



UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**The Sense of Self-Efficacy to Learn English of
Secondary School Mexican Students**

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“Dear grandfather, wherever you are this dissertation was written for you”

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ABSTRACT

This study investigates a topic that has not been frequently researched in Mexico: the sense of self-efficacy to learn English of young students. To the best of my knowledge, no qualitative or quantitative study has focused on secondary students' self-efficacy beliefs to learn English in Mexico. This study contributes to understand why so many students do not pass the English class at different levels, and whether past experiences regarding the learning or use of English have an influence on students' self-efficacy to learn this foreign language.

The aim of this study was three-fold: (1) To identify the sense of self-efficacy about the four linguistic skills of secondary students at the public secondary school. (2) To determine the students' experiences regarding the four sources of self-efficacy. (3) To establish if there was any relation between the sources of self-efficacy and the linguistic skills.

The findings revealed that most of the students considered themselves less capable in all the abilities (listening, speaking, reading, and writing). Regarding the sources of self-efficacy, the findings indicated that the source in which students think they feel more influenced of performing was vicarious experience. Finally, it was found that three of the four sources of self-efficacy have a strong correlation between the sources of self-efficacy (vicarious experience, verbal persuasion, and master experience) and the linguistics skills.

INTRODUCTION

Self-efficacy beliefs have been studied in different fields over the past years. Some studies have identified the effects of teachers' feedback on students' self-efficacy to learn English through the use of computers (Mehregan & Seresht, 2014), the effects of self-evaluation when learning English (Baleguizadeh & Masoun, 2014) and self-efficacy and academic success in learning English (Tilfarlioglu & Cinkara, 2009).

Other researchers have studied the linguistic competences and their correlation to self-efficacy and academic success. Different linguistic skills have been searched such as: reading strategies (Nicholas, 2009), writing strategies (Williams & Takaku, 2011), listening strategies (Graham, 2011) or by putting into practice oral strategies (Liu, 2013).

In Mexico, there is a paucity of studies on self-efficacy. Research on self-efficacy has been done in relation to teachers' research self-efficacy (Reyes & Perales 2014; Saens, 2016), 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), the influence of university students' self-efficacy beliefs to learn English (Villanueva, 2015) and French (García, 2016) and self-efficacy beliefs of future English teachers (Pool, 2015; Reyes, & Murrieta 2017). Apart from Villanueva's study (2015), no other study was found that focused on self-efficacy related to the learning of English in Mexico.

According to Bandura (1997), studying self-efficacy is significant because it has an influence on the academic performance, emotions and beliefs a person has about his or her capabilities to execute a certain task. If a person has a low sense of self-efficacy, this may adversely influence his/her learning and then his/her academic performance. A positive sense of self-efficacy can help to enhance students' performance. Self-efficacy also contributes to students' perseverance, resilience and motivation to learn.

Most Mexican young learners do not like to learn English. They are usually not motivated to learn this foreign language because of different factors. They do not have a need to learn the language and, anecdotal experience allows us to affirm that, most of them have had poor quality classes (Ramírez, 2013).

My experience as student and later as an English teacher I could realized English is not a subject most Mexican students from different school levels prefer. It is quite common to hear students complaining about their performance in class and saying they are not good at English. These students seem to assume that since they are not good at English they would have problems in class and may never be able to learn it. This way of thinking seems to run counter to the recent educational reforms regarding the implementation of the English subject at all levels. If students hold strong negative perceptions about their capacity to learn English, they would certainly not be motivated to learn English.

The purpose of this study is three-fold. The first aim of this study is to identify the sense of self-efficacy about the four linguistic skills of secondary students at a public secondary school, located in the Capital City of Chetumal, Quintana Roo. The second objective is to determine the students' experiences regarding the four sources of self-efficacy. The third aim is to establish if there is any association between the four sources of self-efficacy and the students' sense of self-efficacy to learn English.

My objective is to contribute to the study of a topic that has not been frequently researched in Mexico: young students' English learning self-efficacy beliefs. This study could allow young people to know their perception about their abilities to learn English, and whether those past experiences regarding the learning or use of English have influenced their beliefs to learn this language. The findings of this research may be useful for students, teachers and school directors since, based on the results, they could use the findings of these research to design courses to raise students' self-efficacy to learn English. This study could help to raise students' and parents' awareness about self-efficacy and the negative and positive effects of it to learn English.

CHAPTER 1. THEORETICAL FRAMEWORK

This theory relies on Bandura's self-efficacy beliefs. He has related the concept of self-efficacy to the education area. Bandura (1977) defines the concept of self-efficacy beliefs as the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals. He states that students who have a high sense of self-efficacy perform better in classes and learn more. Besides that, he describes self-efficacy as a powerful influence of motivation. This allows us to think that if students had a high self-efficacy they would probably perform better in English classes. As a consequence, teachers would too feel much more comfortable and motivated to teach this subject.

1.1. The Self- efficacy theory

People have beliefs about their personal efficacy to carry out certain activities, and these beliefs constitute a major aspect of their self-knowledge. Bandura claims that "the higher the self-efficacy, the better a person performs". Self-efficacy is an important factor that is part of the process of succeeding and failing. Thus by analyzing secondary students' self-efficacy to learn English, we may have empirical elements to determine whether sense of self-efficacy is an important factor to consider in the improvement of English classes.

Self-efficacy theory acknowledges the diversity of human capabilities. Efficacy beliefs affect, through processes, the level and the persistency of motivation, and affective states. People who doubt their capabilities find it hard to motivate themselves and they slacken their efforts or give up quickly. They have low aspirations and a weak commitment to the goals they chose to pursuit (Bandura, 1997). Regarding secondary young students, my anecdotal experience tells me that students firmly believe they do not have the capability to learn English, thus they would not make an effort to learn it. In this sense, Bandura (1997) points out that the stronger the perceived self-efficacy the more active the efforts. This means that if a person thinks he or she is good at doing something this person will put effort to do this activity.

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. These sources are variables that may influence the construction of self-efficacy in a person.

1.2. Enactive mastery experience

Enactive mastery experience is the most influential source of self-efficacy information. “These kind of experiences provide the most authentic evidence of whether one can muster whatever it takes to succeed” (Bandura, 1997, p.80) in a certain activity. It is the experiences a person has had regarding the activity itself. Thus, it is being based on direct and personal experiences. It is attributed to a person’s effort and skill.

Building a sense of personal efficacy through mastery experience is not a matter of programming ready-made behavior. It involves acquiring the cognitive, behavioral and self-regulatory tools for creating an executing effective courses of action to manage ever-changing life circumstances (Bandura, 1997). Mastery experience is the best process in which we can obtain self-efficacy easily. We can do it by organizing our experiences. People need to develop the capability of holding only good experience in order to believe ourselves better in a specific activity. English was not, until about 10 years ago, an official subject at primary public schools. The implementation of English courses has been gradual. Thus, there may be many schools that have not reached the objective of having English courses in all the primary grades until very recently (Perales, Reyes & Murrieta 2012). Many Mexican students may have not taken English courses in every school year at primary schools. The implementation of English courses has been rapid and disorganized. The experience they had at English courses may have not been adequate, which may mean that during those years at primary school English classes may have or not enhanced their sense of self-efficacy to learn this foreign language (Perales *et al* 2012).

The beliefs about how good a person considers him or herself at doing something affect their performance. The consequence of this is that the process of judging our own work can be affected. Performance success generally raises our beliefs of personal efficacy; repeated

performance and failures lower them. In order to achieve better results in an activity, we need to believe that we are good at it before performing it. Having good experiences helps us with that. Our performance of success is what helps us to become better at something. Regarding secondary students, we are interested in finding out if they have had successful experiences regarding the use of English and how much those experiences, if at all, have influenced the perception they have of their self-efficacy to learn this language.

A factor that may affect self-appraisal is effort. Low effort does not help to have a good self-appraisal, which affects our performance. According to Bandura (1997), the amount of effort we put on our activities affects everything depending also on how difficult we found the task. Putting a lot of effort on difficult activities and failing might not help our self-efficacy, but putting effort on activities we find not difficult and failing can have crushing effects on our perceived personal efficacy.

People's self-efficacy is affected not only by how performance successes or failures are interpreted, but also by biases in the self-monitoring of the performances themselves. Self-monitoring can enhance beliefs of personal efficacy of someone. It happens when a person notices his/her success experiences and remembers them. We will then ask students to talk about their self-monitor practices regarding the use of English and will relate these to their self-efficacy to learn English.

1.3. Vicarious experience

Efficacy appraisals are partly influenced by vicarious experiences mediated through modeled attainments. According to Bandura (1997) modeling serves as another effective tool for promoting a sense of personal efficacy.

Overpassing associates or competitors raises efficacy beliefs, while being outperformed lowers them as mentioned by Weinberg et al. (1979). Having a role model, similar to us, or having someone to compare our performance with is helpful in our development process of the self-efficacy. Observing these models is how our efficacy is enhanced because we compare ourselves and our abilities with the model. By doing this, the way of thinking or a person changes. If we

believe ourselves as good as the model or *capable* to achieve what the model did we may be able to succeed too. We think that in the case of secondary students, they may have a model regarding the use of English: parents, friends, artists, etc. and that this may have an influence on how *capable* they may think they are at learning the language. The model we chose should be similar to us. If people see the models different from themselves their self-efficacy beliefs are not much influenced by the model's behavior and the results she or he produces. If secondary students admire people who speak English, they may want to speak like them. Therefore, according to Bandura (1997) modeling that conveys effective coping strategies can boost the self-efficacy of individuals who have undergone countless experiences conforming personal inefficacy. Even those who are highly self-assured will raise their efficacy beliefs if models teach them even better ways of doing things. People who see similar others complete specific tasks feel confident in their own capacities to reach the same goals. On the other hand, people convinced of their inefficacy by seeing similar others fail are quick to accept their own subsequent failures as indicants of personal deficiencies. Models transmit knowledge and teach observers effective skills and strategies for managing environmental demands (Bandura, 1986).

Influences of models take different forms and serve different functions depending on the types of information they convey (Bandura, 1986a). Nowadays another source of vicarious influence we have is the abundant and varied symbolic modeling provided by television and in the case of young people, the use of visual media and video games. The accelerated growth of video technologies has expanded the range of models to which people are exposed. Now, people can have models from other communities, from different social groups and cultures.

Seeing oneself perform successfully can enhance proficiency in two ways: it provides clear information on how best to perform skills, and it strengthens beliefs in one's capabilities. According to Gonzales and Dowrik (1982, cited in Bandura, 1997) "self-modeling of skillfulness operates largely by enhancing belief in one's capability rather than by improving one's skills" (p.94). By observing models people cannot improve their skills. However, their beliefs in their learning capabilities might rise and their performance improve. As Bandura (1997) mentions "all of the vicarious modes of influence enhance efficacy beliefs and improve performance" (p.94).

"The higher the perceived self-efficacy, the greater are the performance accomplishments" (Bandura, 1997, p.96). Comparing ourselves with a model similar to us is helpful to increase self-

efficacy beliefs. But, having more than one model to follow is helpful too. Exposure to multiple skilled models produces confidence while learning. That may enhance our sense of self-efficacy and as a consequence, improve our performance.

1.4. Verbal persuasion

Social persuasion helps to strengthen people's beliefs about their capabilities to achieve what they seek. People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater when difficulties are presented (Bandura, 1997).

The precursory framing influences that bear directly on self-efficacy appraisal are most evident in social evaluations of performance attainments. Social evaluations that focus on achieved progress underscore personal capabilities, whereas evaluations that focus on shortfalls from the distant goal highlight existing deficiencies in capabilities (Bandura, 1997).

When people evaluate themselves they usually base their judgment on what they know. Nevertheless, this judgment may not appropriate since they are not experts on every activity. To make a good analysis of a performance, factors such as self-motivational and self-management should be taking into account. Self-appraisals are partly based on the opinions of others who presumably possess a diagnostic competence gained through years of experience with aspirant in a given field. But people do not always have a positive attitude towards comments or suggestions they receive. Most people believe they know themselves and their predicaments better than others do, and this misinterpretation creates some resistance to social persuasion.

Social persuasion involves much more than fleeting pep talks. Models of people play a key role in shaping beliefs of their potential and power to influence the direction their lives take. "Social persuasion serves as a useful adjunct to more powerful efficacy-promoting influences" (Bandura, 1997, p.101). Skilled efficacy builders do more than simply convey positive appraisals or inspirational homilies. In order to help people to enhance their personal beliefs, they create activities in order for them to succeed and create confidence instead of failing. Skilled efficacy builders encourage people to measure their successes in terms of self-improvement rather than in terms of triumphs over others.

Young people need to receive a lot of verbal persuasion to feel motivated to carry out certain activities. Nevertheless, regarding English, I find it difficult to think that students may receive verbal persuasion from anyone and, if so, I am interested in finding out how much this source helps them to build their sense of self-efficacy.

1.5. Physiological and affective states

Physiological affective states are an important source of influence among young people. People tend to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated (Bandura, 1997). An alteration of people's physiological and affective states may influence what they think about their capabilities. In activities that involve strength and stamina, people read their fatigue, windedness, aches and pains as indicants of physical inefficacy. Mood states also affect people's judgments of their personal efficacy. Affective states can have widely generalized effects on beliefs of personal efficacy in diverse sphere of functioning (Bandura, 1997). Learning a language requires having skills to perform the language in different areas such as reading, writing, speaking and listening. Some of these skills like speaking may be more challenging and stressful than the others so they are widely affected by students' fears and shame. We then are interested in finding out if students' physiological and affective states when learning English has any influence on their sense of self-efficacy.

Moods are very important in the process of perceiving self-efficacy. Moods provide an additional source of affective information for judging personal efficacy. People can learn faster if the things that they are learning are congruent with the mood they are in. It is easier to remember things we have already seen, studied or done if we are in the same mood we were when we learnt that. Activating our emotions helps us to remember an event or a memory about something learnt.

