



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

SELF-EFFICACY SPEAKING BELIEFS OF LEI STUDENTS

**A Thesis Submitted to The Faculty of Languages
for The Degree of Licenciatura en la Enseñanza del Ingles**

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PUEBLA, PUE.

April,2018

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April, 2018

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincere gratitude to my advisor Mtra. Leticia Estudillo León for the patience and all the advice she gave me during this project. It was an honor to work with such an amazing person. There are not words to express how grateful I am.

Also, I want to give thanks Mtra. Georgina Aguilar González and Mtra. Sara Merino Munive for taking their time to read and gave me valuable suggestions. All this project was done with the support of my partners that were taking Meta V, so thanks for support me to carry out this research.

DEDICATIONS

This thesis is dedicated to many people who have walked alongside me during the last years. My mom Sarahi who is my homeward dove, she is always giving me the support that I need in this life, to my brother Jose Manuel, that always has the correct words to make me feel better and do the right things, to my sister Gloria, my soulmate, the one that always believe in me. To my friends Andrea and Avelino, that are part of me. Also, is dedicated to those people who I have met in the process and I really appreciate: “My yellow ones”.

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ABSTRACT

This study describes the findings of a quantitative method research project that explores what the most common Self-efficacy beliefs are that students have when they are learning English language and they are going to become teachers and are afraid to speak with a person and how those Self-efficacy beliefs influence their speaking. Data collection instruments included questionnaires and observation in oral presentations. The research reveals that students that are taking the last course of the target language do not feel comfortable speaking English even if they have the knowledge. They have different beliefs when they are going to start speaking in English.

CHAPTER ONE: INTRODUCTION

1.0 Chapter Introduction

“Self-efficacy is the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situation”. (Bandura, 1986, p.2). Many students who are learning a second language in order to be English teachers have to deal with several problems. The most common problem that they need to face is the development of the speaking skill. Most of students are afraid to speak in English. This situation becomes interesting when those students are going to finish their degree, they have enough knowledge about the language but they have many difficulties to keep a conversation of any topic or to speak in front of an audience

Self-efficacy plays an important role in the speaking skill of those students, some of them do not believe in their speaking capabilities. Some researchers such as Bandura (1997) investigated how self-efficacy beliefs affect the speaking skill. Students get self-efficacy information from four sources: their task performance, referred to as enactive mastery; vicarious experiences; verbal persuasion; and their physiological reactions or states (Margolis & McCabe cited in Bandura 2006, p.219). When a person is learning a foreign language and believes that he/she is going to domain the language, he/she is going to learn the language in an easier way than those who do not (Pajares, 1996; Schunk,1995).

This study attempts to explore the self-efficacy beliefs that affect the speaking skill of students who will finish an ELT degree and the difficulties to speak the English language, particularly when they face an audience.

1.1 Study Justification

This study is based on my personal experience and on empirical research with some classmates. When I was talking with a friend about the level of the students that were to finish the degree, we realized that most of those students avoided speaking in English. Even when they were in class they always spoke in their mother tongue and did not speak in English. Sometimes I was in the same situation; I did not want to talk in English because I was afraid. My friend told me that sometimes he felt the same; he did not believe in himself.

He believed that his pronunciation was not good, that he was not at the same level as his classmates. After that, I became interested in knowing how self-efficacy beliefs determine the speaking skill and what levels of self-efficacy of the students that were going to finish the degree were.

In this study the students were able to respond to a self-efficacy scale that contained questions related with their capabilities. The students rated their abilities on a scale of 1-10, a score of 10 indicated "highly confident" and a scale of 1 "not at all confident" after they did a presentation in order to observe how their self-efficacy affected their speaking skill.

1.2 Study Significance

It is important to know what student self-efficacy beliefs are and how those determine the speaking skill of the students who are going to finish an ELT degree because they are going to use the English language to teach.

Knowing the common self-efficacy beliefs of those students might help to understand why some of them are afraid to speak in English.

1.3 Research Context

This study is related to several areas, focused on the speaking skill. There are many factors that could affect it but the most important could be the beliefs that we have about us. The Social cognitive theory supports this research because is related with self-efficacy. The role and the sources of the self-efficacy are important to understand the problems that students face when they try to speak.

1.4 Background of the Researcher

At the time of this study, I was taking "*Experiencia docente con niños*" and I realized that some of my partners did not want to talk in English. They wanted to speak in their mother tongue. I was in the same situation too. I used to think that my partners or my teacher could laugh at my pronunciation or that I did not have a good level, and so on. I did not believe in my capabilities. Sometimes I avoided speaking in English but I really wanted to speak. Because of that, I wanted to know the self-efficacy beliefs of my partners and how they affected their speaking skill.

1.5 Research Location

The research location was primarily in a faculty specifically in an ELT bachelor in a large Mexican university. The faculty had five English courses in order to teach the English language and workshops to reinforce the language practice.

The students that participated should be advanced learners because they would have enough vocabulary in order to have conversations. Most of those students were taking "Target language V" the last course of English in the ELT major at the moment this research was done.

1.6 Study Aims

This study has the following aims:

- To explore the self-efficacy beliefs that ELT students had when they were going to finish their degree.
- To evaluate how those self-efficacy beliefs, relate to ELT students speaking skill

1.7 Research Questions of this Study

The study seeks to answer two research questions that guided the data collection and analysis.

RQ1. What are the self-efficacy beliefs of the ELT students regarding their speaking skill?

RQ2. How do ELT student's self-efficacy beliefs influence their speaking in English?

1.8 Chapter Summary

This chapter introduced the aims and research questions of the study. The justification and the significance for the study were explained. The participants, the location and researcher's background were also provided. The purpose of this thesis is to know the self-efficacy beliefs of ELT students. Also, how the self-efficacy beliefs of each ELT student influence their speaking skill in English.

The next chapter presents the literature review and the theoretical framework of the present study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Nowadays the English language has become necessary in daily life because it is spoken in many parts of the world. For that reason, many people want to become English teachers in order to teach the language to people that need to learn the language for many reasons. During the process of learning the English language at the university, people need to develop the four skills in relation with the language: reading, writing, listening and speaking. When those people have a higher level of the language and can dominate those skills they face a big problem, most of them are afraid to speak in English or sometimes they are not able to manage a long conversation. Even when they are in a classroom they avoid speaking English. They prefer to speak in their mother tongue and this situation is alarming because they will be English teachers and need the speaking skill in order to have a communication with the learners or to teach the language.

Most of those students avoid speaking in English because they do not believe in their capabilities to produce the language. They feel that their pronunciation is not good or that they lack sufficient vocabulary. They are insecure of themselves. Here is when self-efficacy beliefs of those people become important to them because it has a close relationship with oral production of the language.

This chapter addresses the topics that provide background to this study. The first topic is related to the aspects of self-efficacy, second, the role, and sources of self-efficacy and how the expectations that the people have could affect the outcomes they want to achieve and

finally the relationship between self-efficacy and social cognitive theory as well as how it affects the speaking skill of people that are learning a foreign language.

2.1 Self-Efficacy

Many researchers have investigated self-efficacy and how it modifies the capabilities of a person in a positive or negative manner. According to Bandura (1997) self-efficacy is “the belief in one’s capabilities to organize and execute the course of action required producing given (academic) attainments” (p.3). Rather than judgments regarding one’s skill, self-efficacy beliefs are judgments about what one can accomplish with those skills. On the other hand, many struggling learners believe they cannot succeed in school (Margolis and McCabe, 2003, p.219), convinced that school and academics guarantee failure and humiliation.

Self-efficacy is not intended to measure one’s actual abilities but, rather, the beliefs that some individual holds regarding specific capabilities although, as we will see in the following sections, self-efficacy beliefs directly affect an individual’s efforts and actions and, therefore, serve as an excellent predictor of one’s future performance (Bandura, 1997; Pajares, 1997).

According to self-efficacy theorists, low self-efficacy causes motivational problems. If students believe that they are not able to succeed in specific tasks (low self-efficacy), they will give up quickly, or avoid or resist them.

When a person is learning a foreign language and believes that is he/she is going to domain the language, he/she is going to learn the language in an easy way that those who do not

believe in learning. (Pajares (1996) and Schunk (1995). The key to motivate and engage struggling learners is to get them to believe that they can succeed.

When a person is learning a language has to develop the four skills: Reading, writing, listening and speaking, sometimes the learner does not focus his/her attention on speaking and that could be a problem for him/her. When it is the moment of speaking with another person, the speaker needs to use their capabilities that they possess in order to keep the conversation. When a person is learning a language he/she takes into account the belief that has about him/herself and that will be an important factor that will define how he/she will achieve the goals in a positive or negative way. If the person from the beginning is showing a positive attitude towards the language that is learning, he/she will learn the language without any difficulties but if that person has a negative attitude he/she will have problems in the language and probably will not achieve the goals that he/she had at the beginning of the course. This kind of attitudes could affect the speaking skill of the person that is learning a language because he/she will need to believe in him/herself and use the capabilities that possess in order to speak or keep a conversation.

