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Language Learning: A Study of Academic Self-Efficacy in a Suburban High School

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Abstract

Students taking a foreign language in high schools generally are educated to be competent in the three modes of communication as defined by the American Council on Teaching of Foreign Languages. This study tool place in 9th and 10th grade foreign languages class in one, suburban school in Connecticut. At this school, some students enrolled live in that community, and some opt to attend that school rather than their neighborhood school through an inter-district program called Open-Choice (OC). All students in this school are asked to engage in a rigorous and challenging curriculum in order master these modes of communication. The ability of demonstrating a commitment of considerable effort in engaging in an activity and persevering even in the face of challenges is what Bandura (1977) named self-efficacy. Although self-efficacy is widely researched for high school students studying mathematics and English language arts, few studies have explored the self-efficacy in the field of foreign language in high school. This mixed method research collected results from a survey of 377 participants, conducted two focus groups with OC and non OC students and compiled responses from open-ended questions from teachers. The results of this study show that there is no statistical difference in self-efficacy between OC and Non OC students, that teacher involvement is determinant for sense of self-efficacy to grow in OC students and that there is a positive and strong correlation between self-efficacy and mastery goal orientation.

Dedication

To Kenny, Franklin-Xavier and Sébastien

"*Tout le Bonheur du monde est dans l'inattendu*"

Jean d'Ormesson

Acknowledgement

To my family, my profound gratitude for your patience, kindness, love and understanding. For your gifts of time and sacrifices, I am deeply appreciative.

To Dr. Mary Yakimowski who relentlessly asked the best of me, supported me and guided me, I want to thank you for your support.

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Chapter 1: Introduction

The American Council for International Education's 2017 National K-12 Foreign Language Enrollment Survey Report states that foreign language enrollments account for approximately 20% of the total school age population. A total of 11 states have foreign language graduation requirements; 16 states do not have foreign language graduation requirements; and 24 states have graduation requirements that may be fulfilled by many subjects—one of which is foreign languages (ACIE, 2017). For some time now, the American Council on teaching Foreign Language (ACTFL) has brought to the forefront the importance of American Students learning a foreign language. Language learning brings many cognitive benefits such as increase executive functioning, improve memory and problem-solving skills (ACTFL, 2017).

With such recommendation from ACTFL, some districts in Connecticut offer a language learning program as early as Kindergarten. This is the case of Avon District who promotes the learning of Spanish and Mandarin in Kindergarten. Moreover, the World Language Department at Avon High School offers students the opportunity to study five languages, the typical Romance languages- French, Spanish and Latin, as well as Mandarin and American Sign Language. In all, about nine hundred students, from 9th to 12th grade, take a world language course as an elective from the department's 10 teachers. The courses range from level 1 (novice learners), to Advanced Placement (intermediate high- advanced mid) and includes the new course Spanish for Heritage Speakers. That course, specifically designed for bilingual students already understanding the culture, focuses on their specific writing needs through culture and literature. In the World Language Department, a third of the teachers are also adjuncts to the

University of Connecticut's Early College Enrollment program. That program allows high school students to get an undergraduate level course while in high school. The World Language Department offers language courses in two tracks, college preparation (CP) and Honor (H) in all languages, and ECE and Advanced Placement in French, Latin and Spanish for senior courses. Overall, the department enjoys a robust enrollment with about 900 students out of the total enrollment of 1100 (CSDE, 2017) as well as high performing results for Advanced Placement exams each May.

The World Language dynamic matriculation is also supported by the addition of the OC students to the District and the high school. The OC program is an inter-district program that provides an alternative schooling solution to about 2 400 students from Hartford that attend 27 districts schools in the Hartford region (Connecticut State Department of Education [CSDE], 2016). Similarly, 135 suburban students attend the public schools in Hartford through the OC Magnet schools (CREC, 2016).

As pointed out by Bifulco, Cobb and Bell, this redistricting enables to rectify the historically disadvantaged students from the inner cities, particularly Hartford (2009). Students and their families have the option of selecting an educational experience outside their city, via an online platform on the CSDE page (CSDE, 2016). Families may select up to five districts by residential zone or may select the whole district as an option (CSDE, 2016).

The registration process is a lengthy one, and the application runs from November to the last day of February for students entering in the subsequent school year. To better familiarize the families about this process, the state has a website dedicated to OC and information sessions. On the website the video about registration is from one the information session. Once registration has been submitted, the state sends an email to confirm it. In late spring, from April to May, two

months after the February deadline, the Regional School Choice Office (RSCO), the department overseeing the OC Process for the CSDE, runs the lottery and notifies families via email as well as with a letter in the mail from about the acceptance in the program or being on the waiting list. If the student has been accepted by the chosen district, the family gets a personal phone call to establish a rapport with the school. Families have two weeks to respond, via email about the offer. Overall in the 2016-2017, in the Greater Hartford region there was 20 000 applications, an increase of 4 000 from previous years (CREC, 2016) and 465 spots for OC were available. (CREC, 2016). Once the student is enrolled in the OC program, support such as behavioral and family resources are available (CDSE, 2016). Additionally, CDSE puts in place a structure to work with district administrators to review the year and create an action plan for the following year (CSDE, 2016). In parallel, Avon's Climate Committee met with parents in April 2016 so that concerns from OC parents could be addressed. As reported, parents from OC students voiced their concerns about the lack of staff resources and improvements needed for cultural sensitivity from staff and students alike. (Byron, 2016). As a result, the OC Program is offering professional development on structural racism, restorative discipline, implicit bias, and collaborative problem solving (CSDE, 2016).

As of June 2017, Avon projected about 134 students, of whom about 34 are at AHS, from freshmen to seniors. The importance of this program in Avon is perceived in various ways. The OC Program complies with Sheff v. O'Neill Settlement as it relates to suburban school. It expands the cultural and racial diversity of the high school, and, it prepares Avon students to be educated in a diverse setting more reflective of the country (Avon, 2017).

Although the financial incentives received are decreasing, in this time of state's budgetary crisis, some of the revenues from the OC Program are directly impacting in a positive

way Avon's World Language Department. In fact, both elementary school program are the recipients of the $115,000.00 from Hartford to fund additional world language teacher positions in Avon Schools (Avon, 2017). And, as more students, including the OC students are taking a world language in elementary schools and middle school, the enrollment of the World language department increases. Thus, the OC Program has repercussions at the high school level. Some of our students are already taking a high school language course while in 8th grade.

Accordingly, the desire to speak a foreign language and understand a foreign culture create engage students intellectually (Mills, 2009). The arduous process of learning a foreign language is rooted in self-efficacy from the part of the students.

Background and Significance of the Problem

Albert Bandura's socio-cognitive theory has helped researchers use the idea of self-efficacy to explain various patterns of behaviors. The principles of self-efficacy- mastery experience, vicarious experience, verbal persuasion, and emotion cues have been acknowledged in a multitude of domains such as sports, health, and medicine for instance (Artino, 2012). In parallel, Huidor and Cooper's study (2010) about students from inner cities participating in the suburban high school experience is also showing that there is a growing trend in the decision of many families to bus their children to more affluent towns. According to Huidor and Cooper (2010), "the location of schools has strong correlation to the resources and quality of education available" (p. 153). As these students partake in the traditional high school experience and enroll in a foreign language course, learning a language is a long and complex process for which self-efficacy is a characteristic that cannot be overlooked.

Statement of the Problem

Learning a foreign language successfully mean that students are being an agent of change, are autonomous and as a result self-efficacy has revealed itself to be a key factor in students' academic achievement (Pajares, 2002). Individuals who exhibit high levels of self-efficacy have demonstrated the ability to commit considerable effort engaging in an activity and persevering in that activity even in the face of challenges (Bandura, 1977). Today, Self-efficacy Theory continue to receive attention, specifically for minority students with a focus on mathematics or reading. In the field of foreign language acquisition, self-efficacy is still underexplored. Research toward self-efficacy in foreign language is focusing on elementary schools (Jungert & Andersson, 2013) or in colleges (Johnson, 2017). The role, if any, it might play in language learning at the high school level has not been investigated. Little research is done on self-efficacy, language, all students including OC students and suburban high school.

Purpose of Study

The purposes of this study is to add to the existing research on academic self-efficacy, particularly regarding students who participate in foreign language classes at one high school that includes OC student. The general research question investigated was:

What is the overall self-efficacy in world language in all students, and more specifically, for the OC students?

Definition of Terms

Two key terms are used throughout this study- OC student and self-efficacy.

OC Student: According to Bifulco, Cobb and Bell, the OC student resides in Hartford is one whose family may select up to five districts by residential zone to opt for a model of choice-based desegregation (2009). Each year the families are identified as continuing in the school district and have priority as compared to those students participating in the lottery.

Self-efficacy: According to Bandura (1977) this socio cognitive theory is the point of departure for many studies in the field of education, mostly in mathematics and English Language Art. This theory determines that people can reflect and regulate their actions and to shape their environment rather than merely react to it. High levels of self-efficacy have been associated with high levels of achievement in different domains.

Chapter 2: Review of Literature

Introduction

We begin this chapter detailing how the review of scholarly research was conducted and discussing the theory upon which this study is based, Bandura's Social Learning Theory (Bandura, 1977) incorporating self-efficacy. Some such as Stajkovic, Bandura, Locke, Lee and Sergent (2017) contend that self-efficacy is one of the most important characteristics of successful students. Academic self-efficacy, as a student's judgement to one's ability to perform a task, is a research field that seek to finds solutions for all students. In addition, it frames students' learning in terms of various socio cognitive makers to be successful (Bandura, 1993) in various disciplines and mathematics and reading (e.g., Caprara et al., 2008; Peguero & Shaffer, 2015; Riconscente, 2014; Usher & Pajares, 2008). Another line of inquiry of self-efficacy (Bandura, 1977) studies racial/ethnic identity and self-efficacy for African American male students (e.g., Chapman, 2013; Dixson, Roberson & Worrell 2017; Haberman, 2010; Kerr, 2014; Schunk, 2003; Stinson, 2006; Usher & Pajares 2006) and demonstrates that students who find themselves in a different school setting exhibit self-efficacy to improve learning and deal with barriers which would have been otherwise placed upon them in standard inner cities high school. Similarly, self-efficacy for Latino/a students' population progresses when students chose a district outside their own. Learning can improve when the environment supports students and students can rely on self-efficacy to better perform (e.g., Huidor & Cooper, 2010; Riconscente, 2014; Usher & Pajares, 2005). Likewise, the self –efficacy field demands that researchers look at how this framework is perceived in separate groups of male and female high school students (e.g., Hampton & Mason 2003; Johnson, 2017; Vantieghem & Van Houtte, 2015). Finally, as most of the research is done in mathematics and reading, researchers are looking at the impact of

self–efficacy for students of a foreign language (e.g., Dörnyei, 1994; Fallah, 2016; Jungert & Anderson, 2011; Matthews, 2008; Mills, 2009).

The relationship between self-efficacy and achievement is documented for several studies and will be reviewed in this chapter. Given this connection, focusing on academic self-efficacy for all students and subgroups should be important, particularly in the field of Foreign Languages.

How I Conducted My Literature Review

I used Sacred Heart University library to access the Education Resource Information Center database, as well as Sage Journals, Google Scholars as well as Sacred Heart University and University of Connecticut online library catalogs. The initial step was to look in the field of learning theories that could be identified. As the term self- efficacy, coined by Bandura, emerged, it provided a point of departure for further searches. The key words used to complete the scholarly research include self-efficacy coupled with specific terms: foreign language, African American male students, Latino students, academic, gender, ethnic identity, suburban schools, inner cities. Limitations of research on articles included the discovery of articles about self- efficacy with regards to mathematics and reading with minority students, all with little connection to the investigation on self-efficacy and foreign language. These articles were not considered for review. Moreover, some articles about students and self-efficacy tend to focus on successful African-American students as well as Latino students, in inner cities high schools or in high school that seem to represent the ethnic background of the nation in terms of percentage.

Foreign language and self-efficacy is not as prevalent and often limited to undergraduate students or students learning English as undergraduate students. As a result, the inquiry for self-efficacy in terms of foreign language and minority students yielded few results. Initial research

was limited to publication between 1997 and 2017. Also, inquiry for scholarly research was limited to full text to gain access to the most recent manuscripts. Using various permutation to focus on student's self-efficacy, minority students in suburbia, minority students' self-efficacy, learning theory and self-efficacy in modern foreign languages gave numerous articles. After the elimination of articles tangential to the research, and with further selected field option such as high school, the search yielded results. Further restricted terminology, such as self-efficacy, minority students, high school led to more articles. In turn, these sources' references lead to further research. As a result, the list of articles grew to be more specific and thematically oriented to students' self- efficacy in high school, academic self-efficacy, self-efficacy for minority groups- African American and Latinos students, and self- efficacy in foreign language.

Socio-Cognitive Self-Efficacy Theory

The Bandura's Socio Cognitive Theory is the point of departure for many studies in the field of education, particularly in terms of self-efficacy. Based on Bandura's definition of conscientiousness for the human being, that characteristic involves purposive accessing and deliberative processing of information for selecting constructing regulating, and evaluating courses of action (Bandura, 2001). This intentionality or agentic component, as Bandura refers to, is the choice of a future course of action to be performed (Bandura, 2001). For instance, students are intentionally pursuing a course of action that they hope will result in a better achievement but could produce an unintended outcome. In that manner, the study of a foreign language as though it is any other course, will not produce the desired and anticipated outcome. However, the student creating and developing language at an incredible risk to oneself, will have a different outcome from the rest of the students. And Bandura to add that agency refers to acts done on purpose for a proactive commitment to achievement (Bandura, 2001). As an

intentionality gives way to an agentic perspective, the Socio-cultural Theory explains that people must “make good judgment about their capabilities, anticipate the probable effects of different events and courses of action, size up sociostructurally opportunities and constraints (Bandura, 2001, p. 3). This theory tries to explain human behavior in terms of a person’s behavior, personal factors, and the environment, the collective in which the behavior is displayed. This theory which places the individual in control is noteworthy.

Bandura bridged the behavioral to the cognitive field in his widely recognized theoretical work Social Learning Theory (Bandura, 1977, 1993, 2006). His Social Cognitive Learning Theory, of which self-efficacy comes, posits the idea that individuals can with success produce given attainments (Bandura, 2006). Thus, individuals produce behavior required for a desired outcome, are prepared to do it, and have mastery experience (Sander & Sanders, 2006). In his work Bandura (1977) indicated that if people do not have the confidence that they can act in ways that produce desired results, they will have minimal motivation to engage in that activity or to persist in the activity in the face of adversity. Therefore, Bandura’s self-efficacy (1999), refers to person’s belief in his or her ability to succeed in a situation. Self-efficacy framework allows individuals, and students, to use a self-regulatory thinking over their behavior. Based on that, the formal definition of self-efficacy is a belief in one’s capabilities to organize and do the actions demanded to produce the anticipated goal (Bandura, 1977), this theoretical framework has an important role on students’ perception of the possible success, the motivation to be successful and their performance. Bandura, self-efficacy theory revolves around four principles:

Past performance. It influences the goals that individuals choose for themselves. If the student has done poorly then s-he lacks confidence to be able to perform well on similar task in the future. Vicarious experience. Seeing a peer in school, in the same course, and with same

background being able to perform well, may increase the desire for that individual to succeed as well.

Verbal persuasion. Students who are encouraged, coached and praise telling about success to be viewed as a real outcome are more inclined to be successful.

Bandura predicts that emotional cues predetermine self-efficacy. The student that experience psychological symptoms when being challenged academically will always associate these symptoms with a low performance. (Bandura, 1995).

Artino (2012) believe Bandura's theory can be used in the education field to mean that schools and programs equip students with the intellectual tools, efficacy beliefs, and intrinsic interests needed to educate themselves in a variety of pursuits throughout their lifetime.

Academic Self-Efficacy

Academic self-efficacy refers to people's beliefs in their capability to perform certain academic tasks (e.g., Bandura 1993; Schunk and Pajares 2001; Zimmerman 2000). Therefore, academic self-efficacy has a level "dependent on the difficulty of the activity", a transference factor, from one course to the next and the strength across contents and contexts (Zimmerman, 2000, p. 83). Another example would be the capability to motivate oneself for studying and to finish school work on time (Caprara et al., 2008). Furthermore, research on academic self-efficacy has concluded that students with higher academic self-efficacy levels work harder and persist longer (Pajares, 2002). In addition, students who believe they can succeed use more metacognitive strategies, work harder, persist longer, and persevere in the face of adversity (Pajares, 2002). Often, they set personal goals and use better learning strategies (Zimmerman, Bingenheimer, & Notaro, 2002). Early school success, role models, and the availability of adults

who provide encouragement and support have been reported to increase academic self-efficacy (Bandura, 1997; Zimmerman et al., 2002).

Multon, Brown and Lent's meta-analysis of 36 studies has shown that self-efficacy beliefs account for 14% of variation in student's academic performance, and that there is a relation with performance and persistence (1991). Based on the premise that a meta-analysis gives clout to one metric over the sum of all independent studies (Multon et al., 1991), three techniques were used to find the data needed to explore the relationship between self-efficacy and outcomes in mathematics: Computer searches (abstract data base, Educational Resources Information Center (ERIC)), the reference lists of the noteworthy publication and finally the table of content of 24 journals (Multon et al., 1991). Once the variables, such as year of publication, source of data, setting, type of performance to name a few, were coded, each study was rated based on its design quality and sample size. As a result, Multon, Brown & Lent (1991) found that "post-hoc power analyses determined that 90 subjects were the cut-off point for coding sample size adequately (p. 31), as well as yielded results that also showed that "significant heterogeneity among effect size estimates, indicating that the relationship of self-efficacy to performance and persistence may vary across types of students, measures, and study characteristics" (p. 34).

