ANALYSIS OF EFL TEACHERS' (DE)MOTIVATION

AND AWARENESS IN SPAIN

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ABSTRACT

Despite the influence teacher motivation has on learner motivation, research on the former is scarce. This thesis investigates in-service EFL teachers' (de)motivation in secondary state schools in Spain. In this qualitative study, in-depth online and face-to-face semi-structured interviews with interview prompts — an innovative data collection instrument — recurrent classroom observations and field notes were used.

Data analysis uncovered several motivators, demotivators and possible solutions to teacher demotivation suggested by 23 EFL teachers. Most findings were understood as belonging to different contexts affecting teachers and their motivation and therefore were examined applying Bronfenbrenner's Ecosystems Theory (1977, 1979). Data revealed that students' attitudes and characteristics strongly motivated or demotivated participants. Performing a meaningful task was found to be a motivator whereas the teacher-student ratio, i.e. the number of students in the classroom, demotivated teachers. Another significant demotivator was the complex system to access teaching in state schools in Spain. Improvements were also proposed; innovation and training, teaching support and having a reduced workload and a reduced ratio would enhance teacher motivation to teach EFL and improve their professional experiences. A more disciplinary teaching approach or empathising with students were also reported as a solution to teachers' motivational problems, which were in turn, in a large degree influenced by students' behaviour and motivation.

Teachers' motivational awareness was also explored. Participants seemed to understand the concept of motivation and were aware of their motivational state and of the teacher-student motivational influence but they had different views about the importance of their motivation in the learning process. Although most teachers

considered their motivation as important as student motivation, many neglected their motivation when planning or teaching. Apart from promoting socio-emotional training, the intervention of policy makers to upgrade teachers' job conditions is key to protect teacher extrinsic motivation and prevent the deterioration of their intrinsic motivation.

ACKNOWLEDGEMENTS

I would like to dedicate my work to those teachers who are struggling or have struggled in their teaching careers. You have been in my mind throughout this study and I hope I can help you thrive in your profession one day. Gracias.

"If there's a book you really want to read, but it hasn't been written yet,

then you must write it".

Toni Morrison

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LIST OF ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
AT	Attachment Theory
BACH	*Bachillerato*
BAK	Beliefs, Assumptions and Knowledge
EFL	English as a Foreign Language
EI	Emotional Intelligence
ERA	Emotion-Regulation Ability
ESL	English as a Second Language
ESO	*Educación Secundaria Obligatoria*
ESRC	Economic and Social Research Council
FIT-Choice	Factors Influencing Teaching Choice
ICTs	Information and Communication Technologies
L2	Second Language
LOE	*Ley Orgánica de Educación*
LOMCE	*Ley Orgánica para la Mejora de la Calidad Educativa*
NAFSA	National Association for Foreign Student Affairs
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education, Children's Services and Skills
PE	Physical Education
PERMA and Accomplishment	Positive emotion, Engagement, positive Relationships, Meaning,
RQ	Research Question
SDT	Self-Determination Theory
SEL	Social and Emotional Learning
SLA	Second Language Acquisition
SPLDs	Specific Learning Difficulties
TESOL	Teaching English to Speakers of Other Language

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1. CHAPTER 1: INTRODUCTION

1.1. Introduction

This chapter will introduce the background and rationale for the thesis, including the researcher's personal motivation to engage in the present study. The aims and goals of this thesis will be discussed along with the significance of this study. Finally, the thesis outline will be described.

1.2. Background and Rationale for the Study

Student motivation has become a controversial issue and has been widely researched to find out the reasons why students are not motivated and to discover strategies to increase student motivation. Teachers have also become more concerned with student motivation when learning a language and some have expended effort to improve their teaching practices to foster student motivation. However, teacher motivation has not been given equal importance in research. As Dörnyei and Schmidt (2001, p. 165) discuss: "Scholarly discussions often concern students' attitudes and motivation, but they rarely touch upon the same areas of their teachers. It would be important to see the other side of the coin". Along the same lines, the need for student motivation while learning seems evident to most teachers and researchers. Nevertheless, the fact that teachers need to enjoy teaching and be motivated is seldom discussed or mentioned. Research on teacher motivation is scarce (Lamb & Wyatt, 2019), regardless of the fact that teachers' attitude and motivation could affect students. Teacher demotivation may lead to an impoverishment of the learning process, hence, research ought to concentrate on teachers too and more thorough investigations are needed.

Teachers are often under a lot of pressure, as they have to find a way to support, guide, inspire, facilitate and promote students' learning process (Boggiano & Pittman, 1992; Day & Gu, 2010), and students' poor behaviour, low marks and indifference are just some of the factors that can make teachers feel that their jobs are not useful or rewarding, leading to their demotivation. Generating their motivation and maintaining it may be a challenge for teachers in their professional experiences, which is why there is need to investigate this issue. Dörnyei and Ushioda (2011) have argued, "if a teacher is motivated to teach, there is a good chance students will be motivated to learn" (p. 158). Teacher motivation seems to be crucial for students' learning, likewise, if educators make learning enjoyable, they are likely to be more intrinsically motivated (Wyatt, 2015). Thus, both groups, teachers and learners, could benefit from being motivated during learning and teaching processes.

In light of this gap in existing research, this thesis will examine English as a Foreign Language (EFL) teacher motivation and demotivation to teach English in secondary state schools in Spain and the reasons why they may be motivated or demotivated. This research will also aim to find solutions to the lack of motivation some teachers may experience throughout their careers in the context of Spain and these solutions will be revealed by the participants through the research methods used and the researcher's own reflection. The study will attempt to shed light on this often-overlooked topic, teacher motivation, showing its significance and its effect on the learning process and on student motivation. The present study will also analyse teachers' motivational awareness. The lack of research on teacher motivation, in comparison to the importance given to student motivation in the research community, will be addressed in this project.

1.3. The Spanish Education System

There are several stages in the Spanish education system and participants from this study teach compulsory secondary education which is obligatory for students from 12 to 16 years old (see section 3.5.2. for more information about the context). The General State Administration and the Departments for Education of the 17 autonomous communities in Spain share the administration of the education system whereas schools have autonomy in terms of management, pedagogy and internal organisation (Eurydice, 2020). However, this autonomy is often limited in primary and secondary education (Organisation for Economic Co-operation and Development; OECD, 2018a).

The education system identifies some key challenges such as guaranteeing individualised support to students, decreasing the early drop-out rates and promoting foreign language learning (Eurydice, 2020), and these challenges may affect teacher motivation and learner outcomes. Regarding early school leaving, these rates have decreased in recent years but are still significant (OECD, 2018a). This factor, along with low levels of skills, contribute to the fact that "a large share of Spanish youth is still not in employment, education or training" (OECD, 2018, p. 4).