2.1.1 Psychological Adjustment

Authors such as Bandura (1992) say that a sense of control over our behavior, our environment, and our own thoughts and feelings is essential for happiness and a sense of well-being. When the world seems predictable and controllable, and when our behaviors, thoughts, and emotions seem within our control, we are better able to meet life's challenges, build healthy relationships, and achieve personal satisfaction and peace of

mind. Feelings of loss of control are common among people who seek the help of psychotherapists and counselors.

Self-efficacy beliefs play a major role in a number of common psychological problems, as well as in successful interventions for these problems. Low self-efficacy expectancies are an important feature of depression (Bandura, 1997; Maddux & Meier, 1995). Depressed people usually believe they are less capable than other people of behaving effectively in many important areas of life. Dysfunctional anxiety and avoidant behavior are often the direct result of low self-efficacy expectancies for managing threatening situations (Bandura, 1997; Williams, 1995). People who have strong confidence in their abilities to perform and manage potentially difficult situations will approach those situations calmly and will not be unduly disrupted by difficulties. On the other hand, people who lack confidence in their abilities will approach them with apprehension, thereby reducing the probability that they will perform effectively.

It is important to know that depending on the feelings that a person has when learning a foreign language, we may observe how so many of them could learn in an easy way and how some of them will have problems learning the language. If at the beginning of a language course the students are happy, showing the aptitudes to learn the language, self-confidence in him/herself, probably they will not have any problem to achieve their goals but if the students are completely opposed to those characteristics surely, they will not fulfill his/her goals on learning that new language.

2.1.2 Outcome Expectancies

An expectancy held by a person concerning behavior and an outcome can be viewed as two independent expectancies: an outcome expectancy, the belief that a given behavior will or will not lead to a given outcome, and a self-efficacy expectancy, the belief that the person is or is not capable of performing the requisite behavior.

The work of Bandura and his associates (Bandura, 1997; Bandura, Adams, & Beyer, 1997; Bandura, Adams, Hardy, & Howells, 1980) established that changes in efficacy expectancies and changes in behavior are positively correlated, suggesting that alterations in efficacy expectations may mediate the observed behavioral changes, practice opportunities and receptivity. (See Figure 2.1)

Figure 2.1 Diagrammatic representations of the differences between efficacy expectations and outcome expectations. (By Bandura, 1977, p. 193)



2.1.3 Behavior-Outcome Expectancies

It will depend on the outcome expectancies that a person has when she/he wants to produce the language that his/her learning will define the speaking production of any person. Behavior-outcome expectancy is the personal belief that a specific behavior may lead to a specific outcome in a specific situation. A self-efficacy belief, simply put, is the belief that one can perform the behavior that produces the outcome.

When a person is going to face a conversation in another language that is not his/hers, he/she will think in the outcome expectancies that he/she has in order to have good results in speaking and believe that he/she can make it.

2.2 Role of Self-Efficacy

Virtually all people can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most people also realize that putting these plans into action is not so simple.

Bandura (1997, p. 199-215) found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached.

When a person is learning a new language completely different to his/hers, the person needs to think in the things or goals that want to achieve with the language that is learning, those learners face many problems and all of them are in different situations. The following are the characteristics of people with a high and low sense of self-efficacy.

People with a strong sense of self-efficacy:

- View challenging problems as tasks to be mastered
- Develop deeper interest in the activities in which they participate
- Form a stronger sense of commitment to their interests and activities
- Recover quickly from setbacks and disappointments

People with a weak sense of self-efficacy:

- Avoid challenging tasks

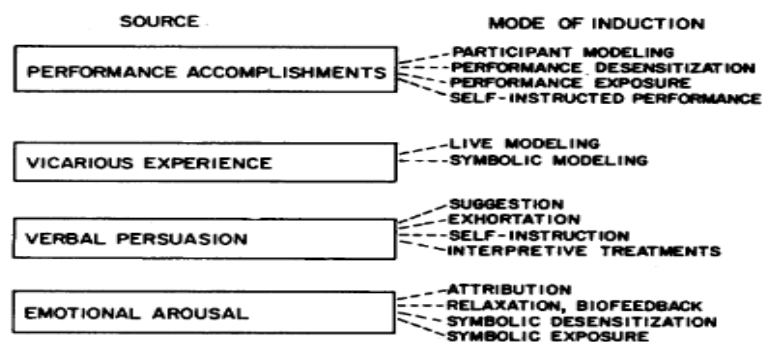
- Believe that difficult tasks and situations are beyond their capabilities
- Focus on personal failings and negative outcomes
- Quickly lose confidence in personal abilities

2.3 Sources of Self-Efficacy

Students get self-efficacy information from four sources: their task performance, referred to as enactive mastery; vicarious experiences; verbal persuasion; and their physiological reactions or states (Alderman, 2004; Ormrod, 2003; Pajares, 2003; Pintrich & Schunk, 2002; Zimmer-man, 2000, 2001).

Self-efficacy is what students infer from the information from the mentioned sources; it is the judgment they make about their ability to succeed on a specific task or set of related tasks. By understanding and systematically using these sources, teachers can influence struggling learners' self-efficacy. Beliefs develop in early childhood as children deal with a wide variety of experiences, tasks, and situations. However, the growth of self-efficacy does not end during youth but continues to evolve throughout life as people acquire new skills, experiences, and understanding. According to Bandura (1997), there are four major sources of self-efficacy. Figure 2.2 presents the principal sources through which each treatment operates to create expectations of mastery and the diverse influence procedures commonly used to reduce defensive behavior.

Figure 2.2 Major sources of self-efficacy (by Bandura, 1977, p. 195)



2.3.1 Performance Accomplishment

The performance accomplishments are one's personal mastery experiences, defined as past successes or failures. Failed experiences form expectations that are generalized to other situations that may be similar or substantially different from the original experience.

Successes raise mastery expectations; repeated failures lower them, particularly if the mishaps occur early in the course of events. After strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced (Bandura, 1997, p. 196).

Generally, teachers can capitalize on the natural tendency of struggling learners to evaluate task-performance information by giving those tasks of moderate challenge, that is, tasks they can succeed on with moderate effort (Margolis & McCabe, 2006, p.219)

2.3.2 Vicarious Experience

Vicarious experiences are those such as observing friends model a task; provide struggling learners with direct guidance about how to do something. When modeling is used as an instructional method, to demonstrate a skill or learning strategy, the models usually explain what they are doing and thinking at each step. Often, such guidance helps struggling learners develop the internal imagery they need to conceptualize and implement targeted skills or learning strategies. Teachers can take advantage of this source of self-efficacy by regularly and systematically having struggling learners observe models perform targeted skills or learning strategies, live or on video, (Margolis & McCabe, 2006, p.219, 220).

Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities to succeed. (Bandura, 1997 p.199-215).

2.3.3 Verbal Persuasion

It gives learners information they interpret and evaluate, which, in turn, affects their self-efficacy. Generally, the greater the credibility of the message giver and the more learners believe that they will succeed on the task; the more likely they are to try. If, however, learners repeatedly fail these tasks, after exhortations to try and assurances of success, future verbal messages from the message giver or people in similar roles (e.g., teachers) will be less persuasive. In many cases, struggling learners will dismiss the messages, believing they are false. By regularly stating that learners will succeed on specific tasks, tasks on which they do succeed, and following up with task-specific feedback outlining what learners did that produced success, teachers can capitalize on this important source of self-efficacy (Margolis & McCabe, 2006, p. 220)

Bandura (1997, pp. 199-215) asserted that people could be persuaded to believe that they have the skills and capabilities to succeed. Considering a time when someone said something positive and encouraging help you achieve a goal. Getting verbal encouragement from others helps people overcome self-doubt and instead focusing on giving their best effort to the task at hand, (Bandura, 1997, pp. 199-215).

2.3.4 Emotional Arousal

Emotional arousal refers to how students feel before, during, and after engaging in a task. pleasant feeling states. Thus, when someone become aware of unpleasant physiological arousal, that person is more likely to doubt about competence than if physiological states

were pleasant or neutral. Likewise, comfortable physiological sensations are likely to lead the person to feel confident in his/her ability in the situation at hand. Physiological indicants of self-efficacy expectancy, however, extend beyond autonomic arousal. (Bandura, 1997.) However, Bandura also notes "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted." By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy. (Bandura, 1997, pp. 199-215).

2.4 Social Cognitive Theory (SCT)

The SCT is relevant to health communication. First, the theory deals with cognitive, emotional aspects and aspects of behavior for understanding behavioral change. Second, the concepts of the SCT provide ways for new behavioral research in health education. Finally, ideas for other theoretical areas such as psychology are welcome to provide new insights and understanding.