Induced positive mood enhances perceived efficacy, whereas induced desponded mood diminishes it (Forgas, Bower, & Moylan, 1990; Salovey & Bimbaum, 1989). Successes under positive mood spawn a high level of perceived efficacy, whereas failures under negative mood breed a low sense of personal efficacy. People who fail under happy mood overestimate their

capabilities. Those who succeed under a sad mood underestimate their capabilities (Wright & Mischel, 1982).

The efficacy impact of physiological arousal will rely on the situational factors and the meaning given to them. Arousing experiences contain three significant events: environmental elicitors, expressive reactions, social labeling. Environmental elicitors refer the situations where there are very evident affective elicitors that activate internal emotions. The second, expression reactions convey affective meaning for observers. And social labeling is where people provide positive or negative label to others through reaction instead of action. When people usually use these events they learn to perform and make a difference in their affective experience. In addition, when people experience different interpretations of internal arousal they will have different impact on perceived efficacy.

On the other hand, the level of activation is very essential. Arousal can be debilitating or energizing. The optimum level of activation will be based on how difficult or complex the activity is. For example, complex activities are more easily interrupted than easy activities. Developing

Similarly, low efficacy increases sensitivity to bodily states. People change their physiological arousal when they receive false feedback. In addition, people who are afraid or have a panic attack, experience negative results. However, people who are sure about what they do maintain calmly and do not permit these kinds of effects to disrupt their activities which means that their self-efficacy will not be affected.

Learning English seems to be an activity that may provoke many different moods. Students play an important role in the classroom mood where a cognitive but physical performance are expected. They are young people dealing with biological and psychological changes. Thus besides having to participate in English in class, there is also the age factor of these students that may prevent them from feeling capable of learning English.

On the other hand, the number of hours may not be enough for them to practice the use of the language in the different skills: reading, writing, speaking and listening so as to raise confidence in their abilities in English. Thus, we think students may have to deal with different moods and affective states when learning English.

This study aims to explore the sense of self-efficacy about learning English of students from the second year of a public secondary school and how the different self-efficacy sources may

influence it. We will base our analysis on the Theory on Self-efficacy by Bandura (1997); the four sources of information above mentioned will help to interpret the results of this research.

CHAPTER 2. LITERATURE REVIEW

The main purpose of this study is to determine secondary school students' sense of self-efficacy about learning English in general and regarding the four linguistic skills in English. We are also interested in finding out if the four sources of self-efficacy have any influence on students' belief in their capacity to learn English. In order to achieve these goals, a review of literature has been done. The studies reviewed will be presented in four main categories. First, studies about self-efficacy in secondary school students regarding the four linguistic skills will be revised. Secondly, studies about self-efficacy in university students regarding the four linguistic skills will be described. Thirdly, studies about self-efficacy in regard to motivation, anxiety, stress and self-esteem are presented. Finally, Studies about sources of self-efficacy will be presented. Finally, studies about the public education at basic level in Mexico will be revised. A brief analysis of each section will be presented after the revision of each type of studies, concluding with a general analysis of all the literature.

2.1. Studies about self-efficacy in secondary school students regarding the four linguistic skills

Richardson (2013) conducted a quantitative research whose main purpose was to investigate the relationship between reading self-efficacy and reading achievement. The participants in this study were 393 students (189 girls and 203 boys) in grade 4 (n = 74), grade 5 (n = 97) and grade 6 (n = 212) from two elementary schools and one middle school in the Southeastern United States. The instrument used in this study was a paper-and-pencil, self-report survey. The findings showed that elementary school students reported higher levels of reading test self-efficacy than middle school students. Finally, reading self-efficacy was found to be a predictor of reading performance outcomes.

Nicholas (2012) carried out a quantitative research. The purpose of this study was to determine the influence of students' perception in their academic self-efficacy beliefs as exerting some influence on their reading comprehension performance. The sample consisted of 1,274 secondary school students of third grade, made up of 625 males and 649 females from public schools in Cross River State, Nigeria. Two research instruments, the first a questionnaire for measuring teachers' and students' variables (IMTSV), and the second a Reading comprehension Test (RCT) for students were used to obtain relevant data from the subjects. The variables were gender, reading comprehension performance, level of self-efficacy beliefs, and cultural background. The results indicated that subjects in the activation condition outperformed those in the control condition on reading comprehension monitoring and on performance on the comprehension test, but not on self-efficacy. Yet self-efficacy was related to comprehension performance in the control group, it was not in the activation group.

Rebecca (2013) did a quantitative research. The focus of this study was to investigate the relationship of EFL self-efficacy beliefs and reading strategies on EFL language achievement. Specifically, this study aimed at determining if the two variables influence reading comprehension in the context of secondary schools in Indonesia. A convenience sample of 138 high school students from a state high school participated in this study. They were from four courses: two classes in natural sciences concentration and two classes in social sciences concentration. There were more female (59.4%) than male participants (40.6%) in this study. The participants' ages ranged from 15 to 19 with the majority of them were 17 years old (76.1%). To measure reading strategy use, the Survey of Reading Strategies (SORS) was applied. A self-efficacy questionnaire was developed to measure students' self-efficacy beliefs. To measure their reading comprehension ability, an English reading test taken from a practice book for national examinations was adopted and administered to the participants. The variables in this study were learning strategies, reading attitude, reading efficacy, reading anxiety, age of the learners, difficulties in the reading comprehension exercise, and gender. The regression analysis results demonstrated that the overall use of reading strategies had a significant relationship with reading comprehension and it made a small contribution to the prediction of reading comprehension ability. The categories of reading strategies were not significantly related to reading comprehension. The results also revealed that self-efficacy had a significant relationship with reading comprehension and contributed as much as 20% to the prediction of reading comprehension. When the two independent variables were

investigated simultaneously, the use of reading strategies had a non-significant relationship with reading comprehension while self-efficacy was a significant predictor of reading comprehension.

Graham (2006) examined the sense of self-efficacy in listening comprehension in French of 28 high school students and how they viewed the reasons behind their success or lack of it in this skill. For the data collection, interviews were used. It was discovered that listening comprehension was the most challenging skill for students and in which they felt less capable compared to other linguistic skills. The results also indicated that students experienced emotions such as panic and anxiety when they performed in this skill. Furthermore, most learners attributed their difficulties in listening to their own supposed low ability in the skill and to the difficulty of the listening tasks and texts set, with little awareness shown regarding the role played by ineffective listening strategies or skill application.

Ballesteros and Tutistar (2014) conducted a mixed study in which they investigated the effects of SMART goal setting on self-efficacy in listening activities with seventh and ninth grade students in two public schools in Bogota, Colombia. It aimed to understand and interpret how setting goals enhances learners' self-efficacy beliefs in listening comprehension. This group consisted of 40 secondary school students in two public institutions. Their ages ranged from 11 to 15 years. The instructional design consisted in the elaboration of an action plan which was developed in three stages: Pre-Stage, While-Stage, and Post-Stage. During Pre-Stage an introductory lesson was presented and self-efficacy and goal setting pre-tests were given. Then, While-Stage, ten lesson plans were delivered to students and journals were kept by learners and practitioners of the research. Finally, Post-Stage: Self-efficacy and goal setting post-tests were applied to pupils after the intervention. The variables were self-efficacy beliefs, age, and degree of maturity, knowledge base, and motivation. The results revealed that self-efficacy was highly positive when related to goal setting as students were able to set SMART goals to improve their listening comprehension and learners showed improvement in self-efficacy beliefs and felt more motivated while completing listening tasks related to songs. Furthermore, this study showed that goal setting training can be incorporated successfully into the English as a foreign language classroom.

Rahimia and Abedib (2014) developed a quantitative research. The aim of the current study thus was to investigate Iranian EFL learners' listening self-efficacy and its relationship with their

metacognitive awareness of listening strategies. Three hundred and seventy-one high-school students participated in the study. Three instruments were used in this study: Preliminary English Test (PET), English Listening Self-Efficacy Questionnaire (ELSEQ), Metacognitive Awareness Listening Questionnaire (MALQ). The findings of the present study revealed that Iranian EFL learners had an average level of listening self-efficacy. It was also found that Iranian EFL learners had an average level of metacognitive awareness of listening strategies. Further, it was found that self-efficacy was significantly and positively related to metacognitive awareness of listening strategies in general.

Pajares, Johnson, and Usher (2007) conducted a quantitative research. The purpose of this study was to examine the influence of Albert Bandura's four hypothesized sources of self-efficacy on students' writing self-efficacy beliefs. The Participants were 1256 students enrolled in grades 4 to 11 attending one public elementary school (grades 4 and 5) in the South, one middle school (grades 6, 7, and 8) in the Northeast, and one high school (grades 9, 10, and 11) in the South of the United States. Instruments and variables used in the present study to assess the motivation variables had been used by researchers in numerous investigations of writing self-efficacy and motivation, all items asked students to provide judgments about how true or false they found a particular statement along a 6-point Likert-type continuum. Items for the Sources of Self-Efficacy scale were adapted from those used by Lent and his colleagues and consisted of 28 items assessing students' evaluations of the four sources theorized to inform self-efficacy beliefs. Gender and academic level were the variables used in this study. Consistent with the tenets of self-efficacy theory, each of the sources significantly correlated with writing self-efficacy and with each other. As hypothesized, students' perceived mastery experience accounted for the greatest proportion of the variance in writing self-efficacy. This was the case for girls and for boys, as well as for students in elementary school, middle school, and high school. Social persuasions and anxiety also predicted self-efficacy, albeit modestly. Vicarious experience did not predict writing self-efficacy. Girls reported greater mastery experience, vicarious experience, and social persuasions, as well as lower writing anxiety. Girls also reported stronger a writing self-efficacy and were rated better writers by their teachers. Elementary school students reported stronger mastery experience, vicarious experience, and social persuasions than did either middle school or high school students. Elementary school students also reported stronger self-efficacy.

In summary, Richardson (2013) and Nicholas (2012) agree that reading self-efficacy was found to be a predictor of reading performance outcomes. Rebecca (2013) too found out that self-efficacy had a significant relationship with reading comprehension and contributed 20% to the prediction of reading comprehension. In addition, Rahimia and Abedib (2014) showed that self-efficacy is significantly and positively related to metacognitive awareness of listening strategies in general, while Ballesteros and Tutistar (2014) identified that self-efficacy was highly positive when related to goals to improve their listening comprehension. Graham (2006) found out that listening comprehension was the most challenging skill for secondary students maybe because of panic and anxiety. Finally, Pajares, Johnson, and Usher (2007) were consistent with the tenets of self-efficacy theory, each of the sources significantly correlated with writing self-efficacy and with each other.

2.2. Studies about self-efficacy in university students regarding the four linguistic skills

In this section studies about self-efficacy in relation to the four linguistics skills will be presented. The order of the studies is as follows: speaking, writing, listening, and reading. The participants in the following researches were university students. Finally, it is important to mention that two research studies have a mixed approach, and the other ones have a quantitative approach.

Asakereh and Dehghannezhad (2015) carried out a quantitative research which investigated the relationship between Iranian EFL students' satisfaction with speaking classes, speaking skill self-efficacy beliefs and speaking skills achievement. One hundred Iranian EFL first year undergraduate students majoring in English language participated in the study. The participants were selected on a convenience sampling basis from several universities in Iran, during the 2014/2015 academic year. Their language proficiency level was at an intermediate level, according to the Oxford Proficiency Test. Ages ranged from 18 to 35 years, and 57 of the participants were female and 43 were male. Two questionnaires in the English language were used for data collection. The speaking skill self-efficacy beliefs questionnaire, comprised of 28 items, was based on a Likert scale ranging from one (strongly disagree) to five (strongly agree). The independent variables were satisfaction with speaking classes and speaking skill self-efficacy

beliefs. The only dependent variable was speaking skill achievement. This research was also based on Bandura's Social Cognitive Theory. The results demonstrated a significant positive relationship between the variables. That is, a positive relationship between the independent variables (satisfaction with speaking classes and speaking skill self-efficacy beliefs) and a dependent variable (speaking skill achievement) was found. The findings also revealed a positive relationship between satisfaction with speaking classes and speaking skill self-efficacy beliefs. Results also indicated that speaking skill self-efficacy beliefs were a significantly stronger predictor of Iranian EFL students' speaking skill achievement than satisfaction with speaking classes.

García (2016) studied the relationship between the sense of self-efficacy in the learning of French language of 95 Mexican university students and the four linguistic skills, as well as the relationship with the sources of self-efficacy. For data collection, a survey was used. The results showed that students in higher-level French classes had a high sense of self-efficacy in the reading comprehension skill, while students who were beginning their studies had a high sense of self-efficacy in the listening comprehension skill and oral production. Regarding the sources of self-efficacy, it was revealed that the most influential source was physiological and affective states.

Villanueva (2015) conducted a study with the objective of identifying the relationship between the sense of self-efficacy in English language learning of 110 Mexican university students and the four linguistic skills, as well as the relationship with the sources of self-efficacy. For data collection, a self-efficacy survey was used. The first results demonstrated a high level of self-efficacy in the reading comprehension skill, secondly, listening comprehension and written production, followed by oral production. Regarding the sources of self-efficacy, it was revealed that the source with a greater influence was enactive mastery experience, followed by the vicarious experience source. The sources of verbal persuasion and physiological and affective states did not prove to be a great influence on the sense of self-efficacy. In conclusion, it was determined that students possess a high sense of self-efficacy in the four linguistic skills.

Mohamed and Maarofb (2014) conducted a quantitative research in Thailand. This study aimed to investigate any difference in self-efficacy in speaking English between male and female students, and to investigate any difference in self-efficacy in speaking English between semester 1 and semester 5 students. The participants of the study comprised 60 students from a Malaysian polytechnic college. A Likert scale questionnaire was applied as an instrument. The variables taken

into account were: gender, level of education, age and level of study, semester 1, semester 5. This study was based on Bandura's Social Cognitive Theory. The results indicated that self-efficacy of female students was significantly higher than male students in terms of ability. This finding on gender differences is similar to a number of previous studies on the relationship between gender and self-efficacy. This study also compared two different groups of students: The results showed that Semester 5 students scored significantly higher than Semester 1 students for all three dimensions (ability, attitude, and aspiration).

