Exploring the influence of Teachers' self-efficacy beliefs on pre-service ELT teachers' motivation

Explorando la influencia de las creencias de autoeficacia de los maestros en la motivación de profesores de inglés en formación

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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 developing new ELT teachers that originated this research. 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 analyzed and matched to the notes from classroom observations of the same teachers who participated in the interviews. The findings signaled 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, as well as extrinsic motivation, variables in interest, desire to have a different teacher, and alternatives to learn as behaviors that students had based on their teachers' efficacy that emerged as additional findings.

Keywords:

self-efficacy beliefs, motivation, pre-service ELT teachers

Resumen:

Los profesores tienen una función crucial en el desarrollo de los alumnos. Una característica de los maestros que ha sido específicamente evidenciada como influyente son sus creencias de autoeficacia (e.g., Ford, 2012; Mojavezi & Tamiz, 2012; Sabet, Dehghannezhad & Tahriri, 2018; Burić & Kim, 2020). No obstante, no existe investigación previa relacionada a este fenómeno en un contexto mexicano ni en un programa de formación de profesores del idioma inglés. Por esa razón, este estudio busca explorar de manera cualitativa la influencia que las creencias de autoeficacia de los maestros tienen en la motivación de profesores de inglés en formación mediante entrevistas con diez maestros y grupos de enfoque con dieciocho estudiantes de un programa de formación de docentes de inglés en una universidad mexicana. Las transcripciones de ambos instrumentos fueron analizadas temáticamente y comparadas con notas realizadas en base a observaciones de clase de los mismos maestros que participaron en las entrevistas. Los hallazgos arrojaron que el conocimiento, el estilo de enseñanza, la relación con los alumnos, la retroalimentación y la confianza son características específicas de la autoeficacia de los profesores que modelan el nivel de motivación que los alumnos tienen en las clases, así como la motivación extrínseca, variables en el interés, deseos de tener a un maestro diferente, y alternativas para aprender, fueron comportamientos que los alumnos tuvieron en base a la eficacia de sus profesores.

Palabras Clave:

creencias de autoeficacia, motivación, profesores de inglés en formación

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' behavior 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. For instance, Sabet, Dehghannezhad, and Tahriri (2018) showed that "Teachers with a higher sense of self-efficacy

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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.

Within this phenomenon, pre-service teachers are students who specifically 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 stage of development as professionals to ensure exceptional educators for future generations.

Although 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), as well as pre-service teachers' motivation to be teachers (e.g., Manuel & Hugues, 2006; Hellsten & Prytula, 2011; Chuan, 2013; Yüce et al., 2013), there is no research on the relationship between self-efficacy teachers' beliefs, and students' motivation in an ELT program.

Based on that gap, along with the lack of qualitative studies, there is a necessity for qualitative research on 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 those aims, the following main research question emerged:

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

With 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?

By this means, the present study is essential to recognize the consequences of teachers' self-efficacy beliefs on pre-service teachers' motivation and promote a reflection on how ELT programs can prompt their teachers' self-efficacy beliefs, and, consequently, improve the guidance that pre-service ELT teachers receive.

Literature review

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, they 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.

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 summarizes 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 behavior 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.

Being such a complex set of 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 (antecedents of a person in performing a particular task), vicarious experiences (witnessing the performance of others), verbal persuasion (external judgments that impact personal perceptions), and physiological arousal (related to the way people feel when performing an activity).

Motivation in the learning process

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.

On the one hand, 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) defined 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 student 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, for which teachers may have some responsibility. For instance, Brophy (2010, as cited in Hartnett, 2016, p. 22) mentioned that the time, care, and attention that teachers provide during the teaching process might enhance students' motivation, while Ginsberg and Wlodkowski (2000, as cited in Hartnett, 2016, p. 22) added inclusion as another useful characteristic.

On the whole, students show their motivation for learning in different ways, whether intrinsic or extrinsic. Yet, teachers may consider alternatives to enhance a level of motivation appropriate for succeeding in the learning process.