As a result of the economic crisis, some countries such as Spain spent less money per student in 2016 than they did in 2010, showing a lower investment in education in recent years (OECD, 2019). This economic challenge also affects teachers. Teachers who want to teach in Spanish secondary public institutions must complete a bachelor's degree and a master's for secondary teachers. They also have to pass a competitive examination and complete a teaching practicum. However, according to OECD evidence teachers would benefit from professional development programmes; Spanish teachers receive less support for continuous improvement than teachers in other OECD countries (OECD, 2018a), therefore a higher investment in teacher education and training is needed. These

are only some of the challenges of the Spanish education system. Section 3.5.2. explains the context of the study thoroughly and the findings of this thesis will also contribute to understand other demotivators in this context.

1.4. Personal Motivation

In previous research, I investigated student motivation to learn EFL; the study was called "Increasing Motivation in the English Classroom in Secondary Education". After familiarising myself with the literature, I realised that most books and articles did not dedicate even a section to discuss teachers and their motivation, which demonstrated that research on this area was scarce and that there seems to be a lack of awareness of the importance of teacher motivation. For this reason, I wanted to focus my research on language teacher motivation, by examining teachers' lack of motivation in the context of Spain, which is my native country.

During my first teaching experiences, I realised how important my role as a teacher was and I tried hard to motivate my students. Although most learners were often engaged, I realised I was not as motivated as I initially expected to be when teaching, but the motivation of some of these students certainly helped me to feel more motivated in the classroom, which led to some reflection on my part. My experience working with EFL learners showed me the obstacles that can be found in this profession and I wanted to help teachers to find their way towards motivation. Eventually, I became aware of the lack of research on Spain and particularly, on language teachers. Hence, to investigate this issue further and to understand my own (de)motivation better, I decided to begin my doctoral studies with an emphasis on language teacher (de)motivation. I believe this thesis is also a way to assist demotivated teachers and improve their teaching experiences, primarily for their own benefit, but also for their students' benefit.

1.5. Purpose of the Study

The present study will aim to examine EFL teacher (de)motivation empirically in secondary state schools in Spain. This thesis will reveal the reasons why teachers in this particular context may be motivated or not, i.e. factors which motivate and demotivate them when teaching. Additionally, this study will propose solutions to teacher demotivation and to other negative factors experienced by teachers, which have been suggested by the participants and the researcher after reflecting on the collected data. Furthermore, teachers' motivational awareness will be analysed by examining participants' awareness of the concept of (de)motivation, of their motivational state and of the teacher-student influential relationship in terms of their motivation.

To gather the above-presented information, empirical research was conducted by means of qualitative methods; interviews with interview prompts, classroom observations and field notes were employed as the research instruments. The study focused on the (de)motivation of EFL teachers by collecting data and experiences from teachers who were invited to participate in this research and by finding motivating and demotivating factors and possible solutions to the latter. The study is an attempt to fill the gap in the teacher motivation field within the context of Spain and to extend understanding of this important topic for EFL teachers, which affects not only their wellbeing and practices but also students' learning process and levels of motivation.

1.6. Significance

This thesis is noteworthy because it focuses on an area that is often overlooked: teacher motivation. The role of the teacher is crucial in the learning process and therefore their motivation should also be central in research. Teacher motivation has been found to influence student motivation (e.g. Dörnyei & Ushioda, 2011; Falout & Maruyama, 2004;

Rahimi & Karkami, 2015; Sahakyan et al., 2018). Learners could be affected by teachers' lack of motivation and willingness to teach. However, not only are students and their learning important in the classroom environment, but also teachers' wellbeing and mental health, which could be affected by their lack of motivation. Additionally, there is a need to raise awareness of the crucial role of teachers in the educational and social system, since they shape the future of society. This research matters because not only are teachers affected by their demotivation, but others are also unintentionally affected by their motivational state, which may have negative consequences for teachers, but also for students and future generations. Therefore, this thesis reveals implications for teachers, students, policy makers and researchers who need to increase their involvement in this topic.

1.7. Thesis outline

This chapter has introduced the background and rationale for the thesis, its aims and its significance. Chapter 2 will provide an overview of relevant previous research on the concept of motivation, together with the reasons for teacher motivation and demotivation, and solutions, which were suggested in previous international research, accompanied by an analysis of teacher-student influence and the importance of teachers' awareness, emotions, beliefs and wellbeing. This second chapter will also include the RQs to be answered. Chapter 3 will present the research methodology, emphasising the relevance of a qualitative research design in examining the concept of teacher motivation and will describe thoroughly the research instruments, the context, the data collection and data analysis processes, also focusing on the research ethics and the reliability and validity of the study. Chapter 4 will illustrate the predominant themes and factors identified in the data by providing quotes and detailed information about events and situations revealed through the interviews with interview prompts, classroom observations and field notes.

Bronfenbrenner's Ecological Systems Theory (1977, 1979) will be discussed as a framework for the results from RQs 1, 2 and 4. Additionally, Chapter 5 will answer the RQs with a critical discussion about the findings from this study and other research in the fields of general and language education, followed by the implications of this thesis. Finally, in Chapter 6, the main results will be discussed for each RQ, along with a description of the achieved aims, a discussion of the limitations of the study and suggestions for further research.

In the next chapter, a review of the literature relevant to the concept of motivation, of learners but most importantly of teachers, will be provided along with a presentation of the theoretical background and a description of the key concepts in the present study.

2. CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

In this chapter, the concept of motivation will be explored with a focus on language teacher motivation. Firstly, the importance of motivation and the meaning of this concept will be explained by reviewing the literature on types of motivation. Then, the main theoretical background will be discussed including previous research on motivation and key theories. The teaching profession and its characteristics will be analysed followed by an exploration of the causes of teacher motivation and demotivation. Next, some possible solutions to demotivation, which have been addressed in previous research, will be presented. Additionally, teachers' effect on student motivation and vice versa, along with other relevant constructs for teacher motivation — awareness, wellbeing, beliefs and emotions — will be discussed. Finally, the research questions (RQs) to be answered will be presented.

2.2. The Concept of Motivation

Defining motivation is challenging and there have been many attempts to define this concept. Social psychologists Robert Gardner and Wallace Lambert initiated research on second language motivation in Canada (Gardner & Lambert, 1959, 1972) and they urged researchers to focus on learners' emotions and attitudes towards language learning and their impact on performance and success instead of just focusing on the study of individual differences. Nowadays, motivation has been widely studied within the field of education and in other areas including second language acquisition (SLA), teacher psychology, and the business industry.