In another study, Riconscente explains, "the crusade to bridge the floundering students to the achievers is at the heart of countless investigation (Riconscente, 2014, p. 51). Students who have below average academic achievement, students who partake in the academics and those who strive, all coexist in the public system with a varying degree of self-efficacy. Usher (2008) shows that students are perceived as exhibiting a diminishing sense of self-efficacy, particularly in junior year in high school, and Johnson (2017) contends that a higher sense of self-efficacy

was more substantial for high school and college students than for elementary school students. The finding that self-efficacy beliefs tend to decline as students advance through school has been attributed to various factors, including greater competition, a difference in grading scale, less teacher attention to individual student progress. In addition, adolescents must manage stressors, one of which is the growing peer networks and invested partnership (Bandura et al., 2008). These and other school practices can lessen academic self-efficacy, especially among students who are less academically prepared to cope with increasingly challenging academic tasks. As teachers in high schools are no longer looking at the minutia of busy work, students are encouraged to demonstrate self- regulation to focus better, and self-efficacy to ensure learning. So, when students are in a pattern of low self-efficacy, sequences of instruction frustrate them. Additionally, some students who fail to grasp skills increasingly fall behind their peers (Bandura, 1997).

Just as novice teachers whose sense of self- efficacy is high at the beginning of the student teaching or first year, the students' sense of self-efficacy follows a similar trend and starts higher in elementary and middle school. As can be seen in Table 1, Multon et al. (1991) note that the relation of self-efficacy to performance varies by student characteristics. For example, a stronger association between self-efficacy and achievement was found among low-achieving students than among high-achieving students. Bandura (2006) suggested that lack of self-efficacy to control distressing situation might be associated with poor academic performance. Student self –efficacy is based on the ground of mastery experience and for some, staying positive although the next grade might not be an 'A' (Johnson, 2017) is not showing self-efficacy. Self-efficacy researchers show that sometimes students feel highly efficacious about accomplishing difficult tasks although they may over estimate or underestimate their results.

However, even being provided with feedback indicating low performance may not decrease self-efficacy (Schunk, 1995). The gap between the students' self-efficacy and their actual performance may be caused by the fact that underclassmen and freshman, do not understand what they need to do to be successful. Less frequently, students underestimate their capabilities and believe that they cannot acquire basic skills. For this reason, all efforts that bring a positive change increase self-efficacy and all efforts that bring a negative change lower it. Moreover, Usher and Pajares (2008) nonrealistic low self-efficacy is responsible for poor academic habits and conduct. Schunk and Pajares cite all the experiences in the classes, from pair- share, collaborative work, that are helping students to develop self-efficacy, however ability grouping can lower self-efficacy (2001). Pajares (2007) points out that examples of student writing are a way to fulfill the vicarious aspect of self-efficacy. The students are freer to get organized, synthesize the information and the implementation of challenging curriculum demands that assessment is project-based learning instead of memorization. Although students can now oversee their learning independently of time in the classroom and connectedness to teacher with the use of technology, to reach the "proximal goal "(Bandura et al., 2008) to get motivated, self-efficacy is still a challenge for many. Table 1 provides findings on how academic self-efficacy is a factor of learning.

Table 1

Scholarly Research Studies of Overall Academic Self-Efficacy

Author	Location, year, sampling information	Research Methods	Major findings
Caprara et al.2008	Rome, Italy, N= 412 196 males and 216 females	longitudinal study, multivariate analysis of variance and Box test	Female students exhibit higher self- regulatory efficacy; Gender gap in self-regulatory Efficacy; Self-regulatory efficacy can affect the course of lifestyle trajectories
Multon, Brown & Lent, 1991	68 studies/papers study must include measure of s-e; academic performance; info to calculate effect size estimates	Rating studies based on sample size adequacy and reliability looking at meta- analyses	Support for finding correlation between self-efficacy and academic performance
Riconscente, 2010	N= 326 urban HS in California 85% sample Latino 9-10th grades	Quantitative survey for math	Student perceptions of teacher caring is a predictor of students' academic self-efficacy
Usher & Pajares,2006	N= 3670 students 6 studies, elementary, middle school and high school	Quantitative Bandura's scale	Looking at factorial structure and invariance of self-regulated learning; Study confirmed that students report decrease self-confidence as they advance in HS

African American Students and Academic Self-efficacy

Many researchers (e.g., Chapman (2013); Kerr (2014); Haberman (1991); Schunk and Pajares (2001); Stinson (2006); Usher and Pajares (2001)) have conducted studies examining self-efficacy of African American student. For example, Usher and Pajares (2001) have investigated the source of self-efficacy as a "function of gender and ability level," but realized that this has not been thoroughly "explored by race or ethnicity" (p. 129). In addition, researchers have focused on urban schools' students' achievement in mathematics or English Language Arts. Another focus of the young African American studies have been seen through urban teaching or what Haberman (1991) describe as the pedagogy of poverty, "a routine teaching acts of giving

information, asking questions, giving directions, making assignments, monitoring seatwork, reviewing assignments, giving tests, reviewing tests, assigning homework, reviewing homework, settling disputes, punishing noncompliance, marking papers, and giving grades (p. 82).

Stinson (2006) mentions that the discourse about African-American students has been either "discourse of deficiency" or "discourse of rejection" rather than focus on "discourse of achievement" of African- American students, particularly male students, therefore negating the positive effect in the classroom (p. 499). Moreover, Stinson remarks on discourse of achievement that all students benefit from what Pajares (2008) denotes as encouragement and empowerment. Meanwhile, Usher and Pajares (2006) have found that African American students pay more attention to the message given to them about their potential much more than they pay attention to their own performance realization. It is though the meta- analysis of about 140 studies of African-American empirical literature on motivation that Graham (1994) comments that African American students can keep up in terms of "negative feedback, dashed hopes or achievement related shame is key" (p 106) in a distinctive suburban white high school socio-construct. However, some school practices can weaken academic self- efficacy, especially among students who are less academically prepared to cope with increasingly challenging academic tasks (Schunk & Pajares, 2001).

Table 2

Scholarly Research Studies of Academic Self-Efficacy and African American Students

Author information	Location, year and sampling	Research Methodology	Major Findings
Chapman 2013	4 white suburbs in Midwest Metropolitan area. 2 Native American, 2 Multi-racial focus group interviews of 1.5 hr. 22 focus groups, 97 high school students of color 14-19 years old, 2/3 girls, 5 researchers of diverse background. students 74 African American, 5 Latina/o, 4 Asían, 10 single session , 5-7 participants	-Freirean study circles. 3 types of questions: -academics, -adults relationships, - questions about school - contact summary sheet -visual matrix, -identical interview protocol, collective analysis process	Colorblind discourse in white suburban schools prevent students from having meaningful exchanges - Color blindness ideology/ color-conscious practice lead to underachievement and academic disinterest.
Kerr 2014	Wichita, Kansas 2008-2009 High School 9-11th grades	Mixed methods quasi experimental	Lack of visibility of minority students in AP social studies courses. Developing vertical teams, reviewing expectations for course from middle school increase participation by 10 % points but numbers were not as high for minority students. Students felt less marginalized and ready for challenge. Special classes were created.
Huidor and Cooper 2010	N= 20 African and Latina/o students 2007-2007 Diversity High School (pseudonym) LAUSD	qualitative method (15 –items questionnaire, open ended) guided by personal background, school related information and social cultural and environmental factors interacting with students' experiences self-reported data	-quality teaching and peer rapport are significant traveling to a white school can be a positive experience. -integrating a school of majority Asian and White was seen as positive and opportunity for success - little evidence of racial integration -need to high level courses experience to all students as well as those bused - there is no standardized procedure that consistently addresses the experience of students of colors in voluntary integration program
Peguero & Shaffer 2015		Education longitudinal study of 2002 multilevel modeling (race, sex, dropping out, self-efficacy). Research about Latino American	Self –efficacy reduces the odds of dropping out need for more multiracial American students. It is a concern since most youth is representing mixed racial and ethnic racial identities, policies need to address this

Racial/Ethnic Identity and Academic Self-efficacy

Another consideration is the relationship between race/ethnic identity and academic self-efficacy. Racial/ethnic gaps have continued in the United States despite education overhaul such as No Child Left Behind (Peguero & Shaffer, 2015). An area of research examines the scholastic achievements of students of color or Latina/o students in predominantly white suburban schools. In the sphere of social persuasion students of African–American descent will identify themselves as either Black or African-American and their personal Ethnic and Racial Identity (ERI) will be a positive protective marker in terms of discrimination, and that may in terms favor a stronger academic self-efficacy. In fact, Schunk (2003) showed that self-efficacy is tied to ERI, and that there is a correlation between the ERI and the socio-cultural make-up of the school. Thus, if the marking as the ERI is important, the strong racial/ethnic identity is rooted in cultural heritage and serve as what Rivas-Drake (2014) refers as a protective mechanism.

Huidor and Cooper (2009) indicates that when minority students are voluntarily bused to white suburban high school for safety and better opportunities to go to college in comparison to their local schools, there is rarely in place a support system for the bused students. They indicate that minority students must rely on strong ERI and social persuasion with other Non-White groups, for instance Asian-Americans particularly in upper level courses (e.g., Huidor & Cooper, 2009; Kerr, 2008).

The condition of social persuasion is to better ensure self -efficacy in challenging courses. Diamond, Lewis and Gordon (2007) also pointed out that high-achieving African-American students reported encountering negative peer feedback, which involved low expectations of them because they were African-American. This was more prevalent in honors and Advanced Placement classes in which White students were more likely to outnumber them.

In contrast, according to Diamond, Lewis and Gordon (2007), low-achieving African-American students reported positive peer pressure to do one's best. While high-achieving African-American students in that study do not report that negative peer pressure is common or that it impacts their school achievement, they do suggest that they face challenges in negotiating honors and advanced placement classes because White teachers and students doubt their ability to perform at high levels in such contexts. (p. 675). As suggested by Chapman, in the suburban high school, most of the student of color remain in the lower track of classes". Still, according to Chapman (2013) the students felt that, despite not being enrolled in AP courses, their "education was more rigorous than their neighborhood schools" (p. 620). Table 2 provides a profile of the studies done about ethnic identity and self-efficacy in high school.

Academic Self-efficacy and Gender

It has been found that the role of gender differences in academic self-efficacy are the object of numerous studies (Pajares, 2002). Some researchers have also pointed out that girls are expressing more forcefully the use of strategies, studying, and participating in class, as well as stronger vicarious experiences and social persuasion (e.g., Pajares, 2002; Pajares, Johnson & Usher, 2007). Earning high marks on a writing assignment is an interpretation of mastery experience. As expressed by Pajares (2002), differences in the report of self confidence in the belief of having certain academic skills are interpreted as gender differences in self-efficacy. In turn this will create students who lack confidence in their skills and further give up. Pajares considers that there is also evidence to suggest that gender differences in self-efficacy can be minimized or eliminated (2002).

Some studies found that female students experience drop in their academic motivation in general and in their perception of competence (Pajares, Johnson & Usher, 2007). It is in this

context that the meta-analysis of Huang (2013) shows that gender differences in self-efficacy are small, but statistically significant and start to occur in early adolescence and increase with age. For instance, female students had slightly higher mathematics achievement than male students in elementary and middle school (−0.06 and −0.07, respectively) (Huang, 2013, p. 13). Similarly, in Belgium, a gender-neutral country, researchers concluded that the peer pressure had an inverse effect on boys and girls. (Vantieghem & Van Houtte, 2015). Boys reacted negatively, and academic self-efficacy suffered when they experience more peer gendered pressure. On the contrary, the girls' sense of self-efficacy increases when they "experience gender conformity pressure (Vantieghem and Van Houtte, 2015).

The study of gender and self-efficacy has many ramification, particularly for career choice (Huang, 2013) since female students have been surpassing male students in many fields at the undergraduate studies (Johnson, 2017). However, no gender differences were noted in the confidence factor of academic self-efficacy (Johnson, 2017). The research is also pointing out that female students are more likely to earn higher grades in course taught by female faculty but that the study did not show variations of self-efficacy on grades by instructor's gender (Johnson, 2017, p. 168). And so, the table 3 demonstrates the published data on gender and self-efficacy for this review.

Table 3

Scholarly Research Studies of Academic Self-Efficacy and Racial/Ethnic Racial Identity

Author	Location, year and sampling information	Research Methodology	Major Findings
Vantieghem & Van Houtte 2015	Flanders, Belgium 58 schools 6234 students 12 years old (7th grade)	Quantitative math test and Dutch test for reading (CITO) multilevel analysis	-gender typing exist despite relative gender equity nation. -gender conformity had more impact at the end of school year
Pajares, Johnson & Usher 2007	N= 1256 students grade 4-11 at public schools (4-5) in the south (6-8) in Northeast (9-12) in South of the US primarily white 633 girls 623 boys second semester of academic year	True / false along a 6-point Likert-type continuum. items adapted from Sources of Self-efficacy scale 28 items adjusted to reflect writing domain multiple regression results	-girls reported greater mastery experience, vicarious and social persuasion, lower anxiety -stronger self- efficacy in writing -self-efficacy decreases from elementary to high school - needs to build self-esteem program in school -engage students in self- evaluation -provide private feedback -feedbacks in terms of gain instead of shortcomings
Irynia Johnson 2017	first time freshmen at Research University 2008-2012 N females= 9848 N males= 8 864	a two-level-cross classified quantitative method	-different scales have different effect on grade performance -consistent across models, students are more likely to get higher grades if they are confident -female students B or higher f faculty is female -females score higher on self-efficacy that is correlated with getting higher grades -female instructors increase likelihood of success -encouragements and reassurance is of positive effect for female self-efficacy

Students' Self-efficacy in World Languages

Language learning presents a specific challenge due to the multifaceted role and nature of language (Dörnyei, 1994). The research about self-efficacy and World Language have been either about elementary school children or at the higher education level in small colleges or public institution. For instance, Gahungu hints that at in the French program at Chicago State University, the University of Teachers and other language practitioners are increasingly aware of the existence of learning strategies and self-efficacy. (2007). In studying a foreign language, the framework of self-efficacy defines the students' assessment of the likelihood of future success,

like a job rather than performing a task at that instant. (Matthews, 2008). Learning a foreign language can also determine how much effort, persistence and resilience is put in place while studying a language (Matthews, 2008). Foreign language learning is challenging and anxiety provoking for learners. According to Fallah (2014), one third foreign language learners deal with mild to severe level of anxiety. Dörnyei points out that many students do not believe in self-efficacy and "feel lost in a language" (1994, p. 277). The 2017 NCSSFL-ACTFL Can-Do Statements are in fact reminiscent of Bandura's self-efficacy with students being asked to monitor their levels based on what Pajares, Johnson and Usher (2007) call positive feedback. Language teachers find that to present language in terms of culture and essential questions, keep the students engage, and provide the vicarious experience. In that respect, task completion based on performance allow students to rapidly increase their confidence (Mills, 2009). Language learning, based on modeling and the attainment of small proximal goals (Bandura & Schunk, 1981), is influencing students' self-efficacy. As students understand and reflect on what they hear and see, they create language and "act in concert with the belief they created. (Pajares, Johnon & Usher, 2007, p. 106).

Self-Efficacy and Choice-Based Desegregation.

This last focus on scholarly research examines the situation of Hartford County and its choice –based desegregation that satisfy legal constraint on school desegregation (Bifulco, Cobb & Bell, 2009).

In 1989, a group of 18 individuals from the Hartford Public School System sued the state of Connecticut over the right to "an education and equal protection under the law" (CSDE, 2017) citing that the public schools with mostly African American and Hispanic populations received less funding. This case became known as Sheff v.O'Neill. The Connecticut Supreme Court ruled

in favor of the plaintiff in 1997 and ordered the Connecticut State Department of Education (CSDE) to remedy this situation and take the necessary steps to integrate Hartford schools (CSDE, 2017).

As part of this remedy for historically disadvantaged groups (Bifulco, Cobb & Bell, 2009), the CSDE in partnership with the Regional School Choice Office developed and implemented the OC (previously known as Project Concern) and the Magnet Schools system, located in Hartford and surrounding towns, and have specialized educational themes to provide a choice of educational programs for public school students (CSDE, 2017). Families must apply every year if rejected the previous year. For the purposes of the OC program, the town of Hartford is subdivided into four zones and each one corresponds to seven nearby towns. Parents can choose to send their child (ren) to one of the indicated towns (CSDE, 2017). The enrollment for this program is free and is offered on a space available basis. However, as pointed out by Bifulco, Cobb and Bell (2009) in their study on inter-district schools, participation is not random since families chooses to enroll their child. As of now, about 2,300 students from Hartford attend the 27 districts schools and 135 suburban students attend the public schools in Hartford through the OC program (CREC, 2017) but it offers students a more opportunities for advanced placement courses and various challenging courses.

As observed by Bifulco, Cobb and Bell (2009) there are subtle variation - such as motivation and parental support - between students whose family chooses the OC program and those who do not, . In Avon, an affluent town, predominantly white (72.6%), inner city students are coming to partake in the school experience after participating in the blind lottery process from the Regional School Choice Office (RSCO). In addition, the RSCO offers online registration in English and in Spanish for interested families. As noted on the website, students

who choose only OC on RSCO application, will be placed first, students with enrolled siblings have priority placement with the RSCO attempting to place all applying siblings in the same district. As of now the neighborhood town participating in the OC program have some restrictions for application, and families are encouraged to read the material provided by the RSCO to get better informed and choose (CSDE, 2017). Thus, as Bifulco, Cobb and Bell (2009) stated, the application process in Avon accepts mainly students in pre-k and kindergarten, the unobservable characteristics of non-randomness is very much the norm.

To link programs like OC to self-efficacy studies in challenging. However, Kerr (2014) stated that a report from the College Board in 2012 revealed that "300,000 non-White students with Advanced Placement appropriate skills did not enroll in any course during sigh school". Yet, the 2016 National Report issued by the College Board noted that national data show that "approximately 50% of underrepresented students with a high degree of readiness for AP are participating in the program" and in Connecticut 14 districts have been cited as in the Honor Roll for participating in such a program (College Board, 2016). The decision to include, minority students in high level courses, supposed a degree of high academic self-efficacy from the students. According to the College Board 2017 Nation Report, a total of 307,427 African American Students participated in the AP exams with a mean of 2.03, 1, 050312 Hispanic students had a mean of 2.39. According, to the College Board State Report, in Connecticut, 3,185 students participated with a mean of 2.24, 7,421 Hispanics students participated with a mean of 2.74. According to the National Center of Education Statistics (NCES), there is a widening gap between the highest and the lowest performing students in the United States. (NCES, 2011). The disparity is wide "when compared to low-income students from other states, Connecticut's low-income students score in the bottom third on some key assessments" (NCES,

2011). In all these studies what has been documented is the fact that summer enrichment programs, mentoring programs, racial/ethnic –identity, supportive home environment, supportive schools, self- awareness and agency and all factors that increase academic self-efficacy for students are important. As Stinson summarizes, the minority students' self –efficacy is often looked at in terms of mathematics and English, Sciences (2016).