Previous studies on 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 favorable 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) had different findings in their 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. Altogether, the studies described above show that the phenomenon of the influence that teachers' self-efficacy beliefs have on students' motivation has been widely explored. Nevertheless, most of the studies have been carried out with a quantitative design, and none of them have been conducted at a Mexican university with a program aimed at training new ELT teachers.

Methodology

Worldview, approach & design

This study adopted a constructivist worldview, which made possible the understanding of the phenomenon "from the experiences or angles of the participants using different data collecting agents" (Adom, Yeboah, & Ankrah, 2016, p. 5). That led to the possibility of constructing comprehensive findings from what teachers and pre-service ELT teachers contribute to this research regarding the influence of self-efficacy teachers' beliefs on pre-service ELT teachers' motivation.

Based on the adopted worldview, this study followed the specifications of an exploratory case study. This characteristic allowed the present research to get as much appreciation of teachers' self-efficacy beliefs and pre-service teachers' motivation as possible, attempting to serve as the starting point for more inquiry related to this phenomenon. Considering the previous specifications, a qualitative design was adopted.

Instruments

According to the adopted design, structured interviews and classroom observations would serve as the sources for data collection. 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.

The topics of the interviews depended on the group of participants. The one for teachers had thirty-seven questions that inquired about their sources of self-efficacy beliefs and how efficacious they consider themselves in several aspects. Meanwhile, the one for pre-service teachers has twenty-three questions regarding their motivations and perceptions of their teachers. Besides, classroom observations helped to recognize whether the perceptions from the interviews matched the development of the lessons or not.

Setting

The setting for this study was a Mexican university that is divided into different institutes according to the area of the programs offered. One of its distinct institutes holds the BA program in English Language Teaching, which was the program in which this investigation specifically took place.

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 ten 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 the teachers, eighteen pre-service ELT teachers from the same program participated in the study. A sum 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. As it was mentioned before, the community of teachers in this program is not numerous, which is why the pre-service ELT teachers who participated have generally worked with the same teachers.

Data analysis

This study applied thematic analysis as the following step 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 find the themes that reflect the answers to the research questions in this study. Furthermore, 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). To respect the anonymity of the participants, the findings use pseudonyms for both teachers and pre-service ELT teachers.

Findings & discussion

Teachers' self-efficacy beliefs

Interviews with teachers in this study were useful to gather their perceptions of how efficient they believe themselves to be in several aspects of their performance. Thus, using the information collected, it was possible to answer the first research question of this study: *How do LELI teachers describe themselves in terms of efficacy?* Eight main themes emerged from the analysis: confidence, willingness to improve, feelings and emotions, observing others, external comments, indicators of success, performance, and pride or satisfaction.

In terms of confidence, most of the teachers who participated in this study expressed high confidence in their performance as teachers. This characteristic is supported by the comments made during the class observations since all of the teachers observed had clear speech, seemed calm during the whole class, had no hesitations, and even were able to make jokes about technical problems that emerged in the classroom. If that were not the case, nervousness and hesitation by the teachers would build an atmosphere of concern and unreliability in the students (Akram, 2010), which was not the case during the classroom observations. Furthermore, it has been demonstrated that teachers' confidence is connected to their knowledge of the subject matter they teach (Sadler, 2013; Umugiraneza, 2022). For instance, all of the teachers who were observed 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.

Even though teachers in this study showed a great amount of confidence, they clearly stated their willingness to continue learning and improving, which is considered a characteristic of teachers with high levels of self-efficacy beliefs (Ross, 1994; Alibakhshi et al., 2020).

The teachers who participated in this research had in common a disposition to prevent their negative emotions from harming the 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 there will be the possibility of boosting their self-efficacy beliefs. Although some teachers admitted that it is difficult to separate their feelings and emotions from their teaching practice, at the time of the data collection most of the teachers expressed having their own strategies to deal with emotions outside their classroom (e.g. teacher Yolanda postpones as much as possible her duties until she is in a better mood and

teacher Tadeo uses a boxing bag to liberate whatever his emotions are, etc.).

