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SELF-EFFICACY AND TEACHING CONFIDENCE LEI

STUDENTS GAIN TO TEACH IN THE LANGUAGE

FACULTY BUAP

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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**Self-efficacy and teaching confidence LEI students gain to teach in the language
faculty Buap**

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Isrrael Sanchez Zamora.

DEDICATIONS

My dedication is specially for my parents. I had promised to make my parents proud by the achievement of this academic goal and I am sure that I have fulfilled that covenant.

In the hopes that this work may in some manner contribute to deeper exploration of self-efficacy and self-confidence in an English teacher. I lovingly dedicate this thesis to my family, who have been my constant source of comfort, encouragement, and support throughout this academic endeavor. This is also dedicated to the crew members of the Faculty of Language's present and future staffed teachers' role.

ABSTRACT

Self-efficacy and teaching confidence are aspects that LEI students need to gain to teach English in the Language Faculty Buap. Teaching requires not only qualities such as passion and enthusiasm, but also capacities for resilience, endurance, and innovation. As human beings, It is crucial to recognize the challenges students encounter when they lead a real teaching class, experiencing different sensations, emotions and feelings that decisively affect their performance, particularly in classroom management. These challenges can potentially hinder them from fulfilling their educational duties as teachers for which they are training. Based on the observed challenges in LEI students, this survey study aims to identify how self-efficient and self-confident on LEI students consider themselves to teach English. A questionnaire was used to gather information on LEI students' self-confidence and self-efficacy. The results indicated that pre-service teachers at LEI are still in the midst of acquiring language skills, gaining experience, and challenging themselves through classroom management where they are commonly dealing with students. Many LEI students complete their BA career still grappling with insecurities that could be corrected earlier with rigorous preparation, practice, committing mistakes, and overcoming them. Over the years, teachers of the Facultad de Lenguas de la Buap have educated students, enabling them to acquire knowledge, learn a new language and be introduced to various disciplines. Students need guidance from professors of the faculty and tutors with whom they can address their doubts in every class. Besides, students need to have teachers who are willing to share knowledge that will accompany students throughout their live.

Keywords: teaching confidence, self-confidence, students' achievement, self-efficacy, self-concept.

CHAPTER I

1.0 Introduction

Teaching self-efficacy and self-confidence are important qualities that characterizes a teacher and enables an excellent performance in front of a class. According to Shy (n.d) confidence is a feeling of self-assurance arising from one's appreciation of one's own abilities or qualities; it makes whosoever feel sure about one's own. Concurrently, "Efficacy experiences in the exercise of personal control are central to the early development of social and cognitive competence" (Bandura, 1989. p, 63). It has a significant impact on students' attainment, mental attitude, social-emotional progress, and the goals set by a professor or institution. It serves as a means to enhance students' knowledge by providing them with a reliable teaching approach to rely on. Maclellan (2013) argues that reflexive thinking allows us to reflect on how others see us and our own sense of self (p.2). Moreover, Garcia and Duran (2017) explain that Self-efficacy is related to how capable individuals perceive themselves to be when doing a specific task. Their self-efficacy is grounded in their cognitive processes, level of persistence, motivation, emotional states, and mental construction of experience and behavior which deeply determines their ability to accomplish something. In addition to those beliefs about themselves, individuals also develop some efficacy beliefs. If individuals have strong self-beliefs, they can face difficult situations by seeing them as challenges to embrace rather than threats to flee from (pp. 72-73).

Regarding self-efficacy, "Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (Bandura, 1994. p, 2). Juárez Díaz and Rodríguez Guardado (2023) investigated the self-efficacy strategies preservice teachers used considering their learning

styles. It was concluded that preservice teachers basically use strategies which relates to results in the long run instead of in the short term. It is also observed that preservice teachers used a limited variety of self-efficacy strategies.

Regarding teaching confidence, as stated by Professor McClellan (2013), it is noticed by perception, "its value lies in their power to explain, connect, predict or apply knowledge in one situation to illuminate another " (p. 7). However, "Knowledge and thinking skills provide the substance and tools for cognitive problem solving" (Bandura, 1989. p, 10). That is why, this study aims to look for ways in which LEI college students from BUAP language faculty students can gain self-confidence and develop their self-efficacy. According to the webpage of The Facultad de Lenguas BUAP states that LEI colleges students' profile upon entering to the career includes knowledge of main concepts and theories of the native language and overall culture, the capability to show proficiency in learning foreign languages, analytical and synthesis abilities, the skill to work independently as well as collaboratively, and personal organizational skills for self-directed learning. Moreover, students are expected to be open-minded, understanding, being tolerant of diversity and empathetic with their fellows (Benemérita Universidad de Puebla - Facultad de Lenguas, n.d.). The LEI college students have been developing, training, and instructing themselves as Teachers of English during their BA studies.

Besides, in agreement with the official website of the faculty of language avers that Facultad de Lenguas at the Benemérita Universidad Autónoma de Puebla (n.d) trains individuals in the domains of foreign language teaching and translation, aiming to foster a more just and equitable society by instilling a sense of service and social responsibility. It also offers courses to the university community as a means of accessing technical, scientific,

and cultural knowledge created in other languages, enhancing their professional capabilities and improving their job market prospects.

In this way, the institution contributes to society by training professionals willing to serve the society. Consequently, students must be prepared to attain the mission of the faculty. However, it is expected by teachers of faculty that students developed teaching strategies based on theory; however, it has been found that preservice teachers from the context of the study, teach English mainly matching their own learning styles instead of the English teaching theory (Salas et al., 2021).

My personal experience is merely one of the reasons for researching this topic. Exploring the variables of this study may help myself and other LEI students to gain confidence, self-efficacy, and enabling us to better handle future classroom situations. Bandura (1989) states “The task of creating learning environments conducive to development of cognitive skills rests heavily on the talents and self-efficacy of teachers” (p.66). Albeit in the time the BA study lasts, LEI College students must be capable of dealing with various circumstances, such as learning how to manage a classroom, understanding, and applying theory, learning a third language, mastering the English language, and teaching it, etc. However, it seems that mastering the target Language is somehow linked to attain confidence. Some teachers in the faculty, based on their experience working with students, assume that the lack of use of the language is a pattern that students have conducted since the beginning of the career involving their second language.

Some LEI students struggle with target language subjects, which knowledgeably are crucial for mastering the language. Presumably, having confidence in the language also enables students to grow, and build confidence as educators. And by not being so, it triggers

consequences in learning, and ultimately of their preparation, affects their self-confidence and self-efficacy in teaching the language. Bandura (1989) explains:

Part of the reason individuals make choices about their actions, the level of effort they dedicate to tasks, and the duration of their persistence when facing challenges and setbacks is due to their assessments of personal efficacy. Additionally, people's evaluations of their abilities affect whether their thought processes are detrimental or supportive, as well as the amount of stress and despair they feel during both expected and real interactions with their surroundings (p.60).

It is important to identify the perceived self-efficacy LEI students need to teach English when they start in their teaching practice; in other words, to identify how capable LEI students consider themselves to be as English teachers.

1.2 Rationale

Teaching confidence is one of the most relevant virtues of a professor. “Confidence is often associated with security, stability, strength, and other positive meanings, whereas doubt tends to be associated with more negative meanings such as insecurity, ambivalence, or weakness” (Briñol et al., 2010, p. 25). As it is known, it is very significant to make positively strong relationships and impressions with students to be perceived with accuracy.

A key objective of this research is to identify when insecurities begin and what common insecurities students face to address them and build confidence. Based on Bandura (1989) “Perceived self- efficacy is another cognitive factor that plays an influential role in the exercise of personal control over motivation. Whether negative discrepancies between internal standards and attainments are motivating or discouraging is partly determined by people's beliefs that they can attain the goals they set for themselves” (p. 47). It is believed

that students' acquisition of the language is complex due to the vast amount of the language to be mastered, specifically considering that students are expected to reach a B2 level in just three, as much as five years. Nevertheless, they must become proficient in the language to use it effectively in their professional careers as English Teachers, aligning with the mission of the faculty, which emphasizes trained professionals with spirit of Service.

Another purpose of this investigation will be to research ways in which LEI students can increase their self-efficacy to perform effectively and to develop satisfaction in their professional area. Vilallonga (2017) stated in a conference of Ted talk video that we must be conscious about our own self, this means we have to control our behavior, our image, the way we speak, etc., by doing that we will have better communication levels, better levels of knowledge, and from them we will have higher sureness levels (Vilallonga, 2017, 06:00). Briñol et al., (2010) argued that "confidence, like other variables, can play different roles in information processing and judgment depending on circumstances. As reviewed so far, self-efficacy can influence judgment by validating (or invalidating) self-relevant thoughts" (p. 22). Resilience of Undergraduate LEI college students are so important, and it is noticeable in every student's performance, class participation, etc., and it goes from just giving a comment to giving a teaching into a class. Conceivably, the early LEI college students gain teaching confidence the better teaching performance work on them will have.

1.3 Significance of the study (purpose)

This research will be significant to LEI College students that are at any time of the BA or whosoever that is in this path of being a teacher. Since feelings of confidence and self-efficacy can help them feel sure and able to teach English to their students. Also, the results of this study can help learner gain consciousness about the importance of developing the

feelings of self-efficacy when teaching. Without sense of self-efficacy preservice teacher would feel doubtful when being in front of a class and that can affect their teaching performance in the classrooms and even in the institutions. Moreover, this study can be used for future reference to the faculty teachers to promote strategies to gain self-confidence and self-efficacy that will benefit preservice teachers to feel able to teach and they can prevent negative teaching experience linked to low level of self-confidence and self-efficacy.

1.4 Objectives

The principal objective was to identify how self-efficient and self-confident LEI students consider themselves to teach English.

Specific objectives

To distinguish how self-efficient LEI students consider themselves to teach English.

To analyze how self-confident LEI students consider themselves to teach English.

1.5 Research questions

The general and specific research questions are presented below.

General research question

How self-efficient and self-confident do LEI students consider themselves to teach English?

Specific research question

How self-efficient do LEI students consider themselves to teach English?

How self-confident do LEI students consider themselves to teach English?

1.6 Summary

Being a professor is one the most complex assignments by reason of it calls for responsibility, patience, finesse, commitment, preparation, etc., Teacher education should be understood as a process of personal development, focusing on the individual as a professional rather than just as a person. This perspective suggests that we shouldn't limit teacher education to merely

providing necessary qualifications or simply integrating them into the existing professional culture, toward the formation of educationally virtuous professionals (Biesta, 2015, p. 12).

As the faculty of Language Affirms in its mission ‘with spirit of service.’ “Service learning creates opportunities for students to extend their educational work beyond the curriculum, to connect academic themes to the lives of communities, and to engage in practical activities that help to cultivate ethics” (Robinson & Jancic, 2019, p. 7)

The quality of teaching confidence referred to in this study is one of the most considerable aspects of an educator. Therefore, it is preferable for this characteristic to be developed from the beginning of LEI students training as it allows LEI students to gain a better domain, acquire more skills and experience better professional development. Although it can also be developed during their academic preparation when they are interacting with the English language culture and after completing their BA. As like, building confidence from the beginning will enhance their language development and other aspects of their academic training, fostering positive feelings on them about their progress.

CHAPTER II

2.1 Literature review

This chapter explores the concepts that help to describe the main purpose of this research, which is to analyze how LEI college students efficiently can gain teaching confidence and overcome insecurities related to their academic preparation. The central question is, what are the reasons that students of LEI at the faculty of language of BUAP can gain self-efficacy? The general objective is to determine the reason graduate students of LEI at the faculty of language of BUAP do not build satisfactory teaching confidence in order to help them to overcome it.

As well as categorizing the typical insecurities students encounter and assessing the teaching resources provided by educators in bolstering students' confidence in learning.

To conduct this study, I have divided this chapter into the following points. In the first point; Importance of self-efficacy, to comprehend its importance and how it has repercussions over students, second; Self-confidence resulting in self-efficacy, to explain how both are linked to be perceived with accuracy; third, influence of the language in gaining confidence, to analyze the importance of mastering the second Language for teaching task, fourth; a brief Theoretical framework about the teacher character. It is a general view by experts of how a teacher is suggested to be by experts to get into the context of a teacher role, Fifth; Learning to be a teacher, it is mentioned the most prominent aspect that have been highlighted by the investigation researched, and finally, sixth; student-teacher path, this is to make an analysis and thus understand some implications on beginners teachers. This study will try to explain the difficult situation that students go through in their preparation process during the duration of the BA and highlight the teaching work on them to gain confidence.

