, within the source of verbal persuasion participants received comments from their teacher in charge of their supervision. Bandura (1997) states that the credibility of the persuader is important. People´s self-efficacy will be influence if the persuader already masters the skills he or she is judging, in this case the teacher in charge of the subject of teaching practicum.

Findings of this research agree with the study conducted by O'Neill and Stephenson (2012) where the results indicate the source of verbal persuasion was the most significant predictor of self-efficacy of pre-service teachers. The results of this study demonstrate too that verbal feedback contributes as an indicator of self-efficacy beliefs of pre-service teachers. Besides the results coincide with the study made by Duffin, French and Patrick (2012) indicating that efficacy beliefs are strengthened by feedback gained from personal experience, vicarious experience, social persuasion, and physiological indicator. Similarly to the previous studies, in this study verbal persuasion contributes to the strength of self-efficacy of pre-service teachers.

Contextual elements

In connecting with the results about contextual elements and how they influence the sense of self-efficacy of pre-service teachers; the findings indicate that four of the participants agreed that the environment is created by the confidence and friendly

environment between teachers and students. One participant said that the environment is already imposed. Students consider that each classroom has its own personality so it develops its own environment. Additionally, the participants believe that the environment in the classroom affect their performance both positively and negatively. Additionally, most of the students reported that the environment affects their sense of self-efficacy; the participants stated that it depends on how they have control over the environment, so they can measure their sense of self-efficacy. The last participant believes that not having the materials does not affect his sense of self-efficacy.

In this case, the environment in the classroom is considered to be created by most of the participants; they reported that this is due to the confidence and friendly attitude towards students. Bandura (1997) states that behavior alters environmental conditions and that it is in turn, altered by the conditions it creates. One participant stated that the environment is imposed. Bandura (1997) says there is a physical and socio structural environment that invades people whether they like it or not. They do not have much control over the environment but they do have a margin in how to construe it and react to it. Indeed, the participants performed the necessary actions to create the environment in which they wanted to develop their teaching practicum.

Furthermore, the performance of participants was affected by the environment positively and negatively. Bandura (1997) argues that the environment can be seen favorably, neutrally or negatively, depending on how people adapt to it. The participants tried to adapt the environments to their needs. Bandura (1997) states that most aspects of the environment do not operate as an influence until they are activated by appropriate

behavior. The participants build a relationship between them and the students that allow them to create a good environment.

The results of this study have some similarities to the study made by Schechter and Tschannen-Moran (2006). These researchers found that one of the most influential factors in the sense of collective efficacy is the context, similarly to the results of this study where the environment plays an important role in the sense of self-efficacy of participants. On the other hand, the results of this study are consistent with another study made by Berg and Smith (2014) where there results indicated that both culture and context are important in regard to pre-service teachers' concerns about teaching and their teacher efficacy beliefs. In the same way, the results of this study indicated that the environment has a great impact on the sense of self-efficacy beliefs of pre-service teachers.

School facilities

Regarding school facilities, two participants worked under good conditions during their practicum. Meanwhile another participant pointed out he worked under bad conditions at the beginning of his practicum, but this changed since the institution was moved to other facilities. The last two participants worked under bad conditions during their practicum. On the other hand, two of the students reported that the conditions of the facilities where they did their practicum affected negatively their teaching performance. Three of them felt that the bad conditions did not affect their performance as teachers, because as they stated; they must have the ability to adapt to any circumstances. Finally, two participants felt that

classroom conditions affect their sense of self-efficacy while the other three reported that it does not influence their sense of self-efficacy.

In this case the participants have worked under good conditions during their practicum while two others explained their conditions were bad. Bandura (1997) states that the structure of the classroom affects the learning process when they are not well equipped or work in poor condition. In some cases the performance of participants was affected by the bad conditions, those did not help the development of the classes.

The results of this study differed from the one made by Tschannen-Moran and Woolfolk (2007) that examined elements of the context and indicated that contextual factors such as the teaching resources and interpersonal support were related to self-efficacy beliefs, but school facilities did not appeared as element of the context related to self-efficacy beliefs of pre-service teachers. This is opposite to our results, we found out school facilities were related to efficacy beliefs of participants. The results also differ from another study made by Schechter and Tschannen-Moran (2006) who found that context was the most influential factor in the sense of collective efficacy such as demographic variables, amount of work of teachers, etc. but school facilities did not appear within the elements that affect the self-efficacy of teachers. The results of this study pointed out school facilities as a factor that influence the sense of self-efficacy of some participants.

Teaching resources

All participants suffered from lack of teaching resources while doing their teaching practicum. Moreover, four of the students indicated that teaching material is an important part of the development of a class; so, not having the necessary materials affect their

teaching performance. The participant five reported that not having any kind of teaching resources does not affect their performance as a teacher. In addition, the availability of teaching materials also affected the sense of self-efficacy of participants, students reported not to feel capable when they do not have the necessary materials. Meanwhile the last participant felt able even without any didactic materials.

Bandura (1997) states that students suffer more when the entire class have to share the same material. The availability of teaching materials affects the sense of self-efficacy of most participants. The results of this study are consistent with the one made by Tschannen-Moran and Woolfolk (2007) their results indicated that contextual factors such as the teaching resources and interpersonal support were found to be much more salient in the self-efficacy beliefs of novice teachers. Those results match with the ones found here, the pre-service teachers felt affected by the lack of materials during their teaching practicum so it affects their sense of self-efficacy as teachers.

