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**SELF-EFFICACY BELIEFS IN PRE-SERVICE CHILEAN ENGLISH
TEACHERS**

Seminario para optar al título de Profesor de Inglés para la Enseñanza Básica y
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ABSTRACT

This research study investigated Chilean pre-service teachers of English. A mixed-method research design was employed to obtain relevant data in this study. The quantitative instrument selected was an adapted version of the questionnaire developed by Tschannen-Moran & Hoy called "Teachers' Sense of Self-Efficacy Scale" (1998). This version of the questionnaire was applied to 39 participants who were the total number of students going through their last semester at the English Teaching Training Programme at Universidad Nacional Andrés Bello. The qualitative instrument employed was an interview developed by the researchers. After having conducted the questionnaire, 10 participants were randomly chosen to implement a one-on-one interview, in order to explore more in depth in the questionnaire results. Therefore, the results were divided into two sections: quantitative and qualitative. An analysis of the questionnaire was made in the quantitative results section likewise, for the interview in the qualitative results section. Finally, in the conclusion, a thorough analysis was provided so that self-efficacy beliefs of pre-service teachers were described. The findings in this research exhibited that in general the levels of self-efficacy of pre-service teachers are high.

Keywords: Chilean pre-service teachers, Self-efficacy beliefs, English Teacher Training Programme, Mixed-method,, Tschannen-Moran & Hoy, Teachers' Sense of Self-efficacy Scale.

RESUMEN

Este estudio investigó las nociones de autoeficacia de los profesores chilenos en formación. El método mixto fue empleado para obtener información relevante en este estudio. El instrumento cuantitativo seleccionado fue una versión adaptada de la cuestionario desarrollado por Tschannen-Moran & Hoy llamada "Teachers' Sense of Self-efficacy Scale" (1998). Esta versión del cuestionario fue aplicada a 39 participantes quienes constituyen la totalidad de alumnos cursando el último semestre del Programa de Formación de Profesores de Inglés de la Universidad Nacional Andrés Bello. El instrumento cualitativo seleccionado fue una entrevista creada por los investigadores. Después de haber realizado la encuesta, 10 participantes fueron aleatoriamente seleccionados para llevar a cabo entrevistas personales con la finalidad de explorar más a fondo los resultados de la encuesta. Por consiguiente, los resultados están divididos en dos secciones: cuantitativos y cualitativos. Un análisis de la encuesta fue realizado en la sección de resultados cuantitativos y de igual manera, de la entrevista en la sección de resultados cualitativos. Finalmente, en la conclusión un exhaustivo análisis fue proporcionado de modo que las percepciones de autoeficacia de los profesores en formación fueron retratadas. Los hallazgos en esta investigación mostraron que en general los niveles de autoeficacia de los profesores en formación son altos.

Palabras Clave: Profesores Chilenos en formación, percepciones de autoeficacia, Programa de Formación de Profesores de Inglés, Método Mixto, Tschannen-Moran & Hoy, Teachers' Sense of Self-efficacy Scale.

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1. Introduction

Chilean society has long been striving for quality in education. As this is an issue that needs to be tackled from many angles, different actions have been taken. One major challenge, in this regard, is to improve the preparation of future teachers in all subject areas and English is not the exception. The definition of guiding standards for English Teacher Training Programmes in 2014 is an evidence of the efforts made to improve the quality of new teachers. These standards are measured through the Inicia Test, which indirectly provides information about the quality of programmes.

The Inicia Test is an examination whose main objective is to identify pedagogical and disciplinary knowledge acquired and learned by recently graduated teachers from different educational programs. The purpose of this assessment is to provide information about the initial training of new teachers in their specific field and in pedagogy itself. The test is divided into two main segments: One part is related to knowledge about the disciplinary field; the other, is connected to the knowledge of pedagogical tools and didactics used in general, and in the specific field as well (MINEDUC, 2014. Our translation).

According to the Inicia Test, the standards a graduated English teacher needs to meet are the following:

1. Capacity for oral and written communication in an appropriate, consistent and correct manner, in various professional contexts.

2. Ability to communicate in a second language in oral and written form in an appropriate, coherent and correct manner, in various professional contexts.

3. Capacity to learn and continue learning, demonstrating interest in global culture, the processes of change and experience at the workplace.

4. Capacity to develop creative skills, entrepreneurship and innovation. The teacher demonstrates creativity to generate alternative solutions. The teacher carries out projects on his/her own initiative, assuming the risks involved. They meet the requirements and the social and organizational demands, innovating in the processes to obtain bigger and broader results.

5. A strong capacity for abstraction, analysis and synthesis. The teacher is able to work with abstract constructs of analysis and synthesis processes.

6. Knowledge of quantitative analysis that allow them to read, analyze and interpret different types of data.

7. Skills in the use of ICT's (Information and Communications Technology) and information management, which will allow them to access new knowledge and use productivity tools.

8. Ethical commitment in their job in accordance with principles and values such as responsibility, commitment, perseverance and pro-activity. (MINEDUC, 2014. Our translation)

The standards provided by the Inicia Test are a necessary and useful reference for Teacher Training Programmes, since they set the skills and the expected knowledge that students need to develop and acquire through the years. Also, they serve as a reference for future teachers to monitor themselves in their actual performance. Furthermore, this evaluation is useful for all English Teaching Training Programmes in the sense that it can help them to assess to what extent their expected learning outcomes have been acquired providing them with the opportunities to take actions if necessary.

In order to ensure an organized and progressive transition to the new structure of Chilean education, the Ministry of Education has proposed a new educational law project that is currently being debated at the congress: "Nueva Política Nacional Docente".

The general objectives of this new educational law project are:

- To motivate high performance school students to enter teaching and preschool programmes at universities.
- To ensure quality of initial Teacher Training Programmes.
- To establish a system in which principals and mentor teachers accompany pre-service teachers to the system.
- To encourage high-skilled teachers to work in vulnerable areas.

- To propose different alternatives to retain teachers of all levels and subjects and help them to develop their careers in the educational field.

In order to accomplish these objectives several requirements have to be met. Firstly, the admission requirements to enter a Teacher Training Programmes at national universities, including school rankings and PSU (Prueba de Selección Universitaria) scores. Secondly, the Inicia Test is going to be applied in the middle of the teaching programmes and it will be considered as a tool to improve university Teacher Training Programmes not as a graduate teacher test. Thirdly, an induction period for pre-service teachers is going to be implemented for two years before entering a specific Teacher Training Programme. Apart from the feedback that programmes can receive from Inicia Test results, it is advisable to obtain more information from the own pre-service teachers' point of view in order to introduce, if necessary, adjustments to the programme that could help them to become more prepared to face the demands of education in Chile.

For the reasons mentioned above, and since teachers' preparation and performance are essential for the quality of education, the present researchers agreed to investigate about how prepared pre-service English teachers feel to teach while going through their last semester at the Teacher Training Programme.

In the present research, a mixed-method was followed, in which quantitative and qualitative methods were employed. The researchers considered it was important to investigate the pre-service teachers' beliefs and perceptions to obtain more specific and complete information. The concern of this research has its roots in the improvements English Teacher Training Programmes can make based on the findings of it.

2. Literature Review

Given the importance of achieving quality in education, it is advisable to examine the concept of quality before exploring the literature referred to self-efficacy.

2.1 Definition of Quality

According to Cambridge Dictionary, quality is defined as "some (usually good) feature which makes a person or thing special or noticeable" (n.d.). Similarly, Merriam Webster Dictionary defines it as "a high level of value or excellence" (n.d.). In addition, Oxford Dictionary, defines it as "the standard as measured against other things of a similar kind; the degree of excellence of something" (n.d.). The previous definitions, applied to the English Chilean teaching context, can be interpreted as a teacher who should accomplish four main points stated by the Chilean Ministry of Education. Firstly, a teacher should have the proficiency in the English language; this includes being able to understand the English language elements and functions, to apply the knowledge through the development of the English skills in the students and to communicate in English at a C1 level (according to the Common European Framework of Reference) at the end of their instructional years. Secondly, teachers need to demonstrate their knowledge in regards to the elements involved in the planning of the English learning process. This area includes being able to understand that assessment is an inherent process that allows teachers to know the level of achievement of students in relation to the curriculum goals and identify if some adjustments are required, to show command of English as a Foreign Language teaching techniques, and to design, select or adapt physical and/or virtual resources when teaching. Thirdly, it is needed that new teachers demonstrate the knowledge and skills in the implementation of different teaching techniques. This involves being aware of the importance of the development of language skills, the integration of cultural diversity and providing students with contextualization when teaching the language. Finally, the teacher should manifest the capacity to reflect upon pedagogical practices, including the ability to recognize the importance of active participation in different instances for improving teaching so as to update knowledge and reflect upon the teaching practice with peers. (MINEDUC, 2014. Our translation).

Being a teacher can be considered as one of the most significant professions in our society. It is well known that teachers' quality is a major factor in students' learning process. For example, proficient teachers who care about their students can have a profound effect on them, and can be considered as a role model or motivator for the students.

Teachers should exhibit a series of skills and aptitudes in order to be able to shape the lives of children and teenagers. Given the importance of teachers and quality in education in the students' learning processes in Chile, it is important to obtain information about how prepared Chilean pre-service teachers feel to teach before assuming their role as formal teachers, and how proficient they think they are, in this case as English teachers.

Chilean experts in education and citizens along the country are currently debating and discussing the New National Teaching Policy. Many people, even those who do not have profound knowledge on the subject, are indeed extremely interested because any educational reform implemented will have a radical effect on the Chilean society. Considering their demands for better education and the need for well-prepared teachers implied in the current reform, the present researchers decided to conduct a research about teachers' preparation.

2.2 Self-efficacy

Self- efficacy seems to be an interesting topic in the teaching area since it has been thought that self-efficacy directly affects a teacher's effectiveness in the classroom. The reasons and facts that explain the relationship between self-efficacy in teachers and their performance in the classroom will be presented in the following paragraphs.

In 1965, Julian Rotter, an American psychologist, developed The Social Learning Theory of Personality. Through this theory Rotter introduced for the first time the concept of self-efficacy. After this, he reformulated this theory and stated that self-efficacy was understood as a specific belief about externalization or internalization of actions' control that a person develops. (Prieto, 2002)

In the same line of thought, the concept of self-efficacy or perceived self-efficacy was introduced in Stanford, California by the psychologist Albert Bandura, who has been the leading exponent of the concept. While developing the Social-Cognitive Theory, he discovered that self-efficacy plays a key role as part of individual's self-system. Bandura defined self-efficacy as "People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1993, p. 118). The previous quotation was the new focus that Bandura brought to concern, and the term of self-efficacy was first used according to the result made by the combination between Bandura's Socio-Cognitive Theory and Rotter's Social Learning Theory of Personality (Prieto, 2002).

The Social Learning Theory of Personality, also referred to Locus of Control, is defined as "the extent to which people believe they have power over events in their lives" (Fournier, 2010). Locus of Control is an important factor inside Rotter's Theory and it has two components: Internal Locus of Control and External Locus of Control.

"When someone has Internal Locus of Control, the person tends to believe that he/she can influence events and their results. Opposed to this idea, when someone has an External Locus of Control he/she tends to blame outside forces for almost every event" (Dewey, 2007).

The difference between these two premises is that Rotter's Theory is focused on teachers' beliefs in their personal capacity to control the effect of their own actions whereas Bandura's Theory is focused on self-efficacy as a cognitive mediator between knowledge and teacher action.

It is understood that a person will conduct to perform adequately when he or she has stronger beliefs of perceived self-efficacy and that, due to this, the efforts made by this individual will be more active. "Those who persist in subjectively threatening activities that are in fact relatively safe will gain corrective experiences that reinforce their sense of efficacy, thereby eventually eliminating their defensive behaviour" (Bandura, 1977, p. 210). In contrast, it can be stated that the weaker the perceived self-efficacy is, the less active the efforts will be. This can be explained as follows:

The more successful experience a teacher candidate has working with diverse groups of students, the higher the confidence level of the teacher, which in turn, positively influences self-efficacy. This, if the environment is conducive to positively growth and provides the novice teacher with opportunities for success then the likelihood is that his/her self-efficacy will increase. On the other hand, if the novice teacher experiences little success early or while student-teaching, judgements of low efficacy may determine how long the teacher will persist in developing a strong teaching repertoire. (Deniz, 2013, p. 668)

In 1993, Bandura stated four sources of information that according to him contributed to the origin of self-efficacy beliefs: mastery experiences, vicarious experiences, verbal persuasion and psychological and affective states.

Mastery experiences work as indicators of capability. It means that when an individual performs a task successfully, the execution of that task strengthens people's sense of self-efficacy. On the contrary, if an individual fails to perform a task or a challenge, it may negatively affect self-efficacy.

Vicarious experiences take place when an individual witnesses someone performing a task or handling a challenge successfully. According to Bandura, when an individual sees someone similar to him or her performing successfully a task, it influences him or her to think that he or she can also perform the same task successfully.

Verbal persuasion takes place when someone says something positive, encourages an individual performing a task or gives positive feedback in order for the individual to keep moving on. That helps people to overcome their doubts and make them do their best efforts in the task.

Psychological and affective states are the source from which people judge their capability, strength or vulnerability to inabilities. Psychological states specially take place due to the fact that succeeding or not succeeding in a task completion impacts how a person feels about their personal abilities under certain circumstances and, additionally, are linked with physiological states depending on the context. Thus, situations that develop stress or comfortable feelings also affect self-efficacy. However,

if a person succeeds or not, is not a determinant when affecting negatively or positively self-efficacy since it is also necessary to take into consideration the way that the individual interprets the situations. (Dimopoulou, 2012)

From these four sources, the concept of mastery experiences is the most important as "they allow one to connect actual experiences to possible outcomes" (Jamil, Downer & Pianta, 2012, p. 121). An individual's own performance offers the most reliable guide for assessing self-efficacy. "Successes raises efficacy and failure lowers it, but once a strong sense of efficacy is developed, a failure may not have much impact" (Bandura 1986 as cited in Schunk, 1991, p. 208).

Based on the researchers' experiences; internships or practicum are the richest source of mastery experiences for pre-service teachers, as they play an important role in modelling the perceptions of self-efficacy that pre-service teachers will have. Nevertheless, the researchers can assert that not all the individuals that study to become English teachers, have the same access to schools to do their internships. Also, it can be affirmed that sometimes the time provided for internships may not be enough for future teachers to develop a positive sense of self-efficacy.

To guarantee the validity of the previous statement, a universe of 14 English Teacher Training Programmes (5 of them in public universities and the other 9 in private universities of Chile) were examined through their official websites in order to know their curriculum and see how many internship experiences the students in the different programmes have.

Due to this, it is possible to state that the curricula seem to vary along with the university's objectives for the students, whether it is to prepare teachers to teach at elementary, high-school or both levels.

From all the curricula examined, 28% of the students start internship in the fourth semester of the programmes. Likewise, in most internships, the initial objective is to learn and understand the educational system[1] in different contexts. It means that the first

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[1] Educational system: In the context of this research, students that start internships in their fourth semester of an English Teacher Training Programme commonly attend schools for

courses are, above all, theoretical. As a consequence, students start going to the schools between the 6th and 10th semester of their programmes. Depending on whether the preparation is for elementary (and or preschool in some cases), high school and/or homeroom teacher, the number of practicum subjects they have in the curricula may be different.

The final step before becoming a graduated teacher is to complete an internship that places the pre-service teacher in a school for around twenty hours a week for one semester. Having this kind of internship at the end of a Teaching Programme can be appropriate for pre-service teachers who have high levels of self-efficacy, being as a consequence detrimental for pre-service teachers with lower self-efficacy levels, due to the fact that they were not able to develop positive self-efficacy levels in their instructional years. For those reasons, the researchers can infer that the time provided for teaching internships may not be enough to develop confidence or positive beliefs regarding an individual's own performance. In fact, "Teachers' experiences from the induction years are very important because they may determine the long-term development of teachers' self-efficacy competence which is strongly connected to instructional effectiveness" (Bandura 1997 as cited in Bikos, Tsigilis & Grammatikopoulos, 2011, p. 39). This statement affords great importance to the development of this study which tries to get well rounded views of pre-service teachers' self-efficacy beliefs.

Going back to the definitions of self-efficacy, an updated definition was developed by David Berg and Lisa Smith: a lecturer and a professor from the University of Ontago in New Zealand. They defined the concept along these lines: "Teacher efficacy beliefs are beliefs that teachers hold about their ability to bring about a range of positive outcomes in their classrooms. These beliefs have been associated with a wide range of positive outcomes for students, schools, teachers, and pre-service teachers" (Berg and Smith, 2014, p. 22).

2.2.1. Teachers' self-efficacy.

Now that the key concept of this research, self-efficacy, has been defined, a more in depth exploration on research found regarding teacher self-efficacy beliefs will be presented. As teachers play an essential role in society, and considering the demands for quality education in Chile, the topic of self-efficacy becomes relevant to be studied. This is clearly reaffirmed by the following quote, "The higher the sense of efficacy, the bigger the effort, persistence and resilience" (Pajares, 1996 as cited in Deniz, 2013, p. 1). As it can be seen in the previous quote, self-efficacy is of vital importance in the quality of education since teachers with high sense of self-efficacy will carry out greater efforts, preparing more engaging, entertaining and meaningful lessons. They will be more persistent in what they do; working hard to accomplish what they want and they will have the necessary resilience to overcome any hardships they may find in their way.

What is more, Tschannen-Moran, Woolfolk Hoy and Hoy (1998) defined the term of self-efficacy as "teacher's beliefs in his or her ability to complete the steps required accomplishing a particular teaching task in a given context" (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). From this previous definition, it can be said that self-efficacy notions and perceptions are able to determine how people feel, think, behave and motivate themselves. If they succeed, in this case, teachers, in completing a teaching task (for example, giving instructions, introducing contents, preparing activities, etc.) teachers will feel satisfied with themselves. Moreover, being able to cope with these demands will make the teacher feel motivated with the job and will keep positive beliefs regarding his or her teaching performance. On the contrary, if they do not complete a specific task successfully, they would probably feel disappointed, angry or hesitant and they may tend to be negative as well as the beliefs and perceptions they have in relation to their teaching performance.

2.2.2. Factors affecting self-efficacy.

According to the research made by Berg and Smith (2014) "context and culture are important in regard to pre-service teachers' concerns about teaching and their teacher efficacy beliefs". (p. 21) Therefore, it can be stated that the context and environment in

which a teacher is involved, working or living, are important factors when it is time to shape teachers' self-efficacy beliefs and perceptions. Likewise, there are other crucial agents that may affect teachers' self-efficacy notions and perceptions. These factors are related to issues most schools present and that somehow make teachers find their job stressful and feeling incapable of managing situations in the working field successfully.

Bandura suggested that people with a low sense of self-efficacy in a given situation fall easy victims to stress and depression because they take difficult tasks and their perceived inability to deal with them personally (Bandura, 1993). In contrast, people with high self-efficacy treat difficult tasks as an opportunity for mastery attributing failure to a lack of effort or skills, both of which are in their hands to correct.