Liu (2013) developed a quantitative research. This paper studied the effects of an English Bar and a self-access center for students to practice oral English, on Chinese college students' self-efficacy enhancement. A total of 100 students participated in this study. The participants were randomly sampled from all majors and grades in a key university in south China. An 18-item survey questionnaire was administered to the sample of students to assess their self-efficacy perceptions. The respondents indicated their degree of agreement or disagreement to each statement on a 5-point Likert scale. The variables were aptitude, attitude, aspiration, self-efficacy, and speaking ability. Finally, the findings of the present study indicated that the students who often visit the self-access center and those who seldom or never visit the self-access center differ dramatically in their self-reported self-efficacy levels. Attending to the self-access center offers all things necessary to boost college students' speaking self-efficacy. Firstly, the setting of the self-access center makes the students feel comfortable and relaxed, where they are free to choose the conversation partners as well as the topics. The experience of going to the self-access center and the freedom the students enjoy may reduce their anxiety and stress to a minimum. Secondly, the students who do not speak English well are encouraged by the foreign teachers and their fellow students. Such encouragement serves as positive social persuasion that potentially strengthens students' speaking self-efficacy. Thirdly, by observing "similar others" who speak English well in the self-access center, those students who are shy and nervous for lack of confidence or skills raise their self-efficacy by believing that they can one day become fluent speakers of the language. Finally, when the students realize they are making progress in using English to express their ideas, they are likely to motivate themselves to exert more effort in this regard.

Khojasteh, Shokrpour, and Afrasiabi (2016) did a quantitative study in Iran which aimed to investigate if there was any significant relationship between the students' writing self-efficacy and

their writing performance. The researcher utilized convenient sampling to choose 59 (28 males and 31 female) medical students from medical university students who were required to take writing courses as a compulsory 3-unit course before their graduation from medical university. The questionnaire which was used for the writing self-efficacy was designed from Donald O. Prickel research in 1994. The questionnaire consisted of 25 questions in the 5 point Likert scale (Strongly Disagree, Disagree Unsure, Agree, and Strongly agree). The variables were writing self-efficacy, writing performance, and gender. The results of this study showed that there was not any significant relationship between the students' writing self-efficacy and their writing performance. It was also found out that there was not any significant relationship between our male and female participants' self-efficacy and their writing performance.

Broaddus (2012) examined factors that influenced self-efficacy in the writing of academic articles and the variables that influence the development of this skill of 679 university students. For the data collection, surveys were applied during four writing courses as part of a writing program for academic articles. The results showed that training and enactive mastery experience played a great role in the development of self-efficacy in the writing of academic articles. It was also discovered that intrinsic motivation and gender were not related to enactive mastery experience as factors that influence the sense of self-efficacy. The author suggested the importance of including training in writing academic articles, with the aim of improving the enactive mastery experience of students, and in turn, the effectiveness of students in the ability.

Chea and Shumow (2014) carried out a quantitative study that examined writing self-efficacy, writing goal orientation, and writing achievement among (N = 244) Cambodian university students studying English as a foreign language. Nine classes were randomly selected to participate. Of the 281 students in those classes, 87%, or 244 (n = 121 males, n = 123 females), returned the questionnaires they were given. The questionnaire applied to students consisted of four sections. The first elicited students' self-efficacy with seven items. The second was about students' writing goal orientation and contained 14 items. The third, which contained 12 items, asked students about their learning strategies. The last section, with only two items, asked for students' background information—students' gender and learning shift (morning, afternoon, or evening) The results of the study showed that writing self-efficacy was related to writing mastery and performance-avoidance goal orientations. All writing goal orientation measures were related

positively. Both writing self-efficacy and writing mastery goal orientation were shown to have positive correlations with writing achievement.

Hashemnejad, Zoghi and Amini (2014) conducted a quantitative research. The study examined the relationship between the learners' self-efficacy and their writing performance across genders. Specifically, this study investigated the self-efficacy and writing performance of Makoo and Marand EFL students majoring in Teaching English as a Foreign Language (TEFL). In this study, 120 participants (56 males and 64 females) were chosen from Islamic Azad University of Makoo and Marand. The age of participants ranged from 20 to 29. For the purpose of the current study, the following instruments were used: Sherer et al.'s General Self-Efficacy Scale (SGSES) and three IELTS writing tasks. There were three variables in this study, one of which is the academic self-efficacy of the TEFL candidates and the other ones were their writing performance and gender. The finding showed that there was no significant relationship between male EFL students' self-efficacy and writing performance at three different points in time. Similarly, there was no significant relationship between female EFL students' self-efficacy and writing performance at three different points in time. Therefore, the second hypothesis was rejected. The third research objective aimed to examine the differences in self-efficacy between female and male EFL students. The results showed there was no statistically difference between self-efficacy scores of the male EFL students and the female EFL students. Similarly, the fourth research objective indicated that there is a significance difference in writing performance between female and male EFL students. But the result revealed that there was not.

Magogwe, Ramoroka, and Monyepi (2015) developed a mixed study in Africa. This study explored the relationship between writing proficiency and self-efficacy beliefs of undergraduate students taking an Advanced Writing Skills course. A total of 46 students taught by one of the researchers participated in the study. The students came from faculties of Humanities, Health Sciences, Education and Social Sciences. Participation was voluntary and students were assured of confidentiality and anonymity in reporting the data. The study was exploratory and descriptive in nature and a questionnaire adapted from Lavelle (2006) was used to find out students' perceptions about their own writing. The response method was a Likert Scale. Furthermore, semi structured interviews were also carried out with 8 students. Two male students and two female students from each class were interviewed using convenience sampling. The interviews were meant to provide

rich and varied insights into their beliefs about their own writing. The findings revealed that although students' self-rating was high, their efficacy beliefs were moderate. The results of the present study also reveal that there was no relationship between students' essay writing performance and their self-efficacy beliefs in the context of this study.

Rahimi and Abedini (2009) developed a study whose main purpose was to study the relationships between EFL learner's self-efficacy regarding listening comprehension and listening proficiency. The sample of the study were 61 undergraduate EFL learners learning English for a BA degree. Two instruments were used to collect data in this quantitative study: One of them was an author-designed questionnaire on self-efficacy about listening comprehension. The other one was a Listening Diagnostic Pre-test, adopted from paper-based Longman TOEFL test. The variables of the study were age, major and semester. The findings of this study showed that there was a direct and significant correlation between the learners' self-efficacy beliefs about language learning and their listening proficiency. This study also revealed that high self-efficacy affected listening test performance significantly and positively, but low self-efficacy affected listening test performance significantly and negatively.

Todaka (2016) developed both quantitative and qualitative study. This study investigated the effectiveness of the four sources of self-efficacy theory and the establishment of concrete English study objectives and guidance counseling sessions concerning the English listening skills of Japanese EFL learners. The theory was based on the four sources of self-efficacy proposed by Bandura (1977). The Participants were 197 Miyazaki Municipal University freshmen. They were categorized into four groups according to their English placement test scores. Forty-five students were grouped as introductory level students and 109 students were placed in two intermediate classes: (1) 52 students in intermediate I class and (2) 57 students in intermediate II class. Forty-two students were assigned to an advanced class. The instrument used was a questionnaire on EFL Learners' Self-efficacy in Listening Skills. The variables were introductory, intermediate I, intermediate II, and advanced. The results showed that only the students in the introductory class were able to boost their self-efficacy beliefs about their English listening skills during the spring semester, and they were able to maintain these high beliefs during the academic year. The self-efficacy beliefs about English listening skills found in other students in the other groups did not change throughout the academic year, except for the students from intermediate I class. In other

words, the students' self-efficacy beliefs about English listening skills in intermediate I class worsened during the academic year.

Chen (2007) carried out a quantitative research in the USA. This study aimed to examine the predictive power of English listening self-efficacy, English anxiety, and perceived value of English language and culture on EFL learners' English listening performance. Two hundred and seventy-seven Taiwanese college students participated in this research. Questionnaires were used. The results showed that Iranian senior and junior EFL learners with high reading self-efficacy levels got better scores than those with low reading level and also correlation coefficient between reading self-efficacy and reading strategies according to these data (reading self-efficacy and cognitive = 0.68 , reading self-efficacy and meta-cognitive = 0.49 , reading self-efficacy and compensation = 0.42 and reading self-efficacy and testing = 0.63) showed that students with high self-efficacy most frequently used cognitive and least frequently used compensation. Furthermore, generally, they used cognitive strategies more frequently than testing, meta-cognitive, and compensation reading strategies. Students particularly used more cognitive strategies to reach a higher level of reading comprehension performance. However, regarding the effects of reading strategies on reading comprehension results showed that the most effective variable of reading strategy on reading comprehension was found to be the meta-cognitive strategy ($\beta=.46$), and the least effective was the compensation strategy ($\beta=.23$).

Yan and Renzhi (2012) did a mixed study in UK. This present study aimed at exploring how to improve English listening self-efficacy and performance of Chinese university students. 96 first year non-English majored Chinese university students were invited to participate in the study and they were divided into three groups with 32 in each group. In this study mixed methods including both quantitative and qualitative research methods were employed. 1. An English listening self-efficacy questionnaire in the present study was applied. (Quantitative). 2. Students receiving feedback were asked to give comments on feedback and were encouraged to report specifically why they perceived feedback in a certain way. (Qualitative). English Listening Performance was a variable. The findings demonstrated that the combination of strategy training and feedback on strategy use and performance had a beneficial impact on English listening performance. The findings also confirmed that strategy training and feedback on strategy use and performance had a beneficial impact on students' English listening performance and self-efficacy.

Naseri and Zaferanieh (2012) carried out a quantitative research. This study explored the relationship between reading self-efficacy beliefs, reading strategies use and reading comprehension level of Iranian EFL learners. The participants in this study were drawn from the pool of college Senior and Junior English–major students participating in classes during the second semester of the 2011 academic year at Sistan and Balouchestan University for Literature and Translation. Eighty English students participated in this study and they were from both sexes, 59 students were female and the rest were male. The Michigan reading comprehension test, the Reading Self-Efficacy Beliefs Questionnaire and the Reading Strategy Use Questionnaire were three main instruments used in this study. The variables were reading self-efficacy belief, reading comprehension, and reading proficiency. Results of the present study demonstrated that students usually employ various reading strategies in the English reading process. The information obtained from the results showed that Iranian senior and junior EFL learners with high reading self-efficacy levels got better scores than those with low reading level and also correlation coefficient between reading self-efficacy and reading strategies. Reading self-efficacy and compensation and reading self-efficacy and testing showed that students with high self-efficacy most frequently used cognitive and least frequently used compensation. Furthermore, generally, they used cognitive strategies more frequently than testing, meta-cognitive, and compensation reading strategies. Students particularly used more cognitive strategies to reach a higher level of reading comprehension performance. However, regarding the effects of reading strategies on reading comprehension results showed that the most effective variable of reading strategy on reading comprehension was found to be meta-cognitive strategy, and the least effective was the compensation strategy. Additionally, the null effect of the gender of Iranian EFL learners in relation to reading strategy use and reading self-efficacy was another result of this study

Yoğurtçu (2013) conducted a quantitative research. This research studied the contribution of self-efficacy perception on reading comprehension efficacy beliefs. The main participants of the research were the students enrolled the 2011-2012 academic year in a Preparatory Class of Foreign Languages of Kyrgyzstan-Turkey Manas University (total 1485 students). In this context, 556 students were surveyed, among them, 67,2% Kyrgyz students, 26,9% Turkish students and 6,0% students with other nationalities. The scale of Belief Self-Efficacy Reading Comprehension (SSERC) was applied to the participants. This scale included 27 items and three subscales. The result of the research showed that the readiness of a student's self-efficacy affects their academic

success. In this study, students' self-efficacy was analyzed in their success in studying a foreign language. As a result, the self-efficacy was established on a high level of proficiency between a reading comprehension and knowing a foreign language. The students who were successful especially in learning a foreign language demonstrate a high level of comprehension.

To sum up, the quantitative studies presented in this section have been conducted using questionnaires. While the mixed ones have been developed using questionnaires and interviews. The findings of the studies by Liu (2013), Asakereh and Dehghannezhad (2015) showed a positive relationship between satisfaction with speaking classes and speaking skills self-efficacy beliefs. On the other hand, the results by Mohamed and Maarofb (2014) indicated that self-efficacy of female students was significantly higher than male's. Additionally, the studies by Hashemnejad, Zoghi, and Amini (2014), Khojasteh, Shokrpour, and Afrasiabi (2016) showed that there was not significant relationship between male and female participants' self-efficacy and their writing performance. Furthermore, Chen (2007), Rahimi and Abedini (2009) indicated that there was a direct and significant correlation between the learners' self-efficacy about language learning and listening proficiency. Renzhi (2012) and Todaka (2016) reported similar findings with regard to the fact that the combination training and feedback on strategy use and performance had a beneficial impact on English listening performance. Finally, Yoğurtçu (2013), Naseri and Zaferanieh (2012), and Broaddus (2012) agreed that students usually employ various reading and writing strategies in the English learning process. Furthermore, Villanueva (2015) and Garcia (2016) found out a high level of self-efficacy in almost all the linguistic skills in their participants.

2.3. Studies about self-efficacy in regard to motivation, anxiety, stress, self-esteem and English learning

Anyadudalu (2010) carried out a research in Thailand which investigated students' perception of self-efficacy and anxiety in acquiring English language. The participants in the study were a sample of 318 middle-school Thai students (12 to 14 years old). This quantitative study used a three-part survey questionnaire both in English and Thai languages. The first part investigated student's experiences, the second part was the English Language Classroom Anxiety Scale (ELCAS), and

finally, the third part was the General Self Efficacy Scale. English language anxiety, self-efficacy, students' experiences were some of the variables. The results obtained revealed that there was a significantly moderate negative relationship between English language anxiety and performance in English language. It was discovered that general self-efficacy and English language anxiety represented a significantly more powerful set of predictors than the set of confounding variables. It was concluded that English language anxiety and general self-efficacy were significant predictors of English language performance among middle-school students in Satri Si Suriyothai School.