The social cognitive theory explains how people acquire and maintain certain behavioral patterns, while also provides the basis for intervention strategies (Bandura, 1997). Evaluating behavioral change depends on the people and behavior.

The theory takes into account a person's past experiences, which factor into whether behavioral action will occur. These past experiences influence reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behavior and the reasons why a person engages in that behavior.

The goal of SCT is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time.

2.4.1 Reciprocal Determinism

According to the psychologist Bandura (1997, pp. 199-215), reciprocal determinism is a model composed of three factors that influence behavior: the environment, the individual, and the behavior itself. Essentially, Bandura (1997, pp. 199-215) believes that an individual's behavior influences and is influenced by both the social world and personal characteristics.

The environmental component is made up of the physical surroundings around the individual that contain potentially reinforcing stimuli, including people who are present (or absent). The environment influences the intensity and frequency of the behavior, just as the behavior itself can have an impact on the environment. The individual component includes all the characteristics that have been rewarded in the past. Personality and cognitive factors play an important part in how a person behaves, including all of the individual's expectations, beliefs, and unique personality characteristics. And finally, the behavior itself is something that may or may not be reinforced at any given time or situation.

2.4.2 Behavioral Capability

According to Langlois (1999, pp. 326-331) this refers to a person's actual ability to perform a behavior through essential knowledge and skills. In order to successfully perform a behavior, a person must know what to do and how to do it. People learn from the consequences of their behavior, which also affects the environment in which they interact.

- If a person is to perform a behavior he or she must know what the behavior is (knowledge of the behavior) and have the skills to perform it.
- A person can develop a behavioral capability through observational learning

2.4.3 Observational Learning

This asserts that people can witness and observe a behavior conducted by others, and then reproduce those actions. This is often exhibited through "modeling" of behaviors. If individuals see successful demonstration of a behavior, they can also complete the behavior successfully (Winett, Anderson and Whiteley, 1999, pp. 129-142).

Bandura (1997) identified three basic models of observational learning:

- A live model, which involves an actual individual demonstrating or acting out a behavior.
- A verbal instructional model, which involves descriptions and explanations of a behavior.
- A symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

2.4.4 Reinforcements

According to Glanz (2002, p. 169). These are the internal or external responses to a person's behavior that affect the likelihood of continuing or discontinuing the behavior. Reinforcements can be self-initiated or in the environment, and reinforcements can be positive or negative. This is the construct of SCT that most closely ties to the reciprocal relationship between behavior and environment. The following are the different forms of reinforcements.

- Reinforcements: are applied to reward positive behaviors and sanction negative behaviors

- Direct reinforcement: A particularly powerful form of reinforcement which shapes human personality and behavior is social e.g. approval, touch, smiling, encouragement, etc.
- Vicarious reinforcement: Learning can occur by observing a behavior *and* by observing the consequences of the behavior.
- Self-reinforcement: It refers to both the act of giving one's self actual real-life rewards for certain acts, as well as giving oneself internal positive self-talk and feelings in response to a desired behavior.

2.4.5 Expectations

According to Glanz, (2002, p. 169.). expectations refer to the anticipated consequences of a person's behavior. Outcome expectations can be health-related or not health-related. People anticipate the consequences of their actions before engaging in the behavior, and these anticipated consequences can influence successful completion of the behavior. Expectations derive largely from previous experience. While expectancies also derive from previous experience, expectancies focus on the value that is placed on the outcome and are subjective to the individual

2.5 Foreign Language

A foreign language is a language that is different from the mother tongue. The purpose of learning a foreign language could be traveling abroad interacting with native speakers, reading foreign literature, being interested in science, ELT and so on. In many parts of the world, English is a foreign language. Some schools around the world teach a foreign language as part of their compulsory education.

According to Richards and Schmidt (2002, p. 472), “foreign language is a language that plays a major role in a particular country or region though it may not be the first language of many people who use it”. They also define a "foreign language" as a language which is not the native language of large numbers of people in a particular country or region. It is not used as a medium of instruction in schools and is not widely used as a medium of communication in government or media. Richards & Schmidt, 2002, p.206), note that foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language

When learners of a foreign language are in a classroom, they have to deal with different situations referred to the foreign language as follows (Horwitz):

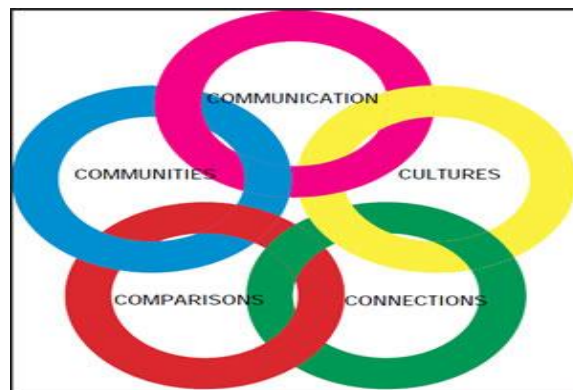
- Psycho-social demands of the classroom: The classroom school needs adjustments of the learner in order to observe the performance of the learner. It is important that the learner attend regularly.
- Preselected language data: The teacher needs to use a specific language. He/she teaches based on a specific curriculum and expecting to fulfill certain goals.
- Grammatical rules presented: The teacher explains a rule in his/her mother tongue in order to explain a grammatical structure. The teacher needs to understand, assimilate and apply the rule.
- Unreal limited situations: The situations using the language that students need to face in a classroom are very limited, they do simulations.
- Educational aids and assignments: In order to achieve the goals of the teachers they could use books, writing, videos or music. Work assignments may be given to be completed in the class or at home.

According to Horwitz (1986) there are some standards for foreign language learning (See Figure 2.3):

- Communication (Communicate in other languages than the mother tongue)
 1. The student is able to develop in conversations, give and obtains certain information, he/she is able to express feelings and emotions, students are able to give opinions.
 2. The student is able to understand and interpret written and spoken language of different topics.
 3. The student is able to give information, ideas or concepts to people of different topics.
- Cultures (Gain knowledge and understanding of other cultures)
 1. The student knows the relationship between the practices and perspectives of the culture that is learning.
 2. The student knows the relationship between the products and perspectives of the culture that is learning.
- Connections (Connect with other disciplines and acquire information)
 1. The students reinforce the knowledge that possess in different areas through the foreign language.
 2. The student is able to recognize different points of view available through the foreign language and the culture.
- Comparisons (Develop insight into the nature of language and culture)

1. The student shows an understanding of the nature of the language doing comparisons of the language that is learning and his/her language.
 2. The student shows an understanding of concepts of the culture doing comparisons of the culture that is learning and his/her culture.
- Communities (Participate in multilingual communities at home & around the world)
 1. The student is able to use both languages (foreign language and his/her language) avoiding the school setting.
 2. The student demonstrates evidence of becoming life-long learners using the language in for personal enjoyment and enrichment. See Figure 2.3.

Figure 2.3 Diagrammatic representations of the Standards for Foreign Language Education. (By a collaborative project of ACTFL, AATF, AATG, AATI, AATSP, ACL, ACTR, CLASS and NCJLT-ATJ, 1977)



2.5.1 Learning Strategies

This term has been defined by many researchers. Wenden and Rubin (1987, p.19) define learning strategies as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.” Richards and Platt

(1992, p.209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Faerch, Claus and Casper (1983, p.67) define a learning strategy as any "attempt to develop linguistic and sociolinguistic competence in the target language." According to Stern (1992, p.261), "the concept of learning strategy depends on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."

A person learning a language always uses strategies in order to process the new information. That is learning and performing new tasks about the language in the classroom. The learner needs to look for strategies that could help him/her to learn the language easily. Not all the learners use the same learning strategies.

Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

- Cognitive strategies

The learner is able to manipulate the language material in direct ways, for example: through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

- Metacognitive strategies

Identifying one's own learning style preferences and needs, planning for a second language task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the

success of any type of learning strategy. These are employed for managing the learning process overall.

- Memory-related strategies

Memory-related strategies help learner's link one second language item or concept with another but it does not mean to involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (acronyms), while other techniques create learning and retrieval via sounds (rhyming), images (a mental picture of the word itself or the meaning of the word), a combination of sounds and images (the keyword method), body movement (total physical response), mechanical means (flashcards), or location (on a page or blackboard)

- Compensatory strategies

Guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words. These strategies help the learner make up for missing knowledge.

- Affective strategies

Such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

- Social strategies

Asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. By using these

strategies, the learner works with others and understands the target culture as well as the language.

2.6 Speaking

One of the biggest problem that the learner faces when learning a foreign language is the speaking skill. It is obvious that if a learner wants to speak a foreign language he or she needs to know a certain amount of grammar and vocabulary. When we are speaking, we have to produce the words and adapt them according to the circumstances in which we are speaking. The knowledge that the learner has about the language is not enough. The language has to be used in action.