2.1 Self-confidence resulting in self-efficacy.

Self-confidence is crucial not only in academic settings but also in personal and social aspects of life, contributing to success at every stage of life (Tuncel, 2015, p. 2575). Every individual has a certain level of self-confidence, self-esteem, and belief in their own abilities to perform tasks, although this varies among people. Men develop their self-concept through their experiences with themselves, others, and the surrounding environment. Additionally, self-esteem can be influenced by evaluating oneself in relation to others and the external world (Park & Lee, n.d., p. 198).

Self-efficacy is presumed to explain and predict people thoughts, emotions, and actions they take based on what they believe they can do with the abilities they recognize they have developed (Skaalvik and Bong, 2003). Therefore, it is essential to maintain proper self-control in order to project confidence which involves managing our emotions, behavior, and other factors, as they play a crucial role in our performance. Anxiety as an affective state is characterized by an uncomfortable emotional experience where one perceives danger, feels powerless, and experiences tension in anticipation of an expected threat (Aydin, 2009, p. 128).

Besides, Maclellan (2013) explains that this sort of capacity is a metacognitive level of intelligence based on a subjective experience of our beliefs, and it results in confidence. As a judgment of accuracy, it must be balanced to avoid under-confidence, which means hesitation and doubts about internal resources that affects working conditions. On the contrary, overconfidence may lead students to become know-it-alls, convinced that they have no need for improvement. However, students should concentrate on performing a task with adequacy in judgment of accuracy, which will call for self-efficacy and enthusiasm to gain competence that will motivate them to keep improving themselves. This implies valuing ourselves, being

aware of what we are capable of and continuing with our own resources, always striving to increase our professionalism in teaching. It involves using our knowledge in the problem-solving and not comparing with others (pp. 6-7).

“The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one’s personal efficacy. Failure undermines it, especially if failures occur before a sense of efficacy is firmly established” (Bandura, 1994, p. 2). “However, being praised for work by the teacher is sometimes taken to indicate that the student lacks ability compared with others. Hence, praising students work may have unpredictable effects and is not a guaranteed way of stimulating their self-concept” (Skaalvik & Bong, 2003, p. 33)

Academic confidence allows for professional development, and the building of security to use it in every aspect of our lives, whether as students; or in other cases, as teachers when just giving a class, with the language, among other aspects. “Academic self-efficacy reflects a highly context-specific judgment of one’s competence, although repeated successes or failures make these beliefs more durable. The dynamic and malleable nature of self-efficacy perceptions renders them more amenable to experimental procedures aiming at efficacy enhancement” (Skaalvik & Bong, 2003, p. 25). Self-confidence is based on our self-views determined by our discernment and beliefs or even our opinions. “Self-confidence is contextualized within domain-specific and person-specific self-views (Maclellan, 2013, p. 5).

2.2 Importance of self-efficacy

Garcia and Duran (2016) explained that self-efficacy is related to individuals' beliefs about their capability to perform specific tasks in any domain. This self-efficacy influences their thought processes, level of persistence, motivation, and affective states. In other words, self-efficacy determines individuals' performance by increasing or decreasing their beliefs about their ability to accomplish something. This implies that people also construct self-efficacy beliefs. Although there are several factors that impact efficacy: such as in this case being a teacher of a second language. "Affect in language learning involves various aspects of emotions, feeling and attitude of the learner. Affective sides of language learners may influence the learners' language learning processes, positively or negatively" (Park & Lee. n. d. p .197).

Student decision and discernment also molde thoughts. García and Duran (2017) said that it is evident how self-efficacy beliefs have effect on learners performance, which makes learners show a poor performance in the language; fail in the courses and be reluctant and apathetic to the learning process. "Fear reactions generate further fear of impending stressful situations through anticipatory self-arousal. By conjuring up fear-provoking thoughts about their ineptitude, individuals can rouse themselves to elevated levels of anxiety that far exceed the fear experienced during the actual threatening situation" (Bandura, 1977, p. 198)..

Some learners' concessions cause several problems if they are not corrected. Flammer (2001) explains that individuals who have lost confidence in themselves immunize such devastating beliefs by not trying anymore, by self-damaging attributions, and by recalling their biography in a way that is consistent with their beliefs. Teacher should help students create healthy views of themselves. Piñeiro (2009), suggest avoiding vague, unverifiable information to avoid pitfalls, and recommend that students learn about the passive voice.

They will discuss the homework assignment due to the fact teachers would be unable to confirm the realization of any of these sorts of loosely stated objectives (p. 205). Moreover, as a teacher of English she suggests being aware of the content of our lesson plan considering working on the four skills in the language.

2.3 Influence of the language in gaining confidence

Learning a foreign language can represent a threaten to people security when they are leaning; for some students, it is very difficult to accept that to learn a foreign language, they do make mistake (Jane, 2014). Affective factors, including motivation, personality, intergroup climate, and self-esteem, influence the willingness to communicate. Specifically, self-esteem encompassing general self-esteem in a second language and situational self-confidence during communication plays a significant role in shaping a learner's willingness to engage in communication (Park & Lee, n.d., p. 199). When developing a language, children learn symbolic means, reflect on their learning experiences, and their capabilities pointed out by others, in that way, they expand their self-knowledge of what they are able to do and what they cannot do with the language (Bandura, 1994, p. 10).

Park and Lee (n.d.) state that affect in language involves various aspects of emotion, feeling, attitude of the learner” (p. 197). They argued that affective sides of language learners may influence the learners’ language learning processes, positively or negatively (p.197). That’s why practice is one of the most prominent aspects to consider for gaining confidence, even if students seem to be afraid of using the language in the last semester of their BA. “Belief in personal efficacy affects life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression” (Bandura, 1994, p. 14), However, they must rely on their language skills, as well as invite themselves to use the

language without worrying of committing mistakes. “It is through engaging teachers' own reflections on the conceptual artifacts of what self-confidence is, how self-confidence judgements are made and the susceptibility of self-confidence judgements to external factors, that they themselves can be better equipped to enable learners" (MacLellan, 2013, p. 13)

2.4 Theoretical framework about the Teacher Character.

Piñero (2009) discusses training and important aspects in his book *Principles of Lesson Planning: A Guide for Student Teachers*. He highlights elements such as planning, curriculum, and the time allocated for communicative participation in the classroom, among others. In summary, his work encompasses many factors that educators should consider when developing effective lesson plans. “Teacher education aims to develop teachers who can function as agents of change, with the focus being on ethical and transformative agency toward addressing social inequalities and building a more just and humane society” (Robinson & Mogliacci, 2019, p. 4).

Piñero (2009) emphasizes the importance of teachers understanding their students' individual personalities, as well as their collective dynamics, along with assessing their levels and capabilities (p. 203). Those characterized many times are perceived by learners, “When we perceive a person, we draw conclusions about him or her, often rapidly and automatically, sometimes thoughtfully and carefully” (Bartholow, 2011, p. 404). It comes across as every human judgment is based on perception, that's why professor good qualities come from their own self-assurance which is perceived by others. Teachers may feel differently about themselves and select to take diverse actions, depending on how they construe themselves; on the attributes they believe they own; on the roles they think they must play; on the abilities they believe they have; on their own view in comparison to others, and the judgements made by others (Skaalvyk & Bang, 2003).

A teacher is an agent of change who transmits a feeling of welcome in his students, Hammer (2001) mentions that a good teacher should make interesting lessons so students do not fall asleep in class, should love his job, should be really authentic, should be prepared, should be an entertainer, should be accessible to all students, should have affinity, should know how to manage the imperative students and the quiet ones, should correct without offending, should be willing to help and not to shout and should know students 'names (p. 2). In addition, Garcia, and Duran (2017) highlight the verbal persuasion by saying that the discouragement and inadequate error correction techniques made them feel insecure and increased their reluctance to the language. Because when a person is encouraged and praised verbally, the verbal persuasion source is heightened, and the students perceive in him or herself capability (p.84). Being a teacher means be conscious about how to use all the tools that we possess; "perhaps the teacher's most important thing is the voice" (Hammer, 2001, p.16). Teachers should take care of the audibility, variety, and conservation of our voice instrument.

Teacher's work is something crucial and abstract, Robinson and Jancic (2019) refer the teacher character is seen as a professional with a set of related concepts; emancipatory pedagogy, critical pedagogy, social reconstruction, critical reflective practice, cultural responsiveness, and socio-critical approach, which cohere similar and constructions (p.4). It is useful to consider how the teacher's work is perceived because his confidence plays different roles when information is processed and judged on different contexts by students. Undoubtedly, it is a key component of being successful because scholars in particular quickly notice a lack of self-confidence and use that to tear a teacher down even further.

2.5 Learning to be Teacher

Garcia and Duran (2017) refer to students' negative states which they suggested to be categorized into individual and relational factors. Those factors express students' behavior as individuals and as participants in a socio-cultural context. Under these circumstances students' express anxiety, inhibition, low self-esteem, lack of motivation, and lack of empathy from the teachers; as well as other negative emotions, such as fear and frustration, which could be possible consequences of the teacher's inappropriate discourse and classroom transactions. They augmented that information based on Bandura, who agreed that people judge others' capability to do something when facing certain situations that are aversive or difficult. Those indicators are the negative states that prevent adequately students' performance (p. 83).

According to Piñeiro (2009), teachers need to envision the overall coherence of their lesson plans while incorporating a variety of techniques to keep students engaged. Activities should be organized in a logical order, beginning with simpler tasks and gradually progressing to more complex objectives. It is crucial to anticipate how well the activities will flow together and to consider the time required for each task. While managing timing can be difficult, the emphasis should be on providing sufficient time for meaningful interaction and creative language use. If a lesson ends early, having backup activities ready is recommended; conversely, if a lesson takes longer than expected, teachers should conclude gracefully and resume the following day (p. 204).

According to Dharmayanti Harmanto and Adi (2021), based on the model of Tschannen-Moran et al. (1998), the conceptual confusion surrounding teacher efficacy is elucidated, which is established through a social cognitive process located in a social context. They advise analyzing the teaching task and its context, assessing self-perception of

competitiveness, which they define as the teacher's belief in their capability to organize and execute the necessary actions to successfully accomplish a specific teaching task in a particular context (pp. 392-393).

Teacher education must be a support to teachers to understand the schooling, patterns of hierarchy and power issues and signals their function as agents of change, and ethical and transformative roles to end up social inequalities and be a promoter of a fairer and more humanistic society (Robinson & Jancic, 2019, p.4). Preparing everything in class is better for novice teachers of English, planning is the key to success. “It means that for teachers who have never taught before, it is very useful to write a script of the lesson plan in which they anticipate words students will say in return. It helps teachers to be more specific in the planning and can often prevent classroom pitfalls where they get all tangled up in explaining something (Piñeiro, 2009, p. 203). She also suggests considering some vital aspects before planning such as: gathering material and possible starting points, considering students' personalities, needs, being familiar with the book in the case that there is a book, and so on. Everything in a logical sequence and in a progressive plan to accomplish the ultimate goals. Likewise, Garcia and Duran (2017) quote about the idea of low level of academic performance when doing a specific task was many times related to the fact that teachers are not making enough effort to create optimal conditions for students to learn and to use the language. It appears also to be linked directly to the kind of rapport their teachers build in the classroom and the relationship they build with their learners. If students are exposed to discouraging experiences in the language, classroom transactions, and inadequate classroom climate they will have inactive mastery experiences and they will feel threatened to express themselves using the language (p. 84).

2.6 Student–teacher path

Teaching confidence is something that covers almost all university students' life; every student's situation is mostly conducted into a school, because part of their preparation lies in the development of this quality which adds reliability to their performance. Albeit teaching confidence can involve every part of students' life, such as personal life, educational, plans, projects, cognitive development, labor, etc., as well as every activity that they do in university. García and Duran state that these indicators are negative states that prevent learners from performing adequately. For this reason, if students feel anxiety, fear, confusion, Inhibition, nervousness, self- disappointment, or if they experience: frustration, lack of confidence or low self-esteem when doing certain attainments, their self-efficacy beliefs could be low" (p. 83).