Ahmad, Hussain, and Azeem (2012) developed a quantitative research in Pakistan. This research aimed to analyze the relationship of academic self-efficacy to self-regulated learning, school identification, test anxiety and academic achievement at secondary school level. The sample of this study consisted of 426 students (221 girls and 205 boys) belonged to four English medium schools located in Lahore. Their ages ranged from 15 to 17 years. Four instruments were administered, the first scale (Children's SE Scales by Bandura, (2006). The second instrument (SE for self-regulated learning scale) comprised seven items. The third instrumentation was (SI) which represented the level of students' attachment to school, their feelings, and sense of valuing and belonging in school. SI was measured with the 13-item Identification with School Questionnaire. Finally, Science Anxiety Scale (SAS) was adapted to measure test anxiety. Self-Efficacy (SE) beliefs, self-regulated (SR) learning, School identification (SI) anxiety, and gender were the variables. Results revealed significant correlation between the variables. Strongest relationship was found between students' academic self-efficacy and self-efficacy for self-regulation. Significant gender differences were not found on measures of self-efficacy beliefs at academic domain level, school identification, and anxiety. Girls' academic achievement was found better than boys' achievement. Boys were reported better than girls on measure of self-efficacy for self-regulated learning.

Doménech, Abellán, and Gómez (2017) investigated the influence of motivation on the relationship between the sense of self-efficacy, achievements and academic performance of 797 high school students. For data collection, surveys were used. It was found that the sense of academic self-efficacy had a great influence on expectations-value beliefs. That is to say, the sense of self-efficacy worked as a motivator in students during the initial stages of the teaching-learning process. Likewise, expectancy-value beliefs influenced the achievement-satisfaction relationship

of students. These beliefs developed during the first weeks of class proved to be a good predictor of the level of satisfaction and performance of students in a particular subject.

Zajacova, Lynch, and Espenshade (2005) carried out a study that investigated the joint effects of academic self-efficacy and stress on academic performance. This quantitative research was developed in USA. The participants of the study included 107 first-semester freshmen students. The instrument used was a questionnaire. The study was based on Bandura's Social Cognitive Theory. Age, Gender, Race, Immigrant status, most spoken language at home, self-efficacy belief and stress were the variables. The findings of this study identified that academic self-efficacy had a strong positive effect on freshmen grades. On the other hand, self-efficacy did not have a significant effect on students' persistence in the second year. This result suggested that students may drop out for reasons unrelated to their beliefs about being able to handle academic demands.

Pajares (2003) conducted a study whose purpose was to examine the contribution made by the self-efficacy component of A. Bandura's (1986) Social Cognitive Theory to the study of writing in academic settings. The author provided a brief overview of Bandura's Social Cognitive Theory, followed by a synthesis of research findings that addressed the relationship between writing self-efficacy, other motivation constructs related to writing, and writing outcomes in academic settings. The findings demonstrated that students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school.

Tilfarlioglu and Cinkara (2009) carried out a study that aimed to explore EFL self-efficacy level of the students in relation to their academic success in English. This quantitative study was carried out in USA and used 175 preparatory students as a sample. The students' ages vary from 19 to 25 years. In terms of gender, 115 of the participants were male students and 60 of them were females. The data was collected through a measurable instrument in Turkey namely, English as a foreign language self-efficacy questionnaire (EFL-SEQ). The findings have disclosed the students' EFL self-efficacy levels and the difference among three proficiency level groups. Firstly, the analysis revealed the students' EFL self-efficacy level has pointed out that the students at GUSFL have a higher level of self-efficacy beliefs in learning English. Additionally, students with high self-efficacy beliefs reported feeling more efficacious than students with low self-efficacy beliefs in managing academic activities.

Maropamabi (2014) carried out a study based on Bandura's Social Cognitive Theory (Bandura, 1986). This quantitative study was designed to investigate the role of self-efficacy and self-esteem in academic performance. 100 students (18-36 years) from three different classes were the sample. Two of them were second year Psychology and Social work classes while one was a fourth year Psychology class. Self-esteem, self-efficacy, academic and demographic variables were taken into account. Questionnaires were the instrument. The findings reported a negative relationship between self-efficacy and self-esteem. No significant relationships were found between academic performance (GPA) and self-esteem. Faculty enrollment, self-efficacy and academic (performance) contentment. These findings did not support the hypothesis of the study which posits that students with high self-efficacy and self-esteem are more likely to have a high GPA (academic performance).

Wang, Schwab, Fenn, and Chang (2013) conducted a qualitative research. The purposes of this study were three folds: (a) to examine the psychometric properties of the self-efficacy survey with Chinese and German students; (b) to compare the self-efficacy, SRL strategies, and achievement of Chinese and German college students; and (c) to see how the relationships between these constructs differ between Chinese and German college students. The participants were two hundred Chinese and 160 German college students. The instruments applied to this study were: the questionnaire of English Self-Efficacy (QESE), the Self-Regulated Learning Strategy Survey, and finally, the English Language Test. The results indicated that Chinese students reported a lower level of self-efficacy beliefs but their English proficiency was not significantly different in comparison to German students. Their use of SRL strategies was not significantly different, either. Statistically significant relationships were noted between self-efficacy, use of SRL strategies, and English language test scores. Female students reported higher levels of self-efficacy beliefs but gained lower scores on the English language test in both countries.

In short, these studies related to self-efficacy in motivation, stress, and anxiety seem to show different findings. The results showed that girls have higher levels of language learning motivation than boys. (Ceylan 2015; Ahmad, Hussain & Azeem 2012; Anyadudalu 2010; & Maropamabi 2014). The results also revealed that there was a significant moderate negative relationship between English language anxiety, performance in English language, and a negative relationship between self-efficacy and self-esteem. Another study by Zajacova, Lynch and

Espenshade (2005) showed that academic self-efficacy had a strong positive effect on freshmen's grades. On the other hand, Tilfarlioglu and Cinkara (2009) reported that students at Gaziantep University's School of Foreign Languages (GUSFL) had a higher level of self-efficacy beliefs in learning English.

2.4. Studies about sources of self-efficacy

Britner and Pajares (2006) carried out a quantitative study. The purpose of this study was to investigate the degree to which Bandura's (1997) hypothesized sources of self-efficacy predict the science self-efficacy beliefs of middle school students. Participants were 319 students (155 boys, 164 girls) in grades 5–8 in a public middle school in a small Midwestern city. The sources of science self-efficacy were assessed with the Sources of Science Self-Efficacy Scale. The variables were the socioeconomic status, mastery experiences, vicarious experiences, social persuasion, and physiological states. The findings confirmed that science self-efficacy is a significant predictor of science achievement. In addition, significant correlations were found between mastery experiences, vicarious experiences, social persuasions, physiological arousal, and self-efficacy. But only mastery experiences significantly predicted science self-efficacy. The strong influence of mastery experiences on self-efficacy provides opportunities for science educators to support students' developing self-efficacy beliefs. Finally, girls reported more anxiety about their performance in science class and more confidence in their ability to successfully manage their studies than boys.

Zeldin and Pajares (2000) explored the personal stories of women who selected and continued to excel at careers in areas of mathematics, science, and technology to better understand the ways in which their self-efficacy belief influenced their academic and career choices. The results revealed that verbal persuasion and vicarious experience were critical sources of women's self-efficacy beliefs. These findings suggested that the perceived importance of these sources of self-efficacy may be stronger for women in male-oriented domains than for individuals operating in traditional settings. Academic and relational self-efficacy perceptions resulted in the perseverance and resilience required to overcome academic and career obstacles.

Additionally, Puspita, Kusumaningputri and Supriono (2014) conducted a mixed study. This paper aimed to investigate what is students' self-efficacy belief of speaking like, to examine whether there was a relationship between self-efficacy beliefs of speaking and speaking performance and to explore what factors were influencing their self-efficacy of speaking. The participants were 92 English Department Students. This study showed that students' self-efficacy of speaking was dominantly medium, low and high from three aspects of language in speaking, self-efficacy of phonology had more influence in constructing high level of self-efficacy while self-efficacy of grammar and vocabulary had more influence in constructing their low self-efficacy belief in speaking.

In summary, these studies related to the sources of self-efficacy seem to show different findings. On the one hand, Britner and Pajares (2006) mentioned that the strong influence of mastery experiences on self-efficacy provides opportunities for science educators to support students, therefore; we can infer that mastery experience is an indicator, which may help to influence student's self-efficacy. In addition, Zeldin and Pajares (2000) indicated that verbal persuasion and vicarious experience were critical sources of women's self-efficacy beliefs. On the other hand, Puspita, Kusumaningputri, and Supriono (2014) pointed that physiological and affective states source and verbal persuasion source are the ones that influence in the sense of self-efficacy in students.

Even though some of the studies presented in the literature review were not carried out with secondary school students, we think they can help us understand how young people feel about learning English. We included different studies because there is a paucity of research studies about secondary students' self-efficacy. Thus, the present study can help to lead to new studies in the field in a Mexican context and provide useful information to improve the teaching of English in secondary schools..

2.5. Public education at basic level in Mexico

In this part, studies about public education at basic level in Mexico will be presented. This literature describes the most common issues through the implementation of PRONI (National English Program) previously called NEPBE (National English Program in Basic Education). These studies allow us to have a broad picture of the implications of implementing an English language teaching program at public primary and secondary schools. At the end of this section, a brief analysis will be presented.

Sayer and Ban (2013) carried out a qualitative research. The purpose of this study was to look at the effects of the English program on primary school students, grades K-6. The participants in the study were English teachers, elementary education teachers, principals, supervisors, students and their parents. Data was collected from three sources: (1) semi-structured interviews with key stakeholders: teachers, students and administrators, (2) classroom observations of English lessons, and (3) supporting documentation: student's work and other documents related to the PRONI. The research findings illustrated the benefits of an early foreign language program, including the ways that early foreign language exposure creates inter-curricular connections, promotes engagement with multilingualism in the community, and changes children's worldview. Beyond just linguistic gains, primary foreign language instruction reinforces learning across other subject areas, it connects Mexican students to migrant family members, it serves multiple communicative functions in everyday life, and fosters intercultural awareness.

Quezada (2013) conducted a qualitative study. A primary objective of the research was to document the progress and impact of the PRONI initiative in Mexican schools. The data collected established PRONI teachers' development of their teaching skills in teaching English as a Foreign Language (EFL), as well as the overall effectiveness of the PRONI program, based on participant interviews and classroom observations. The larger study encompassed site visits to 16 states with a total of 109 classroom observations and interviews with 178 EFL teachers, coordinators and principals. The variables were classroom observations, interviews with PRONI teachers, school site principals, supervisors, state coordinators, national administrators, university faculty, and PRONI program documents and reports. The findings reported that there was also a perception that since English as a subject did not appear in the students' report card there was less emphasis in studying it by the students. The researchers also reported that with regards to EFL teachers there were not enough teachers to meet the national demand. There were also problems in

the permanence and rotation of teachers in the morning or afternoon sessions, as well as a transfer from the public schools to private schools because of support, higher wages and consistent payment. There was minimal training that is provided to teachers in the use of materials, many have minimal teaching experience or with degrees in EFL as a content area. Most of the training provided is by British and United States personnel or from the textbook publishers therefore a lack of social and cultural practices has been minimally observed, as well as limited students' engagement and mostly textbook based assessments were given. The books also lacked Mexican local and regional cultural traditions and customs. The author also revealed that many schools lacked resources or in some cases were non-existent or the materials/textbooks were in bad conditions; the distribution of the materials and textbooks were also inconsistent.

Salas and Sánchez (2013) developed a qualitative research. This study aimed at recording and understanding the first impressions of a group of teachers implementing PRONI while participating in the first stages of this program in Mexico and particularly, in Puebla. The participants in this study were all English teachers with a variety of teaching experiences. Written narratives were used from participants and additionally, two focus groups were performed to give the study a more solid back up. The variables were: expectations before starting the program, experience, and common issues. The results showed that emotions and feelings were going through at that moment. It was evident that, the pre-initial stage was a very emotional one and giving them support and confidence by praising the work they were doing and encouraging them to feel proud of themselves to go ahead with the task they were going to undertake, seemed to be important. Regarding emotions, by paying attention to their emotions and recognizing their feelings, teachers might be agents of their reflective processes.

Sayer, Mercau, and Blanco (2013) did a qualitative study. The aim was to identify the areas that teachers needed to improve, as well as recognize the strengths they had that training programs can build on. The participants were English Teachers from PRONI, and the instrument was an on-line questionnaire. The variables used were state, professional profile, and working conditions. In general, the authors described the teachers as well prepared in the field of English language teaching, with a suitable level of English. The data also revealed that more than three-quarters (77.2%) taught full-time in the PRONI, which they defined as teaching six or more groups. Of these, 63.0% had 6-8 groups and 14.2% had more than 8 groups. Almost 4 of 5 teachers (78.9%)

reported that they have at some point not received their regular salary on time. Furthermore, 76.4% responded that job instability due to the type of contract was either serious or very serious, while only 16.0% reported that this was not a concern for them (p.8). To sum up, the PRONI teachers' positions are characterized by fairly low wages, non-permanent contracts, problems and irregularities in payments, and the lack of basic benefits such as health insurance and time paid for work done in preparation and grading of lessons.

Mendoza and Puón (2013) explored those non-academic aspects that might hinder the implementation of this program in order to have a broader understanding of the phenomenon being researched. Nine participants playing different roles in the implementation of the PRONI were part of the study. Open-ended interviews and a focus group were used to collect the data. The results showed that some of those non-academic factors were concerned with administrative issues, misconceptions around the nature of this program and a perceived reluctance to be part of the PRONI. The findings suggested that the non-academic aspects played a crucial role in the implementation of the PRONI and further research to find alternatives to solve these constraints is needed.

