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TESIS

**EXPLORING THE INFLUENCE OF TEACHERS'
SELF-EFFICACY BELIEFS ON PRE-SERVICE ELT
TEACHERS' MOTIVATION**

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Abstract

Teachers have an influential function in the development of their learners. One aspect of teachers' characteristics that specifically has been proven influential is their self-efficacy beliefs (e.g., Ford, 2012; Mojavezi & Tamiz, 2012; Sabet, Dehghannezhad & Tahriri, 2018; Burić & Kim, 2020). Nevertheless, there is no research on this phenomenon in a Mexican context nor in the program aimed at training new English Language Teachers. For that reason, this study seeks to qualitatively explore the influence that teachers' self-efficacy beliefs have on pre-service ELT teachers' motivation through interviews with ten teachers and focus groups with eighteen students of an ELT program at a Mexican university. The transcripts of both instruments were thematically analysed and cross-referenced with notes from classroom observations of the teachers who participated in the interviews. The findings revealed knowledge, teaching style, relationship with students, feedback and confidence as specific characteristics of teachers' self-efficacy that shape how motivated students feel in their classes.

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1. Introduction

Teachers have an influential function in the development of their learners. Ford (2012) stated that teachers significantly contribute to how "students perceive and motivate themselves because they are the models in which students observe when attaining knowledge" (p. 5). In a similar vein, Mozaffari and Ghodratinia (2015) found that a teacher can determine his learners' behaviour and achievement according to his personality and decisions in the teaching process.

One aspect of teachers' characteristics that particularly has been proven influential is their self-efficacy beliefs, as observed by Sabet, Dehghannezhad, and Tahriri (2018), who showed that, "teachers with higher sense of self-efficacy are more confident in developing students' motivation for learning" (p. 12). That indicates that a teacher who considers himself an efficacious teacher and shows those beliefs in his performance has more potential to push students' motivation and make them give their best.

As part of this phenomenon, pre-service teachers are students that should develop a high level of motivation. According to Chuan (2013), "their motivating factors would mostly likely influence the quality of teaching in later years" (p. 6). Therefore, pre-service teachers' motivation needs to be reinforced from their early stages of development as professionals to ensure exceptional educators for future generations.

Since teachers and motivation are such important aspects of pre-service teachers' progress, it is essential to explore the relationship between teachers' self-efficacy beliefs, and students' motivation in the context of an ELT program.

The relationship between teachers' self-efficacy beliefs and learners' motivation is a topic widely explored (e.g., Ford, 2012; Mojavezi & Tamiz, 2012; Sabet, Dehghannezhad & Tahriri, 2018; Burić & Kim, 2020). Most of those studies adopt a quantitative approach or consider the standpoint of the teachers, and they have demonstrated that, at the end of the teaching process, self-efficacy teachers' beliefs had an impact on the extent and type of motivation learners showed.

In terms of pre-service teachers' motivation, several researchers have been interested in the reasons why pre-service teachers choose a teaching career (e.g., Manuel & Hugues, 2006; Hellsten & Prytula, 2011; Chuan, 2013; Yüce et al., 2013). Generally, their findings

led to different reasons that supported participants' motivation for teaching based on either intrinsic, extrinsic, or even altruistic factors.

Notwithstanding the previous investigations, there is no research on the relationship between self-efficacy teachers' beliefs, and students' motivation in an ELT program. To address this gap, along with scarce qualitative studies, this study investigates this phenomenon by considering the two main groups of participants involved in the teaching process: teachers and students.

Concerning that fundamental inquiry, the general aim of this study was to explore the influence that teachers' self-efficacy beliefs have on pre-service ELT teachers' motivation. Based on these aims, the following main research question was set:

> How do teachers' self-efficacy beliefs influence pre-service ELT teachers' motivation?

And three sub questions:

> How do ELT teachers describe themselves in terms of efficacy?
> What are pre-service ELT teachers' perceptions of their teachers' efficacy?
> What characteristics of teachers shape pre-service ELT teachers' motivation?

Pre-service ELT teachers' motivation shaped by self-efficacy teachers' beliefs is a worthy topic to deepen on. The lack of research and the contribution of this study for institutions that offer ELT programs are enough reasons to support the significance of this investigation.

By recognizing the consequences of this phenomenon, institutions may reflect on how they could prompt teachers' self-efficacy; consequently, improving the guidance that pre-service ELT teachers receive. In this way, they would implement appropriate techniques that encourage their future teachers' motivation based on the nature of their essence (Chuan, 2013, p. 15). In addition, the conceivable changes from the previous reflection could also influence the growth of the entire nation. In other words, an adequate promotion of pre-service teachers' motivation is likely to shape a better ideal for the learners of the time ahead.

This study consists of five Chapters. Chapter one presents the introduction. First, it describes the statement of the problem, which is the basis of the phenomenon between teachers' self-efficacy beliefs and students' motivation. Then, the theoretical framework

is outlined with a brief description of the previous related studies followed by the aim and research questions of this study based on the gap that was identified in the previous literature. The Chapter continues with the description of how relevant the study can be and ends with the overview of the thesis.

Chapter two consists of the Literature Review. It describes the theories of the two underlined theoretical concepts in this study: self-efficacy beliefs and motivation. Then, some other important definitions are stated, such as teachers' efficacy and teachers' performance, which are essential to understand the phenomenon of this research. Finally, the Chapter includes the discussion of some previous studies that have addressed the topic of this research.

Chapter three presents the Methodology that this study adopted. This chapter includes the aim, research questions, paradigm, method, and design that delineated this study and led to the instruments used: interviews, focus groups and classroom observations. Then, the Chapter provides an explanation of the setting, participants, process of data collection, and the method for data analysis. Finally, the Chapter includes the ethical considerations that this study followed during the research process.

Chapter four discussed the findings to answer the research question and sub questions of this study. For this reason, this Chapter is divided into three sections as a means to better delineate the themes that emerged during the data analysis of the interviews with the teachers and the focus groups with the pre-service ELT teachers.

Chapter five consists of the conclusions that highlight the main findings as well as the contribution to the English Foreign Language field.

2.Literature review

2.1 Teachers' beliefs

Comprehending the beliefs teachers have might be essential to understanding how they act. First of all, it is necessary to understand that beliefs "name, define, and describe the structure and content of mental states that are thought to drive a person's actions" (Zheng, 2009, p. 74). Based on that, the set of beliefs in our minds can lead us to perform different activities. Accordingly, Xu (2012) proposes that beliefs are helpful in the comprehension of the world. Consequently, they are at the mercy of changes based on the affairs that people experience (Muijs & Reynolds, 2002). Based on these statements, tt can be concluded that beliefs depend on what a person experiences and they will lead to perceiving reality in a specific way.

In a teaching profession, considering beliefs' impact in general, help us understand the mental processes, practices in the classroom and adaptations that teachers suffer during the teaching-learning process (Zheng, 2009; Gilakjani & Sabouri, 2017). That relies on how "a teacher's beliefs are more influential than a teacher's knowledge on determining his or her teaching activities" (Xu, 2012). Therefore, by analysing teachers' beliefs, we can deepen into what guides their performance.

Given the importance that beliefs represent in understanding the performance of teachers, previous authors have shared their studies regarding beliefs based on different classifications (Prawat, 1992; Zheng, 2009; Xu, 2012). Among these investigations, Xu (2012) categorised teachers' beliefs in beliefs about learners, beliefs about learning, and beliefs about themselves. The latter is the type of beliefs in which Xu (2012) integrates teachers' self-efficacy, one of the main concepts in this research.

2.2 Self-efficacy beliefs

Self-efficacy beliefs are the perceptions of how effective individuals consider themselves. In Bandura's words (1994), self-efficacy refers to "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 2). Thus, self-efficacy beliefs integrate the personal perceptions that

people develop about their knowledge, skills, and likeliness for success. In other words, Zulkosky (2009) discerned the definition of self-efficacy by saying that "self is the identity of a person while efficacy is defined as the power to produce an effect" (p. 96), which results in "conscious awareness of one's ability to be effective and to control actions" (Zulkosky, 2009, p. 96). Both authors clearly explained that these beliefs come from how efficacious individuals consider themselves to achieve a particular goal or to correctly deal with a series of steps. In the teaching-learning context, "the English language learner or teacher who believes that they can fulfil a task they value is more likely to succeed than one who believes they cannot" (Wyatt & Faez, 2024, p. 1). Consequently, teachers or learners with high levels of self-efficacy have more probabilities of being successful.

2.2.1 Impact of self-efficacy beliefs

Self-efficacy beliefs have been defined as dominant shapers of peoples' lives. Specifically, Peterson and Arnn (2005, as cited in Hodges, 2008, p. 7) claimed that these beliefs are "the foundation of human performance". That delineation summarises how the extent to which people consider themselves capable enough to do a task will determine how they face that particular activity.

Nevertheless, the final behaviour that results from self-efficacy beliefs goes beyond simple moves. Instead, self-efficacy might influence "an individual's thoughts, feelings, and actions" (Rashidi & Moghadan, 2014, p. 2). Therefore, these beliefs will lead people to take certain attitudes and conceptions toward the things that they have to deal with. As Xu (2012) exemplifies by saying that, "people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided" (p. 1400).

Another demonstration of the effect of self-efficacy beliefs comes from Ford (2012) who mentioned that "persons who have a high level of efficacy will set their goals high even during difficulties, will pursue challenges, will overcome them and recover from failure with the attitude that they must learn from their mistakes" (p. 5). That indicates that the process by which individuals with higher levels of self-efficacy deal with assignments and lack of success will potentially contrast with the process of people with lower self-efficacy beliefs.

2.2.2 Origin of self-efficacy beliefs

Bandura's self-efficacy theory (1977, as cited in Hodges, 2008, p. 14) proposed four sources from which self-efficacy may originate: mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal, which will be defined below.

2.2.2.1 Mastery experiences

Mastery experiences refer to the antecedents of a person in performing a particular task. Specifically, they are related to "individuals' experiences with success or failure in past situations" (Rashidi and Moghadam, 2014, p.2). This definition denotes that a series of previous victorious or unfortunate experiences will have an impact on how efficacious people perceive themselves.

Ford (2012) indicated that, "the more a person accomplishes a task, the more likely their confidence will increase when they are asked to complete the task again" (p. 4). Hence, if an individual regularly reaches a favourable outcome in a specific task, their assumptions of continuing with positive results in the future will increase, which also will diminish the damage that failures may cause to them (Alqurashi, 2016, p. 46).

Since mastery experiences are based on the evidence from antecedents of accomplishments and failures, "they provide the most authentic evidence of whether one can master whatever it takes to succeed'', in which Bandura (1977) relies on their importance (as cited in Hodges, 2008, p. 15).

On the whole, how favourable the preceding performances of people on certain tasks are will shape the extent to which they feel competent/efficacious for future encounters with similar circumstances.

2.2.2.2 Vicarious experiences

Witnessing the performance of others leads people to get some ideas of what efficacy is. These ideas are called vicarious experiences, and they are the source of self-efficacy that derives from the "observation of the successes and failures of others (models) who are similar to one's self" (Sabet, Dehghannezhad & Tahriri, 2018, p. 8). That results in how Bandura (1994, p. 3) describes that "seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master

comparable activities to succeed." Therefore, people might base their level of self-efficacy beliefs on the performance of others with a similar nature.

Likewise, Rashidi and Moghadam (2014) explained that how confident a person feels about his possibilities of success will depend on the result of his peers' performances. For instance, when a teacher effectively deals with certain challenging circumstances in the teaching and learning process, their colleague might get the inspiration to believe that they can do it at the same level of accomplishment. Or the other way around, if the former teacher could not handle the situation, the latter might get the negative perception that they will also fall through.

The usefulness of watching the performance of others relies on the fact that "observers are not performing the task themselves and they can watch and follow along instead of completing the task alone" (Ford, 2012, p. 4). That will not only produce an effect on self-efficacy beliefs, also it may be fruitful to take note of the distinct strategies or techniques that provoked the success of the observed performance or to avoid the inadequacies that the spectator perceived.

In general, witnessing the achievements of individuals in conditions comparable to our own magnifies our perceived probability of success or enriches our own set of principles as an attempt to reach the desired level of triumph.

2.2.2.3 Verbal persuasion

Verbal persuasion comes from external judgments that impact personal perceptions about ourselves. In other words, "the more a person is praised for his or her accomplishments, the more likely the individual will gain confidence in their ability to accomplish the given task" (Ford, 2012, p. 4). Thus, receiving positive comments about our performance may increase our levels of self-assurance.

Notwithstanding the influence that others' observations might have on people's self-efficacy, the extent of their effect will depend on the actual trustworthiness and mastery of the evaluator. Specifically, the performer must trust the knowledge and experience of the person judging them, which would mean that their assessment will provide significant and detailed comments for future improvement (Hodges, 2008, p. 16).

As in many other contexts, verbal persuasion can be present in a teaching setting. According to Rashidi and Moghadam (2014), this source of self-efficacy "often takes the form of verbal feedback, evaluation, and encouragement" (p. 3). These judgments may arise from colleagues, managers, parents, or even learners, who will influence the teachers' conception. To illustrate this, Ford (2012) described that the vibes that will arise in a classroom might make evident how capable teachers feel after receiving strengthening feedback from their supervisors/superiors.

In other words, what other people think about our performance is a powerful source for the beliefs that we have about our skills and level of efficiency, conditioned by how reliable the evaluator is or the extent of their expertise in the same field.

2.2.2.4 Physiological arousal

As the last source of self-efficacy beliefs, physiological arousal is related to the way people feel when performing an activity. Specifically, it is the impressions that an individual gets from their emotions or feelings that define this source, not their level of magnitude (Bandura, 1994, p. 3).

The perception that a person gets from his emotional states will determine the changes in his level of self-efficacy. On the one hand, "when a person can reduce their stress reactions and alter negative tendencies in the face of adversity, their sense of self–efficacy increases" (Swan, Wolf & Cano, 2011, p. 129).

On the other hand, people with lower levels of self-efficacy may interpret their tension and negative emotions as determining forces for a deficient performance (Bandura, 1994, p. 3). These exemplifications indicate that self-efficacious individuals are capable of dealing with strenuous situations without letting the implied anxiety affect their final performance. Nevertheless, the variability of emotions and reactions of the performer will depend on the characteristics of the task about to be carried out. That is because "simple tasks and those that have become involuntary are not easily influenced by physiological or affective arousal, but complex activities requiring organisation and precision are vulnerable to disruption by such arousal" (Bandura, 1997, as cited in Hodges, 2008, p. 16).

In general terms, the extent to which people can adequately face a situation, no matter the positive or negative emotions it involves, will depend on how much they perceive themselves as efficacious.

2.3 Teachers' confidence

Confidence has commonly been aligned with the term of self-efficacy beliefs. Given that, confidence has been defined as the individual idea that people have regarding how certain it is to deal with a particular task, which has a powerful effect on how they use their potential (Stajkovic, 2006). If the individual does not have that confidence, the result would be vulnerable behaviour or even a lack of it. More recently, Sheldrake (2016, as cited in Pečiuliauskienė & Kaminskienė, 2022) explained that confidence is the sum of self-concept and self-efficacy.

In a teaching context, confidence can be perceived by teachers' behaviour in the classroom. For instance, Eison (1988, as cited in Eison, 1990) proposed three general recommendations for novice teachers to look confident. These suggestions involve being expressive, interacting with students, and showing a caring approach to them. Furthermore, Eison (1990) proposed the use of active learning strategies, admitting errors, and being aware of the characteristics of effective teachers to incorporate them into their performance, among other useful strategies to increase teachers' confidence.

2.4 Effective teachers' characteristics

There are a variety of characteristics attributed to the performance of effective teachers. In general, previous scholars have defined those features according to the skills that teachers possess. For instance, Ashton and Webb (1986, as cited in Mojavezi & Tamiz, 2012) mentioned that organisation, extraordinary skills in giving instructions and explanations, and the ability to keep students focused on the activities are proper attributes of highly efficacious teachers, while teachers with low levels of efficacy perform with a more conservative approach, feel jeopardised by misconduct, and encounter problems to maintain learners concentrated.

Furthermore, Gibbs (2002, as cited in Azeem & Omar, 2018) explained that it is essential that effective teachers develop the necessary skills to deal with the different obstacles that can arise in the teaching process, the reason why they should be adaptable. Correspondingly, Alibakhshi et al. (2020) agreed on the adaptability and innovativeness that effective teachers should possess to cover students' needs appropriately.

In addition to how knowledgeable teachers should be, Azeem and Omar (2018) stated that they are in charge of creating a positive learning atmosphere that includes enthusiasm, stimulation, and interaction, without leaving aside an attentive and empathic attitude. To illustrate this, Lupascu et al. (2014) described that the adolescent students in their research valued teachers' characteristics such as tranquillity, patience, humour, and affability.

In addition, Lupascu et al. (2014) noted "the ability of the teacher to be liked, to motivate students, to help them understand and assimilate information received depends on the quality of teaching and learning" (p. 534). This supports the importance of developing teachers with high levels of efficacy. Anderson (2009, as cited in Lupascu et al., 2014) suggests that all the characteristics of effective teachers can be summarised in three features: ability, personality, and knowledge.

Based on these previous authors, it is understood that effective teachers are not only defined by how knowledgeable they are, but also their abilities in organisation, adaptability, classroom management and the relationship they can establish with the students.

2.5 Teachers' performance

The way teachers act throughout the learning process implicates several aspects. That sum of efforts, beliefs, and conduct when instructing is what teachers' performance involves (Merlo, 2022). Therefore, any decision or action teachers make in a lesson is part of their performance.

Moreover, Haryaka and Sjamsir (2021) described that teachers' performance relies on "the ability to manage teaching and learning activities, including lesson planning and implementation, lesson evaluation, and nurturing interpersonal relationships with students" (p. 2061). In the end, all those moments in the teaching-learning process seek

to accomplish the specific goals that the course, the institution, and the education itself promote, which is the end of teachers' performance (Duze, 2012). Consequently, these teachers' characteristics shapes students' learning.

It is evident that an outstanding or deficient teachers' performance would lead to different results. For instance, Palardy and Rumberger (2008, as cited in Lupascu et al., 2014) stated that students' learning can be highly influenced by teachers' frames of mind and conduct. Besides, Haryaka and Sjamsir (2021) delineated that the level of work productivity will be high with exceptional performances, and low with poor performances. Overall, teachers' performance is a factor that may contribute to or affect students' learning as well as the potency of an institution.