In relation to the difficulties that docents have to face at school, it can be mentioned that teachers frequently confront obstacles regarding school infrastructure, lack of support they receive from school, students' misbehaviour, and students' personal or academic issues, among others. This can be reaffirmed through the following statement which intends to explain why teachers decide to leave their work. "Teachers quit for several reasons (…) more frequently the reason is dissatisfaction with administrative support or workplace conditions, lack of influence within the school system, classroom intrusion, and inadequate time are mentioned often by teachers leaving low-income schools where working conditions are more stressful (…)" (Graziano, 2014). Due to this, it is important that teachers are convinced about their effectiveness so that they try to cope with hardships they face every single day at their job and consequently restrict the rates of teachers abandoning their jobs, especially for those who are just beginning their careers. When a teacher is convinced about his or her own effectiveness, in the classroom he or she will make more effective efforts to overcome a complex condition. On the contrary, if the teacher is not aware of his or her effectiveness the efforts made by the teacher will not be as intense as the efforts made by a teacher aware of his or her self-efficacy. As it has already been implied, "the stronger they perceive their self-efficacy, the more active the efforts" (Baumeister, 1999, p. 287). It is of crucial importance to take into consideration that teachers, apart from contextual

limitations and students' misbehaviour, also have to cope with students who have special needs and requirements, making the necessary adaptation of contents and lessons necessary in order that weaker students achieve the same goals than the average students. This can be reaffirmed by the following quotation:

> Concerns have to do with an excessive number of students, overload of teachers' activities and lack of resources and time. Finally, concerns appear for the specific students' needs, understanding their strengths and weaknesses in intellectual, social and emotive level. Adaptations of contents begin according to specific students' needs, even though frustration impact with teacher's enthusiasm due to inadequation of material or lack of support of families and school" (Eirín, García & Montero, 2011, p. 105. Our translation).

Moreover, the number of students per class in most of the schools make the process of adequation to students needs somewhat difficult due to the fact that "schools of middle and higher level tend to be bigger and impersonal and with a higher number of students. These conditions make teachers to have more difficulties to know and adapt to students' academic needs" (Prieto, 2002, p. 14. Our translation). As a consequence, trying to manage all these factors, can lead to low feelings of self-efficacy in teaching. "The more threatening teachers perceive the instructive situation, the less capable they feel to handle it" (Prieto, 2002, p. 15. Our translation).

Berg and Smith (2014) developed a research in New Zealand in which their participants' expressed that the following factors may change teachers' self-efficacy beliefs: Natural Ability, Academic Learning and Concerns about Teaching.

Natural Ability is defined as a belief of awareness of intrinsic abilities that acts as an antecedent for teacher efficacy beliefs. Teacher efficacy beliefs are to some extent fixed as a result of these intrinsic abilities. For example, spirit of leadership, ability to give instructions, ability to organize groups, etc. Those intrinsic abilities influence the self-efficacy level that a teacher may have. If a teacher has experienced some of these qualities or others, it may make the teacher feel more confident and proficient in these aspects, but in a different context.

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Academic Learning means how participants perceive the relationship between their academic studies and their teacher efficacy beliefs. This is an essential point for pre-service teachers due to the fact that students need to correlate if what was taught in their programmes was useful for them, or concretely, in the case of this research work, if the Teacher Training Programme was enough to produce positive self-efficacy beliefs in pre-service English teachers.

Concerns about teaching cover others sub-factors that may change teachers' self-efficacy beliefs. Within this area the participants of the study developed by Berg and Smith identified: Parents, Classroom Management, Subject Knowledge, Status of the Teacher, Policy, False Accusations, Theory/Practice, and Support. Regarding Parents, teachers sometimes have conflicts with them because parents feel that teachers do not meet parental expectations because on an everyday basis those expectations are high. Pre-service teachers, and teachers with more experience in the field as well, have expressed that in New Zealand there have been changes in the traditional teacher/parent relationship. In addition to the conflicts that not meeting these demands may bring, teachers have to face everyday demanding parents, and teacher/parent conferences. The teachers who participated in the previously mentioned study expressed that there is an escalating aggression from parents to schools. It is important to mention that some of the descriptions included here may vary from one educational context to another.

If we examine the points identified within the area of **Classroom Management,** it can be expressed that teachers have to face contextual difficulties such as large classes that may vary in some contexts from 30 to 50 students per class, especially in public schools. Additionally, it is important to mention that there is limited time with some classes. Teachers, in the research conducted by Berg and Smith (2014), expressed that it is very difficult to apply classroom management techniques or to try to control a class with which you only teach two hours a week.

In relation to **Subject Knowledge,** it was defined in this study as the subject or content knowledge. This area is related to what is taught to the students and if these contents have been prepared or if the teacher is able to understand and explain them

successfully. It could be a problem if a teacher does not teach a specific content because he or she does not have the necessary knowledge about it.

Status of Teachers is an issue that these professionals have to face every day and it is one of the points that commonly affect teachers' self-efficacy beliefs. Comments such as those related to the fact that being a teacher is an easy profession or not a well-paid profession, tend to lower teacher self-efficacy beliefs or may make teachers feel doubtful about their future in the profession. It is related to the status of teachers in society. The main concern with regard to this topic is the value that people place on teaching. Common individuals tend to perceive teaching as an easy job and those statements may affect the self-efficacy beliefs and perceptions of teachers. Additionally, teachers may tend to feel diminished by this kind of opinions.

Policy has to do with the concerns about government and school policy. This means a government intervention at schools, such as national curriculum assessments, among others depending on the context of the education.

False accusations from students or allegations of physical abuse are other factors that are important to mention. In some cases, only an unconscious action may make a student feel assaulted. Being wrongfully accused of an improper action towards children are also actions that may lessen teachers' self-efficacy beliefs.

Theory/Practice takes place when educators teach pre-service teachers and emphasize theory over practice. Sometimes teachers introduce too much theory and too little practice in participants' degree programmes. Pre-service teachers in the study already mentioned expressed that they required more time to spend at schools. This point is addressed later on.

Even though the previously mentioned factors were emphasized in those teachers who were currently working, concerns also have been placed regarding the **Support** that pre-service teachers receive. It is related to the quality of support that is offered to pre-service teachers from key individuals such as associate teachers, university lecturers, and future colleagues (Berg & Smith, 2014 p. 30).

The previously mentioned areas, as factors affecting self-efficacy beliefs and perceptions, are all circumstances resulting from previous experiences in the teaching environment or situations in which the pre-service teachers developed or performed qualities commonly seen in teachers, e.g., leadership. Past experiences are a rich source of self-efficacy beliefs. In the research conducted by Berg and Smith (2014), the self-efficacy beliefs of the participants revealed that many of their previous beliefs changed from the experiences they had. These experiences included the ones they had at practicum, when they were being trained as future teachers, and prior experiences that the participants had previously to becoming a teacher (Berg & Smith, 2014). This means for example the development of some key abilities that are needed inside a classroom such as leadership, since it is very difficult to organise a class and to do what was planned for it if there is not classroom management, and also the development of the ability to explain to others who need help. This helps both, students and teachers, since it is easier to achieve goals or objectives when the students understand clearly what was misunderstood.

2.2.2.1. Preparation years as a factor influencing self-efficacy.

"Teachers' trust in their ability to teach increases as their teaching career goes forward and especially in their first years of professional activity" (Gibson and Dembo, 1985 as cited in Prieto, 2002, p. 12. Our translation). Given this, it can be said that feelings of low self-efficacy are common among novice teachers, but through the years those feelings decrease when they gain more experience in the field and feel confident in the working place. What is different is the fact that novice teachers tend to be more effective than experienced teachers due to the fact that new teachers were taught differently and with innovative teaching methodologies. "Self-efficacy in pre-service teachers seems to be higher than those who have a long time of teaching experience" (Prieto, 2002, p. 13. Our translation). However, regarding planning and assessment techniques, areas in which novice teachers are not very proficient, experienced teachers definitely have a higher sense of self-efficacy. "(…) Results are reversed if the activity domain refers to planning and assessment of the teaching and learning process, area in

which more experienced teachers demonstrate higher expectations of teacher efficacy" (Prieto, 2002, p. 13. Our translation)

"Novice teachers with a higher sense of self-efficacy are more likely to persist and stay in the profession" (Knobloch & Whittington, 2002 as cited in Jamil et al., 2012, p. 119). This main reason made Jamil et al. to consider that self-efficacy can be seen as a target of growth during teacher preparation, but little is known about how self-efficacy develops in those who are just starting their careers. This statement suggests that every person preparing to become a teacher should develop a certain level of self-efficacy: positive or negative, depending on how confident the teacher feels after finishing the Teacher Training Programme. "Keeping this model in mind, we can establish the importance of equipping pre-service teachers with a high-sense of efficacy, so that they can persist through the challenges of the induction year" (Jamil et al., 2012, p. 120).

Following the same line of thought, the relation between self-efficacy and teachers' capacity can be seen in the following statement "An adequate preparation can affect the teacher's self-efficacy decreasing his/her uncertainty about his/her own capacity to carry out specific scholastic behaviour required to teach about a specific subject" (Prieto, 2002, p. 13 Our translation).

Years of instruction are crucial and a determinant factor when talking about teachers' self-efficacy beliefs. Teachers with more instructional years tend to experience higher levels of self-efficacy; maybe because an extensive programme contributes to the acquisition of more teaching skills (Prieto, 2002). It is important to highlight this aspect because it is commonly thought that the more years of instruction someone has, the more prepared the individual must feel to perform, in this case, as a teacher. The present researchers found that this area is of most important relevance because it directly influences teachers' self-efficacy expectations and beliefs. Contrariwise, the present researchers do not endorse that this statement is true. In our opinion, it is enough to receive an adequate preparation that makes teachers able to transfer all the knowledge they have to their pupils.

It was also found, in a study conducted in Greece, that "Teachers who completed the first phase of the Training Programme felt more competent in managing their classrooms, keeping the discipline and handling disruptive behaviours" (Bikos et al., 2011, p. 39). For any individual, it is important to believe that they are capable of performing and carrying out given activities, and even more if you are a teacher. Our own experience has shown that through immersion in schools during the practicum have influenced the way self-efficacy is perceived. As it was mentioned before, the finding in the study conducted in Greece showed that teachers who completed the first stage of a Teacher Training Program, which is a cognitive process, raised their beliefs regarding their competence (Bikos et al., 2011, p. 39) Furthermore, as Bandura stated, "It has now been amply documented that cognitive processes play prominent role in the acquisition and retention of new behaviour patterns" (Bandura, 1977, p. 196)

A recent study conducted in Turkey based on novice teachers' self-efficacy beliefs and their performance in the classroom sought to get knowledgeable in what were the self-efficacy levels of novice teachers that had been working for a year. In this study by Hasan Ozder (2011) it was found that there were many aspects in which teachers' self-efficacy played a key role. The results were that novice teachers perceived themselves to be very adequate in teaching, besides these novice teachers perceived they were more adequate in classroom management and using instructional strategies in class than in ensuring students engagement in class. Finally, the research proved that the training they obtained in pre-service period in the classroom allowed them to implement all the knowledge they had gained in their Teacher Training Programme at ATTA (Atatürk Teacher Training Academy), these results could be seen in classroom management, special teaching methods and in using instructional strategies.

2.2.3. Positive and negative self-efficacy.

According to literature related to self-efficacy, there are two main approaches to address it: Positive and Negative Self-Efficacy. Furthermore there are other concepts commonly used in research to refer to these approaches such as: stronger self-efficacy and lower self-efficacy, as well as extroversion and neuroticism.

With regards to the notions of higher and lower self-efficacy, it is important to mention that in the case of the positive factor or higher self-efficacy, also referred as extraversion, this takes places when the teacher succeeds in his or her tasks. Thus, the teacher feels secure and trustful. On the contrary, the negative factor takes place when the teacher is not successful in his or her role or more specifically, when a teacher does not feel confident about what he or she is doing. This insecurity may lead to develop what is recognized as neuroticism, known as the side effect of low sense of self-efficacy (Jamil, et al. 2012).

Teachers tend to form extraversion effects when they have had enough exposure to the teaching context, for example, their first teaching year or also when they have had early and enough exposure to teaching experiences when they were pre-service teachers. These early experiences allow the teacher to be aware of the teaching environment and invite him or her to interact with real students. This interaction is crucial because it contributes to the development of teaching confidence that along his or her teaching education program will higher their levels of perceived self-efficacy. This confidence has its roots to those instances when the teacher helps the students with tasks, is successful with students, or helps the students beyond the academic achievement.

The actions that teachers take, lead them to succeed in the process of students learning, since "efficacy expectations determine how much effort people will expend and how they will persist in the face of obstacles and aversive experiences" (Baumeister, 1999, p. 287) The more teachers believe in what they are doing, the more likely they tend to persist when facing obstacles "The strength of people's convictions in their own effectiveness is likely to affect whether they will even try to cope with the given situations" (Baumeister, 1999, p. 287). These statements illustrate how important it is for teachers to believe in what they do and the behaviour they have inside the class. Teachers' most important aim is to make their students learn, therefore teachers need to believe and trust in what they do for their students.

Some evidence of how novice teachers develop in their first years at work demonstrate why it is of crucial importance to go further in investigation when they are

finishing their programme because it is important to acknowledge in what aspects future teachers believe they are strong and in which areas they feel they are weaker so that, in a near future, institutions may introduce changes and make adaptations in their curricula in order to compensate those areas that these future teachers reported to feel weaker about and not ready to perform successfully. "Feelings of not being a good teacher and not being able to understand the cause is common among novices, and might stem from affective abilities that are developing more slowly than cognitive abilities" (Onafowora, 2004, p. 40). To overcome this, a study carried out by Berg and Smith (2014) suggested that "those responsible for the preparation and education of pre-service teachers should explore teacher concerns, as this construct is important on the development of new teachers" (Berg and Smith, 2014, p. 22). On the one hand, cognitive abilities are highly developed in novice teachers through the different English Teacher Programmes at universities. On the other hand, effectiveness is highly promoted through the same programmes. Novice teachers are exposed to develop their effectiveness through practicum and internships; however, sometimes the time aimed to do so is not enough. As a consequence novice teachers are sent to the real world without the necessary abilities developed. "Among new teachers who have spent little time in the classroom, self-efficacy is likely driven by a combination of factors, including experiences and skills in the classroom, knowledge of content and pedagogy, attitudes, and personal dispositions" (Bandura, 1977; Gist & Mitchell, 1992; Woolfolk & Hoy, 1990 as cited in Jamil et. al, 2012, p. 120). Berg and Smith, (2014) expressed that more practicum experience would result in enhanced teacher efficacy beliefs (Berg and Smith, 2014).

Teachers reporting a strong sense of efficacy upon completing their first year of teaching have greater job satisfaction and a more positive attitude towards the teaching profession. They also experience less stress and find the support they receive in their first year of teaching to be adequate. Most importantly, teachers with a higher sense of self- efficacy after their first year are more optimistic and remain in the teaching field longer, than other novice teachers. "There are events or moments critically important. One of these events is the first year of performance, considered as one of the hardest in

the professional career of a teacher" (Eirín et al., 2009, p. 102. Our translation). That is one of the reasons why many novice teachers tend to abandon their jobs. This is exemplified in the following statement made by Graziano, 2014 about what occurs with novice teachers in the U.S:

> Every year U.S. schools hire more than 200,000 new teachers for that first day of class. By the time summer rolls around, at least 22,000 have quit. Even those who make it beyond the trying first year are not likely to stay long: about 30 percent of new teachers flee the profession after just three years, and more than 45 percent leave after five (Graziano, 2014).

Knowing about pre-service teachers' self-efficacy is an important concern due to the fact that teachers, who are in their first year working at schools, tend to leave their jobs, as it was previously mentioned, but very little research has been done to know if the preparation they had at universities was enough to cope with all the demands that a teacher has as a professional, as an instructor and as an employee. "Retention efforts are especially important on novice teachers, those who are in the first year of their teaching career, because they leave the profession at higher rates than their more experienced counterparts" (Jamil et al., 2012, p.119). According to the research made by Jamil et al., evidence has shown that teachers who do not feel confident with their performance tend to abandon the teaching field, while teachers that feel well-prepared and skilled are able to handle difficulties and are likely to be successful in their job.

It has been said that "it is very important to provide teachers with high levels of self-efficacy beliefs in order to develop practices to train quality and successful teachers" (Ozder, 2011, p. 2). Improvements in education's quality and, in this case, English Teacher Training Programmes, need to address the topic of self-efficacy; since it is crucial to form quality teachers able to cope with all the demands of the society. As it was previously mentioned, "there exist positive correlations between teachers' self-efficacy beliefs in their capabilities and their self-confidences, and students' academic achievements and motivation" (Graham, Harris, Fink & McArthur, 2001, as cited in Ozder, 2011, p. 2). The main aim is to achieve a high-quality teacher education in order

to make future teachers acquire skills and high levels of knowledge in all areas that will really make a positive impact in students' learning. To achieve this goal, the Chilean educational system needs well prepared teachers with a high level of self-efficacy that will create positively self-efficacy levels on students' learning.

In Chile, there has been some progress in providing initial teacher education with certain levels of quality. In order to be able to teach in public schools, new teachers must have been prepared by Teacher Training Programmes that have certified their quality through official accreditation processes. Teacher practicum experiences are an important part of curricula. Even though, accreditation is mandatory for pedagogy programmes, it has not been entirely effective when controlling teacher education programme quality (Brandt, 2010. p. 12). English Teacher Training Programmes in Chile vary from one university to another. Some programmes might aim for a perfect grasp of the English language, and others focus on the implementation of new teaching techniques and overall classroom management.

2.2.4. Teachers with high and low levels of self-efficacy.

Gibson and Dembo (1984) found that teachers who demonstrate a high sense of self-efficacy devote more class time to academic activities and focus less on discipline as a prerequisite to student learning. Teachers, who have a high-sense of self-efficacy, when creating the adequate environment for students create more motivating conditions to encourage students' achievement. Therefore, teachers with a dominant sense of self-efficacy focus their time and efforts on issues more connected to instructions rather than discipline.

> Teachers who have a high sense of instructional efficacy devote more classroom to academic learning, provide students who have difficulty learning with the help they need to succeed, and praise them for their accomplishments. In contrast, teachers who have a low sense of instructional efficacy spend more time on non-academic pastimes, readily give up on students if they do not get quick results, and criticize them for their failure (Gibson and Dembo, 1984 as cited in Bandura 1993, p. 140).

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Hence, it can be said that teachers who have positive beliefs about their self-efficacy promote mastery experience for their students, while teachers with negative self-efficacy notions construct classroom environments that tend to undermine students' sense of efficacy and cognitive development and consequently they affect their motivation in class.

In 1984, Gibson and Dembo, proposed other characteristics that can help us to identify teachers who have high and low sense of self-efficacy. The difference between these types of teachers is concrete: On the one hand, teachers with high sense of self-efficacy use more time in the class to perform academic activities, use more complex instructive methods, provide help and orientation for students who find difficulties to reach learning outcomes and praise students' achievements. On the other hand, teachers with low sense of self-efficacy dedicate more time to non-academic tasks, tend to ignore students when they do not reach goals and criticize errors they make (Prieto, 2002, p. 17. Our translation). Thus, it can be said that self-efficacy beliefs and feelings are directly linked with the degree to which teachers are engaged with the profession.