Statement of the Educational Problem and Purpose of the Study

As noted by Pajares (2002), self-efficacy has revealed itself to be a key factor in students' academic achievement (2002). Individuals who exhibit high levels of self-efficacy have demonstrated the ability to commit considerable effort engaging in an activity and persevering in that activity even in the face of challenges. Today, self-efficacy continue to receive attention, specifically for minority students with a focus on mathematics or reading. However, the research is underactive in the self-efficacy of teenagers at the high-level studying world languages. This requires further research.

Therefore, the purpose of the present study was to investigate the interrelationships among self-efficacy, and language learning, in all languages taught at the 9th and 10th grade at Avon High school. Finally, the purpose of this study is to add to the existing research on academic self-efficacy in foreign language, with a emphasis on OC students, attending AHS, a suburban school located in Connecticut.

Summary

Self-efficacy is a belief in one's capabilities to organize and do the actions demanded to produce the anticipated goal. This theoretical framework has an important role on students' perception of the possible success the motivation to be successful and their performance (Riconscente, 2014; Usher 2008). Furthermore, academic self-efficacy focuses on individual's

beliefs that they can perform task successfully (Pajares, 2002). A student predictor for academic success in college is the academic self-efficacy (Artino, 2012), the current research on self-efficacy of minority students and the research on inter district magnet schools in Hartford (Bifulco, Cobb & Bell, 2009) prompted the research regarding self-efficacy and foreign language learning experience in the town of Avon in Connecticut.

Chapter 3: Methods

Chapter 3: Methods

In this chapter, I present my research design, the setting of the school at which I did my research, my participants and data sources. I will explain my mixed study approach to examine the relationship between academic self-efficacy and language learning with all 9th and 10th graders with a focus on OC students at Avon High School.

Research Design and Questions

To conduct this inquiry, a mixed-methods paradigm was used. McMillan (2008) explains that authors may use terms like multi-methods and mixed methodology; however, "mixed-method as a formal research design refers to mixing or combining quantitative and qualitative research techniques at multiple stages from the formulation of research questions through the collection, analysis, and interpretation of data" (p. 310).

The use of mixed research is well suited for this study on self-efficacy. As pointed out by Strauss and Corbin, the qualitative part of a study refers to issues related to human behavior such as self-efficacy (1990). The quantitative data was helpful to validate the qualitative aspect of the study. The quantitative data collection mirrored that of Matthews's study (2008) and consisted of a demographic section and a self-efficacy section. This case study used both quantitative and qualitative techniques and this qualified this study as a mixed methods research design. It was quantitative in that it investigated the effects of academic self-efficacy in foreign language learning and its effect on student achievement in World Language for ninth and tenth graders. It was qualitative in that the researcher met with the students, OC, non OC and teachers as focus groups to triangulate the results of the research. The study was conducted within two grade levels at the high school, 9th and 10th –graders enrolled in a language program.

There were four key research questions that drove data collection and analysis. The first was: Within the context of a suburban school what is the overall self-efficacy in World Language and for each of the subscale? Through qualitative and quantitative methods, it was determined whether all students exhibited self-efficacy in learning a world language.

The second question was: is there a correlation between self-efficacy and mastery orientation goal for the overall student population.

The third question was: Is there a difference in academic self-efficacy between Avon students and OC Students? The study looked to determine whether self-efficacy was a specificity of group of students – OC and non OC.

The last set of questions were: What is the perception of students and teachers on students' self-efficacy?

I obtained the approval of the building principal to do this study on self-efficacy in world languages. That study required responses from students in 9th and 10th grade enrolled in any of the languages that AHS World Language Department to a survey, and focus groups for selected students and departmental faculty.

Setting

Connecticut is the third smallest state in the nation with a total population of 3,576.452 and the state that shows the biggest socio-economic gap (United States Census Bureau, 2017). According to an Economic Analysis and Research Network study, Connecticut has the highest income gap between tax payers and the highest gap among students (2015). In Connecticut the economic gap is also translated into graduation rate for public high school students. The success of the state is masking differences in achievement for high schoolers in public schools, particularly for African–American and Hispanic students. In fact, the National Center for

Education Statistics (NCES, 2017), describes the adjusted cohort graduation rate for public high school students in 2014-15 was 83% nationwide. Connecticut outperforms the national average of 87% (NCES, 2017).

Academically, Connecticut still has an achievement gap, despite court ordered Sheff v. O'Neill ruling requiring integration. Black and Hispanic students adjusted cohort graduation rate was 78% and 75% respectively, while 93% of White students graduated (NCES, 2017). In 2016, 96.3 percent students of Avon graduated, exceeding the 94 percent target.

Avon, a suburban town of Hartford County, was from its beginning a busy crossroads with the 1799 Talcott Mountain Turnpike (Route 44) linking the town with Boston, Hartford, and Albany (NY), with the canal traffic that ended in the 1940's, and freight service in 1991. (Town of Avon, 2017). In addition, individuals who came from Italy, Ireland, Eastern Europe, and Germany worked in their dairy, poultry and tobacco farms and in the Climax Fuse factory (incorporated 1884), which became the Ensign-Bickford Fuse Factory. Today, in its 22.6-mile landscape miles there are visible reminders of Avon's past. The 1778 First Company Horse Guards still operates, and the former Ensign-Bickford buildings are offices for the Town Hall.

As presented by Dougherty, Hartford is rated as the second-poorest city by family poverty, its metropolitan statistical area (the city and suburbs combined) rose to the sixth-richest in the nation, as measured by median household income (Dougherty, 2017). As home values in the city fell to nearly the lowest in the region, suburbs houses' value climbed to the top. In 2010, the average sales price for a single-family home in Avon climbed to $536,000, more than three times the average $178,000 sales price in Hartford. (Dougherty, 2017).

In this bucolic town, low taxes, and high performing school district are today the hallmarks. Avon with a population of 18,098 and an average household median income of

$116,576, is considered the highest-ranking school district in Hartford County and places in the category B of the district reference group (DRG), an organizational system where the CSDE uses seven indicators are used to classify similar districts. (CSDE, 2016). Three indicators of socioeconomic status (i.e., median family income, parental education and parental occupation), three indicators of need (i.e., percentage of children living in families with a single parent, the percentage of public school children eligible to receive free or reduced-price meals and percentage of children whose families speak a language other than English at home) and enrollment (i.e., the number of students attending schools in that district). (CSDE, 2016).

Avon School District has a total of five schools- two elementary pre-K-4, one grade 5-6, one middle school and one high school. The total district enrollment is steadily growing with 3.285 students. (CSDE, 2016). In 2016, per pupil expenditure was $15.833 from $14.772 the previous year. Based on the district demographics, 69.4 percent of student district population are Caucasian, 15.5 percent are Asian, 4.7 percent are African-American, 6.4 percent are Latino and 3, 8 percent are bi-racial students. In all, 3.1 percent of the district students are English learners and 5.1 percent receive free or reduced meals (CSDE, 2016). Avon district has increased the enrollment of non-resident, minority students by 250 percent over a period of 5 years to make every effort possible to reduce racial, ethnic and economic isolation (CSDE, 2016).

Avon High School (AHS) is located off a two-lane road in residential surroundings, far away from the busy Rte. 44. It is a brick and glass building with an upfront circular driveway that facilitates the drop off for the 15 buses that come and pick up students in two rounds in the morning and in the afternoon. Students either take the bus, drive or are dropped off, few walks to school. Each student who drives a car, is allotted a specific parking space in the back of the school building at the beginning of the school year. There is ample student parking that allows a

constant, controlled flow of students into the school in the morning. At AHS, based on the district demographic, 74.1 percent of students are Caucasian, 22 percent are minority students, a slight increase of one percentage point from the previous year data. The free or reduced meals students represent 4.2 percent of the student body and English learners' students (EL) 0.8 percent. Avon High School students' population is 50.7 percent female and 49.3 percent male (CDSE, 2016). AHS participants in the OC program, serving about 40 students from the town of Hartford, the state capital.

At the high school level, there are two assistant principals, both women, and a new principal. In the last three years there have been significant changes in the administrative team with four principals. This year the district searched nationwide for a superintendent who will start in March 2017. (Avon, 2017).

The high school staff absenteeism is characteristically low, with 5.6 days per year compared to district teachers 7.6 days and 9.4 days in the state (CSDE, 2016). Department coordinators and highly qualified teachers holding master's Degree accompany the students academically, coach, advise clubs and bring students to state or national competitions, particularly in the sciences and mathematics. Avon High School addresses the College and Career Readiness Courses, with 80 juniors in an Advanced Placement course and 99 seniors students in an AP course as a senior (CSDE, 2016). Out of these numbers, six students with disabilities enrolled in an AP course in 11th grade and 9 in 12th grade. Data for 11th and 12th African-American students meeting benchmarks on at least one college Readiness Exam is not available (CSDE, 2016).

In terms of facility, teachers have their own room, except for a few who rotate and have an area in the "Math Suite" - 8 cubicles and an efficient printer on the second floor. School starts

at 7:40 am with the pledge of allegiance, a minute of silence and morning announcements. Class size has increased this year, due to budget cuts and is between 14 to 27 students, depending on the course. Classes are dismissed at 2:15 pm. There are about 55 clubs and 19 sports to participate in at the end of the day and a late bus at 4:15 pm. The block schedule is rotating with A days (Monday and Wednesday) and B days (Tuesday and Thursday) and every Friday (A or B). There are four periods of 87 minutes a day and three lunch waves of about 30 minutes that occur during Period 3 of A and B day. Teachers have flexibility to rearrange their lunch schedule 1st lunch, 2nd lunch or 3rd lunch if the administrative team is aware of it. Every teacher at the high school has a duty, some have 9th or 10th grade study hall (a full period), some have cafe duty (2 out 3 blocks), hallway duty.

Every Wednesday afternoon, from 2:30-4 pm, is dedicated for meetings–faculty, department, professional development. Every week, a full planning period is set aside for common learning time (CLT) in each department. It is not uncommon for teachers to have a CLT followed by three courses one day a week.

The high school is working on revising the curriculum and most departments are developing units, identify source materials, and create assessments to measure students' outcome and performance to produce Stage 2 of the curriculum. Stage 2 is the examples and source that are going to be used in the classroom and developed with the teaching. At the beginning of the revising, an internationally known curriculum coach helped teachers. Due to budget crunch, this is no longer the case. As of now, there are no data teams. The language department has delayed its presentation of the world Language curriculum to the Board of education for approval.

For the last five years, there has been a push for more technology in the classroom overall in the district. In the high school, each classroom is equipped with a Smart Board, and the

building is Wi-Fi. The World Language department has its own lab, and there are two more labs in the library. In addition, the district purchased chrome books regrouped in carts of 25 each. As of now there are 12 carts available, numbered and placed in teachers' rooms. The media specialist shares Google Doc at the beginning of the year and teachers can sign in for the use the Chrome Books, per period, per day. This is probably the single most view Google Document in school since all teachers encouraging students to access technology. AHS also has access to the district Digital Instruction Specialist that helps teachers implement technology for their classes. She provides workshops on demands or for the district such as for the new PowerSchool.

The school, remodeled in 2006-2008, provides a space that accommodates 1 038 students, grades 9-12 (CSDE, 2016). The school is divided into two distinct areas linked with a third floor- the English wing. Entering from the front of the building a gallery that traverses the whole building welcomes you. Its walls are decorated by students' art work protected under glass. Once a year, the gallery becomes an art exhibit where students and faculty stroll among the art work. The gallery, providing grouped seating areas for students and natural lights from the doors upfront and in the back, is the place to be and be seen in the morning. Two security guards are in attendance during the day, one at each end of the hallway, and the director of security has his office halfway through the gallery. The coming and going of students and staff is monitored by signing out and cameras outside school as well as locked doors while school is in session. Avon High School is an open campus.

Upon entering by the main door, a first cavernous hallway to the right leads students to the auditorium, the orchestra room, two gyms, gym lockers, the physical education department, and the cafe where that path ends. The cafeteria is well lit and spacious to accommodate for the three lunch waves. The second hallway to the right leads to the internship office, the theater

department, the choir room and meanders to the back of the café and custodial staff areas. On the other side of the gallery and by the parking lot exit stands a community room where administrative professional meetings and Board of Education meetings take place. Next to the community room there is the Library and Media Center (LMC) that provides a studious and quiet atmosphere in a very large area with the one entire side made up of large windows facing the parking lot in the back. The LCM boasts its own lab with 28 computer stations and a "fishbowl" where students or teachers can work as a group behind glass with comfortable seating. The media specialists encourage students to come in, via a pass system delivered in the morning from 7 am. With that pass students can go to the LMC and their attendance is verified. At the end of the gallery, there is a stairwell leading to the North wing. The "N" wing spans the width of the school, hosts the ELA department and a self- contained classroom. If we were to come back to our main entrance, by the bus drop off, the first hallway on your left leads to the school offices and nurse office. From there you can take a stairwell to the lower level: social studies, business, sciences, special education departments, counseling, school psychologists, and, or to the first floor with math, language and science departments. The second hallway to your left leads to the graphics, TV production, and the art department, and as for the first hallway you can gain access to the lower or upper floor. The building has inner courtyards that also provide light and places where teaching happens.

Participants

The student participants in this study at AHS were all 9th and 10th grade students enrolled in a language course (N = 377 students in 9th and 10th grade). All students take American Sign Language, French, Latin, Mandarin, Spanish or Spanish for Heritage speakers. Some were taking more than one language. It is important to point out that there are at least two

sections of each language for each level. For instance, there is a French 3 and a French 3 Honor course. Students enrolled in the honor track language course had been identified as very successful in the language program at the middle school and were encouraged to pursue the language at the honors level. In addition to the student participants, 10 teachers, of whom 6 were women, and four men in the department were part of this study. All teachers at AHS held a master's degree. Two teachers had a 092 intermediate administrator certification. Three teachers were University of Connecticut adjuncts with the Early College Enrollment (ECE) program that offers high school students college credit. Out of the three teachers in the ECE program, one taught French exclusively, one taught Spanish exclusively and one taught French and Spanish. Four teachers had dual certification from the state of Connecticut: one teacher was ASL- special education certified, one teacher was certified in Latin- English, and two teachers were certified in French – Spanish. Four teachers are native speakers (2 French, 1 Spanish, 1 Mandarin), and seven teachers were foreign born.

Instrumentation

Matthews (2008) points out that his survey was a modification from or modeled after motivational research studies (71) which were changed to correspond to a world-language domain. This researcher, however, reversed the order in which the sections appeared in the survey to meet the students' population of 9th and 10th graders, the high sampling of questions (63 items) , and students' fatigue at taking a survey. However, to ensure the validity of the survey, all questions initially in the Matthew's survey were kept. The questionnaire was subdivided into 3 domains: Goal orientation, Achievement task value and Self-efficacy in world language. In addition, the last domain was also subdivided in composite subscale.

The first domain, goal orientation had 10 items on the survey from two components: mastery orientation (n =6) and performance –orientation (n =4). Students answered on a 7-point Likert scale with 1 being (not at all true of me) to 7 (very true of me) for the completion of the prompt "In my language class, I feel most successful …"

The mastery orientation emphasized learning and mastery of the material, and in the first 10 questions group, students had to rate statements such as "When I learn something interesting"; "When a class topic makes me want to find out more"; and "When I succeed at something challenging".

The performance orientation demonstrates ability in world language to others with statements such as "When I get high grades"; "when I pass my exam"; "when the teacher praises my work in class"; "When I do better than other students".

In the next set of 39 questions, the mastery and performance –orientation items were again asked and non-systematically interspersed. The performance –orientation items showed the student's ability to others (e.g. "It's important to me that other students think I am good at this language") and avoiding to "appear incompetent" (e.g. "an important reason I do my homework us, so the teacher won't think I am bad at language learning") (Appendix J).

The next portion of the survey had 39 items assessing again self-efficacy for learning a world language in composite 3 domains - mastery orientation, performance orientation, achievement task value. The latter being subdivided into 3 composites subscales – attainment value, intrinsic interest task value, and utility task value (Appendix J). These sections comprised items worded positively and negatively to which students answered on a 7-point Likert scale with 1 being (not at all true of me) to 7 (very true of me) repeated after every ten items or so to

ensure that that students kept focused on the rating 1-7. The items questions were once again non-systematically interspersed.

Out of the 39 items, the first 15 items (11-27) measured once again mastery and performance orientation. Instead of responding to a statement like the first 10 items, the next 15 items were complete statements, (Matthews, 2008). all items were also on a Likert scale 1-7, with 1 defined as “not at all true for me “ and 7 defined as “very true of me”.

Some performance –orientation items (n=7) in the order they appear were “An important reason I do my homework is so the teacher won’t think I am bad at language learning”; “An important reason I sometimes do not participate in language class is to avoid looking stupid”; “or “I want to get a good grade on my assignment even if I don’t learn anything doing them (Appendix J).

Similarly, students had to rate mastery- orientation items (n=16) were, such as “An important reason I do my language homework is because I like learning new things”; “Knowing how to use the foreign language is more important to me that the course grade”; “ I will probably continue studying the language before I graduate”. For theses mastery orientation Matthew’s reliability for performance (r = .73) and mastery (r = .90) are acceptable.

The third domain is subdivided into three sections that reflect an interest for students learning a foreign language: attainment value as the value to the student and one’s plan while studying a language (n=6); the intrinsic value that reflects the interest that a specific task has (n= 5), and the utility value that describes the usefulness of the task so that other tasks can be accomplished later on (n= 5). All of these were positive and negative statements that the students had to rate from 1-7 on a Likert scale.