According to Bygate (2003), in the manner of how the language is organized in speech is different from the shape it takes in writing. Oral language will be always limited because of the time for deciding what to say, deciding how to say it, saying it and checking that the speaker's main intentions are being realized. Time plays an important role when a person is speaking and could affect the language used in at least two ways, first; the speaker uses devices to facilitate the production and second, the speaker has to compensate for the difficulties.

The speaker has less time to plan, organize and execute his/her message, he/she always explores the phrasing and the meaning as he/she speaks. This gives rise to four common features of spoken language. The first one is to improvise the syntax, in the second one the speaker tends to abbreviate the message and produces incomplete sentences omitting unnecessary elements where possible, the third one, the speaker produces the message

using fixed phrases and finally the speaker uses devices to gain time to speak, this will facilitate the production.

2.6 .1 Facilitation of Speaking

Bygate (2003) explains that there are four ways in which the speaker facilitates the production in speaking:

- By simplifying structure. It refers to the tendency to tack new sentences on to previous ones by the use of coordinating conjunctions like “and”, “or”, “but”, or indeed no conjunction at all. The speaker avoids complex noun groups with adjectives. They tend to repeat the same structure.
- Ellipsis is used to facilitate the production when the time is short. This is the omission of some parts of a sentence (syntactic abbreviation). For example: so... what happened? or you went to the restaurant and ...?
- Formulaic expressions. It consists of a set of conventional ‘colloquial’ or idiomatic expressions or phrases. These phrases have more normal meaning but which just tend to go together. For example: bye, farewell, so long and sorry.
- Time-creating devices. They tend to give to the speakers more time to formulate what they want to say next. It includes the use of fillers, pauses and hesitations. The frequent fillers are “well”, “erm”, “you see”, or “you know”.

2.6 .2 Compensation Strategies

Compensation strategies are used when planning time is limited the speaker needs to change what he/she has already said. The alteration is permitted but the corrections are tolerated and indeed necessary. If a speaker substitutes a noun or an adjective a

reformulation is occurring. If the speaker tends to rephrase and reformulate what he/she say obviously the oral language production is affected. Compensation could include self-correction, false starts, repetitions and rephrasing. They do this because they want to give people time to understand or remind them what they were said.

It is helpful for the learner to be able to facilitate oral production by using those features and compensate the problems that they could have when they are speaking. The production of speech in real time imposes pressure, but also allows freedoms which may enable learners to explore how a language can be made to work, at the same time as they improve their fluency in producing utterances.

2.7 Conclusion

In this chapter, a discussion about the literature that was directly relevant to this study was provided. An explanation about the factors that are related with Self-efficacy and how this affects the speaking skill is given. After, Social Cognitive theory and the stages related to this are described, then an explanation about how people learn a foreign language and the strategies that exist to do it, as well as the words, expressions or time creating devices and finally the speaking features that learners apply when they are speaking in the language that they are learning.

CHAPTER III: METHODOLOGY

3.0 Introduction

In this chapter, the methodology used to answer the research questions that guided this study is presented. This study was designed to examine Self-efficacy beliefs and their effects on ELT students' speaking when they finish the five courses of target language as it is expected they will be able to speak in a fluent manner and maintain a conversation.

Specifically, this chapter is divided into eight sections, in this chapter the following sections are addressed: a description of the participants and setting, the research methodology, the data collection instruments used to answer the research questions, a description of the data collection procedure, a discussion about how the data was analyzed and finally a conclusion of this chapter.

3.1 Participants and Setting

This study was conducted with twenty-two students that were taking "Target Language V". This subject was the last course that they took in order to learn English for teaching it. They should have developed the necessary skills to speak in English. Those students had an advanced English level and studied in a public university located in Puebla, Mexico that has the degree in ELT. The group mentioned before was chosen because at that course it is supposed that they are able to communicate effectively using the English.

3.2 Research Methodology

Based on the research questions presented in the previous chapters, this research employed a quantitative design. Each question constituted a different instrument: both of them comprised quantitative questions and data collection techniques. According to Creswell (2014) a quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.

In order to answer the research question number one, a questionnaire was applied, students self-reported their English speaking using a questionnaire. This questionnaire has eighteen questions in which participants rated their self-efficacy beliefs regarding their English-speaking abilities.

During the observation, students presented the topic they have chosen in previous classes, they chose the topic based on likes and dislikes. They felt more confident speaking about topics that they already know or have certain knowledge of it. The rubric that was used to check the performance of the speakers contained criteria such as voice, poise, body language, and so on. Each criterion describes the levels of quality from excellent to poor.

3.3 Data Collection Instruments and Procedure

The questionnaire and the observations used in this research to collect the data are described in the following section.

3.3.1 Questionnaire

A questionnaire provides a description of the attitudes, behaviors, opinions or characteristics of the sample that is going to be researched (Cresswell, 2005). Therefore, using a questionnaire for this study was useful to identify Self-efficacy beliefs that students had when they were speaking English.

The questionnaire used and applied was adapted from a previous research made by Dodds (2001) (see appendix A.). It was given to 22 students that were taking target language in their classroom. Those students took this subject at seven in the morning; they usually worked with the four skills of the English language: reading, listening, speaking and writing. I applied the questionnaire on January 31st 2014. This questionnaire was in English and had eighteen questions, in which students answered a Self-efficacy scale from 1-10, a score of 10 indicated “high confident” and a scale of 1 “not at all”. The questions were related to daily common topics. The students answered the questionnaire in twenty-five minutes.

3.3.2 Observation

The second instrument was an observation. The purpose was to identify how Self-efficacy beliefs in speaking influenced the productiveness of the students under study. “Observation

is the process of gathering open-ended, firsthand information by observing people and places at a research site (Cresswell, 2005 P. 211).

The observations were carried out in order to see how Self-efficacy beliefs influenced students' performance when they were in an oral presentation. Thus, the data collected by observing students speaking performance was by using a rubric. The rubric contained the following categories: body language, eye contact, introduction and closure, pacing, poise and voice. Each category was divided into four ranges, those ranges have a short description of the development of the personal skills that each student demonstrated during the oral presentation. The rubric can be seen in appendix B. The first range describes a good development and it is represented by the number one, the second one shows a good development with a little bit of hesitation but the student is able to identify the mistakes he/she is making and correct them immediately and it is represented with the number two, the third one is represented with the number three and describes the difficulties students have during the presentation and were obvious to the audience and finally the last range describes a poor development in the presentation and it is represented with the number 4.

The observations were done before applying the questionnaire and identifying the Self-efficacy beliefs the students had. Moreover, the observations were used to know how Self-efficacy beliefs were related to the student's speaking skill. In order to carry out the observations, I talked to the teacher of the group, she told me that she was going to have some oral presentations with her students. They could choose the topic with the condition that the topic was academic. The oral presentations were approximately of seven to eleven minutes; they could use slides in order to catch the attention of the audience. After knowing that, I went to observe the student's performance on speaking. I used the rubric described

above and I observed each student's performance during their oral presentations. I took two classes of two hours in order to observe the presentation of the students.

3.4 Data Analysis Procedure

The nature of the investigation was quantitative, based on the classification of the answers obtained from both instruments: the questionnaire and the observations. The results of both instruments are in graphs. The questionnaire to identify the most common Self-efficacy beliefs in speaking and the observations to analyze students' performance during their oral presentations.

3.4.1 Analysis Procedure for the Questionnaire

The information obtained was analyzed. All the answers from the questionnaire were categorized and recorded in a document of Microsoft Word. I counted the number of students that chose each statement and then I classified them into categories. I verified the data information in order to check the purpose of this research. Eighteen questions asked learners to indicate their beliefs regarding their speaking abilities. Learners rated their abilities on a scale of 1-10. A score of 10 indicates that the participant is highly confident, in other words the participant is able to speak without hesitation, and 1 indicates that the participant is not at all confident that he/she is not able to speak. The students were given 15 minutes to complete the questionnaire.

3.4.2 Analysis Procedure for the Observations

I went to observe some presentations of those students for one day. The participation of each student was registered using a rubric for each one, I focused the attention on aspects

such as body language, eye contact, introduction and closure, pacing, poise and voice. Participant's oral English skills were evaluated in presentations by using a scale. This scale has six aspects to evaluate: each aspect was divided into four expectations for the oral presentation by listing the criteria and describe levels of quality from excellent to poor. The number four has the value of excellent, number three; good, number two; fair and finally number one: poor.

3.5 Conclusion

In this chapter, the participants and setting, research methodology, data collection instruments and procedure, questionnaire, observation, data analysis procedure, analysis procedure for the questionnaire and analysis procedure for the observations were described. In the following chapter the results are presented.

CHAPTER IV: RESULTS

4.0 Introduction

In this chapter, the results from the instruments that were applied in order to collect the data are presented. For a better understanding, the results are in the following order. 4.1 Research questions and 4.2 Results from the questionnaire and the observations.

4.1 Research Questions

As previously stated, these are the research questions:

RQ1. What are the self-efficacy beliefs of the ELT students regarding their speaking skill?