Teachers' performance connection to self-efficacy beliefs relies on how these thoughts and feelings lead to a particular behaviour from teachers. Accordingly, Wu (2019) described the meaningful relationship between self-efficacy, emotional intelligence, and teachers' performance (as cited in Kanya et al., 2021). Hence, teachers' performance is powerful evidence of teachers' self-efficacy beliefs.

2.6 Motivation

Motivation is a key aspect of success in every process of people's lives. According to Ryan and Deci (2000), "to be motivated means *to be moved* to do something" (p. 54). In other words, "motivation is a process that starts with a physiological or psychological deficiency or need that activates a behaviour or a drive that is aimed at a goal or incentive" (Luthans, 2011, p. 157). Similarly, Williams and Burden (1997) explained that motivation involves a cognitive and emotional state that guides a deliberate series of behaviours and efforts aimed at achieving a predetermined objective. These definitions imply that motivational forces will arise from a personal desire to conduct a specific type of performance that a person follows to achieve the desired goal, the reason why Hartnett (2016) affirmed that "motivation is a process rather than an end result" (p. 13).

Considering its influential role, motivation defines several aspects of an individual's behaviour. Guthrie, Wigfield, Metsala, and Cox (1999, as cited in Dakhi & Damanik, 2018, p. 82) declared that motivation is related to "characteristics of individuals, such as their goals, competence-related beliefs, and needs that influence their achievement and

activities". In other words, McInerney, Maehr, and Dowson (2004, as cited in Chuan, 2013, p. 4) stated that motivation "determines what activities people do or do not engage in, how long they engage in these activities, and the depth to which they engage in these activities". Therefore, the extent to which individuals are motivated will determine the effort, perseverance, and time they are willing to dedicate to a particular task.

Since motivation is not a tangible component of human beings, it cannot be measured. Schunk, Meece, and Pintrich (2014, as cited in Hartnett, 2016, p. 13) explained that "it must be inferred from actions such as choice of tasks, persistence, effort, and achievement, or from what individuals say about themselves".

On the whole, it is pointless to try to neglect the importance that motivation involves for the attainment of any procedure since it will dictate the level of determination that people demonstrate when attempting to accomplish an aim.

To discern the different kinds of motivation, Deci and Ryan (1985, as cited in Ryan & Deci, 2000) outlined in their Self-Determination Theory (SDT) three motivational categories: intrinsic motivation, extrinsic motivation, and amotivation, which allow a better understanding of the forces that push individuals to do something. All of them will be explained below.

2.6.1 Intrinsic motivation

Intrinsic motivation comes from the personal desires of an individual. Ryan and Deci (2000) expressed that this type of motivation links to "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p. 56). Likewise, Ghaffar, Hamid, and Thomas (2019) described that intrinsically motivated people engage in assignments led by a sense of delight and enjoyment. Consequently, when individuals develop intrinsic motivation, they do their duties without having to be threatened with punishments or the promise of rewards. Instead, they do it because they feel pleased by performing such tasks.

Since intrinsic motivation does not involve external pressures, there has been an inquiry about the emergence of this type of motivation and its counterpart, extrinsic motivation. To explain the previous phenomenon, Deci and Ryan (1985, as cited in Ryan and Deci,

2000, p. 70) delineated their cognitive evaluation theory (CET), which focuses on the social and environmental aspects that imply changes in the degree of intrinsic motivation. CET suggests that external pressures have two types of aspects. On the one hand, there is an *informational* aspect, which "conveys self-determined competence and thus enhances intrinsic motivation" (p. 3). On the other hand, "the *controlling* aspect prompts an external perceived locus of causality (i.e. low perceived self-determination) and thus undermines intrinsic motivation" (Deci, Koestner, & Ryan, 2001, p. 3).

Notwithstanding those two aspects, CET (Ryan & Deci, 2000, p. 59) mentions that generally, people perceive external forces as "controllers of behaviour". Those forces include the pressure of competition, time limits, and tangible rewards. Hence, such perception is why external forces tend to decrease the level of intrinsic motivation in people.

On the whole, intrinsic motivation is the inner force and desire that push people to act and behave. Whether external factors shape it or not will depend on the characteristics and perceptions of such factors.

2.6.2 Extrinsic motivation

Extrinsic motivation depends on outside forces that drive people to an activity or behaviour, which is the opposite of intrinsic motivation. Specifically, Vallerand and Bissonnette (1992) described that extrinsic motivation "pertains to a wide variety of behaviours where the goals of action extend beyond those inherent in the activity itself" (p. 600). In other words, Ryan and Deci (2000) stated that extrinsic motivation occurs "whenever an activity is done in order to attain some separable outcome" (p. 60). Therefore, this type of motivation relies on what individuals will get or achieve at the end of the assignment, which is external to what they feel when doing the activity.

Different types of motivation originate from extrinsic motivation. Accordingly, Deci and Ryan (1985, as cited in Ryan & Deci, 2000) developed the Organismic Integration Theory (OIT) to disseminate those types and describe the sequence they tend to follow from the most external motivation to the achievement of intrinsic motivation, without stating a mandatory order to fulfil them. The types that emanate from extrinsic motivation are

external regulation, introjection, identified regulation, and integration. All of them will be explained below.

2.6.2.1. External regulation

External regulation is the subtype of extrinsic motivation with the lowest level of autonomy. This motivation occurs when external pressures control the behaviour through rewards or constraints (Vallerand & Bissonnette, 1992). In other words, Ryan and Deci (2000) specified that "such behaviours are performed to satisfy an external demand or obtain an externally imposed reward contingency" (p. 61).

On the whole, individuals particularly behave driven by forces out of their willingness. These forces may be based on the imposition of restrictions, the promise of getting a prize, or the laying of a punishment.

2.6.2.2 Introjection

Introjection or introjected regulation is the second subtype of extrinsic motivation. Under this variant, "individuals begin to internalise the reasons for their actions" (Vallerand & Bissonnette, 1992, p. 601). That is because now it is the individual who has control of the recompenses or restrictions laid to guide their behaviour, though feeling external pressure.

According to Ryan and Deci (2000), this regulation "is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride" (p. 62). Therefore, persons within this type of extrinsic motivation have already incorporated in their minds the predispositions that others initially imposed, which would affect their psychological reactions if they do not behave as they are supposed to do.

2.6.2.3 Identified regulation

Identified regulation is the following step in extrinsic motivation. Now, people have internalised the external pressures that led to their behaviour and are aware of their relevance. Specifically, Ryan and Deci (2000) described that, "here, the person has identified with the personal importance of a behaviour and has thus accepted its regulation

as his or her own" (p. 62). Hence, the individual broadly appreciates the importance and contributions of a particular behaviour to achieve their goals.

In Hartnett, St George, and Dron's (2011) words, this type of extrinsic motivation entails "individuals who engage in an activity because the results may have personal value to them or because the activity is regarded as worthwhile" (p. 23). Therefore, the characteristics of a person have more importance for adopting certain habits and behaviours.

The perception of individuals delineates the difference between this identified regulation and the other types of extrinsic motivation defined before. That is because now people "experience a sense of direction and purpose, instead of obligation and pressure" (Vallerand & Bissonnette, 1992, p. 601).

2.6.2.4 Integration

Integration is the last step in extrinsic motivation. For that reason, Vallerand and Bissonnette (1992) described it as "the greatest level of self-determination for extrinsically motivated behaviours" (p. 602).

This form of extrinsic motivation comes after recognizing the value that some regulations contribute, which leads to the individual "bringing new regulations into congruence with one's other values and needs" (Ryan & Deci, 2000, p. 62). Thus, the person has already created a bond between themselves and the reasons that push their behaviour.

Similarly, Vallerand and Bissonnette (1992) mentioned that "the person does the behaviour willingly and the self-regulation is consistent with the individual's self-concept" (p. 601). This means, it is essential to connect the mind to the basis of behaviour in an attempt to get more determination, which is beneficial for the accurate development of every process in life.

When extrinsically motivated, individuals act to accomplish an outcome, giving more importance to the end than to the feeling during the process. Nevertheless, there may also be progress from extrinsic motivation with the lowest level of autonomy until integrating what previously was an externally driven behaviour.

2.6.3 Amotivation

At the furthest extreme of motivation is the lack of motivation itself, which is called amotivation. According to Mazyari et al. (2012), "amotivation is evident when individuals have no intention and tendency to participate in a special behaviour" (p. 1570). Put differently, there is no reason or desire to perform certain activities at all. On the one hand, Ryan and Deci (2000) mentioned that "when amotivated, a person's behaviour lacks intentionality and a sense of personal causation" (p. 61). Therefore, the individual does not have the aspiration of dealing with the circumstances; there are no reasons that push them to behave in a particular manner.

On the other hand, Vallerand and Bissonnette (1992) explained that "individuals are amotivated when they perceive a lack of contingency between the behaviour and outcomes. There is an experience of incompetence and lack of control" (p. 602). Hence, this sense of absence of the forces to do something relies on the perception that there will not be a favourable outcome, or the negative beliefs people have about themselves, which impedes the development of a constructive attachment to the process.

The evidence of amotivation in the learning process can be detected when students "[are] absent in class, [show] low degree of participation in class, and low degree of being physically active after class" (Mazyari et al., 2012, p. 1572). Similarly, Ilter (2021) found that high academic amotivation is closely linked to low academic achievement. Having this in mind, it is clear how amotivation affects the performance of students in the learning process.

2.6.4 Motivation in the learning process

Motivation is a key aspect for successful learning. Correspondingly, Yilmaz et. al. (2017) defined the motivation for learning as "a vital precursor to profound and effective learning" (p. 113). In other words, motivation is essential for succeeding in the learning process. Particularly, when students are motivated to learn, they demonstrate it in different ways. For instance, several authors (Amabile, 1985; Brophy, 2010; Ryan and Deci, 2000b, as cited in Hartnett, 2016, p. 19) mentioned their willingness to deal with activities that demand more effort, their profound involvement in the learning process, and their

determination shown in performance. Nonetheless, the result of motivation will depend on its type and source.

Intrinsic motivation provides a positive stimulus for students to learn. In other words, since this type of motivation comes from the students' passions, there is no need for compensation (Dakhi & Damanik, 2018), which "results in high-quality learning and creativity" (Ryan & Deci, 2000, p. 55).

On the other hand, extrinsic motivation is believed to harm students' learning. Accordingly, Dakhi and Damanik (2018) claimed that learners are involved in the learning process forced by external compensations or penalties, which do not concern a personal desire to learn. As a result, there are two possible types of students' performance. The best ending would be that they recognize the significance of their duties. Nevertheless, the students may also carry out their tasks with a sense of indifference (Ryan & Deci, 2000). In the end, the type of motivation that learners develop depends on several factors, in which teachers may have some responsibility.

2.6.4.1 Shapers of motivation for learning

Teachers play a significant role in the motivation of the learners. Accordingly, Green and Kelso (2006) proposed that teachers take even more part in students' motivation than the personal satisfaction that students may feel toward their success. Therefore, there are some aspects that teachers might enhance to achieve the desired level of motivation in their students. Brophy (2010, as cited in Hartnett, 2016, p. 22) mentioned the time, care, and attention that they provide during the teaching process, while Ginsberg and Wlodkowski (2000, as cited in Hartnett, 2016, p. 22) added inclusion. For instance, Green and Kelso (2006) found that "instructors who are difficult to understand (either as the result of a strong accent or an inability to articulate concepts), who are disorganised, inexperienced, unfair, and disinterested are likely to interfere with students' desire to succeed in class" (p. 71). That means that poor performance by instructors can lead to lower students' motivation.

Furthermore, Yilmaz et al. (2017) found that teachers' classroom management skills, their attitudes and beliefs, and the teaching methods they use are some of the most important aspects of teachers that shape learners' motivation.

On the whole, teachers can work on their performance to enhance a level of motivation appropriate for succeeding in the learning process, considering that their characteristics are significant shapers for students' motivation.

2.7 Studies of teachers' self-efficacy' beliefs and learners' motivation

The relationship between teachers' self-efficacy beliefs and students' motivation has been studied by several scholars before. In 2012, Mojavezi and Tamiz carried out a study focused on the influence of teachers' self-efficacy beliefs on students' motivation in Iranian high schools. This quantitative research involved one questionnaire to inquire about teachers' self-efficacy and a different questionnaire to examine students' motivation. The findings indicated that teachers' self-efficacy beliefs can positively impact not just students' motivation, but also their achievement in the learning process. In the same year, Ford's research (2012) showed that the dimensions of teachers' efficacy can influence students' motivation in her quantitative study "Teacher self-efficacy and its influence on students' motivation", which was carried out at two urban school districts in Northeastern Ohio. For instance, this study showed that teachers with more experience are more confident about their ability to motivate their students since teachers with less experience may not have the necessary knowledge to face certain issues that can arise in the classroom.

Moreover, Sabet et al. (2018) conducted a study that concerned Iranian EFL teachers' self-efficacy beliefs and personality, and their possible relationship with students' motivation. The results matched the ones from Mojavezi and Tamiz (2012) since they showed a positive correlation between the two factors involved: teachers' self-efficacy beliefs and students' motivation. For example, an intriguing finding was that students would show less extrinsic motivation as long as teachers had higher levels of efficacy.

Besides the contexts already described, Ghaffar et al. (2019) developed an investigation aimed at exploring the same phenomenon in Pakistan, focused on intermediate college students' motivation for science learning. It was shown that teachers' self-efficacy beliefs have a favourable influence on students' accomplishment of their goals, their active learning, and the learning environment.

From a qualitative perspective, Alibakhshi et al. (2020) studied the general consequences of teachers' self-efficacy through semi-structured interviews with 20 EFL teachers from a language institute in Iran. The main findings of this study indicated that there are three types of consequences of teachers' self-efficacy beliefs: pedagogical (e.g. instructional development, teacher autonomy, teaching approaches, etc.), learner-related (e.g. general achievement, motivation/attitude, and autonomy), and psychological (e.g. job satisfaction, teacher commitment, burnout filtering, etc). Particularly, it was confirmed that learners' motivation was one of the components that teachers' self-efficacy beliefs can shape.

Despite all the previous research that supports the influence of teachers' self-efficacy beliefs on students' motivation, Rodríguez et al. (2014) and Burić and Kim (2020) found different results from these studies. The former developed an investigation that recognized three different teachers' profiles based on their level of self-efficacy beliefs. Based on these profiles, Rodríguez et al. research (2014) aimed at defining the differences in students' motivation. At the end of the study, it was found that teachers with high self-efficacy beliefs do not necessarily lead to high students' motivation, since teachers with a medium level of self-efficacy beliefs in their study had more learning-oriented students than teachers with high self-efficacy beliefs.

Comparably, Burić and Kim (2020) found that teachers with high levels of self-efficacy beliefs were better ranked by their students in their instructional quality. However, there was no evidence of a positive relation between teachers' self-efficacy beliefs and students' motivation.

Although most of the studies described above were carried out with a quantitative approach, they show that the phenomenon of the influence that teachers' self-efficacy beliefs have on students' motivation has been widely explored. That is why they provide a basis to conduct this research, adopting a qualitative approach at a Mexican university that offers an undergraduate program to train English teachers.

2.8 Studies of pre-service teachers' motivation

The reasons that motivate pre-service teachers to choose and stay in a teaching career have been studied before by several scholars. In general, pre-service teachers' motivation

has been classified based on extrinsic, intrinsic, or altruistic factors, which help establish a connection to what motivates pre-service teachers in this research.

In 2001, Goh and Lourdusamy explored the reasons for novice entrants to enrol in the National Institute of Education initial teacher training programs. This study implemented a survey with 680 students about their motives for choosing teaching as a career. The results indicated that the most common reasons for being teachers among the participants had an altruistic essence, along with the motivation by the service conditions of the profession, which are more extrinsic factors.

Correspondingly, Manuel and Hughes (2006) researched the motivation of a group of pre-service teachers at the University of Sydney, Australia. Through a survey administered to 79 participants, the findings showed that most pre-service teachers decided to enrol in a teaching program based on their personal desires, which relate to intrinsic motivation.

In a similar vein, Hellsten and Prytula (2011) investigated the motives for beginning teachers in Saskatchewan to enter the teaching profession and the extent of the significance of such motivation in their first year as teachers. This research employed a survey with 279 beginning teachers and 12 interviews that were thematically analysed. In general, the results of this study showed that the participants were more guided by intrinsic factors that coincided with reasons that emerged in different studies. Furthermore, it was illustrated that the type of teaching program is one of the demographic factors that can influence beginning teachers' motivation for teaching.

Another comparable study was developed by Yüce et al. (2013), which explored the incentives of 283 Turkish pre-service teachers for choosing teaching as their profession. This study included both qualitative and quantitative analysis and concluded that all three main types of motivation also described in previous studies (extrinsic, intrinsic, and altruistic) have a function when people decide to become teachers.

Finally, Chuan (2013) studied the same phenomenon but administered a survey to 176 pre-service teachers from a teacher education institute in Malaysia. This research only considered intrinsic and extrinsic factors for choosing to be a teacher and concluded that the participants of the study were more inspired by their intrinsic motivation rather than other extrinsic factors.

On the whole, pre-service teachers' motivation for enrolling in a teaching program has been widely explored before in different contexts. However, there is no research on this psychological factor in the program aimed at training ELT teachers at the university where this research was conducted.

2.9 Summary

This Chapter outlined self-efficacy beliefs and motivation as the underlined theoretical concepts involved in the phenomenon of this research, along with the theory behind them to understand how self-efficacy and motivation originate and can affect individuals.

First, self-efficacy beliefs were described according to Bandura's self-efficacy theory (1977), which was useful to comprehend the four sources of self-efficacy beliefs that exist (mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal). Then, the concepts of teachers' confidence, teachers' efficacy, and teachers' performance were discussed as a means to have a clear idea of their importance in the phenomenon of teachers' self-efficacy beliefs.

Moreover, motivation was described according to the classification proposed by Deci and Ryan (1985, as cited in Ryan & Deci, 2000) in their Self-Determination Theory (SDT), adopted by this study. The Chapter described the characteristics of intrinsic motivation, extrinsic motivation and amotivation, to end with a focus on motivation in the learning process, as it is what this research emphasised.

Finally, the Chapter closes describing previous studies about the impact that teachers' self-efficacy beliefs can have on students' motivation, and some studies related to pre-service teachers' motivation. Notwithstanding the previous research on these aspects in a variety of contexts, most of the studies adopt a quantitative approach, and little research has been done on the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation at the university level where this study took place. The following Chapter describes the methodology employed to carry out this study.