Piñero (2009) explains some principles that could help novice students in the arduous path of teaching, he suggests that a student-teacher should have at least an idea of what his students should do during his class. He lists some prominent aspects that a neophyte teacher should follow such as: pre-planning, diversity, succession and timing, individual differences and so on. He cleared up If an educator has an idea of what he is going to accomplish it will be easier to manage a class. Everything in a class happens subconsciously and consciously, then so, teacher is asked to be familiar with the curriculum that students will be following as well as the textbook, material, etc. In addition, Milagro recommends considering students' needs, draft specific objectives, which activities students will perform, everything based on what the teacher has planned.

Additionally, when interacting with students it is necessary to ensure that all students can talk, to work by adapting the material according to students needs and the teacher's philosophy. Teachers help their students develop their self-esteem, feelings of pride and

belonging and ensure that every single student is praised as an individual for their own qualities (Jane, 2014)

2.7 Conclusion.

In addition, it is noticeable that self-efficacy and domain of the target language are linked to perform the teaching work successfully. Everything is achieved through knowledge and experiences when we are dealing with ourselves and with the external world. “Every human being possesses some extent of self-confidence, self-esteem, and belief in one's own abilities in carrying on a task, although the extent is different from each other” (Park & Lee. n.d. p.128). That's why it is crucial to cultivate an adequate environment, which is characterized by a bunch of good qualities where students grow and help them in their future work as teachers. “Social learning, collaborative inquiry and group discussion are valued and promoted, and students increasingly take control of their own learning and its evaluation. These capabilities, direct their own learning, evaluate their own progress and attainments, and support the learnings of others are at the heart of autonomous learning of the graduate qualities valued by employers and in professional practice” (McDowell et al., 2009, p. 61).

CHAPTER III

Chapter three endeavors to answer the research questions for this study and present the participants, the research context, and the significance of the study to the research context, the instrument, and all data collection. Furthermore, it aims to clearly delineate the data collection procedure. Finally, the collected data will be analyzed, and the analysis will be described.

3.1 Participants

Consequently, the students selected were students from seventh semester. Comparing these two samples of LEI students who are almost finishing the BA; seventh semester in relation to other classmates to fathom why a few students highly have confidence in teaching while some have not, as well as, to know what is causing this phenomenon. The method requires a sample where students have been exposed to the LEI Course. In this case, it was considered the students who are almost at the end. Inasmuch as, the method asks for research where it can be created differences between them to contrast their performance and to determine the effects of the created difference (the reason for or the results of). Assimilating students nearing the completion of their BA program with those in their second semester.

3.2 Context

This research was done with undergraduate students pursuing The Bachelor's degree in English language Teaching (LEI) from the Language Faculty of the Benemérita Universidad Autónoma de Puebla (BUAP). The Faculty of Language expects from its graduate students at the end of its BA to be a highly competent teacher. The students of the Language Faculty are pre service teachers who gain knowledge of Anglophone or Francophone cultures, depending on the Target Language, they can be English or French. They have to reach a B2 language level according to the Common European Framework. They can also be able to continue

studies in the postgraduate programs that are offer in the faculty. Two master programs and a master's degree. Moreover, the graduated students can be inserted in work environments that mainly cover public and private educational institutions from the basic level to the postgraduate level in the state of Puebla, the region, and the country. In other words, a graduate student must be capable of accomplishing the faculty of language expectations, a competent educator. That's why it is important to understand at least to consider the student situations from the start of the bachelor's degree to the end, to determine whether what the Faculty of Language expects from them is achieved.

3.3 Method of research

To begin with, the survey research method was used because it collects information from opinions of a group or groups of people; which is questioned or observed, about a particular issue; all collected from a sample rather than from every member of the population. So, a good advantage is that survey research allowed direct administration of the data obtained from LEI College students from the faculty of language, the sample. The collection of data is through asking questions in a hierarchical set of research questions, all related to the issue in order to describe some aspects or characteristics such as abilities, opinions, attitudes, beliefs, and/or knowledge of the sample to find answers.

This study was conducted quantitatively to study the sample from the whole population and bring the information obtained from students of LEI to reality, everything divided into samples for better analysis. "Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity" (Kothary, 2004. p.3). Moreover, it allowed better control over the research environment to manipulate and observe the sample to determine the purpose of this

investigation, which was to determine how to gain self-efficacy to perform with confidence in English, as future Educators will be. Table 1 portrays the characteristics of the research design of this study.

Table 1

Research design

Approach	Quantitative
Method	Survey
Design	Cross-Trend
Purpose	Determine
Technique	Close-Ended Questions
Instrument	Questionnaire

Source: Information taken from Kothary (2004)

In this case this study was based on academic students, so, it looked for teaching confidence problems in order to help them to detect what causes that phenomenon in them, to classify their common insecurities and battle them out. And by that way, be able to help them to succeed during the BA, and at the end in their job as teachers. Also, it tried to explain how students are embracing the teaching tool and feedback provided by the teacher for mastery in the language and for enough training to teach a second language.

3.4 Method of data collection

Research is a process that helps solving questions based on the data collection and analysis of the data. Survey research gave me the expected answers related to self-confidence, self-efficacy, the English language, and so on. A survey was used and divided into sections. Furthermore, this survey is sort of Likert survey which does not measure the absolute

intensity of the attitude but simply measures in relation to another person when of individuals responses in relation to one another (Kummar, 2011, p. 84).

3.5 Instrument

The most common instrument to collect information is using the survey as a data collection technique, the questionnaire. Based on what Kumar (2011) defined as a questionnaire, a questionnaire is a written list of questions, which will be answered by respondents. Participants read those questions, they try to interpret what is expected of them, and then they select one answer; the one they believe is the suitable one for themselves. That's why, the questionnaire was easy to read and clear enough so respondents could easily follow the sequence of questions; according to their level the vocabulary students already know. Besides, owing to Covid 19, the instrument used for this study was the mailed questionnaire. In that way information was collected. See the instrument at the *appendix 1, research instrument*.

This questionnaire was based on investigations already researched, and some studies, for example: on Aydin (2006) who wrote an article about test anxiety in foreign language learning and the work of Park and Lee (n.d.) of Kunsan National University who wrote the L2 Learners' Anxiety, Self-confidence, and Oral Performance. Those writers researched the effects in Learners when they are learning the English language. That questionnaire was divided in two sections, the first was Self-efficacy Items with twenty-nine questions and the second one was Learning English Language Items, consisting of fifteen questions in total; all of them by closed-ended question, the respondents had to choose one answer from a given set of responses. This is a Likert scale instrument. which was based upon the assumption that each statement/item has equal attitudinal value or importance in terms of reflecting an

attitude towards the issue of a question which allows each item to be treated with the same weight or value by multiple choice; closed-ended question, the respondents had to choose one answer from a given set of responses (Kumar, 2011, p. 62). That instrument is in Appendix 1, research instrument.

3.6 Piloting stage

Participants who answered this instrument were students from LEI from the seventh semester of the BA. Owing to Covid 19 the link of the questionnaire was sent by message to those students and they answered it in Google forms. The questionnaire had forty-four questions in total, all of them answered in sequence at once. The issues pointed out were related to self-efficacy and the confidence concerning oneself and when Colleges of LEI are using the English language. No comments were about the questionnaire, what means everything was clear to respondents.

3.7 Data collection

At the time the respondents answered the questionnaire, I received notifications about it. Most of the respondents who were asked to answer this questionnaire agreed to answer it. Results state 44 out of 62 respondents in total were women. Some of them had problems with the Link, but it was sent again to them. Moreover, I asked some teachers for help, but I did not get any response. So, I believe that they could not help me. However, I asked some colleagues to help me by answering the instrument, and I also asked to share this link in their WhatsApp groups in order to get more answers. Positively, they agreed and that was the way I obtained participants. At the end, the total number of participants was fifty-six.

3.8 Analysis and discussion of results

In the following lines, it will be mentioned the results obtained by respondents which were analyzed were from respondents of the seventh semester of the Language Faculty of Buap. As was described above, this instrument was applied by Google forms, so, thanks to this tool everything was divided automatically into sections to get better understanding. Questionnaire was analyzed once the data was fully answered. Based on Google forms, information was divided into sections which describe in percentage all results. Then, this information was presented in tables that contained it in order according to the number of responses per question.

Every question had five options (categories) to be chosen and answered by respondents; this questionnaire was treated as a variable scale. Information was presented in the frequency table showing the number of times that responses of the collected data occur and the percentage represented by these responses, all calculated by dividing the number of responses in a category by the total number of cases. The frequency tables and charts were accompanied by a text to report the main findings, which were the main values or responses categories which were highlighted; in that way, an interpretation was made. Every table, figure and graphic were used to visualize the results of a scale variable, a representation of the distribution of the data.

The average was measured and synthesized a set of data; the sum of the values of the answers divided by the total number of cases. Also, the standard deviation was considered. Here, the responses of variables were measured, the average of the responses of each case with respect to the average. This was calculated of how different responses of each case were away from the average. The higher the standard difference; standard difference was the variance, the more dispersed the answers obtained, that was, the more heterogeneous was the

opinion or behavior of the cases analyzed. Both the difference and the variance were widely used in multivariate data analysis.

3.9 Conclusion

During this search process that started with choosing the correct method, the instrument used and the way to apply it. Adding to this, the fact of the application of the instrument considering the pandemic situation in which we are, it got more complicated. Although, it appears that the technology helps by making the instrument accessible to everyone without the need to be faced to face, the fact is that the availability of the participants is sometimes questionable.

In summary, the objective of this instrument is to detect the importance of self-efficacy present in students; either in the use of the language or in their self-esteem, which results in a symptom of preparation, competitiveness for the future world of work.

CHAPTER IV

The results of my analysis are shown in this chapter. First, participants' sociodemographic information is presented. Second, self-confidence and anxiety when interacting with language are discussed. Finally, the comfort they have when they are using the language to have a better performance in front of a class is explained.

4.1 Results

The number of participants were fifty-seven in total: forty-four women (77.2 %) and thirteen men (22.8%). Most of the women who answered were at an average age of 22 years (n=25), also in men that was the average, half of all of them being the total (52.6%). Moreover, twenty-nine surveyed of them (52.6%) mentioned knowing the English language in just four years, which tells us that when they entered the BA, their level was likely very low.

While the rest of them said they knew the English language for an average of 4 to 8 years, the minimum affirmed that it was barely (n=5 & n=1) in three years, and others interviewed remembered that in 15% (n=2) or even 25% (n=1) years they were familiar with it. However, only seven of the total sample (12.3%) certified the language at level B2, and only three respondents of the sample in total (5.3%) have certified at level C1 to C2.

Impressively, most of the population (80.7%) of the sample (n = 46) has not certified the language at any level. Although, more than half of them (n = 31) think to have at least a B2 level proficiency, which is equivalent to thirty-one surveyed. While twenty-one of the rest (36.8%) responded that they believe they have only a B1 level.

In addition, almost a third of them (29.8%) have failed at least three subjects, fifteen of them (26.3%) have failed one subject and eight of them (14%) have failed three to five subjects. In conclusion, forty surveyed of the tested (70.1%) said they had failed subjects, which means that only seventeen people have advanced without failing; this equates to less

than one-third (29.8%). It should be mentioned that also forty of these surveyed (70.2%) have an average school achievement in grades from 8.1 to 9, thirteen of them (22.8%) with a better grade from 9.1 to 10 and only four people (7%) have a grade average from 7 to 8. Perhaps this is due to the desire to want to be teachers, the graph shows that according to their responses thirty-nine respondents (68.4%) agreed they want to be teachers, and eighteen of them (31.6%) want to be translators. *See Table 2.*

Table 2. Sociodemographic Information.