RQ2. How do ELT student's self-efficacy beliefs influence their speaking in English?

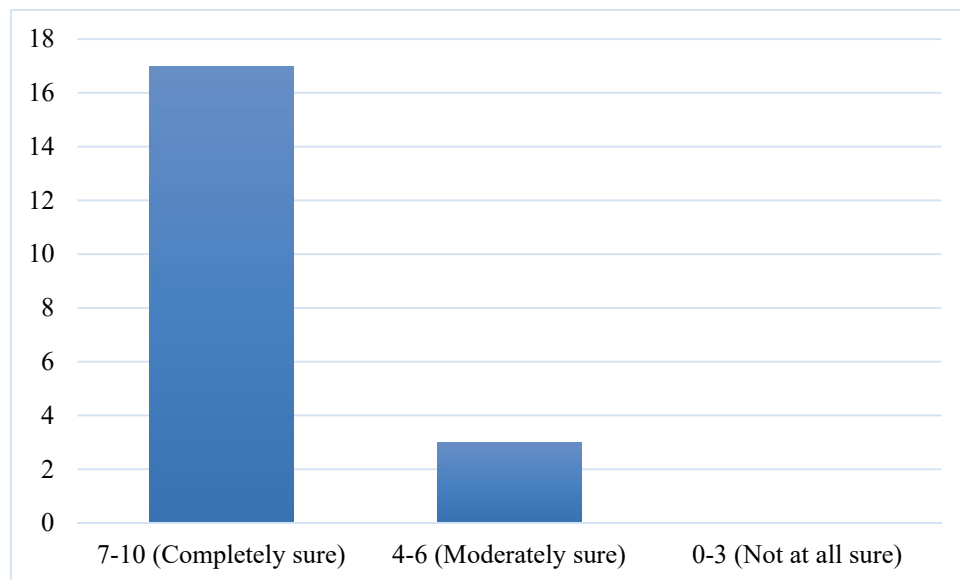
4.2 Results from the Questionnaire: The Self-Efficacy Beliefs of the Participants Regarding their Speaking Skill.

The results about Self-efficacy beliefs obtained from the questionnaire are described by the categories determined by the questionnaire; which are expressing ideas, maintaining conversations, management to solve problems of speaking, speaking English in front of a class/person and confidence in English speaking. In the following sections these categories are presented in graphs.

4.2.1 Expressing Ideas

The first section refers to expressing main ideas and talking about details, the total of the participants was twenty-two. The results show that seventeen students were completely sure about their Self-efficacy beliefs (see Graph Five) of twenty-two were moderately sure, and no one selected the option not at all sure. As we can see, the participants of this study said that they felt confident when they are speaking in English.

Graph 4.1 Expressing Main Ideas.

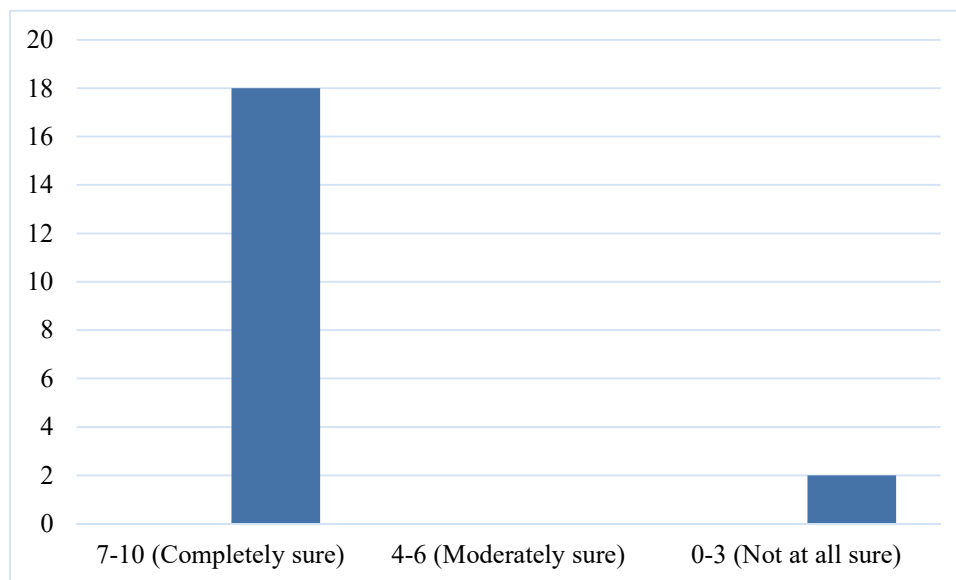


4.2.2 Maintaining Conversations

The second section of the questionnaire refers to maintaining a conversation with someone, restating main ideas of a conversation, and giving some advice or discussing about something. The results showed that when the participants faced those situations they are

completely sure to complete the tasks. (see Graph 4.2 below) only four people were not at all sure. He/she faces some problems when they are in a conversation.

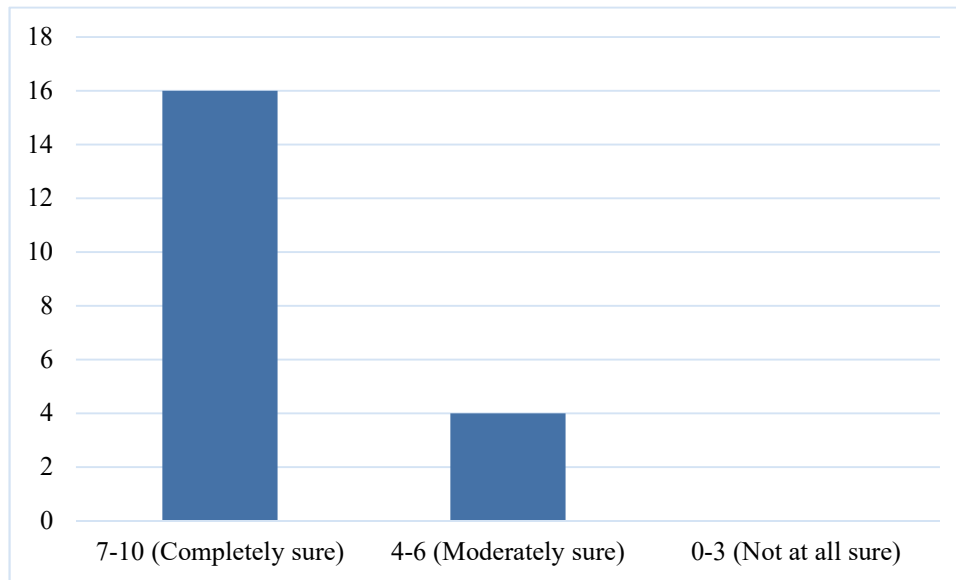
Graph 4.2 Maintaining Conversations.



4.2.3 Management to Solve Problems of Speaking English

On the third request the statements are related to management to solve problems of speaking English, sentences/statements like “If I do not know how to say a word in English, I can use other words in order to transmit what I want to say” or “If I do not know how to answer a question made by a teacher, I can think of a solution” were answered. Based on the data, 20 students believed that they were completely sure to face in a positive way the mentioned situations. Only 2 students were not completely sure to be able to keep a conversation.

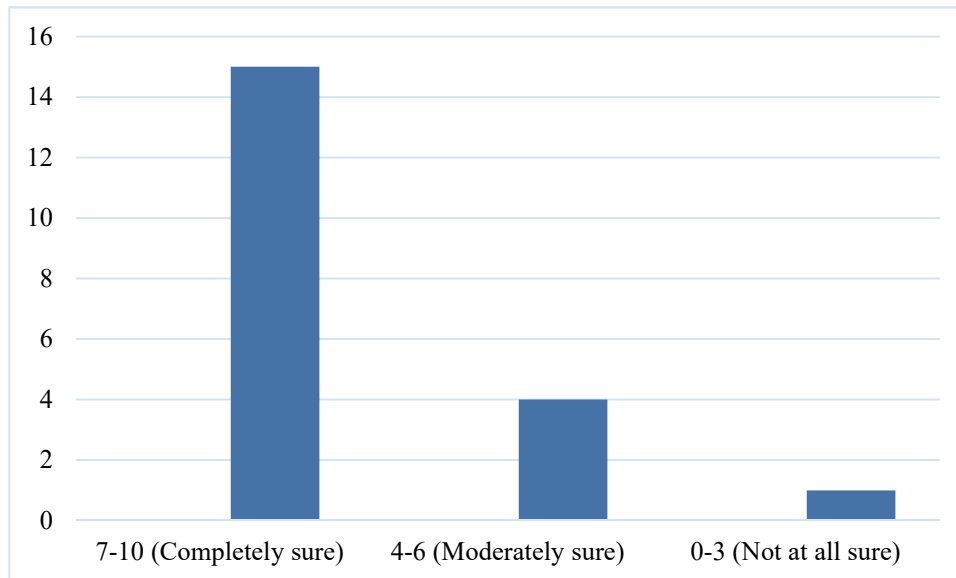
Graph 4.3 Management to Solve Problems of Speaking English



4.2.4 Speaking in front of a Class or a Person

The fourth section is related to speaking in English in front of a class/person. This section was fundamental because speaking with someone else using a different language to the mother tongue may be complicated. The participants answered situations like “If someone talks to me, I can find the words or expressions to maintain a conversation”, “It is easy for me to speak in English in front of a class” and “I can usually handle whatever I am asked for”. As we can see, the graph that is speaking, shows that, seventeen students are able to face this situation successfully, and four students are not completely sure of facing it without problems and only one person is not at all sure about speaking in front of a class or with a person.