In the second language (L2) field, Dörnyei (2001, pp. 7-8) describes motivation as a "real mystery" and as "the choice of a particular action, the persistence with it [and] the effort expended on it". Similarly, Williams and Burden (1997) emphasise that motivation is not only enthusiasm or temporary interest in a language task, but it also involves maintaining that interest and making an effort to achieve certain aims in the language class. Along the same lines, Castro (1992, p. 15) also presents a definition of motivation, which is defined as "an internal energy or drive that pushes someone to accomplish something specific (in the case we are referring to, the learning of English)". Harmer (2001, p. 51) also defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". Although these definitions are phrased differently, they all describe motivation as the continuing determination to do something, such as learning a language or teaching it, and this is how this concept has been understood throughout the study.

Additionally, Evans (1998, p. 33) proposes some applications for the concept of motivation, it should be defined as being causal (the factor that influences whether and to

what extent we feel an inclination to do something), attitudinal (a state of mind or attitude), or an activity (motivation directed at an object or activity). Evans (1998, p. 34) argues that definitions of motivation have never involved these considerations and she proposes her own definition: "motivation is a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in an activity". According to this author, the factors which make someone accomplish something should also be stressed in the definition of this concept. Therefore, motivation could be described as the desire to do something for specific reasons or with a particular purpose. Reasons for motivation and demotivation will be examined in sections 2.4.2. and 2.4.3.

As explained above, the concept of motivation is difficult to define and one of the reasons could be that it is an unstable factor, which may change over time. Dörnyei, MacIntyre, and Henry (2015) stated that motivation may vary several times within the same class and these fluctuations have not been studied in depth. In the same way, Waninge (2015) proposes that motivation can vary while in the class due to elements such as the environment, a specific activity, the result of a test, a piece of homework or any classroom experiences. Any of these may affect student motivation in the classroom positively or negatively. Thus, those students who may be motivated at the beginning of the school year could be demotivated at the end of it or vice versa. It could be assumed that the same situation may be experienced by teachers, who are also affected by these elements in the learning environment. In the first weeks of the term, they may arrive to school excited to teach and support their students, but they may finish the year exhausted and demotivated. The reasons behind the possible demotivation of teachers will be analysed in section 2.4.3.

To understand the concept of motivation, it is important to define central concepts such as motivator and demotivator, which are crucial for this study. According to Evans (1998, p. 34): a motivator is "the impetus that creates inclinations towards an activity" and a demotivator is "the impetus for disinclination towards an activity". Teachers and students will be influenced by an immense variety of motivators and demotivators in the classroom environment and in the learning and teaching processes. For this reason, emphasising these definitions and paying attention to these motivators and demotivators throughout the study will assist in portraying teachers' motivational context.

At this point, it is important to highlight the difference between the concepts of "engagement" and "motivation". Although both terms are related, there is need for clarification. Motivation seems to be a crucial prerequisite for learners' engagement while learning (Ryan & Deci, 2009). Dörnyei argued in a conference presentation that "if a student is 'engaged', this means that his/her motivational drive succeeded in cutting through the multitude of distractions, temptations and alternatives" and therefore, motivation and implementation would result in learner engagement (Cambridge University Press ELT, 2018). Thus, motivation is needed to be engaged and hence, this thesis will focus on the concept of motivation as the fundamental basis in the learning and teaching environment.

Throughout this thesis, the concept of motivation has been used as a cover term for several phenomena related to the construct of motivation. Teacher motivation, in this study, refers to motives for entering the profession, attitudes, temporary emotions in and outside the classroom, longer-lasting emotions (e.g. sense of fulfilment), teachers' behaviour (e.g. the effort they put into teaching in and outside the classroom) and teachers' liking of the profession or the subject they teach (as has been examined by Kunter et al., 2011, in relation to the construct of teacher enthusiasm). Thus, this thesis acknowledges that

teacher motivation results from a combination of the phenomena above and the concept of motivation has not been limited to a single construct. For instance, it has not only analysed teacher motivation regarding the emotions teachers experience but also their behaviour, attitudes and decisions in and outside the classroom context.

Progressing with the description of the concept of motivation, a person can have two different types of motivation, intrinsic and/or extrinsic. These types are not only associated to the field of education, but in the following section, we will concentrate on student motivation to learn, which has been the focus of researchers in the past decades but could be also extended to teachers and their motivation.

2.2.1. Intrinsic and Extrinsic Motivation

Intrinsic and Extrinsic Motivation are two widely known types of motivation. Intrinsic Motivation is the motivation that an individual has without being influenced by an external person or element (Boggiano & Pittman, 1992; Deci & Ryan, 1985). Children are usually intrinsically motivated to learn; they want to learn because of their own desires, and it seems reasonable to assume that learning is more likely to occur when students want and wish to acquire new knowledge (Williams & Burden, 1997). Similarly, adults can also be intrinsically motivated to perform an action, such as playing a sport because it is fun, or learning a new language because it is rewarding.

On the other hand, Extrinsic Motivation is the motivation to do something because of distinct reasons and to achieve different goals (Ushioda, 1996); those who have this type of motivation are influenced by external forces (Deci & Ryan, 1985). For example, students who want to learn a new language to get a better job in the future or to travel around the world being able to speak the language, are extrinsically motivated. These students study to achieve an aim or a goal, to receive some extrinsic reward or to avoid

punishment (Dörnyei, 2001). Students who have extrinsic motivation have a specific aim or reason for learning a language. Teachers could also be extrinsically motivated to teach due to extrinsic elements, such as the salary or job security.

Interestingly, extrinsic and intrinsic motivation could occur at the same time and one type could also turn into the other; extrinsic motivation could turn into intrinsic motivation or the other way around. If a student is learning a second language and is intrinsically motivated; he can also find a goal that he could fulfil while learning the language, he could be both extrinsically and intrinsically motivated to learn that language. At the same time, an initial extrinsic reason to learn a language, such as acquiring a diploma, may turn into an intrinsic motivation if this is achieved and experienced positively. Similarly, the extrinsic motive can become intrinsic and this process of internalisation has been addressed by Williams, Mercer and Ryan (2016). If a student is extrinsically motivated to learn English because he would like to travel to an English-speaking country and speak the language, his motivation could turn into intrinsic motivation if the student wishes to keep on learning about the English culture and language for his own enjoyment and interest. After travelling to the country and experiencing the fulfilment of his aims and his ability to communicate in the desired language, the student may be then intrinsically motivated to continue learning the language.

There are some factors, which could affect learners' intrinsic motivation such as "a student-unfriendly school system" (Dörnyei, 2001a, p. 50). Deci and Ryan (1985) argue that schools have ignored intrinsic motivation and have regarded education as an extrinsic process. However, some children may not be intrinsically motivated to sit still and remain quiet, do homework as a routine and other schooling tasks. In other words, it could be assumed that education systems have damaged intrinsic motivation in learning.