Finally, regarding the results about what is the self-efficacy of pre-service teachers in general, almost all participants feel a moderate sense of self-efficacy related to teaching English, and only one said feeling less capable. In addition, students expressed a sense of low self-efficacy at the beginning of their practicum. Only one of them said to have a moderate sense of self-efficacy before beginning their practicum, thanks to his previous experience as a Spanish teacher. On the other hand, one participant said they felt more effective with teenagers than with children, while another said he was good with children.

In this case the pre-service teachers initiated with a low self-efficacy toward teaching English when they did their teaching practicum, but that changed as time went on. Bandura (1997) states that the previous experience helps to enhance self-efficacy

beliefs. Furthermore, he states that people tend to put more effort and concentration when things get difficult and also recover faster and easily from failure. In the study the participants stated that their teaching practicum was a difficult stage since they had to teach children and adolescents but that they made an effort to deal with all those difficulties.

The results of this study coincided with the one made by Erdem and Demirel (2007),those results indicated that the sense of self-efficacy in teachers is related to the beliefs and perception; which helps to establish certain expectations and goals as well as effectiveness for the participation of students, effective teaching strategies and effective classroom management. The results found on this study can be interpreted in the same way due to the fact that the sense of self-efficacy of the participants is related to similar factors. In addition the results of the study made by Cabaroglu (2014) indicated that teachers had a significant improvement in their sense of self-efficacy regarding their teaching skills and classroom management. The findings of this study have similarities with Cabaroglu because the efficacy of the participants is also related to the results of their practicum and the elements of the context.

CONCLUSION

In conclusion, this study aimed to understand how the elements of context, previous experience and verbal persuasion influence the sense of self-efficacy in EFL pre-service teachers. In determining the sense of self-efficacy in EFL pre-service teachers it was confirmed that previous experience as Bandura (1997) states was the most important source to influence on the sense of self-efficacy of participants. Enactive mastery experience proved to be very helpful, especially for those who had previous experience before their training as teachers. Pre-service teachers seem to assess their sense of self-efficacy according to the previous experience they had regarding teaching English. Verbal persuasion also was a significant predictor of self-efficacy of the participants. Verbal persuasion received from teachers in charge of the supervision of the participants, colleagues, family and teachers of other subjects, made significant contributions on the sense of self-efficacy of the participants. Participants form beliefs about their sense of self-efficacy in relation to the verbal feedback received. Contextual elements also have an impact on the efficacy judgments of participants as it was expected. The environment, availability of teaching resources and school facilities played a major role in judging efficacy beliefs, although not all the participants felt influence by the contextual elements. In accordance with the theory of Bandura (1997), effectively establishes mastery experience as a stronger contribution source to the judgments of sense of self efficacy. The findings highlight that having external opportunities to practices was associated to a greater sense of efficacy regarding teaching. Apart from that, the experience gained during teaching practicum similarly increased and strengthen the sense of self-efficacy of

pre-service teachers. The results of this study support the theory of Bandura when stating that strong efficiency levels can be established through experience. In this study, students increased their efficacy levels significantly as they gained experience in the field. Students were gradually strengthening their sense of self-efficacy according to their previous experience during Practicum I and II.

The findings of this study are similar to those studies conducted on self-efficacy beliefs which indicate the source of mastery experience as the most influential in the sense of self-efficacy of teachers. Similarly those studies pointed out the source of verbal feedback as an important factor in building self-efficacy judgments. Likewise the study aligns with Tschannen-Moran and Woolfolk (2007) they indicate that contextual elements influence on the efficacy beliefs of pre-service teachers.

The implications of this study in the field of study have to do with the student evaluations, those evaluations in which positive verbal feedback was given by teachers, were based on two observations during their teaching practicum, but the final evaluation was based also on developing lesson plans, materials, reflections, peer assessments and observations at different levels. The findings indicate that it is not a good practice to observe students only twice during their internship, this raises the need to increase the sessions of supervision of students during their teaching practicum. Moreover, this leads to the suggestion to request to the department of the major take into account the number of students per class. Additionally make improvements concerning the agreement between the university and the institutions where the internship of students are developed. It should be established that students will be provided with the necessary materials and adequate spaces for the development of their classes. Moreover, another improvement

should be implemented with regard to the number of agreements with educational institutions, so that students have an opportunity to choose where they would like to practice teaching in order to make their experience more varied. Nevertheless, it is important to mention that the students who already work have the chance to be observed in their work area. Finally the last suggestions could be to ensure that the majority of students do their social service teaching English, which would increase their previous experience.

The first limitation for this study was the number of interviews made, only one interview was conducted per participant. The explanatory level of results would be stronger if more interviews were conducted but because of academic issues of participants this was not possible. The suggestion is to increase the number of interviews in order to gather more authentic information about the sources of efficacy of pre-service teachers.

The results of this research invite a further exploration into the background of self-efficacy beliefs in pre-service teachers for a more complete vision of the problem. The results of this study suggest that inputs like verbal persuasion, vicarious experiences, and elements of context are important. Therefore may be relevant to future teachers who wish to investigate about issues related to this study. Additionally, within the findings a salient topic was teaching supervising; it seems that supervisory practices of teachers must be enhance in order to develop improvements in the training and equipment of teachers in the complexity of their tasks. This is a useful starting point for future research analysis of the beliefs of pre-service teachers.

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