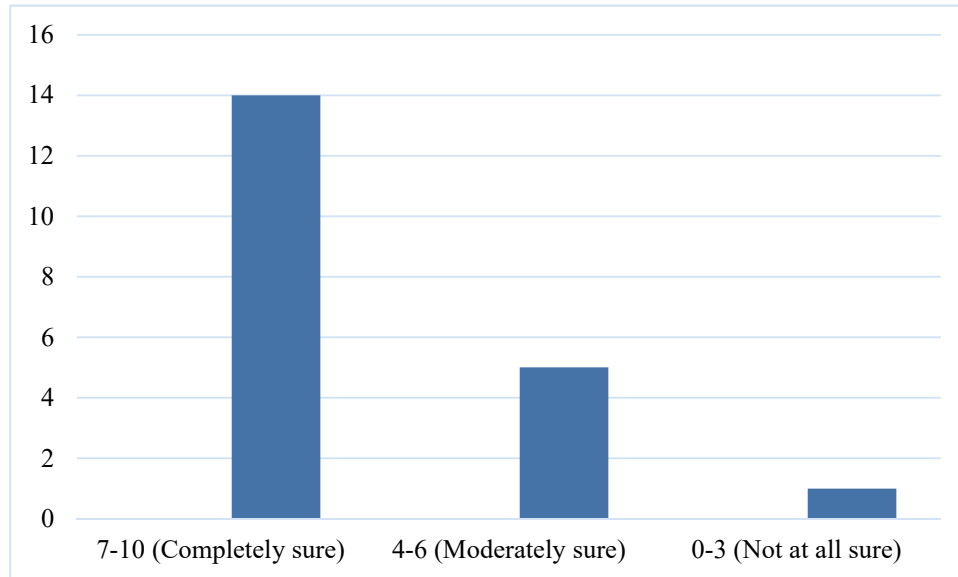
Graph 4.4 Speaking in front of a Class or a Person



4.2.5 Confidence in speaking in English

The last section refers to the confidence that a person has about speaking in English, this means pronunciation, grammar, vocabulary, tone and volume of the voice, the self-satisfaction that a person has about his/her speaking and the calm of facing speaking difficulties and so on. The majority of the participants believe in his/her capabilities to face this kind of situation. As we can observe in the graphic, 16 students believe that they have confidence to speak in English, 5 of 22 assume that are not completely sure about their confidence, one student accepts that is not all sure about it.

Graph 4.5 Confidence in Speaking in English



4.3 Results from the Observations on How Self-Efficacy Beliefs Influence Speaking

The findings about how Self-efficacy beliefs influence speaking was obtained from a rubric (see appendix B) used to make the observations. The observations were made during the oral presentations that students had in their class “Target Language V”, when they presented their academic topics.

During the observation, the following aspects were taken into account: body language, eye contact, introduction and closure, pacing, poise and voice. Each category contained a range, this range from 1 to 4. The number 1 indicates satisfactory development and 4 unsatisfactory development. In the following sections the results are described in detail.

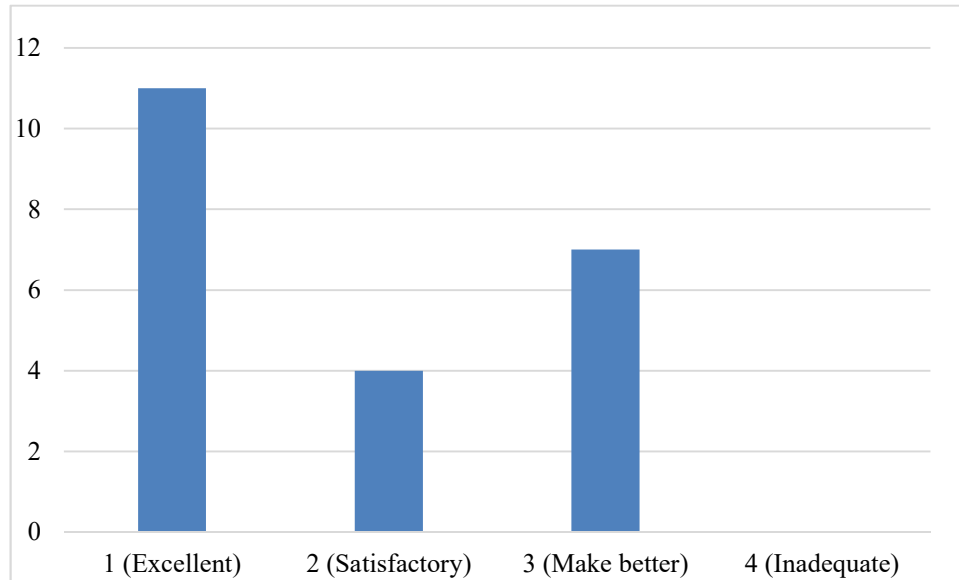
The presentations were in pairs but the observations were individually because the purpose of the observation was to identify how the Self-efficacy beliefs obtained from the questionnaire influenced the students' actual speaking in front of an audience.

4.3.1 Body Language

Twenty students were observed to collect the data. They were evaluated on a range from 1 to 4, each number has a value, the number had a short description and determinate how the presentation of each student was. In the body language aspect, the number four represents no movement or descriptive gestures, number three: very little movement or descriptive gestures, number two means that the speaker made movements or gestures that enhanced articulation and finally number one shows fluid movements and helps the audience visualize. This range will be used in the following graph.

Only 13 students of 22 uses fluid movements that help to catch the attention of the audience (see graphs 4.6 below), during the observation of the presentations, four students made gestures, meanwhile five students do not move, they tried to stay in the same position and avoided using gestures.

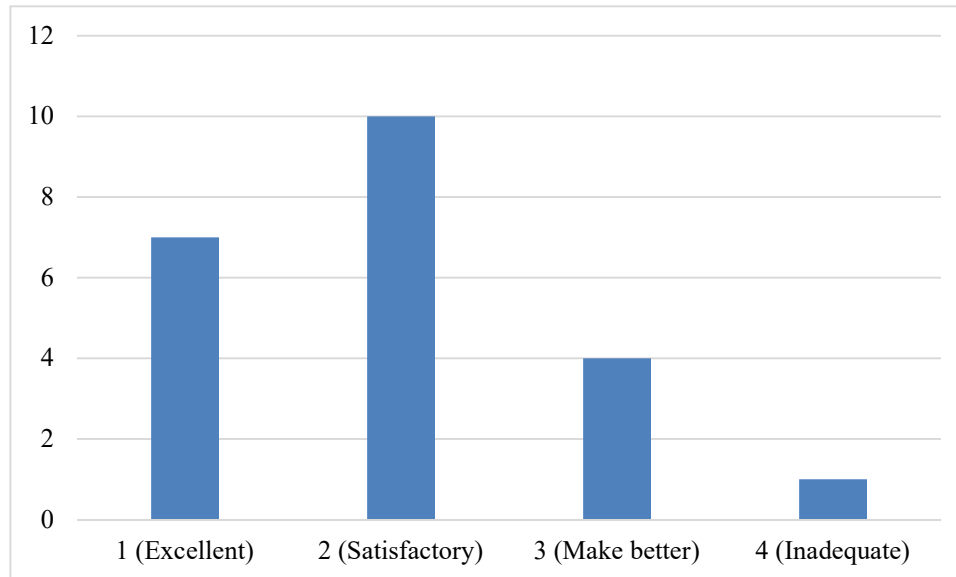
Graph 4.6 Body Language



4.3.2 Eye Contact

In this section, the students were evaluated based on the following description: holds attention of entire audience with the use of direct eye contact, the speaker sees directly to the audience (represented with the number 1), the second one was consistent use of direct eye contact with audience (represented with the number 2), the third one was displayed minimal eye contact with audience (represented with the number 3) and the fourth one was no eye contact with audience (represented with the number 4). The results show that seven students do a clear contact with the audience and do not get intimidated, ten of them mostly had a direct eye contact with the audience, in a minimal way only four students made eye contact and only one student could not do eye contact with the audience.