In the category of attainment value the items were “I wish I could speak this language like a native speaker”; “The more I study this language, the more I want to do well at it”; “To me, being good at this language is not very important”; “learning a language is important to me”; “I value my ability to use the foreign language, even if my ability is limited.”

In the category intrinsic value, the statements were “Learning a language bores me”; “I like this foreign language a lot”; “To me, the language is really not that interesting”; “the more I learn about this foreign language, the less interested in it I become” and “I am taking this language because I am interested in it.”

In the category utility value the items were “I need to know this language well to achieve my travel or career goal”; “The more I study this language, the more useful I think it will be for me to learn it”; “I am taking this language primarily because it is a graduation requirement”; “This language is important to me because it will help me in my career” and “I am taking this language because I think it will be useful in my career.”

The last domain of motivational construct included items specific to self-efficacy for world language learning. This last component is to look at the possibility of success in studying a language. Some items were “I think I will be able to use the language to communicate somewhat by the end of the semester”; and “I will probably never be able to use the language to communicate.”

Finally, in this section of the questionnaire students had to rate the following six statements on self-efficacy such as “I will be able to learn the topics in my language class this semester”; “I will get the grade I want in my language class this semester.”

Section two of this quantitative study was about the participants’ demographics with typical questions about ethnicity, grade point average, language studied. Departing from

Matthew's survey, some demographic questions were changed, and some were eliminated. For instance, "how many hours of tutoring have you had in this language " as well as "how any tutoring sessions have you had with this particular tutor" were excluded while "what language is spoken at home " was added. Likewise, the question "What is your overall GPA" was replaced with "what your grade for quarter is 1 and quarter 2 in the language course?"

Other Data Sources

The researcher conducted two semi - structured focus groups for students in 9th and 10th grade. One focus group was students from Avon and one focus group was with students from the OC program. The researcher led both sessions.

The OC students met early for a breakfast-discussion. There were 2 male students and 5 female students. The non OC group consisted of 11 students, also 9th and 10th graders. That group had 8 male students and 3 female students. In both groups, all languages were represented and all levels (College Preparation (CP) and Honor).

For student focus groups, participants reflected on questions such as "What are the study skills strategies you think are working for you as a student in a language course?"; "How do you react when the teacher praises your work or praises your response in the target language?". Students were similarly requested to discuss their beliefs about whether they learn well a foreign language, and what they did to make this happen.

The faculty open –ended questions focused on their perception of self –efficacy overall. Questions were non-language specific. For instance, teachers reflected on "What are the learning strategies you encourage in your students?"; "How do you focus on learning rather than on grade?" As well as "Anything else you want to comment in terms of self-efficacy for 9th and 10th graders this year?"

Timeline and Procedures

Teachers in the language department were asked to fill in a Google document indicating the number of freshman and sophomores in their level 2, 3 4 courses. Teachers were reminded of the timeline via an e-mail. Then this researcher obtained the approval of the building principal to do a study on self-efficacy in World Languages. That study required responses from students in 9th and 10th grade enrolled in any of the languages that AHS World Language Department offers. Later, in an early February department meeting, I discussed the study, and, the survey. Teachers were asked to let their students take the survey online, in class, or in the language lab. I reserved the Language lab and one Chrome book cart to facilitate the procedure. Another Google document was sent to colleagues so that they could choose when to administer the survey for a period of five days. All students were asked to fill in the survey questions with 59 questions.

After the survey was administered, I met with the OC liaison and Social Worker to recommend up 10 OC 9th and 10th grade students to participate in the first focus group. We met in initially in the counseling office and I explained what I was doing and asked students if they had already taken the online survey. Students and I agreed to meet one early morning before class for 45 minutes to do the focus group. In addition, students from my French 3 CP course as well as in my study hall, were asked to participate in another focus group. 11 students chose to participate for 45 minutes to a focus group.

An initial attempt to organize a focus group after school hours was answered by three teachers negatively, one said yes, two felt pressured, and three did not answer. Decision was made to have the teachers respond to an online survey via Google Forms. A new round of e-mails were sent to all teachers to let them know about the new development and the deadline to

respond. In early March, the two focus groups for students were completed, as well as the open-ended online questions for teachers.

Data Analysis

The students 'survey was analyzed based on the collected data for the three domains and subscales. First the mean and the standard deviation for self-efficacy were determined for the overall student population (OC and non OC). Then the mean, standard deviation as well as the p-value between the non OC and OC students were determined. This lead to compare the two students' population in self-efficacy and mastery goal orientation.

Additionally, unless otherwise noted an alpha level of $p < .05$ was the cutoff for statistical significance for all data analysis. The p-value for self-efficacy was compared for subgroups of students, for instance, 9^{th} vs 10^{th} grades, hometown and race.

Then the students' focus group qualitative results were analyzed. Students' responses were differentiated based on the OC or Non OC as well as the five domains.

Next, the open-ended questionnaire was analyzed to give a more extensive analysis and teacher's point of view on the topic of self-efficacy. Students' self-efficacy for learning the language , their performance and mastery orientations, their achievement task values, and demographic served as possible predictors of growth in the language and trend for students as compared to teachers 'expectation and understanding of self-efficacy.

Delimitations/Limitations

This case study was limited to one suburban school on DRG B. Additionally, most students studied a foreign language in middle school and are pursuing it at the high school level. Students were only 9th and 10th graders. The OC students are de-facto students who are

selecting a suburban district of their choice and the sample pool of OC students is small at that suburban high school. The survey was only based on the returned questionnaires and depth of the discussions in the focus groups. Additionally, the teacher focus group was an impossibility due to time constraint, lack of common time, and commitments to other committees already in place. When time was available, open-ended questions were asked in writing, and 55% of the teachers responded and saved their answers.

Chapter 4: Results

In this chapter, I describe the results of the data analysis for self- efficacy as it pertains to 9th and 10th graders studying a foreign language in high school. As Matthews (2008) predicted " while there are undoubtedly students who lack confidence in the probability of their success in the foreign language classroom, generalized pessimistic pronouncements about foreign language learners' motivation and self-efficacy may be overstated" (619). I am looking at the overall students' self-efficacy, its relationship with mastery goal orientation, its division into two subgroups and two grades 9th and 10th grades, as well as its perception by students and teachers alike.

Overall Self-Efficacy Results

The survey administered to the 377 students had a total of 13 items about self-efficacy out of the 59 questions that the respondents answered. Based on the responses, the overall self-efficacy was 4.25 based on the Likert scale from 1-7, with a 7 meaning "very true to me."

From each statement of self-efficacy, the range for the mean was between 3.29 to 4.84, with 10 out of the 13 statements clearly above 4. The high range corresponded to items that described the high self-efficacy for which students felt good about " I will get the grade I want in my language class this semester" with a mean of 4.84 and " I will be able to learn the topics in my language class this semester" with 4.83 mean. However, some students did not feel as good about self-efficacy and ranked the statement "I will probably never be able to use the foreign language to communicate" with a 3.29 and "I will probably never understand the foreign language grammar" with a close 3.32 (see Table 4).

Table 4

Foreign Language Self-Efficacy Results: Likely Outcomes Distribution for 9th and 10th Grade Students in Avon High School (N=377)

Questions	1		2		3		4		5		6		7		Mean
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
I think I will be able to use this foreign language to communicate by end of semester.	35	9.33	61	16.27	70	18.67	75	20	74	19.73	37	9.87	23	6.13	3.79
I will probably never understand the foreign language grammar.	81	21.60	76	20.27	63	16.80	53	15.20	29	7.73	32	8.53	37	9.87	3.32
I will probably never be able to use the foreign language to communicate.	78	21.02	85	22.91	65	17.52	44	11.86	28	7.55	34	9.16	37	9.97	3.29
I think I will be able to learn to understand the grammar of this foreign language.	27	7.20	37	9.87	42	11.20	64	17.07	89	23.73	64	17.07	52	13.87	4.47
I think I can master the skills taught in my language class this semester.	29	7.73	44	11.73	57	15.20	82	21.87	66	17.60	56	14.93	41	10.93	4.18
No matter how hard I try there are some things in this foreign language I will never understand.	41	10.90	55	14.63	50	13.30	61	16.22	51	13.56	49	13.03	69	18.35	4.19
I think I will be able to understand the foreign language when it is spoken.	30	8.02	33	8.82	65	17.38	83	22.19	84	22.46	52	13.90	27	7.22	4.13
I will be able to learn the topics in my language class this semester.	18	4.81	21	5.61	45	12.03	62	16.58	71	18.98	89	23.80	68	18.18	4.83
I will get the grade I want in my language class this semester.	25	6.74	18	4.85	40	10.78	49	13.21	7	21.29	95	25.61	65	17.52	4.84

I will do well in the next test in y language class.	21	5.61	20	5.35	46	12.30	61	16.31	76	20.32	77	20.59	73	19.52	4.80
I will learn to use the foreign language to communicate.	89	7.51	33	8.85	53	14.21	62	16.62	75	20.11	72	19.30	50	13.40	4.44
I will be able to understand the grammar of the foreign language.	20	5.36	39	10.46	58	15.55	76	20.38	75	20.11	65	17.43	40	10.72	4.34
I will be able to learn the foreign language grammar topics presented this semester.	24	6.43	23	6.17	54	14.48	72	19.30	73	19.57	73	19.57	54	14.48	4.56

	n	SD	Mean
Overall Self-Efficacy	4338	1.84	4.25

Relation between Self-Efficacy and Mastery Goal Orientation

Tied to the 13 items on self-efficacy, there were 16 items on mastery goal orientation taken by 377 respondents (see Table 5). Mastery goal orientation is defined as the motivation students have in improving and developing abilities for a specific and defined task.

For each statement of mastery goal orientation series, the mean ranged from 3.48 to 6.15 with three means clearly above five. The high range corresponded to items that described the high mastery goal orientation for which students felt good about "I feel successful when I succeed at something challenging" with a 6.15, "When I am able to understand the teacher" as well as "when I can communicate" both scoring a 5.78. However, some students did not feel as good about mastery goal orientation and ranked the statement "Taking tests help me become a better language learner" with 3.48 and "I do my homework because I am interested in it" with a 3.49.

Therefore, as for the self-efficacy, mastery goal orientation had some means clearly below a 4, but it also displayed a higher range with the highest mean to 6.15.

Table 5

Mastery Goal Orientation of Learning a Language for 9th and 10th Graders (N= 377)

Statement	1		2		3		4		5		6		7		Mean
I feel successful when…	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
I learn something interesting.	12	3.21	22	5.88	27	7.22	77	20.59	95	25.40	89	23.80	52	13.90	4.86
When I have to think deeply.	36	9.65	41	10.99	63	16.89	96	25.74	73	19.57	43	11.53	21	5.63	3.91
When topics make me want to know more.	29	7.71	36	9.57	54	14.36	61	16.22	85	22.61	76	20.21	35	9.31	4.34
I am able to understand the teacher	10	2.67	12	3.21	88	2.14	29	7.75	52	13.90	111	29.68	152	40.64	5.78
When I can communicate.	14	3.77	5	1.35	9	2.43	33	8.89	62	16.71	86	23.18	162	43.67	5.78
When I succeed at something challenging.	6	1.60	3	0.80	8	2.14	19	5.08	37	9.89	103	27.54	198	52.94	6.15
I do my homework because I like to learn new things	55	14.67	61	16.27	69	18.40	91	24.27	53	14.13	26	6.93	20	5.33	3.64
How to use language is more important than grade	66	17.60	49	13.07	69	18.40	70	18.67	53	14.13	35	9.33	33	8.80	3.61
I do my homework because it is required by my teacher.	24	6.42	23	6.15	35	9.36	58	15.51	60	16.04	65	17.38	109	29.14	4.98
I do my homework because I want to get better.	39	10.43	45	12.03	63	16.84	69	18.45	66	17.65	49	13.10	43	11.50	4.06
I do my homework because I am interested in it.	56	15.09	69	78.60	66	17.79	78	21.02	46	12.40	30	8.09	26	7.01	3.49

I try to participate because I want to get better.	20	5.35	41	10.96	48	12.83	78	20.86	69	18.45	70	18.72	48	12.83	4.44
I will take more classes in world languages than needed.	86	23.18	58	15.63	25	6.74	37	9.97	45	12.13	46	12.40	74	1.95	3.89
Learning this language is more important than the grade.	65	17.47	51	13.71	52	13.98	79	21.24	56	15.05	38	10.22	31	8.33	3.67
I do my homework because I want to understand topic.	36	9.63	45	12.03	54	14.44	68	18.18	75	20.05	60	16.04	36	9.63	4.13
Taking tests helps me become a better language learner.	62	16.58	63	16.84	65	17.38	73	19.52	61	16.31	29	7.75	21	5.61	3.48

	N	SD	Mean
Mastery Goal Orientation	5960	1.92	4.38

In order to answer this research question, I was using a correlational analysis to determine a positive relationship between self-efficacy and mastery goal orientation as well as to determine its magnitude. From the data from the respondents, there was supporting to prove that the relationship between self-efficacy and mastery goal orientation was positive and of a magnitude of .68 from the following calculation.

As a result, a high score from a student in the self-efficacy matched a high score in mastery goal orientation.

As for any data, there were a few outliers (2) who seemed to have scored a 7 out of the Likert scale (1-7) for self-efficacy and mastery goal orientation and for whom the correlation is higher than .68. Yet, results were representative of students taking a world language course in 9^{th} and 10^{th} grade. The variance from the mean of 4.25 for self- efficacy ranged from -3.2 to 2.75. The variance on the mastery goal orientation ranged from -3.4 to 2.62.

Students correlation coefficient showed that a high score in self-efficacy meant a high score in mastery goal orientation and vice versa.

Table 6
Relation between Self-Efficacy and Mastery Goal Orientation

	Mean self-efficacy	variance	Mean mastery goal orientation	variance	r-factor
Overall average	4.25	0	4.38	0	0.68
Student# 347	3.62	-0.63	3.56	-0.82	0.55
student# 132	2.31	-1.94	1.8	-2.58	3.76
student #143	5.54	1.29	6.19	1.81	2.47
Student# 168	5.92	1.68	5.38	0.99	1.76
Student #152	4.08	-.020	4.94	.56	-.01
Student# 353	3.77	-0.48	4.44	0.06	-0

The direct correlation between the two domains meant that students who had a lower mean in one domain had to have it slightly higher in the other to compensate. Finally, students who scored really high, above a 5, in self-efficacy scored equally high or even higher on mastery goal orientation.

Self-Efficacy for Subgroups and Grades

In addition, I determined the self -efficacy of two subgroups: Open–Choice students and the non-OC students, as well 2 grades 9th and 10^{th}. According to Bifulco, Cobb & Bell (2009), OC students are students who have chosen to participate in an out of district high school experience choice –based desegregation that satisfy legal constraint on school desegregation in the Hartford region in Connecticut. So, for the purpose of analysis of this particular data, I looked only at those students who are from Hartford or those from Avon. In the data students who chose “other towns” or another mentioned town were not selected. The results for the overall self-efficacy between the OC students and NOC students failed to reject the null hypothesis (see table 7). However, results showed that there were some differences based on specific statements from the 13 self-efficacy item list.

Table 7
Self-Efficacy for OC (OC), Non OC (NOC) Students and 9^{th} -10^{th} grade

Statements	Mean OC	Mean NOC	Variance	Grade 9th	Grade 10th	Variance
I think I will be able to use this foreign language to communicate by end of semester.	4.60	3.75	.85	3.75	3.79	-0.04
I will probably never understand the foreign language grammar.	4.80	3.29	1.51	3.07	3.62	-0.55
I will probably never be able to use the foreign language to communicate.	3.80	3.24	0.56	3.22	3.26	-0.04
I think I will be able to learn to understand the grammar of this foreign language.	3.40	4.45	-1.05	4. 68	4.13	0.55
I think I can master the skills taught in my language class this semester.	4.20	4.16	0.04	4.3	3.96	0.34
No matter how hard I try there are some things in this foreign language I will never understand.	4.80	4.18	0.62	4.11	4.3	-0.19
I think I will be able to understand the foreign language when it is spoken.	3.00	4.11	-1.11	4.09	4.11	-0.02
I will be able to learn the topics in my language class this semester.	4.40	4.81	-0.41	4.93	4.63	0.30
I will get the grade I want in my language class this semester.	2.60	4.80	-2.2	4.95	4.52	0.43
I will do well in the next test in my language class.	4.40	4.77	-0.37	4.95	4.51	0.44
I will learn to use the foreign language to communicate.	4.4	4.4	0	4.51	4.25	0.26
I will be able to understand the grammar of the foreign language.	3.4	4.32	-0.92	4.49	4.03	0.46
I will be able to learn the foreign language grammar topics presented this semester.	3.8	4.53	-0.73	4.74	4.19	0.55
Overall Self-Efficacy	4.29	4.25	0.04	4.33	4.13	0.20
p-value	0.83			0.001*		

*denotes $p<0.05$ as significant

Although results from students tended to have no statistical difference for the overall subgroups (OC and NOC) the results for each self-efficacy results painted another story. Bifulco, Cobb and Bell (2009) suggested that students that participate in the OC program were not randomly selected but on the contrary were self-selected and that attending a school magnet changed the 10th grade and mathematics reading achievement (338). This needed to be verified for the foreign language classes as well. Table 7 demonstrated that despite the apparent similarities in the overall self-efficacy, there were marked differences. For instance, the self-efficacy mean for OC students ranged from 2.6 to 4. 8. In contrast, for the Non OC students it ranged from 3.24 to 4.81.

