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TOPIC:

"A DESCRIPTION OF THE SELF-EFFICACY LEVELS IN THE STUDENTS OF THE BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH, DEPARTMENT OF FOREIGN LANGUAGES, UNIVERSITY OF EL SALVADOR, SEMESTER II – 2018."

DESCRIPCIÓN DE LOS NIVELES DE AUTOEFICACIA EN LOS ESTUDIATES DE LA LICENCIATURA EN LENGUAS MODERNAS ESPECIALIDAD EN FRANCÉS E INGLÉS DEL DEPARTAMENTO DE IDIOMAS EXTRANJEROS, UNIVERSIDAD DE EL SALVADOR,CICLO II 2018.

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ABSTRACT

Throughout this research study, the researchers tried to find the best recommendations to implement solutions on how students can learn two languages at the same time and how they can measure the level of academic self-efficacy in the learning process. The research project is formed by five chapters. The first chapter is basically the segment that includes the introduction, stamen of the problem, background and need, purpose of the study, research questions, significance of the field, definitions and limitations.

The second chapter is all about the literature review that involves the information that the researchers collected from books, articles on internet, mentioning theories and authors supporting the research project. The third chapter explains the methodology of the research, which describes the methods, introduction, participants, measurement and instruments, and data analysis. In this chapter, the instruments that the researchers administered to the students was a survey, which was used to gather information about the topic.

Chapter four is all about the data analysis process; this is the section where all the information gathered from the instruments is analyzed by the researchers to find percentages and what the students answer related to the research topic. Finally, chapter five is related to the conclusions and recommendations that the researchers propose based on this research project to find the best suggestions to solve the issue under study.

Key Words: Self-efficacy, Learning, Languages, Measure, Level.

CHAPTER I : INTRODUCTION

1.1 Introduction

This research intends to measure in a descriptive manner **The Self -Efficacy Level in the Students of the Bachelor Of Arts in Modern Languages with specialization in French and English**,**Department of Foreign Languages, University of El Salvador, Semester II 2018.** This study describes the self-efficacy level between women and men from the first year to the fifth year of the major with an average of ages between seventeen and thirty-one years old. According with Bandura[1], self-efficacy refers to a person´s belief that an individual is able to effectively perform the task needed to attain a valued goal. Also, the Self-efficacy is an individual's belief in their innate ability to achieve goals.

Based on that, this research aims to describe how self-efficacy influenced to complete a task successfully which consists of an individual´s attitudes, abilities, and cognitive resources to achieve it. Moreover, it defines as a personal judgment of how well one can execute courses of action required to deal with prospective situations. Expectations of self-efficacy determine whether an individual will be able to exhibit coping behavior and how long effort will be sustained in the face of obstacles in individuals who have high self-efficacy. This will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail.

The research result pretends to figure out the level of self-efficacy between women and men including the academic years and ages of the students, and to know how the self-efficacy level in each individual affects their learning process and complete their goals and tasks in a successful way.

According to what has been said before, students who believe in their ability to do well academically tend to be more motivated in their studies; for instance, freshmen with higher self-efficiency about their ability to do well in college tend to adopt it to their first year in college better than those with lower self-efficacy. Thus, there is a necessity of each individual to be aware about how important it is to cultivate little by little habits that let them increase their self-confidence, be more positive, and enforce their motivation. Those are

going to produce better academic performance and improve the learning process in order to get a fluency of the languages spoken, at the time to communicate with others that speak the same languages. As well, with high academic self- efficacy, the individuals are better to motivate themselves to persevere though such a challenge, as taking a difficult class and completing their degree because they believe that their effort will pay off and have more control over a situation that might be more likely to engage in the behaviors that will allow them to achieve their desired goal.

1.2 Statement Of The Problem

After finishing the semester, the students of the Bachelor of Arts in Moderns Languages with Specialization in French and English, Department of Foreign Languages present a deficiency to learn another language due to the lack of self-efficacy, which is considered the most important aspect to improve the learning process since this lets students keep motivated during the whole major.

The self-efficacy level of the students of the Department of Foreign Languages is worrying because for many years, it has been observed that many students decided to start their major learning another language, but at the end, a few of them end their major in a successfully way due to their lack of self-efficacy to achieve their goal. Most of the students cannot identify why the learning process is deficient; many times it tends to be difficult or takes more time for some students than others to develop some language skills. To produce the target language is sometimes easier when people have positive habits that influence, and make a big impact in their attitudes and in the way they think.

It is necessary that self-efficacy level in the students is measured and analyzed in order that students can figure out that each of them has the capacity and abilities to carry out every goal that they set out in their life and they have the opportunities to take advantage of it.

1.3 Background And Need

Learning another language involves the four macro-skills, which are reading, listening, writing and speaking; those ones are a priority to be able to communicate in an efficient way. Nowadays, there is an issue that worries in the French and English languages' learning, which is The Self-Efficacy level in the Students of the Bachelor of Arts in Modern languages. (Albert Bandura[1], 1997) Self-efficacy level refers to an individual's belief in learners to execute behavior necessary to produce specific performance. Self-Efficacy influences all manners of human experiences including the goal for which learners strive, the amount of energy spent towards goal achievement, and the way of attending particular levels of academic performance. That is the reason why many students make the decision to reach a goal like studying another language and at the end of some months or years, they find it like a difficult goal.

Nowadays, there is an evidence that self-efficacy touches almost every aspect of people´s lives including foreign language learning. However, it has apparently received the least attention compared to other cognitive and effective issues. This research attempts to provide some light on the importance of the concept of self-efficacy, the role it can play in foreign language learning and the pedogogical implications it may have for teachers and the students of French and English languages at the Department of Foreign languages of the University of El Salvador.

The fear of French and English is worrying; some students believe that they do not have the abilities to learn or have a good academic performance. Students are always branded as "not good enough learners"; therefore, they temp to believe it is difficult for them to succeed in learning French and English, or in other cases, they tend to compare their academic performance with their partners'. According to Bandura[1]´s work on learning theory in the early 1960´s, self-efficacy has been denoted as a person´s belief concerning his or her completion of a task and his or her perceived competency level in performing the task (Bandura[1] 1997).

Language learning has different characteristics from other types of learning; students´ self-efficacy in learning another language may vary from other areas and may work differently in influencing their achievement. Therefore, the importance of self-efficacy in foreign language learning and its effect on achievement show the positive effect that this provokes on students to do different academic activities, and it has a significant role in contributing to second or foreign language learning success.

To know the reason why Self-efficacy is essential in order to learn another language will provide an excellent vision and purpose in the learning process in the students of the Department of Foreign Languages since there is a lack of self-efficacy to carry out different tasks. Students are required to reach the goal to develop the four French and English skills that were previously mentioned. As Bandura[1] says, self-efficacy, as a key element of social cognitive theory, refers to "beliefs in one´s capabilities to organize and execute the courses of action to produce given attainments" (Bandura[1], 1997). This meaningful statement promotes to induce the students to believe in their capabilities to achieve their goals since this affects performance tremendously. Learners' belief can predict performance better than their real ability. On the other hand, when the self-efficacy level on students is high, they can enjoy the learning process more. They are less afraid of making mistakes and believe in their capability to achieve their goals, and their learning process is likely more agreeable. This process lets students understand that mistakes are part of the learning process and they have the capability to do it much better every time they try it.

Self-Efficacy is a motivational variable in learning, and it seems almost impossible to examine some aspects of human function such as learning and academic performance regardless of the role of self-efficacy beliefs of the learners. Also, according with Bandura[1], learners observe their friends and partners perform their task in an efficient way; this inspires a positive belief about their own capabilities in performing their tasks; as a result, this experience can enhance the learner´s self-efficacy. Hence, it is important that students can realize about the importance of being around other people who may encourage them to be better and produce a positive feedback for those ones that are affected by self-efficacy.

If students develop high self-efficacy concerning a specific task when they receive encouragement from mentors, advisors, or superiors who are valued for their expertise in the process to learn a target language, the students will increase their motivations and confidence to have a better academic performance. Nevertheless, some aspects like physiological, and emotional states such as fatigue, anxiety, fear and lack of confidence affect self-efficacy when students carry out some tasks for instance: to have an oral presentation, an exam or an interview, but these situations may be overcome little by little when students start to believe in their own capability to do things. The ones who produce a low anxiety during a task performance, feel easy and tend to perceive the situation as pleasant; therefore, they strengthen their self-efficacy belief.

Finally, the success of one student in the process to learn a target language will depend so much on their attitude toward their challenges and desire to achieve their goals; at the same time. The importance to promote some activities during the class lets students realize about their self-efficacy level and some sets of advice that can be suggested by their teacher or other students about how to be more positive, and believe in their own capability to achieve goals in life, as well as stay around people who show more self-efficacy and can contribute positive things on an individual´s life.

1.4 Purpose of the Study

The purpose of this study is to determine the self-efficacy level while students learn a second and third language. So, this research will be made with students of the B.A. in Modern Languages: Specialization in French and English of semester II 2018. It will be important to measure and determine why some students are more efficient and respond in a better way during the different challenges and tasks that their major required. And at the same time, to promote some suggestions that can be useful to the students, in order to increase their self-efficacy and promote the intrinsic motivation which is going to be valuable to achieve their personal and academic goals.

The selected group is the indicated to do this type of study because they have the privilege of studying a third language, which makes this research possible since this allows to know the way to respond in different study scenarios in which they have to show what self-efficacy level they have according with their abilities by age, gender, and academic year.

To measure self-efficacy level in the context of learning a foreign language, there are four important skills such as: **reading, writing, listening and speaking** those ones are taken into account to describe how students make their own academic performance, based on their self-efficacy in order to have successful results in their studies.

To list in what of the areas mentioned above, self-efficacy has the stronger and lower levels on the participants, the researchers have made a list between men and women, year of study and ages, to know the strengths and weaknesses in the four skills that are reading, writing, listening and speaking, since it is important that students become aware of the level of self-efficacy that they demonstrate in these skills, and at the end of the research, to understand the reasons why there are some students who have a better academic performance than others and how the self-efficacy has a roll on that.

This document, which the research group provides to the Department of Foreign Language, will be of great importance and help to teachers who teach a second or third language at the University of El Salvador.

1.5 Research Questions

1. What is the self-efficacy level in women and men in the Bachelor of Arts degree in Modern Languages with specialization in French and English, Department of Foreign Languages, University of El Salvador, Semester II 2018?

2. What is the self-efficacy level of the students from 1st to 5th academic year, from the Bachelor of Arts degree in Modern Language with specialization in French and English, Department of the Foreign Languages, University of El Salvador, Semester II 2018?

3. What is the self-efficacy level of the students among the ages of seventeen and twenty-three years and twenty-four to thirty one years old from the Bachelor of Arts degree in Modern Language with specialization in French and English, Department of the Foreign Languages, University of El Salvador, Semester II 2018?

1.6 Significance to the Field

To have an acceptable level of self-efficacy can help students of the Bachelor of Arts in Modern Languages with specialization in French and English, Department of Foreign Languages,University of El Salvador,Semester II – 2018 to acquire several opportunities of learning and discovering skills that can be beneficial in the academic development of education. It is a right of the human being to develop various skills, in different areas of knowledge and creativity that can help to socialize, such as it occurs in the classroom where students collaborate and interact in the solution of specific problems. At a national and international level, the individual is an important element in society and its organization; the greater preparation, the greater contribution. Therefore, the researchers consider the level of self-efficacy in education an important element in social and economic development since university students are the future of the country.

To carry out this study, the instrument used was the survey which was useful to figure out the different aspects that affect the learning process in the students; it also helped to improve those aspects that are interfering in the learning process and suggestions are given not only to students but also to teachers.

1.7 Definitions

Academic self-efficacy: refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials.

Agency: refers to the human capability to influence one's functioning and the course of events by one's actions.

Emotional and physiological states: The emotional, physical, and psychological well-being of a person can influence how they feel about their personal abilities in a particular situation. However, Bandura (1977) states, "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self- doubts regard their arousal as a debilitator." Thus, by learning how to manage anxiety and enhance mood when experiencing challenging situations, individuals can improve their sense of self-efficacy.

Mastery Experiences: According to Bandura, the most effective way to build self-efficacy is to engage in mastery experiences. These mastery experiences can be defined as a personal experience of success. Achieving difficult goals in the face of adversity helps build confidence and strengthen perseverance.

Self-concept: an idea of the self constructed from the beliefs one holds about oneself and the responses of others.

Self-efficacy: refers to one's belief in one's ability to succeed in specific situations or accomplish a task.

Self-learning: is defined as a method of garnering information and after processing and retaining it without taking the help of another individual. It is the responsibility of the learner to learn and hold onto the knowledge without the help of another human resource.

Self-regulation cycle: self-regulated learning is a cyclical process, wherein the student plans for a task, monitors their performance, and then reflects on the outcome. The cycle then repeats as the student uses the reflection to adjust and prepare for the next task.

Self-worth: confidence in one's own worth or abilities.

Verbal persuation: it means belief in success and is found through strengthening the belief that one has the ability to succeed. Those who are positively persuaded that they have the ability to complete a given task show a greater and more sustained effort to complete a task. It also lowers the effect of self-doubt in a person. However, it is important to remember that those who are doing the encouraging, put the person in a situation where success is more often. If they are put in a situation prematurely with no hope of any success, it can undermine self-efficacy.

Vicarious experiences of social models: seeing someone, who you view as similar to yourself, succeed at something difficult can motivate you to believe that you have the skills necessary to achieve a similar goal. However, the inverse of the previous statement is true as well. Seeing someone fail at a task can lead to doubt in personal skills and abilities. It is important to note that the greater the assumed similarity, the more persuasive are the models' successes and failures.

1.8 Limitations

It is known that to learn another language in El Salvador is very important because of the fact that nowadays, it is essential to speak English and learn a third language in order to earn more money, to have a better lifestyle and more job opportunities.

This study was developed at the Department of Foreign Languages from The School of Art and Sciences, University of El Salvador. The Department of Foreign Languages had a

population of eight hundred thirty five students enrolled in semester II 2018, from which five hundred and fifteen were women and three hundred and twenty were men.

This description is delimited to a random group of thirty students divided by gender, eighteen men and twelve women, with an average age from seventeen to thirty one years old. All of them were students of the Department of the Foreign Languages , in the schedule from Tuesday to Thursday from 3:00 p.m. to 5:00 p.m. The random group selected was asked to answer a survey with specific questions that were the key to figure out how self-efficacy each individual has, how committed each individual is to achieve goals, and at the same time to make an analysis about each individual´s academic performance based on their ages and gender.

This process was carried out in a period of eight months, from August 2018 to March 2019, where three months were necessary to design the instrument "survey" to get information, select the group in a random way, coordinate the students who helped out to provide the information through a survey and the other five months were used to analyze the answer of each question that the students gave.

CHAPTER II : LITERATURE REVIEW

2.1 Introduction

In general, self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance and attainments. Moreover, self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. (Bandura 1997). Based on that Bandura suggested that it was possible use self-efficacy to improve academic performance and as a result he developed the concept of academic self-efficacy in which is possible measure it in the specific area of academic context.

The area of learning foreign languages is one of the most studies topic in which self-efficacy became crucial to help students to learn fast and more accuracy the language target. Due to the impact that self-efficacy has on the learning process, studies carried out by Bandura, Zimmerman and Pajares have found self-efficacy can also have a positive effect on academic performance and also they discovered that is one of the most important factors in academic performance. Due to interest show by academic institution, Bandura took as reference the definition of general self-efficacy developed the concept of Academic self-efficacy which refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials (Bandura, 1997)

Research carried out by Pajares (2005) strongly indicated that self-efficacy beliefs lead to improved performance through increasing commitment, endeavor, and perseverance when facing a challenge. Another important finding was the fact that the learners with high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while on the contrary those with low self-efficacy attribute their failure to their low abilities. In other words and summarizing all the above mentioned, students with low self-efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and giving up soon, in comparison with those one who have a high self-efficacy level. In addition a low self-efficacy

level have a negative effect on academic performance and student's learning and motivation.

Another author who was taken into account to understand the academic Self-efficacy was Zimmerman (1996), since he developed the most famous and used questionnaire to measure academic self-efficacy: SELF (Self-efficacy for Learning Form). This Academic Self-efficacy questionnaire has been converted to an internationally approved research instrument to describe and measure self-efficacy in students, this scale is the one most commonly used when describing academic self-efficacy in students. From the moment in which Pajares and Zimmerman (2005) discovered that academic self-efficacy is key to the success on learning processes numerous the majority of educational institutions have been interested in knowing the level of self-efficacy of their students. The institutions includes those ones who teach foreign languages and also shown great interest in measuring the academic self-efficacy due to high levels in academic self-efficacy increase academic performance in their students.

Today is not possible to explain academic performance without the role played by self-efficacy beliefs and great part of academic institutions consider necessary to provide an overview of academic self-efficacy to teachers and students in order to improve the learning process. Academic self-efficacy offer a possibility to better understand the learning foreign languages processes and at the same time increase students' performance. That's is why it was considered necessary to measured student's self-efficacy levels of Bachelor in Modern Languages specialty in English and French semester I, in such areas as reading, writing, listening and speaking.

2.2 Body of the Review

2.2.1 Self-efficacy: the exercise of control

The purpose in "Self-efficacy: The Exercise of Control" is develop and found the sources of self-efficacy, Bandura (1997). Perceived self-efficacy refers to beliefs in one`s capability to organize and execute the course of actions of actions requires to produce a given attainment. Beliefs of personal efficacy constitute the key factor of human agency (acts done

intentionally). For example, if people believe they have no power to produce results, they will not attempt to make things happens.

