UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**Fluctuations in UQROO English teachers' motivation:
A case study.**

**TESIS
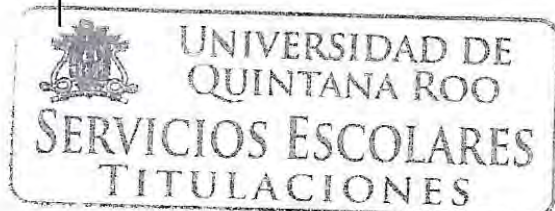Para obtener el grado de:**

LICENCIADA EN LENGUA INGLESA

**Presenta
Diana Astrid Madera Matos**

Director:

Dr. Moisés Damián Perales Escudero

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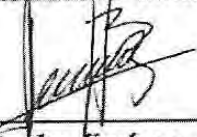
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Abstract
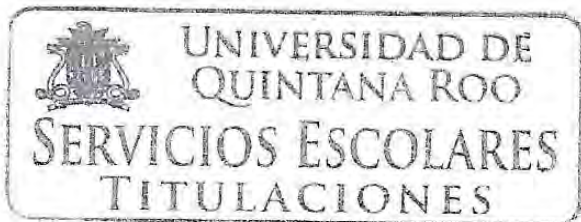
This qualitative research study seeks to analyze and describe the fluctuation in UQROO English teacher motivation. In order to achieve the previous objective, two research questions are addressed. These questions are:

1. How does the participants' motivation to be English teachers vary across time?

2. What factors influence this motivation and its variation?

A semi-structured interview protocol was designed from an analysis of the literature in order to help to answer the previous questions. The semi-structured interview format includes questions that are divided in five areas, which are students, work environment, financial benefits, the teaching activity itself and the course that the interviewee teaches. The participants of this research are two females and one male, all them are English teachers currently employed at University of Quintana Roo. The participation of these teachers is completely voluntary and anonymous. The results of this research study show the motivational and demotivational factors that were present at the beginning of their profession as teachers and which ones are currently present in their life. Further, the intensity and kind of motivation that the participants experience is going to be explained with the help of Self Determination Theory and the L2 Motivational Self System. The results showed that teachers display more autonomous form of motivation at the present stage of their career than in the past. Factors such as students and the work environment work both as motivators and demotivators, and the conditions of hourly lecturers seem to be a particularly powerful demotivator.

Keywords: pre-service EFL teacher, motivation, demotivation, Self-Determination Theory, Ideal L2 self.

Chapter 1

Introduction

1.1 Background

According to Cheng and Dörnyei (2007) "motivation functions as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language." As discussed by Comfort, Agnello, and Santos, (2009, p. 803), "quite possibly the source of the motivation is very important in a practical sense to teachers who want to stimulate students' motivation. Without knowing where the roots of motivation lie, how can teachers water those roots?"

Teacher motivation is said to be an important facet of learning environments and assumed to influence students' learning processes as well as teachers' support of educational reform. It is also a crucial element of teachers' job satisfaction and well-being (de Jesus & Lens, 2005). There are few studies that have investigated these assumed positive effects of teacher motivation, and, to the best of my knowledge, no studies have addressed the motivation of pre-service English teachers in Mexico.

Motivation is considered the spark that turns on the desire to do things, so that teacher motivation is the desire of teachers to teach. For a variety of reasons, many of today's teachers are demoralized and demotivated. Education researchers and school administrators have faced the challenge of motivating teachers to higher levels of performance. Teacher motivation increases classroom performance and improves schooling and the overall quality of the school system. Hettiarachchi (2013) indicates that teacher

motivation is a construct that has received a lot of attention in mainstream education during the last few years. Addison and Brundrett (2008), Dinham and Scott (2000), Pelletier et al. (2002), Roth et al. (2007), Smithers and Robinson (2003) state that some recent studies on teacher motivation in the education field have explored different reasons for new teachers to join the profession, factors that motivate and demotivate teachers, the impact of teacher motivation on their teaching, the relationship between teacher motivation and student motivation, and the measures by which teacher motivation can be increased in different working scenarios said. By contrast, Dörnyei (2001, p. 157) claims that teacher motivation still remains a highly overlooked area of research in Second Language Acquisition (SLA).

Beginning or experienced teachers always have a reason to teach, so I wanted to increase my knowledge of those reasons. I searched on the Internet and the library for studies or theses about this topic and I found that there are many research studies on this topic but they are not focused on how this motivation varies across time, so I decided that I wanted to improve that information base. Teacher motivation is likely to vary as a function of different factors such as experience, so I am really excited to learn more about the teachers' motivation and how all those factors could change through time.

1.2 Rationale

Several studies have focused on student motivation and teacher motivation, but none of them have focused on changes across time. Although there are several studies of teacher motivation (Kadzamira, 2006; Adelabu, 2012; Urwick, Mapuru and Nkhoboti, 2005; Ramachandran, 2005), just a few have focused specifically on English as Foreign Language (EFL) teachers (Gao and Xu, 2013; Griva, Panitsidou and Chostelidou,, 2012;

Hellsten & Prytula, 2011). Teacher motivation is an important concern for educational leaders and managers because it has an important effect on student motivation. Teachers tend to complain about the difficulty of keeping students motivated, so how difficult could it be if teachers themselves are not motivated?

Teacher motivation is also important for the positive advancement of educational reforms. When teachers are motivated, they can work easily and better for educational reform and progressive legislation. Teacher motivation is important because, when a teacher is motivated, this can guarantee the implementation and success of reforms (Leithwood, Steinbach and Jantzi, 2002).

Finally, teacher motivation is important for the satisfaction and fulfilment of teachers themselves. If teachers are positively motivated, they are going to help students to create knowledge efficiently. Heinz (2015) suggests that teacher motivation also matters because it has a very significant impact upon their pupils' social and emotional growth and their preparedness to live, work, and contribute to their local communities and wider society. Therefore, the results of this study may assist UQROO decision makers in designing and implementing policies that will keep English teachers' motivation to teach better, which may have important beneficial effects on students.

1.3 Objectives

- To describe the fluctuations in UQROO English teachers' motivation in a case study.
- To identify and describe which motivators and demotivators UQROO English teachers could face while they teach.

1.4 Research questions

In light of these objectives, this study addresses the following questions:

- How does the motivation to be English teachers fluctuate across time?

- What motivating and demotivating factors influence such fluctuation?

1.5 Significance of the study

Since there are not previous studies of in-service teacher motivation at UQROO, this study will help other scholars who want to research this topic. Nowadays, the number of English Language teachers is growing and it is important to know what factors are motivating them to become teachers and how those motivators vary across time. Teachers are arguably the most important group of professionals for the future of the nation and for the future of the English language in Mexico. The results of this study may influence policy making by revealing ways that decision makers can increase teacher motivation and decrease demotivating factors.

Chapter 2

Literature Review

In the following section of this document, some studies of teacher motivation are presented in order to have a wide view of what has been done in this field. There are some studies that reflect the different motivation that teachers can have and the factors that can motivate or demotivate them. It is important to mention that most studies that have been analysed followed a qualitative design. Some definitions and extracts of those studies were taken to explain important points of this section. Positive and negative results are reported. This helps to obtain an objective interpretation of the results in these studies.

2.1 Previous studies of English teacher motivation

Hildebrandt and Eom (2011) conducted a qualitative study which found what motivates language teachers to pursue professionalization. The purpose was to examine the strength and interrelationships of five motivational factors for foreign language teacher professionalization: improved teaching, financial gain, internal validation, external validation, and collaboration. A total of 433 foreign language teachers participated in the online survey. Repeated measures ANOVAs found improved teaching, financial gain, and internal validation were strong motivations, whereas the other two were less strong or weaker motivations. Additionally, the correlational analyses showed a negative correlation between the two highest motivations, improved teaching and financial gain, indicating that they may represent two distinguishing motivational dimensions. These findings dispute teachers' supposed lack of extrinsic motivations and support a continuum of motivations for professionalization, as seen in the types of extrinsic motivations in Self- Determination

Theory. However, there were some complications, despite meaningful implications, the simple dichotomous classification seemed insufficient to explain the complicated behaviors of the motivational factors in this study.

Griva et al. (2012) carried out a study that was designed with the purpose of identifying those factors which contribute to motivation and professional satisfaction of foreign language (FL) teachers employed in the Greek education system. The sample consisted of primary and secondary school FL teachers, FL advisors, and school directors. A combination of quantitative and qualitative methods of data collection is used: a) Questionnaires, b) semi-structured interviews, c) focus group discussions, d) non-participant observations, and e) open-ended interviews. Their findings account for a link among job satisfaction and teacher's motivation. It essentially involves an understanding of what motivates an individual in order to satisfy his/her needs. Such a link which clearly portrays and identifies the issue of job satisfaction can ultimately lead to changes in the way the teaching profession is perceived as well as strengthen the image and career of teaching. Also, this link that exists among these concepts, is of great significance, since the views of the teachers and needs can have a profound impact on their attitudes, work behavior and commitment in teaching.

Hettiarachchi (2013) wrote a thesis drawing on in-depth qualitative data from fifty-four surveys and five interviews. This study investigated the elements of motivation and demotivation reflected in Sri Lankan ESL (English as a Second Language) teachers. The participants were a convenience sample of English teachers currently employed in Sri Lankan public schools. The results of the study revealed that students themselves, the act of teaching students, and the prestigious social position for English teachers in Sri Lanka are

the main motivators for the participating teachers. The main demotivators for the participants included limited facilities for teaching and learning in schools, inefficiency of school administration and zonal education offices, difficulties in obtaining teacher transfers, the discrepancy between the English curriculum and students' English proficiency, and the poor relationship between colleagues. Overall results of the study indicate that teacher demotivation is a significant issue in Sri Lanka which needs the immediate attention of the country's education policy designers and management.

Gao and Xu (2013) conducted a study that reported an inquiry into a group of English language teacher's professional experiences that interpreted their motivation to teach and their shifting professional commitment with reference to representations and visions that they had and did not have about themselves in rural secondary schools in China. They found that the association between the participants' social mobility and English competence and their visions of the "ideal self" pushed them to join the teaching profession, which they disliked at the very start. Then, the association of teaching with their visions of the "ideal self" in teaching caused fluctuations in their commitment to teaching, as the pursuit of English competence and idealized professional roles were pressed by contextual realities. Their educational efforts were not financially supported and were even discouraged by their principals. Both researchers conclude implying that further research is needed to explore how English teachers in poor regions improve their professional practice and remain committed to teaching in challenging conditions.

Hellsten and Prytula (2011) carried out a study that explores why beginning teachers in Saskatchewan chose the teacher profession and the importance of these motivations in their first year as teachers. More specifically, using survey and interview

methodologies, the purpose of the study was to: 1) investigate the entry motivations of Saskatchewan beginning teachers; 2) determine if the entry motivations changed over time; and 3) to examine whether there were any differences in motivations due to demographic characteristics. The results of the survey that were applied to 279 beginning teachers suggested that the entry and teacher practice motivation items most frequently identified by the participants as important included "making a difference in people's lives", "working with children or youth", and the "opportunity to teach subjects that were of interest". Also, this study pointed out that motivations did change over time and across demographic characteristics. The importance of "having my own classroom", "salary and benefits", and "professional quality of life" increased from entry motivation to first year teaching motivation. Teacher motivation differed significantly by gender, age group, and program of study. This teacher motivation also differed by marital status. Thematic analysis of 12 interviews resulted in four themes. With the exception of "wanting to be a teacher", interview participants tended to highlight external motivating factors such as "teaching as an alternative option", the influence of "significant others as role model teachers", and teaching as a "good match for skills and interests". The lack of identification and endorsement of "salary and benefits" as a factor influencing the choice to become a teacher is a meaningful finding.

Kreishan and Al-Dhaimat (2015) carried out a study to investigate the motivation and job satisfaction among Jordanian teachers of English. The participants were 74 Jordanian teachers employed by public schools, some of them with teaching experience and the other ones recently began teaching. These 74 teachers completed questionnaires mainly adapted from Kassagby, Boraie and Schmidt, (2001). The instrument was a three-part

questionnaire written in English that addressed issues related to career motivation and job satisfaction. The first part gathered the participant's personal information. The second contained a series of questions designed to assess which aspects of teaching the participants considered most important, as well as their views concerning certain aspects of their current careers. Seventy-six items were taken from Kassabgy et al. (2001) and assessed using a 5-point Likert scale, ranging from very important/strongly agree (5) to not important at all/strongly disagree (1). 36 items were designed to determine which aspects of teaching the participants considered most important (e.g., "earning a good salary", "I have flexible working hours"). The results pointed out that "Being treated fairly in an organization" was considered the most important motivator. Other important items are helping students to learn English, earning a good salary, personal freedom, cordial relationships with colleagues, job security, job flexibility, friendly students-teacher relationships, and enjoyable/ stimulating work. The least important aspect was a challenging work environment. A demotivational factor was the additional classes that were assigned to the teachers. Experienced teachers enjoy and find teaching a stimulating profession.