For the OC students three statements exhibited a higher belief of being able to perform at a certain level. Zimmerman (2000) pointed out that students' beliefs played an important role in their motivation to achieve (82), and Table 7 illustrates that there is a disconnect between the OC and NOC groups. For instance in the first two self-efficacy statements to appear in chronological order in the survey, item #24 "I think I will be able to use this language to communicate at the end of the semester" and item #26 "I will probably never understand the foreign language grammar" OC students scored a 4.6 and 4.8 respectively as compared to the Non OC students with a 3.75 and 3.29. There is a discrepancy that needs to be investigated further. Similarly, item #48 "No matter how hard I try, there are things in this language, I'll never understand" ranked above a 4 for both groups, but it was clearly marked toward a 5 with a 4.8 for the OC students as compared staying closer to a 4 with a 4.18 with the Non OC students. Similarly, for OC students, specific statements "I will understand grammar" (3.4), "I think I will understand when spoken to" (3), and "I will get the grade I want" (2.6) showed marked differences with the NOC students who respectively scored (4.42), (4.11) and (4.8). Out of the 13 statements with 4 about grammar,

4 about communication, and 5 about mastery each one was clearly different between the OC group and the NOC group with an astonishing difference of (-2.2) when talking about grades. In fact, although the initial overall self-efficacy for both group was about the same with a 4.29 (OC) and 4.25(NOC) table 7 revealed the complex process of learning a language. OC students reported a high confidence / belief in their learning, yet there were some barriers on learning a language. These statement (beliefs) presented in more details a different self-efficacy for each group.

In terms of the two grades, 9th and 10th, the analysis indicated that there was a significant difference for the self-efficacy for these 2 groups since p-value <0.05. In fact, out of the 13 self-efficacy statements rated by 9th graders, 10 out of 13 ranked higher than a 4 and higher than the one graded by the 10th graders. The 9th graders' self-efficacy for each statement ranged from 3.07 to 4.93. In comparison, the 10th graders' self-efficacy ranged from 3.26 to 4.63, a tighter range than the one for the 9th graders. The results of the survey indicated a positive self-efficacy overall with 9th graders who will ill "get the grade they want," (4.95) and will do well on the test" (4.95) will "learn" (4.93), will use the language to communicate (4.49) and understand the grammar (4.68) in order to communicate. In comparison, the 10th graders who although have enviable score above a 4, present a more subdued self-efficacy. For instance, sophomores will "get the grade they want" (4.52), do well on the test (4.51). They, too, will learn (4.63), communicate (4.03) and understand grammar (4.19). However, 10th graders did not believe that they would master the skills (3.96) as compared to the 9th graders (4.3) Finally the overall self-efficacy is significantly lower from the 9th to 10th grade. The results showed that there was a confidence in the self-efficacy for the 9th graders that seemed to diminish in 10th grade. This analysis shades a light on all students learning a world language.

Self-Efficacy Perception by Students and by Teachers

Students' perception on self-efficacy initial results derived from to two focus groups, one with the OC Students (OC) and one with the non OC students (NOC).

For both groups, the first perception about self-efficacy was that "going to class and to study" was an important strategy. In fact, to confirm this statement, the OC students voiced that "it is important to go to class even though students might not have the homework." So, for both groups, the ethics of being present to class was important.

Another component of self-efficacy as pointed out by the OC students were grades, however the NOC students did not discuss it. The OC students did not specifically talk about a range of grades. It was just mentioned as a way to look at a personal accomplishment. One 10th grader, felt that she exhibited more self-efficacy since she had changed level after a difficult first quarter "I am doing pretty good…I went back down to CP", agreeing that her grades are better now so she believes she can do better.

In addition, to determine their self-efficacy both groups favored "studying and practicing". However, the NOC students were particular with their recommendations. Students mentioned "Do more than just to get by"; "Listen, read, work outside class". For the NOC group, students believed that they were going to progress by consistently planning and studying. In contrast, some OC students mentioned that they "forget what to study" or that "I study fifty percent of the time". However, in that group, a 10^{th} grader as well as two 9^{th} graders had a strategy in place like the NOC students "I am putting words together, saying vocab out loud" or "trying to speak from what I learned in class". As Bandura (2001) pointed out, students had some positive strategies and goals construed as achievable and accepted by themselves.

Another essential strategy students perceived important for self-efficacy was their rapport with homework. It was a much-debated topic in both groups. Homework was upsetting for the OC group and was a necessary way of demonstrating mastery goal orientation for the NOC group. The OC group was vocal about the "evilness" of homework. Comments heard mostly from girls from the group were "we never try to excel, we do the bare minimum" as well as more revealing statements such as "I hate homework"; "I don't do my homework"; "I just don't like homework, I want to go home and sleep. I never do my homework."; "Homework is weird. I want to know how to speak, not doing homework on culture. Pointless. Designed for punishment. It's all about grammar". That statement may be related to the previous study of self –efficacy for to groups and how the OC group felt with a mean of 3.4 "I will understand grammar" as compared to the NOC group with a mean of 4.45. Yet, for an OC freshman "Spanish homework is like, well because I am taking the cultural class, it's a little different, but, nobody does their homework….yeah, nobody does their homework first of all, and like, I feel like I don't, know. The homework we get is like weird. I feel we should get more grammatical stuff, we get like stuff about famous people and painting and stuff we are not interested in."

The NOC group had other views on homework. The discussion started with the statement "It's important doing it right." For some "It helps you review what you learn"; "It's a study habit. Let's you know if you are doing it right"; "Should be small, and incremental". Some 9th graders in the NOC were able to bring some value to their comment "[homework is] useless if you don't know what to review or did not understand content". Students shared strategies they used to be on target. Students believed their actions would give them a better chance at getting the homework right "saying vocabulary out loud"; "repetition is important", "Practicing, talking to my friends using the language." As Bandura (2001) suggested, homework is powerful, an

objective easily attainable and can be long lasting. Goals have to be specific, hard but achievable. In addition, Pajares (2002) refers to students who exhibit high level of self-efficacy as students who work harder and persist longer.

The students' perceived self-efficacy was based on effort. For the OC group effort was not rewarded "they give you a paper, a really big paper, and then it's just vocab. You studied everything !" yet the group reported "not taking the class seriously" as well as " doing half of what is expected, that's not working, "doing the bare minimum"; "not studying enough". OC students used "not useful" "not studying enough" and the register being more negative. The NOC students' discussion was more centered on what they did. For instance, it reported "I need to study more if I want to meet the challenge of the class", as if reflecting on Dörnyei (1994) to building confidence and a sense of achievement. Other students voiced "I need to study more to meet the challenge", "once I realize the class was challenging I had to meet it," "I practice much more my ASL and grammar while talking "and "I have more dexterity."

To continue on the students 'perception each group had an emotional tie to the language they study. As part of one of the component of Bandura socio-cognitive theory, students confirmed they belong to a community vicariously. There were variation in defining the community. For the OC group, the simple statement "I speak Spanish" or "she [her friend] can understands what my mother says" was enough to have the student as part of a larger group. The OC students did not verbalize or were unaware they had to verbalize their cultural attachment. Therefore, students were puzzled as to why they were studying some cultural strands in the Heritage Speaker class. For instance, the two female Latina freshmen said, "we study famous people and painters and stuff, it's weird". On the other hand, NOC students stated, "my brother took it"; "family connection, so now I can speak it"; "being an historical buff"; "I can't explain it

, I like French", or they had a goal in mind "medical field" or "translating" . It looks like in both groups, there were students who knew why they were studying this language and some in both group that were unsure. Those who did not know, did not speculate why they were studying one world language over the other. The major difference between the two groups was that some students had a career in mind "medical field" or "translating". For the rest of the student, it was a feeling "I like it, I can't explain it" or "I tried Spanish, now I am in Latin" or "People expect me to know Chinese, but I don't know Chinese, so why would I be in a class where all students already speak Chinese, I might as well learn something new, people expect you to speak a foreign language". So, students felt that participating to a bigger goal and being connected to something bigger was helping them show self-efficacy in their language course.

Teachers' Perception

Five out of 9 teachers (53%) of the language department responded to the open questions. Based on the respondents it looks like that teachers' perception of students' self-efficacy is based on strategies that they teach to students and experiences they give the students in terms of the four principles of vicarious experiences, verbal persuasion, mastery and emotional clues.

Teachers agree that they are encouraging students to learn some strategies that would make them more independent as language learners through vicarious experiences with their peers in the classroom. For instance, 2 out of 5 teachers gave as examples that students "speak in pairs", observe others through "presentations" as well as "collaborative peer teaching" to make the experience of language learning more student centered and therefore more personal. One French teacher used the term "peer editing", one Spanish teacher emphasized the "telling of personal anecdotes" and that "everybody is capable of learning a second language." All of this makes it a vicarious experience and help develop self-efficacy in students. Teachers did not

report if this belief of vicariousness was reported as a positive from the students, but 3 out of 5 teachers responded that they encouraged that belief of vicariousness through engaging activities.

In terms of verbal persuasion as defined as one tenant of Bandura ‘s socio-cognitive theory on self-efficacy, once again teachers are sharing “I find time to focus on his needs during groups/pair work”; “I circulate a lot and sit with those in need of coaxing and/or more guidance . Then when sure they understand, I call on them during the whole class Q and A”. Clearly teachers are helping students by giving immediate feedback and helping students realize their self-efficacy potential.

For the emotional clues that are part of self-efficacy, one French teacher explains “I try to connect/ implement lessons relevant to the students’ lifelike activities and interest”. Also, the Mandarin teacher stated, “I give them chances to voice their opinions”. One Latin teacher shared that he “emphasizes growth”. The Spanish teachers are sharing with students that “life is full of joy when speaking another language and enforcing the idea that students are better prepared than those who haven’t learned one.” In addition, students are able to travel overseas or in Québec, as well as participate in a homestay exchange program with a French high school. Overall students are perceived as happy to participate in project-based learning, and as motivated, particularly “the honor students, but that CP students on the other hand have other beliefs”. A Teacher also remarked that “students’ self –efficacy is being affected by the student lower expectations”. However not all teachers agree. The Latin teacher commented that “we have a particularly enthusiastic group of 9th graders (career best kind of class) so it is great time to emphasize mastery because we have a willing and motivated student population in the younger grades”. These responses make for realizing that students are attracted and emotionally attached to the language they are studying.

Finally, teachers 'perception of students' mastery is that it is not yet developed. Teachers see students being motivated by grades rather than mastery. In a way it echoes the survey. The mastery statement #17 "An important reason I do my homework is because I like to learn new things" with 20 students ranking it a 7, item #27 "an important reason I do my homework is because it is required by the teacher" with 109 students raking it a 7 or statement #41 "Learning this language well is more important than the grade I get" with 31 students ranking it a 7 on the Likert scale used for the survey. Therefore, teachers in the World Language department did not perceive students, as Pajares (2002) points out, as being able to purposely accessing and deliberating processing information for evaluation their next course of action. Despite teachers' efforts to not engage the students in focusing on the grade, teachers felt it is a constraint hard to remove. For instance, a Spanish teacher voiced his concerns stating that "studying the night before a quiz simply to get a good grade is not the most conducive way to acquire a second language". The French teacher stated, "I tell them straight up I am not interested in haggling with points and if they have a problem they need to see me right away". One teacher said, "I grade on different aspect of language learning". Nonetheless, compounding the grade issue or making it more relevant, students are perceived as wanting to be entertained. One teacher stated that "authentic and fun (activities)" are a way to motivate students however he noted that "deliberate practice that is an essential component of mastery has an element of drudgery. To pretend otherwise is disingenuous." That sentiment brings about the gap that exist between some students as they perceived their element of mastery in self-efficacy and the teachers' perception of it.

Students and Teachers Differences

One notable difference between the OC and NOC groups seems to be from the preponderance of the teacher role in the OC students. For them, teachers' expectation, support

and communication style were important. It was essential in their view of "self-worth" "I don't want to feel stupid", and therefore directly linked to their self-efficacy. Students viewed "Teacher needs to be supportive". This support from the teacher was a way to voice [it increases my sense of belonging to the class (vicarious) and establishes a rapport with the teacher (emotional clues) and help me reach a higher level of self-efficacy]. Among the demands made from students "Teacher needs not to take offense [if we interrupt] it's not personal"; "Communication with teacher when understanding is not happening". As pointed out by Payne, Youngcourt and Beaubien (2007) this illustrates that overall students are looking for positive feedback from teacher rather just mastery goal orientation for improving and developing abilities.

It stands out that students enjoy being praised and were more willing to perform when praised and or encouraged. The OC group said, "I feel accomplished" "I felt proud" "I feel pride" "makes me feel smart, and I am not smart". Moreover, NOC students said, "It gives you confidence" "makes you proud" "validates what you know". In contrast, students reported that some activities to do at home or in class were not engaging. For instance, typical activities that teachers require for mastery goal orientation are not well received in the OC group: "Quizlet is not useful" "Conjuguemos is the worst"; "the workbook pages on line, the book online. No one uses it that either, probably should, I bet it helps." So, it was implied that there would be no praise form teachers. So, the desire to get feedback from teacher leads to a disconnect since the students do not "comply" with activities advocated by the teacher. However, for both groups, students are more willing to perform when engaged and encouraged. Teachers were attentive to that. They mentioned "I share many personal experiences" as well as "I share interesting or at times "embarrassing" moments to proactively avoid [students being embarrassed]

embarrassment". Others answered that "I am not an entertainer…some aspect of the class can be "boring", although I have a few tricks in my bag to make learning relevant. Usually I find that if I provide mostly student-based tasks, students are involved and stand up to the challenge."

In both groups "pride/proud" was a way to talk about self-efficacy. Not all students were able to verbalize it, females were the first one to respond. Initially, male students in the NOC group made a distinction between pride and confidence. Once it was defined as either clearly a personal validation (pride) and one was an external validation (confidence), all students rallied to the idea. In the OC group the idea of praise was attached to the students' self-worth and value "feel smart". However, in the OC group, one student in particular, right away said he did not like praise "I don't like that, I don't like to be put on the spot unless I want to." When pressed by female students who were trying to clarify his feeling he added "If the class is not in session and he tells me one on one, that's differen.t" So, for this young man, recognition is important on a personal level, not as a performance but for himself. Later on, he will admit not "studying, I can't lie" as a way of saying that encouragements came rarely. Affirmation about learning was a bit stronger in the NOC group rather than in the OC who focuses on personal motivation and validation in an emotional way. For instance, in the OC female's students said, "I feel like I am about to get fluent." "I do more than my peers." "They [the other students] don't even speak the language". Praise in the language production does not mean "I value your idea or who you are", but more so "I value that you can express an opinion and that the majority of the class can understand you." Praise was a major difference in students' and teachers' perception on self-efficacy.

Overall, in the World Language department students voiced they liked praise, like to communicate, be engaged. The OC group felt strongly that the teacher had a very important role

in them being accepted, belonging and therefore experiencing self-efficacy. In both groups of students and teachers wanted mastery goal orientation through activities at home and in class. In addition, students "cultural / patrimonial background" was discussed by the OC students. In comparison the NOC students was better focus on language, more positive. Yet all students wanted to learn how to communicate in the language.

Chapter 5: Conclusions

Self-efficacy has been studied for disciplines, such as mathematics or English language arts, or for Foreign Language programs at the Undergraduate or elementary levels. According to Bandura (1977) self-efficacy has four sources – mastery experiences, verbal persuasions, vicarious experiences and emotional clues. This study attempts to expand on this research by investigating academic self-efficacy in language learning in a suburban high school. It focuses on two groups of students, OC and NOC students as well as two grades, 9th and 10th graders.

In the mixed method study, I found that overall self-efficacy is 4.25. In further explorations, I found that those students who attended this high school from the community (i.e. Non OC) had an academic self-efficacy of 4.25 while the Hartford-based OC peers had 4.30 on the Likert 7-point scale, with '7' being "true to me." A positive correlation of a magnitude of 0.68 resulted when examining the relationship between self-efficacy and mastery goal orientation. This study is looking for responses in terms of how students from the OCOC and NOC as well as teachers perceived students' self-efficacy and how the World Language department can encourage students, overall and particularly OC students to enroll in higher level courses.

Practical Implications

This study is pointing to some good aspects of world languages offered by this suburban high school, and some that can be enhanced.

Over the last two years, the World Language department has created a vertically aligned curriculum in all five languages taught in the district, American Sign Language, French, Latin, Mandarin, and Spanish from elementary levels to high school and created a course for Heritage speakers. In addition, teachers modified their practices by moving away from a grammar-based approach. Today, teachers have a common language based on ACTFL Proficiency levels, modes of communication. Teachers interact with one another on different aspect of the curriculum and share openly their experiences with students. Overall, teachers have a very active and purposive plan to enhance the curriculum, provide students with authentic experiences, and cultural competency. All of these efforts, including common planning, resulted in sharing their best practices at professional development days, common assessments created, curriculum shared, collaborative and meaningful discussions about students' progress and engagement. Overall, teachers in that high school are positive and encourage students to move on in their study of language. As a result, in the last few years a few students are studying more than one language. Additionally, results at high stakes national exams, such as Advanced Placements are more than one standard deviation above the average mean, with students in AP French and Spanish scoring 4 and 5 with an average score of 4.5. Along with the AP, the department has created courses in conjunction with the University of Connecticut Early College Enrollment (ECE) in three of the languages taught. All of this makes for a dynamic department.

This department in this suburban high school also can work further on improving the world language for all students. For instance, in addition to the budding department website meant as a centralized hub for students and parents, there could be a WL website dedicated to

teachers with the most pertinent and latest research about language with sections on Standards documents (books and articles), proficiency guidelines, core practices, methods, SLA theory, strategies, practical ideas that enhance students' learning. Similarly, teachers could create a list of strategies as mini video, student-centered and innovative, successfully used in the classroom.

The department has been working at revamping the curriculum, creating units and finding sources and there has been no data, except anecdotal. The collection and analysis of data is important and could lead instruction. Based on data from this study, it looks like there is a drop in self-efficacy from students, in 10th grade. This year, teachers are concerned by the rate of attrition that seem to happen in soon to be 11th graders in Spanish. It could be that the curriculum is too hard, too grammar-driven, the pace too fast. Maybe the cultural strands chosen were not as transformative as the teachers thought initially. This of course, make the curriculum iteration even more relevant.

Students should have more opportunities to engage in meaningful communication inside and outside school. For instance, a language course could be taught in conjunction with the TV Production course and produce news and info in the target language. Also, student should be able to connect to outside businesses and communities (online or otherwise) to use the target language. Some methods advocate for a global community inside the classroom with Project based learning, but this can also be achieved with a common project by students of two different countries.