3. Methodology

3.1 Introduction

In this chapter the methodology that supported this study is described. The first section presents the aim of the research and the main research question and three sub questions to get to a deeper understanding of the influence of teachers' self-efficacy beliefs on students' motivation. Section 3.3 describes the paradigm adopted in this study, followed by the method in section 3.4, and the design in section 3.5. Section 3.6 explains in detail the reasons behind the instrument selection and the piloting process. Then, section 3.7 describes the setting in which this investigation took place, while section 3.8 deals with the description of the participants in this research.

Section 3.9 provides an explanation of the process of data collection that was conducted in this study, and the method used to analyse the gathered data is described in section 3.10. Finally, this Chapter ends with the ethical considerations that this study contemplated in the whole process of research.

3.2 Aim and research questions

This study focuses on self-efficacy beliefs and students' motivation in a context in which teacher trainers and pre-service ELT teachers are involved. As a main aim, this research explores the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation.

Based on this aim, a general research question and three sub questions were set:

- How do teachers' self-efficacy beliefs influence pre-service ELT teachers' motivation?
    - How do ELT teachers describe themselves in terms of efficacy?
    - What are pre-service ELT teachers' perceptions of their teachers' efficacy?
    - What characteristics of teachers shape pre-service ELT teachers' motivation?

3.3 Worldview

For the central purpose, this study adopted a constructivist worldview. This worldview focuses on the interaction in the real world of the participants in a phenomenon, which makes it possible to rely the findings as much as possible on the individuals, and understand their perspectives of the situation (Cresswell, 2007; Adom, et al., 2016). Based on that characteristic, the adopted worldview led to the possibility of constructing comprehensive findings from what teachers and pre-service ELT teachers shared in this research regarding the influence of self-efficacy teachers' beliefs on pre-service ELT teachers' motivation.

3.4 Approach

As a means to support the adopted worldview, this study adopted a qualitative approach. Cresswell (2007) described that qualitative researchers implement "the collection of data in a natural setting sensitive to the people and places under study" (p. 37). This specification aligned with the purpose of the current study of exploring the connection between self-efficacy teachers' beliefs and pre-service ELT teachers' motivation guided by the observation of both groups of participants in the classroom as their regular context and their voices as frames of reference.

3.5 Design

Based on the adopted approach, this study followed the specifications of a case study. As specified by Pable (2013), "a case study method permits an in-depth, extended engagement with individuals" (as cited in Hill, 2017, p. 72), which is fruitful when researchers "seek to understand them, and… hear their stories..." (Stake, 1995, p. 1). Those two characteristics are enough to get as much appreciation of teachers' self-efficacy beliefs and pre-service teachers' motivation as possible from the participants to establish an appropriate description of the relationship between these two aspects.

Moreover, exploratory research was the most convenient type of case study for this work. George (2022) described that "exploratory research... often lay the groundwork for future analysis" (Exploratory vs explanatory research section). Therefore, this study attempted

to serve as the starting point for more inquiry related to self-efficacy teachers' beliefs and pre-service teachers' motivation.

3.6 Instruments

According to the adopted design, structured interviews and classroom observations would serve as the sources for data collection. Goodwin and Horowitz (2002, as cited in Cacciattolo, 2015) mentioned that both instruments allow the researcher to "stay as near as possible to the phenomena they study, in order to gain a comprehensive understanding of individuals" (p. 1). In this way, the researcher could establish a close interaction with the main participants involved in the teaching process, which aided in expanding the sights on this phenomenon.

3.6.1 Interviews

Interviews make it possible to have close and direct wisdom from the minds of the persons involved. In other words, Tuckman (1999) specified that researchers can "measure what someone knows, what someone likes and dislikes, and what someone thinks" (p. 237). Consequently, this research attempted to provide insight to understand teachers and pre-service teachers in their position regarding the relationship between self-efficacy beliefs and motivation.

The topics of the interviews depended on the group of participants. The one for teachers consisted of thirty-seven questions that inquire about their sources of self-efficacy beliefs and how efficacious they consider themselves in several aspects. Meanwhile, the one for pre-service teachers consisted of twenty-three questions regarding their motivation and perceptions of their teachers.

3.6.2 Classroom observations

Classroom observations helped to recognize whether the perceptions from the interviews matched with the delivery of the lessons or not. Based on Cohen, Manion, and Morrison (2007), observations allow researchers to collect genuine information that could not have been altered. This way, the researcher was closer to what is actually happening in the

classroom regarding the influence of self-efficacy teachers' beliefs on pre-service ELT teachers' motivation.

3.6.3 Piloting

In order to answer the research questions of this study, it was necessary to design three instruments: one interview for the teachers, another interview for the pre-service ELT teachers, and a template to record observations. The researcher designed all of them with the guidance of instruments from related studies, as well as additional ideas that could complement the findings of the present investigation. The piloting of these instruments allowed appropriate modifications that would aid their validity and reliability.

2.6.3.1 Teachers' interview

The interview for the teachers started with a draft of questions related to self-efficacy beliefs. The researcher developed the first set of questions with some partners during a Research Seminar class. Although the topics were related, that model served only as the starting point for the design of more questions that specifically would answer the research questions of the present study. Consequently, the draft of this interview just *borrowed* eight questions from that previous instrument.

In the end, a set of thirty-five questions integrated the first draft of this interview. It covered insights into teachers' general information (e.g., beliefs about teaching), sources of self-efficacy teachers' beliefs (i.e., mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal), and how efficacious they consider themselves in a variety of aspects.

For the piloting of this first interview, the researcher contacted a teacher from a similar BA program at a different university. First, the participant received the specifications of the study via WhatsApp. After his approval to contribute to this research, both agreed on a date for the piloting via Meet. Before the interview started, the participant gave his consent to record it, which was helpful for the later analysis that would aid in correcting the set of questions.

The recording of the interview allowed the meticulous analysis of the designed draft. After listening to it for a couple of times, the only necessary change was made: one question

needed reordering. Since the interview covered six different topics, the researcher had to rearrange the question "*How do you know that a class has been successful?*" since it was more related to the teacher's sense of efficacy.

In general terms, there were not many changes to the first draft of this interview. The final number of questions and topics covered was the same.

2.6.3.2 Pre-service teachers' interview

The focus of this second interview were two key factors: pre-service teachers' motivation and their perceptions of their teachers. For the former, the researcher took as a model some questions from the questionnaire that Manuel and Hughes (2006) implemented in their study, which was aimed at investigating the motivations of a group of 79 pre-service teacher education students. Specifically, five questions of the interview in the present study were based on the questionnaire by Manuel and Hughes (2006), which are related to the general motivations of pre-service teachers. From there, the researcher could create more questions about specific aspects of the classes that make pre-service teachers feel more motivated. For instance, questions regarding their level of motivation based on the different teachers or subjects they were working with and their beliefs about how a motivating teacher should be.

For the latter topic about pre-service teachers' perceptions of their teachers, more questions were included. The questions covered their feelings towards the performance of their teachers in the classroom. For example, how they feel towards their teachers' organisational skills and feedback. In the end, the draft ended with thirty questions related to the topics described above: pre-service teachers' motivation and perceptions of their teachers.

For the piloting of this interview, the researcher contacted a recently graduated ELT teacher. The participant studied the ELT BA program in the institution that served as the setting for the present study. Since she was from a cohort that had recently graduated that graduated not long ago, her answers would be recent and fresh.

The first contact was through WhatsApp, and the researcher informed the participant about the specifications of the investigation. When the participant agreed to contribute, both set a date for their meeting via Meet. Finally, the participant allowed the recording of

the piloting too. That way, the researcher could analyse in depth the modifications the draft would require.

The recording of this second interview aided in modifying the questions. This time, the researcher identified several questions that were not useful for the study. For example, *Have there been (or are there) significant people that influenced your decision to become a teacher?,* and *Did you feel pushed by your teachers, family, or classmates to continue in the BA?* Additionally, the researcher reformulated some others to link them more to the purpose of the study. For instance, the question *What are your major expectations of teaching as a career?* changed to *How have your teachers shaped your expectations of teaching as a profession?* Lastly, the researcher connected the questions to the teachers' interviews by asking for similar aspects regarding each of the participants' views (e.g. asking teachers about their rapport with students and asking students how they would define a motivating relationship between teacher and students). That way, the findings would achieve a better triangulation since there would be a clear connection between the perceptions of both teachers and pre-service teachers towards the same phenomenon.

On the whole, this interview had several changes. It ended with twenty-three questions that covered the same two topics: pre-service teachers' motivations and perceptions of their teachers.

2.6.3.3 Classroom observations

The last instrument for data collection was a chart for classroom observations, which helped to organise the comments gathered about the performance of both teachers and pre-service teachers.

At the beginning of the chart, there were spaces for the general information of the class to be observed. This information included the name to identify the teacher, the modality, date, and lesson length. Since this study focuses on the perceptions of both groups of participants, the draft for this chart included two sections with aspects to observe. On the one hand, one part was for the teachers' performance, which covered classroom management, instructional strategies, feedback, and confidence. The researcher chose these aspects based on the questions from the interview. They would allow the

recognition of whether their self-efficacy beliefs from the interview match with their performance in the classroom or not.

On the other hand, another section was for the pre-service teachers' performance. In this case, the aspects were related to their motivation and how their performance was evidence of it. They also included four topics: students' engagement, participation, effort/perseverance, and confidence.

The researcher piloted the template for gathering comments during the observations based on four different recordings of previous online classes that an English teacher from a different institution performed. That aided in recognizing whether the aspects the chart covered were accurate or not.

First, the researcher observed the videos and collected comments according to the aspects the draft delineated. That way, it was possible to test the accuracy of the topics chosen for observation. Then, the researcher compared the comments from all the videos, which was useful in identifying the salient characteristics that could apply to any class.

After observing and comparing different external classes, the researcher could identify what topics could be easily perceived and what others were missing. For instance, 'knowledge' and 'techniques/strategies' were aspects that the first draft did not contemplate, but the researcher perceived as fruitful, based on the characteristics of an effective teacher described in the Literature Review chapter.

Furthermore, 'instructional strategies' was proven not helpful for the study, even though it was evident in the teachers' performance. That was because the observations had to cover the specific aspects that evidence the teachers' efficacy and might influence the students' motivation. For that reason, the final version of the template eliminated that aspect.

Although the addition of 'creativity' in the aspects of teachers seemed a good idea, it was perceived as a particular topic that might be described in a more general concept. For that reason, the final decision was not to include it. In terms of the pre-service teachers' aspects, the researcher decided to incorporate a category for the relationship between them and their teachers. That was because the recordings evidenced how their rapport enhanced students' participation. Then, that decision led to 'connection to the teacher' as the unique modification that this section would have.

To conclude, the piloting of these three instruments was useful to support the triangulation of the findings in the present study. The researcher made the appropriate modifications to guarantee that the data collection would provide more accurate insights for answering the research questions, which would aid in its validity and reliability.

3.7 Setting

The setting for this study was a Mexican university created in the 19th century. This institution is divided into different institutes according to the area of the programs offered. One of its distinct institutes has the undergraduate program in English Language Teaching (ELT), which was the program in which this investigation specifically took place and the reason for selecting this setting.

Although this program started in 1999, the curriculum was redesigned in 2013, ending with 49 subjects divided into eight semesters. The main objective of this program involves a variety of skills, attitudes, values, and knowledge to train teachers and consultants of the English language with the appropriate characteristics for their future performance as professionals. Notwithstanding the qualities of this program, it is essential to continue with the improvements that it may have, a reason that supports the development of this research.

3.8 Participants

To support the validity and reliability of this study, the researcher decided to consider the perspective of both groups of participants involved in the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation. Therefore, the participants in this research were two male teachers and eight female teachers from the ELT program at the university where this investigation took place. Most of these teachers have been working in the program for many years and have experience in the subject they teach. Since the community of teachers in this program is small, some teachers have taught more than one subject in the same semester. In other words, they have been in charge of an English subject along with a content subject.

Besides these teachers, eighteen pre-service ELT teachers from the same program participated in the study. A total of fifteen students from the 3rd, 5th, and 6th semesters

agreed to contribute to this investigation, as well as three students who recently graduated from the same program. The last three students were also considered pre-service ELT teachers since they were not practising their profession yet.

As it was mentioned before, the community of teachers in this program is not numerous, that is why the pre-service ELT teachers who participated have generally worked with the same teachers.

3.8.1 Convenience sampling

The selection of the participants in this research was done through convenience sampling. According to Cleave (2023), the priority of convenience sampling is collecting data from a group of available and suitable participants. In this research, I approached the students of different semesters in the ELT program at the Mexican university where this study took place. After explaining the specifications of the investigation, the pre-service ELT teachers who were willing to participate shared their phone numbers to be in contact and continue with the data collection process. Besides the students from the program, I could contact a group of students who recently graduated to explain the study and invite them to participate. As a result, three students accepted to contribute. In the case of the teachers, I got permission and support from the coordinator of the program, who sent an invitation via email to the community of teachers. Then, I contacted the ones who were disposed to participate.

Simkus (2023) explained that convenience sampling is a pertinent method for exploratory research, a quality of the present study. The reason behind this is that getting information from convenient participants allows the researcher to set the initial findings of a particular phenomenon with efficiency. All in all, this method of sampling was not only practical to be implemented but also matched with the characteristics of the present investigation.

3.9 Data collection

The process of data collection that this research conducted was divided into three different stages based on the instruments used. The first stage dealt with the interviews conducted with the teachers of the program, the second stage involved the focus groups with pre-

service ELT teachers, and finally, the last stage concerned the classroom observations. All the three stages will be described in the following sections.

3.9.1 Stage 1

To answer the first research question of this study regarding how teachers describe themselves in terms of efficacy, the coordinator of the ELT program in which this research took place was the first contact with the teachers who participated. Most of the teachers in the program received an invitation to participate in the study, but in the end, ten teachers were the ones who accepted the invitation. Once these teachers agreed to participate, the coordinator of the program shared with the researcher their email accounts.

The researcher sent an information sheet and a consent form to the teachers who agreed to participate and got in contact with them to arrange a date to have the interview via Meet or Zoom. Before starting with the questions, every teacher was asked for permission to record the interview for later analysis.

3.9.2 Stage 2

The second stage in the data collection was useful in answering the second research question regarding the perceptions of pre-service ELT teachers. First, the researcher visited the institute of the program and approached different groups to describe the investigation and invite students to participate. In the end, fifteen pre-service ELT teachers from the 3rd, 5th, and 6th semesters accepted the invitation and shared their phone numbers with the researcher to keep in contact.

The researcher created different groups on WhatsApp to share the Information Sheet and Consent Form with the participants and solve any doubts about their participation. Then, it was possible to agree on a date for the focus groups via Meet or Zoom.

Besides the previous pre-service ELT teachers, it was possible to contact three students who recently graduated from the same program. The dynamic with these participants was the same since the researcher also shared with them the Information Sheet and Consent Form via WhatsApp and agreed on a date to conduct interviews. Both students and graduates gave their permission to record their participation in the focus groups and interviews for later analysis.

3.9.3 Stage 3

The last stage of data collection concerned onsite classroom observations that supported the information from the interviews and the focus groups. The researcher contacted via email the teachers who participated in the interviews to agree on a date when one of their classes could be observed. Due to some agenda issues, the researcher only observed seven teachers from the interviews. Among the classes that the researcher observed there were content subjects, except for one class that was English. In each observation, the researcher could take notes using the template designed, which focused on different aspects of both teachers and pre-service teachers' performance.

3.10 Data analysis

This data was analysed by means of thematic analysis to explore the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation. Maguire and Delahunt (2017) described it as a method focused on the recognition of patterns within data with a qualitative nature. Since this research used interviews as the main instrument, this analysis method aimed at *dissecting* the transcripts of the interviews and focus groups to identify the themes that reflect the answers to the research questions in this study. To do this, the process of thematic analysis was carried out using the colour and sorting tools of the software Microsoft Excel as Gallagher (2016) demonstrated and using pseudonyms to protect the anonymity of the participants.

At the end, the thematic analysis allowed the comprehension of the phenomenon without altering the data found, since this type of analysis seeks to "stay true to the raw data and its meaning within a particular context of thoughts" (Marks & Yardley, 2004, p. 67).

3.11 Ethical considerations

Every researcher must follow the corresponding ethical considerations when carrying out an investigation. Mohd Arifin (2018) defined that qualitative researchers must "ensure participants to have a power of freedom of choice to involve in the study, protect the participants' identity throughout recruitment and dissemination process, and promote clear and honest research reporting without deception to readers" (p. 32).

Since self-efficacy and motivation are personal factors of the participants in this study, it is fundamental to carry out each step with proper attention to their well-being. For both reasons, respect, voluntary participation, informed consent, anonymity, and confidentiality were the ethical considerations that support the interaction with the teachers and pre-service teachers involved in this research.

3.12 Summary

This chapter has outlined the methodology that this study adopted to accomplish the aim of exploring the influence that teachers' self-efficacy beliefs have on pre-service ELT teachers' motivation. First, the chapter describes the main objective and the research questions. Then, I define constructivism as the worldview that this study adopted, the approach that is qualitative, and the design, which was an exploratory case study.

Based on the previous characteristics, I describe the instruments which were interviews and classroom observations, and I provide a detailed description of the process for their design and piloting. I also mentioned the setting and the participants involved in this investigation.

I discuss the stages of the data collection process according to the instruments implemented, and the data analysis as the method carried out to interpret the information from the interviews and focus groups. Finally, the Chapter described the ethical considerations that the researcher respected throughout the whole research process.

4. Findings

4.1 RsQ1: How do LELI teachers describe themselves in terms of efficacy?

As described in the introduction of this study, the aim of this research is to explore the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation. To discern the elements of this aim, one of the research sub questions inquires how teachers from the BA in English Language Teaching at the Mexican university describe themselves in terms of efficacy. To collect these descriptions, interviews with ten different teachers from the program were thematically analysed and the characteristics of these teachers' self-efficacy were identified. Moreover, classroom observations of seven teachers who participated in the study provided more insight into teachers' performance with notes that reflected teachers' confidence, classroom management, strategies/techniques, feedback, confidence, and knowledge.

4.1.1 Confidence

Different definitions have been proposed to understand confidence. For instance, Stajkovic (2006) suggested that confidence is the force that encourages a person to perform based on the skills and the desire that the person possesses to do something (p. 1209). With this conception in mind, teachers' interviews revealed that they described themselves with high and low confidence when performing their classes according to different factors.