From what teachers in this study contributed in the interviews, it is understood that observing colleagues' performance is considered fruitful for getting more ideas or reflecting on one's techniques. That phenomenon relies on how 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 and Becchio, as cited in Tedone, 2021). Consequently, teachers from this study count on their colleagues' experiences and techniques to enrich their own practices.

One way in which teachers' self-efficacy can increase or decrease is by getting external comments about their performance. 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). For instance, teacher Ivonne explained how bad it feels when she receives negative comments about her teaching, while teacher Mauricio perceives negative comments as an opportunity to reflect and continue. These examples show that teachers from this program who participated in this study react in different ways to external comments.

Moreover, having a supportive job atmosphere can be the cause and effect of working with people with high self-efficacy beliefs. Moore and Esselman (1992, as cited in Tschannen-Moran and Woolfolk, 2007) explained that teachers who perform in an optimistic school environment have been shown to develop firmer self-efficacy beliefs. That is consistent with what has been found in this research since teachers who participated in the interviews admitted how satisfied and comfortable they feel with the environment they have built in this program. Also, being such a supporting teacher with colleagues is a consequence of having stronger self-efficacy beliefs (Alibakhshi et al., 2020). That indicates that teachers from this program, namely teacher Olivia and teacher Tadeo, hold high levels of self-efficacy since they recognized transferring their techniques to other teachers when necessary.

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 definitely conclude whether this phenomenon relies on teachers' self-efficacy or not.

Teachers who participated in this research claimed to have no difficulties with their performance. To illustrate this, teachers from this study admitted being able to manage their classrooms satisfactorily, which was exemplified when the researcher observed how teacher Mauricio and teacher Lucero were constantly monitoring and supporting their students during the observation of their classes. 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.

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 that 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).

Characteristics in teachers that shape pre-service ELT teachers' motivation

Even during the analysis of the focus groups with the pre-service ELT teachers five themes emerged related to students' perceptions of their teachers (recognition of teachers' knowledge, connection with teachers, differences in teachers among their subjects, inspiring teachers, and effective teachers), another analysis was needed to explore the specific teachers' attributes that can shape students' motivation. This distinct analysis allowed the researcher to answer the third research question: *What characteristics of teachers shape pre-service ELT teachers' motivation?* Five themes emerged: knowledge, teaching style, relationship with students, feedback, and confidence.

From the focus groups with students, it was clear that the knowledge teachers show in their classes can impact the extent to which the students will be interested in the

subject. For instance, during the classroom observations, the researcher noticed how students were engaged and kept silent when teacher Ivonne explained something during their classmates' presentations. Similarly, during a content subject with teacher Yolanda, students listened carefully to the concepts that the teacher was clarifying. On the opposite side, if teachers in this ELT program were not so knowledgeable, students claimed to have a sense of disappointment and uncertainty towards the subjects.

Nevertheless, the second theme that emerged involved how important it is that teachers are acquainted with the proper methodologies to share their knowledge. For the students who participated in this study, teachers' styles, attitudes, and classroom management can significantly shape students' motivation, either positively or negatively. For example, students feel more motivated when teachers perform with optimism, passion, and patience, according to the findings in this study.

The analysis in 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 humor, interest, and the freedom to express themselves to boost students' motivation. A similar pattern of results was obtained by Boström and Bostedt (2020), whose participants stated that enjoyment in the school atmosphere promotes motivation.

A further finding from the focus groups with pre-service ELT teachers was that the way teachers provide feedback is crucial for students' motivation. According to the participants in this research, teachers should be respectful when providing feedback as well as specify the positive characteristics and the areas of opportunity reinforced with different options to improve. 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).

Finally, 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. Similarly, Umugiraneza et al. (2022) expressed that teachers' confidence is an essential element that promotes 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.