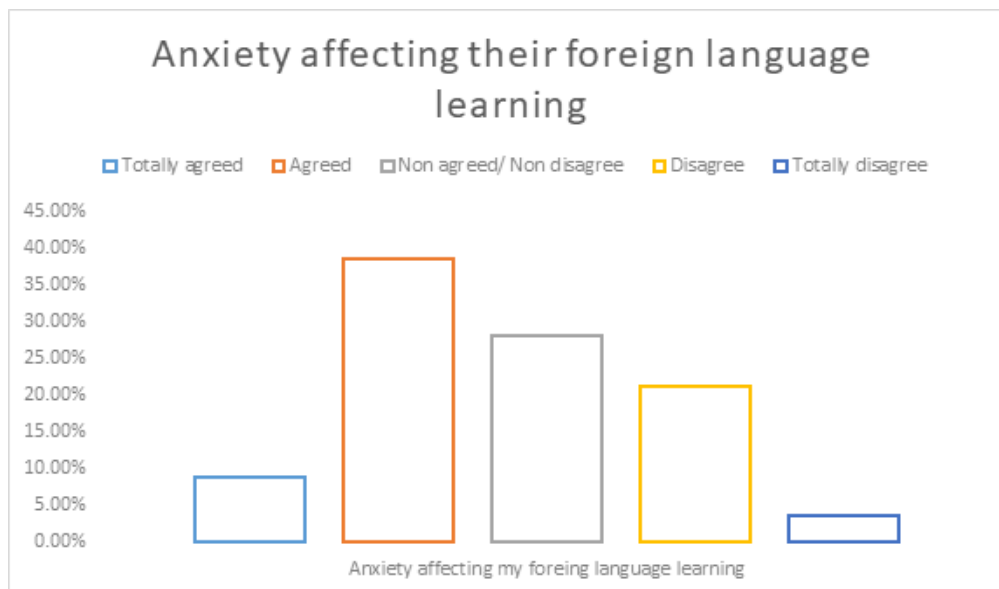
1. Sociodemographic Information														
1-sex		Female								Male				
57 = Total		77.2%								22.8%				
		44								13				
2-age		21	22	23	24	25	26	27	28	31	35	36	41	42
	Male	1	4	2	1	0	1	0	0	1	1	1	0	1
		1.8%	7%	3.6%	1.8%	0	1.8%	0	0	1.8%	1.8%	1.8%	0	1.8%
	Female	3	25	6	3	3	1	1	2	0	0	0	0	0
		5.3%	45.6%	10.5%	5.3%	5.3%	1.8%	1.8%	2.3%	0	0	0	0	0
3 - Years	Years	3	3.5	4	5	6	7	8	10	15	17	21	25	

o f learn n g Englis h	Mal	0	1	5	1	3	0	1	1	1	0	0	0
		0	1.8%	8.8%	1.8%		0	1.8%	1.8%	1.8%	0	0	0
	Fem	5	0	24	2	4	2	3	0	1	1	1	1
	ale	8.8%	0	43.8%	3.6%	7%	3.6%	5.3%	0	1.8%	1.8%	1.8%	1.8%
5- Studying language at LEI was their first	Yes							NO					
	35			61.4%				22			38.6%		
6- Language proficiency	B1				B2				C1 - C2				
	21		36.85		31		54.4%			5		8.8%	
7 - Certification	B1			B2			C1 – C2			Any Yet			
	1	1.8%	7		12.3%		3		5.3%	46		80.7%	
8- Subjects Failed	1 subejct			2 – 3 subjects			3 – 5 subjctcs			Any			
	15	26.3%		17		29.8%		8		14%	17		29.8%
9- Academic s score Average	7 to 8				8.1 to 9				9.1 to 10				
	40		70.2%		4		7%		13		22.8%		
10- Interests	Language teaching							Translation					
	39			68.4%				31.6			18		

4.2 Self-efficacy items

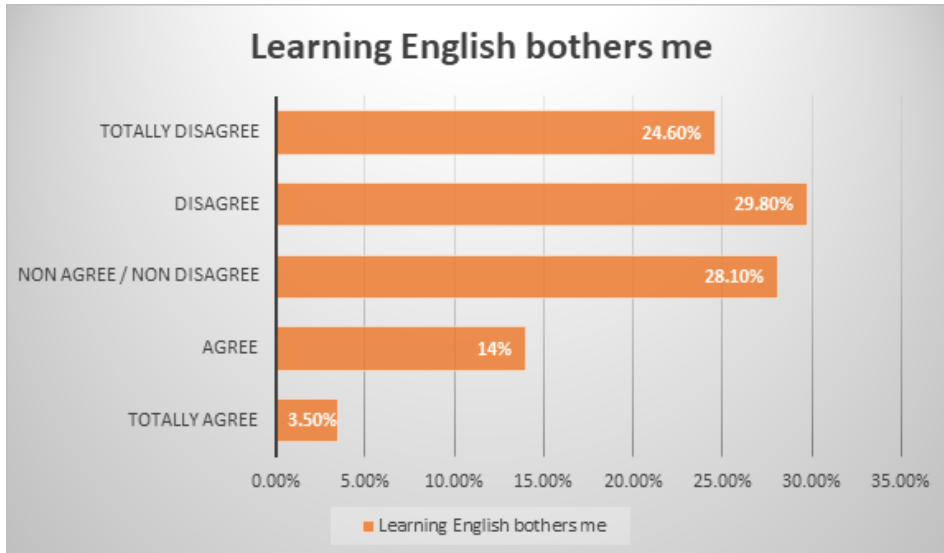
Now, the obtained results are described. The participants (38.6%) agreed that learning English causes anxiety, and that anxiety affects their foreign language learning. Fewer participants (28.1%) neither agree nor disagree with that idea. Other participants (21%) disagree about this statement. See Graphic 1.

Graphic 1: Anxiety Affecting their foreign language learning.



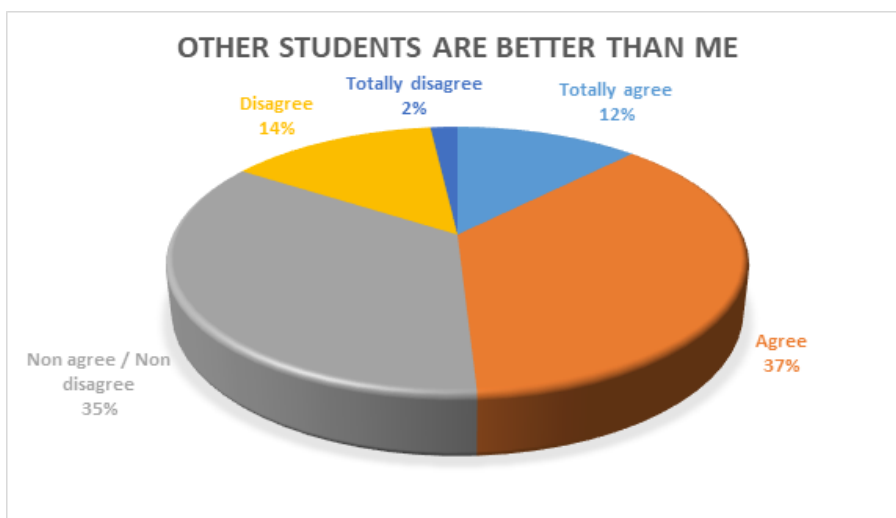
Moreover, the results show that almost a third of the respondents (29.8%) do not feel bothered using and learning the second language, while another third (28.1%) remain impartial in front of this assertion. And on one hand, some (24.6%) think that the English language is far from being a nuisance. Although, 14% (n = 8) and 3.5% (n = 2) accepted in agreement this asseveration. See *Graphic 2*.

Graphic 2: Learning English bothers me.



Perhaps that leads them to think or have negative feelings when using the English language, from half the number of respondents; 36.8% (n = 21A) and 12.3% t (n = 7TA) agree that their classmates are better than them. The other half; twenty of them (35.1%) remained impartial in the face of this statement, and the rest; nine of these halves (n=8D & n=1TD) were opposed to this utterance of accepting that they do not consider that they are better than their classmate. See figure 1.

Figure 1: Other students are better than me



On the other hand, less than half (29.8%) stated that they felt comfortable and relaxed using English Language, while nineteen of them (33.3%) reported feeling uncomfortable and the other 33.3% (n=19NA/ND) were neutral about this statement. Perhaps concentration in class is the reason, only three surveyed (n=3D) were totally in agreement about this statement. However, 19.3% (n=11NA/ND) showed themselves unbiased about this affirmation, And the 35% (n=20) supported this idea by agreeing. Impressively, these figures show the degree of confidence and use and acquisition of the English language. *See table 3.*

Table 3. Second language and confidence.

5.- I do not feel confident and relaxed while using 2L										
Totally agree		Agree		Non agree / Non-Disagree		Disagree		T o t a l l y		
								Disagree		
2	3.6%	19	33.3%	19	33.3%	17	29.8%	0	0	
6. While using English language in class I usually think unrelated things about the class										
20	35.1%	11	19.3%	19	33.3%	3	5.3%	4	7%	

Now, the following lines will describe the comfort expressed by the students when they make a presentation or performance in front of the class. 8.8% of them (n = 5TD), and 31.6% (n = 18D) stated that they do not feel uncomfortable presenting in class. The 33.3% (n = 19NA/ND) of the sample differed that presenting in class using the second language did not cause any discomfort, much less comfort. While a quarter of them, 3.5% (n = 2TA), and 22.8% (n = 13A) consented by answering that it is not pleasant for them to use the English language to present in class. Although the 7% plus the 36.8% of them (n=21TA & n= 22A)

agreed about getting the feeling after presenting that they could do it better. 75.4%, have had feeling unprejudiced to still improve their performance and their confidence with the English language.

Furthermore, *table 3* is based on their responses, showed that 24.6% (n = 14NA/ND) were fairly equitable in agreeing or disagreeing that their emotions affect their performance negatively. However, while presenting some confessed that emotions play an important role in mastering their feelings; more than half (n =28A & n= 4TA) acknowledged that their feelings have played a trick on them in a negatively way while they were presenting affecting their performance and the 14% and 5.3% (n=8D & n= 3TD) showed themselves opposed about this allegation. Without a doubt, presenting in front of a class causes anxiety in some way. *See table 4.*

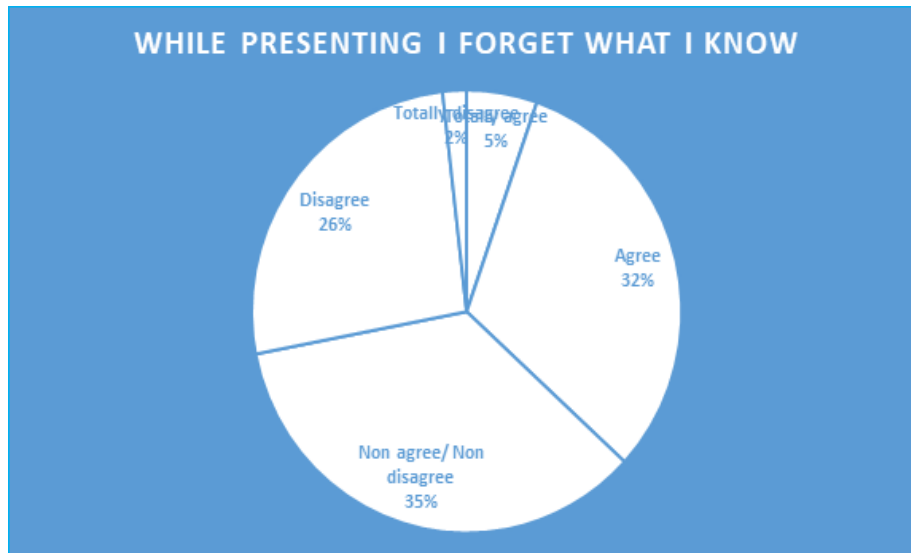
Table 4: Presenting in their second language.