Similarly, Brown (2007) argues that institutions are influenced by externally driven factors that will affect student intrinsic motivation negatively, such as prescribed school curriculum requirements, teacher's course goals and objectives, parental expectations and frequent institutional assessment. In a language course, students work under pressure due to these potential demotivators, which may hinder their enthusiasm to learn a language. All the above-mentioned elements may also influence teachers who see their jobs transforming into a more complicated and highly demanding profession. To continue with the description of the concept of motivation, two other types of motivation will be explained in the following section.

2.2.2. Integrative and Instrumental Motivation

There are two other classifications of motivation related to the learning of a second language. Gardner and Lambert (1972) termed two different types of Orientation as Integrative and Instrumental Motivation. Orientation was described as the goal or motivational focus that a person can have. Gardner and Lambert were pioneers in second-language learning motivation and their classifications of motivation were reaffirmed for many years. Integrative motivation is characterised by the attraction of the students towards the culture of the community speaking the target language. It is a motivation that uses the language to integrate a person in a new community and it is the wish to be integrated into the activities or culture of another group of people (Castro, 1992; Dörnyei, 2001a; Gardner & Lambert, 1972). On the other hand, instrumental motivation is characterised by the fact that whoever possesses it, studies the second language because they think the mastering of it will be useful in getting a better job, a higher salary, or also because it will help the learner in their studies. It is a motivation that uses the language as an instrument to achieve a goal (Castro, 1992; Dörnyei, 2001). Both classifications of orientation could be part of the concept of extrinsic motivation described above. In the

following section, two other notions which contrast with the concept of motivation will be explained since they are essential for this study.

2.2.3. Demotivation and Amotivation

It is important to highlight the definition of Demotivation and Amotivation, which are two central concepts in the present study. According to Dörnyei (2001), demotivation refers to those negative influences, environmental stimuli and classroom events that can nullify the existing motivation of students. In other words, demotivation occurs when a learner has lost the motivation they once had for some reason or reasons. As a definition, Dörnyei (2001, p. 143) suggests that demotivation concerns: "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action". Demotivation lessens an individual's motivation but that does not imply that all positive influences have disappeared; some of them have been reduced for specific external and negative causes but some other positive motives may still remain the same. This overarching meaning has been the predominant definition utilised throughout the study.

According to Walker and Symons (1997), human motivation is high when people are competent, have sufficient autonomy, set worthwhile goals, get feedback and are affirmed by others — see section 2.3. for Self-Determination Theory (SDT). Deci and Ryan (1985) describe the concept of amotivation as the absence of motivation due to feelings of lack of competence or helplessness to do an activity, which is related to Walker and Symons' definition of human motivation. In addition, Vallerand (1997) has suggested that these negative emotions may be caused by several factors; capacity-ability beliefs (lacking the ability to perform the behaviour), strategy beliefs (lack of effectiveness in the strategies used), capacity-effort beliefs (excessive efforts to reach the outcome) and helplessness

beliefs of the individual (inconsequential efforts for the enormity of the task to be accomplished). Thus, amotivation and demotivation are not the same; amotivation may be caused by beliefs and it is associated with general outcome expectations, whereas people feel demotivated for specific external causes such as the teacher or the classroom activities (Dörnyei, 2001; Vallerand, 1997). Therefore, according to these definitions, amotivation would occur because of teachers' or learners' beliefs or expectations, but demotivation is caused by certain negative events or situations that hinder teacher or student motivation.

As was the case for intrinsic and extrinsic motivation, demotivation could also turn into amotivation. For instance, numerous bad and demotivating experiences in the classroom may cause feelings of helplessness in the student or teacher and therefore, amotivation. In the following section, the concept of teacher motivation will be examined.

2.2.4. Teacher Motivation

Although teachers play a key role in the classroom, research on teacher motivation has been less extensive than on student motivation (Dörnyei, 2018). Dörnyei (2001, p. 3) describes teacher motivation as "the nature of the teacher's own enthusiasm and commitment and the close links with student motivation". Therefore, the sources of teacher motivation could lie on their own willingness to teach and the influence of student motivation. According to Dörnyei and Ushioda (2011, pp. 160-174), there are four general characteristics related to teacher motivation:

1. It implicates an *intrinsic component*: teachers are usually intrinsically motivated to educate people. The educational process itself and the subject matter may be considered as two inherited rewards and motivators in the profession.

2. It is closely related to *contextual factors*, concerning the institution, its environment, the conditions and the social recognition of the profession.

3. It concerns an extended process with a featured *temporal axis*, which usually comprises a lifelong career in which career development and advancement is desired.

4. It seems to be a *fragile* profession since it is exposed to negative influences: such as stress, the lack of autonomy, insufficient self-efficacy, repetitive content, limited intellectual development and inadequate career structures.

Teachers could be intrinsically motivated to teach; however, extrinsic factors could also shape their motivation throughout their careers and could affect their motivation negatively. The nature of the teaching profession may trigger negative effects as explained above by Dörnyei and Ushioda (2011). As is the case for student motivation, teachers are affected by a wide variety of elements, which could hinder or promote their motivation. Additionally, teachers may feel they are doing a good job when their students prove that they are learning; results and students' progress may also affect teacher motivation. However, educators who enjoy teaching and make a real effort in helping students may need to be rewarded with something more than the satisfaction of learners' good marks and motivated students. In the following section, theories of motivation which embrace the above elements and definitions of motivation will be discussed.

2.3. Main Theoretical Background

Many theories on motivation have been developed within the study of SLA, mainstream education and psychology fields. In this section, the following theories will be briefly discussed, as they are considered important for the understanding of motivation as a concept and its implications in teaching and learning a second language: Self-

Determination Theory, Attachment Theory, Self-Efficacy Theory, Achievement Motivation, Control-Value Theory, Goal-orientation theory, and the L2 Motivational Self-System. Most of these theories started within mainstream psychology and were then borrowed by the education and L2 teaching fields. Following this theoretical discussion, relevant previous research on SLA will be examined, along with Bronfenbrenner's Ecosystems Theory (1979, 1993) which was used as a theoretical framework to interpret the research findings.

-   Self-Determination Theory

Deci and Ryan (1985) developed SDT, as an innovative motivational psychological model to replace the Extrinsic/Intrinsic motivational dichotomy explained in section 2.2.1. SDT is a theory in mainstream educational psychology, which supports the fact that extrinsic goals may be internalised and therefore, co-occur with intrinsic motivating objectives. In short, this theory explains how external goals and behaviours may be internalised. Deci and Ryan (1985) also propose four types of extrinsic motivation: external regulation (external sources such as rewards or threats), introjected regulation (rules that the student accepts as norms not to feel guilty), identified regulation (engagement with an activity due to identification with the behaviour, or its value and usefulness) and integrated regulation (chosen behaviour which is fully assimilated with the other values). These four elements are organised from a more external influence to a more internalised stimulus on an individual.