Sugino (2010) carried out a research study of demotivation. The purpose of this research is to examine sources of demotivation among language teachers in Japan, and demonstrate whether there are any culturally and school specific items that cause teacher demotivation. 97 participants demonstrated that of 37 items, the top seven items are related to student attitudes, such as students using cell-phones in classes, students sleeping in class, students taking rebellious attitudes. The least motivating items are related to teaching material and discrepancy in student abilities though many responded that "no consistency in curriculum with clear goals" would demotivate them further. One interesting finding was

about "showing different attitudes toward female teachers". Five out 51 female teachers said that this item would demotivate them. Though the questionnaire has some limitations, such as being redundant since the majority of the issues mentioned were irrelevant to the par-time foreign staff, it was possible to see factors of teacher demotivation including cultural and school specific items. The author suggests to do further studies on teacher demotivation because he considers that it would be beneficial to understand students and teacher motivation.

Gheralis (2003) wrote a thesis with a qualitative research approach to identify and document different motivation influences affecting EFL teacher motivation. A pilot study was carried out with 7 EFL teachers. This pilot study helped the researcher to pick out the most appropriate participants, those who were willing to be interviewed several times and were willing to talk about their personal experiences in their work contexts. In the end, two out of the seven teachers, who seemed to be comfortable with expressing their points of view their insights and their emotions, agreed to participate in the series of interviews. However, the researcher needed to incorporate more participants so that she looked for other teachers who were prepared to be interviewed successively. She divided the participants of the study into two groups to organize the research: the EFL teachers and the non-EFL teachers. I am going to point out just the results and the information of the EFL teachers. The EFL subjects were all university graduates from the Department of English Language and Literature at the University of Athens. The interviews were carried out in a comfortable place for the participants, they lasted between 60 and 90 minutes. The researcher developed a set of questions that were topic-centered, focusing on the factors that are thought to influence EFL teacher motivation. The results indicated that there was a

lot of dissatisfaction among EFL state school teachers in Greece. Also, the data showed that there was a lot of underlying intrinsic motivation to teach, which concerned the enjoyment teacher experienced of being with young people and their desire to contribute to their students' personal growth. It was revealed that the participant's initial motivation to teach was weakened by a number of factors as their view that there was no outcome to their teaching, the restricted autonomy the teachers had, their lack of personal growth and intellectual stimulation, the unfavorable status of the English subject in the state sector, their low professional status, the unsupportiveness of the school administration, the absence of in-service training and the insufficient respect, the poor working conditions and recognition from the school administration. An interesting finding that is worth pointing out is that despite the fact that they enjoyed job security in state schools, this feeling was damaged by the many demotivating factors I wrote before. This research showed that the pattern of the fluctuation of the motivation depends on the succession of motivational influences that each teacher is exposed to.

Finally, Lengeling (2010) carried out a study where the voices of the participants and their identities were analyzed in an in-service teacher training course in central Mexico in the Certificate for Overseas Teachers of English, or COTE. This research was carried out in the University of Guanajuato. The participants were 10 women and 8 men that worked in public universities, technological instituted, extension programs, private language institutes, private religious school and city municipal programs. The levels which those teachers taught were diverse. The instruments used for collecting the data were journals, interviews, focus group discussion and observations in classes. The results showed the different decisions that the participants took in order to become English teachers, some of

these are: the strong, positive association with English, the need of getting a job and earn money for financing their own education. The study also pointed out the factors that motivated the participants to get involved in the course, for example, the contact with the English language, the credential requirements, the professional advancement category, the contact with the English language. Lengeling concluded this study by emphasizing the importance of continue with further studies in this field.

This section contains a wide variety of studies that identify the factors of motivation and demotivation in EFL teachers. They are focused on the same field but results are different and vary according to the situation of the country where they were conducted. They are described in the section that belongs to each study. Now, it is important to point out those factors that the researchers found. Table 1 shows a general overview from previous research studies.

Table 1. Results found from the previous research studies

AUTHOR	YEAR	ARTICLE	MOTIVATIONAL FACTORS	DEMOTIVATIONAL FACTORS
Gheralis	2003	The Motivation of English Language Teachers in Greek Secondary Schools	*Teach to young people. *Contribute to their student's personal growth.	*Restricted autonomy. *Lack of personal growth and intellectual simulation *Low professional status. *Status of the English subject. *Absence of in-service training. *Insufficient respect. *Poor working conditions *Absence of recognition from the school administration.
Prytula and Hellsten	2007	Why teaching? Motivations influencing beginning teachers' choice of profession and teaching practice	*Participants always wanted to be teachers *Significant others acted as a teacher role model *Teaching as an alternative option and good match with interests and/or education -The most important motivational factors *Making a difference in others' lives *Working with children and youth *Having the opportunity to teach subjects that are of interest. -The least important motivational factors *Community leadership *Portability of skills for other kind of works and career opportunities	
Sugino	2010	Teacher demotivational factors in the		Items that demotivate teachers the most:

		Japanese language teaching context		*Students using the cell-phones in classes *Students falling asleep while teachers give a class *Students rebellious attitude *Teachers go to long meeting hours *Teachers do much paperwork *Teachers must emphasis on TOEIC & TOEFL *Teachers have fixed teaching material Items that demotivate teachers the least: *When colleagues don't give straight opinions *Teachers do change the teaching material often *Abilities differs greatly in one class *Students show a different attitudes toward female teachers
Lengeling	2010	Becoming an English Teacher	Become teachers motivators- Language command : *Strong, positive association with English, positive influence of a prolonged stay in the United States, strong identification with the English language influenced teacher-learners to eventually study EFL, to enter the profession and to receive job offers. Family expectations: *Anguish in regard to their parents expectations, (participants parents decided for them), participants seek acceptance and approval from his parents , parental influence at sent them when little to the United States. Falling into the job: *Influenced by a job offer; participants needed to earn money as a way to finance their formal education, some received casual invitations in English and after it they were offered to teach (resulted in a chain-reaction of life changing	

			events), they seek for professional experience and the need of something more in teacher development. Decisions to take the Course motivators- Language contact: *Strong interest in learning English, participants wanted to improve their English. Feeling anxious and insecure -One participant saw those debilities as an obstacle to overcome and the power-broker relationship between English and the United States. The credential requirements: *Desire to enter regarding credentials, seeing the course as a solution to their dilemma because the credential was a requirement to teach and the requirement of credentials to ensure job and security. The professional advancement: *Participants wanted to become better classroom teachers, help students, accommodate their students' learning styles and needs, to be exposed in methodologies, be highly practical , search for the professional advancement as a self-examination and improvement, some on-native speakers' identity and empathy group- , continue their contact with English, learn the language in a supportive environment, make a difference in the lives of others-their students, to improve the skill and to be empathetic for future English students	
Hildebrandt and Eom	2011	Foreign Language Teacher Motivations for Professionalization	*Improved teaching (opportunity for professional development) *Financial gain (desire to increase salary, to earn more extra cash) *Internal validation (proving themselves that they were good teachers). On the other hand, other two motivations received the lowest ratings *The external (professionally recognition , job opportunities, more extra information in the curriculum, positive influence in the policy arena and	

			opportunities for leadership) *The collaborative motivation (opportunities to work closely with colleagues, opportunity to work with other teachers and to work more collaboratively with fellow teachers.)	
Hettiarachchi	2013	The English language teacher motivation in Sri Lankan public schools	*Students' performance and success *The relationship teachers had with students *Students motivation *Students' recognition and appreciation for teachers *Students' positive attitude towards the L2 *The act of teaching *The position of English in the country that gives a prestigious social position	*Limited facilities for teaching and learning in school *Overcrowded classes *Textbooks that do not match student proficiency *Issues in teaching methodology (they had no academic autonomy towards the profession).
Gao and Xu	2013	The dilemma of being English language teachers: Interpreting teachers' motivation to teach, and professional commitment in China's hinterland regions	*Teachers wanted to leave their villages because they desired outcome of their educational efforts , *Enthusiasm about teaching later in their profession *Attraction of programmes because of the potential opportunities to improve their English *Teachers really liked the language *Teachers were influenced by teachers and relatives towards teaching and to pursuit a better level of English *The relationships with their students helped them to commit in teaching *The desire to become academic researchers *Teachers wanted to have academically successful students *Teachers planned to use their master's studies to have more competent students and work in better schools and in higher educational levels	*Students attitude and commitment in class *The dissatisfaction with participants' professional experiences since they could not do what they wanted to do ideally as English language teachers *Teachers did not see teaching as part of their visions and they did not find teaching a desirable career when they were finishing their secondary education because they encountered it... 1. as a 'demanding' job with low salary 2. They teaching-learning experiences were negative because they had seen as students that teaching was discouraging enough due to they witnessed and experienced what teachers' lived 3. Their educational efforts were not financially supported and were even discouraged by their principals.

22

Kreishan and Al-Dhaimat	2015	Motivation and job satisfaction among Jordanian English teachers	*Being treated fairly in an organization *Developing clear procedures *Helping students to learn English *Earning a good salary *Personal freedom *Cordial relationships with colleagues *Job security *Job flexibility *Friendly student-teacher relationships *Enjoyable/ stimulating work.	*Many assigned additional classes, resulting in a more strenuous work-load.

As illustrated by Table 1 above, the results were divided into two categories: the first is motivational factors and the second one is demotivational factors. This table contains the results that were repeated in the previous studies and they were divided into the following five categories:

1. The students

2. The work environment

3. The financial benefits

4. The activity of teaching

5. The English language

This list summarizes and condenses all the motivating and demotivating factors found in the previous studies reviewed above. For example, students are an important source of motivation; Hettiarachchi (2013) found that their positive attitude towards the L2 is a motivating factor for the teachers to teach. Something similar was found by Lengeling (2010) who pointed out that students' strong interest in learning English is a motivating factor for teachers, too. Gheralis (2003) pointed out the teachers' interest to teach young people and something similar is shown in Prytula and Hellsten (2007) who found out that teachers enjoy teaching children and youth. The work environment is another factor of motivation that was found in some studies. For example, Kreishan and Al-Dhaimat (2015) pointed out the factor of enjoying the work environment, and Hildebrandt and Eom (2011) highlighted that collaborative motivation was good and it made a good work environment, too. Then, the financial benefits were pointed out in Kreishan and Al-Dhaimat (2015) and in Hildebrandt and Eom (2011). The next factor of motivation is the activity of teaching

that was found in Hettiarachchi (2013) and in Prytula and Hellsten (2007). Finally, the English language factor was pointed out in Gao and Xu (2013) and in Lengeling (2010). All those factors can be found in the section of motivational factors, but some of them also can be found in the demotivational factors, for example, in Gao and Xu (2013) the activity of teaching is not a desirable career and in Sugino (2010) the work environment is a demotivational factor because the colleagues do not give straight opinions.

These motivational factors involved in this study are then linked with all the previously mentioned aspects from recent research studies. This study investigates a variety of different factors that can motivate and demotivate UQRoo English teachers. These factors were taken from the results of the studies reviewed above and condense all of the factors they mentioned repeatedly as influences on teacher motivation and demotivation. Therefore, no factors were left out. Table 2 below shows the factors that are involved in this study and provides detailed view of the general factors that are going to be the foundation of the research.

Table 2. General factors taken from recent studies with repeated results divided in Motivators and Demotivators

Factors	Motivators	Demotivators
Students	*Good relationship between student(s)-teacher * Positive attitudes	*Bad behaviours *Negative attitudes
Work environment	*Autonomy *Good relationship with colleagues *Equal treatment (boss, co-workers & administrative	*Workload *Autonomy restriction *Lack of help from colleagues and bad relationship with

	staff)	them
Financial *benefits*	*Money *Job security *Status *Medical/life insurance	*Lack of Money *Lack of security *Lack of Status *Lack of medical/life insurance
Teaching	*Previous positive experiences about teaching-learning *Desire to work with young & young adults (Age preference) *Ability to teach *Family influence *To help students	*Previous negative experiences about teaching-learning *Lack of desire to work with young & young adults (Age preference) *Negative teaching perceptions *Lack of acknowledgement
Language	*Liking the target language *Prestige at speaking the target language *Power at knowing the target language	*Disliking the target language *Feeling without prestige at speaking the target language *Feeling without power of knowing the target language

2.2 Theoretical Framework

In this section a historical review of some relevant theories is presented, then a set of definitions of the concepts used for writing this research are described and finally, the relevant theories used for this research are explained. This section contains some information that is ordered chronologically. This information seeks to analyse those important insights in order to continue providing the historical value to those motivational approaches in a theoretical way. Based on Dörnyei (1998), the following section includes a brief summary of currently famous and useful motivational approaches.

First, Maslow's Theory of Hierarchy Needs, which was put forward in 1970, is focused on the psychological needs of human beings, Maslow structures human needs in the form of a hierarchy, ascending from the lowest to the highest. He states that every individual struggles to satisfy their basic needs at least minimally before he advances to the

next level. Maslow concludes that when a set of needs is satisfied, it ceases to be a motivator.