How well teachers do their job can also influence his or her satisfaction and also their self-efficacy beliefs, this works similarly to a cycle if a teacher does his or her job effectively then, his or her self-efficacy beliefs will be high, and if this happens, then the teacher will do his or her job well. That will also lead to job satisfaction and this can be exemplified in the Model of Teacher's Perceived Efficacy, which was adapted by Benjamin G. Swan, Kattlyn J. Wolf, Jamie Cano from "Instructional Leadership: A Research Based Guide to Learning in Schools" by A. Woolfolk Hoy and W. Hoy (2009)

This idea was also explained and presented in the study conducted in 2007 by Tschannen-Moran and Hoy in Ohio, U.S.A. It mentioned that the satisfaction derived from classroom performance is positively correlated with teaching self-efficacy beliefs.

It is important to mention that self-efficacy is not related to self-esteem whatsoever. "Is not enough with enjoying of a high self-esteem to ensure success of personal accomplishments" (Prieto, 2002, p. 8. Our translation). According to this, self-efficacy expectations are the ones which determinate expectations about results. This is

clearly explained in an example developed by Leonor Prieto, a teacher from Universidad Pontificia de Comillas and researcher in Madrid: "(…) Students that trust more in their studying capacity expect to have better results in an exam whereas those who have more doubts regarding their learning capacity, expect lower results even before trying" (Prieto, 2002, p. 9 Our translation). The same occurs with future and novice teachers in the early years of work, this specific topic will be further developed in this chapter. Bandura (1993) also referred to something similar, but regarding the skills that an individual has: "Personal accomplishments require not only skills, but self-beliefs of efficacy to use them well" (p. 119). According to people's activities, individuals can have enough skills to perform specific tasks, but the amount of skills they have do not mean they present high efficacy levels. For this to be so, it is required that individuals have beliefs of efficacy to use those skills appropriately.

  2.2.5. Teachers' self-efficacy effect on students.

  Self-efficacy beliefs can influence different areas, not just teachers-wise matters but also their students' achievements, motivation and self-efficacy beliefs. "Studies assert that teachers' positive and high self-efficacy beliefs have impact on students' achievements and motivations" (Midgley et. al as cited in Ozder, 2011, p. 2). "Teachers' self-efficacy may also contribute to promote students' sense of efficacy, fostering their involvement in class activities and their efforts in facing difficulties" (Ross, 1998, as cited in Ozder 2011, p. 2). In the educational field, teachers' self-efficacy seems to have a direct impact on students' motivation. "Teacher efficacy is believed to be strongly linked to teaching practices and learning outcomes" (Eslami & Fatahi, 2008, p. 2). Other factors involving teacher's self-efficacy influencing students' sense of efficacy can be seen in the following statement made by Sara Winstead Fry:

   Teacher efficacy was identified as a variable that influences teachers' persistence and instructional behaviour, student achievement, and teachers' beliefs that they can help the most unmotivated student learn. They indicated that teacher efficacy consists of three measurable factors: efficacy in students' engagement, instructional strategies, and classroom management (Fry, 2009, p. 97).

The following quotation describes how important the influence of teachers' self-efficacy in education is, as it will shape the students attitudes towards learning, therefore it will make education better.

> There are many factors that may influence students learning and one of them is attitude. One area where attitude is particularly important is teachers' self-efficacy. When teachers create a learning environment in which students feel comfortable and confident, it will enhance positive attitudes towards school. The creation of a positive learning environment impacts both of students' learning and attitudes (Al-Alwan & Mahasneh, 2014, p. 172).

The previously mentioned factors are also reasons that motivate the present researchers to explore more in depth this area of research. As teachers' self-efficacy may also affect students' self-efficacy it can be stated that when a teacher is truthful and confident about his or her job, the teacher is able to transfer those positive feelings and perceptions to them, making them feel proficient and confident in the tasks they are performing. In the case of learning English as a Foreign Language, it can be possible that students engage in the class and the barrier they have at the moment of learning the new language disappears gradually. The more goals they reach, the more motivated students and teachers will feel along the teaching process. This is also proved in the following statement: "Self-efficacy is substantiated as learners observe goal progress, which conveys they are becoming skilful" (Elliot & Dweck, 1988 as cited in Schunk, 1991, p. 213).

2.2.6. Teachers' self-efficacy measurements.

There have been several studies that have addressed teachers' self-efficacy beliefs and, as it has been previously explained, James Rotter and Albert Bandura were the pioneers in this concept.

2.2.6.1. First Lines of Measurements.

In order to ascertain perceived self-efficacy in teachers the RAND organization (Research and Development), which aims to "to help policymakers make decisions that are based on the best available information" (RAND Corporation, 2014) located in

Cambridge, United Kingdom. This organization based its research on Rotter's Theory, which measured self-efficacy by summing scores of items that were related to student's motivation from two different points of views. The first item can be identified as motivation as a result of students environment, which is explained in the following quote: "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment" (Armor, Conry-Oseguera, Cox, King, Mcdonnel, Pascal, Pauly, Zelman, 1976; Berman, Mclaughlin, Bas, Pauly, Zelman, 1977. p, 23.) and the second item can be identified as motivation as a result of teacher's effort, which Armor et al. explained in the following quote "If I really try hard, I can get through to even the most difficult or unmotivated students" (1977. p, 23.). There were several studies that used these items to measure self-efficacy, through them the RAND organization aimed "to reveal the extent to which a teacher believed that the consequences of teaching-- student motivation and learning-- were in the hands of the teacher, that is, internally controlled" (Tschannen-Moran, Hoy & Hoy, 1998, p. 205). Thanks to these two items, the researchers came with two categories that defined different types of self-efficacy; these are General Teaching Efficacy (GTE) and Personal Teaching Efficacy (PTE).

Deriving from these studies, researchers started creating more extensive and comprehensive measurements since there were concerns about the reliability of this two-item scale. The first one was created by Rose and Medway (1981) who developed a 28-item measure called Teacher Locus of Control (TLC). This instrument asked teachers to accredit responsibility for both success and failure of students by choosing between two explanations for the situation described. The second scale was developed in the same year by Guskey (1982); this scale had 30 items measuring Responsibility for Students Achievements (RSA). Participants were asked to distribute a 100 percent, in each item, between two options, one stating that the event was caused by the teacher and the other that it occurred outside the teacher's immediate control. A third group of researchers sought to expand the RAND instrument to increase their reliability. Ashton, Olejnik, Crocker and McAuliffe (1982) created the Webb Efficacy Scale to extend the measure

of teacher efficacy while maintaining a narrow conceptualization of the construct; they used a forced-choice format with items matched for social appeal.

In the year 1977, Bandura created the first instrument to measure self-efficacy which was called "Teachers Self-Efficacy Scale" (TSES). This instrument has seven sections: "Efficacy to Influence Decision making", "Efficacy to Influence School Resources", "Instructional Self-Efficacy", "Disciplinary Self-Efficacy", "Efficacy to Enlist Parental Involvement", "Efficacy to Enlist Community Involvement" and "Efficacy to Create a Positive School Climate". Each item is measured in a 9-point scale interconnected with the notations that range from "nothing", "very little", "some influence", and "quite a bit", to a "great deal". This system attempts to provide a versatile picture of teachers' efficacy beliefs without becoming too narrow or specific. Bandura's self-efficacy scale was redesigned by other researchers working with the topic of self-efficacy. This is how, in 1998, Tschannen-Moran and Hoy improved Bandura's instrument creating the "Teachers' Sense of Efficacy Scale" which was designed to discover what creates the most common difficulties teachers encounter in daily school activities. These improvements made to Bandura's Scale were done in the areas of Student Engagement, Instructional Practices, and Classroom Management.

In 2011 the "Teachers' Self-Efficacy Beliefs Survey: Literature" was modified by Nicole A. Mills in her study "Teaching Assistants' Self-efficacy in Teaching Literature: Sources, Personal Assessments, and Consequences". Most importantly in the year 2006 Albert Bandura himself created a guide for constructing self-efficacy scales, pointing different guidelines to create not only self but also collective-efficacy. In this guidebook Bandura offers different templates to measure self-efficacy in varied areas such as Pain Management Self-Efficacy, Children's Self-Efficacy, Parental Self-Efficacy and of course the one that concern us the most, Teacher Self-Efficacy.

Through the literature revision done for this research work, it was discovered that there is a lack of qualitative studies regarding the topic of self-efficacy beliefs in pre-service teachers. Furthermore, in the case of Chile, there are no studies addressing the topic whatsoever neither quantitative nor qualitative. Therefore, the present research

intends to be the first attempt to tackle this issue. The researchers decided to employ a mixed-method approach in order to gather quantitative data through a questionnaire, which will allow us to generalize our findings, and also qualitative data, through personal interviews, which will permit us to identify what the real notions of self-efficacy, have pre-service teachers. In order to fully develop this mixed-method research, it is required to obtain measurable information about pre-service teacher's perceptions and beliefs regarding self-efficacy in conjunction with knowing more in depth how the English Teacher Training Program at Universidad Nacional Andrés Bello affects self-efficacy levels in their pre-service teachers.

3. Statement of the Problem

Considering the urgent demand for improving quality of education in Chile and the efficacy levels that teachers should reach, a new educational reform to accomplish the society's demands, is being developed. As it has been explained through the literature review, teacher' 'performance in classes can be affected by their levels of self-efficacy. Throughout this investigation, the researchers thought for background information that made reference to how self-efficacy in pre-service teachers was measured. Scarce investigation has been done globally, but in the Chilean context in which the researchers are immersed, there is none.

4. Purpose and Approach

The purpose of this study is to get well-rounded views of pre-service teachers in an 8-semester English Teacher Training Programme at Universidad Nacional Andrés Bello in Chile, with regard to their self-efficacy beliefs about becoming efficient teachers. The research employed a mixed-method approach to gather quantitative and qualitative data. The instrument used to collect quantitative data is an adapted version of the questionnaire made by Tschannen-Moran and Hoy called *Teachers' Sense of Efficacy Scale* (1998), while the instrument used to collect qualitative data is an interview, whose questions were based on the results of the quantitative instrument.

5. Research Questions

Given the research problem, the researchers have arrived at the following research questions:

- How prepared do pre-service teachers feel when they are finishing their training programme?

- Did the English Teacher Training Programme at Universidad Nacional Andrés Bello contribute to build up self-efficacy beliefs in pre-service teachers?

Given these questions, the general objectives are the ones that follow:

1) To obtain measurable information about pre-service teachers' perceptions and beliefs regarding self-efficacy.

2) To know how the preparation in the English Teacher Training Programme at Universidad Nacional Andrés Bello affects self-efficacy levels in pre-service teachers.

6. Methodology

In this chapter, the purpose of this study is reminded, the research design is described, participants are classified in different categories, an explanation of the quantitative and qualitative instruments applied is provided. Finally, a description of the procedures used in this study to gather the information collected, through a questionnaire, are described.

6.1. Objective

The purpose of this research, as it has been previously stated, is to obtain information about self-efficacy beliefs that pre-service teachers of the English Teacher Training Programme at Universidad Nacional Andrés Bello have as it has been stated.

6.2. Research Design

This research adopted a mixed-method research design, which applied quantitative and qualitative methods to gather information. "A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem" (Creswell, Plano Clark, 2011 as cited in Creswell, 2011, p. 535). Using both methods in a research provides a better understanding of the research problem and questions than either method by itself, therefore the explanatory sequential mixed-method design was used for the present research. "An explanatory sequential mixed-methods design (also called a two-phase model; Creswell & Plano Clark, 2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rationale of this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture" (Creswell, 2011, p. 542).

6.3 Participants

In order to contextualize, the population participating in this research can be classified as follows: the **population** are all the people that comprehend the universe of English Teacher Training Programme at Universidad Nacional Andrés Bello, whereas

the sampling frame were all the students who were going through the last semester of the English Teacher Training Programme at Universidad Nacional Andrés Bello, between the second semester of 2014 and the first semester of 2015. Finally, the sample is the same of the sampling frame with the exception of the researchers of this study due to the fact that they cannot intervene in the research's results.

The participants of this research are 39 pre-service teachers, who were going through their last semester of an English Teacher Training Programme at Universidad Nacional Andrés Bello, being the programme previously mentioned the unit of analysis of this research work.

A convenience type of sampling was used in which the "researcher selects participants because they are willing and available to be studied. In this case, the researcher cannot say with confidence that the individuals are representative of the population. However, the sample can provide useful information for answering questions and hypotheses" (Creswell, 2011, p. 145). This type of sampling was the most suitable for our research, because, as it has already been mentioned, the sample consisted of students who were finishing their programme, and teaching internships, considered a relevant factor to obtain a meaningful data for the present study due to the fact that at that point the students clearly know in which areas they were proficient and in which areas they needed improvement. Despite Creswell's statement, in this research it can be said with determination that the individuals were completely representative of the population since most of the students experiencing the last semester in the program (2014-2015) were part of the questionnaire.

6.4 Method

The quantitative instrument employed to collect data was a questionnaire adopted and adapted from a questionnaire made by Tschannen-Moran and Hoy called *Teachers' Sense of Efficacy Scale (1998).* This questionnaire, according to literature, was the first to be applied with the purpose of obtaining a general idea of the students own efficacy perceptions.

Once the questionnaire was applied and the information tabulated, the qualitative instrument was created and applied seeking to obtain more detailed information about the beliefs of the students with regards to their sense of self efficacy, since this is the aim of this educational research. This interview was composed of six questions taken from the questionnaire already applied.

6.4.1. Quantitative data.

"Quantitative data, such as scores on instruments, yield specific numbers that can be statistically analysed, can produce results to assess the frequency and magnitude of trends, and can provide useful information if you need to describe trends about a large number of people" (Creswell, 2011, p. 535).

Before starting the collection of quantitative data, the researchers obtained the participants' permission to be studied, identified the types of measures that would answer the research questions, and defined which instruments to use.

After completing the process described above, a **cross-sectional survey design** was employed. This type of research is commonly used in the field of education. "The researcher collects data at one point in time (...) this design has the advantage of measuring current attitudes or practices. It also provides information in a short amount of time, such as the time required for administering the survey and collecting the information" (Creswell, 2011, p. 377).

As Creswell stated, a cross-sectional survey helps researchers to examine current attitudes, beliefs, opinions or practices; compare two or more educational groups in terms of attitudes, beliefs, opinions or practice; assess community needs for educational services; be used to evaluate programmes.

In accordance with the characteristics mentioned before, a cross-sectional survey design was defined as the most suitable for our investigation, or in this case a questionnaire, as it complied with two of the elements described by Creswell. These characteristics included the beliefs of the students, in the English Teacher Training Program at Universidad Nacional Andrés Bello, obtain when they are finishing, assessing the needs this community may have, and finally, evaluating the programme in

terms of whether this programme had provided the students with the skills required to become a teacher.

6.4.1.1. *Quantitative data collection instruments.*

The instrument used to collect quantitative data was an adapted version of the questionnaire made by Tschannen-Moran and Hoy called *Teachers' Sense of Efficacy Scale* (1998), as it seemed to be adequate to reach the required information to give proper answers to the research problem questions. The adapted version was described in the section self-efficacy scales, in the literature review chapter. This scale provided the necessary information with regard to pre-service teachers while other scales had a focus on more experienced teachers. The questionnaire elaborated by the previously mentioned authors has two versions: a short and a long form. The short version consists of 12 questions whereas the long form contains 24, the long version being the one which was considered in this study. Some adjustments were made to this questionnaire in relation to the Likert Scale this instrument had. On the one hand, the original questionnaire had a scale oscillating from 1 to 9, being number one the lowest score indicating "none at all" and number 9 being the highest indicating "a great deal". In this scale only odd numbers had an associated meaning such as "none at all" and "a great deal", whereas pair numbers were in between with no concept attached. On the other hand, the adapted version of Tschannen-Moran and Hoy's questionnaire, applied in this research, contains a Likert Scale that only considers numbers from 1 to 5 as scores, being 1 "none at all", 2 "very little", 3 "some degree", 4 "quite a bit", and 5 "a great deal". The reason behind the change made to the Likert scale was to obtain succinct results.

6.4.2. Qualitative data.

In this research work, after the questionnaire was applied and the results tabulated, some participants were interviewed. The type of interview selected for this study was a **one-on-one interview**, which consisted of selecting a calm background to proceed, recording the questions and obtaining answers from only one participant at a time. As it was stated by Creswell (2011), "(...) a qualitative interview occurs when

researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis" (Creswell, 2011, p. 217).

6.4.2.1. Qualitative data collection instruments.

Interviews were a useful tool for providing words of people involved in the study. They were able to voice their experiences and also feel free to declare what they thought and felt. Moreover, "Qualitative data, such as open-ended interviews that provide actual words of people in the study, offer many different perspectives on the study topic and provide a complex picture of a situation" (Creswell, 2011, p. 535).

Originally, the open-ended questions selected for the interview were taken from the questionnaire previously applied to the participants. The researchers analysed the quantitative results question per question and tabulated their results. Once the researchers had the average of each question, they selected the questions that obtained the highest and lowest scores and decided to use them as interview questions, in order to expand in those areas.

The interview contained 10 questions and each of them included 3 sub-questions, but then the researchers made the decision of reformulating and reducing the number of questions. The purpose of this adjustment was to make the questions clearer, more specific and easier to understand for the interviewees, and reducing the chance of getting redundant answers. With the modifications to the questions done, the interview was finally built with 6 main questions that may provide information and evidence about the participants' perceptions and feelings about their preparation in an English Teacher Training Program, as well as information that also could be relevant for this research. In some cases, the questions had 1 sub-question that the interviewer could use if it was necessary.

At the moment of interviewing the participants, the researchers included some prompt questions along the conversation. The purpose of this was to help the interviewee going straight forward to the answer.

Even though the interview questions were modified in benefit of the participants' general understanding, they still can be classified as open-ended questions. "In qualitative research, you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings" (Creswell, 2011, p. 218).

6.5 Procedures

The first step taken to gather participants for our research was to make contact with the teacher of the subject Integración Laboral VI. The researchers' thesis supervisor contacted with the teacher via e-mail in order to have access to the participants. Once the teacher agreed, the researchers began to schedule the visits to the classrooms. The teacher of Integración Laboral VI was present in all the visits the researchers made.

Previous to the application of the questionnaire and interview, the participants signed a letter of consent in which they voluntarily accepted to participate in this research and authorized the researchers to use the information provided by them to draw conclusions about the topic being researched. It is important to specify that when this information was used and analysed, the participants' names were not mentioned.

6.5.1. Questionnaire.

The questionnaire was applied to four different sections according to their scheduled Integración Laboral VI lessons at Universidad Nacional Andrés Bello in November 2014 and June 2015. In order to apply the questionnaire, twenty minutes were taken from the beginning of each lesson. The four sections were given a number only for a matter of identification, but they were not considered when analyzing the results. They were all part of an only sample. The following table details the number of participants and the date the questionnaire was taken by each section.

Figure 1: Questionnaires Application Dates

Section	Number of participants	Date
1	14	November 12th, 2014 (Monday)
2	13	November 13th, 2014 (Tuesday)
3	5	November 13th, 2014 (Tuesday)
4	7	May 19th, 2015 (Tuesday)

Once the questionnaire was conducted and the results analysed, a personal interview (one-to-one) was conducted to 10 subjects in order to obtain more detailed information with regard to their perceptions; referring to their performance in their internships based on the competencies they have acquired through the English Teacher Training Programme.