The theory by Deci and Ryan (1985) also focuses on the need to experience Competence, Autonomy, and positive interpersonal Relatedness for healthy functioning and for the promotion of intrinsic motivation. Those who possess these fundamental needs will be self-determined to perform a particular behaviour and may be able to boost their intrinsic motivation, in the case we are referring to, for learning or teaching a second language. If

these basic needs are satisfied, positive outcomes will be shaped, however, if these needs are not satisfied, more negative outcomes are expected, possibly triggering demotivation. This theory is important for teachers because teacher motivation could emerge due to the fulfilment of satisfying psychological needs when teaching (Roth, 2014).

- Attachment Theory

John Bowlby was a British psychiatrist who developed the Attachment Theory (AT) in the 1960s; this theory proposes a motivational system that encompasses relational behaviour. Bowlby (1973) focused on the relationship between the child and the mother, but this system can be extended to the relationship between the child and the main caregiver. If a child is insecurely attached, he or she will usually look for a substitute caregiver who can offer a corrective emotional experience through a secure, long-term attachment and this person is usually the teacher (Riley, 2011) Thus, this theory is not only important for child-parent relationship but also for the relationship between the learner and the teacher.

Gagné (2014) reviews Bowlby's theory and recapitulates some empirical studies. She explains that, based on Bowlby's AT, prolonged and repeated experiences of security or protection, also called "secure attachment", are developed when a caregiver is "reliably available, attentive and supportive to one's cues of distress and one's needs for exploration, autonomy, and personal growth", and the need to perceive a sense of protection or security is crucial for AT (Gagné, 2014, p. 112). The theory highlights that creating secure attachments with the main caregiver is crucial within the child's first three years to avoid future issues, it is suggested that if these attachments are not established, the child will experience a long-lasting impact that could reappear when he or she becomes an adolescent.

Additionally, the literature on attachment often focuses on school relationships and the childhood attachment model, with the teacher as caregiver and students as care seekers. The AT has enormous implications for education and is not only important for the teacher-student relationship but also for the understanding of behavioural issues. It is believed that those students who are disruptive and troublemakers may lack attachment with a caretaker, such as a parent (Allen, 2011). Behavioural problems may rise from attachment issues, due to the relationship between children and their main caregivers. The behaviour of students with attachment issues may vary but they are usually out-of-focus, disruptive or controlling (Center on the Developing Child at Harvard University, 2011). Teachers' awareness of the importance of attachment scarceness is vital and could help educators and students to understand each other better and improve the learning conditions.

Moreover, AT emphasises the importance of a Secure Home Base and a Secure Work Base. Secure Work Base is the context that promotes employees' confidence, and makes them feel valuable, competent and autonomous members of the work community (Gagné, 2014). Concerning teacher motivation, the importance of the school context and environment should be highlighted, in terms of AT. Gagné (2014, p. 118) argues that security develops when employees feel that they are supported, when their capabilities and efforts are being appreciated and when they are in a context where their actions are not being interfered with. Surprisingly, this theory could be connected to the basic needs by Deci and Ryan (1985) explained above Competence, Autonomy and Relatedness, which need to be met to guarantee optimal growth and functioning.

- Self-Efficacy Theory

The psychologist Albert Bandura (1977, 1986) elaborated the social cognitive theory of self-efficacy. This theory presented efficacy beliefs as the main explanation for one's

motivation: individuals are able to initiate change based on their beliefs of being efficacious enough to perform a certain task or reach a specific goal. An efficacy belief was described as the "conviction that one can successfully execute the behaviour required to produce the outcomes" (Bandura, 1977, p. 193). These beliefs influence one's choice of activities, the effort expended on the task and the persistence with it (Bandura, 1977). Students' or teachers' beliefs about their abilities (i.e. their confidence) to perform in a certain way or to achieve something could influence their success in the goal or task.

This theory is especially important for teachers because Skaalvik and Skaalvik (2010) have argued that low self-efficacy along with feelings of inadequacy and incompetence can promote teacher demotivation. Hiver, Kim and Kim (2018) also explained that teachers could disengage from their work due to their low self-efficacy. Along the same lines, teachers' beliefs about their abilities to influence their students' motivations and achievements will also affect the effort teachers excel on their teaching, perseverance and behaviour (Tschannen-Moran & Hoy, 2007), which highlights the importance of paying attention to teacher self-efficacy.

- Achievement Motivation

Atkinson (1964) proposed the Achievement Motivation theory, which was fundamental for understanding another approach to the concept of motivation and was regarded as central in the field of psychology since it was a pioneering model. In this theory, achievement behaviours were determined by expectancies of success, incentive values, need for achievement and fear of failure (Atkinson, 1964). Thus, as was explained by Dörnyei and Ushioda (2011), an individual's need for achievement, the probability of success, and the value of successful task fulfilment, minus the fear of failure, the incentive to avoid failure and the probability of failure, would result in achievement motivation and achievement-oriented behaviour. In other words, this theory explains individuals' need to

achieve something and avoid failure by considering the probability of accomplishment and disappointment about their view and the view of others. This theory is important to understand the reasons behind the decisions made by students learning a second language and by those teaching it.

Hiver et al. (2018) reviewed achievement goal theory and its link to teacher motivation in the classroom and argued that teachers may be encouraged by mastery goals (e.g. a desire to improve their skills and develop professionally), performance-approach goals (e.g. a desire to avoid displays of failure due to poor teaching), work-avoidance goals (e.g. a desire to do as little as possible and get by) and relational goals (e.g. a desire to build positive relationships with students) (Butler, 2007, 2012). This theory provides an understanding of teacher motivation based on their goals.

- Control-Value Theory

Regarding emotions, Pekrun (2000) developed the Control-Value Theory, an integrative approach to understand emotions in educational settings. This theory offers a social-cognitive viewpoint on students' and teachers' academic-related emotions. As Schutz and Pekrun (2007, p. 4) state, control and value appraisals in terms of learning, teaching and achievement are of primary importance for students' and teachers' emotions, and different emotions are predicted by diverse types and combinations of control-value appraisals. This theory also suggests that specific characteristics of the classroom and social environments result in academic emotions and those emotions affect students' learning achievement and teachers' instructional behaviour and professional development.

According to Schutz and Zembylas (2009), individuals experience different emotions depending on their levels of control. Concerning teachers, Schutz and Zembylas (2009,

p. 265) have stated, "low levels of control can be associated with feelings of anxiety, while high levels of control can be associated with feelings of confidence". These authors explain Pekrun's theory of the idea that if teachers do not hold a degree of perceived value and perceived control with respect to recently learned skills and content knowledge, they may not experience positive emotions and motivation concerning their efforts. Along the same lines, Schutz and Pekrun (2007) indicate that positive, activating emotions are assumed to increase interest and strengthen motivation, whereas negative, deactivating emotions are understood to be unfavourable for motivation.