Ramirez (2013) carried out a qualitative study. This research outlined the methodological design of a research project that investigated the teaching of English in regular public elementary schools in the Republic of Mexico and the preliminary findings in one of the areas of focus: the problems encountered or related to the subjects who participated (professors, principals, parents and students). The project included researchers from various states who were given the task of collecting and analyzing data gathered from their own facilities. The data was collected through interviews with the officials in charge of the programs in each state. The results indicated that the inadequate working conditions of the English teachers were in turn the cause of the high levels of desertion and rotation of the professors; the poor relationships they kept with other subjects; the low status and the recognition of teachers; and their low expectations and attitudes. That is, the pauperization of teaching work radiates the work and feelings of teachers, reifying them and submerging them in uncertainty and fear. School principals and parents can do little to remedy the above, since they are kept out of the information and decision making related to the English programs.

Alcántar and Montes Reyes (2013) developed a qualitative and quantitative study. The concern of the present study was to detect the implementation problems of the activities proposed by PRONI in cycle II. The PRONI divides three levels of English into 4 cycles with basic contents, which were defined by two main models: social practices of language and specific competencies. The closed questionnaire was applied to 58 teachers, 32 women and 26 men; their average age was around 32 years old. Most of them had an acceptable command of English, however they did not have a degree in English teaching and many of them did not have previous experience teaching English. Two data collection instruments were used; an open questionnaire applied to 21% of the total of English teachers in cycle II in Nayarit and a closed questionnaire applied to 74% of the teachers in cycle II in Nayarit. The results showed that the practices that students liked the best were the children's songs and the crossword puzzles, while the practices students did not like at all were the guide of curious questions and the diagrams. Most of the teachers reported children liked the following activities best: The children liked children's song and booklets with song lyrics because most liked to sing and dance, to complete crosswords because the students were familiar with the vocabulary they practiced when performing the activity, comic strips because the students transmitted positive messages and developed their creativity. Teachers also noticed that children liked tongue twisters because they were competitive.

Pamplón and Ramirez (2013) did a qualitative study. The aim of this article was to present some findings regarding the implementation of the PRONI's sociocultural framework, specifically in relation to its language teaching methodology. Program coordinators, school principals, English teachers, parents, and 6th grade students participated in this research applying open interviews. The results showed that teachers' positive attitude and willingness to learn and implement new methodologies was a valuable asset to the program. However, teachers needed to receive and participate in an in- depth professional development program on the PRONI, and training in methods for teaching English to young learners under this sociocultural approach.

Lengeling, Mora, Rubio, Arredondo, Carillo, and Caréto (2013) carried out qualitative study. This article explored how PRONI teachers approached the use and development of didactic material during the processes of planning and teaching English as a foreign language at the levels of preschool and primary school in central Mexico. Twenty-four teachers working in different contexts and levels of elementary schools at PRONI participated. Interviews, specifically semi-

structured, as the main technique for gathering the teachers' perspectives were applied. The data revealed that didactic material is an area that needs to be addressed because the books used should be more in alignment with the content and the objectives of the program. Furthermore, administrative problems threaten the stability of the program and created conflicts for teachers and students. Nevertheless, the teachers solved these problems with creativity and enthusiasm due to their professionalism and dedication.

To sum up, regarding the English language teaching in Mexico, the previous studies have reported that school community (English teachers, full time teachers, principals and parents) have shown a positive attitude and willingness towards the PRONI program. Nevertheless, Ramirez (2013) and Mendoza and Puón (2013) claimed that school principals and parents could do little to contribute to the PRONI. On the other hand, Sayer and Ban (2013) and Quezada (2013) illustrated the benefits of an early foreign language program, which promoted engagement and motivation with students and changes their worldview. In spite of the limitations of PRONI, Sayer, Mercau and Blanco, (2013) and Mendoza and Puón (2013) coincided when they stated that teachers were well trained and had a decent level of English. However, the PRONI positions were characterized by fairly low wages, non-permanent contracts, problems and irregularities in payments, and the lack of basic benefits such as health insurance and time paid for work done in preparation and grading of lessons. Thus, it seems that there were some factors that may be preventing the PRONI program from progressing (Perales, Reyes & Murrieta 2012).

CHAPTER 3. METHOD

In this section, the research design, the description of the participants, and the context are presented. It is also explained how the instrument was built, as well as how the data was collected and analyzed.

The objective was to obtain a descriptive explanation of young students' sense of self-efficacy to learn English, thus we carried out an exploratory quantitative study carried out using a survey. The type of data collection was transactional. This is an exploratory study because it is the first time secondary students' beliefs about their capacity to learn English is researched. Aliaga and Gunderson (2005) in Reyes-Cruz, Hernández and Yeladaqui (2011) define quantitative research as the explanation of a phenomenon done through the collection of numerical data and its analysis using the scientific method. To identify the relationship among the sources of self-efficacy and the four linguistic skills, we carried out a correlational study. A correlational study is necessary to determine the relationship between variables (Reyes-Cruz, Hernández & Yeladaqui, 2011).

3.1. Context

The present study was carried out at a public secondary school in Chetumal, Quintana Roo. The total population of students at this school is 229 in the afternoon shift. There are 72 students in the first grade, 100 in second grade and 75 in third grade. Students' age ranges between 12 and 16 years old. The school has free access to internet. There are 28 teachers working at this school, only two of them are English teachers. English classes are taught 3 times a week during 50 minutes. English curricula at this school is the one proposed by the NEPBE, implemented in 2009.

PRONI is a governmental program that helps students to reach a B1 level in English (B1 corresponds to Common European Framework of Reference for Languages, CEFC). Students are supposed to reach this level of knowledge in English by the end of the secondary school studies. This program was thought to be implemented in stages. The first stage started at the kinder garden in 2009, and at the same time, in the first and second years at the primary school. The second stage

was the implementation at the third and fourth year of the primary school. The third stage was the implementation at the fifth and sixth year of the primary school. The fourth required the implementation of the courses in all the years at the secondary school. By 2016 students who entered the secondary school would have received English classes at all grades in the primary school. Thus, at secondary school, students are supposed to have reached a certain level of English that would help them reinforce the previous knowledge.

3.2. Participants

The participants of this study were a total of 100 students, these are students who were at the beginning of the second year at the secondary school. These students have already taken English classes from the first year at the secondary school and, thus, are supposed to have learnt the topics being taught during that period. The participants were both, males and females. The participants' age rank goes from 12 to 16 years old. The sampling method appropriate for this sample was the convenience sampling. Creswell (2008) described convenience sampling as when the researcher selects participants because they are willing and available. We decided to study these students because they constitute the beginning of the second year of school in the implementation of a new curricula in the national educational system.

3.3. Instrument

A survey research design was chosen to conduct this study. According to Reyes-Cruz, Hernández and Yeladaqui (2011), the key element in a quantitative design is the data collection instrument because the phenomenon to be investigated is not always found in a quantitative form. The instrument I used was created by Sansores (2018) regarding the items on the four linguistic skills in English. This instrument was in turn an adaptation of an instrument of Villanueva (2015) on the sense of self-efficacy to learn English. Villanueva based her design on the instrument of Bäßler, Schwarzer and Jerusalem (1993) for the items related to the general sense of self-efficacy.

The survey was cross-sectional, the data were collected at one point in time (Creswell, 2003). The implemented survey in the current study is composed of four sections. The first part is about the students' perceptions to execute tasks in the four English Linguistic skills (speaking, listening, reading, and writing). There are seven questions for each skill. A 5-point Likert-type scale for the answers was used; option one corresponds to *unable* and option five to *very capable* (see table 1). It is important to mention that these questions were based on the CEFR (Common European Framework of Reference for Languages, 2002) and on the PRONI (National English curricula, 2011).

Table 1.

Capacity response scale

1 = Unable	2 = Less Capable	3 = Standard	4 = Capable	5 = Very Capable
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The second section of the instrument was based on the Self-Efficacy Sources proposed by Bandura (1987): vicarious experience, verbal persuasion, physiological and affective states, and enactive mastery experience. There are five questions per each source with the exception of verbal persuasion source, which has four questions. The answers options were from a frequency scale, in which option one corresponds to *never* and option five to *always*. See table 2 for more information.

Table 2.

Frequency scale

1 = Never	2 = Sometimes	3 = Undecided	4 = Almost Always	5 = Always
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The third section of the instrument is composed of questions about the general self-efficacy sense. These questions are based on The General Self-Efficacy Scale by Bäßler, Schwarzer and Jerusalem (1993). There are ten questions in this section. The answers options were from a veracity scale, in which option one corresponds to nothing true and option five to very true. See table 3 for more information.

Table 3.

Veracity scale

1 = Nothing true	2 = Hardly true	3 = Almost true	4 = True	5 = Very true
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The fourth section of the instrument consists of questions addressed to obtain demographic data. As for example, age, gender, and classroom. The instrument was written in Spanish to guarantee a more accurate interpretation of the directions and the items by students. See appendix 1.

3.4. Procedure

Based on what Hernández, Fernandez and Baptista (2006) stated, the collection of the data is a formal process. Thus, the application of the survey was carried out at the school, during the school timetable. We asked all the students from the second year (100 in total) to answer the survey. We asked for permission to administer the instrument to the principal of the school and also addressed a letter to students' parents. We piloted the instrument in another public secondary school with similar conditions to the one in which we carried out the final application. Students' names were not required. Data collection took place at the beginning of the 2017 school year.

3.5. Reliability

The reliability of the instrument in this project was ensured by the procedure of internal consistency of Cronbach's Alpha. According to Hernández, Fernández and Baptista (2006), the reliability of the instrument in quantitative studies refers to the possibility of obtaining the same results when it is applied repeatedly. On the other hand, according to Muijs (2010) above .07 is usually considered a reasonable reliability for research purposes. The piloting of the instrument obtained a .950 reliability, and the final application was quite similar .947.

3.6. Data Analysis

Since the objective of this study was mainly descriptive, data was analyzed through a descriptive analysis. According to Glass and Hopkins (1984), doing a quantitative descriptive analysis requires gathering a great amount of data, organizing it, tabulating, depicting and describing the data collected. It was then necessary to obtain some measures of central tendency such as variation, percentage, and correlation between variables (AECT, 2001).

To answer the last research question, a correlation test was carried out to obtain the results of the sources of self-efficacy with the sense of self-efficacy in each of the linguistic skills. To identify the correlation between the variables, the Spearman correlation coefficient was applied in this study, which it is ideal to obtain the correlation of variables in an ordinal measurement level and by ranges or hierarchies for quantitative instruments (Hernández, Fernandez, & Baptista, 2006). The Spearman correlation coefficient refers to the correlation measurement between two random variables and it is obtained through a statistical test.

The program selected for the analysis of the data was the Statistical Package for Social Sciences (SPSS) for its high degree of reliability for this instrument in quantitative studies, as well as its ease of use to quantify a large amount of data (Reyes, Hernández & Yeladaqui, 2011, Hernández, Fernández & Baptista, 2006).

CHAPTER IV. RESULTS AND DISCUSSION

In this chapter, we will present the findings based on the objectives previously determined. The first aim of this study was to identify the sense of self-efficacy about the four linguistic skills of secondary school students at a public secondary school. The second objective was to determine the students' experiences regarding the four sources of self-efficacy. The third aim was to establish if there was any association between the four sources of self-efficacy and the students' sense of self-efficacy to learn English.

4.1. The sense of self-efficacy about the four linguistic skills

In this section, the items related to the variables of the four linguistic skills are presented: listening, speaking, reading and writing. The order in which they are found corresponds to their location in the instrument. First, the listening skill is presented, then the speaking skill, thirdly, the reading skill. Finally, the analysis of the writing skill is presented.

4.1.1 Listening skill

Regarding the listening skill, the results indicated that most of the students feel *less capable*, which means they have a low sense of self-efficacy in this receptive ability. Most of the students chose the option *less capable* for all the items. After that, students preferred the option *standard capacity*, followed by the option *unable*. *Capable* but mainly *very capable* were the options less chosen by the students to grade their capability to orally understand English. Item 1 had the highest percentage (56%). Item 4 got the lowest percentage of answers (2%). The highest percentage in the option *capable* was 16% and the option *very capable* did not exceed the 9%. See table 4:

Table 4.

Listening Skill

Item	Unable	Less Capable	Standard	Capable	Very Capable
1. I am able to understand the main idea of short messages spoken in English on topics of daily life.	4	56	18	15	7
2. I am able to understand spoken instructions in English.	13	46	28	8	5
3. I am able to identify phrases made in a spoken dialogue in English.	16	44	24	8	8
4. I am able to identify the general idea of a dialogue in English.	19	48	29	2	2
5. I can identify if people use simple and common words in a conversation in English.	17	37	20	16	9
6. I can identify if people use complicated words and formal phrases in a conversation in English.	24	30	30	9	7
7. I am able to understand the main ideas of a radio program in English.	30	46	17	4	3

The results of this study are contrary to those of Rahimia and Abedib (2014), who found that the sense of self-efficacy in students' listening comprehension was intermediate. The reason why our students feel *less capable* may be that they feel anxious when performing listening exercises that negatively affects their sense of self-efficacy (Chen, 2007). Employing strategies such as goal setting (Ballesteros & Tutistar, 2014), and training in the use of strategies and feedback (Yan & Renzhi, 2012) could improve the sense of self-efficacy for listening in students. Bandura (1997) states that a low sense of self-efficacy is negative for people because it reduces motivation and prevents risk-taking; consequently, it affects their progresses in the mastery of the skill, in this case listening in English. It is important that teachers use strategies to help increase the sense of self-efficacy of their students and their current performance.

4.1.2 Speaking skill

Regarding speaking, once again most of the students reported they feel *less capable* to speak in English. Items 8 and 11 got the highest percentages in the option *less capable* with 41%. Most of the items in this option got very high percentages. Next, options *unable* and *standard* got very similar percentages of answers. The items with the lowest percentages were in the option *capable* and *very capable*, items 10 with 3% and 12 with 8%. The item with the highest percentage in the

option *capable* was number 11 *I can describe myself orally in a simple way*, with 17% and the option *very capable* did not exceed the 14% of the answers.

Table 5.