6.5.2. Interview.

As it was already mentioned, it was decided that the most accurate data collection instrument to obtain qualitative data was to use a one-on-one interview. In order to formulate this interview, the results from the questionnaire previously applied were taken into consideration. From the results of this questionnaire 3 questions with the highest and 3 with the lowest scores were chosen, in order to elicit information of aspects that could be relevant for our research. Besides this, prompt questions were included in the moment of the interview if the subject did not understand the question or needed additional information.

From all the subjects of the interview, 10 were selected randomly to be interviewed. They were contacted by the researchers to appoint a meeting at Universidad Andres Bello's library at Casona Las Condes. Each interview took from 10 to 15 minutes to be completed. The participants were explained beforehand that they should answer the questions thinking about their last internship and the tools that the programme had given to them to achieve a good level of self-efficacy.

As each researcher interviewed two participants, it is important to mention that, even when the questions were previously discussed and there was a common focus, a slight difference might appear when interviewing since the manners of the researchers could differ when receiving specific given information.

7. Data Analysis and Findings

In this chapter, the researchers present and analyse the data obtained from both instruments applied to gather information regarding self-efficacy beliefs that pre-service teachers at the English Teacher Training Program at Universidad Nacional Andrés Bello have while going through their last semester.

7.1 Quantitative Results

7.1.1. Questionnaire.

As it has been previously mentioned, the scores obtained in each question in the questionnaire were averaged in order to obtain more precise information in the questions that scored the highest and the lowest. The average of each question can be seen in the following figure (2).

Figure 2: Quantitative Instruments Results

Questionnaire Results

N°	Questions	Average
1.	How much can you do to get through to the most difficult students?	3.68
2.	How much can you do to help your students think critically?	3.95
3.	How much can you do to control disruptive behaviour in the classroom?	3.58
4.	How much can you do to motivate students who show low interest in school work?	3.89
5.	To what extent can you make your expectations clear about students' behaviour?	3.82
6.	How much can you do to get students to believe they can do well in school work?	4.18
7.	How well can you respond to difficult questions from your students?	4.21
8.	How well can you establish routines to keep activities running smoothly?	3.71
9.	How much can you do to help your students value learning?	3.76
10.	How much can you gauge student comprehension of what you have taught?	3.89
11.	To what extent can you craft good questions for your students?	3.89
12.	How much can you do to foster student creativity?	4.08
13.	How much can you do to get children to follow classroom rules?	3.84
14.	How much can you do to improve the understanding of a student who is failing?	3.86
15.	How much can you do to calm a student who is disruptive or noisy?	3.74
16.	How well can you establish a classroom management system with each group of students?	3.46
17.	How much can you do to adjust your lessons to the proper level for individual students?	4.08
18.	How much can you use a variety of assessment strategies?	3.86
19.	How well can you keep a few problem students from ruining an entire lesson?	3.76
20.	To what extent can you provide an alternative explanation or example then students are confused?	4.32
21.	How well can you respond to defiant students?	4.00
22.	How much can you assist families in helping their children do well in school?	2.84
23.	How well can you implement alternative strategies in your classroom?	3.65
24.	How well can you provide appropriate challenges for very capable students?	3.92

In order to conduct the analysis, the researchers used the three dimensions stated by Tschannen-Moran and Hoy in their scale:

i) Efficacy in Instructional Strategies

ii) Efficacy in Student Engagement

iii) Efficacy in Classroom Management.

The questions that each dimension includes are presented in figure 3.

Figure 3: Questions per dimension

Categories	Questions Included
Efficacy in Instructional Strategies	7, 10, 11, 17, 18, 20, 23, 24
Efficacy in Student Engagement	1, 2, 4, 6, 9, 12, 14, 22
Efficacy in Classroom Management	3, 5, 8, 13, 15, 16, 19, 21

Given these categories, the researchers obtained the averages for each one in order to compare the differences that arose among them. These comparisons can be seen in Graph 1. As it has been previously mentioned along this research, the questionnaire applied to the participants employed a Likert Scale oscillating from 1 to 5, 1 being the lowest score indicating "None at all" and 5 indicating "A great deal". In order to have a better understanding of measures, a scale oscillating from 3.60 to 4 is employed in graph 1, due to the fact that with the scale from 1 to 5, which were the scores in the questionnaire, it could not be clearly seen the slight differences among categories' averages.

Graph 1: Averages of Tschannen-Moran & Hoy Dimensions
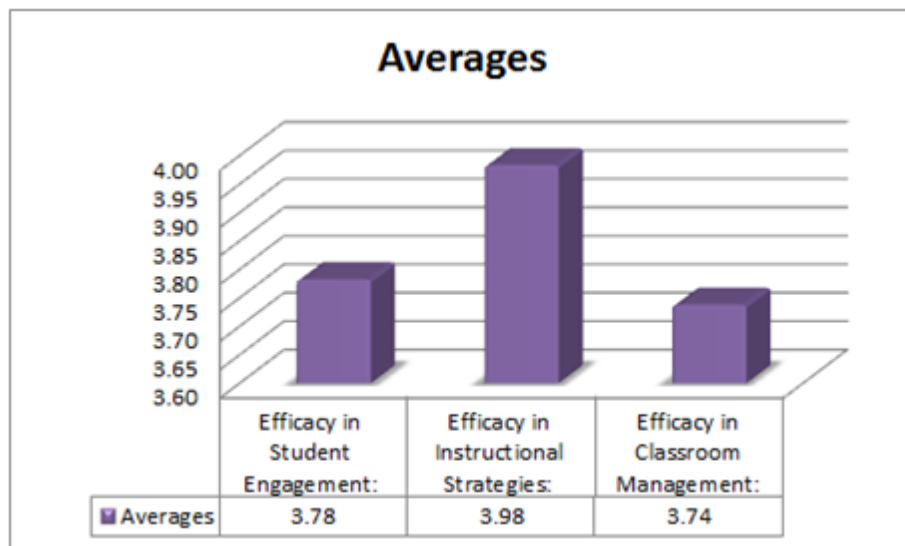
The results shown in the previous graph were obtained from the questionnaire applied to the pre-service teachers from the English Teaching Training Programme at Universidad Nacional Andrés Bello in both periods: 2014 and 2015.

From these results it can be stated that the category that gathered the highest scores is "**Efficacy in Instructional Strategies**" displaying an average of 3.98 out of 5. Being this area the one in which pre-service teachers, from the previously introduced institution, felt more proficient in.

An analysis, from the highest scored question to the lowest scored question in this dimension, is presented in this section.

The highest score in this dimension was obtained in question number 20 *"To what extent can you provide an alternative explanation or example when students are confused?"* with an average score of 4.32 out of 5. This means that the pre-service teachers that participated in this study can deal with students that are confused with contents or instructions. The participants in this research were able and felt proficient in providing, those students, alternative explanations or examples in order to ensure the students' comprehension of the topic of concern in classes.

The following inquiry with the second highest score is question number 7: *"How well can you respond to difficult questions from your students?"* with an average score of 4.21 out of 5. Pre-service teachers in this area considered that they are able to respond to difficult questions made by students providing and transferring to their students the knowledge acquired by pre-service teachers in their instructional years.
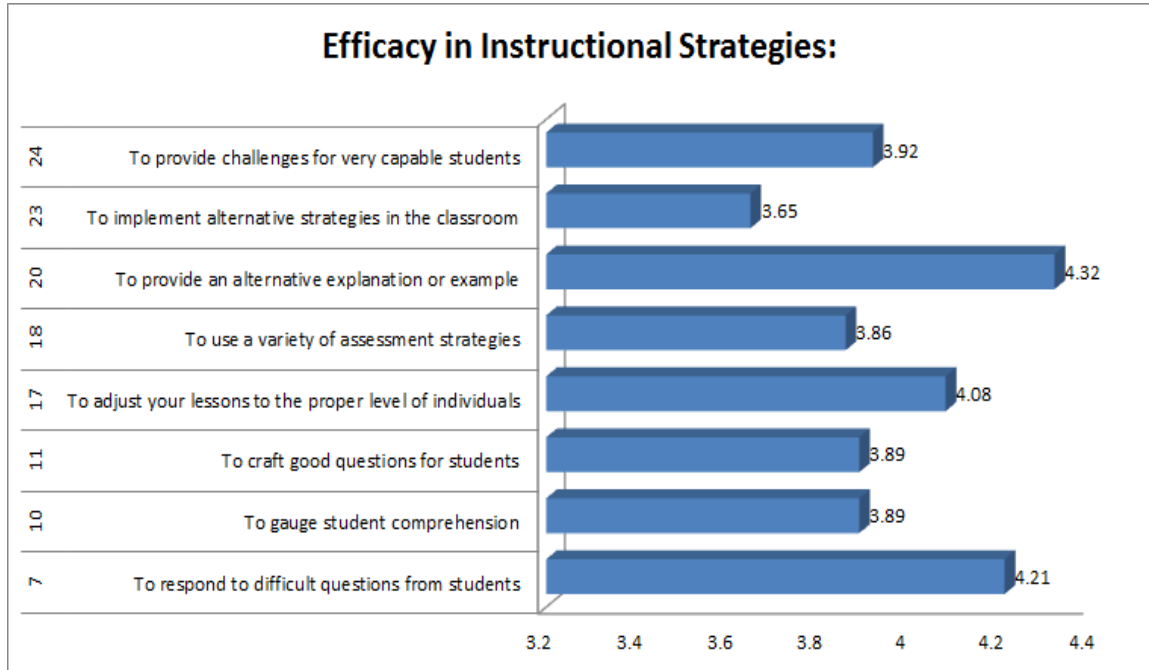
Finally, the third highest-scored question is question number 17: *"How much can you do to adjust your lessons to the proper level for individual students?"* with an average of 4.08 out of 5. This means that pre-service teachers felt proficient in adjusting their lessons to their students' proper level. They did not plan activities that are at a higher or lower level of the students own performance. Participants set realistic goals to their students and provided them activities and challenges they knew they could succeed in. This aspect also makes reference to question number 24: *"How well can you provide appropriate challenges for very capable students?"* which obtained an average score of 3.92 out of 5; meaning that participants in this study were not only able to plan classes according their students' level, but also they were able to provide challenges for this type of students.

Questions number 10: *"How much can you gauge student comprehension of what you have thought?"* and 11: *"To what extent can you craft good questions for your students?"* obtained the same average: 3.89 out of 5. Question number 10 revealed that the participants felt proficient to some degree to measure students' comprehension of what they, as future teachers, have taught, as well as in question number 11 in which pre-service teachers expressed, to some extent, they were able to craft good questions for their students.

The questions with the lowest scores in this dimension are question number 18: "*How much can you use a variety of assessments strategies*?" gathering an average of 3.86 out of 5, in which participants expressed they were able to some degree to use a variety of strategies for evaluating students, and question number 23: *"How well can you implement alternative strategies in your classroom?"*, being this question the lowest scored, achieving an average score of 3.65 out of 5. The scores in this area indicate that

participants felt able of implementing alternative strategies in their classroom to some degree. In graph 2, the average of each question of the present dimension can be observed.

Graph 2: Efficacy in Instructional Strategies

Efficacy in Instructional Strategies:

24	To provide challenges for very capable students	3.92
23	To implement alternative strategies in the classroom	3.65
20	To provide an alternative explanation or example	4.32
18	To use a variety of assessment strategies	3.86
17	To adjust your lessons to the proper level of individuals	4.08
11	To craft good questions for students	3.89
10	To gauge student comprehension	3.89
7	To respond to difficult questions from students	4.21

The following dimension is **Efficacy in Student Engagement** presenting an average score of 3.78 out of 5. The scores obtained in this dimension are very tight. An analysis from the highest scored question to the lowest scored question in this dimension is presented in this dimension.

The question that attained the highest score was question number 6: *"How much can you do to get students to believe they can do well in school work?"* reaching an average score of 4.18 out of 5. This means that pre-service teachers participating in this study considered themselves successful in getting students to believe that they can do well when performing tasks. In this way, pre-service teachers were able to maintain students motivated in the subject, contents and skills they were learning as they provided positive reinforcement to the students. It is important to mention that this area will be expanded in the analysis of the qualitative results.

Question number 12: *"How much can you do to foster student's creativity?"* achieved an average score of 4.08 out of 5. This inquiry only makes reference to the capacity to foster students' creativity in which the participants also declared to be proficient to some degree. Pre-service teachers of the English Teacher Training Program at Universidad Nacional Andrés Bello expressed that they were able to engage their students in activities which promote their creativity.

Question number 2: *"How much can you do to help your students think critically?"* obtained an average score of 3.95 out of 5. In this area, the participants affirmed were quite able in helping their students to think critically in their classes through different activities.

Question number 4: *"How much can you do to motivate students who show low interest in school work?"* reached an average score of 3.89 out of 5. Participants expressed they were fairly skilled to motivate students when they did not show very much interest in classes. They are able to get the students' attention through the use of resources that were appealing to their age, and interest among other aspects that are seen more in depth in the qualitative results analysis section.

Question number 14: *"How much can you do to improve the understanding of a student who is failing?"* gathered an average score of 3.86 out of 5. Participants affirmed that they were able to some degree to help students when they were not having good results in the subject and, consequently, they are not achieving the class objectives. This area is also expanded in the qualitative results analysis section.

Question number 9: *"How much can you do to help your students value learning?"* obtained an average score of 3.76 out of 5, in which students revealed they were, to some extent, able to help their students to value learning, its process and aims.

Question number 1: *"How much can you do to get through the most difficult students?"* achieved an average score of 3.68 out of 5. This question aimed to know how much pre-service teachers could do to control students with disruptive attitudes while they were teaching. Participants in this study expressed they were able to handle this situation to some degree.

The question that obtained the lowest score in this dimension was question number 22: *"How much can you assist families in helping their children do well in school?"* This inquiry obtained an average score of 2.84 out of 5, being this question the one that attained the lowest score from all the questions in the questionnaire. This implied that participants, in this area, felt able to do very little. As they were pre-service teachers, they may not have had formal meetings with parents. This area is briefly expanded in the section *"Areas that need further development"* in the Qualitative Results section. In graph 3 the average of each question of the present category can be seen.

Graph 3:"Efficacy in Student Engagement"
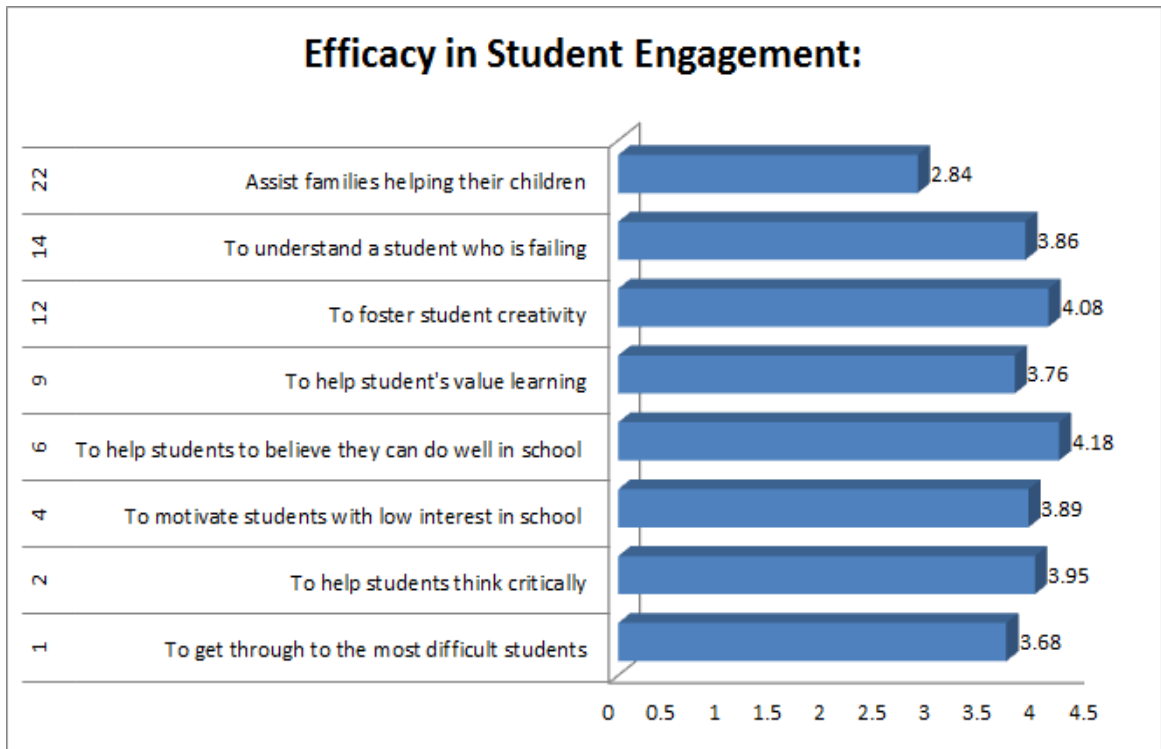
Finally, the category that illustrated the lowest score was **Efficacy in Classroom Management** with an average score of 3.75 out of 5. Most of the questions in this dimension have to do with classroom rules, discipline and teacher's authority in front of the class and students. An analysis from the highest scored question to the lowest scored question in this dimension is presented in this section.

In this aspect the participants exhibited the highest score in question number 21: *"How well can you respond to defiant students?"* presenting an average score of 4 out of 5. Participants asserted that they can do enough with defiant students. This means that pre-service teachers can apply classroom management techniques in order that the students with this attitude do not interfere with the class flow.

In the same line of thought, question number 13: *"How much can you do to get children to follow classroom rules?"* obtained an average score of 3, 84 out of 5; meaning that pre-service teachers from the English Teacher Training Programme at Universidad Nacional Andrés Bello feel able to make their students follow their rules and instructions.

Question number 5: *"To what extent can you make your expectations clear about student's behaviour?"* attained an average score of 3.82 out of 5. In this aspect, pre-service teachers that took part in this study manifested feeling proficient in making their students understand what their expectations were regarding discipline and students' behaviour in order for learners to make an effort for accomplishing the teacher's expectations.

Question number 19: *"How well can you keep a few problem students from ruining an entire lesson?"* obtained an average score of 3.76 out of 5. This question aimed to know how well the pre-service teachers can keep a few problem students from ruining an entire lesson. Participants expressed they could do very much regarding this aspect. They, as it has also been said in the previous questions' analysis, apply classroom management techniques to cease students' disruptive behaviour, and they succeed to some extent while implementing those techniques. The methods the pre-service teachers applied in this study to control their students' behaviour will be further explained in the Qualitative Results analysis section.

Question number 15: *"How much can you do to calm a student who is disruptive or noisy?"* obtained an average score of 3.74 out of 5. As it has been said along this dimension analysis, participants can also do enough to face this kind of issues in the

classroom through the implementation of classroom management techniques or rules' setting.

Question 8: *"How well can you establish routines to keep activities running smoothly?"* scored 3.71 out of 5. Pre-service teachers in this area manifested they were able to do much. They were able to implement routines for different aspects in the classroom (for example, routines for asking for silence, greeting, asking the date, etc.) that students adapt and follow every class in order to keep the activities flow.