Next, it is the turn of McClelland's model of motivation. It was proposed in 1958. This theory proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. These needs are divided in: achievement, affiliation, or power. The theory explains that these needs influence a person's motivation and effectiveness in certain job functions.

Then, Gardner's theory studies the influence of the students' attitudes towards a specific language in their success. Next, the self-efficacy theory was proposed by Bandura in 1993. This theory is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

The next is self-worth theory of achievement motivation that was designed in 1992. It asserts that a person's ability to achieve something is directly linked to their perception of themselves. The basic assumption of the self-worth model is that multiple factors influence one's sense of self-worth. Its fundamental premise is that "one's sense of worth depends heavily on one's accomplishments" (Covington, 1984, p. 8). This is represented in the model by the performance –> self-worth link. This implies that unless a person is, or can become, successful at some valued activity, he or she "will be cut off from a major source of self-esteem" (p. 8).

Alderfer's ERG theory was developed in 1969. In this theory, Alderfer compressed Maslow's hierarchy of needs from five to three: existence, relatedness and growth (those words stand for "ERG"). It suggests that people can be motivated by needs from more than one level at the same time. There is not necessarily strict progression from one level to the next. Moreover, there is another important theory for this section. It is the theory of planned behaviour that was proposed by Ajzen and Fishbein in 1988. This theory states that behavioral achievement depends on both motivation (intention) and ability (behavioral control).

Finally, goal-setting theory, which was designed by Locke and Latham in 1996. This theory states that goal setting is essentially linked to task performance. Also, it states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance.

2.2.1 What is motivation?

Motivation means the desire or willingness to do something with enthusiasm (Motivation, 2015). Moreover, the Cambridge Dictionary Online defines motivation as the need or reason for doing something (Motivation, 2015). It is clear what motivation means, but there are more aspects that can be involved when trying to understand what motivation is. Therefore, I found some authors and studies that offer their own meaning of motivation in order to understand it scientifically.

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is

motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Even though at this point the meaning of motivation and what it involves might be clear, I want to add one more definition proposed by Dörnyei (2001), who described it as the reason why people decide to do what they do, how long they are willing to sustain the activity and how hard they are going to pursue it. This is in some ways a more encompassing definition because it includes not only the initial spark to do something but also the effort required to sustain that initial spark and the intensity with which it is done.

In this thesis, motivation is seen as variable because it can change; this means, that it fluctuates across time and contexts. Some of the participants could be more or less motivated than they were at the beginning of their career; all this can happen because of the influence of the demotivation factors. Motivation can be measured, but it is something that never will have the same range, stage or level due to the fact that we tend to think different, feel different, talk different (all the factors involved with behavior) as time passes by.

According to Dörnyei (2001), the term amotivation is characterized by the absence of any kind of regulation be it extrinsic or intrinsic. Amotivation does not refer to lack of

motivation caused by a lack of initial interest but rather by the individual's experience of feeling incompetent and helpless when faced with an activity.

The term 'amotivation' was introduced by Deci and Ryan in 1985 as one of three types of motivation (besides intrinsic and extrinsic motivation). Dörnyei and Ushioda (2011) have significantly contributed to the general awareness of demotivation and increased interest in an issue that was not so long ago left with little attention. The first reason people/learners can be amotivated is because they think they don't have the ability to perform an action ('capacity-ability beliefs'). Secondly, the strategies used are not considered by learners to be effective ('strategy beliefs'). The third type of amotivation results from the belief that to reach the desired outcomes is too demanding and requires too much effort ('capacity-effort beliefs'). The last category refers to amotivation due to the general perception that a learner's required efforts are inconceivable considering the enormity of the task to be accomplished ('helplessness beliefs').

2.2.2 Self-determination Theory

Self-determination theory (SDT) is an approach to human motivation and personality in social contexts that differentiates motivation in terms of being autonomous and controlled. Autonomous motivation is observed when behavior is initiated and governed by the self and controlled motivation is observed when behavior is not initiated and governed by the self. This theory assumes that the human organism is evolved to be inherently active, intrinsically motivated, and oriented toward developing naturally through integrative processes. It also explains that all these qualities need not to be learned because they are inherent in human nature. Every human develops over time, play a central role in

learning, and are affected by social environments. Based on decades of empirical work, this theory points out the existence of at least three universal psychological needs, that are specifically, needs for competence, autonomy and relatedness. All those are essential for the correct and optimal development and functioning. Firstly, the need of competence is related with the desire to control and master the environment and outcome. Humans want to know how things would turn out and the results or consequences of their acts. Secondly, the need for relatedness is about the desire to "interact with, be connected to, and experience caring for other people". The daily actions in the human routine involve other people and through this we seek the feeling of belongingness. Thirdly, the last need that was mentioned is the need for autonomy that concerns with the urge to be casual agents to act in harmony with the integrated self of the human being.

According to Dörnyei (1998), SDT was introduced by Deci and Ryan in 1985. Ryan & Deci (2000) explains the SDT as "the investigation of people's inherent growth tendencies" (p.68). This means that while people tend to satisfy psychological requirements in their process of living, their behavior usually changes through time and consequently their preferences and demands, too. Time goes by, so everything changes; motivation fluctuates and varies according to the different needs of each person.

People have not only different amounts, but also different kinds of motivation. This means that it not only varies in the "level", but also in the "orientation" of that motivation. Orientation concerns the attitudes and goals that give rise to action, the why of actions. SDT distinguishes between different types of motivation. The most popular distinction is between intrinsic, which refers to doing something because we found it interesting or enjoyable, and the other is the extrinsic motivation that refers to doing something because it

leads to a separable outcome. These two types of motivation correspond to autonomy and control, respectively. That is, the more intrinsic types of motivation are closer to autonomous behavior, whereas the more extrinsic types of motivation are closer to controlled behavior.

First, intrinsic motivation plays and important role for educators because this motivation results in high-quality learning and creativity – a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Intrinsic motivation describes a natural interest, mastery and exploration that is essential to cognitive and social development and that represent a principal source of enjoyment and vitality throughout life (Csikszentmihalyi ,1997). When people are intrinsically motivated it means that they are going to be moved to act for the fun or challenge, just for pleasure or joy, not for external prods, pressures or rewards. This natural motivation is essential in cognitive, social and physical development, this is the way that the human being grows in knowledge and skills. Intrinsic motivation is the one that provides satisfaction of innate psychological need.

Although intrinsic motivation is a very important type of motivation, most of the dairy activities that people do are not intrinsically motivated. People are surrounded by social demands and roles that require individuals to assume responsibility for nonintrinsically interesting tasks. This other type of motivation is called extrinsic motivation, which refers when an activity is done in order to attain some separable outcome, that in more simple words, it just means that we are being motivated for an external motivation to do something. SDT explains that this extrinsic motivation can vary greatly in the degree to which it is autonomous; let's consider the example of people who

do their job in order to get some reward as money or for avoiding sanctions, and people who do their job because they personally believe that it is valuable for their lives and learning. In both cases people are extrinsically motivated but the former case is more externally controlled whereas the latter case involves more than mere compliance; it is more autonomous. These are two examples of extrinsic motivation that vary in their relative autonomy.

SDT includes amotivation, which is the state of lacking an intention to act. If people are amotivated it means that they are not interested on doing something because their lack of intention. Amotivation results from not valuing an activity (Ryan, 2000), not feeling competent to do it (Deci, 1985). In other words, amotivation refers to a state where motivation has been completely lost and is observed when individuals do not perceive the contingencies between their actions and their consequences. Amotivation exists when individuals have given up on a pursuit that they were previously motivated to pursue. It is not just lack of interest. It is also different from demotivation in that the latter refers to a temporary state in which an individual's motivation "moves back" from a more self-determined to a less self-determined point in the motivation continuum.

The types of motivation are going to be explained with the help of the figure 1. The Self-determination continuum is pointed out and explained in the following paragraphs. Noels, Pelletier, Clement and Valleran (2003) refers to the types of motivation as "not categorically different, however, but rather lie along a continuum of self-determination." (p. 38).

Figure 1. The Self-determination continuum (taken from Ryan & Deci, 2000, p. 72)

Behavior	Nonself-Determined					Self-Determined
Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Regulatory Styles	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Perceived Locus of Casualty	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
Relevant Regulatory Processes	Nonintentional Nonvaluing Incompetence Lack of Control	Compliance, External, Rewards and Punishments	Self-control, Ego-involvement, Internal Rewards And Punishments	Personal Importance, Conscious Valuing	Congruence, Awareness, Synthesis With Self	Interest, Enjoyment, Inherent Satisfaction

Figure 1 (from Ryan & Deci, 2000) points out the different types of motivation that are involved in the Self-determination continuum. This is a continuum because as one moves toward the right, the types of motivation are closer to self-determination and autonomy and, as one moves toward the left, the types of motivation are closer to control. This means that with the exception of the extreme poles, all the other types of motivation display some elements of autonomy and some elements of control.

The figure illustrates the different types of motivation it posits are related to behavior, regulatory styles, perceived locus of causality and relevant regulatory processes. Here, it is necessary to clarify the constructs of perceived locus of causality and regulation. The former is a construct that refers to where individuals place the origins of their circumstances: in their own inner circumstances or actions (internal locus of causality) or in the actions of others and external circumstances (external locus of causality). The latter

34

refers to monitoring and control of people's feelings, thoughts and behaviors. This can be internal, as in self-regulation, or external, as in regulation by others based on rewards and punishment. Starting from the right to the left side, I will explain the elements of SDT as laid out in Figure 1.

External regulation. This explains the classic case of extrinsic motivation in which the behavior of people is controlled by specific external circumstances. People act only to get an external reward, avoid a punishment or to comply with social pressures. This is the only type of regulation recognized in operant conditioning theory (e.g., Skinner, 1953), and it is a type of extrinsic motivation that has been examined and found to be undermining of intrinsic motivation (Deci et al., 1999).

Introjection. This kind of motivation explain that a patient might act to receive approval or praise, or to avoid disapproval or feelings of guilt. This introjected motivation is common within the practitioners as a way of stimulate patients into action by conveying contingent approval.

Identification. This is the process in which people recognize and accept the value of a behavior. If people identify the value, they have more fully internalized its regulation; they have more fully accepted it as their own. The regulations that are based on identifications are expected to be better maintained and to be associated with higher commitment and performance. In other words, identification is facilitated when practitioners provide relevant information and rationale ideas for change, and do not apply any kind of external control or pressures that can decrease from a sense of choice.

Integration. This is the fullest, most complete form of internalization of extrinsic motivation. It not only involves the part of identifying with the importance of behaviors but also integrating those identifications with other aspects of the self. When regulations are integrated, people will have fully accepted them by bringing them into harmony or coherence with other aspects of their values and identity (Pelletier, Tuson, & Haddad, 1997; Ryan, 1995). As such, what was initially external regulation will have been fully transformed into self-regulation, and the result is self-determined extrinsic motivation. This is the type of extrinsic motivation that lies closest to autonomy.

Speaking in general terms, Dörnyei (2001) defined intrinsic motivation as "performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity." It is the internal desire to educate people in a language, to help learners to communicate is at the heart of the profession. Successful transmission of knowledge is the intrinsic reward that many teachers crave. The educational process where the teacher is positively affected by working with students and watching them grow and improve are the intrinsic rewards that make teachers forgot high salaries and social recognition. Tardy and Snyder (2004) documented the intrinsic rewards provided by teaching. Teachers who feel a strong connection and sense of accomplishment in their English lessons reported feeling a greater desire to teach in order to feel the same kind of success. According to these researchers, highly positive moments in teaching can encourage teachers to explore and reflect on their teaching practices. The teacher's intrinsic motivation can also have a significant effect on student perception and desire to learn.

2.2.3 L2 Motivational Self System Theory

L2 Motivational Self System is a theoretical model of L2 learning motivation that is centered around the idea of "possible selves". These are images of one's self "give form, meaning, structure, and direction to one's hopes and threats, thereby inciting and directing possible behavior" (Dörnyei, 2005). It explains from a psychological perspective three visions of the "possible selves" that people can experiment in connection with L2 learning. The possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. Those visions are: the ideal-L2 self (ideal vision of oneself in the future as a speaker of the L2), they ought to-L2 self (represents a vision of oneself bearing attributes one feels one should possess in order to attain the ideal L2 self) and the L2 learning experience.

2.2.4 The Ideal L2 Self, the ought-to L2 Self and the L2 Learning Experience

1. *The Ideal L2 Self,* according to Dörnyei (2005) is "the L2-specific aspect of one's ideal self" (p.106). It represents an ideal image of the kind of L2 user that a person aspires to be in the future. If one wants to be a fluent L2 speaker who interacts with international friends, then, the imaginary picture of one's self as fluent L2 user might act as a powerful motivator.

2. *The ought-to L2 Self.* It refers to the attributes that one believes one ought to possess as a result of perceived duties, obligations or responsibilities (Dörnyei, 2005). It is a mental representation of the qualities and behaviors learners think they must possess in order to attain their ideal L2 self. For example, as a learner of English I know that I should listen to English videos and watch more English

movies. Those behaviors that I know I should do in order to be more fluent speaker of English are part of my ought-to L2 Self. These mental representations may be imposed by teachers, parents or bosses. The ought-to L2 self is also believed to be a close match to the extrinsic constituents in Noels (2003) and Dörnyei and Ushioda's (2001) taxonomies.