In relation to the sample, this book is a recompilation of several articles published by Bandura and also researches in which this author has participated but it was taken into account a study made in urban secondary's students in the areas of mathematics and language. The children presented sever deficits. Participants include two seventh-grade classrooms of 70 students, 70% was Caucasian, 15% African American a 15% Hispanic two mathematics teachers also participated in the study.

Apropos of intervention in this research the children pursue a program of self-directed learning in which the materials was structured for them in easily mastered sub skills. The children learn the basics principles and practice applying them to mathematical problems. The self-directed learning was supplemented with instructional social influences that could affect children's beliefs in their cognitive efficacy. These influences included modeling of cognitive operation, instruction in higher order strategies, use of different forms of performance, feedback that could influence capabilities, and addition of positive incentives an aspirational goals as further motivation for the development of cognitive skills.

In regard to procedures, during childhood, children had little in the way of preexisting skills to serve as a source of perceived efficacy. Their sense of efficacy was instilled to differential levels through systematics variations of instructional influences applied over an extended period. The acquisition of cognitive skills was continuously monitored by researchers in elementary school, at the beginning of their study time and by the end of school year, permitting evaluation of the unique contribution of efficacy beliefs to academic performance over and above of acquired skills. Those treatment create complex sets of academic skills in natural educational settings.

About variables and measurement instruments there were three main ways in which efficacy beliefs operate as important contributors to the development of cognitive competencies that govern academic achievement: student's beliefs in their efficacy to master

different academic subjects; teacher's beliefs in their personal efficacy to motivate and promote learning in their students; and faculties' collective sense of efficacy that their schools can accomplish significant academic progress. These efficacy-regulated processes not only play a key role in setting the course of intellectual development but also exert considerable on how well-established cognitive skills are used in managing the demands of everyday life. The instrument were self-learning questionnaires focusing in increase vicarious experiences since it was demonstrated as the most important source of efficacy. In Guide for creating Self-efficacy Scales, Bandura suggested the way for create questionnaires to measure self-efficacy beliefs.

The data analysis explains the contributions   of efficacy beliefs to measure the level of cognitive performance were uniform in their findings: efficacy beliefs were influenced by acquisition of cognitive skills but they were not reflect of them. Children with the same level of cognitive skills development differ in their intellectual performances depending on the strength of their perceived efficacy. Children vary in how they interpret, store and recall their success and failures. As a result they differed in how much self-efficacy they drive from similar attainments.

The results indicates academic performances were the product of cognitive capabilities implemented through motivational and self-regulatory skills. The efficacy beliefs formed affect how consistently and effectively they apply what they know. Perceived self-efficacy, therefore, is a better predictor of intellectual performance than skills alone. Skill development had small direct effects on academic performance and on academic efficacy. Perceived efficacy exerts a more substantial impact on academic performance, both directly by affecting quality of thinking and good use of acquired cognitive skills and indirectly b heightening persistence in the search for solutions.

The conclusions estates that**:** if self-efficacious individuals find solutions readily, they have no need to persist. When successes are hard to come by, individuals of high efficacy are persists and those of low efficacy are rapid quitters. (Bandura 1997) The motivational link is even more convincingly demonstrated when efficacy beliefs are altered by arbitrary

means without changing skills, and then people are observed to see how long they persist in trying to solve intractable or insoluble intellectual problems and they by raising belief in their efficacy makes them more perseverant.

One weakness could identified in self-efficacy theory an is related to distant goals in time because it is easy to putting off, and give up to objectives when these are so far in time. Self-efficacy works better in short time and middle time goals. The motivating power of personal goals is partly determined by how too far in the future they are projected. Short-term, or proximal goals provide immediate incentives and guides for current pursuits. On the contrary, distant goals are too far removed in time to be effective self-motivators. The difficult is based on the complications to set a series of attainable sub goals to sustain one's efforts along the route.

2.2.2 Self-efficacy of adolescents

Self-efficacy of adolescents was written by Frank Pajares (2005) and explains how the self-efficacy belief of adolescents profoundly influence their lives, aspirations and development in which people are view as self-organizing, proactive, self-regulating and self-reflecting. It is also explained the role of self-efficacy belief in family functioning, educational development, career aspirations. This book is an overview of research in self-efficacy beliefs during adolescent discussing the critical role played by parents, peers and school influences, summarizing developmental and educational research that address each of the influences.

The purpose of this book was explain phenomena such as human motivation, learning, self-regulation, academic development discussing the role played by self-efficacy. It is also address for all who play a pivotal role in the education and care of youth. Self-efficacy was widely acknowledged as one of the most important development in the history of psychology. The Setting and sample in each chapter of this book was developed by a different researcher including Bandura, 2002, Shunk, 2000 and Zimmerman, 2005, across diverse spheres of functioning in both laboratory and field studies. Diverse population of

varying ages and sociodemographic characteristics were included. The studies were carried out indifferent cultural milieus, and for both individual and collective efficacy.

The intervention and procedures about Self-monitoring studies were carried out to solve subtraction problems. These questionnaire were monitored using internet and students solved them by their own. All the students received 30 minutes training session that involved instruction and individual practice session. In addition some were taught to self-monitor the number of pages they completed during each session. Students were required to record specific steps of a text revision strategy. For the rest of studies the 'Guide for Creating self-efficacy scales' developed by Bandura (2002) were used. This questionnaire were adapted for each researcher according to their objectives.

The data analysis about academic self-efficacy beliefs (ASE) not only influence the goal students set for themselves but also their evaluative reactions of goal progress. To measure the role of self-efficacy beliefs, two scales were developed by Zimmerman & Bandura, (1994). The first assed beliefs about personal capability to regulate academic activities for example: "I can rewrite my wordy or confusing sentences clearly" and the second asked the students to rate their strength of their belief that they could attain particular achievement outcomes, for example: to get an A- in the course. Students' self-evaluative standards were assed in terms of their level of satisfaction and dissatisfaction for different writing grades. The key result was the casual link between the students' self-regulatory self-efficacy for writing with their personal standards of performance. Students who felt more confident in their ability to regulate the writing process set high personal standards for the quality of their writing and thus were more easily dissatisfied than were students who posed low self-efficacy.

The results indicated that student's frequent successes lead to higher self-efficacy and consistent failure experiences usually lower it. Self-evaluating one's ability or one's progress in strategy or skill acquisition is important for cultivating strong self-efficacy. It is the cognitive appraisal of ones' personal improvements or progress that will ultimately lead to fluctuations n one's capability judgments. For example if a student is no satisfied with her

performance on a math test but believe that his future performance could be improved by adjusting ineffective strategies, then his self-efficacy beliefs will not diminish.

The conclusions and implications highly state that efficacious students believe that their performance and outcomes are personally controllable so they tend to attribute failure to factors that they can change. Conversely, students with low self-efficacy attribute failure to uncontrollable factors and increasing feelings of despair and helpless. Personal mastery experiences, which involve one's accomplishment are the strongest source of enhancing perceptions of personal efficacy.

Among the mechanisms of human agency no one is more central or pervasive than beliefs of personal efficacy. This core belief is the foundation of human motivation, well-being and accomplishments. Unless people belief they can produce desire effects by their actions they have little incentive to act or to persevere in face of difficulties. Whatever other factors serve as a guide and motivators. They are rooted in the core belief that one has the power to effects changes by one actions. Albert bandura 2001

2.2.3 Developing self-regulated learning

Academic self-regulation refers to self-generated thoughts, feelings and actions intended or attain specific goals, such as analyzing a reading assignment, preparing to take a test or writing a paper. The attainment of educational goals such as improve academic, test score and motivation is not exclusive under the control of teachers an schools. In fact, educators are just one force in a complex learning process that involves many others, including peers, parents, the media and specially the students themselves. This book was written by Zimermann (1996) provides an instructional model for teaching study skills to middle and high school students during homework an studying and includes students' self-efficacy perceptions in learning process.

The attainment of educational goals, such as improved academic attendance, test scores, and motivation, however, is not exclusively under the control of teachers and schools. In fact,

educators are just one force in a complex learning process that involves many others, including peers, parents, the media, and especially the students themselves. Self-efficacy is an important variable for students to monitor because it focuses attention on their beliefs about the effectiveness of their learning methods.

Teachers should provide students with an objective way to monitor their self-efficacy for attaining their learning outcomes (i.e., quiz grades or homework scores). Although there are a number of ways to assess self-efficacy, we recommend one method that is easy to compute in which students' rate their self-efficacy at being able to achieve an expected score on the upcoming quiz. We will illustrate this method with the following example. Let us assume that the weekly quizzes consist of 10 questions, with every correct answer receiving a point. The teacher asks the students to estimate the score they expect to receive on the quiz and then to rate their confidence about attaining at least that score using a 3-point scale (representing not very sure, quite sure, and absolutely sure). To adjust the estimated score for differences in confidence, the following weighting procedure should be used. For the rating of not very sure, a point is subtracted from the estimated score (-1); for the rating of quite sure, no points are added or subtracted from the estimated score (0); for the rating of absolutely sure, a point is added to the estimated score (+ 1).

Self-efficacy is defined as the estimated score after the point adjustment. For example, a girl who expects to get a score of 6 but is not very sure (-1) about receiving at least that score, would have a self-efficacy total of 5 (e.g. 6 - 1 = 5). She actually took the test and received a 7 on it. The next week, she might estimate a 7 for the quiz and rate her self-efficacy as quite sure (0). Her self-efficacy would then increase to 7 (e.g. 7 + 0 = 7). She received an 8 on this test, surpassing her expectations, so she then estimated a score of 8 for a third quiz with a self-efficacy level of quite sure. Her score on the third quiz was 8 as she expected.

To interpret these changes in self-efficacy most effectively, the girl should graph her estimated quiz score on a scale of 1 to 10 and indicate her self-efficacy. This graphing will

allow the expected grades to be plotted on the same graph as the girl's test results. Students who misjudge their self-efficacy will quickly see these errors and will adjust their standards when judging their self-efficacy in the future.

The goal of self-efficacy monitoring is to make students more accurate in predicting their learning; however, being slightly optimistic can assist motivation without detracting from learning. Self-efficacy ratings not only are informative to students but also produce self-regulatory reactions, such as changing their self-evaluative standards or increasing studying to score better on quizzes. Self-efficacy ratings also can be helpful to teachers because they reveal students who are unduly pessimistic or overly optimistic about their studying or test preparation. Pessimism can lead to poor motivation, and over-optimism can lead to insufficient preparation.
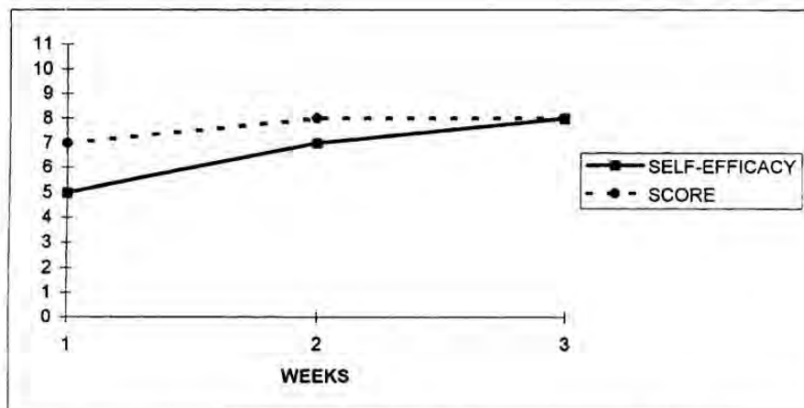

Figure 3 *Girl's plotted outcome scores by week of time management intervention.*

First of all agency is defined as an action that people can guide the course of events by their actions. In general self-efficacy is measured as a whole, as the General Self-Efficacy Scale in a 1-10 item scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life in which 1 is the lower score and 10 the higher score. Bandura (1986) also proposes that it is possible to measure it in specific areas of human development for example in health functioning, clinical functioning, athletic functioning and academic performance.

Since it is possible to measure self-efficacy in the learning processes many researchers have conducted studies that measure and describe self-efficacy in the student population. However, among the many studies carried out, It has been mainly taken into account the research made by Pajares and Zimmerman (1996). These researchers discovered that academic self-efficacy has effects on task choice, effort, persistence, and achievement (Bandura, 1986, 1997; Pajares, 1995) furthermore students feel efficacious for learning or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level. Pajares (2005) developed a questionnaire known as SELF (SELF-EFFICACY FOR LEARNING FORM) which measure: perceived responsibility, homework quantity, and homework quality. So to speak Zimmerman (2001) verified the validity of the SELF in a study carried out in college students.

In summary: Bandura (1986) was the first to propose the concept of academic self-efficacy with the aim that other researchers would carry out more studies and then Pajares (2005) developed the concept of self-efficacy in learning processes for the purpose of examining and describing how much influence it has on Academic performance. Finally, Zimmerman (1996) carried out a research in college students in which assessed students' self-efficacy beliefs in various areas of academic functioning in order to determine the validity of SELF.

Bandura[1] developed self-efficacy theory through observational studies carried out at Stanford University. To do this he used volunteers and also recommends measuring self-efficacy through quantitative methods for this reason, most researchers use questionnaires. These former methods were used by Zimmerman[3], Pajares[2], on the other hand studies took place in elementary, high school and college. Furthermore only students from the Metropolitan areas of New York and Los Angeles participated. In all cases populations were randomly selected, first according to study year, then classroom and finally students of both gender, in a percentage of 50%. Regarding ethnic groups, participants were selected on the basis of the last census of each state and the percentage of the population that represented each ethnic group.

One of the main findings made by Bandura[1] was having high self-efficacy in a specific area or domain does not imply that a person will have high self-efficacy in a different domain that is why Bandura[1] developed the "standard methodology" for measuring efficacy beliefs in specific areas such as academic performance. These were items in terms of: "Probably I Cannot Do it", "Definitely I Cannot Do It", "Maybe, I can do it" "Definitely I Can Do It", "Probably I can do it", Each one represents levels of task demands in which "Probably I Cannot Do it" meant cero percentage and "Definitely I Cannot Do It" meant one hundred of percentage, that is they rate the strength of their belief in their ability to execute the requisite activities.

On the other hand Zimmerman (1996) carried out a study at The Graduate Center, The City University of New York on 223 college students. The objective was to determine the validity of SELF (SELF-EFFICACY FOR LEARNING FORM) which assesses students' self-efficacy beliefs regarding their use of specific self-regulatory processes in various areas of academic functioning . The SELF was a questionnaire of fifty seven questions using items proposed by Bandura scored 1 - 10. Frank Pajares carried out a study in adolescents in Santa Clara C.A. with volunteers who attended Santa Clara University campus, as a result he wrote a book "*Self-efficacy of adolescents*". Pajares (2005) verify the findings made by Bandura (1986) and Zimmerman (1996) it means students with high academic self-efficacy improve academic performance.

When Bandura developed the self-efficacy theory, he explained the best way to describe it is through questionnaires and the researchers mentioned above have measured academic self-efficacy following a questionnaire methodology. The outcome measures studied were: perceived responsibility, homework quantity, and homework quality. In addition, students' grades were compared with their self-efficacy levels. Furthermore students could make questions about the questionnaire provided. Standardly, the instrument contains around 50 questions and the students answer it in writing or on a computer.

Bandura selected random volunteers who attended his laboratory because he used to make the research computers. Zimmerman (1996) visited elementary and high schools and students were randomly selected, a questionnaire was method selected. Also the study is

carried out in the facilities of the selected academic institution. Students take between 15 and 30 minutes to answer all the questions.

The results of the research made by Bandura (1986), Zimmerman (1996), Pajares (2005) indicate students avoid tasks when self-efficacy is low, but undertake tasks when self-efficacy is high. Students with high self-efficacy are more likely to make efforts to complete a task, and to persist longer in those efforts, than those with low self-efficacy. This means that Self-efficacy has several effects on academic thought patterns and responses. Low self-efficacy can lead students to believe tasks to be harder than they actually are, this often results in poor task planning, as well as increased stress.

Several conclusions can be made about academic self-efficacy. In academic performance, Self-efficacy has become very important in order to predict academic performance and outcomes because the higher the level of self-efficacy, the better the results obtained by the students. Second, all students can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most students also realize that putting these plans into action is not quite so simple as a result students with high self-efficacy will motivate to find ways to increase academic performance.

Academic Self-efficacy becomes crucial since it allows teachers to plan better teaching strategies and at the same time help students to develop new strategies to succeed in academic performance. It also can be applied to motivate students and teachers. Finally, high academic self-efficacy leads students to set higher goals and increases the likelihood that they will dedicate themselves to those objectives, furthermore self-efficacy refers to a student's confidence to participate in certain actions that will help them achieve distinct goals.

2.2.4 *Section summary*

Researchers have revealed the essential role of academic self-efficacy in successful goal achievement and have diverse effects on academic development. Academic self-efficacy influences directly in how much effort students put in a given task, how long they persevere in face of academic obstacles and failures. If self-efficacy beliefs are low, students has no power to produce results, they not attempt to make things happens on the opposite if academic self-efficacy levels are high students have success in their academic goals and will develop effective self-learning strategies. Academic beliefs are a predictor of how much motivated students are and how they will persevere in academic learning process in order to success in school. The goal is to transform classes into academies where students can become smart learners. Zimmerman (2000)

2.3 Chapter Summary

Self-learning is defined as a method of garnering information and after processing and retaining it without taking the help of another individual. It is the responsibility of the learner to learn and hold on to the knowledge without the help of another human resource. Academic self-efficacy (ASE) refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials

Bandura was the first to propose the concept of academic self-efficacy with the aim that other researchers would carry out more studies and then Pajares carried out further studies of self-efficacy in learning processes for the purpose of examining and describing how much influence it has on Academic performance. Pajares developed a questionnaire known as SELF (SELF-EFFICACY FOR LEARNING FORM) which measure: perceived responsibility, homework quantity, and homework quality. Zimmerman (2005) verified the validity of the SELF in a study carried out in college students. General Self-Efficacy Scale is a 1-10 item scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life in which 1 is the lower score and 10 the higher score.