7.- Feeling uncomfortable when presenting using English										
<i>Totally agree</i>		<i>Agree</i>		<i>Non agree / Non Disagree</i>		<i>Disagree</i>		<i>T o t a l l y</i>		
								<i>Disagree</i>		
2	3.5%	13	22.8%	19	33.3%	18	31.6%	5	8.8%	
8.- I feel I could have done it better										
21	36.8%	22	38.6%	10	17.5%	4	7%	0	0	
9.- Emotions affect my performance										
4	7%	28	49.1%	14	24.6%	8	14%	3	5.3%	

Respondents admitted that at least they have experienced nervousness to a scale of forgetting what they had to present or teach in a micro-teaching or a class. For example, results showed that were (31.6%) agree; (35.1%) non-agree-nor disagree; (26.3%) disagree; (1.8%) totally disagree that they have experienced hesitation to a scale of forgetting what

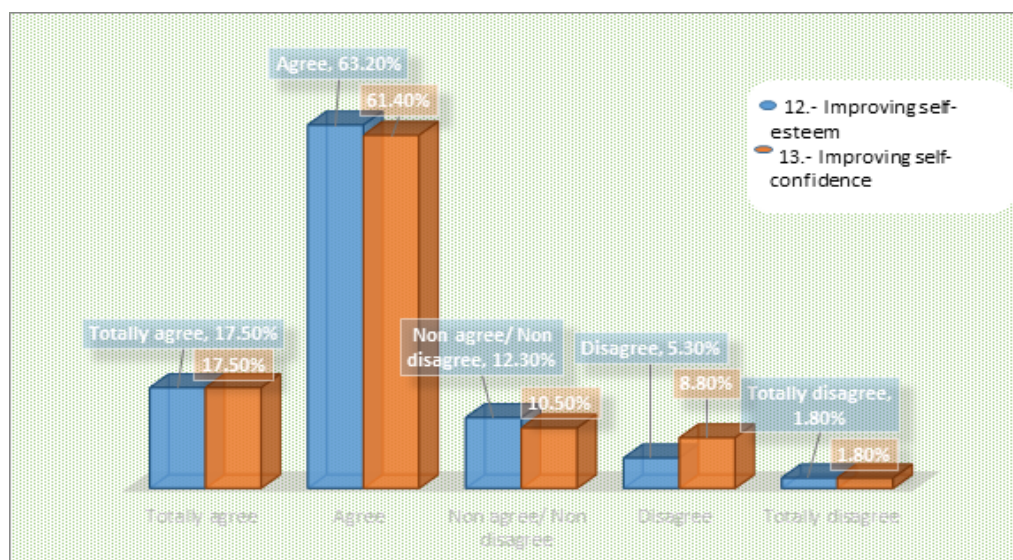
they had to present or teach in a micro-teaching or a class. That condition of indecision in the 31.6% of the participants suggests a low level of self-efficacy. *See figure 2.*

Figure 2. While presenting I forget what I know



It should be noted that most of the participants ($n = 36A$) and ($n = 10TA$), equivalent to 63.2% percent and 17.5%, assumed that development is necessary to improve self-esteem. Likewise, self-confidence proves to be important for some; seventy-eight nine percent ($n=35A$ & $n=10TA$) agreed with this statement, and the rest of the respondents believe that they either remain oblivious to this answer (10.5%) or think the opposite (8.8% & 1.8%). *See Graphic 3.*

Graphic 3: I need to improve my self-confidence and self-esteem.



Moreover, the results showed that even being prepared sometimes is a distrust; Most of the respondents (n=8TA & n=27A) affirmed that, and unlike the rest that is the minority; the 19.3% (n=11D) and the 1.8% (n=1TD). At least the majority (n=19TA & n=28A) avowed that not preparing is stressful and worrisome. Although, interacting in English in some (29.8%) makes them feel restricted before their presentation, some (38.6%) do not cause this reaction and the rest (n=16D & n=1TD) identify themselves oblivious to these feelings. *See table 5.*

Table 5: Worrying when presenting.

14.-I worry even if I am prepared										
Totally agree		Agree		Non agree / Non disagree		Disagree		T o t a l l y disagree		
8	14%	27	47.4%	10	17.5%	11	19.3%	1	1.8%	
15.- I worry when I am not prepared well										
19	33.3%	28	49.1%	7	12.3%	3	5.3%	0	0	
16.- I feel restricted before a presentation... when I am using English Language										
1	1.8%	17	29.8%	22	38.6%	16	28.1%	1	1.8%	

Perhaps this is due to the feeling of individual fulfillment, that is, how satisfied they are with their own person. Five respondents (8.8%) with twenty-six respondents (45.6%) agreed by admitting they are satisfied with who they are, eighteen of them (31.6%) are not in

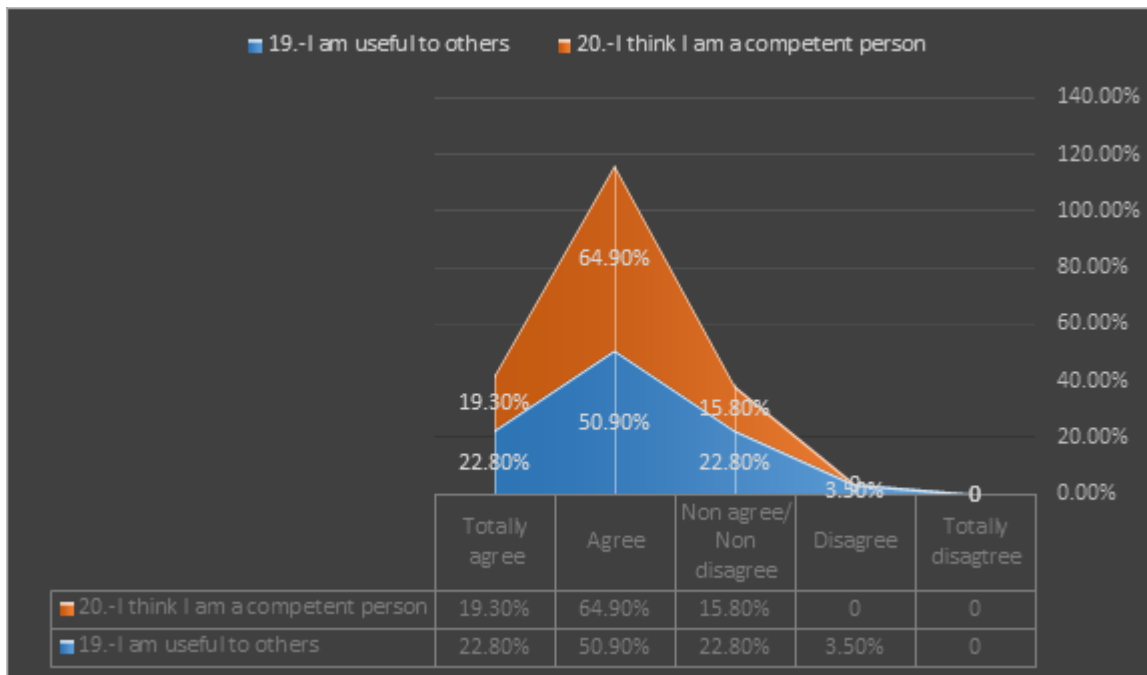
favor neither opposite to it, nor the remaining (n = 8) have self-acceptance problems. See graphic 4.

Graphic 4: I am satisfied with myself.



Hence the feeling of helpfulness to collaborate with other colleagues; the figures affirmed that forty-two people equivalent to 22.8% and 15.9% (n=13TA & n=29A) felt useful to others in a collaborative way, while the rest (22.8%) have behaved impartial from this statement, and only two (3.5%) people differed of thinking being useful to their peers. As well as the feeling of competitiveness has characterized the majority; the 19.3% (n=11TA) and 64.9% (n=37A) of this population recognized this statement as a feeling they have had, and the rest (n = 9NA/ND) remained equitable in the face of this statement. See graphic 5.

Graphic 5: Usefulness and Competence feeling.



Well, the majority; forty surveyed (n=8TA & n=32A) of those who start an activity or task agreed that they will succeed, but a significant part (n = 15) of the sample is fair of this statement, and only two surveyed (3.5%) signified doubts because they disagree with that. However, most of the sample (n=33TA & n=22A) detached that individual improvement is possible through strenuous effort. Impressively nine respondents (n=3TA & n=6A) feel continually incompetent, the other 28% (n =16NA/ND) remained impartial, and thirty-two people (n=25D & n=7TD) agreed on this that most of the time they are competent. See table 6.

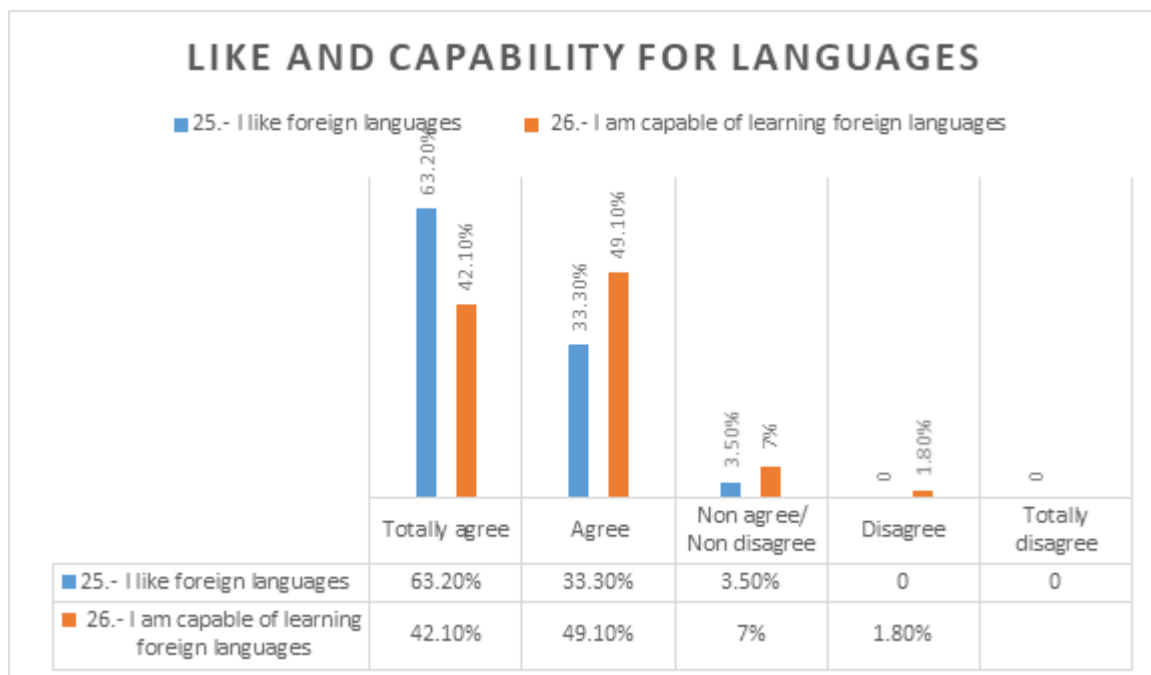
Table 6: Success and individual thoughts

21.- I believe I will definitely succeed										
Totally agree		Agree		Non agree / Non disagree		Disagree		T o t a l l y disagree		
8	14%	32	56.1%	15	26.3%	2	3.5%	0	0	
22.- I believed I can develop my individual skills with hard work and practice										

	33	57.9%	22	38.6%	1	1.8%	1	1.8%	0	0
23.- I always think that I am incompetent										
	3	5.3%	6	10.5%	16	28.1%	25	43.9%	7	12.3%

As an additional piece of information, thirty-six and nineteen respondents (96.5%) have a natural liking for learning languages. However, fifty-two people (n=24TA & n=28A) feel capable of learning a new language. So, at least most of them are studying something in which they can succeed. *See graphic 6.*

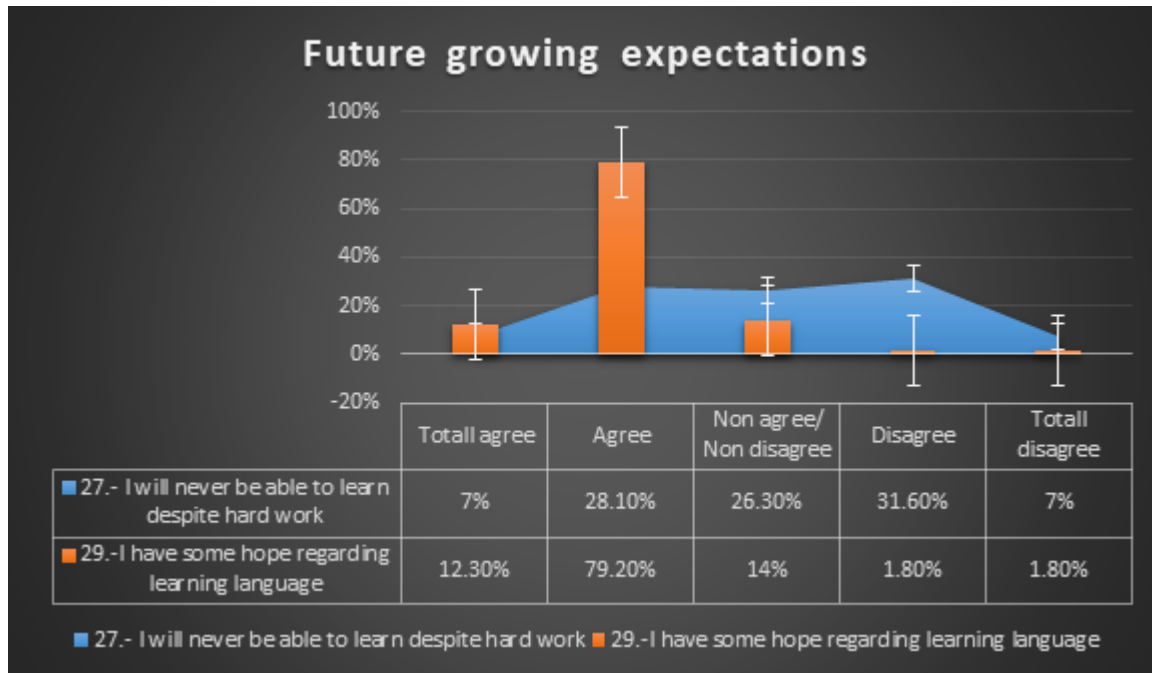
Graphic 6: Like and capability for languages



Although negatively, four people (7%) plus sixteen more (28.1%) thought that despite the hard work in learning, there will be things that they will not be able to learn, 26.3% (n=15NA/ND) maintained neutral, and the remaining 31.6% and 7% (n=18D & n=4TD) disagreed that there are not entirely difficult subjects that cannot be learned. In conclusion, the 17.5% (n=7TA) and 64.9% (n=40A) of the sample hope to improve their domain of their

second language over time. Unfortunately, some (n = 8NA/ND, n=1D & n=1TD) still doubt it. See graphic 7.