3. *The L2 Learning Experience.* It is about the learner's attitudes toward second language learning and can be affected by situation-specific motives related to the immediate learning environment and experience. As Dörnyei (2009) explains, for some language learners the initial motivation to learn a language does not come from internally or externally generated self-images but rather from successful engagement with the actual language learning process.

The combination of these three dimensions, which could be summarized as the learners' vision of themselves as L2 speakers, the social pressures from the outside and a positive environment, are supposed to motivate to learn an L2. The Motivational Self System can provide some clues for teaching strategies, along with some information regarding language learner motivational types. It is possible to promote the Ideal L2 self though motivational techniques in class.

2.2.5 Self-determination theory and L2 Motivational Self System.

L2 Motivational Self System becomes an effective motivator if the dimensions of the system are accomplished. The person has a desired and clear future self-image which agrees with the person's family's expectations, and enjoys the teaching materials in their language environment, they will probably be remarkably motivated.

First, it is important to understand the origin of the "self" of an individual, as explained in L2 Motivational Self System Theory. Then, SDT is going to explain the type of motivation that individual has. Teachers have an important influence on the improvement of motivation in language learners, that's why it is important to determine their motivation and how they use it. They can identify integrative and instrumental reasons as motivators in their students. They can help by demonstrating the challenge, the importance of L2 learning and some strategies, and they can also create positive classroom environment, which is significant for the Learning experience dimension in Motivational Self System.

The main purpose of this study is to investigate the fluctuation of motivation, but since it is a very complex construct, it only focuses on some specific terms. Measures and analyzes how motivation varies across time is not simple due to motivation is inconstant and unstable, which means that the results that are shown in this research might vary in the future, even if the participants of the study were the same. As it could be different to another research made some years before to the same participants.

Self-determination Theory is going to determine how teachers' motivation regulates and varies. After having the results, were analyzed and divided in the two categories: intrinsic and extrinsic. Then, L2 Motivational System is going to indicate the possible selves that the teachers are experimenting. They can refer all their past experiences and they can talk about their future, so that the selves are going to be pointed out.

Chapter 3

Methods

This chapter describes the study's methodological design and procedures. It begins with an explanation of the overall design. This is followed by a description of the study's specific context, participants, instruments and procedures.

3.1 Design

This study follows a qualitative multiple case study approach. It is deductive, theory-guided, and hypothesis-generating. According to Yin (2003, in Baxter & Jack, 2008, p. 548) "the multiple case study enables the researcher to explore differences within and between cases." Cases themselves are individual units that are representative or larger units or social groups. Case studies analyze these units in specific times and places (Yin, 2003). Case studies can be particularly useful for understanding how different elements fit together and how the combinations of different elements produce some observed results.

The goals of a multiple case study can be to replicate or to contrast findings across cases. Because comparisons will be drawn, it is important for the researcher to choose the cases with care so he or she can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003, in Baxter & Jack, 2008). In this study, contrasts will be drawn across teachers with different qualifications (holders of Master's degrees vs. holders of doctorates) and employment status (full-time professors vs. hourly lecturers). The prediction I make as a researcher is that the type and intensity of their motivation will vary along these characteristics.

This study is deductive and theory-guided because the data analysis is driven by pre-existing categories found in the literature. As Yin (2011) states, deductive qualitative studies are less common but entirely appropriate, especially when there is limited time to conduct the analysis. According to Levy (2008, p. 4), theory-guided case studies have as their goal "to describe, interpret, and/or understand" a case and "are explicitly structured by a well-developed conceptual framework that focuses attention on some theoretically specified aspects of reality."

This study is also hypothesis generating because it examines more than one case "for the purpose of developing more general theoretical propositions, which can then be tested through other methods" (Levy, 2008, p. 4). In Yin's (1994) taxonomy, this is an explanatory case study because it seeks to offer tentative explanations for causes of participants' motivation and demotivation, their fluctuation across time, and the similarities and differences depending on the participants' characteristics (degree and employment status). These explanations can only be tentative because of the small sample size. Therefore, these tentative explanations can be thought of as hypotheses to be tested by future studies, hence the study's hypothesis-generating nature.

3.2 Context.

The city of Chetumal, which is located in the southeast of the Mexican Republic, is one of youngest cities in the country. Among the principal economical activities of the city one of the most important is the tourism because of the weather, beaches, reefs, archeological sites and facilities. Because of the importance of the tourism sector that has the city, the University of Quintana Roo has considered having educational programmes as

the English Language Major one which is focused in the training of English teachers. These teachers are the ones who care for the needs of the English language teaching in the state.

According to Goodwin, Narváez, Macola and Núñez (2015), the University of Quintana Roo, with only 25 years since it was created, has strengthened the quality of its educational programmes, just as its mission establishes. One of the oldest programmes in this university is the English Language Major. This major focuses in the training of English teachers so that it gives greater relevance to the curricular lines of the development of the English language and teaching. Other fundamental lines that emerge in this major are linguistics, research, culture, Spanish language, translation and French language. The distribution of the subjects in this educational programme is based in a credit system. It has four subjects' groups: general, divisional, professional concentration and support.

- General subjects. These are general courses that help to develop the necessary abilities that all university student has to have. These subjects are part of the basic knowledge and an intellectual tool support of the students during their academic life. The student should have at least 32 credits of this category.

- Divisional subjects. These are courses that are shared in one academic division. Their objective is to familiarize the students with thematic and shared problems among the different disciplines inside their area. The student should have at least 26 credits of this category.

- Professional concentration subjects. These courses are the ones that are linked with the theoretical-methodological specific structure of the major. The students should have at least 223 credits of this category.

- Support subjects. These are courses that students can choose according to their personal interests. These subjects are an important complement for the integral formation of the student. In this category are considered the university activities such as sports, culture and other languages apart from English. The student should have at least 20 credits of this category

The curricular objectives of the English Language Major are:

- To design and check the courses of the English language according to the specific objectives and the needs of the course at issue.
- To instrument, apply and/or improve in a creative and flexible way the methods that are adapted to each course.
- To facilitate the process learning-teaching using the suitable methodologies and techniques.
- To analyze, check and design the materials and the suitable support means for the objectives and particular needs of the course.
- To do didactic, methodological or linguistic research in order to improve teaching.
- To design and adapt the instruments for the evaluation of the objectives and needs of each course visualizing it as a feedback tool that allows the necessary settings during the process.

The Department of Language and Education (DLE) of the University of Quintana Roo currently employs 21 full time professors and 5 hourly lecturers in the English

Language Major. From the full time professors that are researchers-professors, 6 of them has PhD level and 13 has master degree. All of them are actively involved in the process of the curriculum English Language Major redesign in their different curricular lines.

3.3 Sampling procedure and participants

This research follows a maximal variation sampling procedure because of its multiple case study design. In other words, I was able to choose participants who were different in their degrees they hold (Master's degree or doctorate) and their occupation status (if they are paid per hour or full-time professors).

The participants of this research are two females and one male, all of them are English teachers currently employed at University of Quintana Roo. The participation of these teachers is completely voluntary and anonymous. The age range is from 35-50. Two of them have already visited countries where English is spoken and at a certain point of their life had also lived in one for a short period of time. The other one has never been in an English-speaking country but is an excellent candidate for this study because of his wide experience as an English teacher.

Table 3. The following table contains relevant information of the participants.

Nickname	Age	Status	Degree	Gender	Years of experience in teaching
Cersei	36 years old	Full time professor	Master of Education.	Female	16 years
Ramsay	29 years old	Hourly lecturer	Master of Education.	Male	12 years
Arya	42 years old	Full time professor	PhD in Hispanic Linguistics.	Female	19 years

3.4 Instruments and materials

The instrument used to recollect the data was a semi-structured interview. A Semi-structured interviewing is best used when you will not get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. Also, semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. The inclusion of open-ended questions and training of interviewers to follow relevant topics that may stray from the interview guide does, however, still provide the opportunity for identifying new ways of seeing and understanding the topic at hand.

The semi-structured interview applied in this study format included questions that are divided in five areas. These areas were created based on the literature review. These areas are: students, work environment, the economic benefits, the teaching activity and the subject that the interviewed person teaches. Each question was carefully written in order to obtain accurate answers that help to achieve the goal of this study. It means that the answers were factor of motivation and demotivators in general. The interview takes into account the findings of previous motivational research studies in different contexts that were already stated in the literature review. In order to be more accurate, the interview is written in Spanish, that is the participants' mother tongue, and applied in Spanish as well, so, the participants are going to feel comfortable and are going to cooperate at providing more detailed answers. A total of three semi-structured interviews were audio-recorded, video-taped, transcribed and translated from Spanish to English. A semi structured interview format was used in order to conduct the interview and avoid topics or answers that were not relevant for this study.

At the end of each interview a time line printed in clean-white sheets was given to the participants. In it, they had to indicate 5 years that were important for them and why since they become English teachers. It includes motivating or demotivating situations. The semi-structured interview was the main guide for collecting the data all the time.

3.5 Procedure

In this section of the research was explained the procedure that was used in order to collect the data. Also, it contains the procedure of the data analysis that is was followed in order to obtain the results of this study.

3.5.1 Data collection procedures

When I interviewed the participants, I first introduced myself briefly and gave them a general overview of the interview and the importance of this research. This interview was realized in private meetings in a place that the participant has previously selected. The place was comfortable, quiet and free of any interruption. At the end of each interview the interviewer collected contact data from the teachers for later contact if necessary. Each teacher was contacted by phone or email to arrange the date and time of her or his private interview.

The participants were interviewed in a calm and relax environment where their attention only was focused on the interview and its answers. All this was done in order to avoid interruptions. Also; a consent form was provided to them in order to acknowledge their agreement to participate in the study. The interviewer informed each participant that the interview had to be audio taped and completely anonymous. The consent was signed before starting the interviews.

A semi-structured interview was applied for this study. Each interview was conducted in Spanish for the participant and interviewer comfort. The semi-structured format with open-ended questions was followed during the interviews. The questions were divided in 5 areas. That means that some of them was focused on the work environment

area or the economic benefits area, the teaching activity area and even the language/subject that the teacher teaches.

The final step was to obtain the teachers final point of view about motivation, highlighting 5 years that were important for them since they become English teachers. Some questions about the time line were requested to answer. At the end the importance of participants' data previously provided and the relevant future insights of this research study were stated.

3.5.2 Data analysis procedures

As previously written, this research is theory-driven, it means that all the data analysis was drove by the categories previously obtained from the literature review, that were also used to create the semi-structured interview protocol. Nevertheless, the analysis kept opened to the apparition of new categories from the data, as in directed qualitative coding (Hsieh & Shannon, 2005). This research carries on the five-phased cycle of data analysis proposed by Yin (2011), which description was written in the following section.

Phase 1. Compiling the database. In this research, this phase implied transcribing the interviews. Also, the timelines were scanned and filed. The resulting files were digitally archived.

Phase 2. Disassembling data. In this phase the transcriptions were extracted using the search function that has Microsoft Word © in order to seek the key theoretical terms (financial benefits, students, and so on). The important data was selected and copy-pasted

into a different document of Word. While doing all this, the whole data set was read in order to see if some coding categories appear.

Phase 3. Reassembling data. In this phase, the relevant data was identified, so it was entered into matrices with the help of Microsoft Word © Excel spreadsheet. Miles and Huberman (1994) said that matrices are very helpful of arranging data for data analysis. One matrix contained the coding categories of the rows and the individual participants were expressed in the columns. In a different matrix, the coding categories were identified the rows and the participants identified relevant times in the timeline was the columns. In this section of the process was added new rows to the matrix only if new coding categories appeared.

Phase 4. Interpreting data. In this stage, the matrices were compared and analyzed with the raw data for the identification of the patterns of difference and similarity. Also, tentative causal patterns across the different dimensions were analyzed in order to identify the patterns of difference and similarity. New codes were created if new patterns appeared.

Phase 5. Conclude. This stage was used to write initial conclusions. These conclusions were validated by seeking for discrepant evidence and negative cases, quasi-statistics and triangulation (Maxwell, 1996). After having conducted all these stages, new conclusion was written and drawn.

3.6 Validity criteria

Validity is an important concern in qualitative studies. Maxwell defines validity "the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account" (1996, p. 87; in Yin, 2011, p. 79). Yin (2011) states that a qualitative

study makes several interpretive claims, and the author of the study must strive to make sure that they are valid. Maxwell (1996) has proposed a series of criteria or strategies that can enhance a qualitative study's validity. Table 4 below shows and defines these strategies, and also shows how they are applied in this thesis.

Table 4. Maxwell's (1996) validity strategies and their application in this study.