This scale is base in a non-published article made by Bandura called: Guide for create self-efficacy scales, for measuring efficacy beliefs in specific areas such as academic performance. These were items in terms of: "Probably I Cannot Do it", "Definitely I Cannot Do It", "Maybe, I can do it" "Definitely I Can Do It", "Probably I can do it", Each one represents levels of task demands in which "Probably I Cannot Do it" meant cero percentage and "Definitely I Cannot Do It" meant one hundred of percentage, that is they rate the strength of their belief in their ability to execute the requisite activities. These researchers discovered that academic self-efficacy has effects on task choice, effort, persistence, and achievement. Students feel efficacious for learning or performing a task and participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level. On the other hand low self-efficacy can lead students to believe tasks to be harder than they actually are, this often results in poor task planning, as well as increased stress. Academic self-efficacy (ASE) beliefs predict academic performance and the student's efforts in achieving their goals.

CHAPTER III : METHODOLOGY

3.1 Introduction

This study was focused on determining the academic self-efficacy levels in the Students of the Bachelor of Arts in Modern Languages with specialization in French and English, Department of Foreign Languages, University of El Salvador, Semester II – 2018. Academic Self-Efficacy refers to a person's conviction that they can successfully achieve at a designated level in a specific academic area. Self-E fficacy belief leads students to select tasks and activities in which they feel proficient and avoid those in which they do not. In order to determine academic self-efficacy levels, the following research questions were addressed in this study:

1. What is the self-efficacy level in women and men in the Bachelor of Arts degree in Modern Languages with specialization in French and English, Department of Foreign Languages, University of El Salvador, Semester II 2018?

2. What is the self-efficacy level of the students from 1st to 5th academic year, from the Bachelor of Art degree in Modern Languages with specialization in French and English, Department of the Foreign Languages, University of El Salvador, Semester II 2018?

3. What is the self-efficacy level of the students among the ages of seventeen and twenty-three years and twenty-four to thirty-one years old from the Bachelor of Arts degree in Modern Languages with specialization in French and English, Department of Foreign Languages, University of El Salvador,Semester II 2018?

This study followed a quantitative methodology through a survey and describes academic self-efficacy beliefs. The study was carried out through a survey of 20 questions, which aimed to determine academic self-efficacy levels in the areas of writing, reading, listening and speaking. A survey was given to participants, the first five questions were about writing beliefs, the next five measured reading confidences, the other five questions determined academic-efficacy in listening areas, and the last five questions determined academic self-efficacy in the speaking area.

3.2 Setting

Descriptive research is very useful when describing the current status of an identify variable. This type of research aims to describe a population, situation, or phenomenon. The researcher does not control or manipulate any of the variables, but only observes and measures them. In addition, it is very useful when not much is known about the problem, which fits perfectly on this investigation since it is necessary to figure out why that problem is occurring, and it is required to know and understand when and where it happens.

This study will use a quantitative methodology, which is the process of collecting and analyzing data. In addition, quantitative research collects information using sampling methods, surveys, questionnaires, etc. This method can be used for descriptive research which is essential in this investigation. To understand a research problem more completely about a Description of Self-Efficacy Levels in the Students of the Bachelor of Arts in Modern Languages with specialization in French and English, Department of Foreign Languages, University of El Salvador, Semester II-2018.

This study took place at the University of El Salvador located in Final 25 Avenida Norte, San Salvador. According with the Registrar's office, there were 835 students registered in Modern Languages Bachelor of Arts, where 515 women were enrolled, and 320 men were enrolled. The instruction was provided on the survey to the participants of Modern Languages Major. The resource place is a green area with some tables and chairs. There are also some trees that contributed to have comfortable environment.

3.3 Participants

The methodology chosen in this study allowed the researchers to know about the description of the Self-efficacy Levels in the Students of the Bachelor of Arts in Modern Languages in French and English, Department of Foreign Languages. Then, by the use of a well-elaborated design, the research had the validity expected through the reliable results

gotten in the analysis of the data. For this study, a descriptive research was done as the basis for the project. Descriptive research describes what exists and allows to observe, describe, and document important aspects of the phenomenon that is occurring.

The descriptive research shows how students present a deficiency to learn another language due to the lack of self-efficacy. In addition, all the information is collected without changing the environment. This study used a quantitative method design, since the investigation will cover aspects of the learning process, especially in the areas of writing, listening, reading and speaking.

For those reasons, there will be a need to apply a quantitative method design, measured through a survey. Random sampling was used because under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process. The main purpose was to obtain the level of learning that each student had according their year of study.

Based on the research, all the information obtained was gathered from students who were enrolled in the second semester 2018 at the University of El Salvador of Department of Modern Languages. There was no need to divide the population into sub-populations or take any other additional steps before selecting members of the population at random. The study of the present research includes a description of the self-efficacy levels in the students of the Bachelor of Arts in Modern Languages with Specialization in French and English, Department of Foreign Languages, University of El Salvador Semester II- 2018.

3.3.1 The Sampling

The participants in the study were students from the Bachelor of Arts in Modern Languages with Specialization in French and English, Department of Foreign Languages, University of El Salvador, Semester II – 2018. There were 30 students from ages 17 years old to 31 years old. There were 18 men and there were 12 women. All the courses were taken into account; they were II, IV, VI,VIII, X. In course II, there were 11 students; in course IV, there were 3 students; in course VI, there were 4 students; in course VIII, there were 4 students. Finally, in course X, there were 8 students. All the students were enrolled in the major. The survey was administered to students of the selected groups to know how is the self-efficacy of learning both languages at the same time.

3.4 Data Analysis

In order to collect the data, it was necessary to choose which instrument was implemented: survey with multiple choice with a question guide to be developed with students to measure how they could learn the different aspects of the learning process, especially in the areas of writing, listening, reading, and speaking. Because a significant amount of the vocabulary was new to the participants, it was necessary to explain in Spanish the meaning of these words. In the first test that was done with the academic self-efficacy questionnaire, it was found that vocabulary was an impediment to fill out the survey, so the decision was to conduct the survey in Spanish to facilitate the collection of information as well as to increase the veracity of the data obtained.

Once the information was collected, the results obtained were compared. First, it was compared in which area of the learning process, students had the highest levels of academic self-efficacy, then at what level of the learning process self-efficacy can be higher or lower, and finally the levels of academic self-efficacy were compared among the participants, taking gender and age as a reference.

4.1 Self – Efficacy For Learning Form (Self)

(Inventory of Academic Self-Efficacy)

Obejetive: the purpose of this instrument is to evaluate the perception that students have regarding their abilities to perform well their academic activities (academic self-efficacy) in the main areas of learning a foreign language (reading, writing, listening and speaking).

There are no good or bad questions, your answers will be analyzed confidentially.

Please answer as honestly as possible.

Gender: M   F   Age: _____   Semester: _____

RESPONSE SCALE

1	2	3	4	5	6	7	8	9	10
strongly disagree		*disagree*		*undecided*		*agree*		*strongly agree*	

1	When you read a paragraph and do not understand it, are you able to re-read it carefully to get a better understanding of it?	
2	When you read an assignment that is least interesting, can you find a way to get fully motivated and interested completely?	
3	When an assigned reading is misspelled, can you understand its meaning and explain it well on a writing test?	

4	When you have trouble understanding an assigned reading material, can you find a student who is able to explain it clearly?	
5	When you have troubles to understand a reading assignment, can you find key sentences to help you understand each paragraph?	
6	When you are asked to write a paragraph during the class, are you able to do it in 30 minutes?	
7	When you are tired but have not finished a written assignment, are you able to find a way to motivate yourself to finish it?	
8	When you put off doing a written report assignment, are you able to motivate yourself to do it right away?	
9	When you are asked to write an essay on a topic that is unfamiliar to you, can you get enough information to do it?	
10	When you experience a lack of concentration while writing an important essay, are you able to focus to finish it on time?	
11	If you are feeling emotional during a listening comprehension exercise, are you able to focus your attention long enough to finish the assigned exercise?	
12	When a particular listening activity is boring, can you motivate yourself to stay focused?	
13	When you are trying to assimilate a new listening comprehension exercise, are you able to associate the new concepts with the old ones enough to remember them?	

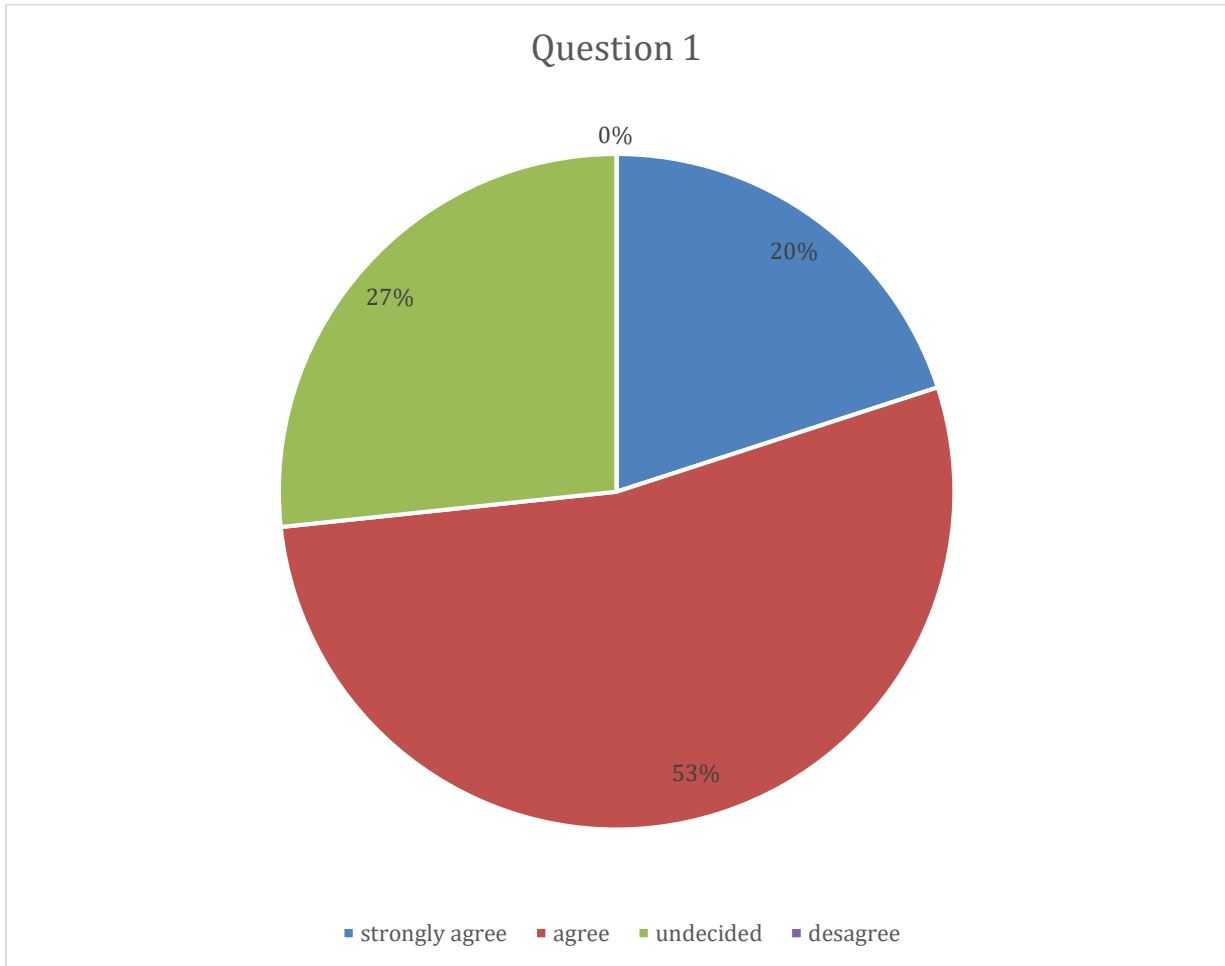| 14	When you are given a listening task that is repetitive and uninteresting, such as memorizing words, would you be able to change your mood and make it an exciting challenge?	
15	When you miss a class, can you find another student who can explain it to you clearly?	
16	When you have time available between classes, can you motivate yourself to practice speaking?	
17	When another student asks you to practice English or French in a subject in which they are having difficulties, can you be an effective study partner?	
18	When you find yourself getting further behind in an English or French speaking course, can you increase your practice time enough to catch up?	
19	When you are having trouble memorizing complex words from an oral exercise, are you able to define and remember them?	
20	When you are angry about an oral activity, due to the demanding requirements of a teacher, can you find a way to channel your anger to help you be successful?	

4.2 Quantitative data

The study was done randomly among the students of the Bachelor of Arts in Modern Languages with Specialization in French and English, Department of Foreign Languages, University of El Salvador, Semester II-2018.

4.2.1 DESCRIPTIVE STATISTICS

 Question 1

When you read a paragraph and do not understand it, are you able to re-read it carefully to get a better understanding of it?

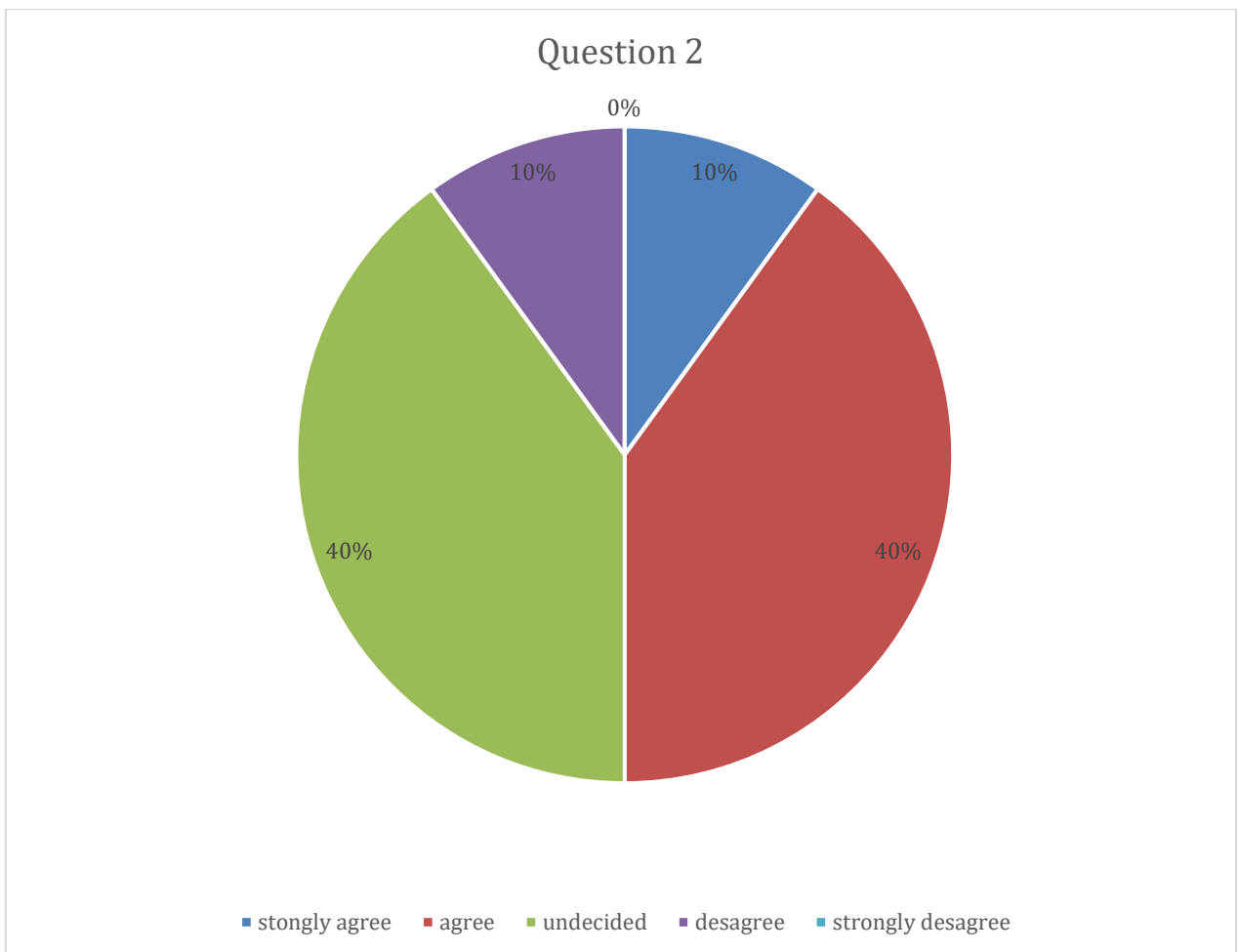| Question	strongly agree	agree	undecided	desagree
Question # 1	6	16	8	0
Percentage	20%	53%	27%	

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 53% answered agree to re-read to understand the content of the paragraph.

Question 2

When you read an assignment that is least interesting, can you find a way to get fully motivated and interested completely?