- Goal-orientation theory

This theory refers to students' learning and performance in the schools and their choices towards their academic work. There are two constructs that students can adopt: mastery orientation, which comprises the pursuit of goals focusing on the learning of the content, and performance orientation, which involves the pursuit of goals to prove their ability, getting good results or outperforming other students (Ames, 1992; Dörnyei & Ushioda, 2011). Mastery orientation focuses on the intrinsic value of learning, whereas performance orientation is based on showing one's capabilities and doing better than others. Ames (1992) suggested that these achievement goals clarify the reasons why some learners engage in, respond to or move towards different academic tasks. Similarly, students' goals will influence and motivate learners' academic behaviour towards specific activities in the classroom. These different types of orientations could shape two categories of students, those who focus on mastering the subject encouraged by intrinsic motives and those who concentrate on the output and the demonstration of their competence to others; according to Ames (1992), the latter are more likely to be extrinsically motivated.

- The L2 Motivational Self-System

It is also important to mention The L2 (Second Language) Motivational Self-System, proposed by Dörnyei (2005) as a response to the concept of integrativeness or integrative orientation by Gardner and Lambert (1959). Dörnyei (2009) conducted a large-scale survey in Hungary with over 13,000 students over a period of twelve years and discovered that learners' motivational disposition fell into a general factor called 'ideal L2 self'. As a result, the L2 Motivational Self-System was proposed. It is composed of three sources of motivation to learn a foreign/second language: Ideal L2 Self (the L2 learner that the student would like to become), Ought-to L2 Self (attributes needed to meet expectations and avoid negative outcomes) and L2 Learning Experience (the present experience and the motives related to the learning environment and experience: the teacher, the group, the community, the syllabus, the experience of success).

Dörnyei & Ushioda (2011, p. 86) summarise the L2 Motivational Self-System and suggest that the three primary elements which may engender motivation to learn a foreign/second language are the learner's vision of himself/herself as an effective learner, the social pressure from the learner's environment and the positive learning experiences. The system has also been applied to foreign language teachers (Dörnyei & Kubanyiova, 2014).

To conclude this section, Evans (1998, p. 39) analysed some of the most important motivational theories and concluded that they all shared a common idea: "motivation involves needs fulfilment". Most of the theories mentioned above reveal the importance of meeting one's needs, goals and expectations to develop a motivating behaviour to do a specific task. Although most of the above theories have focused on students and their motivation, they are also relevant for any individual's motivation such as the teacher. In the next section, some previous studies on second language motivation will be presented.

2.3.1. Previous Research on Motivation in Second Language Acquisition

Most of the studies on language motivation have been conducted in the field of SLA and therefore, it is essential to briefly review some relevant contributions. As was discussed above, most studies concern student motivation and not teacher motivation. However, it is important to highlight research on learners, as there seems to be a direct link between student and teacher motivation.

Every student is affected by a vast number of individual variables, which can make their motivation increase or decrease, as is the case for teachers. Dörnyei and Ushioda (2011) present two main contextual influences on student motivation: the instructional context and the social and cultural influences. Regarding the instructional context, student motivation may be affected positively or negatively by the task and materials design, the evaluation practices and the grouping structures (Dörnyei & Ushioda, 2011). All these elements are highly related to teachers' choices of methodology and beliefs that lead to assume the fact that teachers are key figures in the classroom and more importance should be given to the effect they may have on students. With respect to the social and cultural influences, Dörnyei and Ushioda (2011) suggest that students can be affected by parental and family influences, the teachers' motivational influence, the group motivation and the school motivation. It could be assumed that these elements, which affect students, may also influence teachers and their motivation, for instance: the relationship with students and their parents, colleagues and the structure of the school could affect teacher motivation.

In an early study, Sass (1989) proposed a list of the main eight elements in the classroom that contributed to the motivation of his students. This author encouraged his pupils to

write a list of those aspects of a class that they associated with high or low motivation, this activity was carried out with more than 700 university students who agreed on these categories as the most important for their motivation: teachers' enthusiasm, content relevance and relatedness, teachers' organisation, appropriate difficulty level, active involvement, variety, teacher-student rapport and the use of appropriate examples (Sass, 1989, pp. 86-87). Unsurprisingly, most characteristics encompass teachers' involvement, which implies, once again, the importance of the role of the teacher and its effect on student motivation.

Researchers have tried to understand what motivates learners, but motivational strategies have also been proposed to help teachers motivate their students (Dörnyei & Csizér, 1998; Dörnyei, 2001). Dörnyei (2001) suggests these approaches: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. However, these strategies may not motivate students in the same way in diverse contexts (Lamb, 2016) which demonstrates the complexity of the concept of motivation and the learning and teaching processes. Furthermore, using a set of strategies may not always work, especially if those strategies do not follow teachers' beliefs and values, as was pointed out by Kubanyiova (2012). Thus, teachers should select strategies they believe in, feel comfortable with and which are relevant for the specific group of students and context. On a different note, the fact that teachers should also focus on their own motivation is rarely mentioned.

In this section, empirical research that focuses on the factors influencing student motivation and other relevant research on strategies to motivate learners have been briefly examined. The key role of the teacher has been highlighted and this will be analysed in section 2.4.1. In the following section, the ecological approach this thesis has followed will be discussed.

2.3.2. Bronfenbrenner's Ecosystems Model

The notion of ecological environments has been used in the field of psychology to explore human development and behaviour. These ecological settings inhabit within one another as complex nested systems and could be used to understand language learning and teaching. Bronfenbrenner's (1979, 1993) nested ecosystems model focuses on human development and behaviour within and across several interdependent settings called ecosystems. In a later review, Bronfenbrenner (2005, 1994) further developed this theory by discussing the Process-Person-Context-Time model in which proximal processes were the key factor in development. However, the current thesis has focused on an earlier version of the theory (Bronfenbrenner, 1977, 1979), since it accommodates some of the research findings better and because the data collected did not focus on the Time context.