Validity strategies	Consideration in this study
1. Intensive long-term [field] involvement—to produce a complete and indepth understanding of field situations, including the opportunity to make repeated observations and interviews	Not considered because of the time limitations inherent to a BA thesis.
"Rich" data—to cover fully the field observations and interviews with detailed and varied data	The study included two data sources: interviews and a timeline.
Respondent validation—to obtain feedback from the people studied, to lessen the misinterpretation of their self- reported behaviors and views	This strategy was not considered because of the time limitations inherent to a BA thesis.
Search for discrepant evidence and negative cases—to test rival or competing explanations	This strategy was applied by looking for evidence against initial interpretations after the first round of coding.
Triangulation—to collect converging evidence from different sources	This strategy was applied by looking at evidence from the two sources outlined above.
Quasi- statistics—to use actual numbers instead of adjectives, such as when claiming something is "typical," "rare," or "prevalent"	This strategy was used by making reference to the actual number of cases where a pattern or interpretation is seen.
Comparison—to compare explicitly the results across different settings, groups, or events	The study was compared across case studies and the study's findings were compared with the findings of previous studies.

As Table 4 shows, most of the strategies were used, except the first one, due to time constraints. Therefore, this study had acceptable validity.

Chapter 4

Results and Discussion

This chapter is structured following the research questions:

1. How does the participants' motivation to be English teachers vary across time?

2. What factors influence this motivation and its variation?

Some specific questions were asked during the interview in order to get the answers about the motivation of the teacher for becoming English Teachers. Some of them were "what motivated you to become an English teacher?" "Being an English teacher was your first choice?" and "currently, how do you feel about your status? Are you happy with your career and with what you have done so far?". Then, a timeline drawn in paper was given to them. In that timeline they wrote five important years of their lives in which they feel motivated or demotivated. After writing those years, they explained why they were so important for them, those answers were audio taped and then I built an organized time line for each participant with all the years and factors of motivation and demotivation. These questions were asked to the participants in order to answer question 1 (how does the participants' motivation to be English teachers vary across time?). Also, other questions were written in order to answer the question 2 (what factors influence this motivation and its variation?). Results about motivation and demotivation are going to be analyzed in the next section.

4.1 How Students Affect Teachers' Motivation

In the section about how the students affect the motivation of the teacher, the answer of the participant Cersei in example 1 shows intrinsic motivation ("porque bueno es motivante… ¿Cómo puedo decir? Me gusta pasar el tiempo con jóvenes que quieren aprender") because she likes spending time with her students so that all that motivation comes from her passion for teaching. Then, the other part of the same answer shows an extrinsic motivation ("y que si uno tiene la oportunidad de ayudarlos o de formarlos en cierta forma, esa aportación creo que es muy importante y la gente joven es así como que clave" […]) of the identified type because she consciously values the opportunity to help students' personal growth. This is the value of altruism.

> Example 1. "[…]Porque bueno es motivante… ¿Cómo puedo decir? Me gusta pasar el tiempo con jóvenes que quieren aprender y que si uno tiene la oportunidad de ayudarlos o de formarlos en cierta forma, esa aportación creo que es muy importante y la gente joven es así como que clave […]" (Said by Cersei).

The answer of the participant Ramsay in example 2 showed an intrinsic motivation ("esteee, ¿cómo decirlo?, personal, entonces tú ves que lo que tú les enseñas después genera grandes cambios cuando ya están en los niveles superiores, entonces siento que eso es lo que más me motiva.") because he says that he enjoys teaching students and the part he likes the most is when they demonstrate what they have learnt, when they show the meaningful changes in their lives.

Example 2. "Los estudiantes me motivan porque siento que puedes ver los cambios de su trabajo, es decir, cuanto tú eres un jardinero y siembras una planta y la ves crecer y ves que da fruto, sientes bonito ¿no?, entonces lo mismo pasa con los estudiantes a   veces nos toca trabajar con ellos de manera, esteee, ¿cómo decirlo?, personal, entonces tú ves que lo que tú les enseñas después genera grandes cambios cuando ya están en los niveles superiores, entonces siento que eso es lo que más me motiva." (Said by Ramsay).

Participant Arya gave an answer in example 3 which shows an extrinsic motivation ("una responsabilidad social normal, entonces la actividad de la docencia me gusta en sí, pero me motivan los estudiantes, saber que los estoy formando o contribuyendo a su formación, que los estoy ayudando y eso me inspira y me ayuda mucho, me motiva.") of the identified type because it suggests a social resposibility which has to do with doing something because it is congruent with one's values. This type of extrinsic motivation is most internalized, the one that is the closest to the intrinsic one.

Example 3. "[…]Eso es lo que me motiva, porque yo creo que nosotros los profesores incidimos mucho en el crecimiento de los estudiantes en su formación y los profesores tenemos mucha mucha responsabilidad, emm, una responsabilidad social normal, entonces la actividad de la docencia me gusta en sí, pero me motivan los estudiantes, saber que los estoy formando o contribuyendo a su formación, que los estoy ayudando y eso me inspira y me ayuda mucho, me motiva." (Said by Arya)

4.1.1 Students' interest in the Course

Then, in the same section but in another sub category, the interest of the students in the course, two of the answers show extrinsic motivation, but the one said by Cersei in example 4 is of the integrated type ("la gente joven la puedes moldear, le puedes decir, le puedes aconsejar y ellos pueden lograr cosas mucho mejores que lo que tú haces") because it has to do with coherence with one self, with one's identity, with one's values.

Example 4 […] "pasar el tiempo con jóvenes que quieren aprender y que si uno tiene la oportunidad de ayudarlos o de formarlos en cierta forma, esa aportación creo que es muy importante y la gente joven es así como que clave, entonces la gente joven la puedes moldear, le puedes decir, le puedes aconsejar y ellos pueden lograr cosas mucho mejores que lo que tú haces." (Said by Cersei).

The other answer given in example 5 by Arya shows an extrinsic motivation of the external regulation type ("Esas caritas a mí me entusiasman, me motivan más a trabajar mejor a buscarles más material a contarles nuevas cosas de las que yo investigo.") because the motivation depends if the students are interested in the course so it is external. We have to remember that Arya holds a doctorate so it means that she is passionate and highly invested in her field of study, all this means that she is very involved in the topics and her motivation is directly linked with the student's interest.

Example 5. "Sí, eh, he tenido grupos muy participativos, muy interesados, para mí es muy satisfactorio cuando veo esas caritas de fascinación cuando les cuento sobre la materia, sobre la lingüística, sobre la fonética, cuando se sorprenden. Esas caritas a mí me entusiasman, me motivan más a trabajar mejor a buscarles más material a contarles nuevas cosas de las que yo investigo." (Said by Arya).

4.1.2 Student Feedback and the Age of the Students

Another sub category of this section is about the student feedback and the age of the students. The answer of the participant Ramsay in example 6 shows extrinsic motivation ("cuando ven lo que logran hacer porque alguien los forzó o los empujó o fue su ejemplo o los motivó.") of the external type because it is not regulated by the participant but by the external factors related to the students.

Example 6. […] "cuando ven lo que logran hacer porque alguien los forzó o los empujó o fue su ejemplo o los motivó, estuvo muy bien, es decir, se logra notar que el estudiante evolucionó, entonces, eso me motiva, me motiva ver que los estudiantes se den cuenta de eso." (Said by Ramsay).

Then, the answer given by Arya in example 7 shows an extrinsic motivation ("Las encuestas de los estudiantes, ¿no?, y te digo cuando recibes comentarios gratos, pues, siempre es motivante, ¿no?") of the introjected type. This answer demonstrated that the motivation is being regulated depending on what the students write about her in the evaluation of teaching services.

Example 7. "Las encuestas de los estudiantes, ¿no?, y te digo cuando recibes comentarios gratos, pues, siempre es motivante, ¿no?" (Said by Arya).

In addition, the answer given by Cersei in example 8 shows an intrinsic motivation ("ahorita que he estado observando que den clases a los niños, me dan ganas de dar clase a los niños, los veo y quiero darles clases") because clearly she likes teaching no matter the age of the students is, so that the motivation comes from the like of teaching by itself.

Example 8. […] "ahorita que he estado observando que den clases a los niños, me dan ganas de dar clase a los niños, los veo y quiero darles clases, este cuando he dado a adultos, me gusta darles a adultos, no tengo alguna, preferencia" […] (Said by Cersei).

4.1.3 Work Environment Affecting Teachers' Motivation

The results in the work environment section are the following. The answers of the three participants (Cersei, Arya and Ramsay) show an extrinsic motivation. The one given by Cersei in example 9 shows extrinsic motivation of the identified type ("Me motiva que la mayoría de los profesores como que estamos en la misma sintonía") because it is being regulated by the common values she shares with her colleagues.

Example 9. "Me motiva que la mayoría de los profesores como que estamos en la misma sintonía, como que todos queremos realmente trabajar, hacer algo, innovar,

nos preocupamos casi todos por los alumnos, ¿no?, en distintas formas, pero todos y todos tienen como que algo fuerte en ellos […]" (Said by Cersei).

The next answer given by Arya in example 10 shows an extrinsic motivation of the external type ("nosotros disponemos de horas para dar clases, entonces eso me gusta, que la institución considere no muchas horas, pero sí lo consideran, entonces eso motiva para trabajar mejor, también tenemos varios incentivos económicos") because her motivation is linked with the time she spends teaching and that is regulated by the fact that she is the only one who gets financial incentives from doing extra work.

Example 10. "[…] nosotros disponemos de horas para dar clases, entonces eso me gusta, que la institución considere no muchas horas, pero sí lo consideran, entonces eso motiva para trabajar mejor, también tenemos varios incentivos económicos. Entonces pues eso también te motiva, eem, y también la preocupación de la institución de, por ejemplo, de las evaluaciones que hacen de tu trabajo como docente, entonces el que haya una encuesta institucional pues también nos motiva a nosotros, cuando lees las respuestas, las encuestas de los estudiantes […]" (Said by Arya).

Also, the answer given by Ramsay in example 11 shows an extrinsic motivation of the identified type ("Tengo compañeros con los cuales yo puedo trabajar abiertamente que me consideren un igual como profesor, que consideran mis ideas") because he explains that he can work with his colleagues that treat him as an equal and respect him as a teacher, he

wants to be valued as the person he thinks he is, so it is related with conscious valuing and self-endorsement.

> Example 11. "Tengo compañeros con los cuales yo puedo trabajar abiertamente que me consideren un igual como profesor, que consideran mis ideas, tienen apertura y hemos logrado grandes cosas juntos, eso es algo muy motivante." (Said by Ramsay).

4.1.4 Financial Benefits Affecting Teachers' Motivation

There is another section called financial benefits where the participants were asked if they feel motivated or demotivated about certain factors of the same area. One of them, which is Arya in example 12, feels extrinsically motivated ("ahí se nos incentiva económicamente también por el trabajo no solo de investigación sino también por el de docencia") of the external type with the financial benefits in general. It is important to remember that Arya is the only one who gets financial benefits for doing extra work.

> Example 12. "Eeh, sí influyen, aunque no son los fundamentales, pero pues sí obviamente sí te motivan. Eeh, por ejemplo, nosotros recibimos incentivos económicos como para desempeñarnos como profesores… de carrera docente, y pues ahí se nos incentiva económicamente también por el trabajo no solo de investigación sino también por el de docencia." (Said by Arya).

4.1.5 Teachers' Status

In this section, the participants were asked about whether they feel motivated or demotivated with their status and the advantages or disadvantages that they have. Two of the answers were of full-time professors and the other one was given by an hourly lecturer. It is important to have clear their status because they have different motivation due to the fact that they have different benefits in general. Cersei's answer in example 13 showed extrinsic motivation of the external regulation type ("tienes la ventaja de estar en un solo lugar, concentrarte en un solo lugar, porque si fueras por horas, tienes que buscar otros trabajos") because the time that the teacher spends giving classes is established by the school not by herself, the school gave her the opportunity of being a full time teacher.

Example 13. "Porque te sientes más parte de algo, o sea y además estás, bueno, ehh, tienes la ventaja de estar en un solo lugar, concentrarte en un solo lugar, porque si fueras por horas, tienes que buscar otros trabajos […]" (Said by Cersei).

Example 14 has an answer given by Arya that shows an extrinsic motivation of the external type ("Yo antes de mi plaza trabajé por horas ahí en Veracruz, era agotador, estarte moviendo de una escuela a otra, no te da tiempo de preparar y sí desmotiva y además la paga es bien baja, entonces pues ser tiempo completo te da muchos beneficios.") because she compares her previous situation when she was an hourly lecturer with the current one. She expresses that being a full time teacher is very motivating because you do not have to be moving from a school to another and being a full time teacher gives a lot of benefits as

the financial one and the comfortable that you can feel in a place and with the subjects that you can teach.

Example 14. "Yo creo que eso es lo que motiva muchísimo. Yo antes de mi plaza trabajé por horas ahí en Veracruz, era agotador, estarte moviendo de una escuela a otra, no te da tiempo de preparar y sí desmotiva y además la paga es bien baja, entonces pues ser tiempo completo te da muchos beneficios." (Said by Arya).