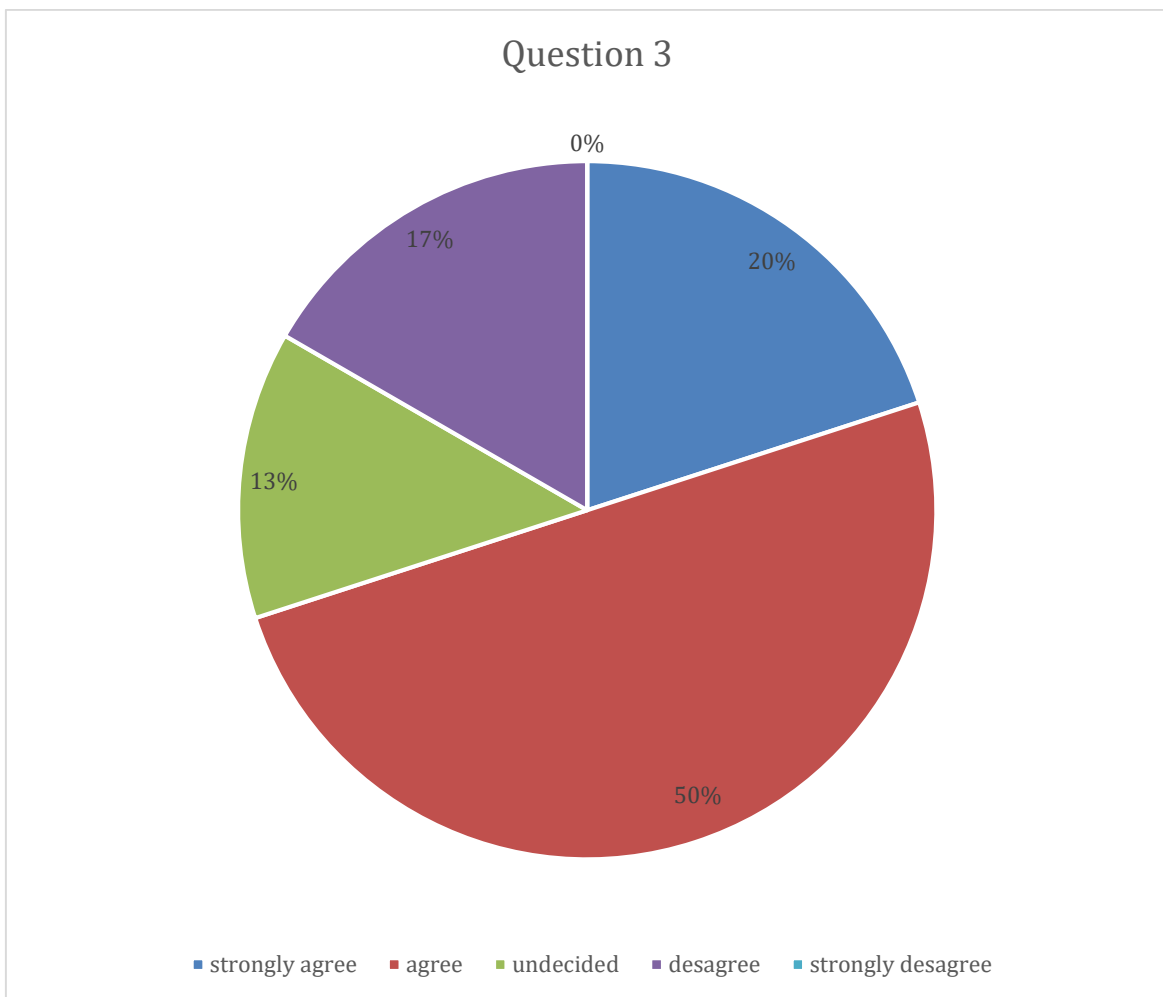| Question	Strongly agree	agree	undecided	desagree	Strongly desagree
Question # 2	3	12	12	3	0
Percentage	10%	40%	40%	10	0

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 40% answered agree and the other 40 % answered undecided to find out a way to motivate themselves and fully assimilate a reading when it is boring.

Question 3

When an assigned reading is misspelled, can you understand its meaning and explain it well on a writing test?

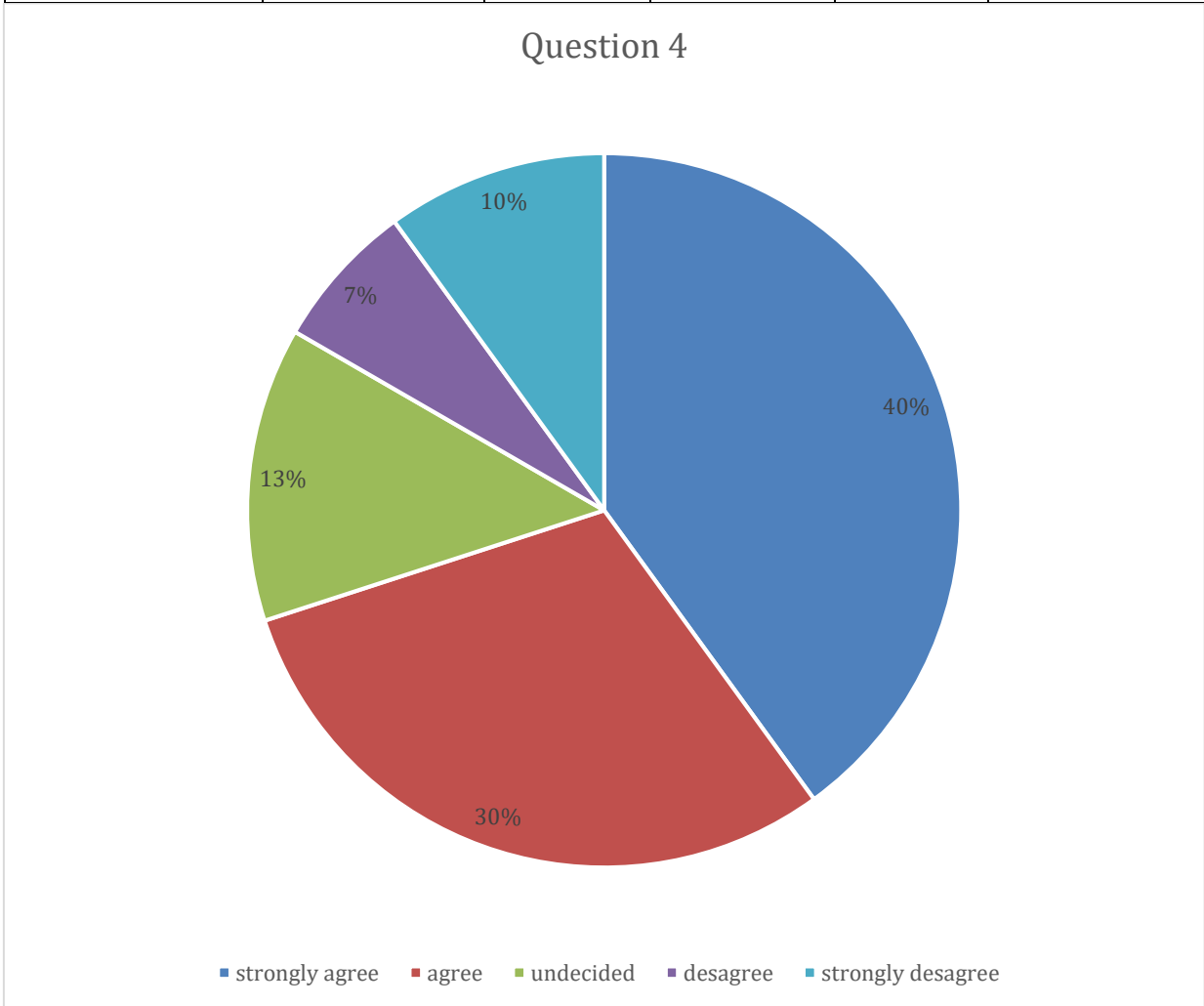| Question	Strongly agree	agree	undecided	desagree	Strongly desagree
Question # 3	6	15	4	5	0
Percentage	20%	50%	13%	17%	0

Question 3

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 50% answered agree to be able to understand a misspelled reading and explain it on a writing test.

Question 4

When you have trouble understanding an assigned reading material, can you find a student who is able to explain it clearly?

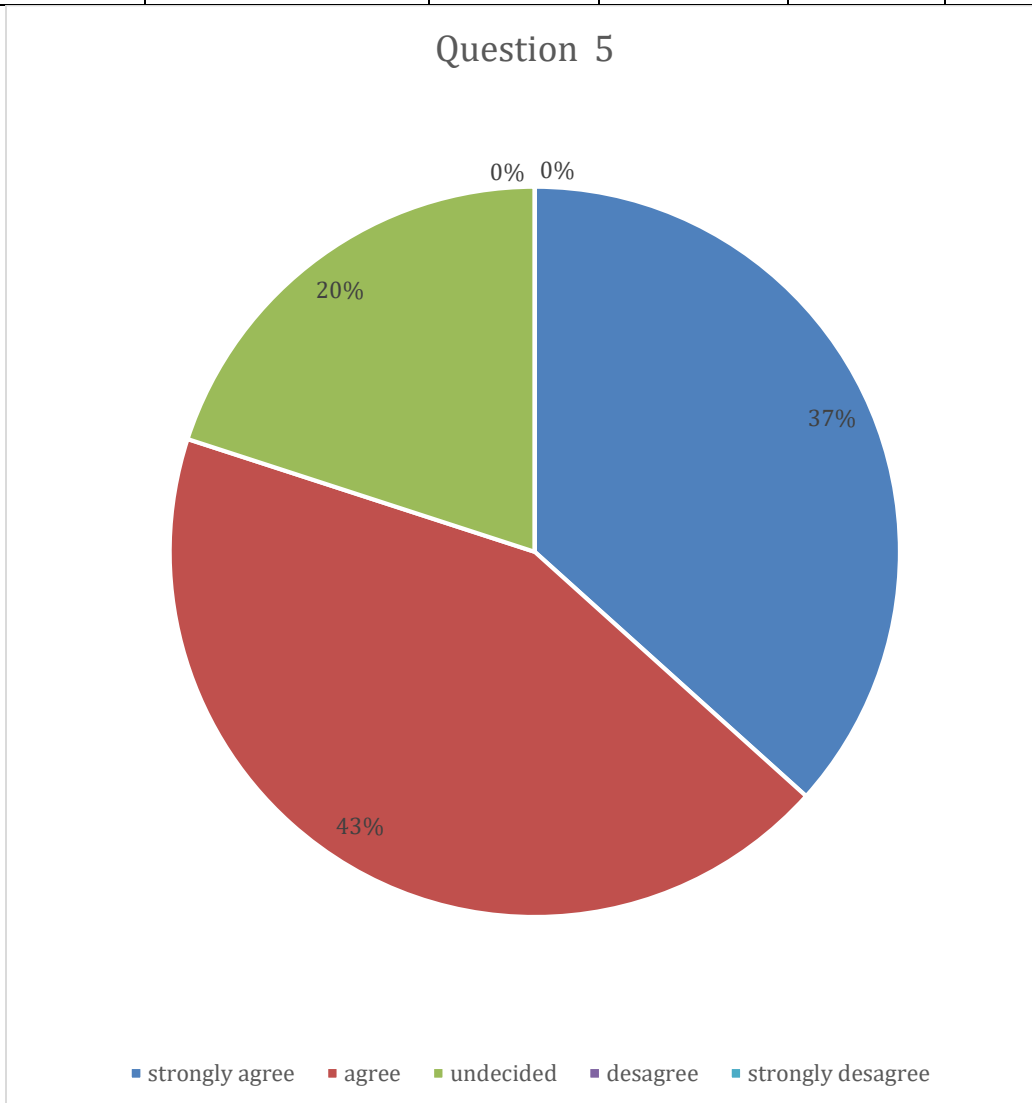| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 4	12	9	4	2	3
Percentage	40%	30%	13%	7%	10%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed,40% answered strongly agree to find a partner who can explain everything clearly when having problems understanding an assigned reading material.

Question 5

 When you have troubles to understand a reading assignment, can you find key sentences to help you understand each paragraph?

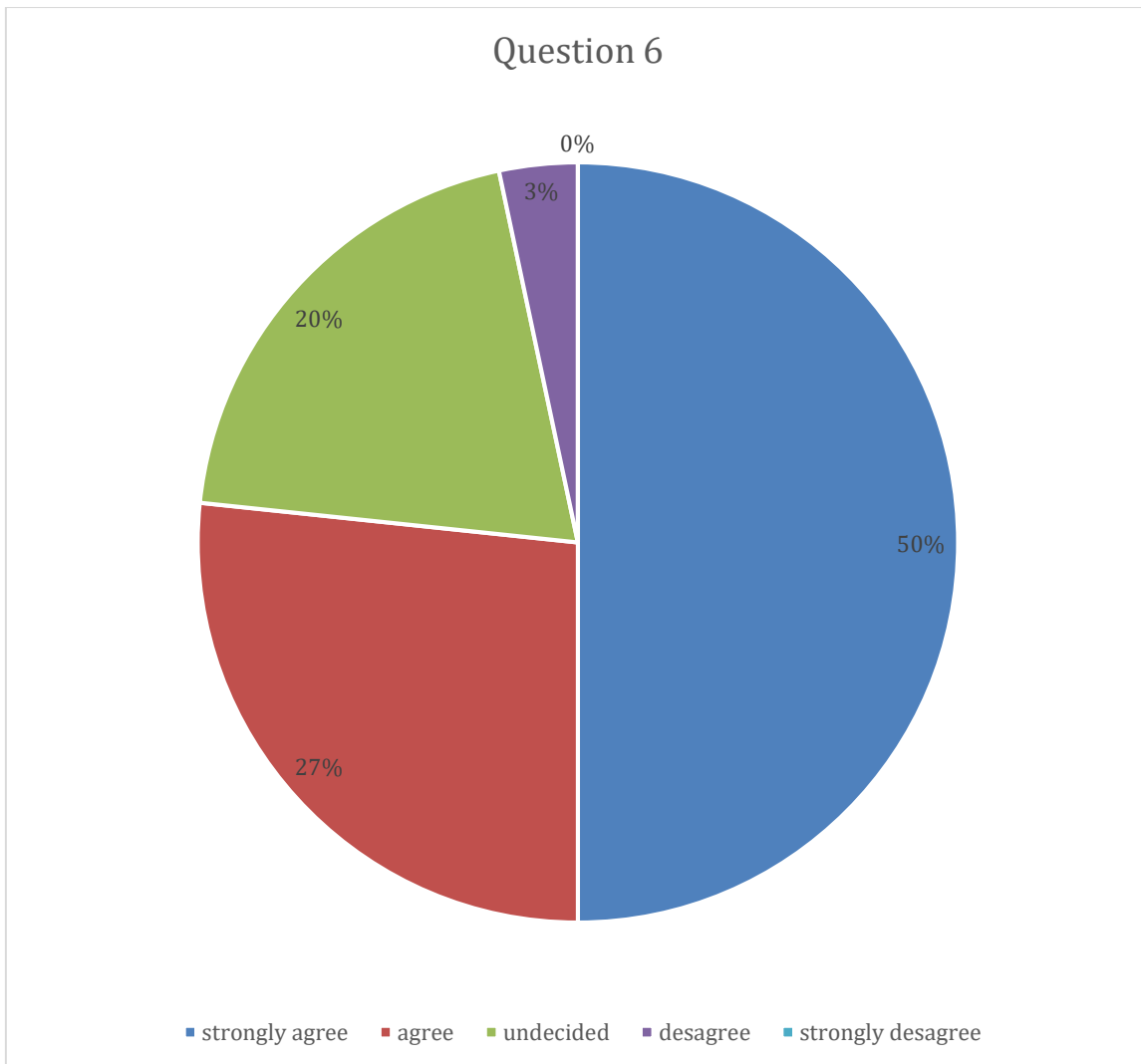| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 5	11	13	6	0	0
Percentage	37%	43%	20%	0%	0%

Question 5

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 43% answered agree to find key sentences that help them understand each paragraph.

Question 6

When you are asked to write a paragraph during the class, are you able to do it in 30 minutes?