Pre-service ELT teachers' responses to their teachers' efficacy

Besides recognizing teachers' self-efficacy beliefs, students' motivation, and perceptions of their teachers, some other themes emerged during the data analysis. These further findings portray the actions taken by pre-service ELT teachers in response to their teachers' performance, which at some point is the result of their self-efficacy beliefs: alternatives because of teachers' performance, extrinsic motivation, variables in interest, and desire to have a different teacher.

Given that some teachers in the program showed areas of opportunity to be considered effective teachers, some pre-service ELT teachers looked for different ways to improve and learn as they wanted. For instance, three students from the third semester admitted that if students see that the teaching experience is not as they expected, they could make it better on their own since it is an inner job to handle the obstacles and limitations of the teaching-learning process. Likewise, Lupita, from the fifth semester, and Macarena, who recently graduated, shared that one way of dealing with challenging subjects and teachers was peer support, such as in study groups to share knowledge or get the necessary motivation. This willingness to look for alternatives to continue improving no matter the teachers' performance shows intrinsic motivation by these students since they did it for their desire, and there was no need to reward their effort, as Dakhi and Damanik (2018) supported.

Despite the intrinsic motivation that some pre-service ELT teachers showed, a common discovery was the extrinsic motivation in several students based on their teachers' efficacy.

Since there was a common subject in which students did not have the interaction they would have liked, they expressed that their only motivation was thinking that it was necessary to pass the subject to continue with the rest of the program. Even Lisandro, from the third semester, described it more as an obligation instead of motivation. Therefore, pre-service ELT teachers were just pushed by the idea of completing the semester rather than worrying about learning, which is not considered appropriate based on the indifferent nature of their performance (Ryan & Deci, 2000).

An additional finding in pre-service ELT teachers' responses is the variables in their interest in the subjects based on their teachers' characteristics. According to the data in this research, there were two more shared cases. On the one hand, students admitted that their attitude toward teacher Lizeth's class was uninterested until the point of not attending the classes or being there but being in silence, without participating or checking their cell phones. This apathetic attitude may result from extrinsic motivation based on the lack of interaction that the class had.

On the other hand, students from each semester in this research could notice how they and their classmates enjoyed the classes with teacher Ivonne. Opposite to the previous case, some pre-service ELT teachers explained that everyone wanted to attend the classes, and the participation was constant with teacher Ivonne's subjects. To explain this, Sayuri, who recently graduated, expressed that teacher Ivonne transferred her positive feelings and passion to the students resulting in their involvement in the subject, which is proof of motivation in the learning process (as cited in Hartnett, 2016).

Finally, a response based on teachers' efficacy was the desire to have a different teacher. Few students explained that because of their teacher's areas of opportunity, they preferred having another teacher give the subject. Even when it was not one of the most common themes, it portrays a significant situation because of its impact. To illustrate this, Perla, from the sixth semester, Perla shared that she had to choose a different elective subject instead of the one she was interested in only because of the teacher in charge, whom Perla did not want to deal with again.

Furthermore, Matias, who recently graduated, shared his experience with a content subject. He explained that the teacher in charge of the subject used to share slides during the whole class, which made him feel uninterested and not learn what he would have liked to learn. Afterward, there was a new teacher in charge, and Matias had the opportunity to take the same subject with the new teacher. He explained that the second experience in the same subject was better and the new teacher could make the class more interesting.

Conclusion

The findings of this study propose that teachers from the ELT program at the university where this study took place have high self-efficacy beliefs in general. 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. Besides, pre-service ELT teachers shared knowledge, teaching style, relationship with students, feedback, and confidence as the crucial teachers' characteristics that can shape their motivation as students. Finally, some additional themes emerged and showed that the pre-service ELT teachers can have variables in their interest, can develop extrinsic motivation or a desire to have a different teacher, and can look for alternatives to learn based on their teachers' performance, which is significantly shaped by their self-efficacy beliefs.

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 with techniques that programs aimed at developing future 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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