There are four main ecosystems in the model: the microsystem, the mesosystem, the exosystem and the macrosystem. These systems move from the innermost level or immediate setting to the outermost setting, which includes the social and cultural context. The microsystem is the immediate environment of the teacher and the innermost layer of the ecosystems, which is the most influential context, in which factors that are produced or controlled by teachers have been included. The mesosystem includes the connections and relationships between two or more settings in which the developing person (the teacher) is, i.e. "a mesosystem is a system of microsystems" (Bronfenbrenner, 1994). The mesosystem involves interactions between people and contexts in the microsystem, thus those factors which involve relationships with others have been included as part of this system. The exosystem comprises the links and processes between two or more settings, in one of them the developing person (the teacher) is not included but is directly or indirectly affected by the events and changes in that setting, such as factors which are present in teachers' professional experiences but cannot be fully controlled by them, for

example the job conditions. Although teachers are not active in this system, they are affected by it and do not have decision-making power within this context. Finally, the macrosystem is the overarching setting in which ideologies, beliefs, lifestyles, culture and other characteristics of all systems are included and affect the person, in this case the teacher. This last system includes a larger cultural and social context and could comprise a political system, the government and society at large. The macrosystem comprises those factors that are beyond the teachers' control.

The novel application of ecosystems theory to teachers as individuals, who are influenced by contexts and interrelated processes, emphasises the importance of considering not only events that occur in the classroom but a broader influence on teachers and their motivation. In the present study, motivating factors, demotivating factors and possible solutions to EFL teachers' negative professional experiences and demotivation will be examined by means of Bronfenbrenner's Ecosystems theory (1979, 1993). By using this framework, this study offers an ecological understanding of the motivating and demotivating elements and the improvements needed in the EFL teaching profession, in which the importance of the context is reinforced and should not be underestimated.

Several researchers have applied Bronfenbrenner's theory in SLA to examine the influences of the use of computer technology in language classes (Van Lier, 2000, 2002, 2004), to investigate the dynamic nature of L2 learners' willingness to communicate in language classrooms (Cao, 2009; Peng, 2012) and to explore language anxiety (Gkonou, 2017). Kramsch (2002, 2008) and Kramsch and Whiteside (2008) also used an ecological standpoint to focus on multilingualism, language socialisation and acquisition. Ecological perspectives can contribute to further understand learning and teaching processes based on inter-influential socio-cultural systems. More recently, researchers have been encouraged to adopt an ecological perspective to understand the complex relationships

among factors and the environment in the field of SLA (Larsen-Freeman, 2018). Instead of limiting research to individual factors, there is need for a broader approach and Bronfenbrenner's model (1977, 1979) allows for this orientation.

In section 2.3., several theories related to motivation were briefly summarised and these theories apply to the microsystem because they relate to an individual's emotions, beliefs, goals and behaviour. Although the importance of these theories cannot be denied, an ecological standpoint provides a more complete picture of the factors which affect teachers, and these can be found in different contexts and systems. This thesis also highlights the importance of the mesosystem, exosystem and macrosystem which are not addressed in the theories presented in section 2.3.

Van Lier (1997, p. 785) rightly points out that "Bronfenbrenner's (1979) view of ecology as a set of nested ecosystems that are densely interconnected will allow an organic description of context, moving from the micro to the macro and definitely moving beyond the classroom walls". Thus, this ecological approach to teacher motivation will focus on a wider perspective, in which not only what happens in the classroom affects the teacher, but also other external forces have an influence on them and their motivation. In the next section, teacher motivation and demotivation will be examined thoroughly.

2.4. Teacher Motivation and Demotivation

Despite the abundance of research on language learner motivation, language teacher motivation seems to be often overlooked by researchers. Although teachers are essential in the learning process and their motivation seems to have an impact on the learning environment, research on this area is lacking. In this section, an overview of teachers' roles in the classroom will be presented along with potential causes of teacher motivation

and demotivation and an explanation of what the teaching profession implies in terms of general and local challenges.

2.4.1. Teachers' Roles and Characteristics

Teachers have traditionally been considered as professionals who transmit new knowledge. However, it can be argued that teaching involves more roles and tasks than merely teaching a subject or a topic in the classroom. Kottler, Zehm and Kottler (2005) refer to teachers by stating that:

> "Being a teacher is a way of life. You are a teacher not only when you stand in front of your classroom, but also as you walk through life, applying what you know and understand and can do" (p. 23).

Kottler et al. (2005) assert that the teaching job goes further than the act of teaching; teachers also need to get involved. Hence, teaching could be considered as a demanding profession, which takes a lot of teachers' energy and time. Kottler et al. (2005) emphasise the fact that teachers who want to help their students may need to postpone their own agenda, putting their issues and concerns aside to help learners. By contrast, Goodson (1991, p. 35) states that some teachers may consider teaching just as a job and not as the most important part of their lives and this does not mean that they do not enjoy teaching, but that teaching is not their "centre of gravity". This author rightly points out that the enjoyment of the profession should not be linked to the sacrifices one makes for their job; there should be a healthy work-life balance.

Researchers have often examined the tasks and responsibilities teachers have. Richards (1996, p. 29) proposes a list of ten tasks that are frequently confronted by teachers in any subject: "checking students' understanding" and "reviewing and reteaching when necessary" are only two of the numerous activities teachers are responsible for. Regarding teaching roles, Strevens (1978) also offers three different stages of the teaching activity

and therefore, three main roles. Firstly, the instructor who presents the materials, secondly, the teacher who understands students' individual differences, and finally, the educator who is aware of students' training and tuition needs. The teacher needs to fulfil these three basic roles but there are many others such as carer and listener which are necessary for helping students to learn and to feel comfortable in the classroom. More recently, Harmer (2007) described some other teacher roles such as being a controller, a prompter, a participant, a resource and a tutor and suggested that teachers need to be able to switch between these roles depending on the situation. In a subsequent edition, Harmer (2015) highlighted other roles such as being a monitor and evidence gatherer, an editor and an organiser/task-setter. This underlines again the high number of responsibilities teachers have to focus on while they are in the classroom.

Additionally, Kottler et al. (2005) argue that teachers are relationship specialists, effective communicators and helpers but also reflective and passionately committed professionals. However, they highlight that teachers also struggle with the challenges of the profession and try to avoid burn out and rust out. Kottler et al. (2005) have rightly pointed out that teachers have a variety of roles, but they are also human beings who should try to pursue their professional (and personal) wellbeing.

Apart from the list of roles teachers should fulfil, it has also been suggested that they should have certain personality traits to be better professionals. Scheidecker and Freeman (1999, 2015) proposed a list of characteristics "legendary" teachers should have. Among these characteristics, the most frequent ones are smart and patient teachers who have creativity, emotional stability, ability to challenge and motivate, novelty, interest in students and finally, those teachers who are honest. This is a lengthy list of attributes that should be common among "good" teachers, according to these authors. Additionally, Kottler et al. (2005) argue that compassionate teachers, who are concerned about their

students not because they are paid to do so, are the ones who are loved by their students and admired by their colleagues. Likewise, those teachers who take into account individual differences among students and have a sense of humour will be praised and understood to be effective and successful by these authors.