Graphic 7: Future growing expectations.



4.3 Learning English Language items

The following text describes the situation of the students regarding their comfort with the second language, English. The results show that thirty-seven respondents (64.9%) agreed and ten (17.5%) were very sure that they are satisfied with the language. while 19.5% (n = 6NA/ND) remain at the margin of this answer, and only 7% (n = 4D) do not cause them any comfort. See graphic 8. Of all of them, 36.8% (n = 21A) plus 15.8% (n = 9 TA) accepted that they have had this feeling of worrying, 22.8% (n = 13NA/ND) coincided by being neutral about it. Whereas the 19.3% (n=11D) with the 5.3% (n=3TD) respondents do not worry about making mistakes in their pronunciation. This concern about making mistakes while using the

language is present in the students, the results show that 15.8% (N =9TA) and 35.1% (n=20A) concurred with their interest in making mistakes when writing.

Moreover, listening is another language skill that students bear on. 8.8% (n=5TA) along with 38.6% (n=22A) fear misunderstanding and not being able to execute a conversation or provide an adequate response, 29.8% (n=17NA/ND) remain impartial about this ability over the feeling, and 17.5% (n=10D) with 5.3% (n=3TD) are unfazed about it. However, three interviewees (n=3TA) totally agree and eleven (n=11A) indicated that reading causes them to matter; Maybe it is due to grammar problems. Again the 29.8% (n=17NA/ND) remain oblivious to answering this statement affirmatively or negatively. Lastly, almost half of them (n=21D & n=5TD) have more control over this skill because their answer was of disagreement. See Table 6.

Graphic 8: 1. I am satisfied using the second language English.

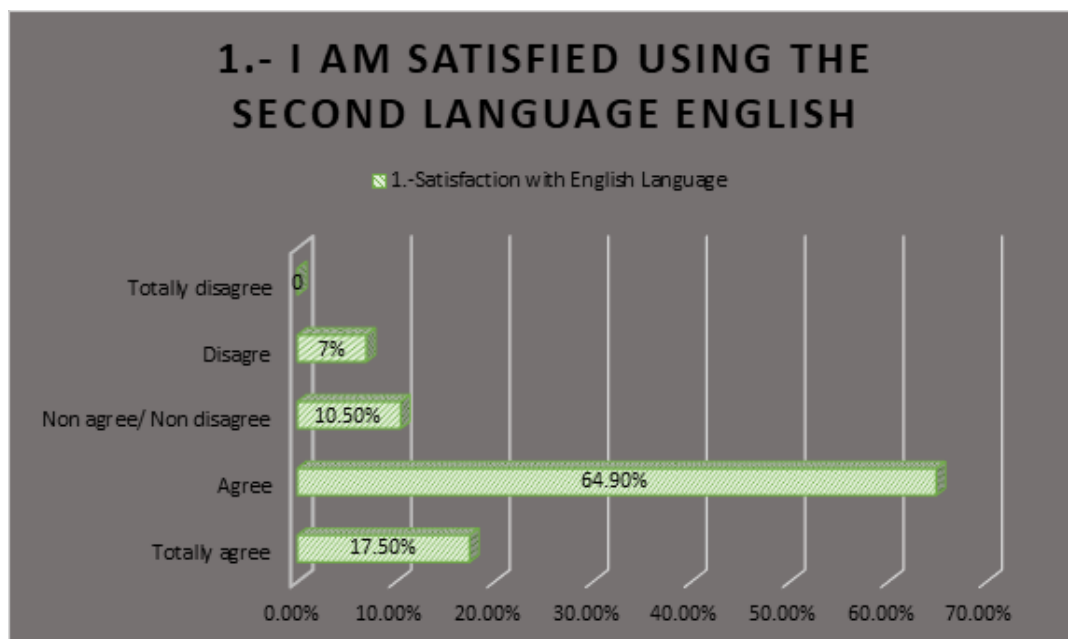
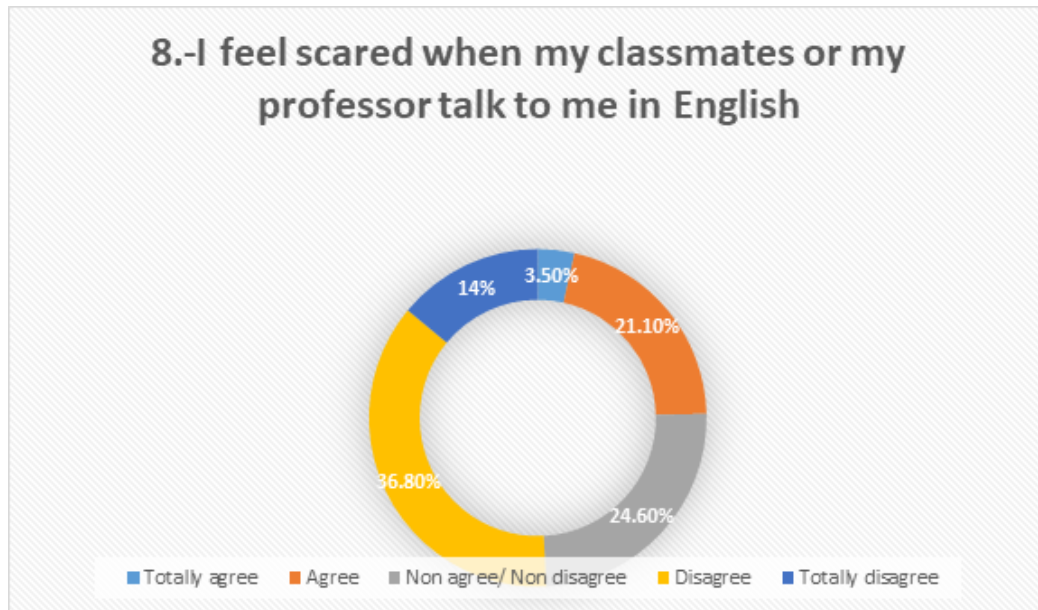


Table 7: Worrying with the four English skills.

Worrying with the four English skills										
	Totally agree	Agree	Non agree / Non disagree		Disagree	T o t a l l y disagree				
3.-I worry of my mispronouncing English words while I am speaking										
	9	15.8%	21	36.8%	13	22.8%	11	19.3%	3	5.3%
4.- I worry of my Grammar in English while I am writing										
	1	1.8%	17	29.8%	22	38.6%	16	28.1%	1	1.8%
5.- I worry of misunderstanding English words while I am listening										
	5	8.8%	22	38.6%	17	29.8%	10	17.5%	3	5.3%
6. - I worry when I am reading in English because of getting bored or misunderstanding something.										
	3	5.3%	11	19.3%	17	29.8	21	36.8%	5	8.8%

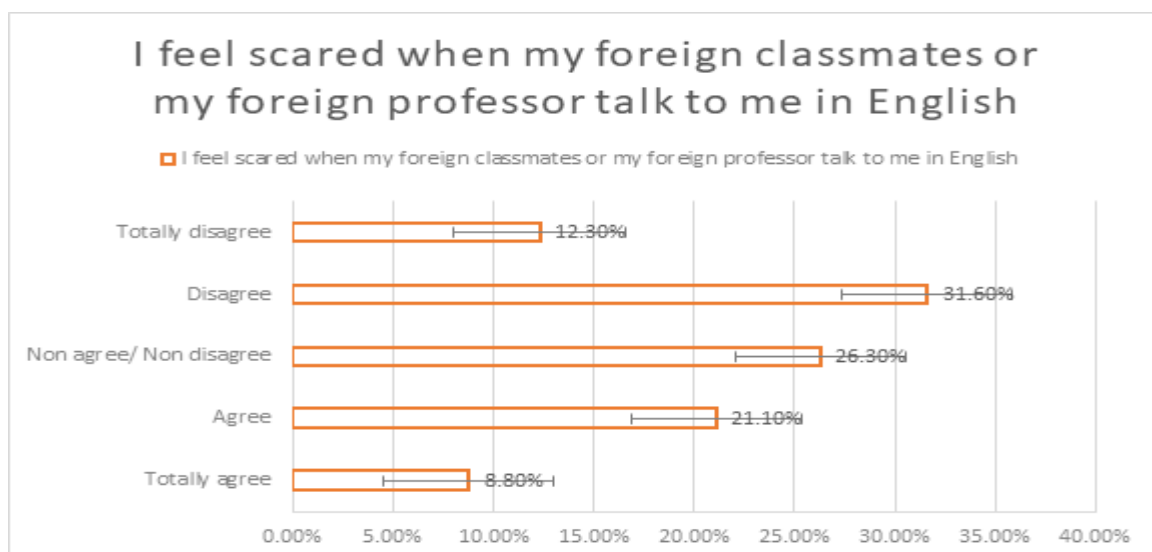
It is visible that speaking in another language, for some (n = 8TD & n = 21D) represents a pleasure and excitement to continue learning it; mastered or not mastered. However, it is also visible that some (3.5%) are terrified of it; the idea of interacting in English causes them fear or shyness of being embarrassed (21.1%) or for misunderstanding the words incorrectly. Although at least fourteen participants (24.6%) remain neutral regarding this assertion. See figure 3.

Figure 3. I feel scared when my classmates or my professor talk to me in English.



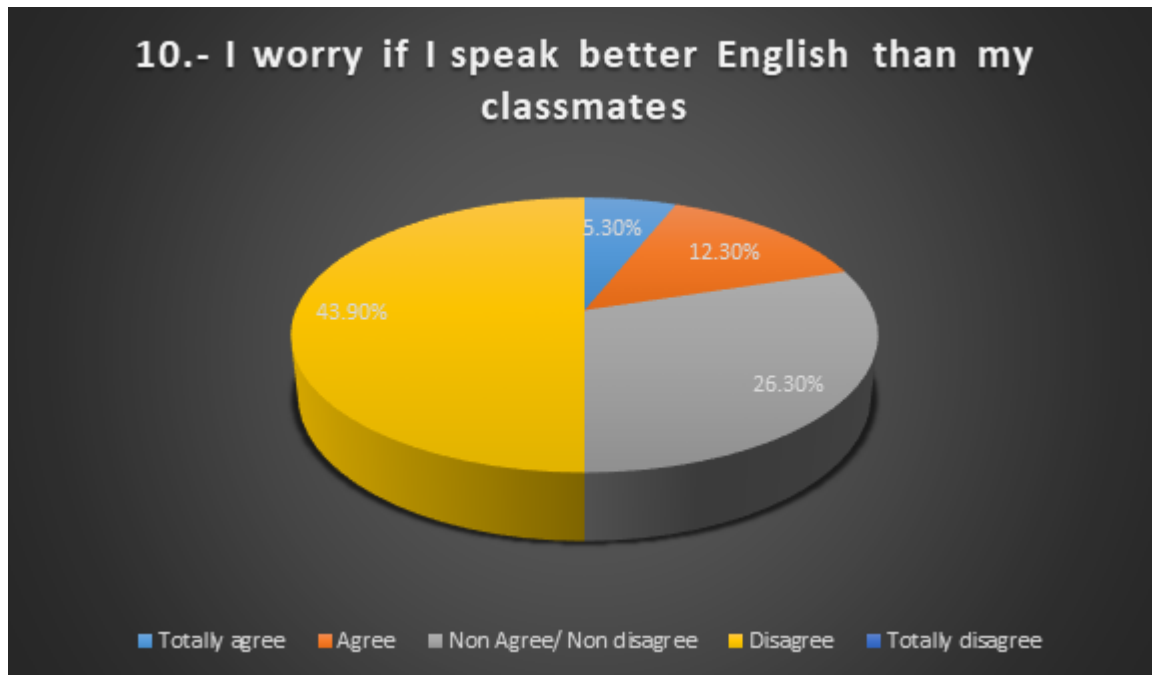
The results showed that the respondents are more intimidated when talking to a classmate or their foreign teacher: 8.8% (n = 5TA) are sure of that, 21% (n = 12A) agreed in their answer, fifteen respondents remain oblivious to this allegation; and almost half (n = 7TD & n = 18D) showed indifference of those to this statement. See graphic 9.