Speaking Skill

Item	Unable	Less Capable	Standard	Capable	Very Capable
8. I am able to participate in an English short conversation.	17	41	16	13	13
9. When I speak in English, I am able to use different tones of voice to convey the meaning better.	26	36	21	10	7
10. I am able to agree with someone through a dialogue in English.	29	37	23	8	3
11. I can describe myself orally in a simple way.	12	41	20	17	10
12. I am able to describe orally the place where I am.	17	40	21	8	14
13. I am able to link sentences in English to form longer ideas.	20	40	22	12	6
14. I am able to clarify in English any message that has not been understood.	28	37	17	12	6

The results indicated that students feel *less capable* to speak in English; therefore, they have a low sense of self-efficacy in this skill. These findings are similar to those of Puspita, Kusumaningputri and Supriono (2014), whose results also reported that students indicated a low sense of self-efficacy in establishing conversations with other people. It is understandable that our students do not feel *capable* of speaking English taking into account that this language is not usually spoken outside the classroom. This may mean that they do not have many opportunities outside the classroom to speak English. Puspita *et al.* (2014) state that feeling *less capable* of speaking may be due to the lack of vocabulary and oral practice. Attending to self-access centers (Liu, 2013), being in contact with English through music, movies, playing video games and surfing on internet (Sayer & Ban, 2013), serve as a tool that could raise the sense of self-efficacy for students in speaking.

The low sense of self-efficacy that these secondary school students reported may be explained by Bandura. Bandura (1994) states that those people who have not had enough enactive mastery experiences, generally speaking they do not have the basis to build a precise sense of self-efficacy. Students in this study do not have an environment to practice English orally in real settings. Some studies carried out in Mexico have shown that not having an environment of oral

practice in English orally affects the performance of the skill (Sayer & Ban, 2013). Thus this lack of enactive mastery experiences has not allowed them to build a strong self-efficacy in speaking.

4.1.3 Reading skill

With respect to reading, students reported too they considered they are *less capable*. Items 15 and 21 received the highest percentage of answers (45% and 44% respectively) in the option *less capable*. The next option with the highest percentage of answers was the *standard* option. Options *unable* and *standard* got very similar percentages of answers. *Capable* and *very capable* got the lowest percentage of answers with respect to the rest of the options. In the options *capable* and *very capable* item 18 got the highest percentage with 21% and 10% respectively. See table 6 for more details.

Table 6.
Reading skill

Item	Unable	Less able	Standard	Capable	Very capable
15. I am able to understand in general a text in English on topics of daily life.	18	45	26	6	5
16. I am able to identify specific information in a text written in English on topics of daily life.	24	38	25	9	4
17. I am able to identify the main ideas in a text written in English on topics of daily life.	25	42	18	12	3
18. I am able to understand written instructions in English.	15	38	16	21	10
19. I am able to guess the meaning of unknown words from an English text using the context in which the words are.	26	32	24	10	8
20. I am able to understand the general idea of a short story in English.	29	28	22	16	5
21. I am able to use reading strategies to understand a text written in English.	21	44	22	10	3

Most of the students in this study reported to be *less capable* in the reading skill. Richardson's (2013) found too that middle school students had a lower reading self-efficacy than elementary

school students. Yoğurtçu (2013), on the other hand, found that high school students reported a high level of self-efficacy in reading. The high self-efficacy of the students from Yoğurtçu's study may be due to the fact that they are grown up students with more experience in the study of English. The low self-efficacy reported by the students of the present study may be due to different factors. On the one hand, the reason may be because of the low level of reading comprehension students usually achieved in Spanish. The report of PISA (Programme for International Student Assessment), carried out by the OECD (Organization for Economic Cooperation and Development, 2015) indicated that none of the fifteen-year-old-students achieved a level of reading comprehension. If students do not have skills to read in Spanish or in English, we may state that they do not have reading strategies. According to Naseri and Zaferanieh (2012) and Rebecca (2013) not having reading strategies affects the sense of self-efficacy. We may then infer that this lack of strategies, affect their perception of their capacity to read in English. To improve the sense of self-efficacy in students, it is recommended the use of concept mapping Khajavi and Khetabi (2012). On the other hand, according to the PRONI (2011), the initial stage of the cycle in secondary education focuses on basic reading skills and competencies, while the most complex competencies are developed in subsequent years. This may explain why these students feel *capable* of performing in very few and simple reading competences as revealed in the findings (item 18).

Another explanation for the low self-efficacy of these young secondary school students may be adolescence. According to Bandura's theory (1994), adolescence is an indicator that affects students' self-efficacy performance. Thus, students of this present study may be experiencing changes that make them considerate unsuitable for this ability.

4.1.4 Writing skill

Regarding the writing skill, most of the students reported to feel *less capable*. The next option with the highest percentage of answers was the *standard* option. The category *capable* and *very capable* did not exceed 16%. The item number 22 was the one with the highest percentage (44%) in the option *less capable*. Items 23 obtained the highest percentage in the option *unable* (30%) and item 24 in the *standard* option (30%). These two items 23 and 24 clearly allow us to see that students have not advanced in the use of the English language regarding the writing skill

since more students reported to have a *standard* ability to carry out simple tasks and more students reported *unable* for more complicated writing tasks. See table 7 for more information.

Table 7.

Writing skill

Item	Unable	Less capable	Standard	Capable	Very Capable
22. I am able to write well-structured short texts in English on topics that I know.	14	44	22	14	6
23. I am able to write a text in English with complicated words and formal phrases.	30	35	17	12	6
24. I am able to write a text in English using simple and common words.	14	33	30	12	11
25. I am able to write common English words with a good spelling.	18	31	26	16	9
26. I am able to use correctly punctuation in English.	24	35	25	11	5
27. I am able to write a message in English to clarify something that has not been understood.	26	41	19	9	5
28. I am able to write my point of view in English about a specific topic.	28	37	19	10	6

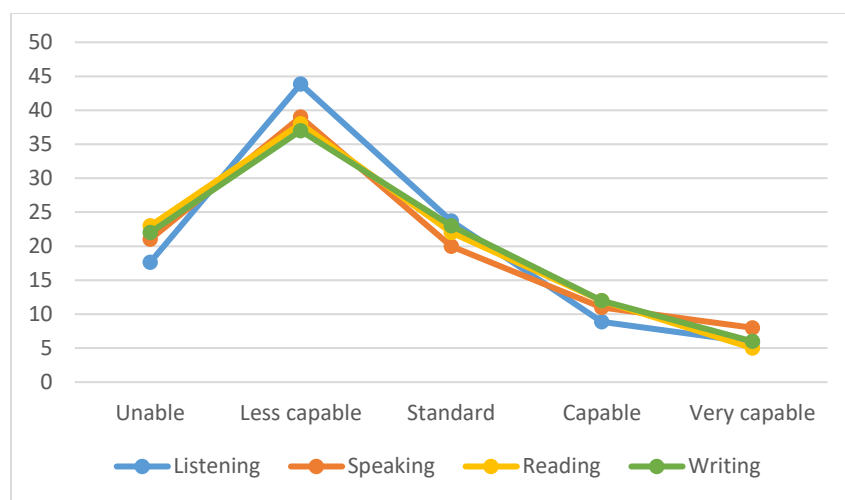
Regarding writing, most of the students reported that they feel *less capable*. These findings are similar to the ones in the study carried out by Pajares, Johnson, and Usher (2007) with elementary and middle school students. They too found that middle school students reported a low sense of self-efficacy in writing. On the other hand, these authors also identified that a high level of anxiety was predictive of self-efficacy beliefs in writing. Participants in this study may also be suffering from anxiety for many reasons, including not being familiar with writing activities. Based on a revision of the PRONI (2011), we can state that they do not do many writing exercises. Therefore, they have not been able to generate confidence in carrying out complex writing tasks. The above can be verified with the answers to items 22 and 23. These students reported that they are *less capable* to write short, well-structured texts in English than to write texts in English using simple and common words. That is to say that they feel *less capable* to write complicated texts. The reason for this lack of skill could be the lack of writing practice and motivation. Although we did not research the motivation variable, we can infer that there is no motivation to write in English

since most students do not have the need to use English outside the school. Pajares' study (2003) found out that students' confidence in their writing capabilities influence their writing motivation as well as their various writing outcomes in school. Bandura (1997) claimed that motivation is a factor that could influence students' sense of self-efficacy; therefore, it is essential to increase students' sense of self-efficacy, even if their performance is not as it is expected.

From this analysis, we could make a first conjecture that the low self-efficacy of these students to write in English can come from the lack of practice, lack of need and motivation to use the language. However, further research is needed to determine if these variables have to do with the low self-efficacy of these students.

In figure 1, it can be seen that the students' prevalent answer about their self-efficacy in English was *less capable*. The one in which they feel *less capable* was listening, followed by speaking. Writing and reading were the skills with more answers in the option *capable*. The skill in which more people feel *capable* was also speaking.

Figure 1.
Comparison of the sense of self-efficacy by skills



The results revealed that, in general, these secondary school students have a low self-efficacy in all the linguistic skills. These findings seem to be congruent with the harsh implementation of English teaching in México (Mendoza & Puon, 2013; Ramírez, 2013; Quezada,

2013; (Reyes & Murrieta, 2017) as well as the lack of educational policies on language teaching (Reyes, Murrieta & Hernández, 2011).

4.2. Students’ experiences regarding the four sources of self-efficacy

In this section, the items related to the variables of the four sources of self-efficacy are presented. First, vicarious experience is presented, followed by the verbal persuasion, then the source of physiological and affective states is explained. Finally, the source of enactive mastery experience. Each of these variables are discussed in their respective section.

4.2.1 Vicarious experience

For this section, five items were designed to determine these students’ experiences regarding the vicarious experience. With respect to the vicarious experience, the results indicated that more students reported not having much vicarious experiences. Most of the students chose the option *sometimes* for all the items. After that, students preferred the option *almost always*. Then students chose the option *never* and in the end they chose the option *always*. Item 33 had the highest percentage (38%) in the option *sometimes*. Item 30 got the lowest percentage of answers (8%) in the option *always*. The highest percentage in the option *almost always* was (23%) and the option *always* did not exceed 27%. See table 8.

Table 8.

Vicarious experience

Item	Never	Sometimes	Undecided	Almost Always	Always
29. Listening to how the characters in video games speak in English helps me to learn new words and expressions.	14	37	16	18	15
30. I learn to speak English seeing how my parents or relatives speak.	28	26	17	21	8
31. The way my teacher talks is a role model for me.	11	29	16	17	27

32. I imagine myself doing well in English.	13	37	16	23	12
33. Hearing my friends speak in English, I learn about this language.	24	38	15	11	13

If we sum up the amount of people who answered *almost always* and *always*, we can determine that 44% of these students reported that they consider their teachers as models because of the way they speak in English. This finding could be because, as stated in some researches, English teachers have shown interest in their students and the English Program (Quezada, 2013; López de Anda, 2013). Thus, further research may be necessary so as to determine the impact these new teachers have had among secondary school students. Even though the percentage of students who said they received influence from their English teachers was significant, we expected this to be greater since PRONI in Chetumal teachers are trained English teachers. A very similar percentage (40%) answered *never* or *sometimes* have seen their teachers as role models because of the way they speak. Very few of these students stated they were *undecided* (16%), they could not decide if the way their teacher talks in English was a role model for them.

Very few students answered they learn English seeing their friends and parents talking. This may be because none of them speaks this language or that their knowledge of this language is very low. In this regard, Bandura (1997) states people tend to look for competent models to imitate. This author also explains that depending on how students perceive the model, they will decide if they are good or not. Thus, if neither friends nor parents have a good level of knowledge of English, the students will not see them as competent models to imitate. The above statements are related to the Mexican context in which students are less likely to receive a good example of their parents' performance, because English in Mexico is not spoken as a second language. Schmuck and Schmuck (1992) suggest that small group projects in which students help guide each other through a complex task is therefore a suitable strategy to enhance the students' sense of self-efficacy.

4.2.2 Verbal Persuasion

For this section, four items were designed to determine these students' experiences regarding the verbal persuasion. With respect to verbal persuasion, results indicated that most students reported first that they had *sometimes* received verbal persuasion, then they chose the

option *never*. The percentages for both options were very similar. Within the answers, item 35 got the highest percentage with a 42% in the option *never*, followed very closely by item 34 in the option *sometimes* with 41%. The option *almost always* (between 11% and 14%) also got very low percentages. All the items got very low percentages in the option *always* (between 4% and 11%) too. Compared to the source explained above, students reported having received less verbal persuasion than having lived vicarious experiences. See table 9.

Table 9.

Verbal Persuasion

Item	Never	Sometimes	Undecided	Almost Always	Always
34. I have received good comments from a teacher about my level of English	17	41	18	13	11
35. My friends or classmates tell me that I'm good at English	42	28	15	11	4
36. My relatives tell me that I'm good at English	34	34	15	12	5
37. People who I have communicated in English with have told me that I do it well	34	30	17	14	5

With respect to verbal persuasion, results revealed that the most students have *sometimes* received good comments from their teachers, classmates or parents. And a very similar amount stated that have never received verbal persuasion. These results are similar to the ones from Sansores' (2018). Sansores also reported that similar percentages of high school students answered that sometimes and never had received verbal persuasion. Bandura (1997) explains that the verbal persuasion has a great impact on students with a low sense of self-efficacy. Thus, taking into account that most of these students have received few or no verbal persuasion we may infer that this is a reason why their sense of self-efficacy has the tendency to be low, at least in the four skills.

Most participants in this study have *never* or only *sometimes* received verbal persuasion about their use of English, which may mean that because public secondary schools tend to have numerous groups, teachers do not have enough time to verbally support their students. According to Bandura (1997) large groups and the lack of materials hinder learning; in this case the difficult teaching conditions may too hinder teachers' opportunity to verbally persuade their students. Thus,

this author suggested that giving people feedback encourage them to gain confidence on themselves and to explore the capabilities they possess.