4.1.1.1 High confidence

Experience is a factor that has stimulated teachers' confidence. For example, teacher Lucero explained that she has gained confidence as a result of teaching English for many years in comparison with her current and still limited experience teaching content subjects:

I was teaching English, I mean, I was teaching the language and that's something that I have been doing for, in those days, twenty-seven years, all right, so I had lots of activities, lots of materials, lots of experiences, and so I felt much more confident of course [compared to her current confidence as teacher in the BA].

Teacher Lucero described that teaching English over time has supported her confidence as she uses different activities based on this accumulated experience. The extract above shows that teachers' background and knowledge in a subject can build up their confidence. As Sadler (2013) explained, "if the teachers perceived that they had a good level of content knowledge, confidence tended to be high" (p. 13).

Similarly, teacher Lizeth, acknowledged she feels confident teaching the subjects she teaches because she has continued learning and her knowledge of the topics has increased over the years:

Yes, I do [feel confident with her knowledge on the subjects she has taught] .. confident because I KNOW about them, because I have studied, and.. confident, probably the experience can give me the chance to, yeah, the opportunity to tell that I, I KNOW more each day about each one of the topics[…]

In contrast, teacher Mónica considers that she is prepared enough to guide her students based on the research she is doing, the courses she has taken and the different articles she has read about the subject she teaches:

I do feel confident because I have focused my research on [content subject]... I read articles and I always try to find materials [...] I have been getting courses on the subject, so I feel confident about having the knowledge [...] I think that I have like the the necessary training and also the experience [...]

This excerpt illustrates that this teacher has a high confidence because her research projects are related to the subjects she teaches. She also acknowledges that she looks for materials and reads articles to increase her confidence. Teacher Irina adopts a similar approach as she tries to be informed as much as possible about the topics she does not feel self-assured:

I try to keep updated, I try to read as much as I can about the classes that I teach [...] sometimes I myself come across certain thing and say "Mm I am not sure about that, I don't know that", so if that is the case I do look for other or sources to yeah, to read about the topic that I feel not confident in.

These extracts illustrate that teachers feel confident because they try to keep updated by reading articles or looking for information on the topics they are teaching and that they might not feel confident enough.

In addition to experience and knowledge, and professional development strategies, a group's characteristics may influence how confident a teacher feels. For instance, teacher Lucero explained how her confidence increased with the group she is currently working with based on their personality:

If I am honest, this semester I feel much more confident and I feel better in teaching than of course the previous two semesters that I had the same class... this particular group is a very friendly group, they are kind of together, all of them have a great good relationship, its a smaller group, so they are very participative, so every new idea I come up with they accept it, we try it out, and I think it does contribute.

This extract shows that the classroom environment can also raise teachers' confidence because a nice relationship is created, and classes seem to run smoothly since students participate actively in class. On the other hand, teachers reported they experience low confidence when they start teaching a new content subject.

4.1.1.2 Low confidence

Low confidence takes place when teachers do not feel they are knowledgeable enough in the subject they are teaching. For instance, Teacher Lucero has recently started teaching content subjects. She explained that her level of self-efficacy beliefs is low since there is no way to know whether her job is good or not:

I think right now my efficacy beliefs are super low, because I am teaching something different, and I don't know if I am doing a good job or not.

Similarly, teacher Mauricio explained how he feels about teaching a new content subject in the same undergraduate program:

If you ask me if I feel confident in this new subject, I would say not yet, because it's new to me, and I think I have to be more prepared, and I understand that this happens over time, but right now, in this sense, I don't feel completely confident on it [...] If you ask me for the English classes that I teach, yes, I definitely feel confident.

Sadler (2013) found that "if the teachers were in an unfamiliar setting and perceived their content knowledge of the topic to be relatively low, confidence was also described as being low." (p. 14). This phenomenon was confirmed by the data in this study, as teacher Tadeo illustrates when explaining how he feels teaching a content subject:

Confident yes, after also a period of adaptation [...] It took me a semester to check, to see how to do it, how to give the class, what works, what does not, and it's like a period of adaptation.

In the opposite case, teacher Olivia described how the negative characteristics of students from a different program led her to feel less efficient and uncomfortable:

I feel more efficient with LELI students and not that efficient with social work students, I work hard with all the groups (laughs), I work hard with all the groups, but [...] I am a teacher in social work fifth and sixth semester, the last semesters of the BA, and well students don't take seriously English, they don't see English as useful as it is.. so I feel frustrated there, despite the fact I try to do, to give my best [...] I am not successful at all with social work students.

Most of the teachers in this study expressed high confidence in their performance as teachers. This characteristic was supported during the class observations since all of the teachers observed, had clear speech, seemed calm during the whole class, had no

hesitations, and they even were able to make jokes about technical problems that emerged in the classroom.

This confidence teachers showed during their performance was closely linked to their mastery of the subject they teach. As demonstrated by Sadler (2013) and Umugiraneza (2022), teachers' confidence is connected to their knowledge of the subject matter they teach. During the class observations, these teachers exhibited a great amount of knowledge by providing clear examples and explanations of concepts, methodologies, and whatever they were working with, which indicates that their confidence is likely to be high. Emotions are closely linked to teachers' confidence. These emotions either positive or negative, may influence teachers' performance as discussed below.

4.1.2 Emotions

Among the influences on self-efficacy beliefs that teachers described, emotions were a theme that constantly emerged. Palmer (1998, as cited in Buonomo et al., 2019) mentioned that the latent presence of emotions in teachers' lives is related to how teaching locates in the intersection between private and public life. Consequently, sometimes it is unattainable that teachers can separate their emotions from the teaching-learning context and from their self-efficacy beliefs, as teacher Mercedes described:

> *When I have a problem, when I am worried about something, I think that even when I try to separate my personal life, it is difficult because, well, it's part of what I am, no? I am quite emotional. I try to be objective, or to separate things when I am teaching, but I think that sometimes it's impossible.*

Based on this extract, teachers cannot always isolate their emotions and let them aside when teaching. Teacher Ivonne and teacher Olivia, respectively, also concur with this idea when saying that whatever teachers' mood, it will affect their performance and students will notice it:

> *[...] the way in which you feel is going to be projected in your classes, so students always see something [...]* (Ivonne)

[...] if you are angry, or if you are disappointed, if you are sad, it will be reflected in your classes [...] (Olivia)

Comparably, teacher Lucero shared a personal experience when her feelings affected her teaching:

There was a time in my life when I was going through a terrible situation personally, and even though I tried very hard, now seen in retrospective it was one of the times when I was, I don't know, my worst self, I was not OK as a person, and I was not OK as a teacher[...] I know that what you bring in the classroom is what is then reflected in the students and the learning[...]

In teacher Lucero's experience, it is evident how emotions can negatively impact teachers' performance, which made her mindful of the relationship between these elements of teachers' minds.

Besides teachers' inability to permanently separate their emotions from their teaching context, some teachers shared about the impact of their emotions on their performance. For instance, Teacher Lucero experienced a negative situation in class because of the stress she was going through which affected emotional arousal, and, consequently, teachers' performance:

I was so tired that I made the mistake of exposing a student's mistake, I did it because I was tired, I was not thinking clearly, it was so difficult for me to stay awake, so yeah, the stress was too much, and it was, definitely affected, later on, I had to apologise of course to the student, I realised it was a mistake what I did it, but it should not have happened.

Considering the effect that emotions may have on teachers' performance, some teachers in this study shared their strategies to deal with their emotions. For instance, teacher Yolanda expressed that sometimes she postpones her duties to avoid injustices or problems such as those described previously:

*If I don't feel fine or if there is something that happen in my everyday life, in my personal life, that affects me *****, then I try not to grade in that moment, because I know that I may not be as fair as I should be because probably I am upset, or*

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because probably I am so worried that I cannot concentrate[...] I try to postpone, I try to put aside the homework, the task, anything, you know? what I have to do, and tomorrow that I would feel, I hope I feel better [...] I try to do that, not to affect my students in an unfair way just because of my personal issues.

In a similar manner, teacher Tadeo shared in the interviews his own strategy outside the classroom to handle his emotions and prevent them from affecting his teaching practice:

I go home and hit the punching bag, you know, the boxing bag (laughs) I let everything go there, that's why I have hobbies, and my stress, my negative feelings, you know, they go away, so I really don't keep anything[...] I have to be, you know, one hundred percent free of anything that could, you know, hinder a good class, so I am dedicated to the students, the students are my priority, so no, I keep everything away.

Teacher Lizeth said that she just shares with students what is necessary and she separates her personal life from her work:

Sometimes it's hard to orientate what you are doing, or what you are teaching with the personal things that you are experiencing, it's hard but [...] I guess I am very good (laughs) [...] I reflect on what I have told the students, and I say "No, this is, I guess this is, what I am doing is correct because you are not, mm, giving like extra information that the students they don't need to know from you", and we must respect our personal life, and that doesn't mean that you have to share whatever its happening to you with the students.

As shown in the previous paragraphs, emotions can be a phenomenon that can negatively alter teachers' self-efficacy beliefs until the point of affecting their performance. However, the teachers who participated in this study make their best effort to avoid a negative effect of their emotions in their performance.

During the classroom observations, teachers did not show any negative emotions, which may be evidence of their attempt to leave their emotions away from their teaching practice. This confirms that the strategies teachers mentioned to keep their emotions away, so they do not interfere with their teaching have worked in class.

These results show that teachers shared their disposition to prevent their negative emotions from interfering with their teaching-learning process. According to Swan, Wolf,

and Cano (2011), "when a person can reduce their stress reactions and alter negative tendencies in the face of adversity, their sense of self–efficacy increases" (p. 129). Therefore, when teachers can handle difficult situations without affecting their performance in the classroom their self-efficacy beliefs are likely to be boosted.

Teachers' efficacy is also linked to the conception teachers have of themselves as a result of their performance, discussed below.

4.1.3 Performance

Teachers describe their performance in different ways, which is a critical aspect in developing self-efficacy beliefs. This relevance relies on how "the proficiency of a performance creates a new mastery experience, which provides new information that will be processed to shape future efficacy beliefs" (Myint Lay, 2021, p. 28).

Teachers' performance comprises different features; one of them is classroom management. Or as Haryaka and Sjamsir (2021) put it, performance involves the skills teachers have to direct the teaching-learning process. For instance, teacher Olivia, and teacher Mauricio, respectively, state that they have the skills to address any issue that may emerge in the classroom:

> *[...] I am a teacher that is not that tough, nor strict, so I am a relaxed teacher, but whenever something is out of control, mmm, I have experienced enough to call the students' attention and to keep them, to keep their feet on the ground.* (Teacher Olivia)

> *[...] I think I am good, I mean, I think I, I, I do believe that I handle my classroom well in terms of management, so I usually don't have issues with that.* (Teacher Mauricio)

The relationship or rapport that teachers build with students is another feature of classroom management. According to Yousafzai (2023), "positive teacher-student relationships are at the heart of effective classroom management" (para. 35). For instance, teacher Lucero stated that a positive and respectful relationship between teachers and students is helpful for the teaching practice:

Definitely, having a good rapport with students within the boundaries of respect and professionalism, I think is very very useful.

This perception is similar to what teacher Mónica explained:

The relationship that I could have with students, probably yeah, that somehow impacts my teaching [...] I have observed other teachers, for example, that because of their personality, they are more interactive, or probably a little bit more sociable, so sometimes they create better relationships with the students, and in a way I do believe that impacts learning as well.

Teachers admitted doing their best to build a good rapport with their students to have a friendly relationship with them. For example, teacher Ivonne shared her strategy to create a nice environment in the classroom:

I try to build a comfortable environment for my students, I like to put a piece of humour in all my sessions, I establish since the very first day of classes, with all my classes that I like to be respectful, and I like to be respected.

For teacher Ivonne creating a positive environment by incorporating humour in her classes is a necessary element for building a good rapport with her students. In a similar manner, teacher Mercedes explained that she is not strict in her classes and this flexibility helps her to promote a good atmosphere in her classes:

I am really really flexible, I don't know if that's something good or not, but it works, they feel comfortable, [...] I think they feel happy when they are in the class, yeah? they can be themselves, there are no restrictions, they can do and say whatever they want, and I allow them to do that because they are adults.

Teacher Ivonne also explained that building a positive and safe environment for students, increases' their confidence because they feel safe:

If you build this positive environment, students feel the class, at least those two hours or three hours or one hour, a safe place, and you are gonna work better in the place where you feel well, in a place where you feel comfortable, and if you feel yourself recognized.

The previous extract illustrates that teachers in this study are aware of the impact that their relationship with students has on the teaching-learning process. Moreover, by having an effective communication with students, teachers may also enrich their practice to improve and increase their self-efficacy, as teacher Yolanda mentioned:

> *I consider the most effective way is to listen to them, to talk to them, to negotiate with them and try to find a balance in between [...] I think that what influences most my teaching and my decisions and my strategies or anything that I put into practice has to do more with the environment, with the context, with the personality of my group, of the particular group I am teaching.*

This extract describes that listening and negotiating with students is another strategy used to achieve an efficacious teaching-learning process because a nice environment is created.

The previous *strategies t*o create a good environment in the classroom to promote a positive interaction with students show the level of self-efficacy of these teachers, which was demonstrated in the classroom observations, teacher Mauricio and teacher Lucero were constantly monitoring and supporting their students. In the classes with these teachers, students did not seem frustrated and there were even laughs among the students and the teachers.

Based on these results, classroom management and teachers' rapport are factors of teachers' performance contributing to self-efficacy. It becomes evident that teachers feel confident because they have adopted different strategies to create a nice and safe environment in their classrooms. Being such effective classroom managers indicates that most of the teachers from this study have strong self-efficacy beliefs, which coincides with the proposal of Myint Lay (2021) that teachers' self-efficacy is proportional to their classroom management. Hence, this situation leads teachers to assessing their performance, which is described below.

4.1.3.1 Assessing teachers' own performance

As stated above, emotions can trigger performance and, thus, shape self-efficacy. Therefore, emotions and self-efficacy beliefs might have a reciprocal relationship in which

the former can be the origin or the outcome of particular self-efficacy beliefs (Buric & Kim, 2020). That is, teachers may develop positive opinions of pride or satisfaction when they feel proud of their performance.

For instance, in the following extracts these teachers agree that they feel proud and satisfied with their work because they "see" that learning takes place or because they consider themselves as responsible, and they like to share their knowledge with their students:

> *[...] most of the times I feel proud of my work, especially, as I said, when students show they have learned [...]* (Teacher Ivonne)

> *[...] in terms of performance and quality, I guess, I am a good teacher, persistent, I guess, mmm, committed, committed to my profession, I try to be enthusiastic, positive[...] I think I am a good teacher, not perfect, but I am a good teacher.* (Teacher Tadeo)

> *[...] most of the time I feel satisfied and I like to share with my students what I know, the way I perceive life, and I think that's very important.* (Teacher Mercedes)

Teacher Yolanda states that she feels satisfied became she acts ethically:

> *Of course, of course yes, yes, cause I have faced so many different things in all the years that I have been teaching, that I have been working as a teacher [...] What I feel the most proud of is the fact that I have always acted or I have always performed or done things with ethics, as the professional that I always wanted to be.*

Teacher Lizeth said she also feels proud of her work because she feels she has become a better person:

> *Am I proud? Of course I am proud, because I have reached many things that have helped me to become a better person, and that's one of the most important things in my life, like for me personally, if you are a better person, you can do whatever it is the work.*

It becomes evident that most of the teachers in this study feel proud of their work, which shows their high self-efficacy beliefs. Notwithstanding the participants' pride, teacher Mauricio explained of his interest to continue improving as a teacher:

> *I am OK with it [his performance], mm.. but I am OK knowing that what I do is not bad, [...] I know there is work to do [...] I am OK with it, but I am always on the lookout for learning something new, to have different perspectives and different ways to do things [...] Even though I am OK with it I know that there is room for improvement and I am working on it.*

Teachers reflected and assessed their performance regarding how satisfied they feel with their performance and showed that pride is a common feeling among the teachers from this undergraduate program. Moreover, most of the teachers who participated in this study showed awareness of how important their rapport with students is, the reason why they try to build a positive environment in their classes. Evidence of these aspects came from classroom observations, where the researcher witnessed that students perceived a nice atmosphere with teacher Mauricio, teacher Mercedes, and teacher Ivonne, given that students had the confidence to make jokes and laugh with their teachers. Alibakhshi et al. (2020) stated that being able to create an atmosphere of enjoyment, support, and comfort is a proper characteristic of teachers with high self-efficacy beliefs.

Finally, a general sense of pride or satisfaction was perceived in the teachers who participated in this study. That suggests that teachers perform with a high sense of self-efficacy beliefs since positive emotions such as pride are associated with increased levels of self-efficacy, either as a precedent or a result (Buric & Kim, 2020). Despite these positive comments that show how confident teachers feel, they admitted their willingness to improve their instruction.

4.1.4 Willingness to improve

According to Alibakhshi et al. (2020), "teachers with high self-efficacy either formally or informally do their best to develop their profession" (p. 9). That characteristic appeared to be typical behaviour from teachers in this research, as the following teachers illustrate:

[...] I try to be updated by reading papers, attending webinars, conferences and all that[...] (Teacher Irina)

[...] I have always been interested in improving things,you know, learning new things, especially learning new things, probably can help me become better as a teacher[...] (Teacher Mónica)

[...] I try to keep updated and to be close to students and to really be open, no? To do new things and to change activities and to share more with them, so I think that I have improved. (Teacher Mercedes)

Teachers explained that they are willing to continue learning and improve their teaching practice by maintaining an open mind, trying out new activities or by being immersed in different professional development actions.

Another feature of improvement is experimentation with different techniques and strategies. According to Ross (1994), highly efficacious teachers have more disposition to try new methods. This characteristic was found in some of the participants in this study, as teacher Yolanda and teacher Olivia exemplified the experimentation and adaptation that they perform in their classes. Teacher Yolanda stated:

I see these new generations and the way I teach them like trial and error, every generation I try to incorporate something new, to change something, to adapt those things that in the past did not work.

In comparison, teacher Olivia explained:

That is something that I really like about the profession, this kind of experimenting all the time with different classes, different students, and observe the students' reactions and see whether that worked or not, and well, if it was successful think about why it was successful and if it was not, I mean, think again why it was not, and adapt again to give it to the same group of students.

These teachers described trying out something new in the classroom and reflecting about it to see if it works or not is one way to improve their teaching. Similarly, teacher Mauricio expressed:

[...] you do one thing and then you test it out and you see how it works, and you see what worked and what did not, and then you take it from there, and then you modify, you analyse, and then you apply it in a different manner, and then this is kind of like the cycle that we all do [...] I do not think it should be seen as a failure, but instead as a way of improving.