To elevate the pride and confidence level of students, classroom can reflect a language learning environment that is based on mastery grading and proficiency levels. Revamping the rubric as to not have a grade but a level (intermediate low, mid and high). It is rare for students to

cognitively move in the same category across in all modes of communication. Some students might be better at interpersonal and some at interpretive.

Finally, making language and cultures visible throughout the school. Art and visuals on the school monitors could also add value and make language what it really is a tool that is not so foreign but worldly.

Future Areas of Research

The study of a foreign language is a complex process that involves the acquisition of content and culture, linguistic skills and analytical skills. In addition, self-efficacy is a major contributor to students' success in developing high language skills. Based on this study other researches are possible.

A study on the self-efficacy of all students and particularly of OC students would be valuable research. A larger sample size from the high school in the area would be valuable, as the one at AHS is small and shows a big variation.

Another area of research would be to look at the teachers' level of self-efficacy. Based on this study, students in high school feel that the connection between teachers and students is important for students to grow. Are teachers that are demonstrating self-efficacy using metacognitive strategies individualized and auto-directed increase students 'foreign language learning?

Other possible research would be to look at mastery and self-efficacy from cohorts over 4 years and see trend in Second Language Acquisition since students start a language at the elementary level. Clearly the data in this study is a point of departure, it can also be looked at in terms of language students speak at home, the grades they got as related to the self-efficacy they believe to have.

Bandura suggests (1986) that self-efficacy influences choices of activities. Therefore, students engaging in feared activities (i.e. speaking in a foreign language) are prone to not continue the language. With the goal of the school to increase access to higher level courses to underrepresented students, the correlation between performance and self-efficacy needs to be investigated.

Based on Pajares (2007) and the study of writing in high school, research to look at feedback in terms of students gains in speaking through a portfolio of conversations needs attention. Currently, ACTFL guidelines are based on proficiency levels. As students in high school are moving away from basic skills , would students show a higher level of self-efficacy as past performance are more positive and vicarious experience increase and students given more freedom with technology?

Language learning is a complex process. Foreign language learning can be daunting. Self-efficacy is certainly giving insight to teachers on how to make the world come to their students.

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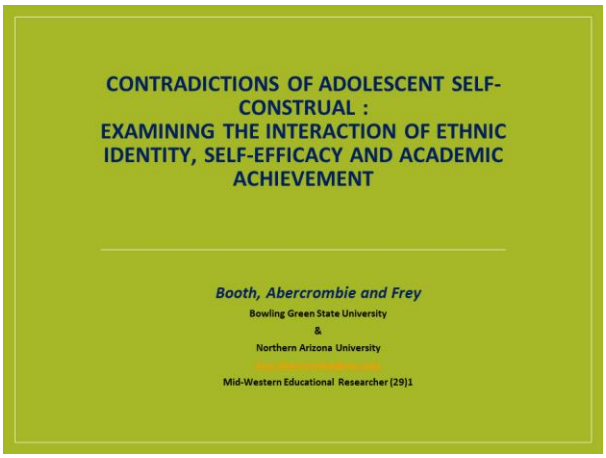
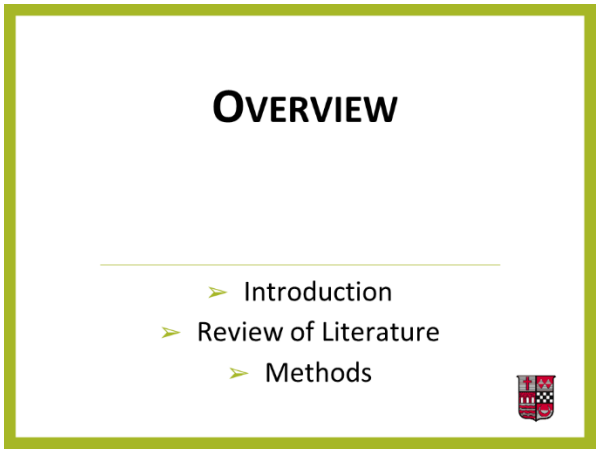
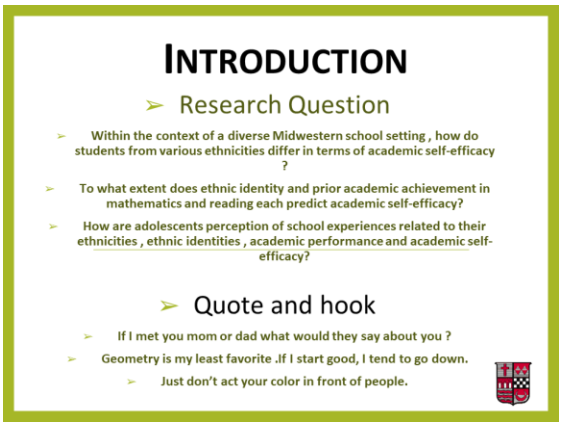
Appendix A

Power Point Sides Fall 2017







Review of Literature

Theory.

Erikson's Significance of understanding the self and self- identity.

Abilities and interest, identification with other people, opportunities available in society

Theme 1 : The Importance of Ethnic Identity for adolescents

Does the ethnic status interpreted differently in their community ?

Phinney (1989,2006) French , Seldman, Allen & Aber (2006) ,

ERI : ethnic and Racial identity (Rivas-Drake, 2014)

- A strong ERI I a strong predictive factor from ethnic discrimination

Review of Literature

- Theme 2: Academic Self-Efficacy Among youth
- Zimmerman(2000) the conceptual framework of self-efficacy is paramount to understanding the significance of self-analysis and academic achievement
- Galla, Wood and Langer (2014) .
- Self efficacy predicts effortful engagement which then predicts academic performance

Statement of the Problem

Youth responds in various way to the sociocultural contexts and the surrounding communities.

Methods

Longitudinal study N= 483 Fall, N= 392 Spring (2009-2010)

In Ohio,

- Hierarchical multiple regression analysis was conducted (self – efficacy was the dependent variable ad ethnic identity, math and reading achievement scores were predictors variables
- Students interview and data
- The ethno-racial make- up matches national average
  - 64%, 15.1%, 7.5%, 12.8%
- 57.8% economically disadvantaged, 6.9% EL, 1% migrants

Methods

Look at 979 total
Looked at standardized test from previous year

Phinney : multigroup Ethnic Identity Measure (1992).
4 pts scale Lickert scale

Academic self efficacy : measured on a 7 items Lickert scale

- Marjoribanks' school attitude Scale

QUALITATIVE /QUANTITATIVE RESULTS

Prior math performance and transcripts were analyzed

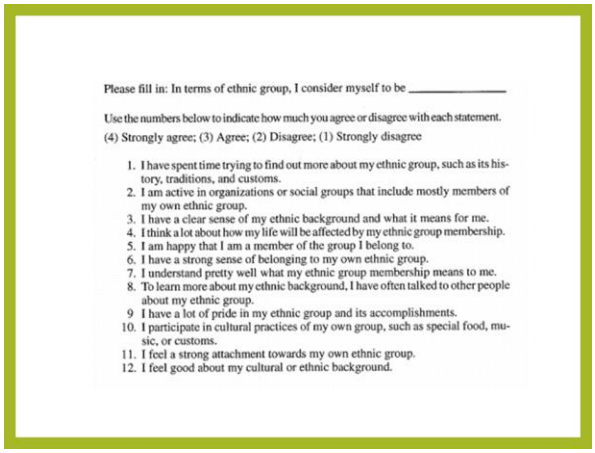
No other ethnic group discuss math self-efficacy in consistently negative tone

English is viewed with pride

Perception of achievement gap
Overall self-efficacy (38 students more positive than negative feeling about SE
Ethnic identity and SE in terms of language (Black, Mexican, bilingual , separation, Resentment)
Triangulation of data is possible

LIMITATIONS

Unequal distribution of demographic groups
More investigation is needed
Outcomes is reliable due to triangulation



Please fill in: In terms of ethnic group, I consider myself to be _____

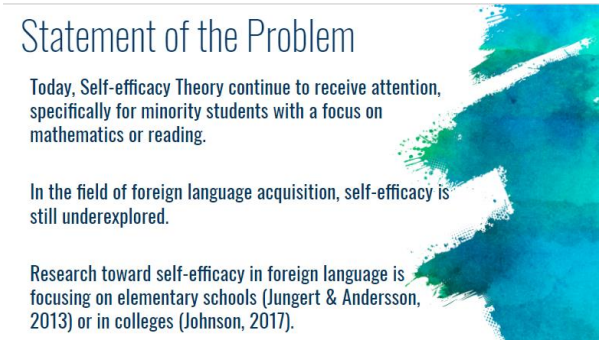
Use the numbers below to indicate how much you agree or disagree with each statement.
(4) Strongly agree; (3) Agree; (2) Disagree; (1) Strongly disagree

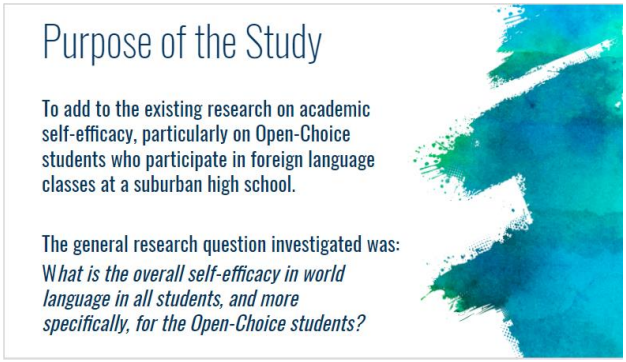
1. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.
2. I am active in organizations or social groups that include mostly members of my own ethnic group.
3. I have a clear sense of my ethnic background and what it means for me.
4. I think a lot about how my life will be affected by my ethnic group membership.
5. I am happy that I am a member of the group I belong to.
6. I have a strong sense of belonging to my own ethnic group.
7. I understand pretty well what my ethnic group membership means to me.
8. To learn more about my ethnic background, I have often talked to other people about my ethnic group.
9 I have a lot of pride in my ethnic group and its accomplishments.
10. I participate in cultural practices of my own group, such as special food, music, or customs.
11. I feel a strong attachment towards my own ethnic group.
12. I feel good about my cultural or ethnic background.

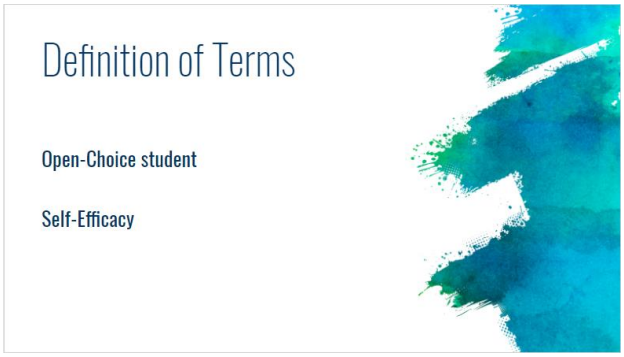
DEVELOP PSYCHOLOGICACLLY SAFE ENVIRONMENT THAT ENCOURAGE ETHNIC PRIDE FOR ALL STUDENTS

Appendix B

Power Point Slides Winter 2018





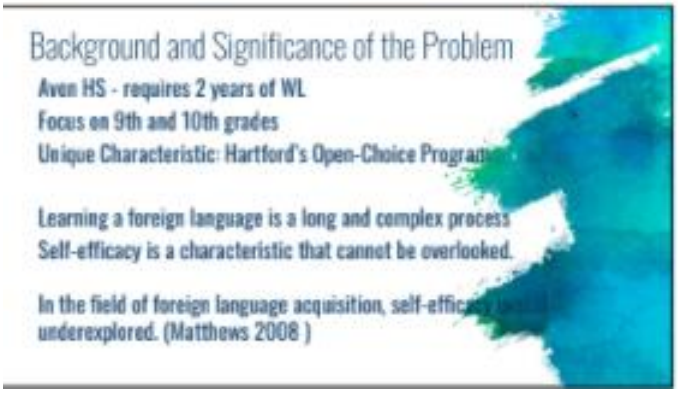


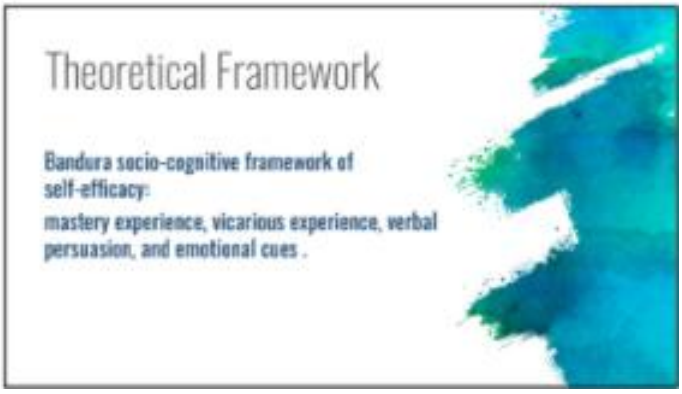

Review of Literature
Socio Cognitive Self -Efficacy Theory
Academic Self-Efficacy
African American Students and Academic Self-Efficacy
Racial/ Ethnic Self-Identity and Academic Self-Efficacy
Gender and Academic Self-Efficacy
World Languages and Students' Academic Self-Efficacy
Choice Based Desegregation and Self-Efficacy


Socio Cognitive Self Efficacy Theory
Bandura's work
Agency refers to acts done on purpose for a proactive commitment to achievement (Bandura, 2001).
Intentionality gives way to an agentic perspective.

Appendix C

PowerPoint Slides Spring 2018





Purpose of the Study

To add to the existing research on academic self-efficacy, particularly on Open-Choice students who participate in foreign language classes at a suburban high school.

The general research question investigated was:
What is the overall self-efficacy in world language in all students, and more specifically, for the Open-Choice students?

Academic Self-Efficacy

Refers to students' beliefs in their capacity to perform certain academic tasks

Dependent on the difficulty of the activity
transference factor
strength across factors

Choice Based Desegregation

Hartford's Open-Choice Program
- (OC/ NOC)

OC students are self-selected and have a strong support system at home. Gains are bigger than staying connected in neighborhood
(Bifulco, Cobb & Bell, 2009)

Methods

- Mixed Research Design
- Quantitative / Survey to all 9th and 10th graders
- Qualitative / Students focus groups (OC/ NOC)
- Qualitative / Open-Ended Survey to WL Teachers

Research

1. Within the context of the suburban school what is the over self-efficacy of students?
2. What is the correlation between S-E and mastery goal orientation?

3. is there a difference in S-E between Open-Choice and non Open-Choice students?

4. What is the students' and teachers' perception on self-efficacy?

Results

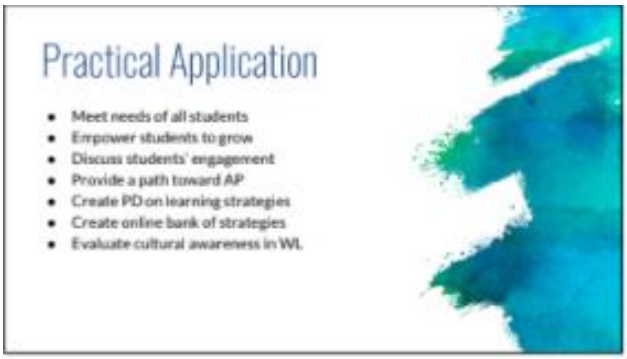
- Overall S-E is 4.25 on a Likert scale 1-7
  - OC S-E is 4.30
  - NOC S-E is 4.25

Results

- Overall S-E is 4.25 on a Likert scale 1-7
  - OC S-E is 4.30
  - NOC S-E is 4.25
- Qualitative / Students focus groups (OC/ NOC)
  - Teacher Impact
  - Homework Impact
  - Utility impact

Results

- Overall S-E is 4.25 on a Likert scale 1-7
  - OC S-E is 4.30
  - NOC S-E is 4.25
- Qualitative / Students focus groups (OC/ NOC)
  - Teacher Impact
  - Homework Impact
- Qualitative / Teacher Survey
  - Strategies
  - Language Learner (Dornyei, 1994)


Practical Application
Meet needs of all students
Empower students to grow
Discuss students' engagement
Provide a path toward AP
Create PD on learning strategies
Create online bank of strategies
Evaluate cultural awareness in WL


Support from RoL
Bandura
Dornyei
Pajares & Usher


Future Avenue of Research
More schools
Following cohorts
Looking at Teachers' Self-Efficacy

Appendix D

Fall 2017 Self -Reflection

This study has proven much more intricate than I originally thought. It is a long process which originated with my initial bias about the way OC students are for the most part absent in upper level courses, including Advanced Placement, at Avon High School (AHS). I always have been passionate about language learning and I knew I wanted to explore the language component since it is often overlooked in standardized test. In addition, it is not a major course but an elective in high school.

What came to be the focus of the study, the self-efficacy of 9th and 10th graders taking a Foreign Language is really what took a very long time to find and frame. This study has becomes my endurance test, and my realization about my own self-efficacy. Before starting I knew nothing about self-efficacy, Bandura and or any other studies on the many possible way self-efficacy can be studied. So, the study has provided me the chance to delve into a scholastic mind frame and also understand better the need for research in the field of Education. I have been astounded by the amount of publications and research in the field of education. High school teachers can be cynical about the research done by academia, and feel that Academia does not understand the daily life of a teacher. However, this study has demystify this for me. Indeed, how to call the attention to a problem such as the lack of representation of students in advanced courses in World Languages, if there is no rigorous back up method to point to solutions and collective effort to correct it.

I enjoyed the research and how scholarly researches referenced each other. The writing of RoL for a topic I was unsure about and still researching was difficult. At the beginning I did a

table as I was taking notes, but since I did not understand the motivation behind it and the fact it would appear in the narrative, I did not pursue it. That was detrimental and very stressful to gather the data after that.

I welcome feedback from the professor since Dr. Yakimowski who is my advisor. Feedback is constructive, even if I am not sure on how to tackle it right away. It takes me a long time to write. I have been fraught with self- doubt about my ideas. The reading of the scholarly articles were interesting also in their structure, each one was different and gave me insight how different format can exist.