Finally, the lowest score in this dimension can be found in question number 16: *"How well can you establish a classroom management system with each group of students"* revealing an average score of 3.46 out of 5. When participants were asked this question they revealed they were able to develop this aspect in some degree. The reasons that lay behind this result will be explained later on in the Qualitative Results Analysis. In graph 4 the average of each question of the present category can be seen.

Graph 4: Efficacy in Classroom Management
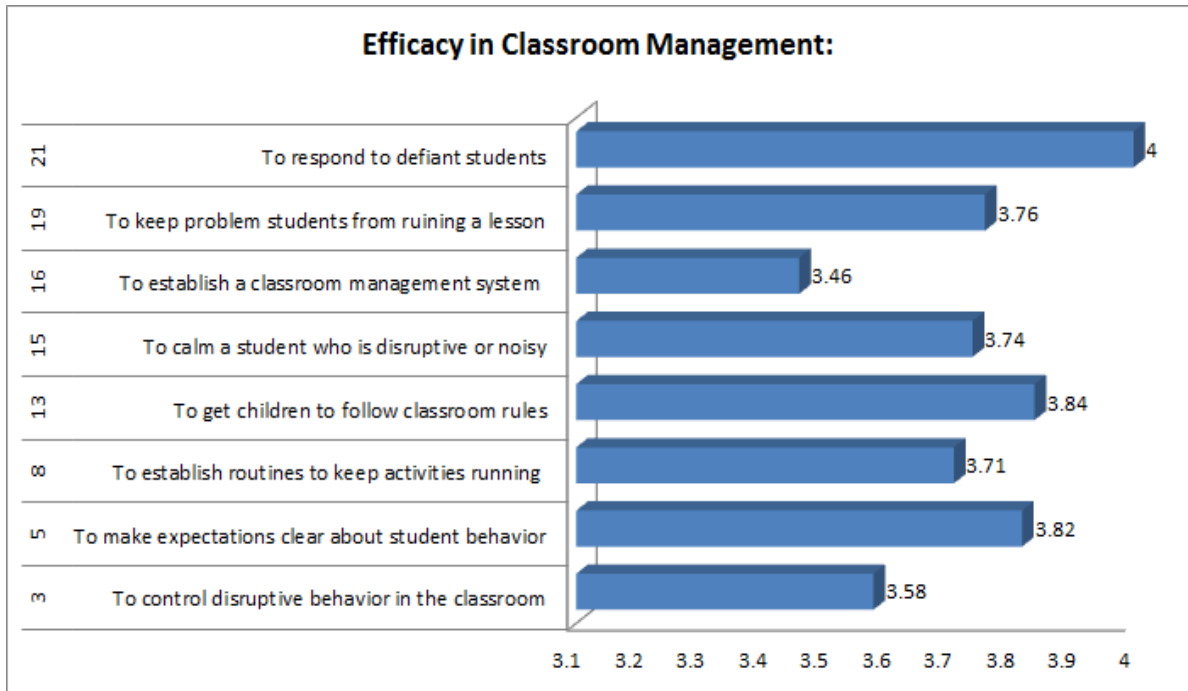
Even though this dimension, **Efficacy in Classroom Management**, is the one which revealed the lowest score, there is only a slight difference in comparison to the other scores obtained along the questions and dimensions in the questionnaire. Therefore this is an aspect to which the addressed program should heed to improve their pre-service teachers' sense of self efficacy in this dimension.

7.2 Qualitative Results:

7.2.1. Categorization of patterns found in the interview.

After the interviews were conducted and analysed, the researchers decided to identify common information provided by the participants in order to group and to interpret the information obtained. This information was grouped and three categories were established by the researchers: **Capacity to Help and Motivate Students, Capacity to Face Learning Difficulties** and **Classroom Management.** Apart from these categories, the researchers decided to create an additional category in order to expand in topics that interviewees mentioned, but did not fit in any of the categories stated above. This category is: **Areas that Need Further Development** in which pre-service teachers identified some gaps in the English Teaching Training Programme.

Three of the categories that the researchers developed were correlated with the dimensions stated by Tschannen-Moran and Hoy. The Capacity to Help and Motivate students is going to be discussed as **Efficacy in Student Engagement**; the Capacity to Face Difficulties will be developed in the category **Efficacy in Instructional Strategies** and Classroom Management is being presented as **Efficacy in Classroom Management**.

1) Efficacy in Student Engagement:

When pre-service teachers were asked about how they motivated students and how they felt about themselves when doing so, most of them thought they were able to motivate students through different activities and topics. For example, Interviewee 9 said:

> The first thing that I do is to ask them what are their interests, for example I
> don't know if they (students) are interested in history, in music, in arts, so then I

can have an idea or a clue and I can make a lesson or prepare a lesson based on that. (...) So maybe I ask them what I can do for them to motivate them. What do you like? So I prepare a class based on that. (Interviewee 9, personal interview, June 2, 2015).

However, some participants stated that they were not able to do as much as they would like because their personalities prevented them from doing so. As they were calm and shy most of the time, these pre-service teachers thought that they did not exhibit much interest on what they were teaching. Pre-service teachers thought that this issue influenced in the manner students learnt the contents, skills and their motivation towards the subject. Despite the personality issue found in few participants, all of them expressed that providing positive reinforcement or feedback was fundamental when teaching. They all stated that it was the best strategy to maintain students' attention and willingness towards learning. In topic, Interviewee 5 mentioned: "I always try to motivate them (students), creating activities I know they like and I congratulate them, saying "well done" and stuff like that, so they think that they are improving" (Interviewee 5, personal interview, November 9, 2014). In the same line of thought, Interviewee 6 said: "I try to praise them (students) and telling them "Oh, you're doing good job, "you can do it", "maybe you can do much better"" (Interviewee 6, personal interview, June 2, 2015).

Most of the interviewees expressed that applying a VAK Test[2] or diagnostic tests was necessary at the beginning of the semester, since it was a very useful tool to employ as this allowed them to know their students more in depth in terms of their weaknesses, multiple intelligences, etc. Another strategy the pre-service teachers mentioned was observation. This means to be aware of students' reactions to certain activities and learning processes, including the kinds of relationships among students inside and outside the classroom. When Interviewee 1 was asked how she identified the needs of her students she said:

By observing, analyzing and assessing. (...) When I have the opportunity to do a VAK test (...) I do that and I try to give my classes in a different way to see how

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[2] VAK Test: Visual, Auditory or Kinaesthetic Learning Style Test.

students react to the different options I give. (Interviewee 1, personal interview, November 15, 2014)

Also, the participants specified that a good way to know better the students was to create certain types of assessments that made them participate in different ways. " (...) there are quite a lot of SEN students at the school, so I set different types of tasks for different students where they can choose what they would like to do" (Interviewee 9, personal interview, June 9, 2015). With these procedures, pre-service teachers knew the different personalities inside the classroom. Most of the participants in this area agreed and concluded that it was important to get to know their students in order to know how to teach and approach them better. According to them, a good way to do it was to either have conversations with them in order to know the students' interests and to focus on their likes and dislikes, or to create lesson plans based on knowing their students avoiding at the same time monotonous activities.

2) Efficacy in Instructional Strategies:

The participants expressed that they felt able to adapt content according to the learning styles (Visual, Auditory, Kinaesthetic, etc.), multiple intelligences, students' likes and dislikes, areas of interest, age and the level of English of the students. Also, most of the participants mentioned that it was easy for them to identify the needs they had regarding the language and were able to provide the students with the abilities they may lack. As interviewee 4 said during the interviews session:

I think it's easy to adapt the lessons according to the level of the students (...) because you are a teacher and you know the needs that the students have. That's why it is easy, and you can realize about those types of problems because they are not able to answer some questions, they are not able to read some material, so it's easy to realize that (Interviewee 4, personal interview, November 18, 2014).

Another important factor that was mentioned by some of the participants was the fact that not all of the students were in the same level nor learnt in the same way due to the fact that not all of them had the same multiple intelligences and as a response to it, different solutions were shown. One of the solutions mentioned within the answers

collected was just to focus the attention to the students that had more difficulties during classes since the other group of students could work by their own. Another solution mentioned by the interviewee was to do reinforcement during classes in order to benefit the students that had more difficulties to understand. "If there was a student that had a high level I left him (...) not alone, but aside. That student was more independent. (...) and I tried to give more attention to the student that had a lower level" (Interviewee 2, personal interview, November 17, 2014). Likewise, some of the participants thought about a variety of activities to cover all the necessities a group of students may have, another solution shown by the participants' answers was to have conversations with the students that may show difficulties within the English lessons, in order to find out if those problems happened in every single class or just in the English lessons to see if the teacher by him/herself could do something about it or if it should be treated by a group of professionals. Interviewee 9 explained this as follows: "When I see that there is a child that is really struggling. I take time out to speak to the child because I don't know if it's just in the lesson, or if it's a general thing, so I like to try to pick their brains and see what's going on" (Interviewee 9, personal interview, June 9, 2015)

Finally, most of the pre-service teachers that participated in this study revealed that they thought they had the capacity to easily react and change an activity and/or teaching style when they considered that the activity selected, method or strategy employed was not working as they expected. As interviewee 9 explained:

"I think that I can implement alternative strategies quite easily specifically due to our university background and what we've learnt within our methodology. Now the difficult part is when to decide how to make a change, or when to make the change and sometimes, as novice teachers, we can be a bit blind to it, but I think if students don't react well to your way of discipline (…) and they still don't react well with your lesson planning, then a change needs to be made immediately. I think (…) the indicator that something is not working well with your strategies is the feedback from the students (...) just by analyzing and monitoring their behaviour, the way they work, their learning progress and pattern" (Interviewee 9, personal interview, June 9, 2015).

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3) Efficacy in Classroom Management:

The majority of the participants considered that misbehaviour must be stopped by the teacher as soon as possible, since it might get worse as time goes by. This situation was explained by Interviewee 1, she illustrated that: "(...) When a student is behaving badly it's like fire, you need to stop it right now because otherwise everybody starts to following him" (Interviewee 1, personal interview, November 16, 2014). Some of the possible solutions given by the participants were: one-to-one conversation, talking to the homeroom teacher or changing the mood of the classroom with a different activity. A few of the interviewees said that the attitude shown by the teacher at first sight was crucial to maintain good behaviour among students along the semester. Also, it was indicated by a minority that their shy and reserved personality made them had some issues with regard to classroom management, since they did not feel they could show they had the control to change certain attitudes from students. When Interviewee 3 was asked why she felt she had issues applying classroom management techniques she explained the following:

I think it's my personality, because I'm too soft. I don't like to be the "bad teacher", (...) so I feel that I have to change my personality like I was acting, but is really (…) I feel (…) I feel uncomfortable doing that (Interviewee 3, personal interview, November 17, 2014).

Even though some participants did not have the necessary attitude to stop this kind of behaviours, they forced themselves to apply a classroom management technique due to the big-sized classes or the students' bad behaviour, since if one student misbehaves, probably most of the students will follow that attitude and with a big class, clearly it is a complete challenge. In the same line, Interviewee 3 commented in the interview sessions:

I think that this aspect was the most difficult for me (...) I couldn't manage the classroom in that way" (Interviewee 3, personal interview, November 18, 2014). According to the students' bad behaviour, Interviewee illustrated what happened to her in one of her internships: I was in a school that was terrible (...) and it was

categorized as a terrible school because of the students. They were really disruptive and it was impossible to control them, because they had some troubles. For me in that case, it was almost (...) impossible to control them, but at some point I was able to control them because I tried to get to them (Interviewee 4, personal interview, November 19, 2014).

Some other participants showed that a good solution was to appeal to other resources more than using their voices to ask for silence. A good example mentioned was to use body language and/or facial expressions which were, in their opinion, powerful tools to control disruptive behaviours without being forced to make interventions that may distract students. This was explained by Interviewee 9 as follows:

When I started teaching I realized that I was very vocal (...) and I would shout a lot to get them (students) quiet down even though I knew it was a bad thing, but as I get more experience, I realized that body language, and facial expressions make a much louder point to the whole student body in general and it's worked quite well for me until now (Interviewee 9, personal interview, June 9, 2015).

4) Areas that Need Further Development:

The majority of the participants, 70%[3], considered some aspects as gaps of the English Teacher Training Programme at Universidad Nacional Andrés Bello. These gaps should be addressed by the program as the interviewees considered them as essential areas of knowledge for a teacher. These aspects are: Special Needs Students, Classroom Management Techniques and Assistance to Families. As Interviewee 7 explained: "I think that during the programme we haven't received enough training regarding to classroom management, maybe we could have learnt some activities that help us to

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[3] 40% of the participants considered Classroom Management as a gap of the English Teacher Training Programme at Universidad Nacional Andrés Bello. 60% of the participants considered Assistance to Families a gap of the English Teacher Training Programme at Universidad Nacional Andrés Bello, and 40% of the participants considered Special Needs Students as a gap of the English Teacher Training Programme at Universidad Nacional Andrés Bello.

manage the class better, but mainly that" (Interviewee 7, personal interview, June 5, 2015). In the same line of thought, Interviewee 1 declared:

> I think that we never saw that in the university, the part that comes behind the students (...) in all of my internships I never had the possibility to talk to any of their parents or to be in any parents' meeting (...) I think that's something I'll face when I'm in my working years (...) but I don't know anything from my internships (Interviewee 1, personal interview, November 16, 2014).

The participants mentioned that they felt they are not trained enough with techniques and knowledge about these topics. Furthermore, related with the topic of Assistance to families, the same participant expressed: "I think one thing we haven't really learnt is how to deal with families. (...) For example, if you have to be a homeroom teacher later, you're gonna have a lot more responsibilities than just teaching English" (Interviewee 2, personal interview, November 16, 2014).

With regards to Classroom Management techniques, when Interviewee 1 was asked how much she could do to control disruptive behaviour, she answered:

> Not that much, The thing is that I don't have like a strategy to do it (...) I try to take the student out of the classroom, talk to him personally to see what is happening to fix the problem, and then continue with the class (...), but I don't have actually like a strategy of how to face those problems in classes (...) with children is easier because you sing a song and they just, (...) follow you and they get fine (...), but with high-school students it's very hard.(Interviewee 1, personal interview, November 16, 2014)

They did not think they had the necessary tools to face special needs students with ease; neither have they had the preparation to assist families in how to solve a student's specific problems. With regards to special needs students interviewee 1 expressed: "(...) There are some aspects that we never knew about, for example, (...) special needs, students with special needs, we don't know anything about it."

Even though the English Teacher Training Programme at Universidad Nacional Andrés Bello focuses on training teachers for EFL (English as a Foreign Language) schools, there was one interviewee that attended a bilingual school who worked with the content and language integrated approach, focusing on literature in the English subject. For this reason, the participant expressed feeling not well prepared to face this kind of lessons. In her own words:

"(...) They (the programme) never took into account if someone wants to teach in a private school where levels are a lot difficult and they not look at grammar at all, they look at literature and going into my practicum I had no idea what I was doing ... so basically I had to educate myself on it and kind of brainstorm myself confidence when I'm teaching which is not necessarily a good thing but as I get more practice... I get more confident" (Interviewee 9, personal interview, June 9, 2015).

8. Conclusions

The researchers can assert that pre-service teachers from the English Teacher Training Programme at Universidad Nacional Andrés Bello felt well prepared to assume their role as teachers when they were finishing the Programme since the average of self-efficacy beliefs levels' of the participants of this research is over the 77%[4].

After the quantitative and qualitative instruments (questionnaire and interviews) were analyzed, the findings demonstrated that from the three categories deeply analysed, the aspect that obtained the highest score is **Efficacy in Instructional Strategies** with a score of 80%, meaning that pre-service teachers had the necessary tools in terms of learning styles, multiple intelligences, students' likes and dislikes, and age. Then, **Efficacy in Student Engagement** obtained a 76% demonstrating that most pre-service teachers felt prepared to motivate their students and that simultaneously they, as teachers, were able to understand their learning needs. Finally, the category that gathered the lowest score is **Efficacy in Classroom Management** with 75%. This means that most of the participants had the skills to control a disruptive class, as long as this was done from the beginning of the lesson, since if classroom management techniques were applied after this point it becomes more difficult.

Given the previous results, it can be stated that the English Teacher Training Programme at Universidad Nacional Andrés Bello contributed to build up positive self-efficacy beliefs in their pre-service teachers. Additionally to these conclusions, it was also found that there were some gaps in the programme that the participants considered as areas in which they needed to develop more skills and acquire more knowledge. These two main gaps are: lack of training when teaching Special Needs Students and assisting or helping families when dealing with students specific problems.

The researchers' suggestion, about how the previous mentioned programme could solve the found flaws, may be implementing courses or workshops that prepare them to teach students with special needs, and teach them strategies to support families.

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[4] This percentage was calculated with the final average of the questions of the survey being 3.84 a 77% of 5, the highest score in the survey

Besides these finding the researchers realized that personality could also be a fact that affected the pre-service teachers' sense of self-efficacy as this was a factor the participants mentioned during the interviews when addressing the topic of classroom management. Therefore there might be slight differences in the sense of self-efficacy of each participant that could not be improved even if they had the necessary tools.

The main implication of this study is that it will provide essential information about the notions and beliefs pre-service teachers have when graduating from the English Teacher Training Programme at Universidad Nacional Andrés Bello. Therefore, the results of this research are going to be a useful tool to improve the just mentioned programme.

Unfortunately, the results obtained and the conclusions provided cannot be generalized to other English Teacher Training Programmes in Chile due to the fact that the curricula may vary from one programme to another. Furthermore, it could be a good tool to improve other Teacher Training Programmes, but the lack of knowledge of the researchers in other subject areas make them consider this also as a limitation. Therefore carrying this study in other teaching programmes is a suggestion for further research.

Another aspect considered as possible further research topic, is the fact that researchers in this study only measured the beliefs the participants had when they were almost finishing their training process to become teachers. It would also be advisable to analyse if their beliefs regarding the three dimensions developed by Tschannen-Moran and Hoy (**Efficacy in Instructional Strategies**, **Efficacy in Classroom Management** and **Efficacy in Student Engagement**) were in accordance with their capacities and efficacy in the classroom when teaching.

As a conclusion, the researchers can assert that the levels of self-efficacy of pre-service teachers at Universidad Nacional Andrés Bello are mostly high; therefore this can directly contribute to improve the quality of teaching in Chile.

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Appendix A: Letter of Consent

Facultad de Educación

Universidad Andrés Bello

Pedagogía en Inglés

Seminario de Tesis I/II

Document of Consent

I hereby express my consent to participate in the research work conducted by Valentina Alvear, Karen Iturrieta R., Samantha Mera B., Karla Olivares V., Maria Belén Valdivia F. and Patricia Sánchez P. as a supervisor.

I accept to provide personal information and to be eventually contacted for an open interview.