Ramsay said in example 15 that he does not get financial benefits because he is an hourly lecturer; he sometimes feels like he does not teach the number of classes that he would like to teach. This situation could be demotivating for him. Furthermore, he has to adapt his schedule after the full-time teachers chose theirs, so Ramsay has to take the hours left that the full-time teachers did not want; this situation is not comfortable for him but he has to toe the line because he needs money and it is the only way to get it.

Example 15. "Eeh, mira, esa es una de las cosas que tiene que ser neutral debido de que yo, por mi cuestión económica, soy un profesor por asignatura y eso me obliga, bueno, solo me da derecho de tener 18 horas frente a un grupo. Ahora, mi carga laboral nunca me ha molestado, quizá lo único que a veces es un poco mmm, de pensar, son las horas en la que te las dan, debido a que como yo soy un profesor de asignatura, yo no tengo, eeeh, bueno, sí tengo hasta cierto punto derecho a solicitar hasta qué horas puedo trabajar, pero si yo no doy un amplio horario en el que pueda trabajar, entonces tengo riesgo de quedarme sin horas. Entonces eso a veces implica que yo tenga que tomar horarios que los demás

profesores que son de tiempo completo, pues, ellos escogen los horarios que les parecen más cómodos puesto que es su derecho y los restantes pues si yo quiero trabajar y tener un ingreso pues tengo que tomar esas clases que los demás no quieren."

4.1.6 The Activity of Teaching Affecting Teachers' Motivation

In the section of the activity of teaching, the results were that the three participants find the act of teaching itself intrinsically motivating. The comment in example 16 given by Cersei shows intrinsic motivation ("La docencia sí me gusta. Disfruto dar clases.") because she clearly expresses that she enjoys teaching.

Example 16. "La docencia sí me gusta. Disfruto dar clases." (Said by Cersei).

Example 17 has an answer given by Ramsay that shows extrinsic motivation of the introjected type ("Enseñar me motiva, nunca me ha desmotivado") because he teaches in order to avoid worrying of feeling bad about other things ("siento que cuando doy clases no me preocupo por nada del mundo exterior").

Example 17. "Enseñar me motiva, nunca me ha desmotivado. Me motiva porque eh, primero, es una especie de terapia ocupacional, siento que cuando doy clases no me preocupo por nada del mundo exterior." (Said by Ramsay)

In example 18, Arya gave an answer that showed intrinsic motivation ("Sí, sí, sí, yo me siento muy a gusto como docente, es algo que disfruto mucho, y es algo que hago con

mucho mucho gusto") because she likes what she does, it does not matter if she gets stressed because of the lots of work she has to do, she really enjoys it.

> Example 18. "Sí, sí, sí, yo me siento muy a gusto como docente, es algo que disfruto mucho, y es algo que hago con mucho mucho gusto, entonces a veces hasta me enfermo, me pongo nerviosa porque no salen las calificaciones, porque tengo que leer, porque tengo que trabajar mucho, pero al final de cuentas es lo que disfruto, el trabajo." (Said by Arya).

4.1.7 Being an Example for the Students

The next sub category is being an example for the students. In example 19, which was given by Cersei, an extrinsic motivation of the identified type is shown, in this answer she clearly explains that being an example for the students gives her motivation to teaching; this shows an internal regulation ("porque es el ejemplo que tienes que dar, de ser responsable"). She is expressing that she has a goal and she wants to get it because it is congruent with her values and herself.

> Example 19. "Pues motiva a trabajar, ¿no?, porque es el ejemplo que tienes que dar, de ser responsable, que, aunque estés enfermo tienes que ir a clases, ¿no?, cosas de esas…. sí, sí motiva." (Said by Cersei).

In this part, I asked Ramsay if he feels like an example for his students and if that situation motivates him. His answer in example 20 shows an extrinsic motivation, but in

this case is of identified type. He explains that it is important being an example for the students, maybe not for all of them but the most of them, he has a goal to reach. ("Sí, sí, sí, yo creo que, para la mayoría, no para todos, pero sí para la mayoría y pues obviamente me motiva").

Example 20. "Sí, sí, sí, yo creo que, para la mayoría, no para todos, pero sí para la mayoría y pues obviamente me motiva." (Said by Ramsay).

In example 21 there is an answer given by Arya that shows extrinsic motivation of the identified type because the participant explained that all teachers are the perfect model for the students, maybe not in a direct form, but in the future they will have learned how to be responsible because they learned it from a teacher ("Sí, yo creo que sí, de hecho, yo creo que todos los maestros somos modelo de ejemplo para los estudiantes de alguna u otra manera, a lo mejor no de una manera directa, pero siempre indirecta").

Example 21. "Sí, yo creo que sí, de hecho, yo creo que todos los maestros somos modelo de ejemplo para los estudiantes de alguna u otra manera, a lo mejor no de una manera directa, pero siempre indirecta, exactamente lo somos." (Said by Arya).

4.1.8 Fulfilling Their Own Expectations

When the participants were asked about whether they have fulfilled their expectations, the first answer in example 22 below, given by Cersei, shows an intrinsic motivation because she focuses on what she had done since she started teaching, she feels

well with her growing and secure about what she had done until now ("Yo pienso que sí, siento que he ido como poco a poco progresando en mi desempeño profesional, cada vez voy más más").

Example 22. "Yo pienso que sí, siento que he ido como poco a poco progresando en mi desempeño profesional, cada vez voy más más, empecé con clases solamente de lengua, ahorita ya son otro tipo de materias, ya no solo de licenciatura ahora es maestría, ya no solo enseño, también investigo, entonces es como que va ahí creciendo poco a poco" (said by Cersei).

Next, the answer in example 23 below, given by Arya shows an intrinsic motivation because she explains that she feels very comfortable being a teacher and she enjoys teaching a lot. Sometimes she gets stressed but she likes to feel like she cares about something she enjoys too much. ("Sí, sí, sí, yo me siento muy a gusto como docente, es algo que disfruto mucho, y es algo que hago con mucho mucho gusto").

Example 23. "Sí, sí, sí, yo me siento muy a gusto como docente, es algo que disfruto mucho, y es algo que hago con mucho mucho gusto, entonces a veces hasta me enfermo, me pongo nerviosa porque no salen las calificaciones, porque tengo que leer, porque tengo que trabajar mucho, pero al final de cuentas es lo que disfruto, el trabajo." (Said by Arya).

4.1.9 Motivation for becoming an English Teacher

In the same section, but in another sub category, the participants were asked about their motivation for becoming an English teacher and for teaching. The answers of all the participants show intrinsic motivation. The answer in example 24 given by Cersei is clearly expressed that she likes the English language and that it took her a while to enjoy teaching.

> Example 24. "[…] no estaba segura de que quería ser profesora, hasta que en tercer semestre le empecé como que agarrar el gusto tanto al inglés porque tampoco era algo así que me gustaba mucho y la posibilidad de dar clases." (Said by Cersei).

The same answer was analyzed using the The L2 Motivational Self System Theory and it was found that this answer given by Cersei is related to the L2 Learning Experience because she said that she was not sure if she wanted to become a teacher, she decided it when she was in the 3rd semester of the major ("no estaba segura de que quería ser profesora, hasta que en tercer semestre le empecé como que agarrar el gusto tanto al inglés"), so the L2 Learning Experience happens when a person acquire the motivation for doing something in the language learning process, not before not after but in the way.

Then, the answer given by Ramsay in example 25 below shows intrinsic motivation, too, because he explains that since he was in high school he felt really motivated about teaching since his English teacher were not so good at teaching, so he wanted to change that, he wanted to change and demonstrate that English classes could be great.

Example 25. "Emmh, en un primer lugar, lo que me motivó a dar clase fue que yo quería, o sea era algo que yo traía de inquietud desde que estaba en la preparatoria porque consideraba que la manera en la que se instruía a los alumnos en todas las asignaturas era una forma incorrecta o que necesitaba mejorarse y quizá el punto clave que me hizo querer dar clases […]" (Said by Ramsay).

Then, the same answer shows the Ought-to L2 Self because, since a young age, he had an understanding of the qualities that a good teacher should have and he wanted to possess those qualities. He was conscious that his teachers were not the best ones, so he wanted to become all that he considered correct in that moment, so the Ought-to Self refers to all those attributes that one believes one ought to possess as the result of some perceived obligations and responsibilitites ("lo que me motivó a dar clase fue que yo quería, o sea era algo que yo traía de inquietud desde que estaba en la preparatoria porque consideraba que la manera en la que se instruía a los alumnos en todas las asignaturas era una forma incorrecta").

The answer in example 26 given by Arya shows an intrinsic motivation because she said that since she was a child she wanted to become a teacher, she grew up surrounded by teachers so that it was the influence on her that motivated her to become a teacher ("Pues te decía yo que, desde niña, este, tenía yo vecinos que eran profesores, tenía yo familiares que eran maestros").

Example 26. "Pues te decía yo que, desde niña, este, tenía yo vecinos que eran profesores, tenía yo familiares que eran maestros, este mi hermana la mayor estudió pedagogía y bueno yo creo que por influencia del medio uno también escoge   la carrera, entonces yo me imaginaba siendo maestra." (Said by Arya).

The Ideal L2 Self is shown in this answer because, since she grew up surrounded by teachers, she made the perfect image of how a teacher is and she decided many years ago what she wanted to become. ("desde niña, este, tenía yo vecinos que eran profesores, tenía yo familiares que eran maestros").

4.1.10 Subjects They Teach Affecting Their Motivation

The participants were asked about whether they feel motivated with the subject they teach. Answer in example 27 given by Cersei shows intrinsic motivation because she explains that she likes the English language, she likes knowing and speaking it.

Example 27. "Porque es una manera de practicar también el idioma y pues el inglés me gusta, me gusta saberlo, me gusta hablarlo […]" (Said by Cersei).

Next, answer in example 28 given by Arya shows an intrinsic motivation, too, because she says that she is fascinated by the subjects she teaches. That is what she always wanted to teach plus she does research that is something she likes, too.

Example 28. "[…] el tipo de materias, o sea, a mí me encantan mis materias las que

yo doy, que es para lo que me preparé, son temas que me fascinan, temas en lo que

 hago   investigación, entonces pues eso me motiva." (Said by Arya).

Finally, answer in example 29 given by Ramsay shows extrinsic motivation of the

external regulation type because he explains that he uses the English language as a tool

("Yo siempre lo he considerado como un idioma herramienta").

Example 29."[…] Yo siempre lo he considerado como un idioma herramienta,

entonces como es un idioma herramienta me gusta mucho dar las herramientas a las

personas." (Said by Ramsay).

The second part in example 29 ("me gusta mucho dar las herramientas a las

personas") is linked to giving people tools, so it shows altruism, which is a conscious value.

In other words, this answer showed extrinsic motivation of the identified type.

4.1.11 Results on Demotivation

Ramsay, in example 30 below, said that she feels demotivated when the students are

lazy and do not want to participate in the programmed activities, when some students feel

as if learning were an obligation.

Example 30. "[…] ¿qué me desmotiva? A veces que los estudiantes creen que es

una obligación del profesor el que ellos aprendan y que no ponen de su parte, o

cuando no asisten o cuando priorizan otros factores externos a lo que es importante

ahorita, porque lo que, porque si se dieran cuenta, si hacen un cambio aquí y a nivel educativo, todos esos factores van a mejorar también, pero no." (Said by Ramsay).

It is important to remember that amotivation is included in STD. Amotivation is the lack of intention to do something, therefore if students are amotivated in class, then, they may cause the demotivation of the teacher. In other words, the teacher feels less motivated about teaching, but it is only temporary, it does mean that the teacher lost the interest for teaching in general. He just felt demotivated because of the lack of interest of the students.

Arya in example 31 said that she feels demotivated when students do not seem to be interested in the class or the subject. It is similar than the previous one because students are amotivated too. Therefore the teacher could be demotivated because the attitude that students are having towards the class. Teacher and students are not sharing the same values neither the ideal self.

Example 31. "Me desmotiva cuando los estudiantes no le echan ganas a la clase, cuando tampoco veo interés, entonces eso a veces desmotiva un poco, cuando los estudiantes son flojos o no muestran interés o fascinación por la materia." (Said by Arya).

Another interesting finding was that Arya said, in example 32, that she feels demotivated when teaching children, she does not like to teach children.

Example 32. "A los niños (risas). Es que no soy nada paciente, no soy nada paciente. (respuesta a la pregunta de ¿a quiénes le desmotiva enseñar?" (Said by Arya).

In this same section, Cersei said in example 33 that she feels demotivated when a student is lazy or irresponsible.

Example 33. "Lo que me desmotiva es la flojera, la apatía, la irresponsabilidad, eso."

The participants expressed some demotivating situations of the work environment. Some of them are that the teachers are not coordinated and do not have good communication because of the lack of time, they are too busy. Cersei expressed in example 34 that sometimes teachers do not have enough time to do or go to meetings. They are thinking in their personal situations and that it is very difficult to be concentrated in something due to the fact that they have a lot of work to do.