4.2.3 Physiological and affective states

For this section, five items were designed to determine these students' experiences regarding the physiological and affective states. One more item was written to address the general performance in English in relation to this source too. It is important to note that physiological and affective states can be positive or negative factors that could positively or negatively affect a person's sense of self-efficacy.

With respect to this source, most students chose the option *sometimes* for all the items. Therefore, the findings of this research mean that most students *sometimes* feel stressed, upset or nervous when they have to perform in English in any of the language skills. See table 10 for more information. Within the answers, item 38 got the highest percentage with 38% in the option *sometimes*. The item with the lowest percentage was the number 39 with 6% in the option *always*.

Table 10.

Physiological and affective states

Item	Never	Sometimes	Undecided	Almost always	Always
38. Doing listening comprehension exercises in English stresses me.	23	38	17	12	10
39 Doing writing exercises in English alters me.	34	31	17	12	6
40. Speaking in English makes me nervous.	17	28	14	20	21
41. Doing reading exercises in English makes me nervous.	24	31	15	13	17
42. Demonstrating my command of English scares me.	25	28	16	13	18

Of the four abilities, the one that obtained a highest percentage in the option *almost always and always*, was the one referred to the ability to speak with 41% (20% and 21% respectively). The second ability in which more students reported feeling upset was reading with 30% in the options *almost always* (13%) and *always* (17%), followed by listening with 22% in the options *almost always* (12%) and *always* (10%) and in the end it was writing with 18% (12% and 6%) in the options *almost always* and *always*. These findings mean that the ability in which more students reported to feel nervous was speaking, then reading followed by listening and in the end, writing. Results can be interpreted as very few students that feel nervous or upset when doing listening comprehension and writing exercises.

Regarding the item that refers to whether demonstrating English proficiency scares them, very few people (31%) reported that *almost always* and *always* (with 13% and 18% respectively) felt scared when having to do this activity. More people (53%) responded *never* and *sometimes* have felt scared when having to demonstrate their command of English. This means that very few students feel scared when having to demonstrate their English competence. This finding does not match with the results obtained in the speaking skills since this was the ability in which more students reported suffering some physiological disturbance.

Another lack of congruence was detected between the sense of self efficacy that these students reported in the four skills and the physiological states they experience when having to demonstrate their proficiency in English. In the four skills more students reported to feel less capable but when having to demonstrate their proficiency in English more students reported that they do not feel scared. Taking into account that very few students said they felt *capable* or *very capable* of performing in the four skills, it was expected that more students would feel scared when they had to demonstrate their proficiency in English. This may mean that these students evaluate their general and individual skills differently. In this sense, Bandura (1997) establishes that the generality of the people's judgments can vary markedly, depending on the range of activities and situational demands they happen to take into consideration. Thus, the conclusion is that these students' individual sense of self-efficacy did not determine their beliefs about their skill to demonstrate their performance in English.

In general, most students neither feel stressed, upset, nor fear to read, listen or write in English. Regarding the skills, the one in which they feel more upset is speaking, then reading,

followed by listening and in the end, writing. The absence of stress, the lack of fear or not feeling upset when doing listening and writing exercises in English could be explained in different ways. One reason could be that the exercises they do are easy for them or that they have rarely done exercises of this type and therefore, as stated by Bandura (1997) they cannot identify the difficulty of the task.

A third of the students said they were afraid they had to demonstrate their English proficiency. Bandura (1994) claimed that although students feel themselves as effective, some aspects of the language performance may be difficult for them, therefore, it causes them anxiety or stress. Based on what Bandura says, more students were expected to say that they feel nervous when they had to demonstrate their command of English.

Except for the study of Sansores (2018), we did not identify any similar research to compare these findings. Sansores' findings revealed that a lower percentage of high school students reported feeling fear, stressed or being upset when performing in English. Nevertheless, the findings of this study coincide with those of Sansores regarding the speaking skill. In both studies students reported to feel nervous when speaking in English. In this sense, Bandura (1997) claimed that some aspects of the language performance may be difficult for people because they do not measure the difficulty of the tasks.

4.2.4 Enactive mastery experience

For this section, five items were designed to determine these students' experiences regarding the enactive mastery experiences. Regarding enactive mastery experience, more students chose the option *never* in almost all the items, which means that more students have *never* been in a real contact situation in which they had to speak in English (items 54 to 56). The second option more students chose was *sometimes*, except for item 57 for which more students answered *always*.

The item with the highest percentage of answers was number 54 in the option *never* with 60%. Other items that stand out are number 55 and 56 for having also obtained a high percentage of responses with 50% and 53% in the option *never*. These three items refer to having had contact

with English through visiting English-speaking countries or having spoken in English with tourists or with people from Belize.

The options *almost always* and *always* also got very low percentages in all the items except for item 57. For items 57 and 58 the answers were different. Item 57 got the highest percentage of answers in the options *almost always* and *always* with 62% while item 56 got the highest percentage in the options *never* and *sometimes* with 66%, which means that students are more likely to listen to music in English than to read texts in English. The option *undecided* got the lowest percentages of all the former sources. See table 11 for more information.

Table 11.

Enactive mastery experience

Item	Never	Sometimes	Undecided	Almost always	Always
54. I have traveled to English speaking countries.	60	22	5	7	6
55. I interact in English with Belizean people.	50	27	8	10	5
56. I have spoken in English with foreign tourists.	53	26	10	10	1
57. I listen to music in English.	10	24	4	13	49
58. I read texts in English.	20	46	12	10	12

The results revealed that many students said they have *never* interacted with people in English or have *never* traveled to countries where English is spoken. These results are similar to those in Sansores' research (2018) in which the high school participants also reported a low amount of enactive mastery experiences regarding the use of English. Since visitors from Belize are quite common in the context of these students, everything would indicate that they have had many opportunities to practice English with Belizeans. However, this does not seem to be the case. Thus, the fact that in both studies, students have reported that *never* or *sometimes* speak in English with Belizean people raises an interesting topic of study to determine why these young people do not speak English with Belizeans. These students may not be interested to speak English with Belizeans because their English is a Creole Dialect and, as some authors explain, there are some features from Creole languages that are not widely accepted by people. Wigglesworth, Billington, and Loakes (2013) explained that grammatical and phonological differences which are incorporated into

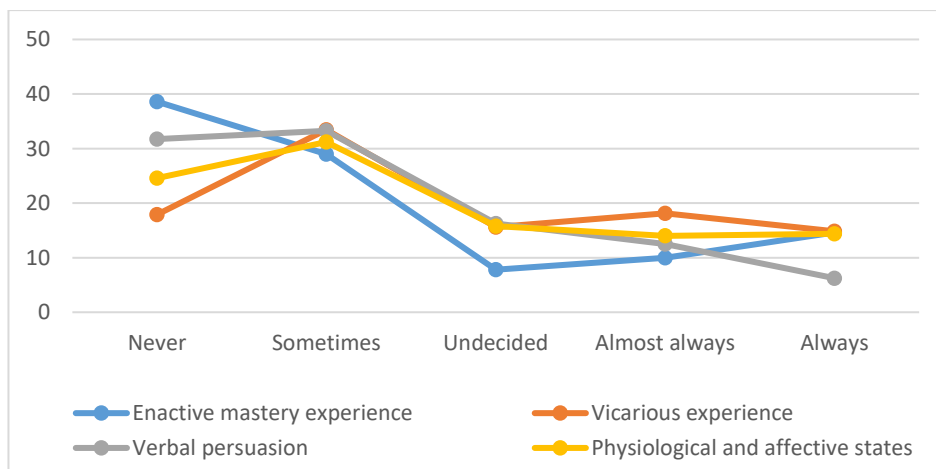
creoles from the local languages mean that creoles may sound deviant to speakers of the standard lexifier language, which contributes to negative attitudes amongst speakers of the creole. In the same way, Akande and Salami (2010) assured that when a language is not officially recognized, attitudes towards it are not supportive for educational purposes. On the other hand, a high percentage of the students reported having had previous experiences but through listening to music and very few reading.

With regard to this source, Bandura (1997) explains that “enactive mastery experience is the most influential source of efficacy because it provides the most authentic evidence of whether one can muster whatever it takes to succeed” (p. 80). This is due to the constant positive and negative experiences that an individual experiences. Previous experiences create opportunities to develop a precise sense of self-efficacy. Nevertheless, this is not the case for the students of this research who have hardly had enactive mastery experiences. Thus, we can infer that the low self-efficacy that these students reported may be due to not having previous experiences in the use of English.

In general, for the sources of self-efficacy, these students considered that vicarious experience was the one that seemed to be more related to their beliefs of self-efficacy in English, followed by the physiological states, then verbal persuasion and, in the end, it was enactive mastery experiences. See figure 2.

Figure 2.

Sources of self-efficacy



The findings of the present study coincide with those of the research of Sansores (2018) in the order in which the sources seemed to be related to students' self-efficacy. In both cases, students reported to have lived more vicarious experiences than enactive mastery experiences. A significant difference, however, was that those students reported having a moderate self-efficacy and not low as in the case of the students of this present work.

4.3. Correlation between the sources of self-efficacy and linguistic skills

In order to see if there was any relation between the sources of self-efficacy and the linguistic skills, correlations were used. The Spearman's Rho rank-order correlation coefficient was applied to analyze the data using the SPSS statistical program.

In the interpretation of Spearman's correlation statistical test, it is necessary to take into account the objective of the research and the relevance of these correlations in the clinical phenomenon being studied. Different authors express scales of interpretation. According to Martínez, Tuya, Martínez, Pérez, and Canovas (2009) in the interpretation of the Spearman correlation statistical test, it is necessary to take into account the objective of the research that is defined in the first instance and the relevance of these relationships in the clinical phenomenon being studied. The conclusion does not depend only on the mathematical figure obtained, it should be based on scientific experiences of the research topic to avoid interference with chance. The explanation of a correlation coefficient as a measure of the intensity of the linear relationship between two variables is purely mathematical and free of any importance of cause and effect. The fact that two variables tend to grow or decrease together does not indicate that the one has a direct or indirect effect on the other. Different authors have defined scales to interpret the correlation. Having verified the objectives of this research and the findings of the review of literature included in this study, the scale chosen out of the ones proposed by some authors is the following one:

Scale: Relation range

0 – 0,25: Little or null

0,26-0,50: weak

0,51- 0,75: between moderate and strong

0,76- 1,00: between strong and perfect

Results showed that, between the verbal persuasion and the four linguistics skills (listening, speaking, reading and writing), there is a relation ranged between moderate and strong. In these cases, the correlation coefficient was above .6. Vicarious experience got too a range of correlation from moderate to strong with all the linguistic skills. Enactive mastery experience source obtained a weak but positive correlation with all the skills listening. The physiological and affective states source showed the least range of correlation with the linguistics skills. Between the physiological and affective states and the four sources of self-efficacy there is little or null correlation. See table 12 for more information.

Table 12.

Correlation between sources of self-efficacy and linguistic skills.

		Vicarious experience	Verbal Persuasion	Physiological and affective states	Enactive mastery experience	
Rho de Spearman	Self- efficacy Listening	Correlation Coefficient	.639**	.657**	.193	.453**
		Sig. (bilateral)	.000	.000	.051	.000
		N	103	103	103	103
	Self- efficacy speaking	Correlation Coefficient	.610**	.615**	.197*	.386**
		Sig. (bilateral)	.000	.000	.047	.000
		N	103	103	103	103
	Self- efficacy reading	Correlation Coefficient	.576**	.639**	.155	.420**
		Sig. (bilateral)	.000	.000	.118	.000
		N	103	103	103	103
	Self- efficacy writing	Correlation Coefficient	.541**	.620**	.182	.388**
		Sig. (bilateral)	.000	.000	.066	.000
		N	103	103	103	103

Note: * Significant correlation between variables in the level 0, 05.

** Significant correlation between variables in the level 0, 01.

With regards to the association between the verbal persuasion and the four linguistic skills, students reported that it was their English teacher who gave them good comments about their English. These findings coincide with Sansores' (2018) among high school students. There is a possibility that the teachers of these young students were the new young teachers who began working in the English program just a few years ago. This moderate correlation may be due to the positive attitude and willingness to learn and implement new methodologies of those teachers from the PRONI, reported by Pamplón and Ramirez (2013) in their study.

Regarding the vicarious source and listening and speaking skills, the correlation found was moderate and positive. This source was identified as the most closely related to these students' self-efficacy. A similar result was found for those of Asakereh and Dehghannezhad (2015) whose results indicated that speaking skill self-efficacy beliefs were a significantly stronger predictor of their university participants. These findings also agreed with Sansores' (2018) study. These students reported that hearing their friends speak in English helped them to learn about this language. This finding may mean that when they see a classmate doing well in English they think they are able to do it too or also that they are able to learn from a classmates' failure. These students may see these events as opportunities to learn and then surpass their classmates. In this sense, Bandura (1997) explains surpassing an associate or competitor raises efficacy beliefs. This way of understanding the development of learning could benefit students since it would allow them to know their mistakes when using English and an opportunity to correct themselves and learn from each other in a self-regulated environment. Bandura (1997) suggests that people who construe their stimulation as stemming from personal inadequacies are more likely to lower their efficacy beliefs. These students may use their classmates' inadequacies as opportunities to learn and improve so that is why their self-efficacy is not low. This moderate correlation in the participants of this study could also be explained by the fact that they can imagine themselves doing well in English which means that they believe in their skills in English.

This way of seeing themselves seems to be related to their self-efficacy in the listening and speaking skills. Nevertheless, the expected correlation between vicarious experience and reading and writing skills was low because these are not, unlike listening and speaking, common daily tasks. Writing and reading are considered more formal academic activities among students, thus are considered more complicated.

In general, the moderate correlation between the source of enactive mastery experience and the skills of listening may be explained because of students' interest in having contact with English through listening to music in English because they can learn new words and expressions. A similar result was found out by Sansores (2018) in which the high school participants also indicated a moderate correlation in listening and the source of enactive mastery experience. On the other hand, the moderate positive correlation between the source of enactive mastery experience and the skill writing seem to correspond to the scarce need of these students to write in English. The moderate correlation with speaking may seem to be due to not having communicated in English with other foreigners that much. And the activities they said to do were mostly playing videos games or listening to music which may not help them to reinforce their speaking and writing skills.