Name: _____

Signature: _____   Date: _____

E-mail address: _____   Phone number: _____

Appendix B: Questionnaire

Teachers' Sense of Efficacy Scale

The Purpose of this study is to get well-rounded views of pre-service teachers that will be soon graduating from an English Teacher Training Programme at Universidad Andrés Bello in Chile in regards to their perceptions about their performance in the educational context as teachers.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

	None at all 1	Very little 2	Some degree 3	Quite a bit 4	A great deal 5
1. How much can you do to get through to the most difficult students?					
2. How much can you do to help your students think critically?					
3. How much can you do to control disruptive behaviour in the classroom?					
4. How much can you do to motivate students who show low interest in school work?					
5. To what extent can you make your expectations clear about student behaviour?					
6. How much can you do to get students to believe they can do well in school work?					
7. How well can you respond to difficult questions from your students?					
8. How well can you establish routines to keep activities running smoothly?					
9. How much can you do to help your students value learning?					
10. How much can you gauge[1] student comprehension of what you have taught?					

11. To what extent can you craft[2] good questions for your students?				
12. How much can you do to foster student creativity?				
13. How much can you do to get children to follow classroom rules?				
14. How much can you do to improve the understanding of a student who is failing?				
15. How much can you do to calm a student who is disruptive or noisy?				
16. How well can you establish a classroom management system with each group of students?				
17. How much can you do to adjust your lessons to the proper level for individual students?				
18. How much can you use a variety of assessment strategies?				
19. How well can you keep a few problem students from ruining an entire lesson?				
20. To what extent can you provide an alternative explanation or example when students are confused?				
21. How well can you respond to defiant students?				
22. How much can you assist families in helping their children do well in school?				
23. How well can you implement alternative strategies in your classroom?				
24. How well can you provide appropriate challenges for very capable students?				

1 Gauge: To calculate an amount. By Cambridge Dictionary

2 Craft: Exercise skill in making. By Oxford Dictionaries

Adopted and adapted from Tschannen-Moran & Hoy's *Teacher Sense of Efficacy Scale*, *1998*.

Instrument to be used in study: Self-efficacy beliefs in pre-service Chilean teachers.

Alvear V., Iturrieta K., Mera S., Olivares K., Valdivia M. B.

Appendix C: Interview

Facultad de Educación
Universidad Andrés Bello
Pedagogía en Inglés
Seminario de Tesis I/II

"Self-efficacy Beliefs in Pre-service Chilean Teachers Interview"

The questions below are supposed to be answered according to the interviewee's experience during the Teacher Training Programme at Universidad Andrés Bello and his/her experience in the internship.

Highest-Scored Questions:

1. How much can you do to motivate students who show low interest in school work in terms of engaging students, motivation and providing them the necessary tools?

2. How much can you do to get the students to believe they can do well in school work? How and why?

3. How much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of these students?

Lowest-Scored Questions:

4. How much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful with regards to this aspect?

5. How well can you implement alternative strategies in your classroom? When and how do you make the decision to change?

6. How much can you do to assist families in helping their children do well in school? What areas do you think need further development in your training to become a teacher?

Appendix D: Interview Transcriptions
2014

Interview 1: (I1: Interviewer 1 (Valentina Alvear); S1: Interviewee 1, aged 22, female)

I1: Good morning. My name is Valentina Alvear and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S1: *Okay.*

I1: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Programme. Okay?

S1: *Okay.*

I1: Shall we start?

S1: *Yes.*

I1: Okay, question number 1. How much can you do to motivate students who show low interest in school … in school work in terms of engaging students, motivation and providing the necessary tools?

S1: *Ah::, well … I:: ... don't think I have the ... all the tools to motivate students, but I have learnt *unrecognized word* my classes in my … in my University that you can try to motivate them according to their learning styles for example, also mimics, gestures, you can use videos, you can eh::, try to relate the content … to what they like or what they do, according to their age, so maybe those are tools that m:: … the University taught me about motivating students.*

I1: Okay, but if you find a student who is not paying attention to your class … and you, for example, do something different. Are you able to engage him/her to the class?

S1: *I mean, you say if it works?*

I1: Yes, if it works.

S1: *Oh yeah, it does.*

I1: Okay. Question number 2. How much can you do to get the students to believe they can do well in school work?

S1: *M::*

I1: And how do you do it …

S1: *I … think that … it's a little bit harder … ah:: … because … m:: … I don't think that I could have the way to make them feel more comfortable. Probably that's something that we lack …*

I1: M::

S1: *… because … it's difficult to make students try to speak in English for first time, and they feel very shy … em:: … am:: … we don't have a:: like a strategy to make them feel more comfortable.*

I1: Yes, yes, but if, for example, if you have a student that says "No, I don't understand anything" What … What do you do to help him or her?

S1: *Ahh … In my internship when I have a mentor teacher doing the classes, and I have the time to go there and talk to him face to face I try to … to make his... make him or her see that is not that difficult, that there's lot of ways to approaching the issue … am:: … that maybe they don't understand grammar, you can use … am:: … some videos or some texts that they could infer the grammar… from there. So, when I have the time to go there and meet with that student, I do that. And I try to give the most of the opportunities that I know.*

I1: Do you think that is important? … To make them feel that they can do it?

S1: *Ah, of course, and It is very important. Because a:: … in that way they could feel more confident and participating and we already know that without participation they don't actually learn.*

I1: Okay, number 3. How much can you do to adapt your lessons to the proper level for individual students?

S1: *M::! A lot! I mean, am::, I know how to fix my classes to the age, to the English level, to the learning styles, to make the content, grammar … or vocabulary or*

pronunciation, and I think that I have many many tools to adapt eh, my classes to my own students.

I1: Okay, and how you identify the needs of these students?

S1: *A:: ... by observing analyzing and evaluating. Or maybe not evaluating, m:: ... a:: ... assessing?*

I1: What kind of assessment do you do for example?

S1: *Ah ... when I have the opportunity to do eh ... VAK tests? Is the one about the learning styles?*

I1: I think.

S1: *I do that, and I also try to ah:: ... give different ... my classes in a different way, and to see what students react to the different options that I give.*

I1: Thank you. Now Number 4. How much can you do to control disruptive behaviour in the classroom?

S1: *Am:: ... Not that much... but I think that ah:: ... m:: ... The thing is that I don't have like a strategy to do it? Actually I'm not a person who m:: ... yells or who ... I don't know, hit the table with the book or whatever, but I try to ... If I have a situation in class, I try to take the student out of the classroom, talk to him personally to see what is happening to fix the problem, and then to continue with the class ... and if I don't have the option to do that I try to, as one of my classmates said before, when a student is behaving badly it's like fire, you need to stop it right now because otherwise everybody starts to yeah, following him. So, I try to do that. But I don't have actually like a strategy of how to face those problems in classes.*

I1: Okay, but when you have faced that kind of problems. Have you been successful?

S1: *Eh:: ... most of the times, but not enough.*

I1: And then what do you do? For example, do you go with the head teacher of the class or …?

S1: *I do the classic "go away" like go out of my class.*

I1: Ahh... go out from my class. What do you think you need to become more skilful in this aspect?

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S1: *Am:: ... strategies? Probably to call the attention of all the students when they are yelling? You need to find a way of doing that? Because with children is easier because you sing a song and they just, I don't know, they follow you and they get fine and whatever, but with high-school students it's very very hard.*

I1: I agree with you. Would you have liked that the University had taught you more techniques to do that?

S1: *Yes ... Yes.*

I1: Eh:: … number 5. How well can you implement alternative strategies in your classroom?

S1: *I think that it's very similar to the one to the previous questions, but I think that ... very well, very well. I'm able to adapt my content, my classes and my time to every class.*

I1: When and how do you make the decision to change something of your planning?

S1: *Eh:: ... For example, during classes, you see if the students need more time to learn about content or to do some specific exercise or you need to change it. Also during the monthly plan, if you see if there's a content that wasn't well learnt, you could modify one class to make like a review or to complement with an assessment to see if that content am:: ... am:: is working you know? It's being learnt. I think that that, and class to class, you can modify class to class. Or when you saw that one activity worked really really well, so you can make it later, in one of your classes.*

I1: Okay, the final questions! How much can you do to assist families in helping their children do well in school?

S1: *Not much. I think that we never saw that in the University? The part that comes behind the students ... em:: in all of my internships I never had the possibility to talk to any of their parents or to be in any "reunión de apoderados". ... You see? So... am:: ... I think that's something that I'll face when I'm in my working years ... but now I don't know anything about it, from my internships.*

I1: What areas do you think need further development in your training to become a teacher?

S1: *Am:: ... I think that the skills of being a teacher, and to be part of the class and modify your classes, and your planning they are really really good, but sometimes we lack skills to teach, for example, grammar ... and specific content because you were taught in a way that everything was missed, everything was only one subject, entonces, entonces, so a:: ... we learn how to speak English but sometimes it would have been better to see how to teach it, because we are very good teachers, but sometimes we lack to how to ... specifically teach a content because we weren't taught that way.*

I1: For example, do you mean, for example how to teach present simple?

S1: *Yes, but the ones ... because present simple we had grammar one and two, but afterwards there are some adverbs that you need to go to Google and see for example the rules or the ways to learn about it, like to specifically learn about it, because you already know how to use it, to teach that to your students, because sometimes they need the explanation we don't have.*

I1: Yes

S1: *So we know how to use it, what is it for, how to speak, but we don't have that specific explanation about the term, or the tense or the specific conjugation you know?, and they ask about it. They ask about it all the time. Why it isn't like that? Am:: ... because and I need to find out. Maybe that something we lack.*

I1: Is there something that you would like to add to the interview?

S1: *I feel very comfortable with what I learnt at the University. I think, I feel like a very good teacher, as I said before, but sometimes there are some aspects that we never knew about, for example, am... special needs, students with special needs, we don't know anything about it. How to ... for example monthly planning. In my internship I have to plan for units and if we did that once in our school years it's too much, you know? We never do that. Also, the problem about families ...*

I1: Like the background of the students?

S1: *Yes, background of the students and administrative way, I mean, apart of the school, I mean, teachers, headmaster and all the *unrecognized word* they do. We don't know*

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about it. Even if ... I don't know if they taught that, I don't remember actually. You don't know about that until you are there. That's the part they should cope a little bit more.

I1: Okay! Thank you very much for your time, it's been a pleasure. We are done.

Interview 2: (I2: Interviewer 2 (Karla Olivares); S2: Interviewee 2, aged 26, female)

I2: Good morning. My name is Karla Olivares and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S2: *Okay.*

I2: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Programme. Okay?

S2: *Okay.*

I2: Okay, the first question is how much can you do to motivate students who show low interest in school work in terms of engaging students, motivation and providing them the necessary tools?

S2: *So:: m:: In my opinion it has to do a lot first of all with the grade they were in usually... em::younger children are very motivated they want to show interest at the beginning, but for...students like...m:: secondary level, students lot of them ... Em:: show low interest in general... a::nd I think that the...m:: wait ... there's many things that you can do first of all getting to know them ... and knowing the needs they have ... am:: I think you can adapt your lessons a lot depending on the contents that you have to teach them and everything, so it depends on how willing you are to get to know them at the beginning and going from there ... I think that motivation ... am:: the interest that they show... a:: It relies a lot o::n, on what you do as a teacher to make them to participate, to get them engaged in the class and don't just forget about them because they are not participating. That's usually what teachers tend to do. They just work with the ones that participate more ... So you have to show a little bit of interest ... a::nd and know what*

they need to get a little more involved on the class so I think that a:: there's a lot that you can do in general to motivate students it depends on what you are willing to do.

I2: How do think the programme helped you achieve this?

S2: *It ...has::helped me a lot because we have learnt many things about learning styles and multiple intelligences... Like in Integración Laboral ... so we know that ... a:: students are usually:: they not lost causes usually very good at something but it's hard for them to show it ... So you have to just know... how to get to them... and how to make them interested about English and there's always something that they can give but you just have to know how to get it from them.*

I2: Good ... Thank you... The next question is how much can you do to get the students to believe they can do well in school work? How and why? This is very related with the... previous one.

S2: *Em:: well... same thing. I think that it's important to:: give positive reinforcement obviously. It helps when you know for example if someone doing a simple exercise and someone is not really understanding or not very interested you try to push it a little bit and you try to:: find other ways for them to understand...*

I2: Okay, yes.

S2: *It's clear? ... Ah:: so yeah get students to believe they can do well in school depends o::n on what you do as a teacher to show them that they can do it...*

I2: Okay so:: …

S2: *Some of them can but it's no different ways some of them are quicker some of them require a little more of work...*

I2: Okay

S2: *... But in general yeah:: ... I think you can make student think they can do well... In general.*

I2: Okay ... Next question says how much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of these students?

S2: *Well it's difficult to always... am:: ... Do everything for everyone because you have many different students in one class so the same thing if you do for example at the*

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beginning of the semester if you're just getting to know your students you can do ... am:: ... A lot of diag ... Diagnostic test to know what their weaknesses are and what their intelligences are and how they learn the way that they can understand the content...so I think that...am:: ... Depending on how each student receiving it it's very difficult because when you are doing the class you know that some of them are getting it some of them don't and if it's very like noticeable that some of them are not understanding then you can do different activity or something that....am::...how do you call this...something ....is not as.. A::

I2: Demanding maybe.

S2: *Yeah not as demanding ...or more kinaesthetic.....*

I2: A::h!

S2: *... Something that will get them a bit more interested... For example I learnt that ... a:: ... Even for 9th grade classes ... a:: ... you take out a tennis ball and you ask them to participate even for ninth student.*

I2: Aha ...

S2: *They still ... I mean it's something very simple but you can get a lot out of it ... So it just depends on:: ... I think that doing that at the beginning getting to know them and doing tests of learning styles helps a lot.*

I2: Thank you ... The next question is how much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful with regards to this aspect?

S2: *Oka::y ... Disruptive behaviour in the classroom... I think it's important to set the rules straight at the beginning ... like right when you start and the attitude you have as a teacher not to be as permissive. I mean you have to be:: ... I try to make my classes more horizontal not the bis authority in the classroom so they know what the can do and what they can't so if you set the rules straight they'll keep ... I mean they'll keep themselves within that frame, but there is always a couple of students that keep being disruptive to the class so you try to ... kind of ... m:: ...try to get some sense into them so it's good that when you communicate with them in a good manner I think that they can understand*

that if they are being disruptive in the class its interrupting the whole process and their learning experience ... but ... am:: ...yeah.. I think that to become more skilful with regards to this I think we could use a little more training in classroom management ... I think it's important and there's so many things that you can do ... and ... Yeah ... I think that we could get a little more training in that aspect classroom management ... Because really if you have good classroom management that's it that's all you need, but if you don't have it at the beginning a very good class could go very wrong.

I2: Okay next question is how well can you implement alternative strategies in your classroom? Very similar to another question. When and how do you make the decision to change?

S2: *O:: ... When it's being very ... Am:: ...like monotonous and repetitive I try to change for example if you are teaching something as grammar and it's all very structured it all very boring to them .. A:: ... Obviously you have to try to change and do something a little more communicative or something that will ... For example group work ...*

I2: Yeah...

S2: *You can always change alternatives and do it more fun for them doing group work ... am:: ... If I sense that ... a:: ... m:: ... The strategy that I using at the moment is not working that's when I make the change ... like at that point ...*

I2: Yeah.

S2: *... When I fee::l ... And you ... usually you do...you do notice when they are not getting it so then you change and you do something different you use examples a lot and doing things that are meaningful to them it's a lot... Goes a long way.*

I2: Okay ... Yeah ... Good ... And the last question how much can you do to assist families in helping their children do well in school? What areas do you think need further development in your training to become a teacher?

S2: *So related to families I think that... a:: ... especially when you are a homeroom teacher, this year a:: ...*

I2: Try to think when you were...

S2: *When I was in university... Okay...*

I2: Like in the last internship...

S2: *It's important to... To stress the fact that... a:: ... What you can do at the school is limited if at home they're not getting the same treatment if they're not ... If parents are not reinforcing studying and...Studying habits and everything ... it's not ... it's not really useful ... so:: there so:: only so much you can do as a teacher and if at home they are just doing nothing ... parents are not really there ... its hard ... am:: ... for them to be spatially when they are very young ... You have to be there and reinforce them their studying habits.*

I2: So at the end it's not much what you can do.

S2: *... It's not much ... I mean.*

I2: What to assist?

S2 *... No you can do a lot but ... am:: ... That's the thing you have to reinforce that and you have to let families know their role in their learning is very important and ... am:: ... I think that related to the last question... I think that one thing that we haven't really learnt is how to deal with ...with families a lot ... For example if you have to be a homeroom teacher later you are gonna have a lot more responsibilities than just teaching English.*

I2: Yes.

S2: *A lot lot more ... So I think that in ... And usually they tell you that at school that at university you don't really get training to be a homeroom teacher or the head-teacher of a school, but I think we need more training on that.*

I2: More training in that.

S2: *And dealing with very simple things that you can find every day at school ... like a school book, things like related to that we haven't have training on that or workshop or really anything that will teach you that.*

I2: Okay.

S2: *Unless you have a mentor teacher that will help you at school, here (at the university) it is something that we could use a little bit more.*

I2: Anything you would like to add?

S2: *To ask or to add?*

I2: No, to add.

S2: *To add ... Related to the thing we have here (at the university) ... Well .... all the courses that we've had ... I think every single one of us is very creative when it comes to teaching English in a way that is less structured ... For example if we have to teach content or teach grammar we know pretty well that it has to be meaningful that it has to have ... am::... Communicative activities ... am:: ... They have to use the language and not just go like just a series of contents and ... Yeah:: ... It's never gonna be enough for them ... so we have a lot of strategies to ... To apply when you get a job at a school ... So we are well prepared on that, but are just formal things little thing that are ... That need more attention ... In general I think we are pretty well prepared.*

I2: Okay ... Thank you very much for your time.

S2: *You're welcome.*

I2: Em:: ... and that's it thank you.

Interview 3: (I3: Interviewer 3 (María Belén Valdivia), S3: Interviewee 3, aged 24, female)

I3: Good morning. My name is María Belén Valdivia and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S3: *Okay*.

I3: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Programme. Okay?

S3: *Okay*.

I3: A::h, "S3", How much can you do to motivate students who show low interest in school work in terms of engaging students, motivating, a::m .... And providing them with the necessary tools?

S3: *Okay! I always try to think about their interests...*

I3: U::m …

S3: *For example, if they are kinaesthetic or visual...*

I3: U::m….

S3: *I always try to show power points, a::h or videos, also songs …. Right? And games they love games!*

I3: Okay!

S3: *So:: ... and I don't use the book very much.*

I3: Okay!

S3: *Because they hate it.*

I3: Okay!

S3: *So:: I always try to take, for example the vocabulary and or the grammar and I use … and I create my own class.*

I3: Okay! Perfect. And how much can you do to get students to believe they can do well in school? And How? And why?

S3: *I think that aspect is very difficult …*

I3: U::m….

S3: *… A::m, for example when you are doing your… your… internship….*

I3: U::m …

S3: *You can't do much about it, but I always try to encourage the student telling them that ... if they practice, If … if they e::m … made and effort for example ... they can do well.*

I3: Okay!

S3: *That they are intelligent, that they can do it.*

I3: Of course...

S3: *I mean I couldn't do anything else.*

I3: Okay! Okay! But you ... you encouraged them?

S3: *Yes ... Of course!*

I3: Okay! A::nd … the third one. How much can you do to adapt your lessons to the proper level of individual students? A::nd how do you identify the need of these students?