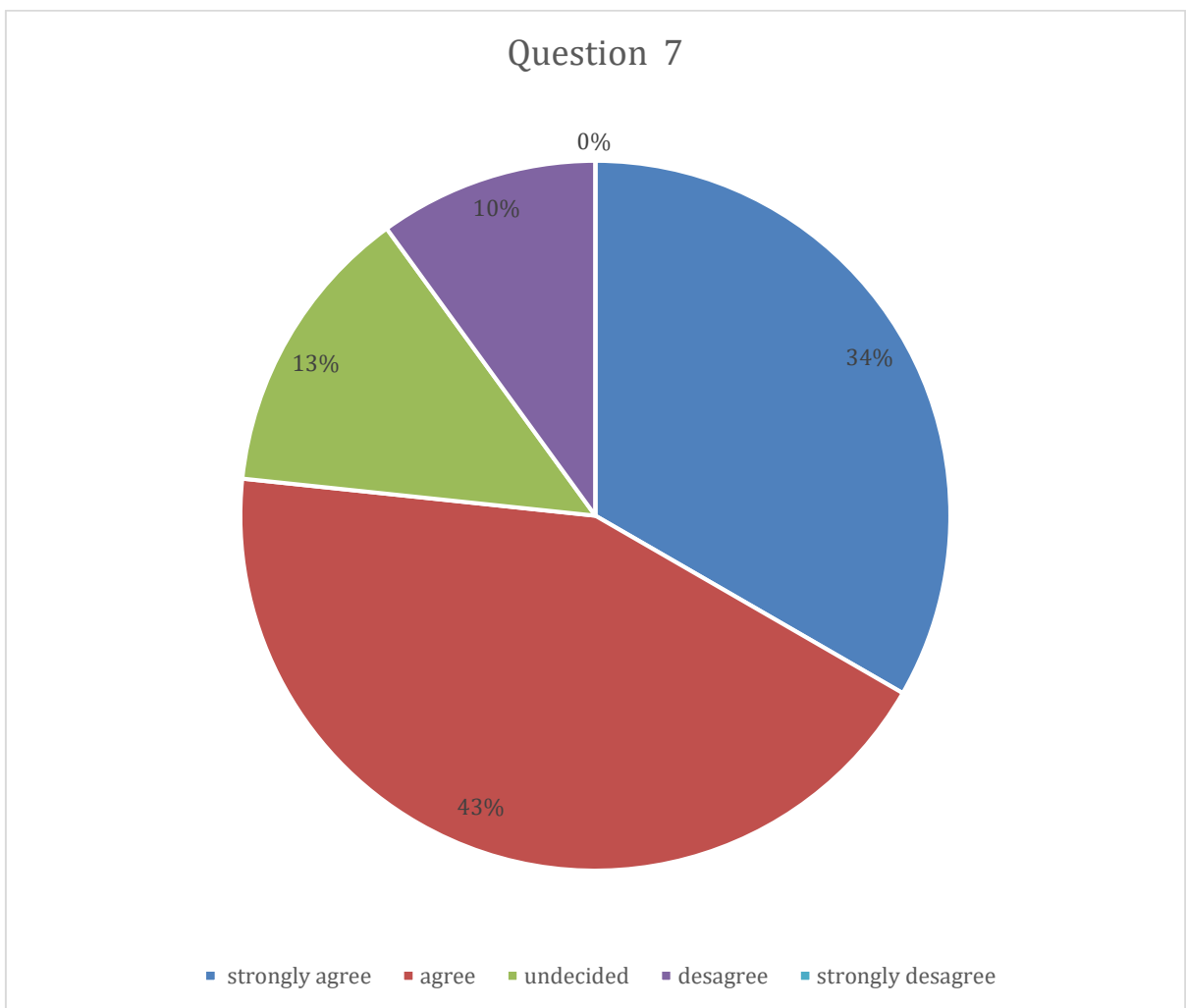| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 6	15	8	6	1	0
Percentage	50%	27%	20%	3%	0%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 50% answered strongly agree to be able of writing a paragraph in 30 minutes.

Question 7

When you are tired but have not finished a written assignment, are you able to find a way to motivate yourself to finish it?

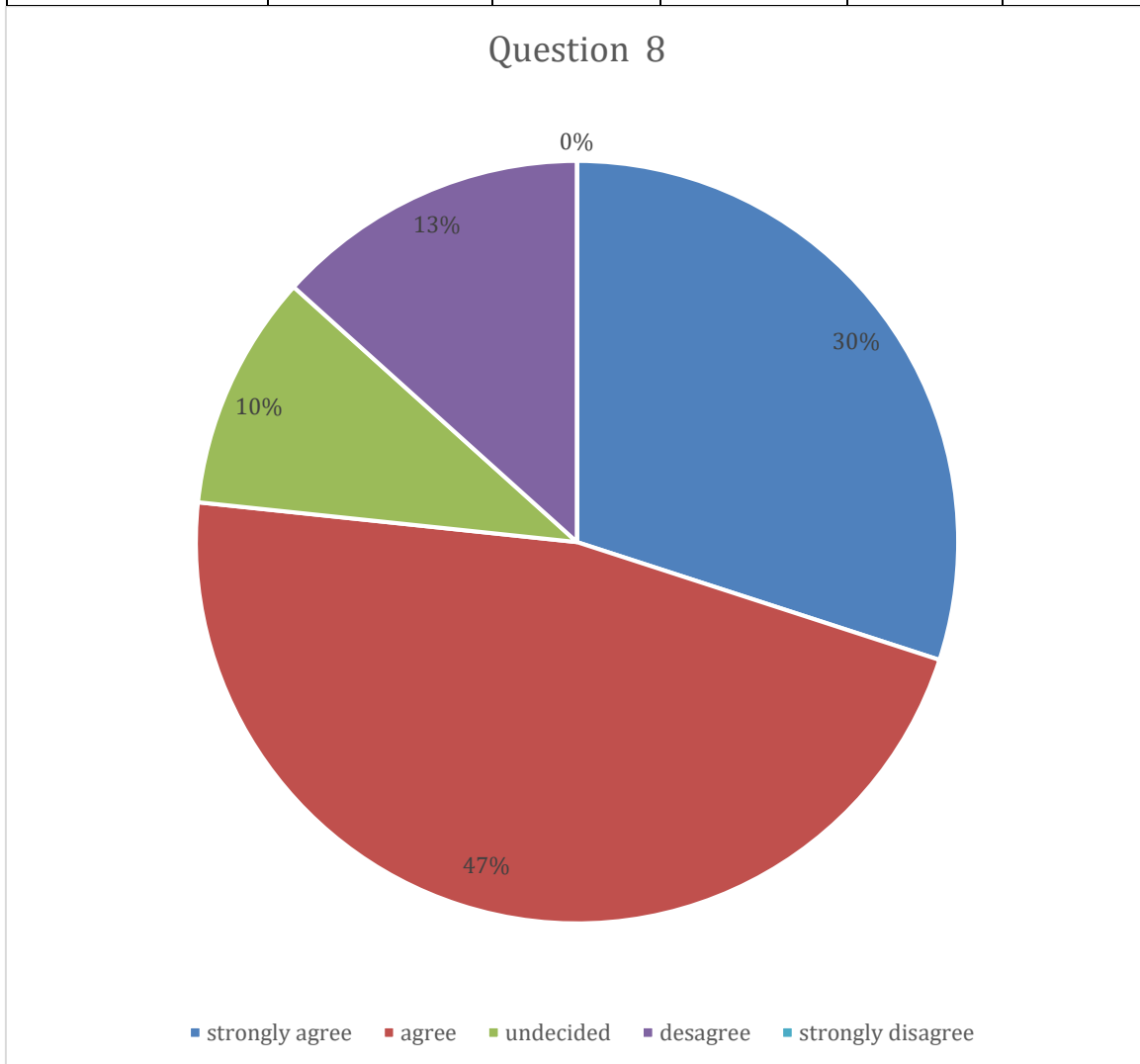| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 7	10	13	4	3	0
Percentage	34%	43%	13%	10%	0%

Question 7

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 43% answered agree to be able to find a way to motivate themselves to finish a paragraph.

Question 8

When you put off doing a written report assignment, are you able to motivate yourself to do it right away?

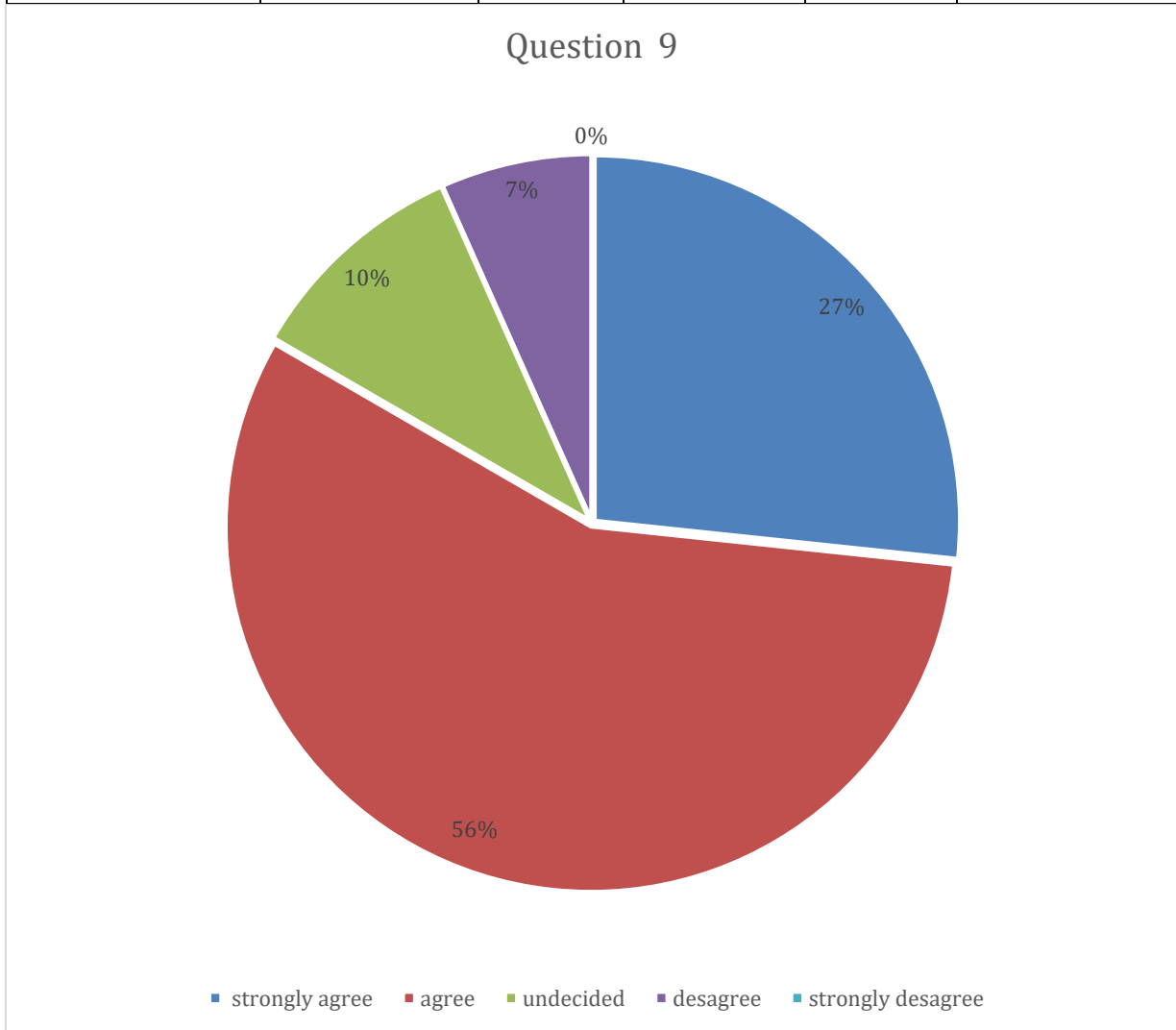| Question	strongly agree	agree	undecided	desagree	strongly disagree
Question # 8	9	14	3	4	0
Percentage	30%	47%	10%	13%	0%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 47% answered agree to motivate themselves to start the written report immediately.

Question 9

When you are asked to write an essay on a topic that is unfamiliar to you, can you get enough information to do it?

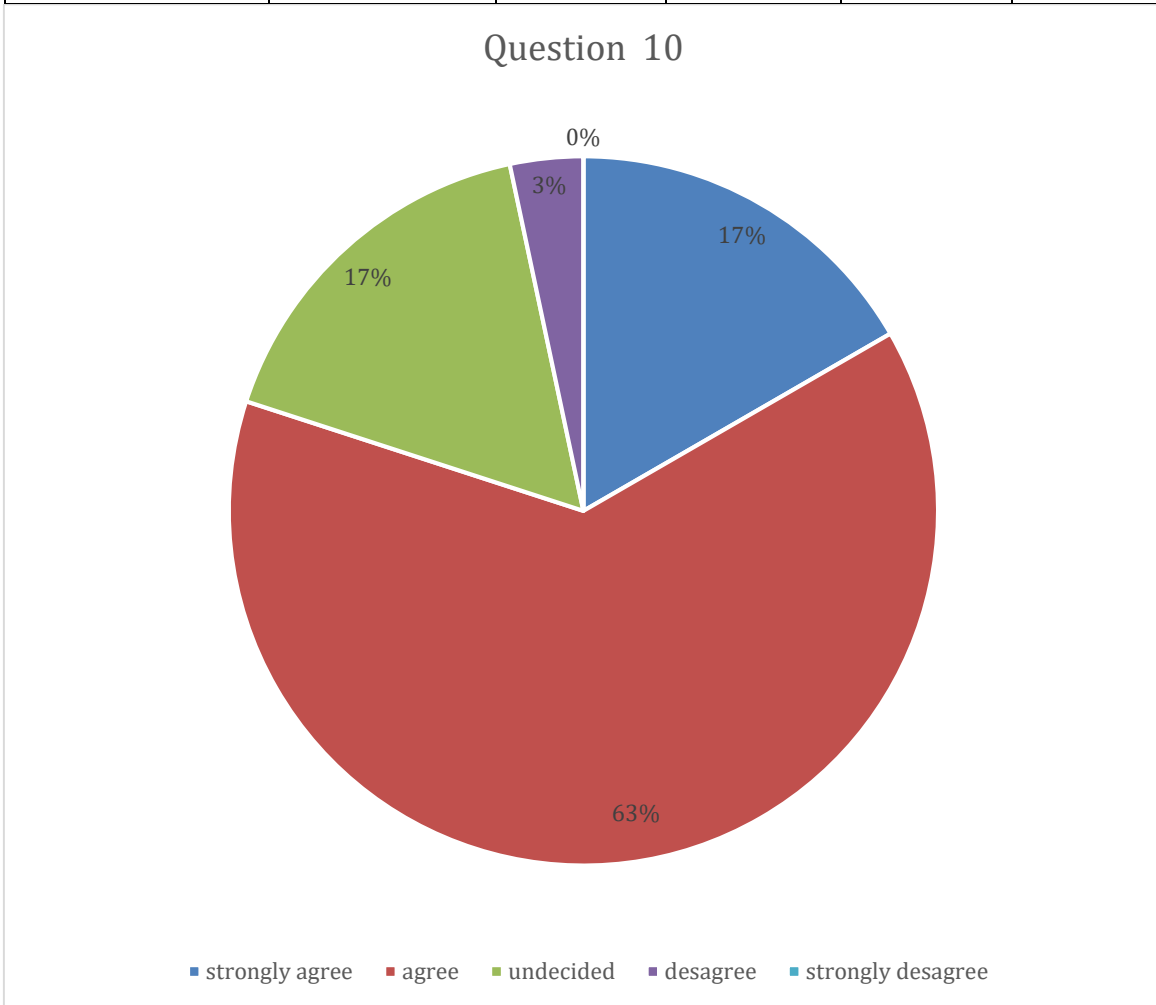| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 9	8	17	3	2	0
Percentage	27%	56%	10%	7%	0%

Question 9

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 56% answered agree to obtain information on a subject that they do not know to write an essay.

Question 10

When you experience a lack of concentration while writing an important essay, are you able to focus to finish it on time?

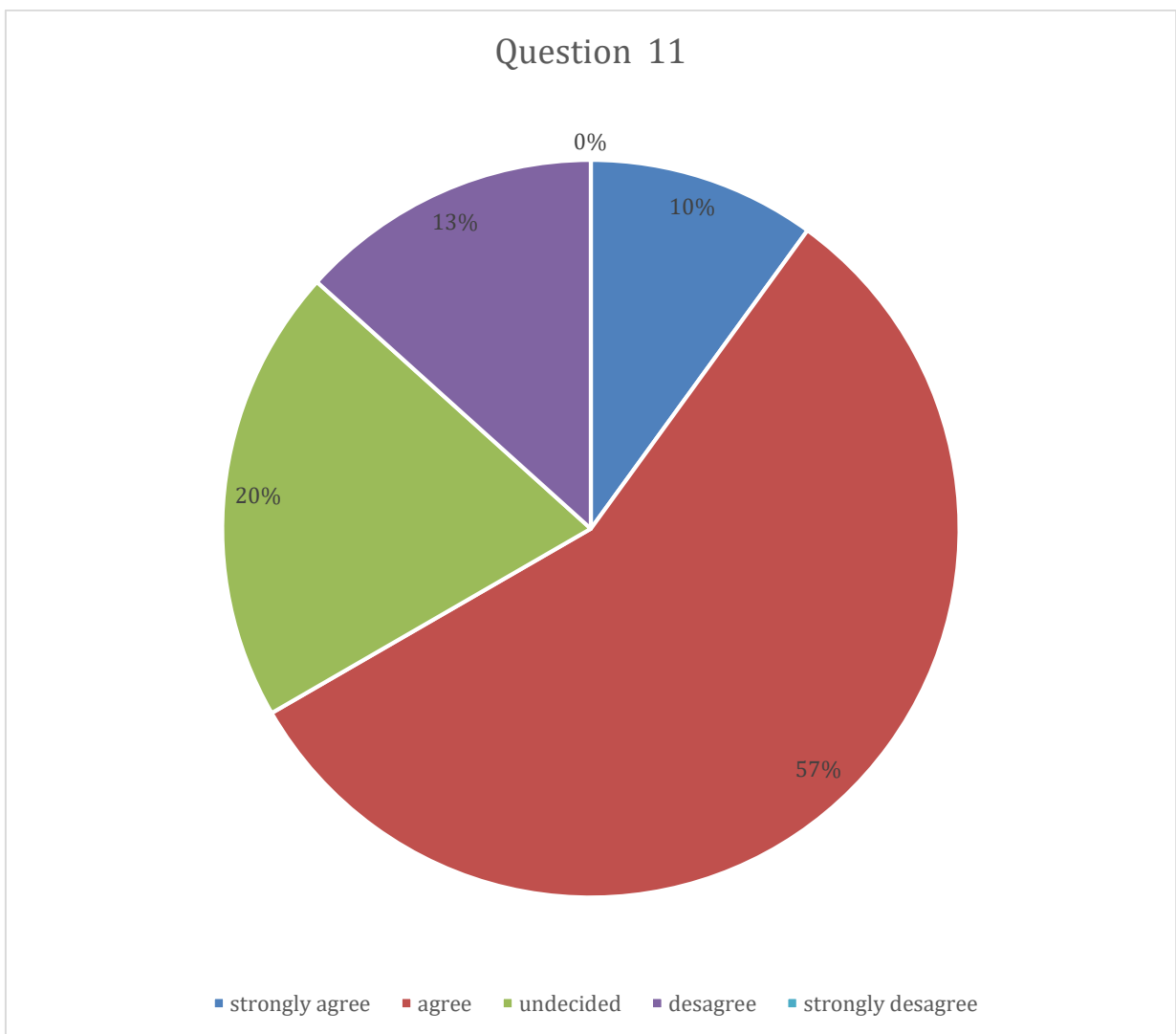| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 10	5	19	5	1	0
Percentage	17%	63%	17%	3%	0%

Question 10

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed,63% answered agree to be refocused again to finish to write the essay.