The extract above demonstrates that teacher Mauricio perceives that trying out new activities in the classroom that do not result as expected are part of improvement rather than failure. From a similar perspective, teacher Mónica described how fruitful is to experiment as a teacher:

I think this is an exercise that never ends, and you never get to the point when you say: "Oh so this is the last thing, and now I am perfect", no, [...] there are always things to improve[...] If you are involved in education, we never get to the point where you know everything, I think there is always room for improvement, and I think that accepting that is part of being better, but as I said if you see that you change things and they work, they impact your self-efficacy as well.

Teachers in this study have demonstrated willingness to continuously improve which is crucial to their self-efficacy beliefs. This shows that teachers are interested in their professional development as some of them stated that they try to keep updated by attending conferences and webinars or by reading research articles about the topics they teach. An additional phenomenon that describes teachers' self-efficacy beliefs is observing their peers' performance, which is the next theme that emerged from the data.

4.1.5 Observing others

Observing colleagues' performance is considered fruitful to get more ideas or reflect on one's techniques. That phenomenon takes place when teachers witness a partner with similar characteristics dealing successfully with a difficult situation, they develop the idea that they can have the same success (Mireles-Rios & Becchio, 2018, as cited in Tedona, 2021). Researchers have stressed the importance of observing others' performance as a way to increase or lower self-efficacy beliefs. Through this practice, "people can obtain information required to assess their performance on the same or similar tasks" (Barabadi

et al., 2018, p. 40). Accordingly, teacher Mónica is aware of the usefulness of observing others:

> *You also can learn from others' experience and that makes you question your own decisions and probably change them for the better and say "Well I have observed this" or "I will continue doing this", or the opposite, "I observe this but I want to continue doing this", so I think this is a very good exercise for all teachers.*

This extract illustrates that by observing others, Teacher Mónica reflects about what she wants to continue doing and what she may decide to change in her teaching practice. Observing other teachers' ideas is beneficial because they learn from each other by collaborating. Teacher Mercedes remembered a time when peer observation was implemented in the program:

> *I remember like 15 years ago we used to do that, peer observation and it really helped, it worked, but I don't know what happened, because it was part of a, a project and it stopped but the time that we spent, mm, observing each other was really helpful [...] when you have so many groups and you keep doing things on the same way all the time, well, it's difficult to them to find, no? what is not working or things that can be improved, so it is necessary to have somebody else, no? .. I mean, a different perspective.*

Teacher Mercedes highlights that observing each other was useful especially when a teacher teaches the same subject for a long period because it is hard to know what needs to be improved, so having a colleague in the classroom who provides some feedback was highly valued by this teacher.

In a similar vein, teacher Mónica explained how this peer observation practice was enriching for both the teacher observed and the observer:

> *[...] many years in LELI there was a project that did not continue, but it was a very good project [...] it was about peer observation, so you invited another teacher to come to your class and then you observed the other teacher, and the purpose was not criticising or saying what things were good or bad, but really engaging dialogue with the other teacher and learning things, you could learn, as a observer you could, you know, probably learn new things that you did not, that you had not considered before, and as the person observed you could also get feedback from*

another person with a different perspective, and I think that exercise is very enriching [...]

Overall, teachers from this undergraduate program agreed that observing their colleagues' performance can be very enriching because they learn from each other, and they can reflect about their own teaching practice. And this practice of observing others is considered a way to improve which shapes teachers' self-efficacy beliefs. Teachers shared that they were part of a peer observation project that took place at the undergraduate program where they work, and they are aware that they count on their colleagues' experiences and techniques to enrich their own practices. Another factor is receiving feedback about teachers' performance, which is described below.

4.1.6 Social persuasion

When teachers receive comments about their performance can also affect their level of self-efficacy either positively or negatively. This "social support that the teacher receives from the environment" (Fathi et al., 2020, p. 127), also known as social persuasion, generally comes in the form of observations or feedback about teachers' performance from authorities, colleagues, or even students.

When these comments are negative, they may affect instructors' teaching. Teacher Ivonne explained how she feels about negative comments about her work:

> *When other people around say "Who taught this? It does not seem that students know", that hurts and frustrates [...] I don't feel well, I feel really bad when people tell me "You are doing it wrong, you are not doing it the correct way", and then something starts working in my head, and I say "Well, why am I wrong? What am I doing wrong? Is that correct? Is it not correct?"[...]*

In this excerpt we notice that even though this teacher does not receive negative comments directly, she feels bad because she does not know whether what she does in the classroom is *correct* or not. On the other hand, most of the teachers who participated in this study are open to feedback and consider it beneficial since they can reflect on it to be better. For example, teacher Mauricio shared his reaction to negative comments:

I guess in a way [...] it gives you a sense of disappointment, but in a way it depends on how you take it, I mean, you can feel down for one or two days, but then you need to take it from there, and then you need to take that situation and make the most of it [...] Every time when you get a comment that is not good, it's a time of reflection, and sometimes you may feel bad about it, but now it depends on how you manage it in terms of turning things around.

In the end, the effect of negative comments on teachers' self-efficacy may depend on how teachers decide to perceive judgements about their practice. On the other hand, teacher Mauricio admitted that he always receives good comments from his colleagues and that raises his confidence:

[...] being there in LELI, and, I mean, teachers are nice [...] they always make nice comments and I think that always BOOSTS your confidence.

Regarding positive comments from students, teacher Irina shared an experience when a student told her that she facilitated the subject even when the topics are difficult and hard to grasp, such a comment made teacher Irina feel pleased:

[...] this last experience with this student, he said, you know, "The class is not easy, you know, the subject is not easy but you have made it so easy for us", and I was really, WOW, yeah, I was quite happy with that comment, of course.

Despite previous reactions to positive comments, teacher Yolanda showed an invulnerable attitude towards external comments, since she tries to prevent them from altering her beliefs:

I try not to allow myself to feel confident because of what a colleague told me or to feel less confident because of what he or she told me[...] I do not allow myself to feel better than anybody or less than anybody because of the comments, either positive or negative, that my colleagues may have about me, or even my students [...] I try not to allow those comments to jeopardise my performance or the image I have of myself [...] I feel happy with the comment, I feel obviously proud of the works, and of the positive comments of my students, but nothing more than that happens, not because of that, not because of the positive comments I would feel like I am the best, or I can do this, or I can do that."

Teachers' comments or feedback influences their self-efficacy. Comments from students are an example of this verbal persuasion. The data in this study demonstrated that teachers tend to experience changes in their confidence based on comments from their colleagues or students, which coincided with Barabadi et al. observations (2018) about how "people can form their self-efficacy beliefs through exposure to verbal and nonverbal judgments that other people make about them" (p. 40). Teachers from this program who participated in this study react in different ways to external comments.

4.1.7 Indicators of success

The elements to perceive a class as successful will be a factor that might boost or lower teachers' self-efficacy beliefs. To illustrate this, Ross et al. (1996) analysed the effect of feelings of past success, feelings of being well-prepared, and students' engagement in teacher efficacy. In their findings, Ross et al. (1996) showed that the most crucial source of teachers' efficacy was the evidence of students' engagement, which can imply that the more engaged students are, the more efficacious teachers feel.

The findings in this study showed that many teachers from the ELT undergraduate program at this Mexican university base their sense of success on what they observe from students in the classroom. For example, teacher Irina is able to recognize if students are comprehending the topic or not just by looking at their faces:

> *[...] I tend to observe a lot to people, and faces to me are really important, so I can tell by looking at my students' faces or expressions whether they are understanding or not [...]*

From a different perspective, teacher Tadeo, and teacher Yolanda explained that they prefer analysing students' attitudes towards the class activities to guarantee if students are at ease with the tasks:

> *If I make the students think, act, or… if they like self-motivation to do things or FEEL the need, then I think I am, I did a good job[...] if the student is, mm, tries to avoid doing things, then I think I am not doing my job[...] if they don't enjoy the challenge then I am not doing my job right, that's what I feel* (Teacher Tadeo)

[...] I either talk to them, or I see their face, I see their behaviour, I see their attitude, and I can tell, if they have been, if they have felt comfortable, if they feel fine, or if there is something awkward, something uncomfortable[...] especially I think by observing, by observing their behaviour, their performance, then I get to know how they feel or if the class was successful or not. (Teacher Yolanda)

Besides looking at students' reactions and attitudes, teachers may focus on students' engagement. To illustrate this, teacher Olivia explained that she considers a class as successful when students are really engaged in completing the task assigned, until the point that they are not conscious of the time, or they do not check their cell phones:

[...] because when they really act, when they are really engaged to solve something, to answer something, when they are really, I mean, they are not aware of the cell phone, nor the time[...] when I see them really engaged, yeah? and that's the best indicator to me of a successful [class] [...]

The extract above shows an example of how engaged students can be in a class, which serves as an indicator of success for teachers. As mentioned by Fulton (2019), there are three different types of student engagement: emotional, behavioural, and cognitive, which can emerge at any stage of the class.

Behavioural student engagement was observed in some classes in this research, which involves "how attentive and active students are in the classroom" (Fulton, 2019). For instance, Teacher Mauricio, teacher Ivonne, and teacher Lucero included group discussions in their classes and almost all students contributed by participating with their points of view according to the topic, which is evidence of how heedful students were of the flow of the activities. Furthermore, teacher Tadeo started the class by sharing a story and students reacted accordingly with several reactions (e.g. surprise and laughs), which is evidence of behavioural engagement too (Fulton, 2019).

Apart from the examples of engagement mentioned above, the level of participation and effort that students have in class evidence more how engaged they are. According to Fulton (2019), when students want to share their thoughts in class and participate voluntarily, they are emotionally engaged in the lesson. Based on the classroom observations, students showed more emotional engagement with teacher Ivonne and

teacher Mauricio since students in those classes tended to participate more by choice. On the other hand, with the rest of the teachers, students had to be pointed to participate. Above all, being aware of students' development in their learning process was one of the most common indicators of success in this study. A further instance of this is the following extract from the interview with teacher Olivia:

> *I have seen my efficacy as a teacher when they go to a class, when they present a class, and when they successfully get a mark from a teacher that is not me [...] In English for example when students can stand up and participate in a project that I designed for them to do[...] I see at that moment whether I am efficient or not, because they are not using English.. to present an exam, they are using English.. to do something else with it.*

The previous extract shows that teachers might feel more efficacious when their students manage to demonstrate their learning in different tasks. Another way to assess students' progress, and consequently teachers' success, is by evaluating the accomplishment of the class objectives that the teacher set when planning the lesson, as teacher Mauricio expressed:

> *If you think specifically about your objectives at class, if you got to cover them, if you got to follow through with the procedure that you originally thought, and it went well, and students responded the way you were expecting, or even went BEYOND that, that's when I believe a class is successful.*

Considering the previous thoughts from the participants in this study, learners' performance in the class can be used to recognize if teachers' job was successful or not. Nevertheless, it is understood that this performance should follow the specifications of their objectives and lesson plan to be reliable.

Apart from learners' performance in the classroom, some teachers described aspects that are not necessarily perceived during the classes, but they still make teachers feel successful or efficient. For instance, teacher Ivonne stated:

> *I feel myself efficient when I see people out of the class, and ask me things that may help them, or somebody who thanks me because what I or what we did in the*

class was useful to them [...] when I can leave something in my students, something from which they say "I learned this with this teacher" is when I feel myself efficient.

According to teacher Ivonne, her self-efficacy beliefs are boosted when students take something from her classes to apply it in their own classes. Moreover, curiosity to learn is something that teachers can also leave in their students, which teacher Mercedes considers an indicator of success:

When students are interested in knowing more about a specific topic, and I see them in the library looking for a book or doing some research about a specific issue, it's when I notice, no? that they were paying attention, and they are interested in knowing more about something.

These findings revealed that teachers' self-efficacy beliefs are shaped by different factors such as how confident they feel teaching, and their capability of dealing with their emotions. It becomes evident that a teacher's performance is mediated by several other factors such as the comments they receive about their teaching, the importance of observing others as well as the willingness to continue improving their teaching.

Another way to shape teachers' self-efficacy beliefs is by considering the indicators of success they define for their classes. According to the findings in this research, a common way for teachers to notice their success is when they perceive engagement and interest in their subjects. That finding is similar to Czerniak and Schriver's findings (1994) who found that teachers with high levels of self-efficacy focused their amount of triumph on the students' attitudes. While the level of participation and engagement of students during the observed classes varied, it can be stated that pre-service ELT teachers generally showed interest in their subjects. However, more observations would be suggested to conclude whether this phenomenon relies on teachers' self-efficacy or not.

The next section addresses the second research question set to find out how students perceive their teachers' efficacy as discussed below.

4.2 RsQ2: What are pre-service ELT teachers' perceptions of their teachers' efficacy?

The purpose of this study is to explore the possible impact teachers' self-efficacy beliefs have on pre-service ELT teachers. Thus, it was essential to understand how these future teachers perceive their instructors in the ELT program at the Mexican university where this research took place. With that purpose in mind, focus groups with students from different semesters in the undergraduate program served as the source of accounts to infer their beliefs and perceptions.

4.2.1 Connection with teachers

Since education takes place in a significant part of every student's life, the connection students have with teachers is one of the elements most memorable from the teaching-learning process (Akhtar et al., 2019). For instance, from the perspective of Said (third semester), the connection with his teachers is closed enough:

> *I think that we are confident enough with the teachers, we have the necessary confidence to ask when he has a problem to understand some topics, and luckily [...] the teacher always are asking[...] if you need a support, if you don't understand something when the teachers end to explain or to, and to give the instructions.*

In the previous extract, Said refers to a good connection between teachers and students, in which students feel free to ask whenever they have questions after listening to the teacher's instructions. This situation matches Kenia's thoughts (third semester) about the good and calm atmosphere she perceives with her current teachers:

> *[...] I think right now with my teachers it's a good relation, it's a good relationship, it's not rude, it's not like cold or something like that, and it feels, it feels sometimes in peace, mmm, in this semester I don't feel like a lot of anxious [...] right now I think it's good atmosphere.*

Specifically, most of the pre-service ELT teachers who participated in this study claimed that teacher Ivonne is the teacher whom they have the best relationship with. The reasons

behind this are the support she tends to provide and her interest in her students, not only in terms of their institutional life, but also regarding their personal problems. As an example of the former, Lupita, from fifth semester, shared how teacher Ivonne always helps her with helpful comments on how to improve:

> *[...] with teacher Ivonne, that when we have a questions about our lesson plan, for example, mm, even if she is not my teacher, she always give advice for any kind of thing in the career, in the BA, and yes, and I always ask her about for example how to improve some things that I need, and she always is there for me.*

Moreover, in terms of the attention and interest teacher Ivonne shows about her students, Aria, from third semester, shared her experience:

> *At the beginning of the semester I was missing some classes, I was skipping class because of personal things and she noticed my absence, and asked me why [...] I didn't go and things like that, I think she is the teacher that I have the best connection with right now.*

Notwithstanding this approach, teacher Ivonne always tries to maintain the proper boundaries of being a teacher, as Sayuri described:

> *She was not only concerned about like the content taught at the school, but also the internal things that happen with you, and that can affect your performance or your, yeah, like your performance in the class, or how you deal with the language [...] she is the perfect example that having a.. this close relationship with your students but at the same time respecting that he is your student, and you are the teacher.*

In the extract above, Sayuri relates that teacher Ivonne builds a relationship with her students in which both have to respect their roles even if they have a close connection. Another example came from Melanie, from sixth semester, who considers that teacher Mauricio establishes a relationship in which there is freedom to have fun and converse without leaving aside the boundaries and duties that each one has, either as a teacher or as a student:

I really like for example the relationship that teacher Mauricio give us, that is like a nice relationship, you can talk with him, you can joke with him, but he is always like putting limits, and you know that even though he acts or he is nice with you, like you have to keep this line between "He is my teacher and I still have to do the things that correspond me because I have a good relationship but is just that, not more".

All the experiences shared above regarding the positive atmosphere in teacher Ivonne and teacher Mauricio's classes were confirmed in the classroom observations, since they promoted a sense of friendliness with students, who even had the opportunity to make jokes with the teachers. As these findings have shown, pre-service ELT teachers from this investigation depicted their relationship with their teachers based on respect, and most of them feel the confidence to ask when they have problems or doubts.

This study evidenced that a relationship between teachers and students may influence students' motivation, which is similar to what Boström and Bostedt (2020) found; the rapport between teachers and students is the most significant study motivating factor. Specifically, according to the findings in this research, a connection between teachers and students should include humour, interest, and the freedom to express themselves to boost students' motivation. A similar pattern was identified by Boström and Bostedt (2020), whose participants stated that enjoyment in the school atmosphere promotes motivation. Nevertheless, some differences in the performance of teachers with more than one subject were also perceived, which will be described below.

4.2.2 Teachers' instruction differences

The community of teachers in the ELT program at the university where this research took place does not include many professors. Therefore, commonly one teacher teaches more than one subject. Pre-service ELT teachers may find some differences in their teachers' performance among their classes. For instance, Lisandro, from third semester, and Frida, from fifth semester, coincided that teacher Lizeth's version in her English subject contrasted with her version in the content subject she teaches:

I remember that miss Lizeth was my teacher in my first English level classes and she was different [...] sometimes she used the slides or tried to use more the book

than other resources, but she did the class more dynamic or tried to make some games that can help to improve your English or conversation or some activities, not often, but she was different. (Lisandro)

That class [teacher Lizeth's content subject] was difficult because of that [lack of interactive activities], I don't know why because in English class is something different with the same teacher, I don't know, maybe the subject was not totally from, she did not like it totally, I don't know why because it's different in both subjects. (Frida)

According to these extracts, teacher Lizeth does not use the same instructional strategies when teaching English in comparison to teaching content subjects. It seems that this teacher uses a variety of activities when teaching English and content subjects become more "theoretical". Similarly, Aria, from third semester, explained that teacher Yolanda also taught her classes adopting different instructional strategies between her English lessons and her content subject:

[...] with Yolanda, she gives us [content subject], but she also gives to me English, and her way of giving the class totally changes from one subject to another.

While Sayuri detected a similar change with teacher Olivia:

I notice that she is not like that in all the classes, so for example in the classes with the whole group [...] I don't know if she was kind of intimidated because of the group and probably that impacted her confidence, mmm, because I remember that with, mm, with a smaller group, with for example in [content subject], that we were only like five students or six students, she was, mm, she was kind of, mm, showing more confidence with us, she was more engaged, more invested in the content that she presented us to the class.

While teachers Lizeth and Yolanda's instruction was different based on the subject, teacher Olivia displayed a change in her confidence based on the number of students she was working with. Nevertheless, the reasons why teachers may perform differently among their subjects needs further exploration.