Graphic 9: I feel scared when my foreign classmates or my foreign professor talk to me in English.



And it is that, apparently many: 5.3% (n=3TA) and 26.3% (n=7A), considered to have the feeling of preoccupation. But most of them think otherwise, 43.9% (n = 25D) disagreed and 12.3% (n = 7TD) totally disagreed about striving for better proficiency in their second language. See figure 4.

Figure 4: 10. - I worry if I speak better English than my classmates.

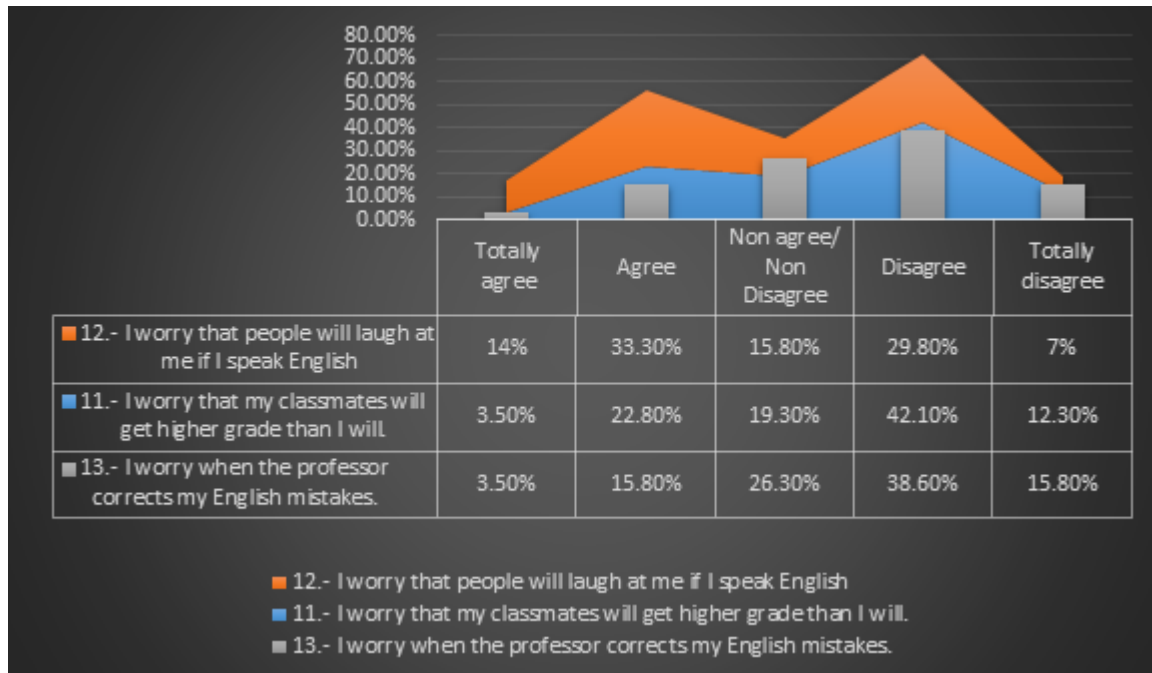


The university achievement level does show that some students (n = 2TA & n = 13A) are concerned about not having a higher grade than others, having a low final grade. While entering convenience and comfort eleven (19.3%) remain neutral. 42.1% (n = 24D) differed about caring of others' grades and 12.3% (n = 7TD) do not seem to be bothered at all by the level of achievement and progress on themselves that of others. Being in a classroom, living together, working, and learning from other peers, participation and teamwork are requirements that directly affect students.

Although, some can be laughed at for making a mistake in the new language that is being learned; 7% (n=4TD) and 29.8% (n=17D) were opposed to this statement. However, 14% (n=8TA) along with 33.3% (n=19A) cause them concern. Almost half (n = 9TD & n =

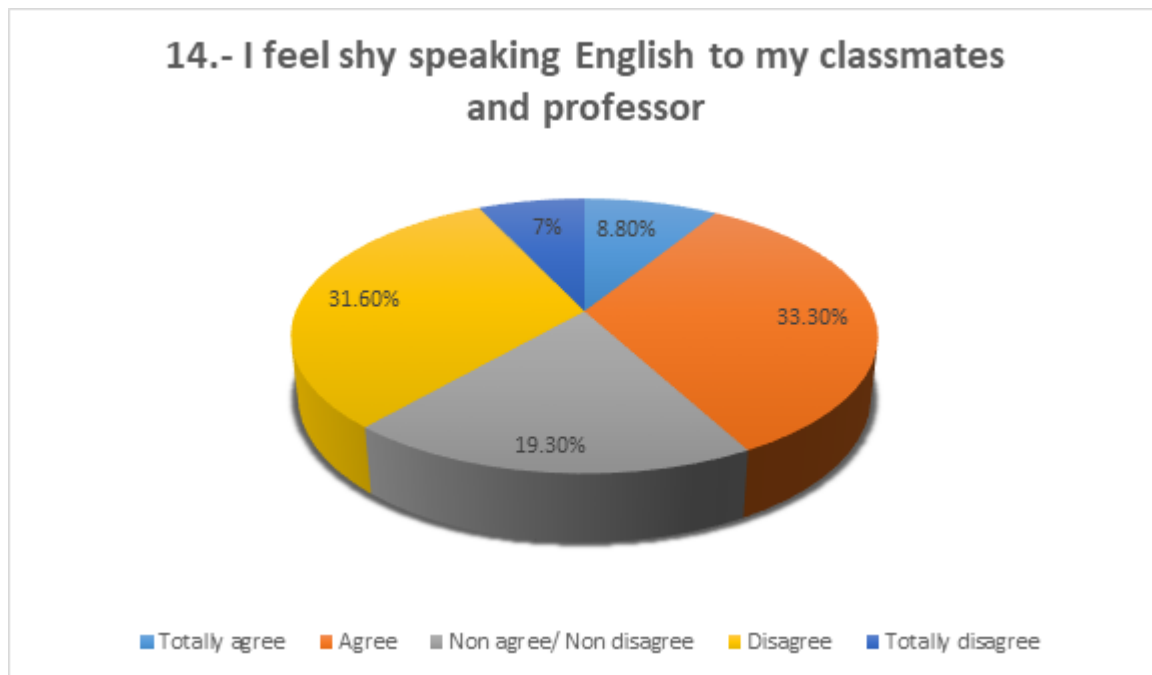
22D) are not worried about receiving corrections from the teacher, fifteen (26.3%) are not affected by receiving corrections from the teacher, and only 15.8% (n = 9A) along with 3.5% (n = 2TA) they care about being corrected by the teacher. See Graphic 8.

Graphics 10: Worries in classroom.



Impressively, the 8.8% (n = 5TA) and the 33.3% (n = 19A); Almost half, are still shy to speak English in class, 19.3% remain impartial about this feeling and 31.6% (n = 18D) along with 7% (n = 4TD) think otherwise. See figure 5.

Figure 5: I feel shy speaking English to my classmates and professor.



4.4 Result discussion

Like self-concept, self-efficacy is presumed to explain and predict one's thought, emotion, and action. However, efficacy judgment is less concerned with what skills and abilities individuals possess. It considers more important what individuals believe they can do with whatever skills and abilities they may possess" (Bong & Skaalvik, 2003. p. 5) "Academic self-efficacy reflects a highly context-specific judgment of one's competence, although repeated successes or failures make these beliefs more durable. The dynamic and malleable nature of self-efficacy perceptions renders them more amenable to experimental procedures aiming at efficacy enhancement" (Bong & Skaalvik, 2003. p. 25). Respondents (31.6%) agree; (35.1%) non-agree-nor disagree; (26.3%) disagree; (1.8%) totally disagree that they have experienced hesitation to a scale of forgetting what they had to present or teach in a micro-teaching or a class. That condition of indecision in the 31.6% of the participants

suggests a low level of self-efficacy since teacher self-efficacy is the extension of which teachers are confident enough in their ability while teaching (Bandura, 1994).

On the other hand, Test anxiety is apprehension over academic evaluation. Test anxiety may be generated by deficits in students' learning and study skills. Or it can be caused by students' poor performances in the past" (Park & Lee, 2006). Less than half (29.8%) stated that they felt comfortable and relaxed using English Language, while nineteen of them (33.3%) reported feeling uncomfortable and the other thirty-three-point three percent (n=19NA/ND) were neutral about this statement.

Now, the following lines will describe the comfort expressed by the students when they make a presentation or performance in front of the class. Eight-point eight percent of them (n = 5TD), and thirty-one-point six percent (n = 18D) stated that they do not feel uncomfortable presenting in class. The thirty-three-point three percent (n = 19NA/ND) of the sample differed that presenting in class using the second language did not cause any discomfort, much less comfort. While a quarter of them, three-point five percent (n = 2TA), and twenty-two-point eight percent (n = 13A) consented by answering that it is not pleasant for them to use the English language to present in class.

However, while presenting some confessed that emotions play an important role in mastering their feelings; more than half (n =28A & n= 4TA) acknowledged that their feelings have played a trick on them in a negatively way while they were presenting affecting their performance and the fourteen percent and five point three (n=8D & n= 3TD) showed themselves opposed about this allegation. Without a doubt, presenting in front of a class causes anxiety in some way. "Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It makes

language learners nervous and afraid, which may contribute to poor aural/oral performance” (Park & Lee, 2006).

It should be noted that most of the participants (n = 36A) and (n = 10TA), equivalent to sixty-three-point two percent and seventeen-point five percent, assumed that development is necessary to improve self-esteem. Likewise, self-confidence proves to be important for some; seventy-eight nine percent (n=35A & n=10TA) agreed with this statement, and the rest of the respondents believe that they either remain oblivious to this answer (10.5%) or think the opposite (8.8% & 1.8%). “Global self-esteem is the general assessment one makes of one's own worth or value over time and across different situations. Thus, it is, in a sense, an overall self- appraisal. Situational self-esteem involves one's self-appraisal in specific traits such as intelligence and athletic ability, or particular situations such as education, work, and home”(Park & Lee, 2006).

Moreover, the results showed that even being prepared sometimes is a distrust as other emotions; “Affect in language learning involves various aspects of emotion, feeling, attitude of the learner” (Park & Lee, 2006). Most of the respondents (n=8TA & n=27A) affirmed being stressful, and unlike the rest that is the minority; the nineteen-point three percent (n=11D) and the one point eight (n=1TD). At least the majority (n=19TA & n=28A) avowed that not preparing is stressful and worrisome.

Perhaps this is due to the feeling of individual fulfillment, that is, how satisfied they are with their own person. A student may experience ongoing negative emotions such as fear of failure, feelings of inadequacy, fear of humiliation, and anxiety regarding the teacher and the course during class, which can lead them to avoid speaking and engaging in classroom activities (Tuncel, 2015, p. 2576). Therefore, it's important to create a supportive environment for foreign language learning that encourages students to express themselves

correctly. This can be achieved by providing feedback, especially positive feedback, and offering enjoyable activities that boost their self-efficacy. Five respondents (8.8%) with twenty-six respondents (45.6%) agreed by admitting they are satisfied with who they are, eighteen of them (31.6%) do not are in favor neither opposite to it, nor the remaining (n = 8) have self-acceptance problems.