Question 11

If you are feeling emotional during a listening comprehension exercise, are you able to focus your attention long enough to finish the assigned exercise?

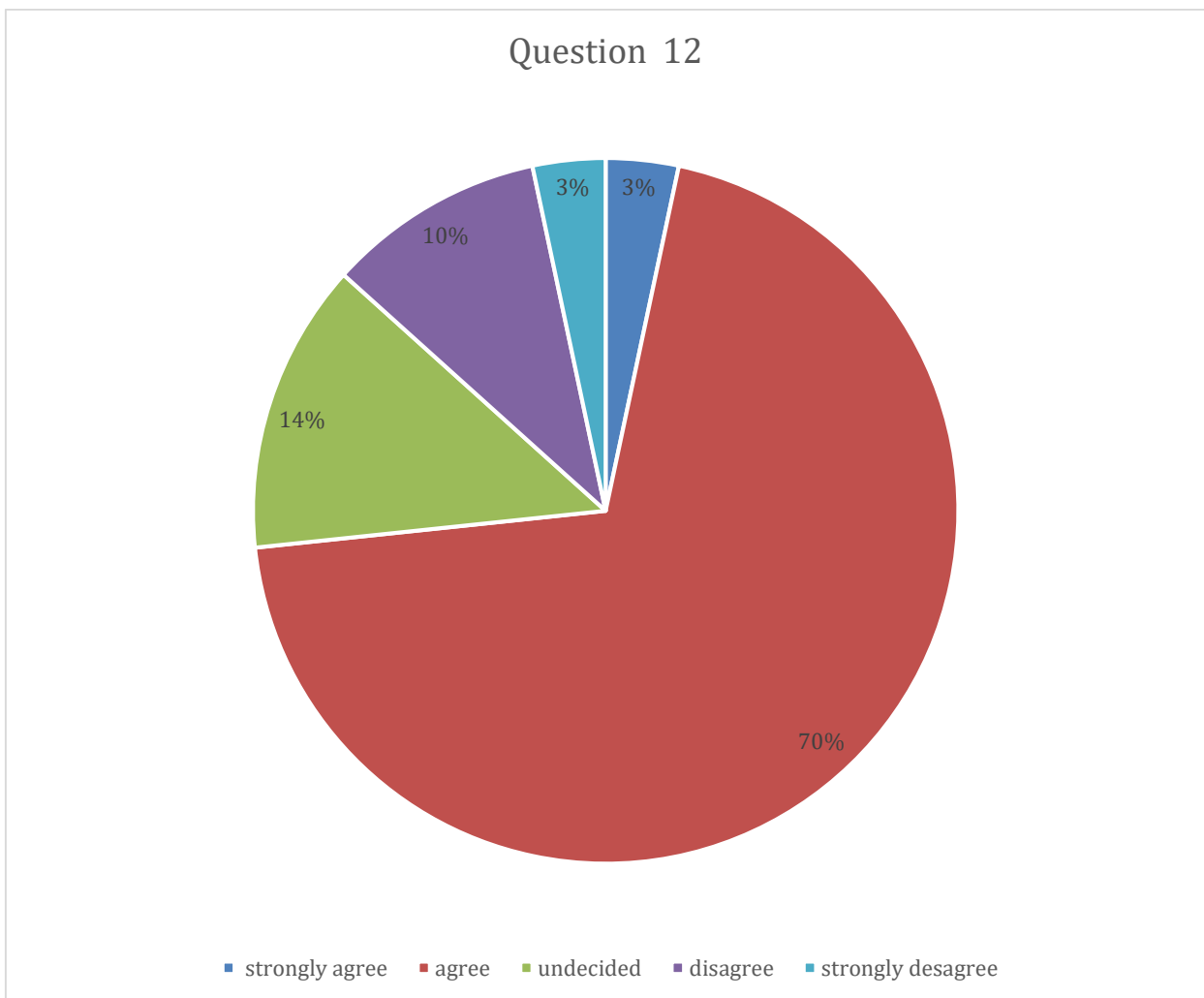| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 11	3	17	6	4	0
Percentage	10%	57%	20%	13%	0%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 57% answered agree to be refocused to finish the oral speaking test.

Question 12

 When a particular listening activity is boring, can you motivate yourself to stay focused?

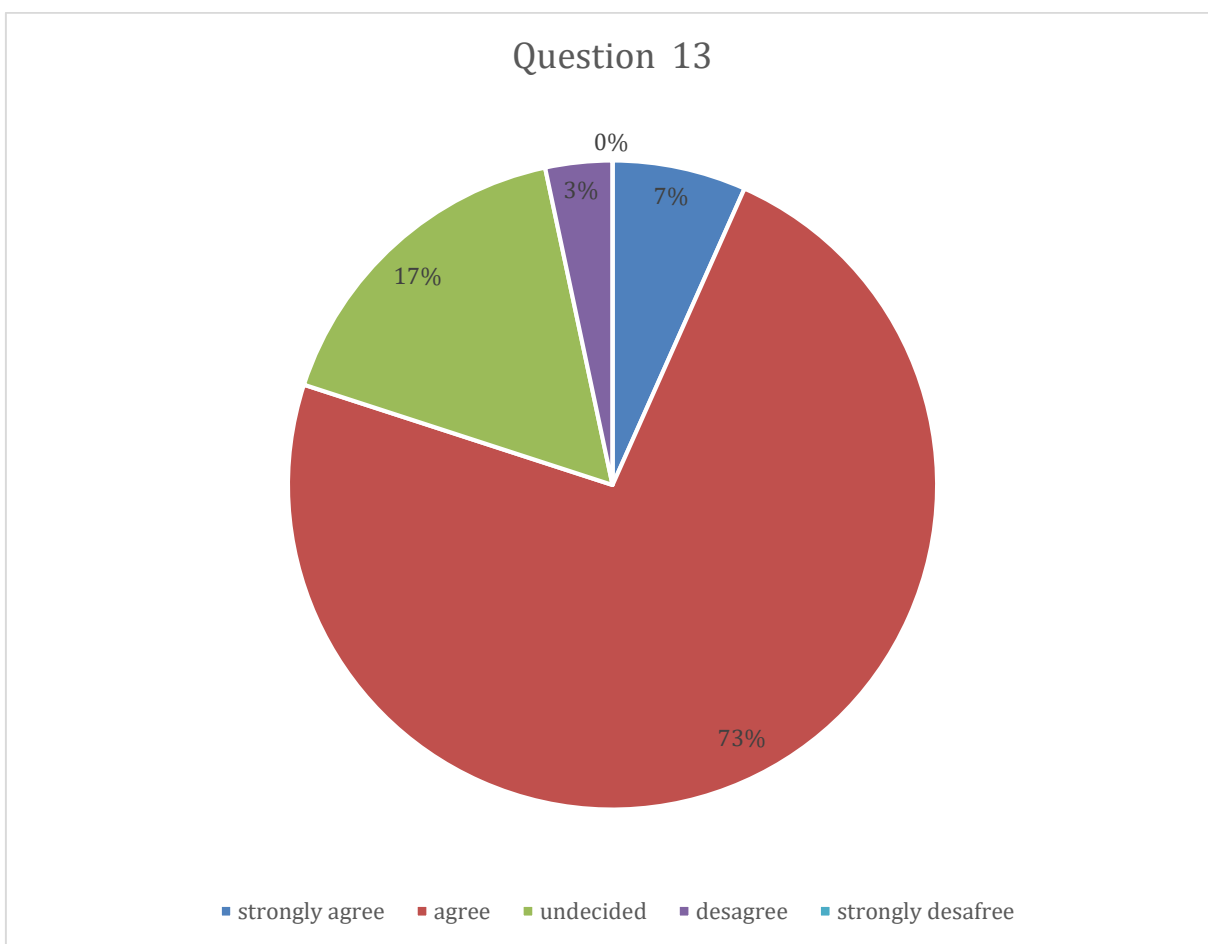| Question	strongly agree	agree	undecided	disagree	strongly desagree
Question # 12	1	21	4	3	1
Percentage	3%	70%	14%	10%	3%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 70% answered agree to get motivated themselves to be concentrated to keep the oral assignment test.

Question 13

When you are trying to assimilate a new listening comprehension exercise, are you able to associate the new concepts with the old ones enough to remember them?

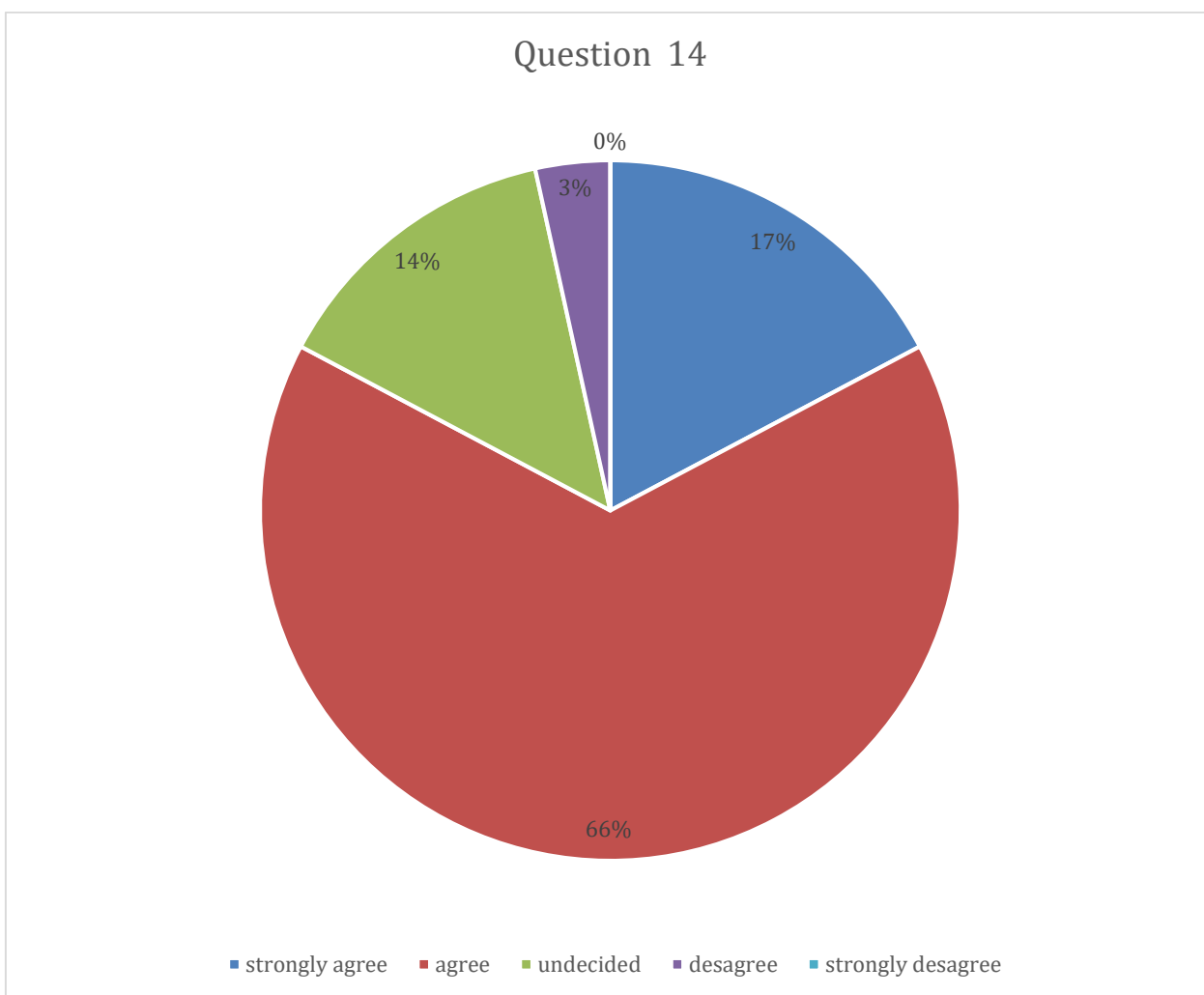| Question	strongly agree	agree	undecided	desagree	strongly desafree
Question # 13	2	22	5	1	0
Percentage	7%	73%	17%	3%	0%

Question 13

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 73% answered agree to be able to associate and remember the new vocabulary and the old one in an oral test.

Question 14

When you are given a listening task that is repetitive and uninteresting, such as memorizing words, would you be able to change your mood and make it an exciting challenge?

Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 14	5	19	4	1	0
Percentage	17%	63%	14%	3%	3%

Question 14

- strongly agree
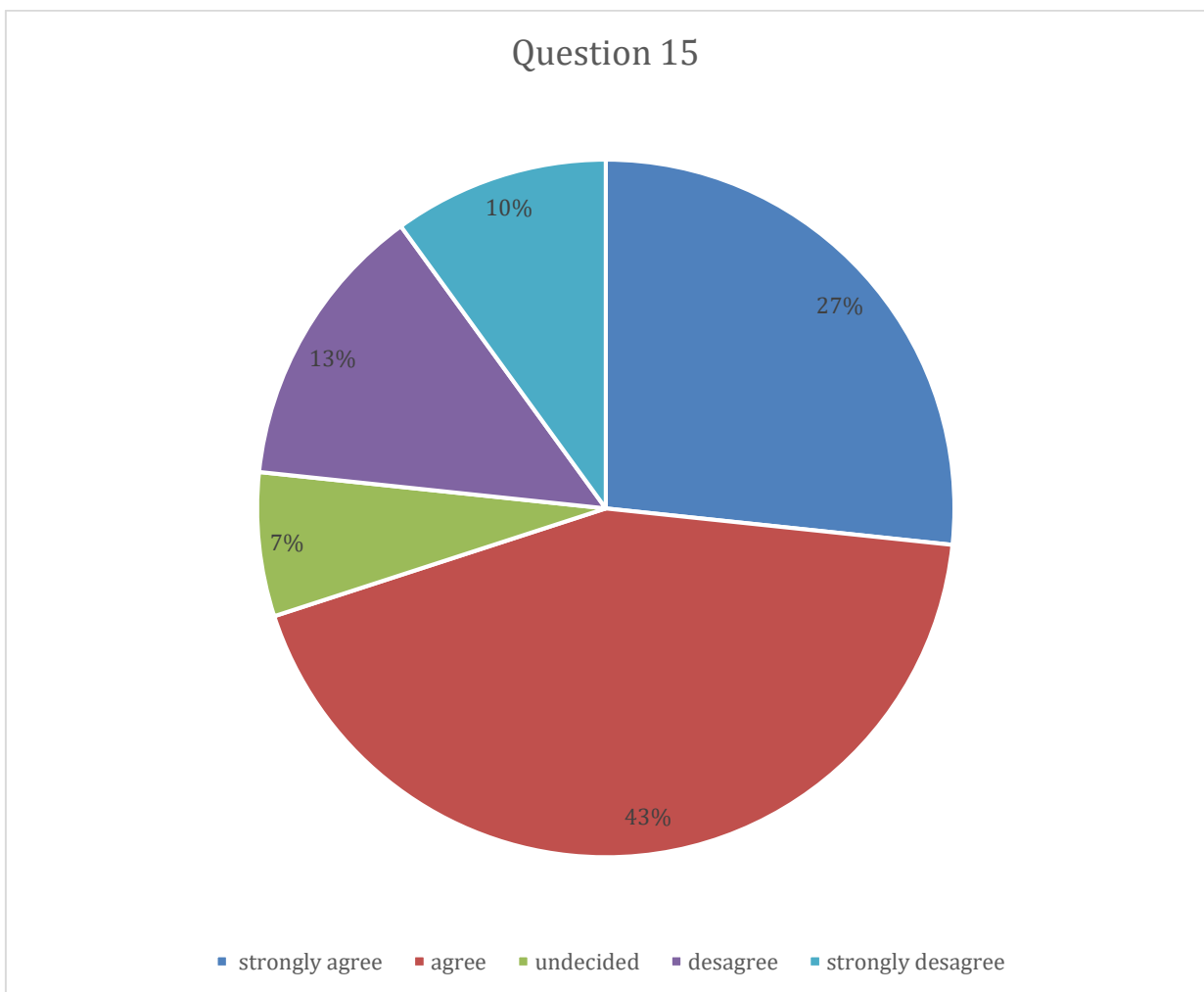- agree
- undecided
- desagree
- strongly desagree

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 66% answered agree to be able to change their mood in order to memorize vocabulary even though this is not interesting at the time to get an oral test.