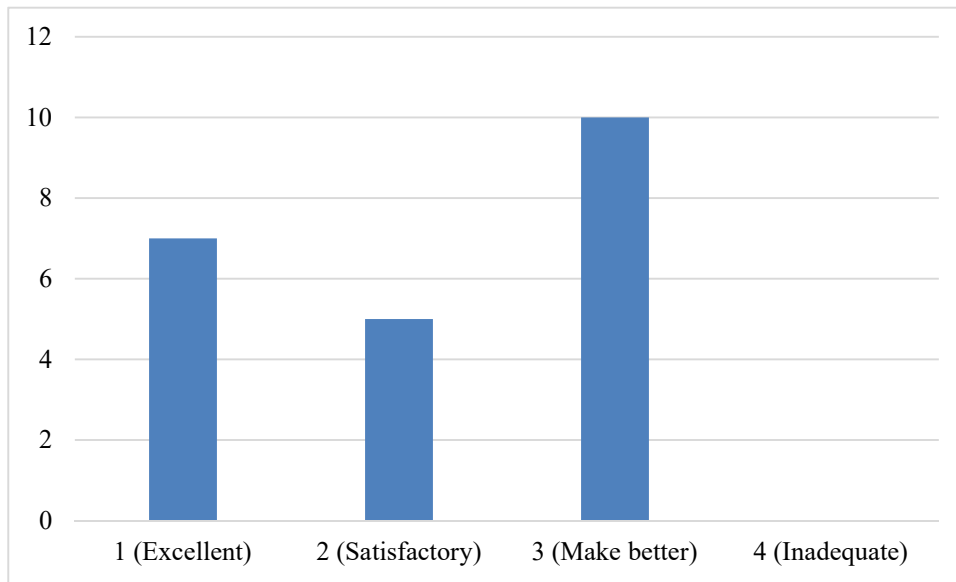
Graph 4.7 Eye contact



4.3.3 Introduction and Closure

In this section, the students were categorized depending on the following descriptions: student delivers open and closing remarks that capture the attention of the audience and set the mood (adequate performance, represented with the number 1), student displays clear introductory or closing remarks (represented with number 2), student clearly uses either an introductory or closing remark, but not both (represented with number 3) and student does not display clear introductory or closing remarks (inadequate performance, represented with number 4). As the graph shows, seven students deliver open and closing remarks to capture the attention of the audience; five of them, example clear introductory or closing remarks, ten students use introductory or closing remarks but never used both.

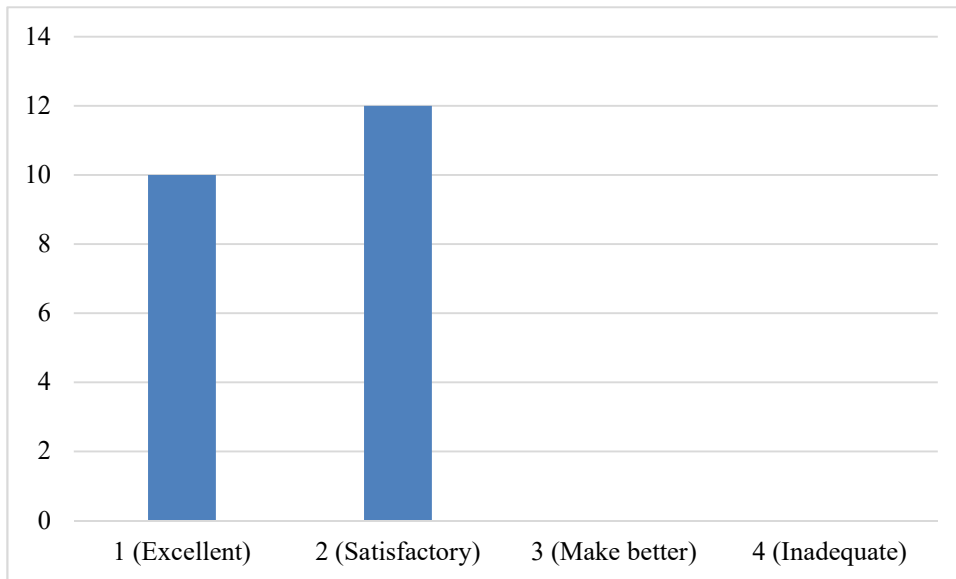
Graph 4.8 Introduction and Closure



4.3.4 Pacing

In the fourth section, the students were evaluated according to pacing, this section was divided into four levels: 1) adequate use of drama and student meets apporioned time interval. 2) Delivery is patterned but does not meet apporioned time interval. 3) Delivery is in bursts and does not meet apporioned time interval and 4) Delivery is either too quick or too slow to meet apporioned time interval. As the graph shows, ten students had a good use of drama and students meet apporioned time interval, while twelve of them delivered it but did not meet apporioned time interval.

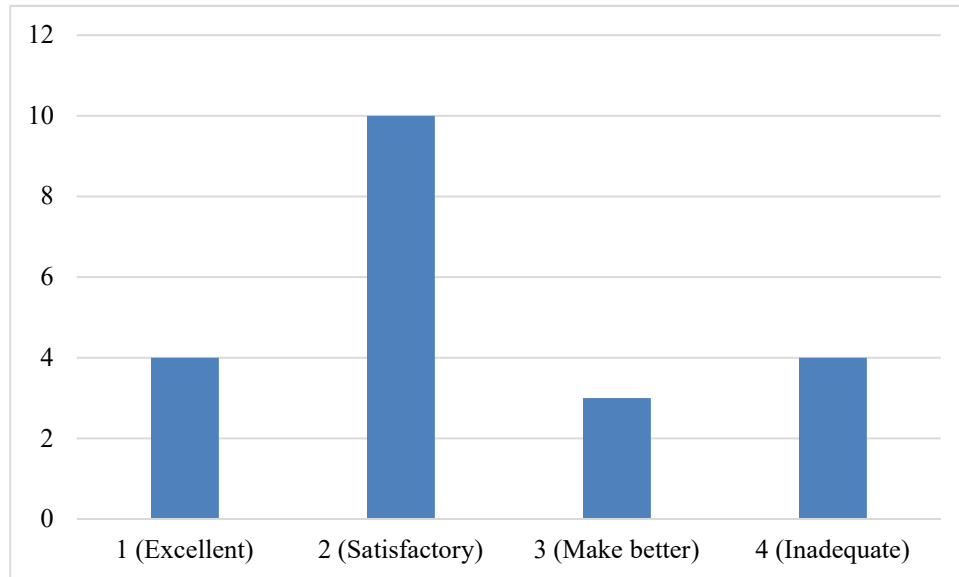
Graph 4.9 Pacing



4.3.5 Poise

This aspect included the following categories: 1) student displays relaxed, self-confident nature about self, with no mistakes, 2) makes minors mistakes but quickly recovers from them; displays little or no tension, 3) displays mild tension; has trouble recovering from mistakes and 4) tension and nervousness is obvious, has trouble recovering from mistakes. Most of the students make mistakes but they are conscious of these mistakes and correct them, when this occurs students show tension. Five students were relaxed and showed self-confidence with no mistakes, ten students had a few mistakes but were able to identify them and covered them, three of them had some trouble and showed hesitation, only four students got tension and nervous and had several troubles recovering from mistakes.

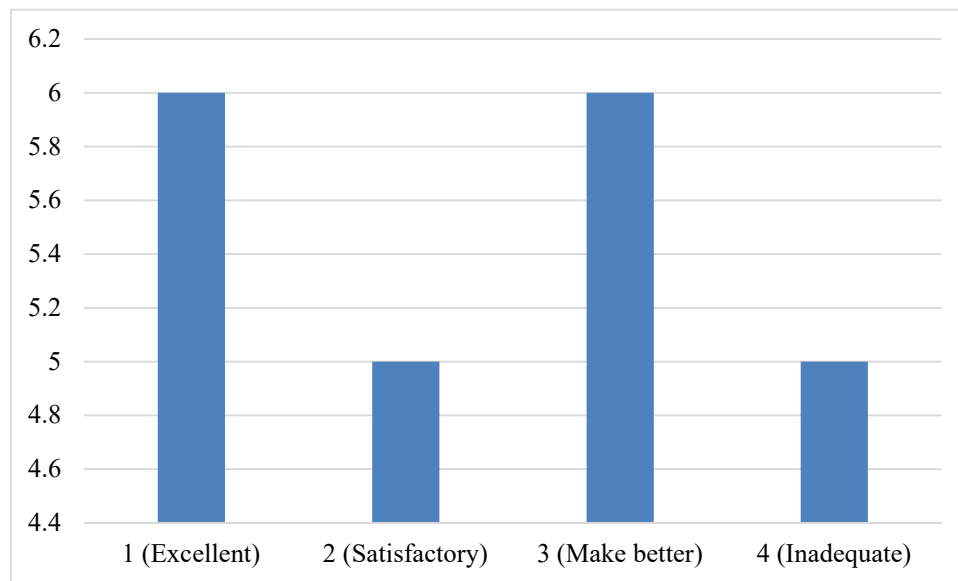
Graph 4.10 Poise



4.3.6 Voice

The last section has to do with the voice that students had when they were speaking English. The four categories used were 1) use of fluid speech and inflection maintain the interest of the audience, 2) satisfactory use of inflection, but does not consistently use fluid speech, 3) displays some level of inflection throughout delivery and 4) consistently uses a monotone voice. As the graph shows, most of the students used a fluid speech and caught the attention of the audience. Six students used a fluid speech and kept the attention of the audience during the whole presentation, five students approved satisfactory the use of inflection but face some problems in the fluid speech, six students displayed some level of inflection throughout delivery, and finally five students use a monotone voice during all the presentation.