It took me a long while to figure out what it is I wanted to investigate and since nobody else in the cohort was doing this, it was difficult to share. However right now I feel that my study is of interest, since I have not been able to see any like this about self -efficacy and language learning in high school. So it makes me think, that this work is valuable.

Appendix E

Winter 2018 Self-Reflection

The semester was a challenge.

The continuous flow of information and constant rewriting gave way to doubts about ability to finish.

Other questions about research are popping up. When would I have the time to do the focus groups with students that are not my own, are busy with activities, and not invested? How much more can I ask from my colleagues that are already taxed and burdened with a demanding high school, constant meeting, writing and implementing stages 2 and 3 of a new curriculum? My meetings with my professor give me the impression it is feasible. I am all my students who are struggling this year.

Appendix F

Spring 2018 Self-Reflection

The gathering of quantitative data was done with the agreement of my colleagues in my department. All have been supportive and gave their time for the survey to be done in the classroom, despite initial concerns about the time it would take to fill the survey. Once colleagues were reassured about the 5-8 minutes time frame for the survey, it moved swiftly.

In terms of the qualitative date, focus groups were much more difficult to organize logistically in this suburban high-school. The teachers' focus group meeting email request to meet on a certain day of the week and a time, was answered negatively by a few, and ignored by most. Responses ranged from "yes of course", "I will help you", to "no, no time, not here, other commitment." As a result, I sent another round of mail, expressing regrets to have put

colleagues under more pressure and asked if a Google Form with open-ended questions would be better suited. Responses range were more positive overall. I sent a survey February 28th. The survey stipulate that responses would be accepted by March 1st. It gave colleague a window to respond, online to 6 questions. Out of this, 6 responded, but 1 did not save and submit so her results were lost. 2 teachers did not respond at all.

The students' focus groups were as hard to organize. I initially contacted the new school psychologist who is also running monthly meeting with the OC students. She then let me know she would be meeting with the 9th-10th graders on February 28th from 8:30 -9 am. I have class during that time. Colleagues are teaching also 1st period and substitute teachers were in a shortage that day. As a result, I asked my coordinator next door, to supervise my class while I went to the counseling office to meet with the students. I had less than 5 minutes to explain why I wanted to meet with them. We agreed that we would meet on Friday, March 2 from am to 7:40 and that I would bring breakfast. For the NOC students, I did the focus group in my study hall, for 40 minutes. I only have 9th graders and students taking all languages. Students agreed. Some students I have in French 3 CP course, said in class they would come from their study hall period 3 to mine to help me with the focus group.

As a result, the OC students' focus group had a total of 7 students, 2 male students and 5 female students, 9th and 10th graders (1 Latin, 1 ASL, 1 French, 4 Spanish). The NOC focus group had a total of 11 students. All 9th graders, 8 male students and 3 female students. All language and levels (CP. H) were represented and all had said they took the survey.

There was no help to scribe for either group. Scribes could not be secured due to the nature of high school day and no additional personnel on staff and/or available. I think it is easier when academia comes into a place and acts as a third party with means and grants that makes the

focus group easier to organize, and /or when there is additional staff and resources in the high school.

Overall, I feel that the students gave spontaneous answers and that they all participated when given the chance to voice their opinion. Students were willing to help and feel involved. Teachers were not as willing, responses were short overall.

Overall, it looks like there is a sense of disconnect between teachers who want really good work on the first try and students who see this as a continuum. Clearly some students will do better, and self-efficacy will rise if grading is based on mastery and proficiency levels.

Appendix G

Executive Summary

Language Learning: A Study of Academic Self-Efficacy in a Suburban High School

The **purpose of this study** is to add to the existing research on academic self-efficacy. Parting form typical self-efficacy research in mathematics and English Language Arts, this study focused on the overall self-efficacy as well as the relation between self-efficacy and mastery goal orientation of students, including Open-Choice (OC) students, who participate in foreign language classes at a suburban high school in Connecticut.

Participants in this study included both teachers from the World Language department, OC and NOC students. All 9th and 10th graders currently enrolled in a foreign language course were asked to participate in a survey, OC and NOC students were asked to participate in focus groups. In addition, teachers responded to open-ended questions.

The **Research Questions** addressed by this study were:

- Within the context of a suburban school what is the overall self-efficacy in World Language?
- Is there a correlation between self-efficacy and mastery orientation goal orientation?
- Is there a difference in academic self-efficacy between Avon students and OC Students?
- What is the students' and teachers' perception of students' self-efficacy?

For the **procedures**, in mid-February all teachers in the department were asked to administer to their students an online survey on self-efficacy, mastery goal orientation and demographics. Answers to these questions were recorded on sing a Likert scale 1-7 on 59 items. Faculty in the World Language Department were asked to complete a series of open-ended questions on how they perceived students' self-efficacy and OC and NOC students participated in focus groups.

Data for **analyses** were analyzed using t-test comparing self-efficacy, overall and OC students', self-efficacy and mastery goal orientation as well as a thematic analysis for focus group responses, and open-ended responses.

The **results** for this study produced the following highlights

- The overall self-efficacy is 4.25 and OC students' self-efficacy is 4.30 indicating that there is no statistical variation.
- There is a strong and positive correlation of 0.68 between self-efficacy and mastery goal orientation.
- Focus-groups responses indicated that rapport and communication with teacher as well as homework completion were areas of concern for OC students.
- Students' and teachers' perception on students 'self-efficacy were uneven and teachers perceived the students overall greatly motivated by grades, while recognizing that the freshman were motivated students.

Since self-efficacy is rarely looked at for overall students and OC students exploring a language curriculum in high school, this study is valuable in determining strategies and best-practices that can and should be used in the World Language classroom.

Some **practical solutions** may be:

- To have specific PD focused on strategies for students
- More communication outside school , engage students in global project with other communities
- Consider changing grading procedure to make them individualized, differentiated, based on Proficiency level guidelines (ACTFL) and mastery.

Some avenues for **further research** may be:

- A study of teachers' self-efficacy in the language department.
- A mixed research study including schools in the region who participate in the OC program.
- A study at mastery and self-efficacy from cohorts over 4 years.

Appendix H

Permission Letter for Study from Administration

To Dave Peling
Principal Avon High School
Re: Surveying AHS 9th -10th grade students.
Dave,

In partial fulfillment of my 6th year degree at Sacred Heart University and under the Direction of Dr. Yakimowski, I am requesting the permission to survey the students in 9th and 10th grade who currently study a foreign Language at Avon High School.
I am currently researching language learning and Academic Self-Efficacy for all students and particularly for OC students.
I am planning to distribute a two-part questionnaire to the students. Typical questions might be about demographics, as well as their understanding of self-efficacy. These questions will follow a 1-7 Likert scale. Students will use the following link to access the survey https://sacredheartcoe.az1.qualtrics.com/jfe/form/SV_1NCwWyIxfqXNsRT
In addition to the quantitative aspect of the research, there will be a qualitative portion to this research. I would like to have 2 focus group, one with students from Avon and one with students enrolled in OC, as well as one for teachers in the World Language Department.
I am hoping that you will allow me to distribute the questionnaire and have the focus groups. It is the hope that this study will help the World Language department understand how all students and particularly OC students' view self-efficacy, and encourage all students to continue with language learning to the highest level course possible.
Please let me know if you believe you can support this endeavor.

With Regards,
Geneviève Brand
WL Instructor at AHS
6th year Candidate

David Peling)

Good Morning Genevieve,

Your survey is approved.

Best Regards,

Dave

Appendix I

Correspondence with Dr. Matthews

Dr. Matthew,

Good Evening.

I am Geneviève Brand, a World Language teacher of French and Spanish at Avon HS, in Connecticut. I have been teaching about 23 years and this year I am finishing a 6th year degree in Educational Leadership at Sacred Heart University under the direction of Dr. Mary Yakimowski.

My thesis is Language Learning: A Study in Academic Self-Efficacy in a Suburban High School. I am interested in self-efficacy for all 9th & 10th graders at my school, with a special focus on Open-Choice students (students coming from inner cities to suburbia) and language.

I have read with much interest your study referenced above and I am wondering if you would be so kind to clarify the survey you administered. Would you please let me know, or send me the composite subscales that were created as referenced in note #3 of your article?

Which items were performance orientation, mastery orientation, attainment value, intrinsic value, utility value and self-efficacy (although I believe the last 6 items of the survey are the self-efficacy). It would really help me to better analyze my results.

Hoping to hear from you really soon,

With regards,

Paul H. Matthews
Pièces jointes 30 janv.
À moi, gbrand

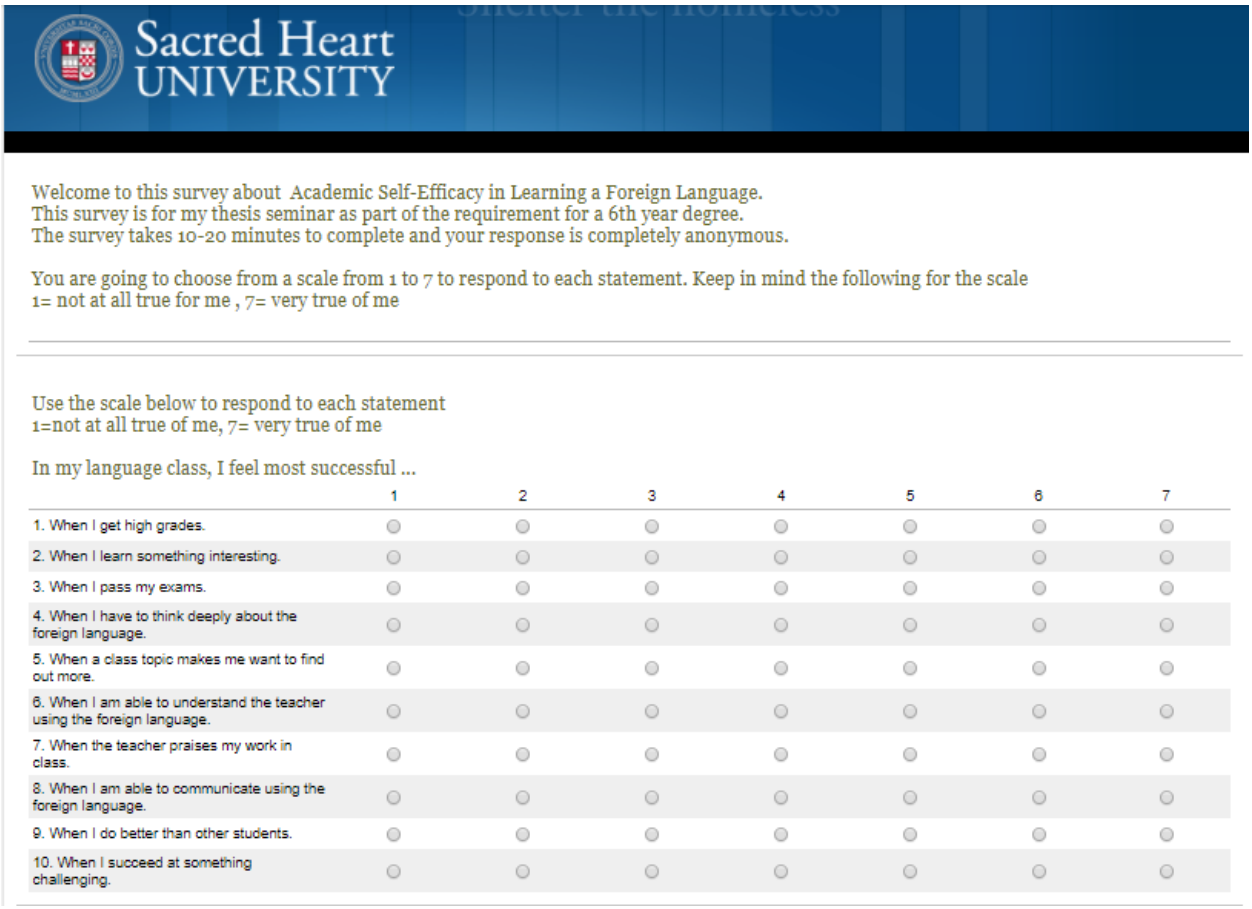
Thanks for your interest—I haven't thought about this study in a number of years, so had to go back to my original dissertation (attached). It looks like starting around page 84 I have listed which items were intended for which subscales. I hope that is helpful!

Best,

Paul Matthews

Appendix J

Survey to Students



Sacred Heart UNIVERSITY

Welcome to this survey about Academic Self-Efficacy in Learning a Foreign Language.
This survey is for my thesis seminar as part of the requirement for a 6th year degree.
The survey takes 10-20 minutes to complete and your response is completely anonymous.

You are going to choose from a scale from 1 to 7 to respond to each statement. Keep in mind the following for the scale
1= not at all true for me , 7= very true of me

Use the scale below to respond to each statement
1=not at all true of me, 7= very true of me

In my language class, I feel most successful ...

	1	2	3	4	5	6	7
1. When I get high grades.	○	○	○	○	○	○	○
2. When I learn something interesting.	○	○	○	○	○	○	○
3. When I pass my exams.	○	○	○	○	○	○	○
4. When I have to think deeply about the foreign language.	○	○	○	○	○	○	○
5. When a class topic makes me want to find out more.	○	○	○	○	○	○	○
6. When I am able to understand the teacher using the foreign language.	○	○	○	○	○	○	○
7. When the teacher praises my work in class.	○	○	○	○	○	○	○
8. When I am able to communicate using the foreign language.	○	○	○	○	○	○	○
9. When I do better than other students.	○	○	○	○	○	○	○
10. When I succeed at something challenging.	○	○	○	○	○	○	○

Use the scale below to respond to each statement
1= not at all true of me , 7= very true of me

	1	2	3	4	5	6	7
11. Learning this foreign language bores me .							
12. I wish I could speak this language like a native speaker.							
13. An important reason I do my homework is so the teacher won't think I am bad at language learning.							
14. The more I study this language, the more I want to do well at it.							
15. An important reason I sometimes do not participate in language class is to avoid looking stupid.							
16. I need to know this language well to achieve travel or career goals.							
17. An important reason I do my homework is because I like to learn new things.							
18. The more I study this language , the more useful I think it will be for me to learn it.							
19. Knowing how to use the foreign language is more important to me than the course grade							

Use the scale below to respond to each statement.
1= not at all true of me, 7= very true of me

	1	2	3	4	5	6	7
20. I like this foreign language a lot							
21. To me, being good at this language is not very important							
22. To me, this foreign language is really not that interesting							
23. I am taking this foreign language because it is a graduation requirement.							
24. I think I will be able to use this foreign language to communicate by the end of the semester.							
25. The more I learn about this foreign language, the less interested in it I become.							
26. I will probably never understand the foreign language grammar.							
27. An important reason why I do my homework is because it is required by the teacher.							
28. Learning this foreign language is important to me.							
29. I would feel really good if I were the only one who could answer the teacher's questions in language class.							

Use the scale below to respond to each statement.
1= not at all true of me, 7= very true of me

	1	2	3	4	5	6	7
30.An important reason why I do my homework is because I want to get better at it.							
31.I am taking this foreign language because I am interested in it.							
32. I want to get a good grade on my language assignments even if I don't learn anything doing them.							
33. I do my language homework because I am interested in it.							
34. This language is important to me because it will help me get a job.							
35. I will probably never be able to use this foreign language to communicate.							

Use the scale below to respond to each statement.
1= not at all true of me, 7= very true of me

	1	2	3	4	5	6	7
36. One of my main goal in language class is to avoid looking like I can't understand the teacher.							
37. Doing well in a foreign language is important to me							
38. I think I will be able to learn to understand the grammar of this foreign language.							
39. I try to participate in my language class because I want to get better at the language.							
40. I will probably take additional courses in this language, beyond what is required for graduation.							
41. Learning this language well is more important to me than the grade I get.							
42. It's important to me that other students in my language class think I am good in this language.							
43. I value my ability to use this foreign language, even if y ability is limited.							
44. I think I can maser the skills taught in my language class this semester.							
45. An important reason I do my language homework is because I want to understand the topic.							
46. I am taking this foreign language because I think it will be useful for my career.							
47. No matter how hard I try, there are some things in this foreign language I'll never understand.							
48. Taking tests in this class helps me become a better language learner.							
49. I think I will be able to understand the foreign language when it is spoken.							

Use the scale below to respond to each statement.
1= not at all true of me, 7= very true of me

How likely are the following outcomes of your foreign language class?

	1	2	3	4	5	6	7
50. I will be able to learn the topics in my language class this semester.	○	○	○	○	○	○	○
51. I will get the grade I want in my language class this semester.	○	○	○	○	○	○	○
52. I will do well in the next test in my language class.	○	○	○	○	○	○	○
53. I will learn to use the foreign language to communicate.	○	○	○	○	○	○	○
54. I will be able too understand the grammar of the foreign language.	○	○	○	○	○	○	○
55. I will be able to learn the foreign language grammar topics presented this semester.	○	○	○	○	○	○	○

56. What is your class standing ?

- ○ 9th grade
- ○ 10 th grade

57. What language do you speak at home ? Choose one.

- ○ English
- ○ Spanish
- ○ Mandarin
- ○ Korean
- ○ Japanese
- ○ German
- ○ Urdu
- ○ Hindi
- ○ French
- ○ Creole
- ○ Polish
- ○ Portuguese
- ○ Other

58. Have you lived more than 6 months in the country where the language you primarily speak is spoken?

- Yes
- No

---

59. Where do you live ?

- Avon
- Farmington
- Simsbury
- West Hartford
- East Hartford
- Hartford
- Other

---

60. What is your Language grade for Quarter 1 ?

- A+
- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+
- D
- D-
- F

61. What is your language grade for Quarter 2?

- A+
- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+
- D
- D-
- F

62. What is your gender ?

- Male
- Female
- Third gender
- Prefer not to say

63. What is your ethnicity ?

- Asian
- American Indian - Alaskan Native
- African American
- Afro- Carribbean
- Latino
- Caucasian
- Hawaiian- Pacific Islander
- Indian
- Other
- More than 1
- Prefer not to say

Thank you for participating in this study !