As well as the feeling of competitiveness has characterized the majority; the nineteen-point three percent (n=11TA) and sixty-four-point nine percent (n=37A) of this population recognized this statement as a feeling they have had, and the rest (n = 9NA/ND) remained equitable in the face of this statement. "Therefore, a student's sense of self-confidence can be promoted by other students' sense of self-competence and self-confidence in a foreign language learning classroom with students high in self-confidence" (Tuncel, 2015).

Furthermore, the majority of surveys; forty surveyed (n=8TA & n=32A) of those who start an activity or task believed that they would succeed. However, a significant part (n = 15) of the sample is fair of this statement, and only two surveyed (3.5%) signified doubts because they disagree with that. "It is evident how the students' language learning experiences shaped their self-efficacy beliefs, which made the learners show a poor performance in the language, have a constant failure in the courses and be reluctant and apathetic to the learning process as a consequence" (Garcia & Duran, 2017). As an additional piece of information, thirty-six and nineteen respondents (96.5%) have a natural liking for learning languages.

The university achievement level does show that some students (n = 2TA & n = 13A) are concerned about not having a higher grade than others, having a low final grade. "L2 communication apprehension is a person's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (Park & Lee, 2006). While entering convenience and comfort eleven (19.3%) remain neutral. Forty-two-point one

percent (n = 24D) differed about caring of others' grades and twelve-point three percent (n = 7TD) do not seem to be bothered at all by the level of achievement and progress on themselves that of others.

Being in a classroom, living together, working, and learning from other peers, participation and teamwork are requirements that directly affect communication; it is necessary to have self-confident students to have respectful classroom settings (Tuncel, 2015). Although, some students can be laughed at for making a mistake in the new language that is being learned; seven percent (n=4TD) and twenty-nine-point eight percent (n=17D) were opposite to this statement. However, fourteen percent (n=8TA) along with thirty-three-point three percent (n=19A) cause them concern.

Perceptibly, shyness means being “afraid of doing something or being involved in something” (Oxford, n.d). In this case, some respondents were about speaking in class; fear affects students' performance since they can make a positive impression on their peers (Park & Lee, 2006). Regarding this feeling, students become shy to speak in class; the 8.8% (n = 5TA) and the 33.3% of the participants (n = 19A), which are almost half of the participants, are still shy to speak English in class, 19.3% remain impartial about this feeling and thirty-one-point six percent (n = 18D) along with 7% (n = 4TD) think otherwise.

The results reflect that participants have low sense of self-efficacy to develop English in the B.A program because they are afraid of being judged by peers when they are using the English language. They also feel fight to make mistakes or being teased by their peers due to their mistakes when using the language.

The change and improvement of an individual rests on self-correction which occurs as student progress. It is noteworthy that some students doubt their own abilities and capabilities, leading to hesitation and stagnation. These doubts may stem from their

individual personalities, but they can be mastered through effort and perseverance. Self-confidence, self-esteem, and self-efficacy go hand in hand to bring out the best in us, ultimately leading to an impeccable work performance that benefits not only ourselves but also others. According to Dharmayanti Harmanto and Adi (2021), the conceptual confusion regarding teacher efficacy, as explained through the model of Tschannen-Moran et al. (1998), is clarified as a social cognitive process situated within a social context. They recommend examining the teaching task along with its context and evaluating the teacher's self-perceived competitiveness, which they describe as the belief in one's ability to plan and carry out the necessary actions to effectively complete a specific teaching task in a given context (pp. 392-393).

CHAPTER V

5.0 Chapter Overview

This chapter endeavors to explain the findings (provided results) and their significance, addressing the research questions. This research's aims; accomplished or not, recommendations, limitations of the research, and recommendations for further research. The order of each question is presented in the same sequence as it has been shown in this investigation.

5.1 Conclusions

In the inside of these results that are shown, the reformulation and definition of self-efficacy in the educational activity based on the knowledge of facts researched and verified by the responses of the students, stands out; a value judgment was made that will help to analyze the virtues that characterize it, and confer a favor to a teacher to improve the skills that normally fail, and thus be able to allow the future teachers to grow in a levelheaded way.

In the first place, the responses reflect students' feelings regarding their confidence and self-efficacy in themselves, in the language and in their ability to cope in a classroom. Their proficiency in the Second Language, in many cases, indicate that they exceed the basic A2 level, positioning them at an intermediate B1 - B2 level within the language. All of them represent the university students studying at LEI as part of their academic education, which apparently is the same case; merely being naive language learners with only 4 to 8 years in their second language, their knowledge within the 2L is measurable from their performance. This result affirms what has already been presented in the studies.

Having regard to the first question and the first assumption presented: how self-sufficient do LEI students consider themselves to teach English? Which was mentioned at the beginning of this research is corroborated based on previous studies. Without doubt

respondents conceive that is quite significant to be well perceived by students; based on the studies and the results obtained, applied in the LEI university students of the Buap. According to Briñol et al. (2010), confidence can function in various ways during information processing and decision-making, depending on the circumstances, similar to other variables. As reviewed earlier, self-efficacy influences judgment by validating or invalidating thoughts that pertain to the individual (p. 22). “Self-confidence involves judgments and evaluations about one’s own value and worth” (park & Lee. nd, p. 197).

Likewise, the question: how self-confident do LEI students consider themselves to teach English? Respondents have experienced generally nervousness when presenting in class, and in some even if they have prepared beforehand. Even though, of course, or at least the majority think that this can be corrected over time. Confidence is typically linked to feelings of security, stability, strength, and other positive connotations, while doubts are more often associated with negative implications such as insecurity, ambivalence, or weakness (Briñol et al., 2010, p. 13).

Respondents are also aware of their progress and stagnation. And somehow, they have been trying to keep a good and regular average at school each year; they have responded, and to learn as much as possible from each academic subject, in order to master the skills in their second language and to have enough knowledge about how to use pedagogical techniques to teach it.

Then again, the teacher’s feedback provided to students, undoubtedly impacts their learning in different ways and interferes with their communication. Some respondents assumed that part of professor instruction have been helping them to keep improving. As part of the strategies applied, teachers have promoted participation among students where peer correction was observed. This has assisted students in recognizing their progress, in oral

production, communications skills, writing, etc., in the language to some extent. And as well as seeing and learning from the growth of their partners while they interact with each other.

More than that, it is observed that the student errors corrected by the teachers have not been most of the time well accepted by the students. The feedback given to the students has been error correction aimed at improving communication and performance, but the rest did not perceive that action in that way. For many, learning a foreign language represent a threat to its security, to its ends for acceptance and recognition from his friends and classmates, its English teacher and, sometimes, to his own family. It is very difficult for our students to accept that, to learn a foreign language, they have to make a mistake (Jane, 2014. p. 1).

Concerning self-efficacy, which stems from confidence, individuals who have lost confidence in themselves protect against these harmful beliefs by ceasing to make efforts, holding themselves to high standards, and recalling their life experiences in a manner that aligns with their current beliefs (Fammer, 2001, p. 4). Most of the respondents recognized the vital importance of having confidence to conduct successfully, as it leads to a better response in quality of work and greater effort. Belief in personal efficacy influences life decisions, motivation levels, overall functioning, resilience in the face of adversity, and susceptibility to stress and depression (Bandura, 1994, p. 14).

Over and above that, another very important aspect that slowed down respondents was the anxiety of being criticized and making mistakes in front of their peers, many pointed out that when participating, expressing their ideas and opinions in the foreign language's performance is sometimes judged in a less empathetic way by their peers. Nonetheless, receiving praise from the teacher for one's work is occasionally perceived as an indication that a student has notably abilities compared to others, and if it is not the case, it could have different interpretations, either positive or negative. Hence, providing praise for student work

can lead to unpredictable outcomes and does not ensure the enhancement of their self-concept (Bong & Skaalvik, 2003, p. 33). Many agreed that this produces the desire not to work in a team and to feel useless when collaborating in an activity with them. Self-confidence is understood in relation to specific domains and individual self-perceptions (MacLellan, 2013, p. 5).

The result of the correction is observed in the long term that lies in the use of the language, individual confidence, and the desire to learn. It is clear that the students' experiences in language learning influenced their self-efficacy beliefs, resulting in poor language performance, frequent failures in their courses, and a sense of reluctance and apathy toward the learning process (Garcia & Duran, 2007, p. 85).

Finally, the general question: how self-efficient and self-confident do LEI students consider themselves to teach English? It can be significantly concluded that many doubt about their own selves; teacher work lies in a great responsibility, Robinson and Janci (2009) describe the teacher's role as a professional encompassing various interconnected concepts, including emancipatory pedagogy, critical pedagogy, social reconstruction, critical reflective practice, cultural responsiveness, and a socio-critical approach, all of which share similar foundations and frameworks (p. 4). However, respondents need to solve their personal problems to be able to be in front of a class, otherwise they will fail. Teacher self-efficacy is defined as the degree of confidence a teacher has in their ability to facilitate a student's learning (Bandura, 1994).

It can be seen that the simple fact of doubting oneself triggers trust problems that end in a poor performance. Men develop their self-concept through their experiences with themselves, others, and the surrounding environment. Furthermore, self-esteem can be

influenced by evaluating oneself in relation to others and the external world (Park & Lee, 2006, p. 198).

5.2 Research implications

Teachers have a crucial and significant impact on fostering their students' self-esteem; they are those who believe in the conditions surrounding students, an environment where each of them has feelings of pride and belonging. The teacher must ensure that each student is recognized as an individual and for their own characteristics (Jane, 2014, p.4). The purpose is to create self-confidence to achieve efficacy; Self-efficacy is believed to clarify and forecast an individual's thoughts, emotions, and actions. However, judgments of efficacy focus less on the skills and abilities a person has and instead emphasize what individuals believe they can achieve with those skills and abilities (Skaalvik & Bong, 2003, p. 5).

5.3 Limitations of the investigation

In the present investigation there were limitations, such as not addressing the personal lives of the students, such as: economy, romantic relationships, housing, and family dynamics. In addition, it did not delve into topics related physiological, disability, moral or health problems. Additionally, this research does not cover in-depth topics regarding teacher performance, and the subjects taught, as well as the quality of teachers and their training.

Similarly, the weather and the pandemic situation caused by covid 19 were already identified as a limitation in this research due to the lack of time to conduct in person surveys. Consequently, being online, many participants did not show interest in responding and some may have done so randomly, even providing inaccurate information, or lying in their results.

5.4 Suggestions for further research

As part of the recommendations of this research, it is suggested to incorporate classroom observations, personalized guidance and consistency while motivating students to step out of

their comfort zones. This is to gain more confidence and enhance their level of language proficiency. Additionally, It is also recommended to offer students more opportunities to participate in various activities and to arrange formats such as conferences or micro-conferences that help them to develop self-confidence resulting in self-efficacy to overcome the fear of public speaking.

On the other hand, it is suggested to conduct a quantitative investigation that identifies additional factors that reinforce the suggestion aimed at helping students build self-confidence, enabling them to perform effectively in all aspects. Furthermore, it is recommended to focus on error improvement and the development of the keys virtues that teachers should possess.

Likewise, it is proposed to directly inquire to students a focus group, questionnaire, or validated interview to understand their perspectives and the challenges that LEI students face. This will also provide insight into their perceptions of the classes they receive from teachers, to establish healthier and more trusting relationships.

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Appendix

INSTRUMENT

Instructions:

Fill next spaces with your information.

I. Sociodemographic information

1. Sex

2. Age

3. Years of learning the English Language _____.

4. Number of foreign languages You speak is _____.

5. Studying at LEI was your first career option

a) YES b) NO

6. The language proficiency you think you have developed is

a) B1 b) B2 c) C1 - C2

7. The language proficiency you have gotten in a certification is

a) B1 b) B2 c) C1 - C2 D) you haven't done any certification

8. You have failed

a) 1 subject b) 2-3 subjects c) 3-5 subjects

9. Your academic score average is

a) 7 to 8 b) 8.1 to 9 c) 9.1 to 10

10. You are more interested in

a) Language teaching b) translation

Appendix 1, Research Instrument.

https://docs.google.com/forms/d/175W_yQTOcDO7efG-LG0b-Xg4G-msXItAWjuyOQ7939M/

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