Example 34. "[…] a veces no tenemos mucho tiempo para realmente reunirnos todos y estar como que en una misma sintonía, a veces cuando nos reunimos cada quién está pensado en lo suyo, entonces, a veces las reuniones no son como

deberían de ser porque con las mil ocupaciones es muy difícil que todos estén realmente concentrados en algo […]" (Said by Cersei).

Ramsay expressed another demotivating factor in example 35, he said that there are some teachers that do not respect other ones as the teachers they are, they talk behind your back and they feel superior because they have a "higher" degree.

Example 35. "Me desmotiva porque hay compañeros aquí o hay colegas que no te respetan como profesor, tampoco respetan tu práctica, eeeh, te critican a tus espaldas, consideran que no eres una persona capaz solo porque ellos tienen un título más grande." (Said by Ramsay).

Arya said in example 36 that she feels demotivated when they have to do too much paper work, it is tiring and stressing.

Example 36. "[…] a veces tenemos que hacer también gestión, caso de investigación, entonces no da mucho tiempo […]" (Said by Arya).

All the participants said they feel demotivated because of the work overload; they cannot enjoy their vacations as they wish. Cersei expressed in example 37 how she felt about the work overload.

Example 37. "El exceso de trabajo sí es a veces desmotivante que no puedes, este, tus vacaciones, si son tres semanas si acaso te puedes tomar una semana, las otras tienes que estar trabajando y a veces uno sí necesita descansar, dormir, alejarse un poco para regresar con energía." (Said by Cersei).

Then, in example 38, Ramsay explained how he feels about the difficult situation of being a part time teacher.

Example 38. "[…] pero el exceso de trabajo sí, hasta cierto punto sí. Me desmotiva debido a que a veces mi rol por asignatura solo es venir a dar una clase e irme, sin embargo, mi propia ética profesional no lo permite." (Said by Ramsay).

Finally, in example 39, Arya said that it is very demotivating for her to work too much but she has found some strategies to solve that work overload.

Example 39. "Pues sí, el exceso de trabajo sí es un poco desmotivante, la ventaja que yo tengo es que también he buscado estrategias para que no tenga yo exceso de trabajo […]" (Said by Arya).

4.2 How does the participant's motivation to be English teachers vary across time?

Cersei's Timeline:

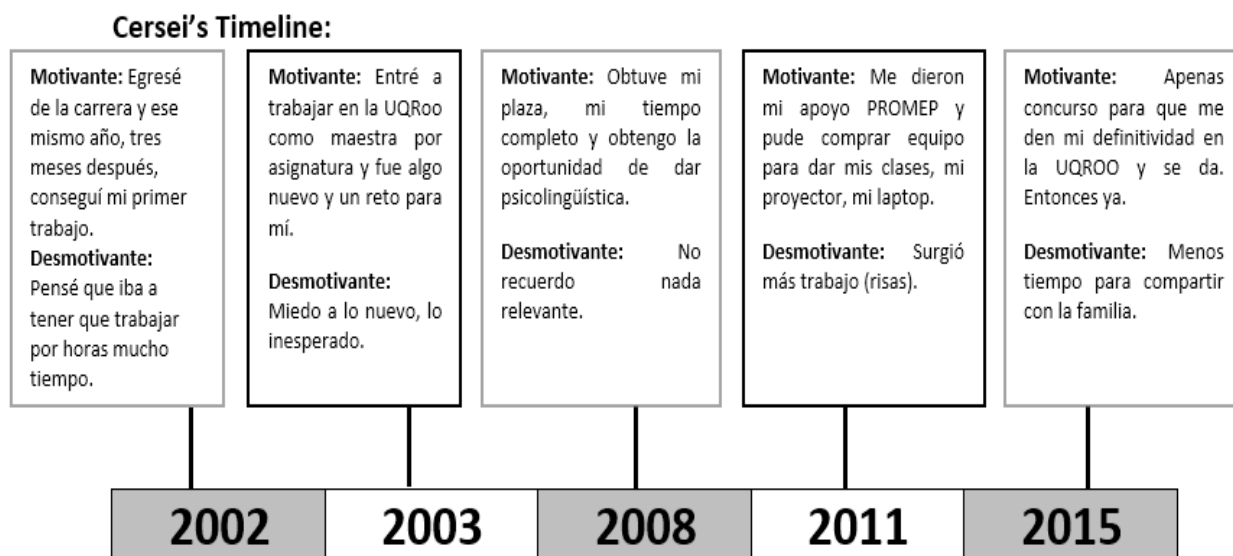|				
Motivante: Egresé de la carrera y ese mismo año, tres meses después, conseguí mi primer trabajo. **Desmotivante:** Pensé que iba a tener que trabajar por horas mucho tiempo.	**Motivante:** Entré a trabajar en la UQRoo como maestra por asignatura y fue algo nuevo y un reto para mí. **Desmotivante:** Miedo a lo nuevo, lo inesperado.	**Motivante:** Obtuve mi plaza, mi tiempo completo y obtengo la oportunidad de dar psicolingüística. **Desmotivante:** No recuerdo nada relevante.	**Motivante:** Me dieron mi apoyo PROMEP y pude comprar equipo para dar mis clases, mi proyector, mi laptop. **Desmotivante:** Surgió más trabajo (risas).	**Motivante:** Apenas concurso para que me den mi definitividad en la UQROO y se da. Entonces ya. **Desmotivante:** Menos tiempo para compartir con la familia.

2002 2003 2008 2011 2015

Figure 2. Cersei's timeline.

Cersei's motivation has changed through years. In 2002 she finished her major and some months later she started working as an hourly lecturer in a secondary school. She felt very motivated because she finished the major and she would start earning some money, this kind of motivation is extrinsic and is external because she wanted money in order to buy things such as her car, a house and so on. The same year, she started to feel demotivated because she thought she would work as an hourly lecture for many years.

Then in 2003, she started working at UQROO as a teacher of some specific subjects, she was very excited because it was a new challenge, this answer showed intrinsic motivation because she really liked giving classes of certain subjects. Her demotivating experience was that she was afraid of the new things that could involve all that new experience. Next, in 2008 she felt motivated intrinsically because she was enjoying to teach a new subject and she was very happy because she finally was a full time teacher. In 2011

she got her PROMEP support and bought her material for teaching, this answer is extrinsic of the external type because the money from the support is a reward. Furthermore, in 2015 she got her tenure at UQROO, so she felt motivated intrinsically because she enjoyed and still enjoying what she does. A demotivating factor in the same year was the lack of time for being with her family.

Ramsay's Timeline:

Motivante: Terminé la maestría y adquirí una visión totalmente nueva de cómo enseñar. **Desmotivante:** La parte económica.	**Motivante:** Un año lleno de mejoras en mi enseñanza y vida personal. **Desmotivante:** No estabilizarme por completo en un empleo.	**Motivante:** Maduré mi forma de pensar y de afrontar los problemas. **Desmotivante:** Lo económico aún no me satisfacía.	**Motivante:** Aprendí que no importan las circunstancias, siempre se debe de recordar que uno es buen profesor. **Desmotivante:** Darme cuenta que no estaba dando todo de mí.	**Motivante:** Darme cuenta que soy un ser humano muy fuerte. **Desmotivante:** No me permitieron ser profesor de tiempo completo aquí en la UQRoo. Recordé lo importante que es ser profesor.
2011	**2012**	**2013**	**2014**	**2015**

Figure 3. Ramsay's timeline.

In 2011 Ramsay finished his master and he felt totally different about the perspective of how to teach. This kind of motivation is of the intrinsic type because he liked teaching, but in the demotivating part, it is the financial benefit, he felt demotivated about it because he felt that is was not enough for him. Then, in 2012 he felt very good with his personal and professional life because everything was going better than in previously years,

so that answer showed extrinsic motivation of the identified type because it has to do with values.

A demotivating factor in that year is that he was not established in a job, he was an hourly lecturer and that was very demotivating for him. Moreover, in 2013 his growth as a human being was the principal thing that motivated him, this type of motivation is extrinsic of the identified type because it has to do with her values and the way he is confronting the problems of his life. Next, in 2014 he lived some difficult situations in his life, but he always tried to be positive and remembered that he is a good teacher, this answer showed an extrinsic motivation of the introjected type because even though the difficult things that was living in that moment, he remembered all his abilities and things that made him a good teacher. Finally, in 2015 he lived through a very demotivating situation when he did not get his full time teacher status. He was very demotivated and he realized that he is a very strong human being.

Figure 4. Arya's timeline.

In 1994 Arya went to the United States of America to finish the last year of her major and she gave her first class, she was very excited about it so that answer showed an intrinsic motivation because she liked that experience. A demotivating factor in that moment was that she felt bad because she was far away from home. Then, in 2000 she got her full time job and started a new experience, she was enjoying it a lot, so that answer showed an intrinsic motivation. She felt so good in that year that she could not remember a demotivating experience. Then, in 2004 she went back to the U.S.A. and she got the opportunity of giving content classes it was a real challenge for her, so this answer showed an extrinsic motivation of the identified type because she was disciplined and she got what she wanted. In 2008 she came back at UQROO and she felt very self-assured/confident, she was really enjoying what she was doing so this answer showed an intrinsic motivation. Finally, in 2012 she started giving classes to students from another major, so she felt it like a challenge but she really was enjoying it, so that answer showed an intrinsic motivation, too.

Clearly, the fluctuation of the teacher motivation has to do with the different stages of life that they were living. Cersei showed extrinsic motivation of the external type and intrinsic motivation, too at the beginning of her career because in one hand even though she had her new job, she was only an hourly lecturer so the money she was earning was not enough for her and in the other hand she was enjoying all that process. Through the passage of time/over the years, the external motivation was disappearing due to the fact that she started to work as a full time teacher, so she started to forget about the external problems and the financial benefits and she felt very engaged with teaching.

Ramsay felt similar to Cersei at the beginning of his career, although he loved teaching in every period of his preparation, he felt that the money that he was earning was not enough for him and even though he got a better job over the years, it was not good enough for him. Then, at first he was intrinsically motivated because he was enjoying what he was doing; then that motivation changed a little bit because he started to worry about the money and it is an external factor. Finally, he is still worried about money, but he realized that he is a very good teacher. That answer he said in his time line in the part of the year 2015 ("darme cuenta que soy una persona muy fuerte") showed an extrinsic motivation of the identified type because he used his values to order his ideas and go through all the difficult situations in his life.

Arya's answers showed intrinsic motivation because she liked what she was doing, but she was afraid of new experiences. Then her next answer showed intrinsic motivation, too, but this time she felt more secure about what she was doing and she really was enjoying what she was teaching.

All the participants showed a fluctuation in their motivation, at first all of them felt really good when teaching, but then they started to worry about money and finally all of them are really engaged with what they are doing and they really like what they do, so their answers are intrinsic. The only answer that seemed to be extrinsic of the external type is the one that Ramsay gave about that he felt bad because he did not get her full time job and he still is working as hourly lecturer.

Currently, the motivation of the participants fluctuates depending on the factors discussed in the previous section. The participants sometimes feel motivated or

demotivated because of the students, the financial benefits, the work environment and so on. This has been discussed in detail in the sections above and is summarized below.

4.3 What factors influence this motivation and its variation?

Answers in general showed more extrinsic motivation than the intrinsic one. Even though the most of the answers showed extrinsic motivation it does not mean that it is the principal type of motivation or that it is the type of motivation that has more influence in them. When someone says something more times, it does not mean that those things are the most relevant or important when making decisions or important choices. Extrinsic motivation was shown in more answers than the intrinsic one because STD take into account more types of the extrinsic motivation than the intrinsic one. In addition, the answers that showed extrinsic motivation were the most autonomous ones, in other words, they were the ones that are closer to the intrinsic ones (the identified and the integrated ones).

In this study, students were shown to be the most important factor of the teacher motivation because if students were not motivated or interested in the teacher class, then the teacher felt demotivated. So if students show that they are enjoying the class, the participants made an extra effort in order to provide their students with more material for learning in such class. Also, the work environment is an important factor. If the participants felt respected as professionals, they had the confidence of sharing their ideas. Additionally, the financial benefits are important, too, because they have to feel secure in that aspect in order to reduce their stress for having another job and have enough money. Only one of the participants talked about getting extra monetary incentives. A demotivating factor in all

cases were the work overload, all the participants felt very demotivated when they have to do a lot of demarches.

4.4 Differences and Similarities with Previous Studies

Gheralis (2003) found a motivational element, to contribute to students' personal growth, which is interpreted as altruism. I have to specify that I did not use a code or element with this name, but it appeared in example 28 (see example 28), when Ramsey gave an answer that showed this conscious value that is the altruism ("me gusta mucho dar las herramientas a las personas"). This value also was found in other answers (see example1) as the one given by Cersei ("que, si uno tiene la oportunidad de ayudarlos o de formarlos en cierta forma, esa aportación creo que es muy importante") and another one (see example 3) given by Arya ("saber que los estoy formando o contribuyendo a su formación, que los estoy ayudando y eso me inspira y me ayuda mucho, me motiva"). Another similarity I found that was interpreted as altruism, too, was in Lengeling (2010), "participants wanted to help students". in this research something similar was found, too. Participants Cersei, Ramsay and Arya likes to help students as is written in examples 1, 2 and 3 (see examples 1,2 and 3), they explained that they enjoy to help students to develop their skills and see how they become at the end of the major in responsible and talented people.