Appendix K

Student Focus Group Questions

1. What are the study skills strategies are working for you as a student in a language course?

2. How do you react when the teacher praises your work or praises your response in the target language?

3. What do you think about the homework as part of learning a language?

4. Why did you choose that language and not another?

5. What have you decided not to do any longer, since it did not bring on success in studying a language?

6. Comment on your belief that you can learn a foreign language, and what you do to make this happen

Appendix L

Transcription Focus Group OC

Question 1: What are the study skills strategies are working for you as a student in a language course?
(A)I am putting words together, I am trying to speak the actual language, using whatever from class.
(J)I am able to (inaudible) study,
(K) I contribute
Question 2: How do you react when the teacher praises your work or praises your response in the target language?
(All)Hm…
(J) I feel accomplished…
(A)I feel satisfied, like, proud stuff like that…
(J)Proud to get better, I feel like I am about to get fluent.
(K)I do more than my peers,
(J)Cause when they pointed out, you get to, you like realize how good you are doing, and like what better work you are doing like where you were before and like and other people
(All except K and J)Huh , huh,
(K) They don't even speak the language!
[Interruption (2 more show up)]
Question is repeated
All crooning
(HM)I feel like I am smart, because I am really not
(All laughing)
(K)I am trying to get better…
(KQ)I don't like that (twice), I don't like to be put on the spot unless I want to.
(J)Alright, but the teacher says "oh you have been doing good" or whatever? You are not going to like that?
(KQ)Not to the class, no
(A)If you give a right answer and the rest of the class is wrong and like "Good job K----- !this is what, this is why, he got it right,
(KQ)I am a liar (?)
(A) No you are not
(KQ)If the class is not in session and he tells me one on one, that's different

Question 3: What do you think about the homework as part of learning a language?
(HM, J, J) I hate it,
(K) She is clear!
(KQ)I never do my homework
(HM) I don't get homework
(J)Since you are my teacher I don't want to say it,
(KQ)What language do you take? French?

(KQ)I take ASL
(ME)OK
(HM)I don't get homework
(J)Don't you take Latin, I hear Latin is hard
(K)My Spanish homework is like, well 'cause I am taking the cultural class, it's a little different , but, nobody does their homework
(J) Yeah, nobody does their homework first of all, and like, I feel like I don't, know. The homework we get is like weird. I feel we should get more grammatical stuff, we get like stuff about, (laughing) we get stuff about famous people and painting and stuff we are not interested in .. I feel we should get stuff like that
(K)In Mr. Donato it was hard, he would be yelling "this is an honor class"
(A)In Mr. D the homework it's easy
(HM) Pointless,
(C) We learn enough, we should have to … we are in school like for what? Like 8 hours,
(J) Homework was designed for punishment
(C) For 10 hours, I don't have time for this, and especially in a language class, we should just learn with other people, you should not have to go home and work, do homework for it
(HM)I just don't like homework
(C) I just don't like homework, I want to go home and sleep, not worry about what we did that day. And the communication aspect is more important than writing it down.
(KQ) I am taking sign language and I want to know how to speak it, not know about the culture
(KQ)I take sign language, there is no point, and I don't want to learn about the culture, I want to learn how to say something.
(KQ) The teacher is about oh there is "this….(inaudible)"

Question 4: Why did you choose that language and not another?
(J) I take Spanish, I speak Spanish at home
(ME) You are bilingual? Heritage speaker?
(J) With the Spanish class, before I did not know to write it, but now I do. It's more for the writing piece.
(K) I should have like taken another language, because believe it or not I already speak a so close to Spanish, I should have come up out of my comfort zone, but I just …afraid to fail (?)
(HM) I do like know some words, but it's easier now
(A)I take Spanish because, I have lot s Spanish friends, and family and they are speaking in a different language, and I am "are you trying to get a secret from me?
(D) I am Puerto Rican.
(KQ) ASL,

1. I got talk,
2. I do want to learn how to stay stuff, most of my friends know how to speak it,

(All) Speak sign language?
(to other that were surprised to hear ASL describe as a language he responded)
(KQ) " don't call it a language then, most of my friends know how to speak it, most of my friends can sign?
(A) Who can sign?
(KQ) Julian, Mohamed
K. is signing and (KQ) is looking and correcting her.

(KQ) What do you say?

Question 5: What have you decided not to do any longer, since it did not bring on success in studying a language?
(HM) For language?
(J) Nothing really 'everything I have done, work
(K) Quizlet, yeah that help me
(A) It did worked
(K) sometimes Quizlet does not really work, it depends on like, on how hard the curriculum is,
(A) Just like "what are you studying for?"
(J) It just depends on the teachers, it depends on how the teacher teaches.
(ME) You are saying it may not be enough?
(ALL) Yeah,
(K) I'll be honest with you, sometimes I just forget everything the teacher,
(A) But this Conjuguemos, guys!
(K) No, Conjuguemos is the worst thing that was created
(ME) So you are saying that you dropped "Conjuguemos"
(A)Yeah, or, the workbook pages on line, the book online. No one uses it that either, probably should, I bet it helps,
(KQ) I am OK with anything else, for ASL
All at once (inaudible)
(KQ) I don't really study period. So, to be honest, not, not really, I am not going to lie. To be honest, not, not really

(J) For Spanish I don't really study, you know, because, I know Spanish
(ALL) Huh, huh
(ME) You feel you are doing well
(J) I am doing well
(A) I study 50% of the time, but sometimes, I study, but the stuff I am studying doesn't really help me
(ME)AH
(A) You get by
(Me) Do you feel that? What have you compensated with? Like you are saying OK this is not working…
(J, K, A) I ask the person next to me, I ask a smart person
(K) Before I used to go to my teacher and ask what are the things you really really need to know for the test
(ME) OK
(K) Because sometimes they give you a paper, they give you a big paper, and it's just vocab you study everything!
(ME) OK, anybody else?
(A)So Students, we only try to do the bare minimum, we never try to excel
(HM, J) It depends on the class
(A)Not for Spanish …. (inaudible)
(KQ)Are you trying to excel in French?

(A)I feel like people don't take language seriously…it's like OH, because we are in America and we are going to speak English.
(J) No, but they say, that in couple of years Spanish is going to be like, the top next language.
(A)Nobody says that, that's Chinese? It's Chinese
(K, J) Noooo.
(KQ)Chinese?
(A)Asians are taking over! What are you saying? Chinese are going to take over…Spanish will never be the top language, no offense, (inaudible)
(J) What? (inaudible)
(A) No offense, maybe in a few centuries.
(J) D. Says something, because you have not said anything
(A) Speak, you have said nothing

Question 6: Comment on your belief that you can learn a foreign language, and what you do to make this happen
(All) Just go to class
(K) If you go to class, you learn, you are going to have to pay attention
(A) Do work in and outside of class if you want to be proficient
(All) laughing and joking
(ME) Anything else?
(J) Changing teachers is good,
(K) She was never there, she was old too.
(KQ)What Spanish do you take?
(J) And sick.

(KQ) What Spanish are you in?

(ME) so the teaching style is impacting you?
(J) Yes, because if the teacher can't teach, you are not going to learn
(ME) How do you know if teacher can't? How do you decide? How do you know?
(A) If half of the class isn't understanding it, then you know that the teacher is not doing what he got to do
(All) Yeah
(K) Or, if they are rushing through material,
(A) Or they expect you to do it on your own, and then they do ½ an explanation and they expect you to just get it
(ME) Do you think, huh, do you think it's going too fast?
(A) Yeah,
(ME) When you are learning?
(A) It's too fast, sometimes…Once we hit subjunctive! They expect you to know it automatically
(J) In whatever language you are learning, well I don't understand French

….
….

(KQ)Already?
(ME) Do you feel that if you take a sequence of a language 2-3 years of a language that you are going to be able to be a bit more proficient?
(A)Yeah, I have been taking Spanish for 4 years, and I think I am doing pretty good, I can have a conversation , but once it gets too intimate it's like calm down !.
(J) She goes to my house, and she is like "I know what your mom said!
(J) OK, my French teacher, I had to relearn pretty much everything this year, because what I learn last year, just was not right, I can understand a paragraph …then I am done
(ME) OK, maybe things we are asking you to learn is a lot more than

(ME) Anything you want to tell me about? How do you know you are going to do well in a foreign language class? Do you have this feeling? How do you know?
(HM) My grades,
(A)You know you are going to do well in a foreign language class, when you raise, when you are participating, you write a lot,
(K)When you like how a teacher teaches
(A)…and your grades are always coming back great, that's how you know you are doing great
(J) And you factually don't feel like you are stupid
(K) It depends on the teachers…
(J)…yeah, and like you feel you understand
(K)… I am good like at Spanish, but in Mr. D class it was hard for me because of his accent, his accent was very heavy, an Italian accent, like in Spanish, it was really hard. When he teaches, it wasn' t very …
(KQ)…Wasn't he in the middle school ?
(ME)) So clear?
(K)Yeah, it wasn't very clear, like he as saying something and everyone in the class not understand a word he says and he would just hand in papers
(ME) Do you guys feel you can interrupt the teacher and say "hey I am unclear?"
(J and K) We interrupt Señora all the time,
(A)It depends on the teacher
(K) Some teacher take like offense, when we say, what does it mean?

(ME) Anything else? Do you guys feel you are going to have a successful year in the language?
(J)Yes.
(J) I started rough and I'll end up rough
(K)Maybe next year will be better
(J) I got an A, I bullshit it
(ME) you guys thought it was rough coming from middle school?
(K) Yes,
(J) It was rough,
(A)I was smarter than the rest of my class, I was doing pretty good. I was not even doing my homework, I would skip a lot. But I still got the best grade in the class. And I thought I was doing pretty good
(ME) yeah, and this year you are in what class?
(A)Spanish 4

(ME) so you are a sophomore?
(A)Yeah,
(ME) A sophomore, and you started in an honor course,
(A)Yeah, I started in an honor course
(ME) and at one point you felt “this is overwhelming?”
(A)Yeah
(ME) do you all feel this anymore?
(A)No, because I went back down to CP
(ME) do you feel you are learning and that you are going to be a good student not matter what the level?
(A)Yeah …Because when we were learning subjunctive , stuff like that, she would expect us to read a packet, learn it, on our own, come to class and go over it and understand , and that was kind of hard for me. Learning the language on my own is hard, but learning it, but ….. (bell ringing, inaudible) …..helping (inaudible) .
(ME) all right, thank you so much
Muchas gracias, merci beaucoup
Can you say thank you in ASL
Oh great

(KQ)You can’t speak Spanish be quiet.
(ME) What are your initials ?
(QM) (HM)

(ME) Thanks you guys!

Appendix M

Reflections on Non OC Students' Focus Group

Students participated to the focus group during a study hall. All students were in 9th grade and all languages were represented.

To the question: "what strategy do you use that make you self-efficient?" students responded that they came to class prepared and did their homework. In addition, students also mentioned that they did other things too. They repeated words out loud at home, watch some videos, read the articles from class or review notes. They also mentioned that they had to do much more than what was expected.

To the question: "Do you like it when the teacher praises you ". All students felt positive and all had something to share. They felt validated as learners, they mentioned "proud" "confident" and explain the difference to them. Confident as an intrinsic value and proud as an External value. It was high for all students, even the most reserved I have in class.

To the question: "what do you think about the homework?" They unanimously felt it had to be done, despite the frustration. Some remarked that if lesson was not understood than homework would be nearly impossible and would be a pointless exercise, but they had to try.

Students responded with details to why they chose the language they studied as compared to another. They told about the impact about family, their ancestry, some continued what they had started (Spanish) and they were the least convinced of their choice. One female student (D) did say they she felt that French was absolutely for her, she was not clear as to why , but clearly the unicity of that language as perceived to her, combined with her intrinsic motivation made her for a highly self-efficient student in my freshman class. Another female student did say that she

felt there was some pressure for her to study Mandarin, but she felt she did not know it, would feel uncomfortable in a class of already bilingual students, and so she chose French. Male students were not as enthusiastic but did say that they had an interest in history, medieval times or ancient civilization and so for them Latin made sense. One student with a career in mind, chose ASL since he wants to become a translator. Overall, students knew why they chose what they were studying.

Nonetheless, they felt that they had to do more than what was expected and to the question "what the strategies are you are not using anymore? they mentioned that the classes were more difficult than they anticipated, and it added to the motivation. However not all students felt that way. Overall, even if the class could be a challenge and they had to "work harder" they used terms like "review", "go on websites", "read the vocabulary", "do more", ask the "teacher". They seemed empowered and adapt at trying a solution, collectively. The female students were quicker in talking about a solution.

Finally, when commenting and reflecting about learning a foreign language, they did say it was possible, but hard, or harder. They felt they were on the right path and had improved. Some students reflected on trying to speak in class. Overall, it was a difficult task for which they liked to be praised.

Students felt they could learn, but not as fast and not as much as they thought they would considering the efforts. However, they all had a positive attitude, valuing class time and time to practice at home.

Appendix N

Reflection on Teachers and Open-Ended Questions

Teachers participated in the open-ended question, and I had explained the concept of self-efficacy before they responded on line.

To the question “What are the learning strategies you encourage in your students” teachers responded that they were looking for students to become more independent, self-evaluation “and “self-assessment”, prediction, seeking alternative responses. One teacher of French mentioned that she was looking for critical thinking skills. Reviewing was important and doing the homework. Overall there was a lot of different strategies given.

To the question about encouraging the students, teachers felt that fun activities, or spending time one on one with the student in class or after class was beneficial. In addition, some teachers, mentioned that a sense of humor was important so that students could relate to the teacher, the class, the topic in general.

Overall, the question of grade was painful for teachers. The sentiment is that students are good students this year, some do not study and expect to learn. As a result, the pressure on grades on transcript, constantly checking grades and or discussing grades with students is stressful. Some will not “haggling with points”, some will “emphasize growth” overtime and ask students to look at long term goals.

The utility value of the language is encouraging with cultural projects, visits outside school, and traveling. The department has an exchange with France and is trying to promote a

Spanish trip next year. Self-improvement of students was important for all teachers who are dedicated and intent on seeing students' progress overtime.

Teachers were mostly positive of the students but slightly less of strategies students used. The constant students' worry about grades make learning a language, a difficult task for teachers.

Sacred Heart UNIVERSITY

LANGUAGE LEARNING:
A STUDY IN ACADEMIC SELF-EFFICACY IN A SUBURBAN SCHOOL

Genevieve Brand , Avon High School

PURPOSE / FOCUS

What is the overall self-efficacy in world language students?
The purpose is to add to the existing research on academic self-efficacy, particularly regarding students who participate in foreign language classes at one high school that includes Open-Choice Students.

LITERATURE REVIEW

Bandura's social learning theory incorporating self-efficacy (1977) has four components: past performance, vicarious experience, verbal persuasion and emotional cues.

Academic self-efficacy is the student's judgement to one's ability to perform a task , purposely accessing and deliberately processing of information for selecting, constructing, regulating and evaluating a course of action

Mathematics and ELA are the two most studied fields in self-efficacy.

Academic self-efficacy tends to decrease after middle-school and it is a filter to look at race, achievement gap of underrepresented students

Pajares (2002) suggests that students who believe they can succeed use metacognitive strategies, persist longer and persevere when facing adversity.

Bifulco, Cobb & Bell (2009), Open-Choice students are students who have chosen to participate in an out of district high school experience choice –based desegregation that satisfy legal constraint on school desegregation in the Hartford region in Connecticut

(Johnson, 2017) Student self –efficacy is based on the ground of mastery experience

Self-efficacy is a way to bridge the floundering students to high achievers (Bzuneseste, 2008)

METHODS

Mixed method research in the World Language Department.

A quantitative survey to all 9th and 10th graders , (N= 377) with 59 question on self-efficacy, mastery goal orientation and demographics.

2 focus groups with 9th and 10th graders , Open-Choice and Non Open-Choice and open-ended questions for teachers

4 questions to research to look at self-efficacy in WL in a suburban school

1. Within the context of a suburban school what is the overall self-efficacy in World Language?

2. What is the correlation between self-efficacy and mastery goal orientation?

3.Is there a difference in academic self-efficacy between Avon students and Open-Choice Students?

4. What is the perception of students and teachers on students' self-efficacy?

RESULTS

1. The survey administered to the 377 students had a total of 13 items about self-efficacy and 16 items on mastery goal orientation out of the 59 questions answered. Based on the responses, the overall self-efficacy was 4.25 based on the Likert scale from 1-7, with a 7 meaning "very true to me."
2. From each statement on self-efficacy, out of the 13 overall, the range for the mean was between 3.29 to 4.84 with 10 out of the 13 statements clearly above 4.
3. For each statement of mastery goal orientation series, the mean ranged from 3.48 to 6.15 with three means clearly above 5.
4. From the data from the respondents, there was support to prove that the relationship between self-efficacy and mastery goal orientation was positive and of a magnitude of .68 .
5. The results for the overall self-efficacy between the OC students and NOC students failed to reject the null hypothesis.
6. Results showed that there were some differences between OC students and NOC students based on specific statements from the 13 self-efficacy item list and despite the p-value>0.05
   * OC students exhibited a higher belief of being able to perform at a certain level.
   * Out of the 13 statements (4 about grammar, 4 about communication, and 5 about mastery) there is a difference of (-2.2) when talking about grades between OC and NOC.
   * Open-Choice students reported a high confidence / belief in their learning, yet there were some barriers on learning a language

8. Self-efficacy is decreasing between 9th and 10th grade.

9. Relationship to teachers in order to perform, believe in the learning, participating in the experience was paramount to the OC group of students

10. Praise about the work students do is an overwhelming positive feedback that all students felt was important to their learning and success.

11. Students are still perceived as being focused on grade rather than learning a world language.

IMPLICATIONS AND NEXT STEPS FOR FURTHER RESEARCH

Practical Implications:

Meet needs of all students
Empower students to grow
Discuss students' engagement
Provide a path toward AP
Create PD on learning strategies
Create online bank of strategies
Evaluate cultural awareness in WL

Future Area of Research

More Schools – Meta- analysis
Following cohorts 9th -12 grades
Studying teachers' self-efficacy