Although pre-service teachers noticed that three teachers change their behaviour when teaching English in comparison with teaching content subjects. Students described

teacher Ivonne's classes either English or a content subject as enjoyable. For instance, Camila, from third semester, described all her activities as creative:

> *[...] when we had English in first semester and now with [content subject] in third semester we all are really happy to be there I guess, and makes us nervous sometimes, like I said before, she gets creative with her activities according to the lesson that we are probably reviewing. but yeah, it keeps us on our toes in a good way.*

In a similar vein, Melanie, from sixth semester, explained that teacher Ivonne always is lovely and supportive, no matter what subject they are working with, reason why Melanie feels tranquil when she knows that a difficult subject will be in charge of teacher Ivonne:

> *In all the subjects, but specifically, like not really because of the subject, but because of her attitude, like she is always like really nice, and she always want to help you, so even though like I was like frustrated in any subject, I felt like "Oh but is teacher Ivonne", you know? (laughs)*

Altogether, it seems that some teachers tend to change their instructional strategies when they teach different subjects, while some others may continue performing in the same way no matter the module they teach. This phenomenon may rely on the different factors that contribute to shaping teachers' self-efficacy; nevertheless, it is necessary to deepen the reasons that lead teachers to have a different instruction in different subjects.

4.2.3 Capable teachers

The amount of knowledge that teachers possess may be proof of how efficacious they are. According to Anderson (2009, as cited in Lupascu et al., 2014), knowledge is one of the three elements that integrate an effective teacher. Pre-service teachers agree that this attribute of mastery in the subject teachers teach is important. For instance, Lisandro and Said, from third semester, shared that they are aware of their teachers' knowledge, which they consider adequate and inspiring:

I think that the knowledge that the teachers have its, its amazing in the BA, mmm, they can start with the basic if one of my friends have a problems, the teacher starts to find the better solution to makes that my friend understand the situations and I guess that this, these ways to, to find the best solution to provides the knowledge to different friends, I guess that is important, and it's good for - - and its, are situations that inspire to make the same. (Said)

The teachers have complete knowledge of the things that you are asking them[...] they can share this knowledge with you with no trouble, with no excuses, it's fantastic because it inspires you, like OK, maybe one day I could be like them (Lisandro)

Not only do Lisandro and Said consider their teachers knowledgeable, but also, they recognize how prepared their teachers are to share such knowledge effortlessly, which Perla and Melanie from sixth semester described too:

I think all the teachers are super prepared, since they are teaching you can see, or even the facts or the reminders, the tips they have for you, you can notice that they read a lot, they have like a super big, big knowledge, and they have like, they know a lot, so yeah.. we can notice it. (Perla)

I think we have in LELI, like in general we have like really really good teachers, like I think they are really prepared, mm, I don't know if all of them, but I think in LELI we have really amazing teachers. (Melanie)

The previous extract suggests that students can 'see' that their teachers master the subjects they teach because of the knowledge they possess and the advice they provide to students whenever they need some guidance. Similarly, Melanie, from the same semester, described how teacher Mauricio and teacher Lucero demonstrate their knowledge:

[...] for example teacher Mauricio I really like, mm, like the English he has, mm, and also that he knows like I think he is really educated, mm, I can notice it like in the way he acts and how he express himself, mm, and also [...] teacher Lucero, she knows a lot, like.. she has a lot of experience in the classroom and she, she does not have to say like oh, you know, like "It's because I study that, this, and this

and this" like she actually do it in the classroom, like she explains you but also she.. she makes you understand by her example[...]

In addition, Said and Sayuri coincided that teacher Mercedes is one of the most intelligent teachers based on her familiarity with different cultures and countries:

I think that teacher Mercedes is the, is one of the most intelligent teachers that we have in the BA, because she have a lot of knowledge, she… she travelled to all countries, she have all this combination of cultures, and when we are in the class, she provides examples that are not the, mm, common, are not common, are different[...] (Said)

I remember that with teacher Mercedes [...] I was kind of impressed about all those curious facts, and all those things that she mentioned to us and I was like "Wow, she has a really good knowledge about the language and about the literature and about the culture of it"[...] (Sayuri)

All these descriptions illustrate that students identify different characteristics of their teachers as a basis to know how knowledgeable they are, such as teachers' performance, the interesting information teachers can provide or even the advice they give to them. This perception of the great knowledge that teachers in this program have was supported with the observations in this study since teachers who were observed generally demonstrated their knowledge in their classes. According to Beijaard and Verloop (1996, as cited in Yu, 2011), there are six different aspects that teachers should master, such as the subject they teach, how to turn their expertise into information for their students, strategies for problem-solving, and methods for facilitating and monitoring their students' learning. For instance, it was observed that teacher Ivonne, teacher Mercedes, teacher Yolanda, and teacher Lucero were able to explain a particular topic in their subject with clear examples so that their students could understand what they were talking about. Besides providing examples, teacher Ivonne cited some authors to support the topic she was teaching, teacher Yolanda used synonyms to clarify the topic she was teaching in class. These observations support the claim that teachers possess the necessary knowledge of their subject they teach and use instructional strategies to facilitate their students' learning.

From the focus groups with students, it is clear that knowledgeable teachers can impact students' interest in the subject. For instance, during the classroom observations, the researcher noticed how engaged students were as they listened attentively to teacher Ivonne when she explained something during their classmates' presentations. Similarly, when observing teacher Yolanda teach a content subject, students listened carefully to the concepts that the teacher was clarifying. On the other hand, when students notice that their teachers in this ELT program are not so knowledgeable, they feel disappointed and uncertain.

Considering their teachers' characteristics, pre-service ELT teachers shared how inspired they feel with the teachers in this program, which will be described in the section below.

4.2.4 Inspiring teachers

Teachers commonly serve as models for their students. Lupascu et al. (2014) stated that "the teacher has a strong influence on the student, determines him to learn, how or what to learn" (p. 534). On that account, Govindharajan et al. (2017) highlighted the diverse roles that teachers play in students' lives. Specifically, in this program that aims at preparing pre-service ELT teachers, students may take inspiration from their instructors to develop themselves as future teachers following the examples that they see in the classroom. According to many pre-service ELT teachers who participated in this study, the reasons to take a teacher as an inspiration can be their knowledge and abilities, management of their subjects, and passion for teaching. For instance, Matias was impressed by teacher Lucero's language, which increased his desire to expand his vocabulary:

> *[...] teacher Lucero, she, well, I feel comfortable to talk with her, because she has a very good English level, and also I think that is a little bit like British English (laughs) so I really love to talk, and she inspire me like to develop my pronunciation in English, my use of new vocabulary, some idioms and something like that, so she inspire me in terms of my English level [...]*

Similarly, Said, from third semester, praised the knowledge and experiences that teacher Yolanda has, and that made him dream about having a master's degree like her:

[...] teacher Yolanda, its, its very, mmm, she is smart, she is intelligent, she, she makes, mm, she provides, mmm, a environment, and acknowledge environment in the classroom, and she, sometimes she talk about her life, and I, and when I hear about the situations that she, mm, passed in the past, I feel very motivated to say "One day I will travel" for example, like her or "One day I will do my master like her"[...]

Regarding classroom management, multiple comments from the focus groups portray participants' admiration to how teachers handle their subjects, which is a model specifically for them as future teachers. For example, Esteban, from fifth semester, explained that he and his classmates pay more attention to teacher Mauricio's style than his knowledge because he portrays what they are learning in the BA:

[...] mister Mauricio [...] we are more surprised about the way he, he teaches, he plans his classes, we are more surprised about that than the knowledge he has, he.. - - we look in a, with the perspective of, mm, future teachers, and I converse with my partners and we think that he is one of the best English teachers in the.. in the program, and the way he teaches is really awesome, he.. he is the reflection of everything that we are learning in this, in this BA, so yes, mm, looking that he was, he was in our position, he is a LELI, he was in the same classes than us, so we are really surprised that a well prepared person someday was somebody like us.

Likewise, Perla, from sixth semester, described teacher Ivonne as someone who teaches with the example:

I consider that teacher Ivonne taught with her example, everything I have learned with her, I learned it before because she does it, so I love her style, and how she emerged us into this whole teaching method, I have seen all the methods in her.

Focusing on teachers' instruction as a source of inspiration was something that also Matias shared:

I see teacher Lucero as a model, because when she teaches, mm, she is very good at teaching, instead of paying attention to the class, I am paying attention to how she gave us the class.

According to these perceptions, some pre-service ELT teachers take their teachers' performance as a standard of exemplary teaching and find the opportunity to recognize in real performance what they have learned in their classes.

Furthermore, students can perceive the affection that teachers have for their job. To illustrate this, Perla explained that teacher Ivonne conveys her love for teaching:

[...] also what I can see in her [teacher Ivonne] is her passion, you know? about teaching, so I love her attitude, her - - I can see that she is motivated about what she is doing, so she, I don't know how to say this word, like she transmits those feelings to me and I want to be like her, and I consider that she taught with her example, I mean, everything I have learned with her, I learned it before because she do it, so I love her style, and how she emerged us into this whole teaching methods, I have seen all the methods in her, so I am super happy to have her.

Based on this positive perception, pre-service ELT teachers may get inspired, as Kenia, from third semester, expressed about teacher Ivonne and teacher Mauricio:

Sometimes I think, well I am not good enough with this skill of English, and I remember when I see those teachers walk around the LELI (laughs) and makes me happy, makes me happy and think "Oh maybe one day I am gonna become like those teachers.

Above all, it seems that pre-service ELT teachers tend to consider exceptional characteristics from their teachers as the ideal teaching performance they wish to accomplish in the future:

In certain point you want to be like those teachers, I mean, my goal is to be as sure of myself as teacher Mauricio is, as sure of my feedback as teacher Yolanda is, and in LELI they are your goal[...] this part of them that they show to you is finally our goal, what we want to achieve at the end of the BA[...] at certain point of your life as a teacher you want to be like them.

This particular situation helps students to create their model of effective teaching, similar to the type of teacher that inspires them and which the section below describes.

4.2.5 Effective teachers

Effective teaching involves numerous characteristics particular for the conception of each person. For instance, the students who participated in Koutsoulis research (2003) referred to about 94 characteristics of effective teachers and not all the participants coincided. However, for pre-service ELT teachers in this research, most of the features of effective teachers match the attributes of inspiring teachers. For instance, teacher Ivonne is one of the most effective teachers in the ELT program at this Mexican university, according to the students who participated in this study. This vision relies on the support and interest she shows to every student and how she manages her subjects, as it was described in the previous sections.

During the COVID-19 pandemic teachers had to adapt to the online modality, which was a challenge for their teaching. However, teacher Ivonne was able to demonstrate her efficacy even in those circumstances, since Aria, from third semester, and Lupita, from fifth semester could sense the same teaching delivery in teacher Ivonne's classes even when they were not in a physical classroom:

> *[...] with teacher Ivonne, she like, she taught the same way as she does it right now, like her method did not change, she was like always doing her classes more dynamic, mm, giving us a lot of activities, doing presentations, doing a lot of things that when we *** into face-to-face classes she kept on doing, so I felt, I kept feeling really motivated to go to her classes[...]* (Aria)

> *[...] teacher Ivonne, well, since third semester, in the pandemic she shows the knowledge even we are in the, it was in, mm, online, mmm, she could teach, mm, taught all, so, mm, and I can compare with now, with the, now in presential classes, and I think she is.. like the same, because, mm, well, she helps me personally to, mm, to how to teach English, and she, every class I am excited to now what I am going to learn or in what way, because she always give us examples that how can I teach them, how can I make teams, and I think it's something that I always will appreciate for the teacher.* (Lupita)

Comparably, Melanie and Perla, from sixth semester, praised how fast teacher Mauricio adapted to technology by implementing games since the first day in an online class due to the pandemic:

> *[...] teacher Mauricio, he was amazing with his activities, like he did this online games and everything, but other people, like old teachers that we had, they had a lot, a lot of struggles, like using the computer, and be used to all this technology, so it was really really hard for them[...]* (Melanie)

> *[...] for example mister Mauricio, it did not took us like weeks or months, since the next day he put a lot of games online, and he sent us these activities, and for me as a student that wants to be a teacher, he really inspired me and taught me that even online you can teach and you can have your students engaged[...]* (Perla)

Likewise, Sayuri noticed that online classes with teacher Mauricio were as good as in a face-to-face modality, which she attributes to his age and management of technology:

> *I would say that the teachers that are younger, for example, teacher Mauricio, they didn't encounter those problems often [difficulties with online platforms], because they are used to working with technology, so for example him[...] he managed to do the class, to teach the English classes as well as if he had to do it in face-to-face, it was not like kind of much different, like if we were in face-to-face or if we were online, because he managed to do a really good job.*

The previous experiences from the participants in this study portray how teacher Ivonne and teacher Mauricio were proof of effective teaching even in an online modality that was the result of the COVID-19 pandemic.

Furthermore, Melanie, from sixth semester, coincided that teacher Mauricio is an efficacious teacher of this program, and she mentioned teacher Lucero as another example:

> *I think they both are like the best teachers that I have ever met, or at least in LELI, they have these.. creative ideas all the time, like they always educate themselves, like they know a lot, and they want to, to transmit it [...] I think they always want you to learn more, that motivates you a lot, when you feel that the teacher is actually wanting to help you as a person, and not see you just as another student.*

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According to Melanie, creativity, continuous learning, and interest in students are some of the attributes that a teacher needs to be effective. In general terms, most pre-service ELT teachers in this research notice how exemplary and effective their teachers are:

> *All the teachers we have in LELI, I am super happy to have them because they have all the characteristics or the personality to be a teacher.* (Perla 6th semester)

As this study suggests, it is clear that students in this program are conscious of their teachers' abilities, preparation, and knowledge, which at the end is evidence of their self-efficacy as teachers. This appropriate perception of their teachers makes pre-service ELT teachers think that they have inspiring and effective instructors as models in their BA.

4.3 RsQ3: What characteristics of teachers shape pre-service ELT teachers' motivation?

This research has explored the possible impact teachers' self-efficacy beliefs have on pre-service ELT teachers' motivation at a university located in central Mexico. For that purpose, the previous two chapters shared the findings regarding teachers' and students' perceptions of teachers' efficacy in this program. As a means to comprehend the particular characteristics in teachers' performance that shape pre-service ELT teachers' motivation, focus groups with students from different semesters in the program were thematically analysed. This analysis shed light on the teachers' qualities that impact the level of motivation that students have about their subjects.

4.3.1 Teachers' knowledge

Previous research has demonstrated the significance of teachers' knowledge in the teaching-learning process. According to Metzler and Woessmann (2010), teachers' subject knowledge highly influences students' achievement, which makes it a crucial attribute of teachers. In this study, students described how the amount of knowledge a teacher possesses shapes their motivation about the subject they are taking. For

instance, Aria, from third semester, expressed that her interest in the class increases based on the level of knowledge of her teachers, which makes her enjoy the lessons:

> *[...] the more a teacher knows, the more I am interested in their class, like attending classes, being there to get a little information that can give me.*

In the same manner, Camila, from the same semester, provided an example of how a knowledgeable teacher made her feel more motivated. Even though this teacher did not participate in this study, she is part of the program where this research took place:

> *I remember in our [content subject] we were talking about different things through our lessons, but I really found it motivating that the teacher would know about what she was talking about, because we would come up with questions and we would feel free to ask.*

The extract above shows that observing how a teacher masters a topic is a "huge motivator" for students, which is the expression that Guillermo, from fifth semester, used to describe the feeling towards teachers who really demonstrate their knowledge in classes. Moreover, Guillermo admitted that a well-informed teacher would make him feel sure about the class:

> *[...] just having somebody there that I can *** and just say "Yeah, this person clearly knows his stuff" is a huge motivator, besides the fact that their class is already interesting [...] if they show they know what they are teaching, it makes me feel like I am in the right class and they probably know what they are doing.*

Just as the previous pre-service ELT teachers shared the impact that appropriate teachers' knowledge would have in their motivation, they also described how a poor amount of knowledge would make them feel. For instance, Frida, from fifth semester, explained that teachers who seem to have a lack of knowledge of the subject would be a let-down:

> *[...] if the teacher seems to not know about the subject, why would you be there, right? so I have not had that experience, but I think that yeah, it should be like that, like disappointing.*

Even though Frida shared this idea as a hypothetical reaction, it coincided with the real effect that Victoria, from the same semester, mentioned:

> *When a teacher does not have knowledge about the subject, I don't feel that motivated because all the things that he or she is going to teach me, maybe are wrong, so I have to do all the work, like their job.*

According to the previous excerpt, teachers who show a lack of knowledge make students doubt about the things they learn in class, and students would have to find a way to neutralise that inefficiency on their own. Likewise, Guillermo admitted that this situation would make him feel disinterested in the subject, since it would not be worth it:

> *[...] if students were having to constantly correct the teacher, yeah, I feel that would just make me less interested in the class, I probably won't even pay attention, because I would be wasting my time.*

Besides accepting how teachers' knowledge may alter their motivation, pre-service ELT teachers in this study shared their beliefs about the importance of knowledgeable teachers. Most of their reasons to consider expertise in the subject such significant relies on being prepared for students' doubts, as Damián, from fifth semester, explained:

> *[...] you never know what the students are going to ask you [as a teacher], obviously you don't know everything, but you must know most of the topics that are related to [the subject].*

Students do not expect that teachers know everything about the subject they teach, as Damián described, but they recognize that it is essential to have clear mastery in most of the things involved in the subject matter. Accordingly, Macarena, who recently graduated from the program, declared that her expectations for the last semester of English included having a teacher with C2 level or at least a reliable C1. She also stated that students notice when teachers are not sure about their knowledge:

[...] students notice if you don't know something, mm.. well, we as students see that a teacher is thinking a lot or is doubting, and it gives a bad image in front of the group.

Based on the previous information, this research found that most of the pre-service ELT teachers who participated in this study believe that teachers' knowledge, either appropriate or not, can have a crucial effect on students' motivation. However, Alejandro, from sixth semester, gave more importance to teachers' way of teaching:

[...] the quantity of knowledge of a teacher does not necessarily improve my motivation because there are some teachers that are walking encyclopedias and they do not know how to teach, and I think that the most important thing is to develop methods to share that knowledge that you have.

The previous extract illustrates that not just the knowledge teachers possess is indispensable, but also having a proper methodology to share such knowledge, which more pre-service ELT teachers recognized and will be described in the following section.