S3: *U::m … I know that …. In a class the students have different levels*

I3: U::m …

S3: *But … I … can't or at least I couldn't do much about this aspect … because …. E::m … I mean in reference to … for example the worksheets … or … How I … e::hm … I did the activities …*

I3: U::m …

S3: *They were the same for each student.*

I3: Okay!

S3: *But for example … the way I care about the students was different …*

I3: Okay!

S3: *For example if … if there was one student that has a high level … E::h … I leave them … E::hm... I mean not alone but …*

I3: But aside...

S3: *But that student was more independent …*

I3: Okay!

S3: *For example and I try to give more attention to the student that has ah …*

I3: A::h … lower level.

S3: *A lower level.*

I3: Okay! And how do you identify the needs of these students?

S3: *E::m … The needs … Mainly when … when they didn't want to do the activities, for example …*

I3: Okay!

S3: *When you saw that they were bored or they were frustrated because the couldn't do the activities mainly….*

I3: And then you see that they needed. Okay!

S3: *Yes!*

I3: Okay! The fourth one. How much can you do to control disruptive behaviour in classroom? And what do you think you need to become more skilful with regards to this aspect?

S3: *We::ll ... in general I ask for silence...*

I3: Okay!

S3: *Silence ... Silence, please ... I don't know but I think this aspect was the most difficult one for me.*

I3: Okay!

S3: *I never ... I mean I couldn't managed the classroom in that way...*

I3: Okay!

S3: *It was very difficult for me to make the students be quiet...*

I3: And why do you think it was difficult for you?

S3: *A::h.... Maybe because of my personality I don't know ...*

I3: Okay! Do you think the programme has something to do with that? Or is just your personal opinion regarding your personality?

S3: *Ehm:: ... I think is my personality....*

I3: Okay!

S3: *Because, I am too soft, I don't like to be the bad teacher...*

I3: Okay!

S3: *You see? So:: ... I don't know I like I feel that I had to change my personality.*

I3: Okay!

S3: *Like I was acting but is really ... I feel ... I felt uncomfortable doing that...*

I3: Ah Okay!

S3: *So I was like the big sister like very nice so it was kind of difficult for me.*

I3: Ah Okay! Ah Okay!

S3: *So I know that I had to change and I had to grow in that aspect.*

I3: What do you think you need to become more skilful?

S3: *U::m ... A::h ... may ... maybe I should be like more... more secure about...*

I3: Yourself?

S3: *Yeah Myself! Like I am here I am the teacher and you have to say what I am telling you.*

I3: Ah Okay! I see!

S3: *But sometimes students realize that I was a little bit nervous, so they were like ...*

I3: So, that was a mess!

S3: *Yes! Hahaha.*

I3: Okay! The fifth how well can you implement alternative strategies in your classroom? When? And how do you make the decision to change?

S3: *E::m ... for example when the students are not paying attention to what I'm saying or like they are boring ... I am sorry they are bored.*

I3: Aha ...

S3: *In that aspects.*

I3: Okay! So … just when they are bored?

S3: *Yes! Or when they are not behaving well, try to change the activities for example or or if they are working alone for example and they want to work in pairs or in groups I try to adapt that.*

I3*:* Okay.

S3: *The idea is that that have fun for example.*

I3*:* Okay perfect and the last one, how much can you do to assist families helping their children to do well in school? What areas do you think need further development in your training to become a teacher?

S3: *During my internships I never had the opportunity to speak with the parents of this kids.*

I3*:* Okay.

S3: *So, I didn't have the opportunity to do anything about it.*

I3*:* Okay so nothing else?

S3: *M:: ... No.*

I3*:* Okay perfect, thank you so much.

S3: *You're welcome.*

Interview 4: (I4: Interviewer 4 (Karen Iturrieta); S4: Interviewee 4, aged 23, female)

I4: Good morning. My name is Karen Iturrieta and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S4: *Okay. No problem.*

I4: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Programme. Okay?

S4: *Okay.*

I4: How much can you do to motivate students who show low interest in school work in terms of engaging students, motivation and providing them the necessary tools?

S4: *I think that I am prepared to motivate students nowadays because I have the skills to do it but, e::h I think that::t e::h ... that type of motivation it wasn't provided by the University because they didn't give us the tools to:: to do:: m:: to provide motivation to students because in the university you didn't learn m:: enough about how to:: how to:: e::h be in a class:: inside of a class because::e e::h for instance in my case. I had to create all the material. Ehm:: ... Teachers at the university didn't e::h give us an::y any tips about how you could be teaching.*

I4: What you are saying is that you didn't get the tools to motivate students from university?

S4: *Yes. It ... It wasn't enough. They gave us some tips but I think that the University should have gave us more skills to do that. Now I think I am prepared, but because of the experience I had in my internship, not because of what I learn during classes at University.*

I4: How much can you do to get the students to believe they can do well in school work? How and why?

S4: *How much can I do I think that I can motivate a lot the students and I ca::n I ca::n make a change on them. When I was at the school in which I was doing my internship, I*

did enough for the students to get them motivated and for giving them the necessary support.

I4: And why do you believe that you can do it. Is it because of the programme?

S4: *It isn't because of the programme, I think it is because of my personality because I am a supportive teacher and I am always talking to my students. Even though that the teacher at university told me that I didn't need to have a close relationship with the students. I knew that I had to support them and I to give them the:: the right e::h advice, because eh:: they need it . So I was able to:: to:: to make them feel comfortable, to make they feel that they were able to learn more.*

I4: How much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of these students?

S4: *Eh:: well. I think that it's easy to adapt the lessons according to the level of the students Ehh because you you are a teacher and you know the needs ahh that the students have. That's why it is easy, and you can realize about those types of problems because they are not able to to answer some questions. They are not able to read some:: some material:: so:: so It's easy to realize that but I don't have the right answer to make you understand why I knew that the students had some problem to learn English or their level ... I don't know.*

I4: Okay so now, the next question. How much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful with regards to this aspect?

S4: *In that case. I was in a school that was terrible. It was San Jorge de Las Condes and it was categorized as a terrible school because of the students. They were really disruptive and it was impossible to control them, because they had some some troubles. For me in that case, it was almost e::m:: impossible to control them but at some point I was able to control them because I:: I tried to:: to get to them in a:: in a more eh:: friendly way, because if you were:: if you were friendly with them they were going to respect you. Mmm I don't know if you understand.*

I4: So you learnt how to do it during your internship.

S4: *Yes, but in the last eh:: internship, that was in a school near my house in San Miguel, ehm:: It was easy because the students eh:: were very nice with me, so when they were disruptive, I don't know if disruptive is the word but they were making noise or running around the classroom, I was able to control them because they respected me, so it's something about respect and also it depends a lot on in the type of family they belong to.*

I4: Oh, I understand. Let's continue with the question number 5. How well can you implement alternative strategies in your classroom? When and how do you make the decision to change?

S4: *Sorry?*

I4: Now that you have the experience of the internship and the English programme at Universidad Andres Bello. How well can you implement alternative strategies in your classroom? When and how do you make the decision to change?

S4: *After all the process at the university, I feel more comfortable because I am able to face different realities around Santiago, because I did my practicum in different places of Santiago so I am able to control all the:: all the situations and I feel very:: ahh very:: not say It's a (laughs) very comfortable and very secure about what I'm going to teach... ah:: about How I'm going to teach the:: or how I'm going to implement the:: the new:: the new strategies.*

I4: Ah Okay. Last question. How much can you do to assist families in helping their children do well in school? What areas do you think need further development in your training to become a teacher?

S4: *Eh:: I think it's easy to have a close relation with the families of our students. For instance, when I was doing my practica, eh:: I had a m:: a student who was ha-handicapped so:: and she was she had some ahh but she was able to learn English but she needed more more support of her mother:: or her family, so I talked to Her mom and for me it was easy to have ah:: a close relationship with:: with her family so I think that for me:: that is not going to be a problem for me in the future because I am very*

sociable, I am very worried about what is happening at my:: my:: my student's houses. So ... so it's not going to be difficult.

I4: So, What you are saying is that the university didn't give you the tools to assist families but you learnt it during your internship, right?

S4: *Exactly, because the university doesn't give you any advice about how to treat the family, how to deal with, sorry, how to deal with the parent of the students, because the the university only focuses on on the students and not on what's around the students.*

I4: Okay, thank you very much.

Interview 5: (I5: Interviewer 5 (Samantha Mera); S5: Interviewee 5, aged 24, male)

I5: Good morning. My name is Samantha Mera and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S5: *Okay.*

I5**:** How much can you do to motivate students who show low interest in school work in terms of engaging students, motivation and providing them the necessary tools?

S5*: In this practicum, I haven't got ma::ny problems with that becaus::e students are very eager to learn, so in term of engaging them into the class hasn't been:: an issue. For example when I get into the classroom, they have taken the::ir books out and they are ready to start the class::. They partici:: participate in answering ... answering the questions I give them.*

I5: What about motivation? What do you do to motivate them?

S5: *M:: as I am planning the lessons I take into account those details when creating activities and the warm up mainly. I focus on the student, so they feel free when participatin::g.*

I5: How did the programme provide the necessary tools to reach a great learning process?

S5: *We::ll, as I am part of the lesson planning of the school we are talking about the programme of the university. Ah, m:: well, it gave me ... how can I say this? (0:15 sec) I*

provided the variety needed to m:: a:: good environment when teaching. Variety in creating the lessons, I mean. I think it is the main tool. And eh:: well... how can I say this? ... experience, let's say, in ... am:: ... given by the programme has given me the tools to face some eh:: actions.

I5**:** How much can you do to get the students to believe they can do well in school work? How and why?

S5: *Eh:: It is very difficult to get into the:: student's mind but eh:: I always try to motivate them, creating activities I know:: the like and I congratulate them, saying 'well done' and stuff like tha::t, so they-they think that they are improving.*

I5: Can you give some examples of tools or experiences that you have had when trying to motivate students?

S5: *Well, I:: at the beginning of the class, I mainly use a::, easy activities of the previous lessons, so they have knowledge and they think they must:: know the answers in English and the are free to express themselves in English, that's the main a:: thing:: a:: yeah- I want to-to give them. I always give them the opportunity to express themselves in English, because they don't have that during the week, you:: know.*

I5: How much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of these students?

S5: *The programme has given me all the theories needed to adapt any kind of lesson to any kind of student. However; it is very difficult to take-take them into practice. I try to focus o::n student's likes and dislikes. Based on tha::t I try to adapt the lesson on that a::nd individual needs and I can recognize from students, you know:: The programme taught me about these individual differences and how to: recognize them. And by knowing them I can also adapt the lessons from there.*

I5: How much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful with regards to this aspect?

S5: *As I said before, I always try to do my lessons with things that I know my students like, that they find funny or at least, it catches thei::r attention. So:: when they are doing a mess-they are making a mess, I'm sorry- Eh:: I try to do something that breaks the*

mood and they instantly look at you a::nd ... stop be-behaving like they were doing before. It is not very difficult.

I5: How well can you implement alternative strategies in your classroom? When and how do you make the decision to change?

S5: *If I see that what I have planned is definitely not working, games are always a good i::dea. Especially with elementary level. Bu::t ... some-sometime it is not necessary to get stressed thinking about a complete new way of teaching a content. Sometimes you ju::st need a small change. Like, instead of making a summary, make them create a conceptual map in groups. Or, instead of making them speak at the front of the-the classroom, they can speak in their seats, you know ... Experience gives you the tool to know when you need to do it without losing too much time of your lesson.*

I5: How much can you do to assist families in helping their children do well in school? What areas, do you think, need further development in your training to become a teacher?

S5: *Well, i::n our cases it is very difficult, because we have no-no access to families, we only have access to what we have in the classroom a::nd the students. However, I think I might be prepared to give parents some tips, though. tips regarding-regarding teaching kids studying by themselves, because e:: we can know when parents he::lp kids do their-their homework, for example. So::, like, giving them the freedom to do the homework. But in other terms, I am not prepared to face parents, like behaviour and so on. I really believe tha::t this is a great flaw in the university programme.*

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Interview 6: (I1: Interviewer 1; S6: Interviewee 6, aged 26, female)

I1: Good morning. My name is Valentina Alvear and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S6: *Okay.*

I1: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Programme. Okay?

S6*: Yes.*

I1: Okay, the first question is how much can you do to motivate students who show low interest in school work in terms of engage students, motivation and providing them the necessary tools?

S6: *Oh, well I'm the ... type of teacher that tries:: to ... Tries to ... provide videos ats-at the ... At the classroom ... In the classroom ah:: because I think ah:: ...they are more engaged about to do the activities and also I try to ask-ask them what-the ... What they-they like about or dislike and ... Because I try to ...to make or to prepare classes according to their ness... needs or ... likes or dislikes and also I try to think if they are going to enjoy or not the activities. And also am:: ... I try to:: ... I try to make some competitions among them because they really get ah:: ... fun about it ...*

I1: Aha ...

S6: *A::nd and also I-w for me the most important is ah... their ... ah ... oh! a::h their ... Oh! I forgot the ... Ah! their interest! Yes.*

I1: So you focus your classes in the students' interest.

S6: *Exactly.*

I1: Okay.

S6: *Because they are ... They will have to do the ac-exercises, not me so ... I always try to think on-in them-them.*

I1: Okay, perfect. The second question is ... How much can you do to get the students to believe they can do well in school work?

S6: *Ahmm ... I think I can do much ... eh ... because I think or I feel that they are ... They are enjoying my classes and I think they always tell me that they they understand. Even they understand very bad to the teacher, but ah ... I think they can do work and they c-they also understand what I teach so ... I think, I feel happy for that.*

I1: Okay and how do you do to ... make the students to believe they can do it? What do you do? In classes for example when a student tells you eh ... No I can't do this. What do you do in that case?

S6: *Ah! I try to praise them and telling them "oh you're doing good job", " you can do it" maybe "you can do much better" and I try to give them the praises or try to to motivate them.*

I1: Okay ... and why do you do that?

S6: *Ah because ah well, honestly I really like teaching ...*

I1: M::

S6: *... And also I feel happy when they ... they learn something ...*

I1: M::

S6: *... and also because I think they are the future so, it's really important they ... they learn the contents and also to feel engaged towards the language.*

I1: Yes. Excellent. A::m, how much can you do to adapt your lessons to the proper level of individual students?

S6: *You mean the proficiency or the language.*

I1: For example eh, the level ... if your students are in an A1 level how much can you do to adapt your lessons to that level.

S6: *Ah ...*

I1: Instead of, for example, doing eh … A task that is beyond their level.

S6: *Ah ... Oh well, I try to average the class in order to everybody understand and also I try to ... to do some reinforcement to those students because ah ... I want also they enjoy and also participate in classes, so I try to do *unrecognized word* reinforcement.*

I1: So you are able to do that.

S6: *Yes I'm able to do it.*

I1: Perfect ... and how do you identify the needs of your students?

S6: *Ah ... First of all, I think is really important to know them. To know their adva-eh weaknesses or stren-strengths?*

I1: Strengths.

S6: *Strengths, yes. So I try to talk to them and also sometimes I really recognize them. Recognize if they are weak or strong in the language, but sometimes I think eh:: ... you must ah:: ... be talking with them and ask. I think. Because if you don't ask you're never going to know if they know the language or not.*

I1: Yeah. Of course. Okay. Eh, how much can you do to control disruptive behaviour in the classroom.

S6: *Ah, I think is really important to have strategies to ... to manage them, but I think ah ... all depends on your relationship with that you have with your students so, if you are friendly with them they are going to have respect for you ... from you ... and also if you tell please be in silence they are going to they are going to behave properly.*

I1: Okay if you have if you have a good relationship with them …

S6: *Yes, I think so.*

I1: Okay, ah, so you are successful in develop … in classroom management.

S6: *E::h, well, so far yes. I have 45 cla-students in the class it's too many students, but despite the fact they are too many students ah:: I succeed in the classroom.*

I1: Okay. Do you think that you need something to become more skilful in … regarding ehmm … this aspect? Classroom management? Or do you think you are fine …

S6: *Ah ... I think everybody should improve their strategies so, I think ah all depends of the kind of students and also ... and also you should have different strategies to manage them, but I think the most important is that you should control them if they behave really bad eh of course I must way for silence and they should be quiet until everybody are in silence you must continue your class.*

I1: Okay, how well can you implement alternative strategies in your classroom?

S6: *Eh, management?*

I1: If, for example, when you are teaching something and your students don't understand and you have to change that. How much can you do for that?

S6: *Sometimes they don't understand the book because I think is really high level and also I think we should improve some strategies ... teachers' strategies to try to make them understand the contents.*

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I1: Okay. When do you make the decision to change how to teach something?

S6: *Ah, of course. When you-u when you take quizzes or any evaluation of course you are going to get eh you are going to realize if the students need to improve their skills and also to improve some areas of the contents.*

I1: Okay, the last question is how much can you do to assist families in helping their children to do well in school?

S6: *O::h e::m, right now I'm doing some classes in 6th grade and there's a foreign student. She comes from Peru she didn't she said no-anything about English so, I did a reinforcement every week I'm doing reinforcement to ... to make her to understand the language, try to eh ... try to ... ah ... know more vocabulary, and also to try to improve the skills in written, oral speaking. So I think e::m ... in also I talked to her mother so she was so happy that I try to help her because the teachers don't have time to help their students.*

I1: So now that you are a practitioner you have the advantage to help that girl.

S6: *Yes, so far I have the advantage because the mother also wanted to the ... their ... ah! Help her child to get better in language.*

I1: Yes of course … and that reinforcement you do is … particular classes? Or eh … during the class?

S6: *No, is after classes.*

I1: After classes.

S6: After classes.

I1: Okay. What areas do you think need further development in your training to become a teacher?

S6: *A::h ... I think I'm not bad, but eh ... management ... classroom management, but I think I should improve my English skills. That is the weakest stress that I have, but I think a teachers is not a teacher who always it's better in English a teacher who is a person that eh cares about students and also eh ... try to try to engage students to learn the language.*

I1: Okay! Thank you very much for your time, it's been a pleasure. We are done.

Interview 7: (I2: Interviewer 2, S7: Interviewee 7, aged 23, female)

I2: Good morning. My name is Karla Olivares and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S7: *Okay*.

I2: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Programme. Okay?

S7: *Aham*.

I2: Shall we start?

S7: *Yes*.

I2: Okay, The first question is: How much can you do to motivate students who show low interest in school work in terms of engaging students, motivation and providing them the necessary tools?

S7: *Okay, I think that the most important thing is providing them with ... a:: ... interesting and fun activities like games a::nd things that they like, otherwise they are not going to pay attention.*

I2: Okay. A::m ... How much can you do to get the students to believe they can do well in school?

S7: *E::m ...*

I2: … In school work? How and why?

S7: *Okay, first of all I think that it is important to praise them always when they answer right we have to say ... you were great or well done, etcetera, and also you have to set the goals ... a::m ... I don't I forgot the word but goals they can achieve, achievable goals.*

I2: Okay, a::m number three says: How much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of these students?

S7: *Okay, as we all know all students learn differently so the only thing that I can do is provide them with... different activities listening, reading and writing games the lesson has to be varied I think is the word.*

I2: Okay and how do you identify the needs of these students?