Question 15

When you miss a class, can you find another student who can explain it to you as clearly as the teacher did?

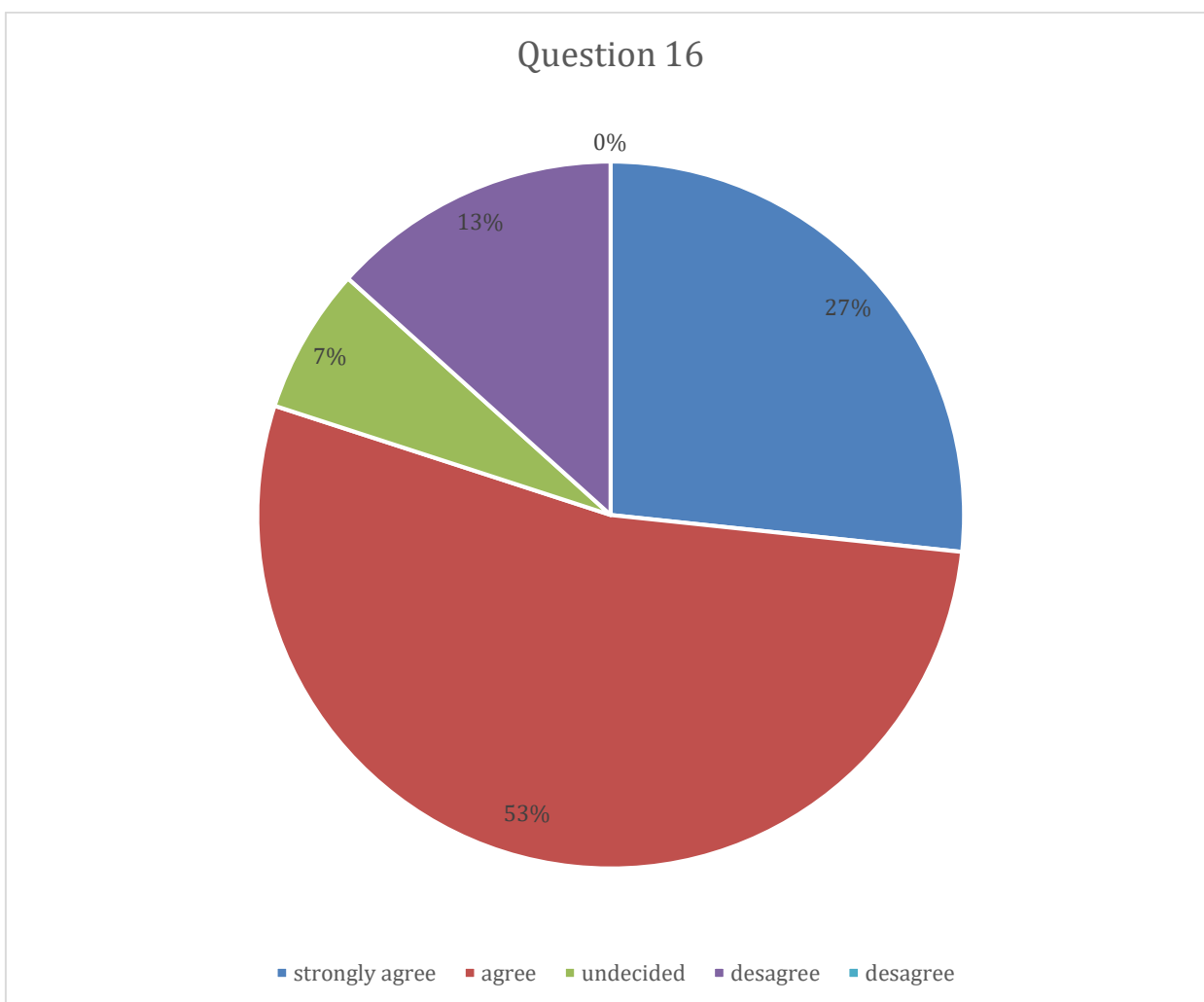| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 15	8	13	2	4	3
Percentage	27%	43%	7%	13%	10%

Question 15

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed,43% answered agree to find a classmate that can explained the class as the same way as the teacher did it.

Question 16

When you have time available between classes, can you motivate yourself to practice your speaking?

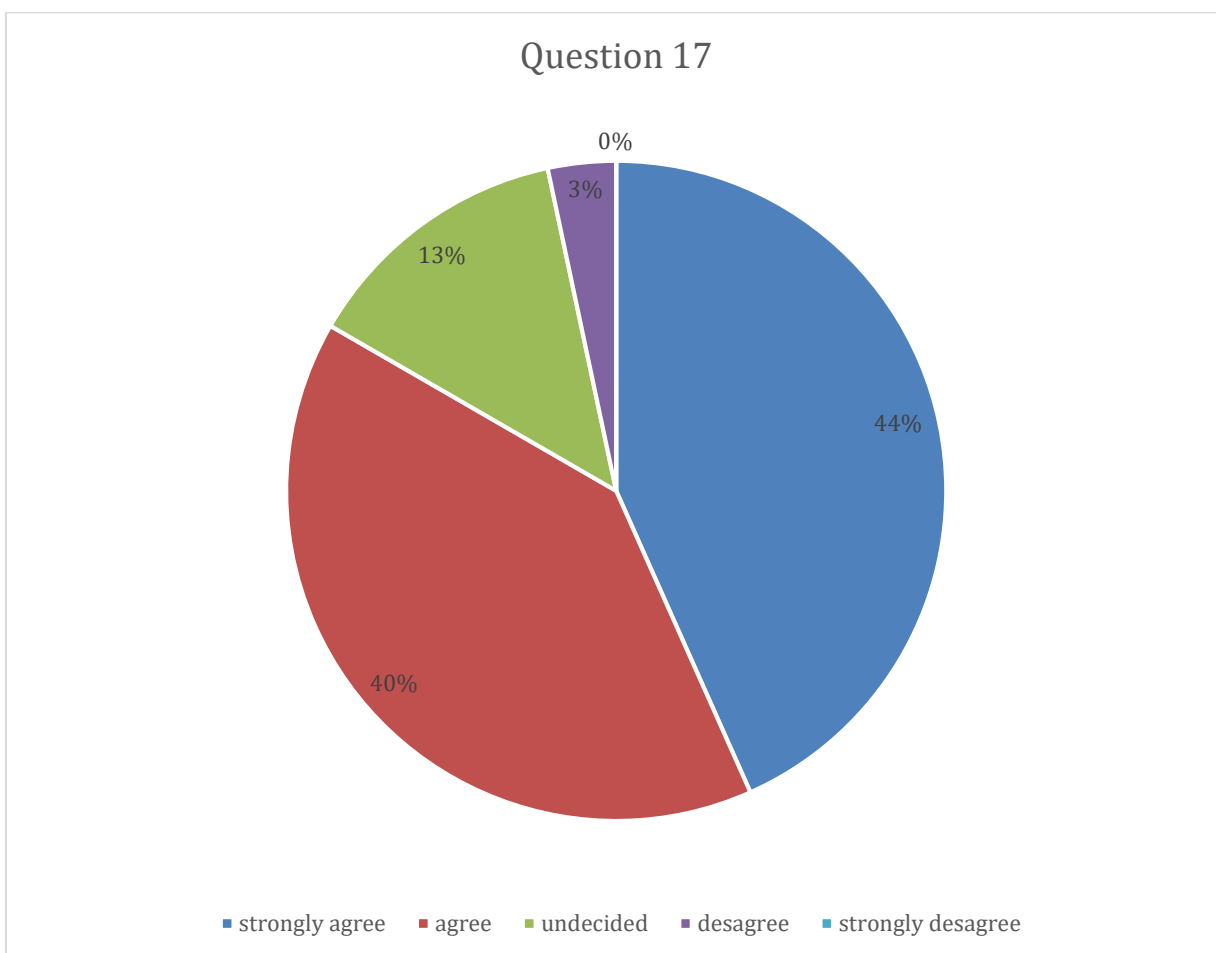| Question	strongly agree	agree	undecided	desagree	Strongly desagree
Question # 16	8	16	2	4	0
Percentage	27%	53%	7%	13%	0%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 53% answered agree to be motivated to practice the speaking whenever they have free time during the class.

Question 17

When another student asks you to practice English or French in a subject in which they are having difficulties, can you be an effective study partner?

Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 17	13	12	4	1	0
Percentage	44%	40%	13%	3%	0%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed,44% answered strongly agree to be an efficient classmate to practice the languages each other.

Question 18

When you find yourself getting further behind in an English or French speaking course, can you increase your practice time enough to catch up?

Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 18	8	16	4	2	0
Percentage	27%	53%	13%	7%	0%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 53% answered agree to increase your practice time enough to catch up.

Question 19

When you are having trouble memorizing complex words from an oral exercise, are you able to define and remember them?

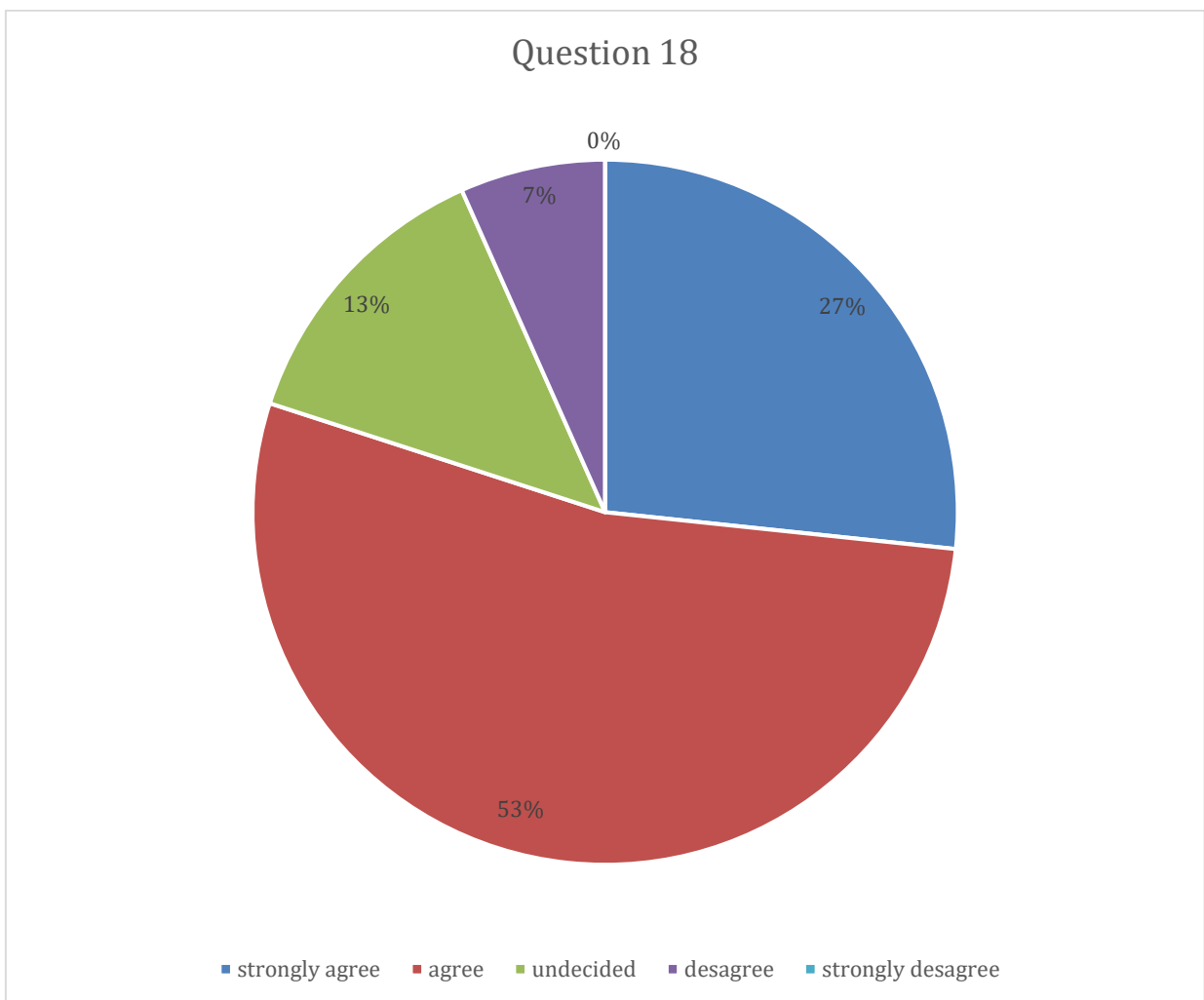| Question	strongly agree	agree	undecided	desagree	strongly desagree
Question # 19	5	21	3	1	0
Percentage	17%	70%	10%	3%	0%

Question 19

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 70% answered agree to memorize complex words in an oral comprehension.

Question 20

When you are having trouble memorizing complex words from an oral exercise, are you able to define and remember them?

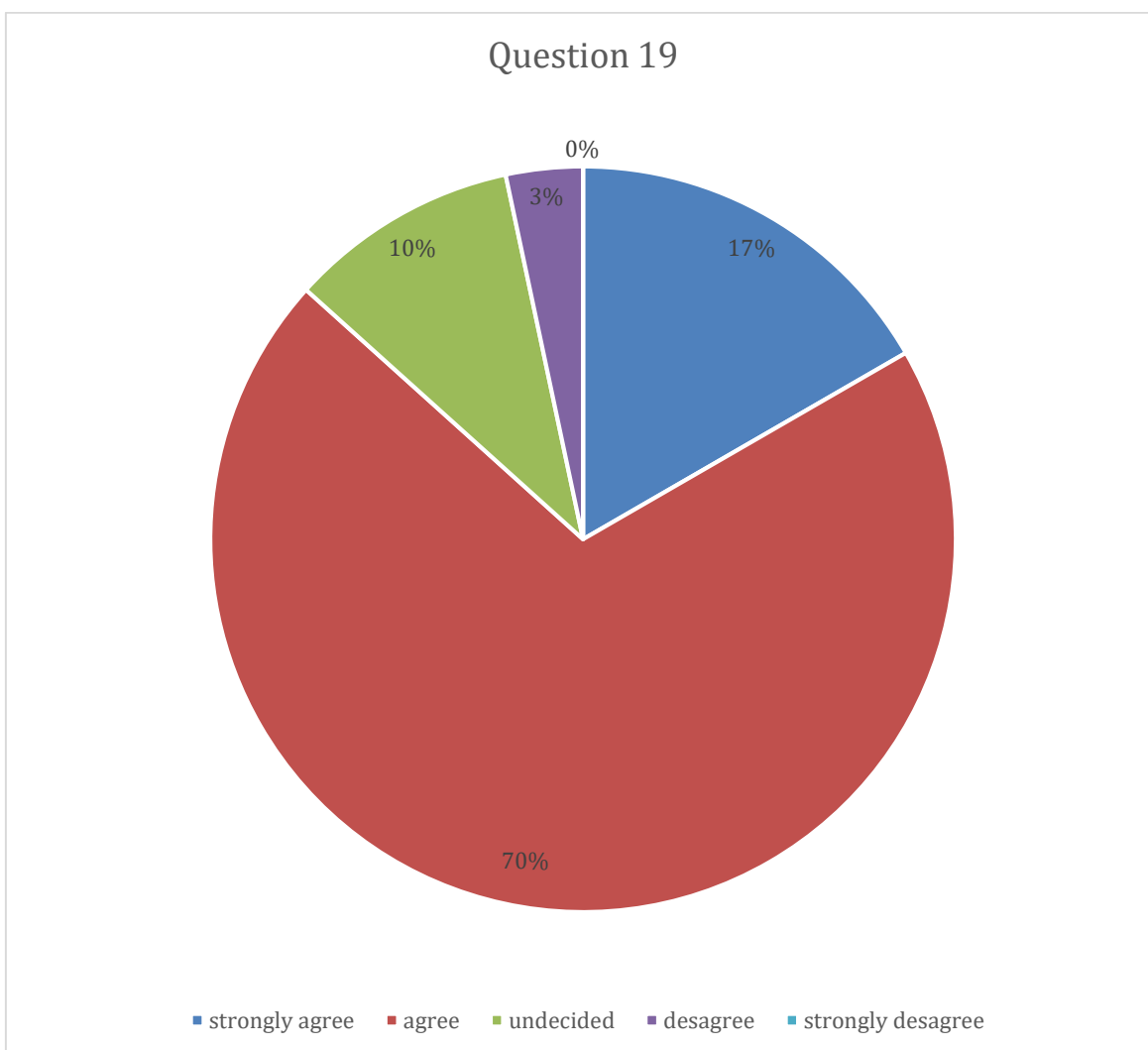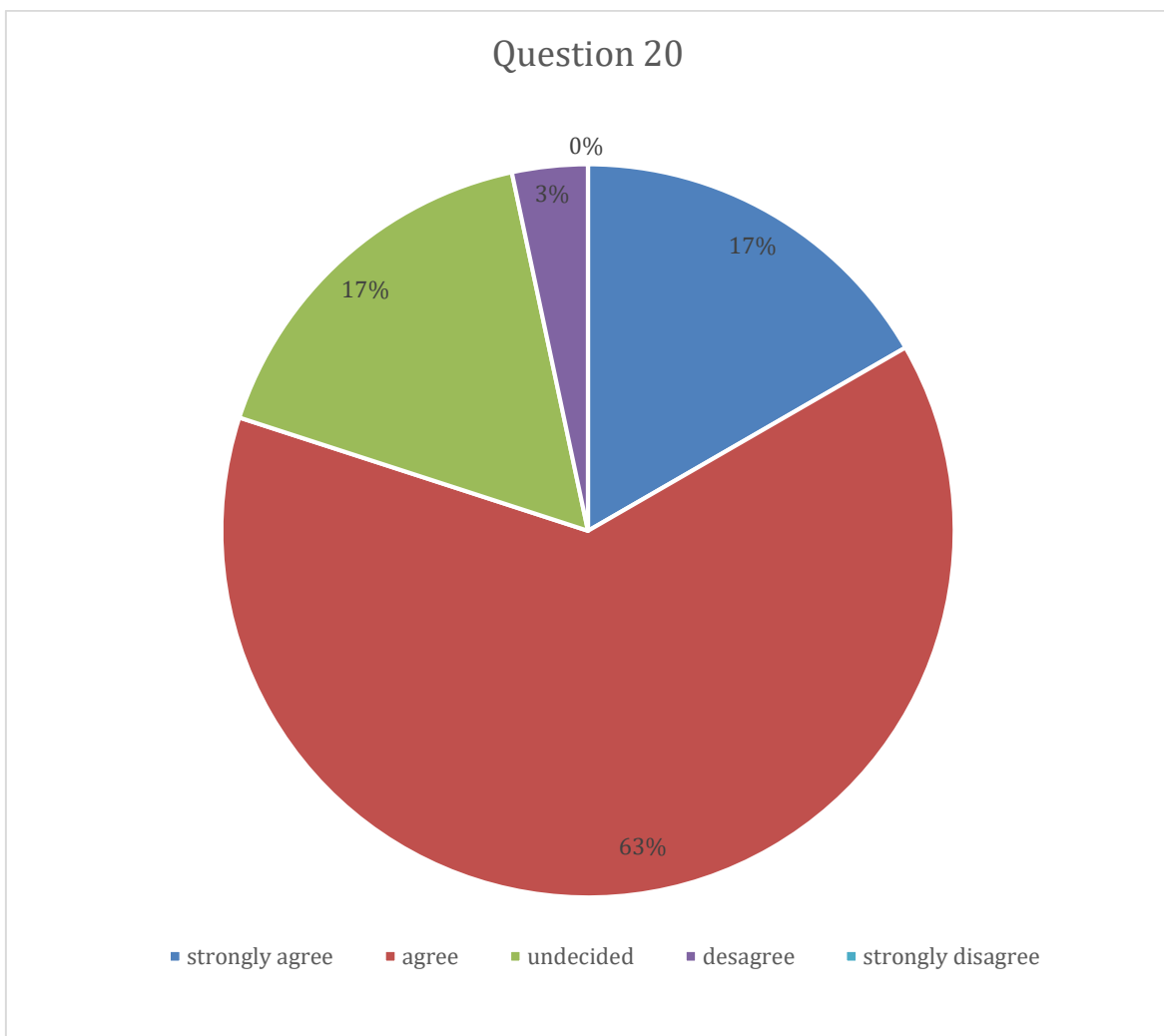| Question	strongly agree	agree	undecided	desagree	strongly disagree
Question # 20	5	19	5	1	0
Percentage	17%	63%	17%	3%	0%