4.3.2 Teaching style

One way to shape students' motivation is by implementing an appropriate teaching style, (Mohd Idhaufi & Mohamad Ashari, 2017). In particular, this study found that most of the pre-service ELT teachers who participated are aware of the impact that teachers' styles have on the students' motivation and, thus, on the development of the classes. However, according to the teaching style, the impact can be positive or negative. For instance, Lisandro, from third semester, explained that being such a knowledgeable teacher is not useful if you do not manage to transfer the information to your students:

[...] no matter what, how much knowledge you have in the topic, if you can't transmit to us it's like you don't have nothing because what you really do are not sharing the knowledge [...] I guess that obviously it's important to have the knowledge, but if you can't transmit this to your students, you are not giving anything.

Accordingly, Giselle, from the same semester, stated that no matter the subject teachers teach as long as the teacher in charge is able to teach in the appropriate way to make the subject interesting for students, which Aria described in more detail:

[...] sometimes there are subjects that at the beginning I am not really interested in them, but sometimes the teachers motivate you to become interested and you start liking the subject, and there are some subjects that I expect more from them, but sometimes teachers don't know how to teach them in a more interesting way, so you are like bored and probably don't pay that much attention, [...] it all depend on the teacher.

Based on the previous statements, teachers should know how to instruct their students in a way that motivates them. If not, poor explanations from the teacher may lead to students' lack of excitement towards the subject, even if the subject is intriguing, according to Damián, from fifth semester:

[...] probably the subject is interesting, but the teacher does not explain very well, so it makes it boring or tedious[...]

To illustrate this situation, Aria, Lisandro, and Kenia, from third semester, shared their experience with a teacher from the program who did not prompt their interest with her style, since her way of teaching made it hard to keep students' attention on the subject:

[...] I don't feel like really motivated sometimes to even attend her class because in the classes she just, mm, is - - stands at the front of the classroom and is only passing different, mm, slides, and she is just like reading them, explaining them[...] (Aria)

[...] we appreciate the teacher, I heard from the other partners, because she takes care of us, so she tried to put attention of how do you feel and those things, but talking in the way that she gave the class, yeah, it's difficult to take, and other students told me or expressed it by their actions. (Lisandro)

[...] I think she is, she is great and she really is interested in her work, and about the topics or about the, the subjects that she has, but I don't know, maybe the techniques or the way that she, she is teaching is kind of soft? and sometimes

when I am, I am learning I try to be like doing a lot of things that gives me those tools to understand the topic, and when she is giving the topic is just a simple thing and I can't, I can't understand very well the, what, what we are doing. (Kenia)

When observing the class of the teacher that participants above talk about, it was not a *regular* class since they were asked to work in teams in the library to answer some questions and write a summary. While students were working, the teacher was sitting reading a book and waiting for the students to explain their answers and guarantee that they could master the topic. Even though students seemed to be engaged in doing the activity, it may have been because it was their exit pass, so it would have been more useful to observe more than one class with this teacher.

Equivalent to the perceptions of Aria, Lisandro, and Kenia, Perla, from sixth semester, experienced a similar situation with the same teacher:

I found that [content subject] super interesting [...] all the books that she gave us, I read them, and it was super interesting, I wanted to know more, but she used to just give us slides or these kinds of things, and it wasn't interesting for me and I had the feeling that I did not learn what I wanted to learn and I wanted to know more about the topic, but she wasn't like transmitting us that knowledge.

The extract above confirms that teachers' instruction with no interaction may deeply affect students' motivation to learn about an interesting subject. Another example of this was found in Sayuri's experience:

When I entered the BA [...] the classes were not dynamic, I mean, we were only answering the book, and just reading aloud, there was not much interaction between the classmates and the teacher, or even just among the classmates, so I remember that in that course I was kind of disappointed, because I was really hoping, I was keen to learn more English, and when I was there, I think that I did not learn much of it.

Even if students are motivated to learn, that motivation may decrease when teachers do not manage to instruct with characteristics that prompt students' interest, which at the end comes to a feeling of disillusion. Examples of these motivating characteristics are the

innovative and unexpected methodologies that teachers can implement in their practice, since Macarena, who recently graduated from the program, explained that those attributes are the best way to make her feel motivated to know more about the subject and learn as a future teacher:

> *[...] when I see a teacher that shows me a topic in a way that I have never seen, that I have never imagined is like "I want to learn from you, not only about the topic, I want to learn from your class, from you as a teacher" when a teacher shows me something completely new, or, or in a way that I didn't expect, is the best motivation for me[...]*

Apart from teaching methodologies, there are other qualities in teachers' style that might prompt or lower students' motivation. According to Camila, from third semester, teachers' body language is a crucial factor for the development of a class:

> *[...] as students we, we expect a lot from teachers, right? mm, even if they know or they don't know the subject, mm, the body language is one of the, it's the main reason, mmm, why a class or how the class is going to develop[...]*

In the same way, Aria proposed that teachers' voice and movement over the classroom are important tools to maintain students' interest in the subject and attain an effective lesson:

> *[...] you have to know how to move around the classroom so that your students are always focused on what you are saying, so they feel interested in your subject [...] it's important to always know how to control the classroom, like your voice, how you, what you transmit to the class it's really important so that students don't lose their interest in the class, and that they are always paying attention, this is like really, like the most important thing so that your class is really effective.*

Furthermore, teachers may have a particular attitude when teaching, which can shape students' motivation either positively or negatively, as some of the pre-service ELT students in this research claimed. For example, Alejandro, from sixth semester, mentioned that the optimism that a particular teacher showed in her classes was a motivating factor for him:

I think that the teacher attitudes is something that totally influences the way that I take the subject because there are some teachers that has not focused the, a level of energy or the interest of teaching the subject, and that totally affects me because I lose the track of what we are seeing during the class, and that, mm, reduces the level of motivation that I have [...] I think that a teacher that totally motivated me during the last semester was teacher [Anastasia], I think that her subject is, is filled with a lot of content, and even though the content is really heavy, I think that her attitude, her positivism was influencing me during all the time.

In a similar way, Kenia explained that the patience and passion that teacher Ivonne displays have increased her motivation in the subject:

I think Miss Ivonne is the most interesting teacher for me, because she is really patient with us, and she is really passionate with her work, and yeah, that's why I am, I feel motivated.

During the COVID-19 pandemic, all participants in the teaching-learning process had to adapt themselves to continue working. In particular, teachers had to adjust their methods to keep an appropriate teaching-learning process. Unfortunately, not all of them were able to do it with an adequate teaching style. For instance, Macarena perceived that some teachers did not show a variety of techniques during her online semesters, which made her want to avoid the classes and work on her own as a result of demotivation to even attend the classes. Nevertheless, online teaching was a double-edged sword for Macarena's motivation:

This part of seeing them having bad times in their houses, having issues with something as simple as a computer, that showed me that they are humans too, they have mistakes too, that motivated me because I used to think that I was not so perfect to be a teacher, and I totally forgot that they were humans, so they had mistakes too, and seeing those little details of them showed me that I don't have to be perfect to be a teacher, so that motivated me in certain part.

From these findings, it becomes evident that teachers' instruction significantly impacts students' motivation, either positively or negatively. This teaching style may include the

teaching methodologies used, the way teachers manage the classroom and the attitude they show in their classes. For example, students feel more motivated when teachers teach with optimism, passion, and patience. The second theme that emerged involved how important it is that instructors are acquainted with the proper methodologies to share their knowledge. Teachers' relationship with students was a theme that also emerged in the focus groups with students and will be described in the following section.

4.3.3 Relationship with students

In addition to having the appropriate knowledge and managing a variety of teaching methodologies, teachers must also be aware of the impact that their relationship with students has on students' motivation, as has been proved by several studies (E.g. Akhtar, 2019; Boström & Bostedt, 2020). The data in this research reveals that most of the pre-service ELT teachers that were interviewed are conscious of the influence of the relationship between teacher and students. For instance, Alejandro, from third semester, recognized the importance and impact of a good relationship between teachers and students:

> *I think that trust is the key of the communication between the teacher and the students, if we have a good relation with the teachers, we can understand better the classes, that's good because if you feel comfortable with the teacher, you obviously will trust better and you will feel the necessary motivation to keep day by day trying to understand and learn.*

The relationship between teachers and students does not only impact students' motivation, but also the development of the learning process. Based on such importance, most of the participants in this study described how a relationship with their teachers boosts motivation. For example, Frida and Victoria, from fifth semester, consider that one way to approach students is when teachers tend to joke in classes, which facilitates the flow of the relationship among them:

> *[...] when the teacher feels like ready to do some jokes for example, or to be honest, more when they are like trying to, yeah get, yeah, has maybe some jokes or are*

not strict with us, I think that it helps, goes better and it is easier for us to be close with them. (Frida)

I agree with Frida, when some of them try to make the class more, mm, I don't know how, but they are trying to make jokes, or not just give us the class, they are trying to, mm, be more close to us, trying to help us, trying to, yeah, be more close. (Victoria)

However, it is important to maintain the proper role of a teacher, as Aria, from third semester explained:

I think that it's when teachers try to be more friendly with you, they know how to separate what being a teacher is and what being a friend is, they know moments when they should be like a friend, they talk like friend, and moments when they talk to you like a teacher, that they are strict but also comprehensible, and that type of teachers make me feel like more confident, make me feel like they are trying to be more interested than just in academic things.

According to the previous participants, humour and affection in teacher-students relationship are useful tools for teachers to motivate students, always maintaining their corresponding behaviour as teachers, which Guillermo, from fifth semester, described as "friendly professionalism" when he described a relationship between teachers and students that is motivating:

[...] like friendly professionalism if that makes any sense, mm, like they still understand that they are your teachers, but they are friendly, they communicate properly[...]

An example of this type of relationship was provided by Melanie, from sixth semester, who stated that teacher Mauricio has established a good relationship with his students, but he always respects his duties as a teacher and the boundaries in the interaction with the students, which was illustrated in section 4.2.2 Connection with teachers.
Besides showing friendliness in classes, the data in this research reveals that teachers' interest in their students is an essential component to promote a motivating relationship. To illustrate this, Aria and Kenia, from third semester, commented that a feeling of comfort

and motivation emerges when teachers show interest in their situations beyond the academic matter:

I think that it's when teachers try to be more friendly with you, like they know how to separate what being a teacher is and what being a friend is, like they know moments when they should be like a friend, they talk like friend, and moments when they talk you like teacher, that they are strict but also comprehensible, and that type of teachers like, make me feel like more confident, mm, make me feel like they are, they are like trying to be more interested than just in academic, mm, in academic things. (Aria)

I think teachers can be a great support not just in the academic thing, mm, or stuff, mm, it's great when you feel part of it [...] you feel like is a person who knows how you can feel when you learning, and some of them, mm, relate to their personality could be really, mm, yeah, you can feel comfortable with that [...] (Kenia)

Similarly, Sayuri explained:

Try[ing] to not be only the teacher, but also a friend, I think that I would add that quality to a motivating teacher, because you are seeing that he or she is, really caring for you, in not only the way that you are learning, but also in your personal issues.

Considering teachers' interest as a motivating factor for students was a common belief among the participants in this study, as Melanie, from sixth semester, also described:

I think they always want you to learn more, that motivates you a lot, when you feel that the teacher is actually wanting to help you as a person, and not see you just as another student.

Likewise, Macarena, who recently graduated from the program, expressed that the more interest teachers show, the more she feels motivated:

[...] as I see interest from the teacher, mm, I would feel more motivated to continue.

Therefore, it is important that teachers should be interested in the development of their students to motivate them in the teaching-learning process. Above all, in a relationship between teachers and students there should be the possibility to express whatever necessary, as Esteban, from fifth semester, declared:

> *Mainly we need respect to that teacher, but I think that communication is the most important thing, like not being afraid[...] talk with them explaining your situation, your doubts, the problems, what things you don't like, you like about the class, what things help you the most, which ones no, I think that communication is the base of having a better relationship between the student and the teacher.*

From the data in this study, it can be concluded that a relationship between teachers and students that includes humour, interest, and the freedom to express what students think and feel can prompt students' motivation. Moreover, feedback is a component of the teaching-learning process that can also shape students' motivation, which is described below.

4.3.4 Feedback

Receiving feedback not only helps to guide students in their learning process but can also alter students' motivation to continue learning. In 1972, Gee found that comments of approval can raise students' positive attitudes towards writing. In this study, pre-service ELT teachers shared how feedback can shape their motivation, either positively or negatively. For instance, students recognized how important it is to notice their errors and areas of opportunity when receiving feedback, which Giselle, from third semester, considers motivating even when it can make her feel ashamed at the beginning:

> *[...] for me it would be the kind of feedback which tells you your weakest points [...] is the one that I find the most motivating even if you feel bad about it I guess, but then you can just get over it and keep going.*

In a similar way, Esteban, from fifth semester, described:

I need details about my weaknesses, and the things that I am doing well or good. I need the teacher to be more specific about those things [...] I need to be taught what I am doing wrong and what I am doing well specifically.

Based on what Giselle and Esteban mentioned, motivating feedback should always include the aspects that students need to correct. Accordingly, Sayuri, who recently graduated from the program, suggested that teachers might begin with the good comments and, then, describe the areas of opportunity, to establish a good rapport and make students perceive it as positive feedback:

[...] when they (teachers) start by saying the good things, it will be like a good rapport to you, like you would see it like not like bad feedback or negative feedback, but something that you need to work more on, so yeah, I would say that by saying like the positive things first and then the negative things.

Nevertheless, feedback does not only rely on describing students' errors, but also the manner that teachers give feedback is significant. To illustrate this, Victoria, from fifth semester, stated that it is important that teachers avoid trying to discourage students or make them feel embarrassed about their mistakes:

[...] it's like how they give us feedback, like not trying to make us feel bad because we made a mistake, that I don't like it.

In a similar vein, Macarena described:

[The teacher] must be careful with the language, especially in the part that of course you expect that a teacher tell you what you did wrong; however I don't think that teachers should be rude, or too direct.

Besides describing students' errors with respect, Macarena expressed that motivating feedback should be specific and stick to the main purpose. In other words, teachers should provide students with the exact aspects that students should improve, as Alejandro, from sixth semester, explained:

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I think that the feedback that I appreciate the most is the corrective feedback that is rough and extensive, and also explicit, for example when a teacher tells you in what part you are lacking some elements, some parts of knowledge and he suggests you some exercises to research for some kind of information.

The extract above shows that teachers should explain in detail what students need to correct and how they can do it. If not, students might get confused or disappointed, as Melanie, from sixth semester, outlined:

I remember in other semesters like giving me feedback it was more like "You are wrong in this and this and this" and when I was like "Ok, but what can I do better?" it was like "You should know, or you can do it or you can think about it" and obviously I cannot (laughs) [...] if you are giving me feedback I expect you to at least help me a little bit.

It is clear that students may recognize their flaws, but they still need support to know the different ways in which they can be better, and the tools they can use in that process. To illustrate this, Matias, who recently graduated from the program, expressed how he deeply appreciates that teacher Lucero not only commented about his work, but also gave him options to improve:

[...] for example teacher Lucero when we have these micro teachings [...] mm, I gave my class and she told me, obviously privately, she told me that I am a teacher, she told me that "You are a teacher, you know how to do it, you don't have any trouble in being a teacher, but" bueno, she told me, "BUT, you need to do this, this, this, and this" and she gave plenty of options, no comments, options, examples, resources, videos, or something like that, so I think that the feedback that teacher Lucero gave to us, or gave to the students is, I think is, mm, how, suitable, I think it's suitable.

Being so supportive was a useful characteristic that Perla and Melanie, from sixth semester, noticed in some other teachers from the program. For instance, Melanie coincided with Matias when describing teacher Lucero's feedback as "amazing" based on how she provides suggestions and examples for students to reflect on their own:

[...] if you are giving me feedback I expect you to at least help me a little bit, and with teacher Lucero, mm, she is amazing giving feedback, like, because she tells you in which things you are wrong, but it is not just that, like she tells you how you can improve it, not by telling you directly like "you should do this activity", but like "have you ever think on like making an activity that is more engaging or like giving these instructions in this way?" or like she gives examples so you can think about your own example, your own, like how, like you can improve.

Similarly, Perla not just praised teacher Lucero's feedback, but also the way teacher Tadeo and teacher Ivonne talked to her when giving corrections:

[...] recently I have received feedback from Tadeo, and I really like him because, mm, as Lucero, he told me like "You did this great, this great, this great" and then he told me "Just manage your time, what if you do this?" and I really like about him the fact that he give me examples, and when he give me examples I can take his examples and add more things, you know, to give me an idea of what to do or what he is expecting from me, so I really like his feedback, and, mm, also from teacher Ivonne, well, we just had our grades and she talked to me about, you know, she really care about my English and she said "Oh Perla why don't you look at these videos?" and even she sent me some videos, and we had like a talk, like an extra talk after school and she gave me tips, and you know, I really like that because I feel like she is interested in my improvement.

While teacher Tadeo provided the necessary examples to make Perla be aware of what he was expecting, teacher Ivonne shared her with some videos and tips, which made her perceive the interest in her improvement by the teacher. Nevertheless, Perla clarified that the relationship that she has with her teachers is crucial to how she perceives their feedback since it is difficult for her to accept comments from teachers who have been unkind with her:

[...] if they (teachers) have this self-control in knowing until what point be friendly and obviously strict [...] it keeps you like in the right track, and allows you to be confident to go and accept their feedback, because is hard for me to accept feedback from teachers that are mean to me, or they are really don't care about them, and the other teachers that have impacted my life, I really care about their feedback, and even I go for them, I go to them to ask for feedback.

All in all, this study reveals that the way teachers provide feedback is crucial for students' motivation. That is, for students to feel motivated, teachers need to provide feedback that includes both students' achieved goals and areas of opportunity described with respect and supported with options to improve their mistakes. If feedback just included students' failures, students' motivation would decrease since "their continued improvement apparently comes from recognition of what they do well in addition to what they do not do so well" (Gee, 1972, p. 219). Confidence that teachers show in their performance is also a key contributor for students' motivation, being the last theme to be described in these findings.