S7: *M:: ... I don't know class, class by class you are learning more of your students it's not like I am I am plan I am applying them a questionnaire to know their needs or some something.*

I2: Well how do you think the programme has contributed to with all these tools?

S7: *Okay they have taught us different learning styles the students may have and then you know.*

I2: Okay am:: numb-question number four. How much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful with regards to this aspect?

S7: *Oh::... well I think that bad behaviour is directly connected to the to the level of your class in terms of you ... a::m. Okay ... If your class is boring of course you are going to have student that are doing other things so distracting other classmates, so that is the only thing I can do and if the situation goes out of control I need supervision from other people maybe direc ... principal or other teachers.*

I2: Someone else's help.

S7: *Yes.*

I2: Okay a::m … How well can you implement alternative strategies in your classroom? When and how do you make the decision to change?

S7: *What do you mean with alternative strategies?*

I2: Am:: this means that when the lesson does not happen the way you planned it, what can you do in order for students not to lose attention.

S7: *Well I think you need to:: always have a plan B because maybe your activities are not going to be as interesting as you thought so:: you always have to have a game maybe:: that can help you to get the students attention.*

I2: Thank you:: and the final question. How much can you do to assist families in helping their children do well in school?

S7: *Unfortunately as a teacher there is not much you can do to help families because if they are not intereste::d then there is not much what you can do:: bu::t I mean you can implement activities that engage students and families but nothing more that this.*

I2: M:: besides these and what areas do you think need further development in your training to become a teacher?

S7: *I think that during the programme we haven't received enough:: training:: regarding to:: classroom management maybe we could learn:: some activities that help us to manage the class better:: but mainly that.*

I2: Okay that's all, thank you for participating.

S7: *You're welcome.*

Interview 8: (I3: Interviewer 3. S8: Interviewee 8, aged 24, male)

I3: Good morning. My name is María Belén Valdivia and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

S8: *Okay!*

I3: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Programme. Okay?

S8: *Okay.*

I3: So the first question is how much can you do to motivate students who show low interest in school work in terms of engaging students motivating and providing them the necessary tools?

S8: *Okay! How ... much can I motivate them? Okay, first at all ..., the first thing that I do is to ask them what are their interests, for example I don't know if they are interested in history, in music, in arts, so then I can have an idea or a clue and I can make a lesson or prepare a lesson based on that .*

I3: Okay.

S8: *So, maybe I ask them what can I do for them to motivate them. What do you like? So I prepare a class according to that.*

I3: Okay. So that is the way you provide motivation for them?

S8: *Yes.*

I3: Okay!

S8: *And also for example when they did a good job, I praise them, well done mate! You are … you are doing well, you can do better, so keep going, don't give up.*

I3: Okay perfect!

S8: *Yes.*

I3: Do you think that is according to your personality or it is because the programme gave you the tools for doing so.

S8: *I think it is both, first at all when I entered this programme I saw most of the teacher praised us or praised me when I was doing a good job, they asked me what my interests were.*

I3: And you have been trying to do the same thing?

S8: *Absolutely! And also that is what I think that I have seen in other places from schools so I try to imitate that.*

I3: So the second one is how much can you do to get students to believe they can do well in school work? How? Why?

S8: *How much can I do to get students to believe they can do well in school work?*

Okay! … m:: … I don't know how to really answer this question, but I might have an idea, I think, for example, when I give them a worksheet or something that they have to do, to work or to prepare I ask them how are they going to do that? For example, so I give them some pieces of advice, okay you can do that, so they think they can do better and …

I3: But how do you get them to know that they can do it. They can do what you are asking them to do or they can develop a test well or that they can be proficient.

S8: *First at all, I don't give them the answer, for example in a test or in a worksheet. So I expect they can answer first, so I say them okay keep going, what is your idea? Okay you are doing well, this is the correct way to do this, so they say okay I am doing well the things, the teacher believes in me, I think I am going a good job.*

I3: Okay perfect! And the third one. How much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of these students?

S8: *Adapt your lessons to the proper level of individuals, I don't know, when I begin teaching in a new school I ask them if they can speak English, if they understand it, if they can manage the target language, so through that way I help them, okay, they level of this course or this student is this one for example, so I can start giving them some job to so they can get closer to the language to the homework to the worksheet or the lesson maybe.*

I3: Okay perfect! Then, how much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful with regards to this aspect?

S8: *Okay! This is a very common topic, disruptive behaviour in classroom, well according to my experience and what I have seen and in regards to what I am doing right now in this last semester, I think, I first at all I talk to them, what is going on?, what is your problem?, do you need something?, what can I do to help you? I don't kick them out the classroom, okay? Because I have seen that some teachers, they just ask them to leave the classroom, so there is no interaction or they don't want to know the reason why this student did something in particular, and I think that I just first talk to them, so then I can help them if they need something and there is something that I can fix, I think that through conversation I can get closer to them, or to give them the confidence.*

I3: But for instance, has your strategy helped you?

S8: *Yes, currently when I have this kind of problems when I do talk to them they calm down, they understand me, they understand the situation, what they did, so they start to*

think, okay I did this wrong and the teacher is right, I am gonna change my behaviour, I am gonna change this.

I3: This strategy you use, did you find it personally? Or it was given by the programme, did the programme help you?

S8: *Yes, absolutely, the programme has helped me to develop that kind of strategy or skill, I don't remember the name of the course, but this teacher, and she explained that to get closer to students.*

I3: Okay! Perfect! Number five is, how well can you implement alternative strategies in your classroom? When and how you make the decision to change?

S8: *Implement alternative strategies in my classroom.*

I3: For instance if something was going wrong, and you decide to change the class or maybe the activity, how do you change it, do you change it first? Or not?

S8: *I am not sure if I have been using certain strategies to guide my lesson, but I think that, first at all if I am teaching something I ask them first, I don't given them the information, so they try to think critically about that about the topic, when that is not working I start giving them some clues, so they might have an idea about it.*

I3: Okay perfect! Then number six, how much can you do to assist families to help their children to do well in school? What areas do you think need further development in your training to become a teacher?

S8: *I really don't get closer, don't assist families in my school, since I think that I am just doing my practicum I don't have that right, to get closer to assist a family or a student, but regarding the second question, what I have seen is the lack of socialization between them and between their parents, for example they are very sensitive they are not very confident because they don't have a good relationship with their parents.*

I3: Okay, but you are talking about your students and their parents.

S8: *Oh yes! Let me finish, my idea is that what I can do is to become like a parent for them, to get closer to them, to understand them so they can think, or believe they have someone on their backs.*

I3: Okay! So that would be thank you very much.

S8: *You are welcome.*

Interview 9: (I4: Interviewer 4, S9: Interviewee 9, aged 25, female)

I4: Good morning. My name is Karen Iturrieta and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time.

I4: The questions below are supposed to be answered according to your experience in your internship and the experience you had at the University in the English Teaching Program. Okay?

S9: *Okay.*

I4: Okay, I will start. The first question is how much can you do to motivate students who show low interest in school work in terms of engaging students, motivation and providing them the necessary tools?

S9: *Well, I think that it's easy for me becau::se I tend to create very creative lesson plans, based on knowing my students a::nd I was allowed to include a lot of games and fun activities that are not monotonous... For example:: at my schoo::l there is a lot of focus on writing so I like to take the focus away from that sometimes a::nd do something such as an oral activity that involves body moveme::nts... etcétera.*

I4: Okay so you can say that you can do a lot to motivate your students a::nd it seems tha::t it is easy for you, right?

S9: *Yes! Exactly!*

I4: That's great! Okay Question number two i::s...how much can you do to get students to believe they can do well in school work? How? And why?

S9: *I think that I can do quite a bi::t to get my students to belie::ve in themselves really. Generally the first thing that I start with is by giving a lot of positive reinforcement a::m I like to praise my students a lot and that... in some way motivate them... a::m... When I see that there is a child that is really struggli::ng ... I:: take time.. out to speak to the chi::ld because I don't know if it's just in the lesson... or if it's a general thing so I like to try to pick their brains and see:: what's going on and if I realise that it's just in my*

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lesson... I:: kind o::f ...Ok I just reinforce the::m praise the::m and set tasks that they can reach not things that are higher... for exa::mple:: there are quite a lot of SEN students at the school so:: I set different types of tasks for different students where they can choose what they would like to do.

I4: Wow, That was really clear!

S9: *Oh thank you!*

I4: Okay, let's continue with the next question.

S9: *Okay*

I4: So... How much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of these students?

S9: *Well based on my answer before:: you can tell that I already do one thing which i::s set different tasks where students have the choice... a::nd generally I try to set different tasks based o::n whether or not they have special needs and that the issue i::s their learning styles and another thi::ng that I look at i::s... try to incorporate general multiple intelligences when it comes to... activities and lesson plannings.*

I4: Great! A::nd Can you tell me how do you identify the needs of these students?

S9: *Like I just said I identify them by their learning styles and multiple intelligences a::nd whether or not they have some kind of learning disability. When I say learning disability that not necessarily mean dyslexia... There are some kids that have brai::n development issues, cognitive problems so... it can be a bit difficult. I have one girl in my class whose IQ is lower than the normal a::nd I can tell that she struggles a lot she generally comes to me and asks the same question... li::ke sixteen times so then the teacher get a little frustrating bu::t I always try to explain it to he::r a::nd again set a goal for her to accomplish.*

I4: I understand... let's see the next question

S9: *Okay...*

I4: How much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful with regards to this aspect?

S9: *Ahm... I believe that the first thing that a teacher has to do at the beginning of any class is by setting rules and regulations and guidelines for the children to follow... The second big step is to reinforce them such as reminding the students at the beginning of the lesson... for example when I have my finger over my mouth it means that you have to be quiet...When I started teaching I realized that I was very vocal about how *unrecognized word* I was and I would shout a lot to get them to quiet down even though I knew it was a bad thing bu::t as I get more experience I realized that body language... a::nd facial expressions make a much louder point to the whole student body in general and it's worked quite well for me till now... When it comes to... one student in particular... ahm... for example toda::y I've one ch... I have one student in fifth grade that's really voca::l a::nd always wants to be the center of attentio::n but in a stupid way ... He likes to be ne... seen as the clown of the class so... with hi::m I kind o::f realized that because he likes to be more vocal I gave him a bit more opportunity to express his ideas and answer questions than the others and with that he started to see tha::t with me praising him and giving him the opportunity he didn't have to act like a fool in front of everyone else... That seems as it has worked well... now the other issue is that have happened and still happen and will always happen i::s ahm... with individual behaviour again is basically just moving the around and finding someone that fits...with them... I really believe that pee::r ... peer interaction is the best wa::y of teaching and it also helps with disruptive behaviour.*

I4: That's awesome!

S9: *Ye::s, thanks ... It wasn't easy at the beginning but now I feel like I can manage these kinds of situations in a better way.*

I4: Okay, Let's see question number five?

S9: *Alright*

I4: Okay. So ... How well can you implement alternative strategies in your classroom? When and how you make the decision to change?

S9: *I think that I can implement alternative strategie::s ... quiet easily specifically due to our university background and what we've learnt within our methodology... Now... the*

difficult part is when to decide how to make a change... o::r when to make the change a::nd sometimes as novice teachers we can be a bit blind to it...bu::t I think is students don't react well to your way of discipline... and they still not reacting well with your lesson planning ... the::n a change needs to be made immediately. I think... the indicator that something is not working well with your strategies... i::s the feedback from the students... not them telling you Miss this is not working but you can... just by analyzing and monitoring their behaviour, the way they wo::rk the::ir learning progress and pattern.

I4: Thank you! Alright question number 6 says...How much can you do to assist families in helping their children do well in school? What areas do you think need forward development in your training to become a teacher?

S9: *I think that there is a thin line between overstepping you::r I don't know ... I guess I'd say powe::r when it comes to families there's no really much... more than a teacher can do apart from give suggestions... give advice and constantly keeping in touch with the parents letting them know their child's progress in school, right?*

I4: Right.

S9: *Like I know that overstepping line with families can cause a huge ethical issue...within the school and the family.*

I4: Okay a::nd what areas do you think need forward development in your training to become a teacher?

S9: *If there is one area that I think I need more... further development in training ... given by the university is maybe... just mo::re more diverse exposure to different types of schools for example I truly truly truly feel that the university has molded us to be great teachers when it comes to teaching grammatical features in a non direct way... however they never took into account if someone wants to teach in a private school where levels are a lot difficult and they not look at grammar at all, they look at literature a::n going into my practicum I had no idea what I was doing ... so basically I had to educate myself on it a::nd and kind of brainstorm myself confidence when I'm teaching which is not necessarily a good thing bu::t as I get more practice... I get more confident.*

I4: Okay, this is the end of the interview. Thank you very much for your time and answers!

S9: *Okay no problem!*

Interview 10: (I5: Interviewer 5. S 10: Interviewee 10, aged 28, female*)*

I5: Good morning. My name is Samantha Mera and I'm doing a research about Teacher's Sense of Self-efficacy. Before we begin the interview itself, I'd like to confirm that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at any time. How much can you do to motivate students who show low interest in school work in terms of engaging students, motivation and providing them the necessary tools?

S10: *M:: I think I try, in terms of providing the necessary tools and being a bit fun at the same time.*

I5: So you think you can do a lot to motivate students that show low interest, right?

S10: *I think that as long as you have enough material in terms of, you know, videos, em::*

I5: Resources?

S10: *Yes, resources. Well, internet is a good resource and as long as you use that in your ... I don't know if you ... I mean, in my context if I care I would try to use different materials that they would like.*

I5: Second questions: How much can you do to get the students believe they can do well in school work? How and Why?

S10: *Oh:: Well, I think that a good way of doing that is to praise them, you know? More. They usually stop believing in themselves because of others.*

I5: So, you think you are able to do it.

S10: *I think that, eh:: yeah::, m:: I think I could. But yeah, it is a challenge.*

I5: Okay. The third question: How much can you do to adapt your lessons to the proper level of individual students? How do you identify the needs of the students?

S10: *Oh:: we:: the first thing would be that I know ... well, I am surrounded, I think, by teenagers ... I think I am able to know their likes and dislikes, what they like to talk about, you know?*

I5: In that way you recognize their needs?

S10: *Yeah, it is important to talk, to share.*

I5: So, it is easy for you to adapt your lessons to the proper level of each student?

S10: *Yes, definitely. I mean, in a way, you make sure that that person in a certain lesson got it or not and if he did, you make something about it. Extra bonuses, extra something to show him they could.*

I5: Next question: How much can you do to control disruptive behaviour in the classroom? What do you think you need to become more skilful regards to this aspect?

S10: *The first thing is not to show anger ... I think, as they are teenagers ... m:: it's better not to show you are angry with them ... they are not going to respond well to that. I try to... what I try to do is that ... I get quiet and wait until they realize that I am like ... waiti::ng.*

I5: So you have like your own methodology to control this bad behaviour.

S10: *Yeah and it works most of the time... yeah.*

I5: And what do you think you need to become more skilful?

S10: *M:: clarity? Maybe sometimes I am not clear enough in terms of instructions and the consequences that something might carry.*

I5: How well can you implement alternative strategies in your classroom? How and when do you make the decision to change it?

S10: *I can't really do that right now, If I could I would, but as I am in my internship I can't change the methodologies used by my mentor teacher.*

I5: You don't have the opportunity?

S10: *Yeah, like... Enough power to change plans and methodologies ... I just have to do the class and it has to be related to what they say and what they expect from me and students ... I don't know ...*

I5: So you don't think you are able to answer this question because you haven't got the experience …

S10: *Yeah … I:: I don't know how it feels to do that … yeah …*

I5: And the last question: How much can you do to assist families in helping their children do well in school? What areas do you think need forward development in your training to become a teacher?

S10: *First of all, I think parents shouldn't allow children to watch movies in Spanish, as they are in English …*

I5: But how much do you think you can do to assist families…

S10: *Yeah, by telling them that. You should give parents feedback regarding English education. Parents should admit that teachers you know … it's their job … and encourage children to use English at home …*

I5: So you think it is easy for you to assist families …

S10: *I think I can give good advice, that it shouldn't be that hard.*

I5: Well, thank you very much for your time, it's been a pleasure. We are done.

Appendix E: Universities Curricula

Universidad	Semestre de Inicio de Práctica Laboral	Semestres de Prácticas Básica	Semestres de Prácticas Media	Cantidad Total de Semestres Carrera
Universidad Arturo Prat	IV Práctica Inicial VI Práctica Intermedia IX Práctica profesional (internado) X Práctica profesional (internado)	Pre Elementary: 2 Elementary: 2	High school: 2	10
Universidad del Bío-Bío	VIII Práctica Inicial IX Práctica Profesional	-	2	10
Universidad de la Santísima Concepción	VI Práctica Pedagógica I VII Práctica Pedagógica II VIII Práctica Pedagógica III IX Practica pedagógica IV X Práctica Profesional	-	5	10
Universidad de Concepción	IX Práctica de la Especialidad IX Práctica Profesor Jefe	1	1	9
Universidad de Santiago de Chile	VIII Práctica Inicial IX Práctica Profesional Guiada X Práctica Profesional Autónoma	3	3	10
Universidad Austral	VIII Teaching Practice	1	1	8
Universidad Autónoma de Chile	IV Inserción al aula I V Inserción al aula II VI Inserción al Aula III VII Inserción al Aula IV VIII Práctica Profesional I IX Práctica Profesional II	2	2	9

Universidad Chileno-Británica de Cultura	VII Prácticas Docentes VIII Prácticas Docentes en Contextos Alternativos IX Práctica Profesional en el Contexto Escolar	-	3	9
Universidad Central	I –II Práctica Inicial III – IV Práctica Intermedia I V – VI Práctica Intermedia II VII – VIII Práctica Profesional	-	4	9
Universidad Alberto Hurtado	V Experiencia Laboral I VI Experiencia Laboral II VII Experiencia Laboral III VIII Experiencia Laboral IV IX Práctica I X Práctica II	2	2	10
Universidad Diego Portales	IV Práctica Inicial I V Práctica Inicial II VI Práctica Intermedia I VII Práctica Intermedia II VIII Práctica Profesional I	3	3	8
Universidad Santo Tomás	III Seminario Observación del Espacio Educativo IV Seminario Observación del Contexto Educativo V Seminario y Práctica: Initial Education VI Seminario y Práctica: Primary Education VII Seminario y Práctica: Secondary Education VIII Seminario y Práctica: Adult	2	High school: 2 Adult: 2	9

	Education IX Seminario y Práctica Profesional			
Universidad Mayor	II Práctica Inicial III Eficiencia y Calidad de la Educación en los Campos Pedagógicos. IV Diseño y Evaluación de Proyectos en los Campos Pedagógicos V Práctica de Responsabilidad Social en los Campos Pedagógicos VI Práctica de Observación Participante en Educación Básica VII Práctica de Observación Participante en Educación Media IX Práctica Profesional en Educación Básica X Práctica Profesional en Educación Media	2	2	10
Universidad de Viña del Mar	IV Taller de Práctica Inicial V Taller de Práctica en Educación Pre-básica VI Taller de Práctica en Educación Básica VII Taller de Práctica en Educación Media VIII Práctica Profesional	Pre-elementary: 2 Elementary:2	2	8