Data analysis: as a result of the question, it can be concluded that out of 100% of those surveyed, 63% answered agree to handle their anger in order to get success with filling out the requirements to make an oral presentation.

CHAPTER V : DISCUSSION

5.1 Introduction

Academic self-efficacy refers to student's confidence to participate in certain actions that will help them to achieve different goals, which means it has become very important by determining academic performance and results. Self-efficacy promotes students' self-motivation and self-learning in the academic process. Acording to Bandura (1997), Zimmerman (2005) and Pajares (2002), students avoid assigned tasks when self-efficacy is low, but undertake them when efficacy beliefs are high. Students with high self-efficacy do not have problems to complete tasks than those with low levels of self-efficacy

It means that to teach students who have low academic self-efficacy level is similar to teach an academic subject to students with high learning problems; as a consequence, the learning process becomes more complex for both teachers and students. Researchers have found that an essential part of academic development is to determine the academic self-efficacy levels of students in any learning process to improve academic achievement, students goals success, self-motivation, and students can become smart learners.

For those reasons, it was considered necessary to carry out a study in order to determine the Self-efficacy Levels in the Students of the Bachelor of Arts in Modern Languages with specialization in French and English, Department of Foreign Languages, University of El Salvador, Semester II-2018. The research was made by using a quantitative methodology. A survey of 20 questions was given to participants, in which academic beliefs were evaluated in learning a foreign language in the areas of writing, reading, listening and speaking.

5.2 Discussion

This study was about academic self-efficacy in learning two foreign languages at the same time, French ansd English. In order to attaint this goal, the learning process was designed to develop specific competences: first in writing area which includes grammar skills in both languages, then reading competences; in this area, students acquire new vocabulary.

After that, in the listening area, students learn what the target language sounds like, and how in practice grammatical rules work. Finally, in the speaking area, students demonstrate what was the result of practicing the previous skills and that they are capable to communicate their ideas through spoken language.

In the survey given to participants, the first five questions determined academic self-efficacy in reading area and students obtained a general average of 7.0. This results could indicate that students feel they can probably execute the given requested activities and master experiences are enough to get their goals. Those experiences are needed to increase academic achievement in this area.

The next five questions determined academic beliefs in writing area in which students obtained an average of 7.11, and it was the second highest score. This could mean that students probably can execute the given tasks and feel efficients about improving their academic performance in learning writing competences. Teachers could improve efficacy belief using social persuasion.

The listening area scored the lowest level of perceived academic self-efficacy in this study. Students obtained a general average of 6.86. These results could indicate that students have a lack of strength in their ability to execute listening activities. Students feel they maybe cannot do listening tasks and master experiences, which would be needed to obtain their goals in this area. Self-learning strategies and self-monitored quizzes could be an option.

Surprisingly, students feel efficients in learning speaking tasks. This area got the best levels of academic self-efficacy scoring 7.24. Researchers expected this area was the most difficult. Speaking competences usually are acquired by practicing with peers. Participants feel efficient, and they definitely can do spoken tasks. It seems like social persuasion and emotional states are the main source of academic self-efficacy.

5.3. Limitations:

At the beginning of this study, it was not possible to find literature about researches on self-efficacy carried out in El Salvador, and it was clear that this would be the first time in which a study determined self-efficacy beliefs in academic development. This study took as a source some researches made in the United States as the main guide to determine academic self-efficacy levels in the selected population. For this reason, it was decided to have an idea of the international instruments such as SELF (Self-efficacy for learning form) which was validated by Zimmermann(1996) to measure efficacy beliefs in the areas of writing, reading and taking note skills.

Another limitation was that students did not know much about the terminology related to academic self-efficacy at the moment they took the survey; as a result, it was decided to translate the instrument from English to Spanish to make it easier to them so they could understand the vocabulary. However participants still did several questions about the survey.

The sample size was small; 30 students were randomly selected from II, IV, VI, VIII, X, semester of the major. The goal was to compare academic self-efficacy levels in different stages of the major and compare them. Self- efficacy scales were designed to determine the beliefs in both languages, French and English, because they are taught at the same time. Therefore, some students feel more effective in the learning process of one of them. The above limitations showed little differences in the results, but this depends on which measure participants understood the terminology related to academic self-effic

5.4 Conclusions

1. The self-efficacy level in women and men in the Bachelor of Arts degree in Modern Language with specialization in French and English, Department of the Foreign Languages, University of El Salvador, Semester II 2018 is : for women 72% and for men 71%.

2. The self-efficacy level of the students from 1st to 5th academic year, from the Bachelor of Arts degree in Modern Language with specialization in French and English, Department of the Foreign Languages, University of El Salvador, Semester II 2018 is: from students of 1st to 3rd academic year 73%, and from students of 4th and 5th academic year 69%.

3. The self-efficacy level of the students among the ages of seventeen and twenty-three years and twenty-four to thirty-one years old from Bachelor of Arts degree in Modern Language with specialization in French and English, Department of the Foreign Languages, University of El Salvador, Semester II 2018 is: from seventeen to twenty-three years old 71%, and from twenty-four to thirty-one years old 72%.

5.5 Recommendations

In accodance with the obtained data from the instrument used during the study related "A Description of the Self-efficacy Levels in the Students of the Bachelor of Arts in Modern Languages with specialization in French and English, Department of Foreign Languages, University of El Salvador,semester II-2018", the researchers elaborated some recommendations to take into account to enhance the reading, writing, listening and speaking skills of the students and contribute to others researchers in case this study is related to their research study.

1. The authorities of the Department of Foreign Languages should encourage teachers to apply a different methodology for listening skills where students can have different activities such as listening: audiobooks with transcription, podcasts, documentaries (with or without subtitles), youtube interviews (with or without subtitles), series and movies (with or without subtitles), songs whatever teachers choose, they should make sure they contain relevant content for students, either because it interests them, because they like it or because they need it for their study.

2. The authorities of the Department of Foreign Languages should provide different entertainment materials, for example, comics, fairy tales, magazines, tongue twisters and jokes. Thus, this will motivate the habit of reading to improve the learning process.

3. Students should be encouraged to participate even if they have difficulties to speak either French or English; they should take advantage to practice their speaking skills by using their vocabulary list creatively; students must speak and practice the languages constantly.

4. Students should be encouraged to write every day a short paragraph about their daily routine or things of their interests, write the lyrics of their favorite songs and write a diary in english.

5.6 References

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5.7 Annexes

Universidad de El Salvador

"Descripción de los Niveles de Autoeficacia entre los Estudiantes de la Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés, Departamento de Idiomas Extranjeros de la Universidad de El Salvador, Semestre II – 2018."

SELF – EFFICACY FOR LEARNING FORM (SELF)

(Nivel de Autoeficacia Académica)

Autoeficacia: es la creencia de una persona en su capacidad de tener éxito en una situación particular.

Responda por favor de la manera más sincera posible.

Sexo: (M) F   Edad: __23__   Año de estudio: __1__

ESCALA DE RESPUESTA

Elija un porcentaje para indicar su respuesta

1	2	3	4	5	6	7	8	9	10
nada seguro		poco seguro		moderadamente seguro			bastante seguro		muy seguro

1	Cuando acaba de leer un párrafo y no lo entiende ¿Puede aclararlo mediante una cuidadosa relectura?	8
2	Cuando el material de lectura es aburrido, ¿puede encontrar la manera de motivarse y así asimilarlo por completo?	9
3	Cuando una lectura asignada está mal escrita, ¿Puede comprender su significado y explicarlo bien en un examen de redacción?	9
4	Cuando tiene problemas para entender el material de lectura asignado, ¿puede encontrar un compañero que le explique todo claramente?	7
5	Cuando tiene problemas para comprender una tarea de lectura, ¿puede encontrar oraciones clave que lo ayuden a comprender cada párrafo?	8
6	Cuando le piden que escriba un párrafo durante la clase, ¿es capaz de hacerlo en 30 minutos?	9
7	Cuando está cansado, pero no ha terminado de escribir un párrafo, ¿puede encontrar la manera de motivarse hasta que lo termine?	6
8	Cuando está posponiendo la redacción de un reporte escrito, ¿puede motivarse para comenzar la tarea de inmediato?	6

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9	Cuando le piden que escriba un ensayo sobre un tema que para usted es desconocido, ¿puede obtener suficiente información para hacerlo?	7
10	Cuando experimenta una falta de concentración mientras escribe un ensayo importante, ¿puede volver a reenfocarse lo suficiente para terminarlo a tiempo?	6
11	Cuando está de mal humor o preocupado durante un ejercicio de comprensión oral (listening) ¿es capaz de enfocar su atención lo suficiente como para finalizar el ejercicio asignado?	7
12	Cuando una actividad de comprensión oral es aburrida, ¿le es posible motivarse para mantener la concentración?	7
13	Cuando está tratando de asimilar un ejercicio nuevo de compresión oral ¿es capaz de asociar los conceptos nuevos con los anteriores de forma suficiente como para recordarlos?	8
14	Cuando le dejan una tarea de comprensión oral que es repetitiva y poco interesante, como por ejemplo memorizar palabras, ¿sería capaz de cambiar su estado de ánimo y convertirlo en un reto emocionante?	9
15	Cuando falta a clases, ¿le es posible encontrar otro estudiante que pueda explicársela con la misma claridad como lo hizo el profesor?	9
16	Cuando tiene tiempo disponible entre clases, ¿es capaz de motivarse para practicar su expresión oral (speaking)?	9
17	Cuando otro alumno le pide que practiquen inglés o francés (speaking) en una asignatura en la cual tienen dificultades, ¿puede ser un compañero de estudio eficaz?	9
18	Cuando se encuentra cada vez más atrasado en un curso de expresión oral en inglés o francés, ¿puede aumentar su tiempo de práctica lo suficiente para ponerse al día?	7
19	Cuando tiene problemas para memorizar palabras complejas de un ejercicio de comprensión oral, ¿es capaz redefinirlas y así poderlas recordar?	8
20	Cuando estás enojado por una actividad de expresión oral, debido a los exigentes requisitos de un profesor, ¿puedes encontrar una manera de canalizar tu enojo para ayudarte a tener éxito?	8

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(Nivel de Autoeficacia Académica)

Autoeficacia: es la creencia de una persona en su capacidad de tener éxito en una situación particular.

Responda por favor de la manera más sincera posible.

Sexo: (M) F   Edad: _30_   Año de estudio: _4º_

ESCALA DE RESPUESTA

Elija un porcentaje para indicar su respuesta

1	2	3	4	5	6	7	8	9	10
nada seguro		poco seguro		moderadamente seguro			bastante seguro		muy seguro

1	Cuando acaba de leer un párrafo y no lo entiende ¿Puede aclararlo mediante una cuidadosa relectura?	8
2	Cuando el material de lectura es aburrido, ¿puede encontrar la manera de motivarse y así asimilarlo por completo?	8
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8	Cuando está posponiendo la redacción de un reporte escrito, ¿puede motivarse para comenzar la tarea de inmediato?	9

9	Cuando le piden que escriba un ensayo sobre un tema que para usted es desconocido, ¿puede obtener suficiente información para hacerlo?	7
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(Nivel de Autoeficacia Académica)

Autoeficacia: es la creencia de una persona en su capacidad de tener éxito en una situación particular.

Responda por favor de la manera más sincera posible.

Sexo: M F   Edad: __18__   Año de estudio: __1__

ESCALA DE RESPUESTA

Elija un porcentaje para indicar su respuesta

1	2	3	4	5	6	7	8	9	10
nada seguro		poco seguro		moderadamente seguro			bastante seguro		muy seguro

1	Cuando acaba de leer un párrafo y no lo entiende ¿Puede aclararlo mediante una cuidadosa relectura?	6
2	Cuando el material de lectura es aburrido, ¿puede encontrar la manera de motivarse y así asimilarlo por completo?	7
3	Cuando una lectura asignada está mal escrita, ¿Puede comprender su significado y explicarlo bien en un examen de redacción?	7
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8	Cuando está posponiendo la redacción de un reporte escrito, ¿puede motivarse para comenzar la tarea de inmediato?	7

9	Cuando le piden que escriba un ensayo sobre un tema que para usted es desconocido, ¿puede obtener suficiente información para hacerlo?	7
10	Cuando experimenta una falta de concentración mientras escribe un ensayo importante, ¿puede volver a reenfocarse lo suficiente para terminarlo a tiempo?	7
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Desviación típica	20.68	Self -efficacy 1st to 3th year	73%

Promedio	146.71

Coeficiente de variación	14%

Comportamiento de lo datos	
menor de 5%	muy homogéneo
5% - 20%	homogéneo
20% - 50%	heterogéneo
mayor de 50%	muy heterogéneo

Desviación típica	31.45	Self -efficacy 4th to 5th year	69%

Promedio	137.92

Coeficiente de variación	23%

Comportamiento de lo datos	
menor de 5%	muy homogéneo
5% - 20%	homogéneo
20% - 50%	heterogéneo
mayor de 50%	muy heterogéneo

		Self -efficacy age ranges of 17 to 23	71%
Desviación típica	**15.62**		

Promedio	**142.38**

Coeficiente de variación	**11%**

Comportamiento de lo datos	
menor de 5%	muy homogéneo
5% - 20%	homogéneo
20% - 50%	heterogéneo
mayor de 50%	muy heterogéneo

		Self -efficacy age ranges over 24	72%
Desviación típica	**31.96**		

Promedio	**143.2941176**

Coeficiente de variacion	**22%**

Comportamiento de lo datos	
menor de 5%	muy homogéneo
5% - 20%	homogéneo
20% - 50%	heterogéneo
mayor de 50%	muy heterogéneo

		Self-efficacy level men	71%
Desviación típica	**26.05**		

Promedio	**141.89**

Coeficiente de variacion	**18%**

Comportamiento de lo datos	
menor de 5%	muy homogéneo
5% - 20%	homogenéo
20% - 50%	heterogenéo
mayor de 50%	muy heterogéneo

		self-efficacy level women	72%
Desviacion típica	**26.46**		

Promedio	**144.42**

Coeficiente de variacion	**18%**

Comportamiento de lo datos	
menor de 5%	muy homogéneo
5% - 20%	homogenéo
20% - 50%	heterogenéo
mayor de 50%	muy heterogéneo