4.3.5 Confidence

Confidence and self-efficacy have been continuously used as the same term and several studies support how teachers' sense of confidence in their abilities and knowledge can shape students' motivation (E.g. Mojavezi & Tamiz, 2012; Sabet, 2018; Ghaffar, 2019; Alibakhshi, 2020). In particular, pre-service ELT teachers in this research described the effects that teachers with high or low confidence would have on their motivation. Accordingly, Kenia, from third semester, recognized that an ideal technique to motivate students would be that teachers show their confidence to make students feel confident with the teaching-learning process:

> *[...] the best way that the students can get motivated with, with these, mm, with these subjects [...] I think the best way could be like the teacher feel confident first, and then the students feel confident too with the way that we can teach [...]*

In a similar way, Macarena, who recently graduated from the program, admitted that a motivating teacher should master the subject to be able to share his knowledge without hesitating:

> *[...] to be a motivating teacher I think that.. that person should be good at his or her work of course, to show the experience that he has without fear, sometimes we tend to think that we don't have to express everything that we know because they would think that they are not, mmm, I am not sure how to say it in English, humilde, but that's not the way that I think that it must be[...]*

Furthermore, the data in this study reveals what would happen to students' motivation in the opposite case, if teachers do not have confidence in themselves. For example, Camila, from third semester, described that due to teachers' lack of confidence students may find it more difficult to acquire the knowledge during classes, since they would not be interested:

[...] the meaningful input would not be meaningful (laughs) it would be harder for us to learn, and… yeah, not engaging in the subject.

Correspondingly, Giselle, from the same semester, expressed:

If the teacher is not confident on what they are saying, or what they are teaching, it does influence the way we learn, and sometimes it's for the worst [...] if you see that your teacher is not confident or engaged on what they are teaching, then it feels you are lost, because you don't know what to feel about the subject, or what to feel about what you are learning, you don't know if it is important or not, if it is going to be meaningful in your life or in your careers.

According to Giselle, lack of interest in the subject in addition to teachers' lack of confidence may result in confusion for students, who would not be able to recognize the actual importance of the subject. Likewise, Victoria, from fifth semester, admitted that she would not be serious about a subject that is in charge of an unconfident teacher:

[...] I think I would not take the class seriously because the teacher is not, is not that confident[...]

Above all, this study confirms that teachers' lack of confidence may affect students' motivation. To illustrate this, Said, from third semester, explained:

Probably it could be less motivation if the teacher is shy, or is not confident because the situation that you are uncomfortable with the teacher could generate other problems like less motivation, more indiscipline[...]

The extract above exemplifies how students would react to teachers who do not show confidence in their performance. In the same way, Damian, from fifth semester, accepted that students would not take the subject seriously and would not be motivated to pay attention if the teacher shows a sense of insecurity:

> *[...] I think that it could impact in the way that the students feel in the classroom because if the teacher is shy, you will not feel confidence to go and ask something, or probably it would be, mm, boring or you don't have to pay attention to her because if she is shy, she will not ask you to pay attention, or they don't probably ask you to do something[...]*

In accordance with the previous extract, Sayuri, who recently graduated, exemplified:

> *Definitely the confidence that the teachers show in the class affects our motivation, for example, to stay focused or to pay attention, or to be engaged, the confidence affects positively or negatively like the motivation of the students [...] In eighth semester with teacher Mónica, I think that she has a lot of knowledge but she is not that confident, or maybe she doesn't know how to approach us, and it impacts in her confidence and in the confidence that she shows to the class, because sometimes I saw her that was kind of struggling to follow her lesson plan, or just to be with us, and that was kind of impacting my motivation.*

On the whole, most of the pre-service ELT teachers in this study acknowledge that their motivation can vary according to the level of confidence that their teachers show in the classroom. Pre-service ELT teachers from this study claimed that teachers' confidence is a critical characteristic in the learning process that can boost or diminish students' motivation. This is illustrated in Kamyabi Gol's findings (2013), since they showed that more confident teachers attempted to express more using the L2 motivating their learners to do the same. In a similar way, Umugiraneza et al. (2022) expressed that teachers' confidence is an essential element that promotes an effective learning and students' attainment in the learning process. Correspondingly, pre-service ELT teachers in this study explained how noticing teachers' level of confidence can shape their motivation in a positive or negative way.

Based on the previous findings, it can be summarised that teachers' knowledge, the techniques implemented to teach, the rapport between teacher and students, the qualities of the feedback provided, and the level of confidence that teachers show are crucial aspects that can shape pre-service ELT teachers' motivation.

5. Conclusions

The purpose of this study was to explore the impact of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation. With that purpose in mind, this research analysed how teachers in a Mexican university describe themselves in terms of the sources of self-efficacy teachers' beliefs and how efficacious they consider themselves in diverse aspects. At the same time, pre-service ELT teachers from the same university shared their motivations and perceptions of their teachers.

This thesis adopted a qualitative approach using interviews, focus groups, and classroom observations as instruments for data collection to answer the research question: *How do teachers' self-efficacy beliefs influence pre-service ELT teachers' motivation?* and three sub questions:

> *How do ELT teachers describe themselves in terms of efficacy?*

> *What are pre-service ELT teachers' perceptions of their teachers' efficacy?*

> *What characteristics of teachers shape pre-service ELT teachers' motivation?*

The findings in this research indicate that most of the teachers who participated in the study hold high levels of self-efficacy beliefs, and pre-service ELT teachers are aware of these characteristics since they generally described their teachers as knowledgeable. Besides, pre-service ELT teachers shared that knowledge, teaching style, relationship with students, feedback, and confidence are the crucial teachers' characteristics that can shape their motivation. Furthermore, it was proven that pre-service ELT teachers can notice their teachers' knowledge, abilities, and preparation in different ways, but in the end, they are aware of that performance.

This study concludes that teachers' self-efficacy beliefs are the beginning of a chain in which teachers' performance is affected and, consequently, students' motivation. Nevertheless, this chain can have both positive and negative effects. Hence, it was necessary to raise awareness of this phenomenon to look for alternatives that promote

high self-efficacy beliefs in teachers and, therefore, shape pre-service teachers' motivation positively.

Even though previous research is aligned with most of the findings in this study, there was no research on this phenomenon in the particular setting where this study took place. For that reason, this investigation intends to be the starting point for more inquiry and suggests future research. These studies can focus on techniques that undergraduate programs that train English teachers can implement to raise their teachers' self-efficacy beliefs as a way to boost pre-service teachers' motivation based on the nature of their vocation and guarantee exceptional teachers for the future generations.

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Appendix A Teachers' interview Guide

Introduction

My name is Aylin Rojas and I will be your interviewer today. I am conducting this research to get my degree in ELT, so I deeply appreciate you taking the time to contribute.

This study is intended to explore the relationship between self-efficacy teachers' beliefs and pre-service ELT teachers' motivation. Therefore, I would be really grateful if you honestly answer the following questions regarding your experience in this program.

As you have been informed previously, the gathered information will be used exclusively for academic purposes in the writing of my thesis and your anonymity will be respected at all times. I am aware of the sensitive nature of some of the questions, so do not hesitate to let me know if at any point you feel uncomfortable or you wish to stop, please.

Do you have any doubts before we begin?

General information

1. How would you describe being a teacher?
2. What are the biggest challenges of being a teacher?
3. How would you describe your abilities to overcome those challenges?

Mastery experiences

4. We all have had successful experiences, right? Did you still use successful techniques from your early experience? How did you know that they made your teaching effective?
5. Is there any past experience that made you change your performance/decisions afterwards?

Vicarious experiences

6. Have you ever borrowed ideas/techniques from colleagues? Why did you decide to implement the same strategies?
7. Did you tend to compare your techniques with the ones that other teachers implemented? How did it impact your sense of efficacy?
How do you feel when another teacher witnesses your performance in the classroom?

Verbal persuasion

8. Is there something that teachers have done that have boosted your confidence as a teacher? What?
9. Would you consider your job environment relevant in your teaching practice? Why or why not? (Has pressure from your superiors shaped your teaching?)

10. What characteristics do you think that a job environment should have to increase your sense of efficacy?
11. How would you describe your professional relationship with your colleagues and superiors? Do you think that it has affected how effective your performance in the classroom has been? Why?

Physiological arousal
12. Have emotions shaped your teaching? (anger, disgust, fear, happiness, sadness and surprise) Provide an example of this. → Have you noticed any change in how efficient you are based on your emotions?
13. Do high levels of stress have affected your teaching? How have you dealt with it?-> How did the online model change this?
14. How have you dealt with adverse situations in your classroom? (technical problems, class not understanding the subject, etc.) -> How did the online model change this? What about failures? (failing in introducing a new technique, finishing class due to connectivity issues*)

Efficacy
15. How would you describe your classroom management?
16. What characteristics have you seen when you have a successful class? / What makes a class successful?
18. Have you considered your techniques effective in making your students participate voluntarily? How did the online model affect this?
19. Have you considered you have a good rapport with your students? What tells you so? Do you think that it has affected the motivation of your students?***
20. How would you describe your techniques for giving feedback?
22. Do you motivate your students? How? What techniques have you used to motivate your students? How did the online model change this?
23. How have you dealt with amotivated students?
24. Have you perceived that the motivation of your students has changed based on the strategies/techniques that you have implemented in the classroom?
25. Have you felt confident with your knowledge on the subjects that you have taught?
26. Have you perceived that the motivation of your students changes based on the confidence that you have shown? How? What about your knowledge?
27. What were the most difficult challenges that you faced when the pandemic started/when you had to turn to online learning? How did you deal with them?
28. Did you notice any changes in the motivation of your students during the pandemic? Tell me some examples, please. How did you deal with that?
29. How would you describe your level of efficacy in the classroom?

30. Do you consider that the level of success in your lessons changed during the pandemic? Why?

31. Have you perceived that your efficacy as a teacher changes based on the type of students that you are working with (e.g., pre-service ELT teachers)? Why?

32. Personally/For you, what are the characteristics of an effective teacher? Do you recognize some of those characteristics in your performance?

33. Do you feel satisfied/proud of your performance as a teacher? Why?

34. Would you describe the ELT program in which you work as effective and motivating? Why?

35. What should I have asked that I did not ask you? Or is there something you would like to add?

Appendix B Focus Group Discussion Guide

Introduction

My name is Aylin Rojas and I will be your interviewer today. I am conducting this research to get my degree in ELT, so I deeply appreciate you taking the time to contribute.

This study is intended to explore the relationship between self-efficacy teachers' beliefs and pre-service ELT teachers' motivation. Therefore, I would be really grateful if you honestly answer the following questions regarding your experience in this program.

As you have been informed previously, the gathered information will be used exclusively for academic purposes in the writing of my thesis and your anonymity will be respected at all times. Please, do not hesitate to let me know if at any point you feel uncomfortable or you wish to stop.

Do you have any doubts before we begin?

General information
1. Was teaching your first career/preference? Why/Why not?
2. In general terms, how would you describe your performance in your career/studies as a teacher? Did it change during the pandemic? How?

Motivation
3. What factors influenced your decision to become a teacher?
4. Have you perceived that your level of motivation changes based on the teacher/subject that you are working with? Why?
5. What is the subject in which you feel the most motivated? Why? Does your teacher have an impact on this?
6. Is there any subject that makes you feel amotivated? Why? Do your teacher's characteristics influence those feelings?
7. How do you deal with the lack of motivation?
8. Is there any teacher in the school that implicitly inspired you to continue in your career? How did he/she motivate you?
9. In general terms, how would you describe your current reasons to continue/persevere in the career? Have they changed over semesters? Why/How? Have your teachers had an influence on this? → Does your teachers influence your willingness to finish the BA?
10. How would you describe your performance when you are motivated? What about amotivated?
11. How did your motivation change during the pandemic?

Perceptions of the teachers

12. Have your teachers shaped your expectations of teaching as a profession? How?
13. Have you ever noticed that the attitude of your group of classmates changed according to the teacher/subject that you were working with? How? Why do you think that happened?
14. What kind of feedback from your teachers makes you pursue your goals?
15. How would you describe a relationship between teachers and students that results motivating?
16. Do the knowledge that teachers show in their classes motivate you? How? What about confidence?
17. How do you feel when teachers show a great level of self-confidence in their performance?
18. How did your teachers' performance change during the online classes? Did that affect your motivation? How?
19. Do you consider that the online modality altered your teachers' efficacy? How? How did that make you feel?
20. Personally, what do you consider to be the attributes of an effective teacher?
21. Which of those qualities would motivate you to continue in the career? Are they aligned to the characteristics of a motivating teacher?**
22. Do you recognize some of those characteristics in your teachers? Which ones?
23. Talking about an ELT program as LELI, what characteristics should teachers have to provide effective and motivating guidance for pre-service teachers?
24. What should I have asked that I did not ask you? Or is there something you would like to add?

Appendix C Template Classroom observations

Teacher	Date	Length of the lesson	
Teachers		**Pre-service teachers**	
Aspect	**Comment**	**Aspect**	**Comment**
Classroom management		**Connection to the teacher**	
Strategies/techniques		**Participation**	
Feedback		**Perseverance/effort**	
Confidence		**Confidence**	
Knowledge		**Engagement/interest**	

Appendix D Participant Information sheet for Teachers

Information Sheet

Study title: Exploring the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation.
Researcher: Aylin Viridiana Rojas Bravo.

Please take time to read the following information carefully to understand the implications of this research project and decide whether or not to participate.
If you accept to contribute to this study, you will be asked to sign a consent form.

Who I am and what this study is about?
- I graduated last semester in ELT, and I am interested in the influence of teachers' self-efficacy beliefs on pre-service teachers' motivation. For that reason, this study aims to explore said phenomenon.
  In the end, this study will serve as the basis for future inquiry related to this topic, and as the research project to obtain a degree in English Language teaching at the Universidad Autónoma del Estado de Hidalgo.

What will taking part involve?
- As a teacher in the ELT program, your participation will require an interview and the observation of one class. First, the interview will be carried out via Meet and will last one hour and a half approximately. The questions inquire about your sources and sense of self-efficacy based on your experience in this program. For later analysis throughout the research project, I would really appreciate it if you grant permission to use the recording of your experiences.
  Then, the researcher requests permission to observe one onsite class.

Why have you been invited to take part?
- The researcher selected you to participate in this study because you are part of the ELT program at the university where this investigation will take place.

Do you have to take part?
- Your participation in this study is voluntary. After reading all the implications this project will have for you, you are free to decide whether you accept contributing to this research or refuse participation.
  You are free to withdraw from the study at any time up to two months after the data is collected. If you want to withdraw after two months your data will remain in the study.

Will taking part be confidential?
- At every stage, your name will remain confidential, and your participation will be anonymous. The project will not reveal your identity since the researcher will use a different name or code to distinguish the extracts that may be used in the findings. Moreover, the interview only requires the recording of your voice.

What are the possible benefits or risks of participating?
- Your participation will provide fruitful insights to deepen the understanding of the influence of teachers' self-efficacy beliefs on pre-service teachers' motivation. Being aware of this phenomenon may be a great support for improving ELT programs as part of the development of future teachers.
  There are no perceived mental or physical risks to your health; nevertheless, you are free to reject the invitation to participate or withdraw from the project.

What will happen to the results of the study?
- The findings of this project will be used for academic purposes only. For instance, the presentation of the study in conferences, publications, or teaching use.
  As mentioned before, the researcher will also submit this project as part of the process to obtain a degree in English Language Teaching.

Whom should you contact for further information?
- If you have any queries about the study, do not hesitate to contact the researcher at ro402492@uaeh.edu.mx or via WhatsApp at the telephone number 5577090229.

Appendix E Participant Information sheet for Pre-service ELT teachers

Information Sheet

Study title: Exploring the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation.
Researcher: Aylin Viridiana Rojas Bravo.

Please take time to read the following information carefully to understand the implications of this research project and decide whether or not to participate.
If you accept to contribute to this study, you will be asked to sign a consent form.

Who I am and what this study is about?
- I graduated last semester in ELT, and I am interested in the relationship between self-efficacy teachers' beliefs and pre-service teachers' motivation. For that reason, this study aims to explore said phenomenon.
 In the end, this study will serve as the basis for future inquiry related to this topic, and as the research project to obtain a degree in English Language teaching at the Universidad Autónoma del Estado de Hidalgo.

What will taking part involve?
- As a pre-service teacher in the ELT program, your participation will require an interview via Zoom of approximately one hour and a half. The questions inquire about your motivation and perceptions of your teachers in this program.
 For later analysis throughout the research project, I would really appreciate it if you grant permission to use the recording of your experiences.

Why have you been invited to take part?
- The researcher selected you to participate in this study because you are part of the ELT program at the university where this investigation will take place.

Do you have to take part?
- Your participation in this study is voluntary. After reading all the implications this project will have for you, you are free to decide whether you accept contributing to this research or refuse participation.
 You are free to withdraw from the study at any time up to two months after the data is collected. If you want to withdraw after two months your data will remain in the study.

Will taking part be confidential?

- At every stage, your name will remain confidential, and your participation will be anonymous. The project will not reveal your identity since the researcher will use a different name or code to distinguish the extracts that may be used in the findings. Moreover, the interview only requires the recording of your voice.

What are the possible benefits or risks of participating?

- Your participation will provide fruitful insights to deepen the understanding of the influence of teachers' self-efficacy beliefs on pre-service teachers' motivation. Being aware of this phenomenon may be a great support for improving ELT programs as part of the development of future teachers.
  There are no perceived mental or physical risks to your health; nevertheless, you are free to reject the invitation to participate or withdraw from the project.

What will happen to the results of the study?

- The findings of this project will be used for academic purposes only. For instance, the presentation of the study in conferences, publications, or teaching use.
  As mentioned before, the researcher will also submit this project as part of the process to obtain a degree in English Language Teaching.

Whom should you contact for further information?

- If you have any queries about the study, do not hesitate to contact the researcher at ro402492@uaeh.edu.mx

Appendix F Consent form

Consent Form

Study title: Exploring the influence of teachers' self-efficacy beliefs on pre-service ELT teachers' motivation.
Researcher: Aylin Viridiana Rojas Bravo

Please tick the statements that apply:
- I have read and understood the Information sheet relating to this project.
- I had the opportunity to solve any doubt regarding what my participation in the study involves.
- Based on the purposes and implications of the project, I agree to take part in this research.
- I give permission for my interview to be audio-recorded.
- I understand that my participation is entirely voluntary and that I have the right to withdraw from the project up to two months after my data is collected.
- I understand that after the research has been conducted some extracts of the interview transcript may be used with a different name or code to support the findings in an anonymous way.

Name of participant: _____

Signature: _____

Date: _____

Appendix G Conventions for transcriptions

(--) Double dashes	A statement is cut off abruptly, usually because a sudden thought interrupts the sentence.
…	Pause in the respondent's discourse.
[...]	Removed text
( )	Respondents' non-verbal communication. For example: (laughs), (pause), (waving gesture with right hand), (clears throat)
[ ]	Added words for subject clarification
***	Missing transcription/Indistinct speech
CAPITALS	Emphasis