About the association between the physiological and affective states source and the linguistic skills, a little or null positive correlation was found. The findings of the present research are different to the ones found by Sansores (2018), whose correlation between the source of psychological and affective states and the four linguistic skills in his secondary school participants was minimal and negative. The little or null correlation found in this research can be explained by the fact that these students do not seem to have been exposed to challenging situations in which they had to use most of the language skills. Thus, they may not know how they would have felt in those situations. In this sense, Bandura (1997) explains that self-affirming beliefs promote development of skills and personal efficacy. We may interpret this as the need for young students to experience the arousal of emotions and physiological states through practicing English. In this sense, Bandura and Cioffi (1991, cited in Bandura 1977) suggest that one way of shifting efficacy beliefs is to enhance physical status, reduce stress levels and negative emotional proclivities, and correct misinterpretations of bodily states.

CHAPTER V. CONCLUSIONS

In this chapter, the objectives of this research are addressed. The first aim of this study was to identify the sense of self-efficacy about the four linguistic skills of secondary students at the public secondary school. The second objective was to determine the students' experiences regarding the four sources of self-efficacy. The third aim was to establish if there was any relation between the sources of self-efficacy and the linguistic skills.

Concerning the sense of self-efficacy about the four linguistic skills, results showed that most of the students considered themselves less capable in all the abilities (listening, speaking, reading, and writing). Therefore, a low sense of self-efficacy was presented in the participants. These findings seem to be congruent with the difficult implementation of English teaching in México where there is a large number of students in a classroom with very different levels of knowledge of English. Other factors may be the lack of educational policies on language teaching that hinders the officialization of this subject in the curriculum and opportunities to have real performance experiences.

The second objective was to determine high school students' experiences regarding the four sources of self-efficacy. The findings revealed that students have lived more vicarious experiences than enactive mastery experiences. Very few of them have had enactive mastery experiences. These students stated that the way their English teachers speak is a role model for them. Friends and parents are the persons these students received less influence from. The little influence that both friends and parents exert on students could be explained by the fact that none of these speak this language or that the knowledge they have is very low. Within these results, it could also be observed that most of the participants of this study do not have a close contact with the English language. Regarding verbal persuasion, most students received it mainly from their teachers, very few from their friends and even few of them receive comments from their parents about the way they speak English. Finally, regarding physiological and affective states, it is important to note that in general students do not feel fear, stressed or upset when having to read, listen or write in English. The only ability in which students stated to feel more upset was speaking.

Concerning the last research question about the correlation between the sources of self-efficacy and linguistic skills, in general, results indicate that three of the four sources of self-efficacy have correlation that ranges from moderate to strong between them (vicarious experience, verbal persuasion, master experience) and the linguistics skills. Nevertheless, the physiological and affective states source showed the least range of correlation with the linguistics skills. there is little or null correlation between the physiological and affective states and the four sources of self-efficacy which means that students hardly ever feel fear, stressed, upset or anxiety when having the perform in English. The skill in which students feel more upset is speaking, then reading, followed by listening and in the end, writing. An important finding was that there was no coincidence between the over English performance these students believed to have and their perception of their abilities individually. Their overall perception was higher than the individual one.

The present study confirms Banduras' (1997) statement regarding the fact that vicarious experience has an important role in student's self-efficacy. The participants of the present study indicated a paucity of experience in the proficiency of the four linguistic skills. Generally, these finding are not in line with the majority of the studies presented in the literature review section, most of which reported a close relation between having had previous enactive mastery experiences and a strong self-efficacy. Thus not having many previous enactive mastery experiences would result in a low sense of self-efficacy. The students from the present study did not report a low sense of self-efficacy even though they have not had many previous experiences in English. Thus, this source seems not to be highly related to their sense of self-efficacy.

5.1 Contributions

The present work could be helpful for teachers from PRONI because it would allow them to know students' perceptions of their abilities to learn English. Teachers may then identify certain factors that may be hindering students' performance in class. The results of this work, then, suggest that teachers should look for different strategies to work with all the linguistic skills because students reported feeling as less capable. It is important that teachers make these skills be observed, so that students can gain confidence and be focused on tasks. In this way, students may feel more comfortable with themselves practicing each skill and, probably, they will make a greater effort to

improve in each skill. Perhaps, if there is a greater sense of self-efficacy, students will have a better achievement.

This research could also be helpful for young people so that they can know their beliefs to learn English and those of their peers. By knowing their classmates' beliefs, they may evaluate their beliefs and their actual performance in English. This could help them assess if there is congruence between what they think about themselves and their actual performance. Then, students can try, together with teachers, to replace negative beliefs with positive ones about their skills in English. By identifying what sources are appropriate to their learning process, teachers may try to work on creating opportunities where these students may practice English.

5.2 Limitations

One of the limitations of this study was that all the results were based on the students' perceptions of their own self-efficacy and not on their actual final grades or performance, which could have made sure that students were actually as self-efficacious as they thought they were or not. We did not use any other source to know students' skills in the four skills. In following researches, it is suggested to use teachers' opinions about students' skills in the four linguistic abilities in English. On the other hand, it must be clarified that the results of this study should not be generalized because the instrument was only applied in one public secondary school in the city. External factors that may have affected the student's self-efficacy were not taken into account.

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APPENDIX

Appendix 1.

FINAL VERSION OF THE INSTRUMENT

Para cada enunciado encierra en un círculo en la columna de la derecha la respuesta que mejor refleje qué tan capaz eres para realizar las siguientes actividades:					
1 = Incapaz	2 = Poco Capaz	3 = Capacidad Promedio	4 = Capaz	5 = Muy capaz	
1. Soy capaz de entender la idea principal de mensajes cortos hablados en inglés sobre temas de la vida diaria.	1	2	3	4	5
2. Soy capaz de entender instrucciones habladas en inglés.	1	2	3	4	5
3. Soy capaz de identificar frases hechas en un diálogo hablado en inglés.	1	2	3	4	5
4. Soy capaz de identificar la idea general de un diálogo en inglés.	1	2	3	4	5
5. Soy capaz de identificar si en una conversación en inglés las personas usan palabras simples y comunes.	1	2	3	4	5
6. Soy capaz de identificar si en una conversación en inglés las personas utilizan palabras complicadas y frases formales.	1	2	3	4	5
7. Soy capaz de entender las ideas principales de un programa de radio en inglés.	1	2	3	4	5
8. Soy capaz de participar en una conversación corta en inglés.	1	2	3	4	5
9. Cuando hablo en inglés, soy capaz de usar diferentes tonos de voz para transmitir mejor el significado.	1	2	3	4	5
10. Soy capaz de ponerme de acuerdo con alguien por medio de un diálogo en inglés.	1	2	3	4	5
11. Soy capaz de describirme oralmente de manera sencilla.	1	2	3	4	5
12. Soy capaz de describir oralmente el lugar en el que estoy.	1	2	3	4	5
13. Soy capaz de enlazar oraciones en inglés para formar ideas más largas.	1	2	3	4	5
14. Soy capaz de aclarar en inglés algún mensaje que no se haya entendido.	1	2	3	4	5

15. Soy capaz de entender de manera general un texto en inglés sobre temas de la vida diaria.	1	2	3	4	5
16. Soy capaz de identificar información específica en un texto escrito en inglés sobre temas de la vida diaria.	1	2	3	4	5
17. Soy capaz de identificar las ideas principales en un texto escrito en inglés sobre temas de la vida diaria.	1	2	3	4	5
18. Soy capaz de entender instrucciones escritas en inglés.	1	2	3	4	5
19. Soy capaz de adivinar el significado de palabras desconocidas de un texto en inglés utilizando el contexto en el que están las palabras.	1	2	3	4	5
20. Soy capaz de entender la idea general de un cuento corto en inglés.	1	2	3	4	5
21. Soy capaz de emplear estrategias de lectura para comprender un texto escrito en inglés.	1	2	3	4	5
22. Soy capaz de escribir en inglés textos cortos bien estructurados sobre temas que conozco.	1	2	3	4	5
23. Soy capaz de escribir un texto en inglés con palabras complicadas y frases formales.	1	2	3	4	5
24. Soy capaz de escribir un texto en inglés utilizando palabras simples y comunes.	1	2	3	4	5
25. Soy capaz de escribir palabras comunes en inglés con buena ortografía.	1	2	3	4	5
26. Soy capaz de usar correctamente los signos de puntuación en inglés.	1	2	3	4	5
27. Soy capaz de escribir un mensaje en inglés para aclarar algo que no se haya entendido.	1	2	3	4	5
28. Soy capaz de escribir mi punto de vista en inglés acerca de un tema específico.	1	2	3	4	5
Para cada enunciado encierra en un círculo en la columna de la derecha la respuesta que mejor refleje tu opinión:					
1 = Nunca	2 = Algunas veces	3 = Indeciso	4 = Casi siempre	5 = Siempre	
29. Escuchar cómo hablan en inglés los personajes de los videojuegos me ayuda a aprender nuevas palabras y expresiones.	1	2	3	4	5
30. Aprendo a hablar inglés viendo cómo hablan mis padres o familiares.	1	2	3	4	5

31. La manera de hablar de mi profesor es un ejemplo para mí.	1	2	3	4	5
32. Me imagino a mí mismo/a desempeñándome bien en inglés.	1	2	3	4	5
33. Oyendo hablar a mis amigos en inglés aprendo sobre este idioma.	1	2	3	4	5
34. He recibido buenos comentarios de algún profesor acerca de mi nivel de inglés	1	2	3	4	5
35. Mis amigos o compañeros de clase me dicen que soy bueno en inglés	1	2	3	4	5
36. Mis familiares me dicen que soy bueno en inglés	1	2	3	4	5
37. La gente con la que me he comunicado en inglés me ha dicho que lo hago bien.	1	2	3	4	5
38. Hacer ejercicios de comprensión auditiva en inglés me estresa.	1	2	3	4	5
39 Hacer ejercicios de escritura en inglés me altera.	1	2	3	4	5
40. Hablar en inglés me pone nervioso.	1	2	3	4	5
41. Hacer ejercicios de lectura en inglés me pone nervioso.	1	2	3	4	5
42. Demostrar mi dominio del inglés me da miedo.	1	2	3	4	5

43. En tu opinión, ¿cuál es tu nivel de dominio del inglés? (tacha la respuesta)										
Muy bajo		Bajo		Intermedio		Alto		Muy alto		
Para cada enunciado encierra en un círculo en la columna de la derecha la respuesta que mejor refleje tu opinión:										
1 = Nada cierto		2 = Apenas cierto		3 = Medianamente Cierto		4 = Cierto		5 = Muy cierto		
44. Soy capaz de encontrar la manera de obtener lo que quiero, aunque alguien se me oponga.						1	2	3	4	5
45. Soy capaz de resolver problemas difíciles si me esfuerzo lo suficiente.						1	2	3	4	5
46. Me es fácil persistir en lo que me he propuesto hasta llegar a alcanzar mis metas.						1	2	3	4	5
47. Tengo confianza en que podría manejar eficazmente acontecimientos inesperados.						1	2	3	4	5

48 Gracias a mis cualidades y recursos puedo superar situaciones imprevistas.	1	2	3	4	5
49. Cuando me encuentro en dificultades puedo permanecer tranquilo/a porque cuento con las habilidades necesarias para manejar situaciones difíciles.	1	2	3	4	5
50. Venga lo que venga, por lo general, soy capaz de manejarlo.	1	2	3	4	5
51. Soy capaz de resolver la mayoría de los problemas si me esfuerzo lo necesario.	1	2	3	4	5
52. Si me encuentro en una situación difícil, generalmente se me ocurre qué debo hacer.	1	2	3	4	5
53. Al tener que hacer frente a un problema, generalmente se me ocurren varias alternativas de cómo resolverlo.	1	2	3	4	5
Para cada enunciado encierra en un círculo en la columna de la derecha la respuesta que mejor refleje tu opinión:					
1 = Nunca	2 = Algunas veces	3 = Indeciso	4 = Casi siempre	5 = Siempre	
54. He viajado a países de habla inglesa.	1	2	3	4	5
55. Interactúo en inglés con personas beliceñas.	1	2	3	4	5
56. He platicado en inglés con turistas extranjeros.	1	2	3	4	5
Para cada enunciado encierra en un círculo en la columna de la derecha la respuesta que mejor refleje tu opinión:					
1 = Nunca	2 = Algunas Veces	3 = Indeciso	4 = Casi siempre	5 = Siempre	
57. Escucho música en inglés.	1	2	3	4	5
58. Leo textos en inglés.	1	2	3	4	5

Escoge la respuesta que mejor refleje la capacidad que crees tener para aprender inglés:				
1 = Incapaz	2 = Poco capaz	3 = Capacidad Promedio	4 = Capaz	5 = Muy capaz
59. Pienso que soy _____ de aprender inglés.				

Responde las siguientes preguntas encerrando en un círculo la opción que corresponda:

60. Mi salón es: A) 2°A B) 2° B C) 2° C D) 2° D E) 2°E

61. Mi género es: A) Masculino B) Femenino

62. Mi edad es: A) 10 B) 11 C) 12 D) 13 E) 14 F) 15

63. ¿En qué grados de la primaria estudiaste inglés? Marca con una cruz.

1° _____ 2° _____ 3° _____ 4° _____ 5° _____ 6° _____

64. ¿Has estudiado inglés en escuelas particulares o has tomado clases particulares?

Sí _____ No _____

65. ¿Cuánto tiempo aproximadamente has estudiado inglés **fuera de la primaria?**

a) 6 meses o menos **B)** 1 año **C)** 2 años **D)** 3 años **E)** 4 años **F)** 5 años

66. ¿Qué promedio obtuviste en inglés en primer grado de secundaria?

a) Menos de 60 **b)** entre 60 y 70 **c)** entre 70 y 80 **d)** entre 80 y 90 **e)** entre 90 y 100