Graph 4.11 Voice



4.4 Conclusion

In this chapter, the results from the questionnaire and observations are presented and described. The results were presented in graphs to facilitate the interpretation of the results.

In the following chapter, I will draw general conclusions for this study, the significance it has and the limitations of this project.

CHAPTER V: CONCLUSIONS

5.0 Introduction

In this chapter the conclusions of this research are drawn. The interpretation of the results, the implications and significance of the results, the limitations of the results, the suggestions for further research and personal reflection on the research experience of this study are presented.

5.1 Answering the Research Questions.

In this chapter the results obtained by using the questionnaire and the rubric are used to answer the research questions

5.2 Research Question 1. The Self-Efficacy Beliefs of the ELT Students Regarding their Speaking Skill.

Based on the results the self- efficacy beliefs of the ELT students regarding their speaking skill are that of the questionnaire twenty-two students believed that they are able to face different situations such as expressing ideas, maintaining conversations, managing to solve problems speaking English, speaking in front of a class or a person and confidence. The results show that they believe that when they are speaking in English as foreign language they develop the necessary skills in order to be understood by another person. When students were answering the questionnaire about Self-efficacy, they did not have any idea about how self-efficacy beliefs influence speaking skill. In Chapter two, Bandura (1997) explains that low self-efficacy causes motivational problems. If students believe that they are not able to achieve certain goals they will give up immediately. In the other hand, if the

learner believes in him/herself he/she will not face problems during the process of learning the second language. When a person is learning a foreign language and believes that is he/she is going to domain the language, he/she is going to learn the language in an easier way than those who do not. (Pajares, 1996 and Schunk, 1995). As I cited in Chapter two, if the learner has a low confidence in the capabilities he/she possess, he/she will face problems applying what he/she has learnt. In the other hand, if we have a learner that shows security and beliefs in the capabilities he/she has, for real, he/she will not face any problem speaking in English even if he/she has some mistakes.

In the speaking skill, if the student believes that he/she does not have a good level of the language and so on, this student will not have a good performance of the language and will have problems during this process.

First, it was important to know Self-efficacy beliefs that students have in order to know how those influence the speaking of the participants. As I said before, the participants have a high range in Self-efficacy scale just a few of them do not have positive beliefs when they are speaking in English. All the students that had a high range had a good performance in their presentations, their movements were fluid, they kept the attention of the audience, they were relaxed and showed self-confidence and had a fluid speech. On the other hand, other students had a low range, these students did very little movements, displayed minimal eye contact, displayed tension and had troubles recovering from mistakes and had a poor level of inflection.

It is important to be conscious of this problem, because when we are learning a language it is true that we have to manage the speaking skill even more if we are going to be teachers.

Since the beginning, we need to have a positive thinking and achieve a goal in order to feel security of our own capabilities. Some authors such as Pajares and Schunk (1995) explain that, as learners of a second language, we should figure out the exact reason why we have a low self-efficacy belief. They ask us, for example, whether you get shy in front of strangers or when trying out a new skill that you haven't mastered, yet (like a new language).

5.3 Research Question 2. ELT Student's Self-Efficacy Beliefs that Influence their Speaking in English.

According to the results of this specific group of students, their Self-efficacy beliefs influenced their speaking during the academic presentations, the ones that have a high self-efficacy showed fluid movements, kept eye contact with the audience during the whole presentation, as well as captured the attention of the audience, also used a fluid speech and maintained the interest of the audience, just a few people of the observed group showed low self-efficacy during the presentation, they did very little movements or gestures, displayed minimal eye contact with the audience, had troubles recovering from mistakes and used a monotone voice. In Chapter two, Bandura and Williams (1995-1997) explain that people who have strong confidence in their abilities to perform and manage potentially difficult situations will approach those situations calmly and will not be unduly disrupted by difficulties. On the other hand, people who lack confidence in their abilities will approach them with apprehension, thereby reducing the probability that they will perform effectively.

If the student feels that can speak fluently this student will succeed in this but if the student thinks that is not able to speak in front of a class or with someone, he/she will have

problems. The person that is learning a second language has to have the confidence in him/herself.

Depending on what the person thinks about his/her capabilities that he/she possess about his/her speaking skill in an indirectly way will influence in his/her performance.

The participants who do not believe in him/herself think that his/her pronunciation is not good, they do not feel confident speaking with someone because according to them their pronunciation is not good, they feel that they do not have the same level as his/her classmates in this belief affect his/her performance.

By increasing students' self-efficacy beliefs may help them to achieve more in the English language learning process. (Bandura, 1970)

5.4 Limitations of the Research

This research has some limitations. Some of them were that I could find too much information about Self-efficacy beliefs on speaking which became a little bit difficult in the chapter two. Also, I needed to focus my attention on the psychological aspects which was difficult for me because I did not have too much experience in this subject. Another limitation was that I needed to apply the appropriate instrument in order to know Self-efficacy beliefs of the students and the one that I applied was so general. Also, when I was evaluating their speaking during the academic presentations it was difficult and not practical to follow each student to evaluate their regular and actual speaking.

5.5 Suggestions for Further Research.

Self-efficacy has been shown by many to be a predictor of performance (Multon, Brown & Lent, 1991; Nicholls, 1979; Pajares, 1997). The research sample was taken from one single class. As such, replications of this research across different settings and with more participants are recommended. This study revealed that there was a relationship between self-efficacy beliefs and language performance but didn't clearly show that the language performance piece correlated with integration. Other studies have shown a correlation between language performance and integration, however. As such, a multiple regression analysis could be done to better assess the ways that all of these variables correlate with one another.

5.5 Personal Reflection on the Research Experience

In this section of the research, I want to express my personal experience during the process of my thesis project, when I realize that I was going to take "Thesis Seminar I" I was terrified because I did not know what topic could catch my attention, also I was afraid because writing a thesis would be a huge challenge for me because I had to prove my writing abilities. Finally, I found a topic that really caught my attention not only because it was a problem that some of my partners face but also because sometimes I was in the same situation. I was afraid of speaking in public or with my friends. I did not feel comfortable speaking in English and I really wanted to know if those feelings influence my productiveness of the language.

As I mentioned before, when students do not feel able to express the main ideas about something or talk about details in an informal conversation they will face problems

speaking in English because they do not have enough confidence, it is important to believe in the capabilities that the person possess in order to overcome a challenge.

As a future teacher I, consider that it is important to make our students to believe in his/her capabilities from the beginning of a course because in that way students will learn the language having good expectations of him/her and not to give up in the first mistake they could commit.

To be honest, during the whole process I always had doubts and the uncertainties were my best friends but with the support of my teacher and the effort that I did I was able to finish my thesis project.

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APPENDIX A

ENGLISH LISTENING SELF-EFFICACY SCALE

Please use the following scale to answer the following statements. There are no right or wrong answers. Circle the number that best describes how sure you are that you can perform each of the English listening skills below. Your answers will be kept strictly confidential and will not be identified by name.

0 1 2 3 4 5 6 7 8 9 10
Not at all sure Moderately Sure Completely Sure
(No Chance)

- | | |
|--|------------------------|
| 1. The main ideas of a short daily conversation about parenting between two English speakers | 0 1 2 3 4 5 6 7 8 9 10 |
| 2. The details of a short daily conversation about parenting between two English speakers. | 0 1 2 3 4 5 6 7 8 9 10 |
| 3. A short conversation about parenting between two English speakers by making inferences | 0 1 2 3 4 5 6 7 8 9 10 |
| 4. The main ideas of a short monologue about parenting given by an English speaker | 0 1 2 3 4 5 6 7 8 9 10 |
| 5. The details of a short monologue about parenting given by an English speaker | 0 1 2 3 4 5 6 7 8 9 10 |
| 6. A short monologue about parenting given by an English speaker | 0 1 2 3 4 5 6 7 8 9 10 |
| 1. The main ideas of a short daily conversation about dating and marriage between two English speakers | 0 1 2 3 4 5 6 7 8 9 10 |
| 2. The details of a short daily conversation | 0 1 2 3 4 5 6 7 8 9 10 |

Appendix B

Sample Rubrics for Assessment in Oral Presentation Rubric Template

	Criteria				Points
	4	3	2	1	
Body language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
Eye contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	
Introduction and closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	
				Total	