Sugino (2010) found that "to do much paper work" is a factor of demotivation, in this study Arya said in example 34 (see example 34) that she feels demotivated when they

have to do too much paper work, this is one of the similarities I found. Then in the study of Prytula and Hellsten (2010), another factor of motivation was found, which was "participants always wanted to be teachers". That factor was found in this study, too, in examples 24 given by Ramsay and 25 said by Arya (see examples 24 and 25) they explained that, since a young age, they wanted to be teachers.

Furthermore, in Hildebrant and Eom (2011) is another similar factor of motivation that is "collaborative motivation". Cersei said in example 9 (see example 9) that she enjoys the work environment and she feels very comfortable with how collaborative her colleagues can be when discussing issues of the normal school life. Also Ramsay in example 11 (see example 11) said that he feels respected by his colleagues and is motivated by the fact that he has done projects with them.

Hettiarachchi (2013) found another similar factor of motivation that is "students' motivation". In example 1 (see example 1) Cersei explains that she feels motivated if students are motivated, she likes when students pay attention and participate in classes. Something similar happens with Arya in example 5 (see example 5), she explains that she feels very motivated when students are paying attention while she is explaining something, when she sees the faces of the students and they are really interested in the topic she feels the desire of looking for more material in order to improve the class and teach them more things about the subject.

Gao and Xu (2013) found that "teachers were influenced by teachers and relatives towards teaching and to pursuit a better level of English" is a factor of motivation. Arya in example 25 (see example 25) said that since she was a child she wanted to be a teacher because she was surrounded by teachers, her neighbors, her parents and her family in general, so that she felt influenced by all of them for becoming an English teacher.

Kreishan and Al-Dhaimat found that "many assigned additional classes" is a demotivation factor. In example 36 (see example 36) Ramsay explained that sometimes he feels stressed because the additional classes he has to do due to the fact that he is an hourly lecturer.

Chapter 5

Conclusion

On the whole, the main objective of this study is to describe the fluctuations in UQROO English teachers' motivation and to identify and describe which motivators and demotivators UQROO English teachers could face while they teach. In order to achieve this objective, three teachers were interviewed following a semi-structured interview. The scholars answered all questions and described if they felt motivated or demotivated with certain situations. Two research questions were formulated in order to achieve the aim of this study:

- How does the motivation to be English teachers fluctuate across time?

- What motivating and demotivating factors influence such fluctuation?

This study was conducted following a qualitative design and the findings were analysed with theory-driven codes from the literature review, interpreted in light of Self Determination Theory and the L2 Motivational Self System in order to determine what type of motivation and selves the participants' experience, and how they influence their motivation and its fluctuations. The data collection process was carried out by doing the interviews and audio-recording them in comfortable and quiet places.

To address the first question, how the participants' motivation to be English teachers varies across time, I conclude that the teachers' motivation changes though time from more intrinsic to extrinsic to intrinsic again. As I mentioned in the previous chapter, teachers seemed to feel intrinsically motivated at first because they really liked what they do, but then they start worrying about the money and external factors, so that motivation changes to external of the extrinsic type, finally when two of them (the full-time teachers)

felt secure and got a better job, they felt intrinsically motivated again because they do not have to worry about the money, they can enjoy teaching. While the other one (the hourly lecturer) still worried about the money, but he has a positive attitude towards his status and he is trying to be a better person and teacher.

What factors influence this motivation and its variation? Students are the main factor of motivation. One of the participants (Arya) was worried about how her students respond to her classes, if students were interested in the topics and in her classes, she really felt well and motivated for giving them all the material for the class and transmit all her knowledge. Another important factor for motivating them (all of them), was the financial one. A very important demotivator was the work overload, they seemed to be very tired about all the demarches they have to do.

Findings on the participant's L2 self-image were related to the manner how they visualized themselves in the future as English teachers. Arya and Ramsay showed this type of self while Cersei showed that she did not planned to be an English teacher, she started to enjoy it once she was in the major. In other words, the L2 learning experience was present in her because while she was a student she got an attitude towards second language learning, she discovered that she liked it and she had positive images of teachers from a young age.

Other findings were about the factors of motivation. Firstly, the factors found in the previous studies are similar to the ones found in this study. Secondly, the factors found in this study showed more extrinsic motivation than the intrinsic one. Even though there were more answers that showed extrinsic motivation, it does not mean that it is the motivation that is presented the most of the times. That is because the nature of the STD shows that

there are more extrinsic options than the intrinsic ones and that is the reason why the answers are more in the side of the extrinsic ones. Also, another important thing to write is that even though the extrinsic motivation was presented more times in the answers, those types of extrinsic motivation (integrated and identified) are the ones that are closer to the intrinsic one, in other ones, they are very close to the autonomy.

5.1 Implications for Teaching

- Clearly, students are the principal factor that affects the teacher motivation. If students show interest for the teacher's class, therefore, teachers feel motivated for giving them more material and teach them more of their subject. So it is important to look for ways to motivate students in order to keep and raise the motivation of the teachers. Students should also learn to always tell their teachers when they like their courses because that has a strong impact on teachers' motivation. Many times, they do not make any comments in the teaching service survey despite having enjoyed the course.

- Most of teachers feel stressed out when doing their paperwork, therefore their motivation can be affected by the way they feel, they could be so stressed out by the work that they are too tired.

- One the participants felt that his colleagues does not respect him and it was clear that it affects his motivation. It will be helpful to do meetings and know about how they feel working with their colleagues and if they have a situation that is complicated, it could be discussed.

5.1.1 Implications for Research

- The participants of this study have masters and a doctorate degree, so the working conditions are not similar from the teachers who do not have such degree. The working conditions for the teachers that do not have such degree in the university could be very different.

- The participant that has a doctoral degree seemed to be more motivated by the subjects she teaches and by the students' interest. It is unknown if this happens because of what the participant teaches or because of the doctoral degree or just because it is something natural of his/her personality. Therefore, more research with a wider sample of participants holding different degrees is needed.

5.1.2 Suggestions for Teaching

- The institution could organize some kind of meetings and talks for all students and give them advice about how the university life is and make them know that they play an important role in the motivation of their teachers. It would be very helpful to explain to them the importance of being calm and relaxed when doing the teacher evaluation. They should think about what they want to say to their teachers, whether they like the course or whether the teacher was prepared enough for giving that class. Some students could feel angry because they had a bad experience with a teacher. Writing bad things in this evaluation just because that experience is not good would not help to solve any problem they could have. If they have a problem with a teacher, they should talk with their advisor in order to find a solution.

- The institution could reduce the paperwork or change the way it is done. Also, the institution could make them do all this job but not more than certain time in a period of time.

- The institution should hire a special person like a psychologist that can give some talks about how to deal with personal problems and make appointments with the teachers that have further problems in order to help them.

5.1.3 Suggestions for Research

- A deeper research study could be done with the hourly lecturers in order to know how their motivation is and how it could change through time.

- A similar research could be done but with participants that have a doctorate degree in order to find if their being motivated by the subject they teach is connected to holding a doctoral degree or it just happens because that person likes a lot what he/she teaches.

- A research study with a bigger sample could be carried out in order to compare different universities with different working conditions.

5.2 Limitations

- The first limitation was the time. Even though we organized the place and the time of the meeting, the time was not enough because some of the participants wanted to explain more about certain answers they gave but it was not possible because the lack of time.

- With regard to the difference about the motivation when teaching some courses, it is not clear if it just happens because Arya has a doctorate or it is just something that

she has in her personality. It is something I cannot explain because she was the only one interviewed with that degree.

- In general, the sample is too small because it was done just at UQROO.

- There were not enough data sources for doing the triangulation; it would have been useful to use CVs and also participant checks would have enhanced the study's validity.

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6 Appendix

SEMI-STRUCTURED INTERVIEW

Preguntas de Introducción

1. Antes de ser profesor, ¿se imaginaba a sí mismo dando clase?

2. ¿Me puede hablar un poco de su perfil académico?

3. ¿A qué edad empezó a dar clases de inglés?

4. ¿Cuántos años lleva dando clase de inglés?

5. ¿Qué fue lo que le motivó a dar clase?

6. ¿Ser profesor fue su primera opción?

Preguntas Directrices

Voy a nombrar cinco factores que influyen en la motivación, por favor dígame

1. ¿Cuál le motiva más para ser docente?:

2. ¿Los estudiantes, el ambiente laboral, los beneficios económicos, la actividad de la docencia en sí o el idioma o materias que enseña?

3. ¿Por qué?

4. De estos cinco factores, cuál diría que le desmotiva más. ¿Por qué?

Preguntas por área

- Estudiantes

Pregunta principal:

- ¿Cree que los estudiantes influyen en su motivación?

Preguntas secundarias:

1. ¿Qué comportamientos o actitudes de los estudiantes le motivan o desmotivan? ¿Puede contarme de una experiencia muy motivante con uno o varios estudiantes?

2. ¿Puede contarme una experiencia muy desmotivante con uno o varios estudiantes?

3. ¿Mantiene una buena relación con sus estudiantes?

4. ¿Ha habido algún estudiante que haya impactado y motivado sobresalientemente su vida?

El ambiente laboral

Pregunta principal:

- ¿El ambiente laboral de esta Universidad en donde actualmente trabaja afecta su motivación?

Pregunta secundaria:

1. ¿Podría explicarme de qué manera le motiva?

2. Y ¿De qué manera le desmotiva?

Pregunta principal:

- ¿La carga académica que usted tiene es un factor que pueda afectar su motivación?

Pregunta secundaria:

1. ¿De qué manera le resulta motivante?

2. ¿De qué manera le resulta desmotivante?

3. ¿Alguna vez ha considerado el exceso o falta de trabajo desmotivante o motivante?

4. ¿Por qué?

Pregunta principal:

- ¿La relación laboral que tiene con su jefe, sus compañeros, los administrativos puede hacer que incida en su motivación?

Pregunta secundaria:

1. ¿Cuenta con el apoyo de su jefe?

2. ¿Y de sus compañeros?

3. ¿De qué manera?

4. ¿Cómo es la relación que tiene con los administrativos?

5. ¿En alguna ocasión tuvo alguna mala experiencia con alguno de ellos? (jefe, compañeros y administrativos).

Puede contarme

1. ¿Esto le desmotivó?

2. ¿Me puede ahora contar una muy buena experiencia con alguno de ellos que lo haya motivado demasiado?

- **Los beneficios económicos**

Pregunta primaria:

- En cuanto a los beneficios económicos, ¿Estos influyen en su motivación para desarrollarse como docente?

Preguntas secundarias:

1. ¿Cuáles piensa que son los que le motivan más?
2. ¿Usted trabaja a tiempo completo o por horas?
3. ¿Piensa usted Que el desempeñarse como profesor de tiempo completo/por horas es un factor desmotivante o motivante?
4. ¿Por qué?
5. ¿Cree que los beneficios económicos le dan status y seguridad?

- **La actividad de la docencia en sí**

Pregunta principal:

- ¿La actividad de la docencia que usted desempeña es un factor que puede llegar a alterar su motivación?

Pregunta secundaria:

1. ¿De qué manera?

2. ¿Alguna vez algún alumno le ha reconocido como una persona digna de inspiración?

3. ¿Siente que usted sirve de ejemplo para los alumnos?

4. Esto le motiva o desmotiva

5. ¿Me puede contar alguna experiencia que haya tenido con algún alumno al que haya ayudado?

Pregunta principal:

- Durante sus experiencias previas de enseñanza-aprendizaje, ¿hubo algún profesor o miembro de su familia que influyera en su motivación hacia la enseña que desempeña hoy en día?

Preguntas secundarias:

1. Cuénteme una experiencia motivante que haya tenido con él (ella).

Pregunta principal:

- ¿Influye la edad de sus estudiantes en su motivación?

Preguntas secundarias:

1. ¿A quiénes le motiva más enseñar: ¿niños, jóvenes, adultos, o personas mayores?

2. ¿De qué edades para ser precisos?

3. ¿A quiénes le desmotiva más enseñar? ¿Edades?

4. ¿Por qué?

Pregunta principal:

- ¿La universidad le permite ser autónomo en sus métodos de enseñanza o le restringe la autonomía? ¿Esto le motiva o le desmotiva?

Preguntas secundarias:

1. ¿Cree que esto le desmotiva tomando en cuenta que fuera del salón de clase tiene que invertir más horas planeando y elaborando el material?

2. ¿Alguna vez ha encontrado motivante o desmotivante el exceso o falta de trabajo?

- El idioma o materias que enseña

Pregunta principal:

- ¿Le resulta motivante el dar clase inglés?

Pregunta secundaria:

1. ¿Por qué?

2. ¿Le gusta el idioma inglés?

3. ¿Cree que el saber inglés le da prestigio?

4. ¿Se cumplieron las expectativas que tenía al comenzar su labor docente o no?

5. ¿Esto es motivante o desmotivante para usted?