In the same vein, Horwitz (1996) considers good humour, creativity, understanding of young people, love of the language and culture, high language proficiency, a solid background in methodology, and a flexible teaching style as some of the characteristics of good teachers. Moreover, Horwitz (1996) correctly argues that there is not a single formula for good teaching. Thus, good teaching will depend on the specific individuals involved in certain contexts. Along the same lines, Dörnyei (1994, p. 278) has proposed some "teacher-specific motivational components" and advises teachers to be empathetic, congruent, accepting, motivating, adopt the role of facilitator, promote autonomy, model student interest in L2 learning and give constructive feedback. These attitudes and features may help teachers to motivate students but the high number of expectations regarding teachers' roles and personality traits is not only demanding but also worrying.

Teachers may feel stressed or overwhelmed by this immense variety of tasks, responsibilities and characteristics that as a result, could hinder their motivation. Some educators may be aware of the roles they are supposed to have as part of their job, but they may not be satisfied with the excessive number of tasks which are expected from them. It is also important to mention that all these roles could be considered as obligations the teachers need to fulfil: "no matter how teachers may personally be affected, the learners' lack of enthusiasm does not liberate a teacher from the obligation to teach to the best of her/his ability" (Gregersen & MacIntyre, 2015, p. 260). According to these authors, although students may not be interested in learning, teachers must comply with

their tasks and responsibilities. The use of words "liberation" and "obligation" could explain how the teaching profession is perceived.

To conclude this section, the fact that teacher motivation and student motivation have often been linked to each other should be highlighted. However, the complexity of teacher motivation has been emphasised in this section since it involves multiple tasks and motivational processes could vary depending on the task the teacher is performing (Fernet, Senécal, Guay, Marsh & Dowson, 2008). Thus, teacher motivation varies depending on the roles which are manifold, as has been presented in this section. In the following section, the factors which motivate teachers will be presented, based on previous empirical research.

2.4.2. Reasons for Motivation

The SLA literature lacks information related to what makes language teachers tick (Kassabgy, Boraie & Schmidt, 2001) but also what puzzles them. Motivation to teach varies depending on the person and on the personal motives they have for working as teachers (Dörnyei & Schmidt, 2001). However, there may be some elements that may trigger motivation for a certain number of teachers in a particular context. In this section, some motivating factors for teachers will be examined from a wider context, that of mainstream education, to a narrower context, that is the L2 field, by also reviewing relevant research on Spain.

In mainstream education, teachers have been found to be motivated and positively affected by being recognised, by having a good working environment and professional climate, by having job stability, positive teacher-student relationships, the type of students, independence, decision-making power, leadership and having enough resources (Crookes, 1997; Evans, 1998; Freeman & Freeman, 1994; Packard & Dereshiwsky, 1990;

Pennington, 1991; Shann, 1998; Tin, Hean & Leng, 1996). These elements could influence teachers of different subjects and there are some factors which should be highlighted, for instance recognition and taking part in the system design, as being rewarding and motivating for teachers (Pennington, 1991). Moreover, Packard and Dereshiwsky (1990) also identified teacher evaluation, professional input and teacher development as positive factors for teachers by using an annual survey with open-ended questions and small-group interviews. Additionally, Kaiser (as cited in Farber, 1982) revealed that to enrich teacher motivation, teachers should have the right to choose materials, programmes, methods, determine classroom organisation and discipline, and be exposed to new ideas (Freeman & Freeman, 1994). The latter can be related to results from other studies in which participants chose teaching as a career due to its potential to fulfil intellectual needs and for being intellectually demanding (e.g. Matei, Bernaus, Heyworth, Pohl & Wright, 2007; Richardson & Watt, 2006; Watt & Richardson, 2007).

In the field of general education, researching the reasons which motivate people to enter the teaching profession started several decades ago. The teaching profession gave educators satisfaction and good preparation for family life (Richards, 1960) and nowadays the main reasons to join the profession remain the same, a desire to work with children and teenagers, a desire to impart knowledge, the opportunity to continue one's own education and giving a service to society (Ellis, 2003; Fox, 1961; Joseph & Green, 1986; König & Rothland, 2017). Other reasons include having an interest in the school setting or subject matter, security and financial rewards, and convenient schedules and holidays (Lortie, 1975). Favourable job conditions and a high social status have been found to motivate people to choose teaching as a career (in Taiwan: Wang, 2004) and along these lines, extrinsic motives are sometimes found to be more significant than intrinsic factors (Chivore, 1988; Feng, 2012; Yong: 1995).

In the L2 field, findings coincided with most of the motives mentioned above, such as the work environment and the relationship with colleagues (Butler, 2012; Cowie, 2011; Mani, 2002) and monitoring and accountability systems as satisfiers (Barrs, 2005). Relationships with students and their attitudes also motivated or demotivated L2 teachers in Turkey (Kiziltepe, 2006, 2008) and Japan (Sugino, 2010), and in Sri Lanka students' performance and behaviour was also found to motivate teachers (Hettiarachchi, 2013). Other reasons have been identified which are specific to L2 teaching, for example, learners' communicative involvement using the L2 was found to motivate teachers in Turkey (Tardy & Snyder, 2004).

Other relevant empirical studies include that of Connie (2000), who investigated EFL teacher motivation and demotivation in Mexico by means of an open-ended questionnaire and suggested that better students' performance, motivated learners, successful activities, feelings of respect by the administrators and curriculum flexibility were the factors that motivated 98 teachers. Similarly, Sinclair (2008) identified several motivators as a result of a closed and open-ended questionnaire: teachers' calling, students, altruism, intellectual stimulation, influence of others, perceived benefits or convenience of teaching, the nature of teaching work, a desire for a career change, the ease of entry into teacher education, the nature of teaching work and the status of teaching. It seems reasonable to believe that these motivating factors vary depending on the context and thus, their generalisability and transferability is uncertain, for example, the ease of entry into teacher education and the status of teaching are factors which may not be relevant in contexts in which there is a complex system to access teaching and in which the teaching profession is not recognised.

Kubanyiova (2009, p. 318), in the context of Slovakia, qualitatively explored teacher motivation to pursue their career and revealed that teachers' motivational factors did not

include their ability to help students to learn as was common in previous research on motivation, however, one of the reasons why their jobs motivated them was a way of "striving for recognition, appreciation, respect and authority"; the researcher called these "ego-related" motives. The importance of social recognition was again highlighted in this study, as was the case in mainstream education and in other studies in the L2 field. In Sri Lanka, Hettiarachchi (2013), by means of a survey and interviews, identified teaching and the position of English in the country as motivators since they gave teachers high social status and prestige. Being respected, valued and recognised was also found in Zhang's (2017) qualitative study in which recognition for their efforts and success particularly from students' parents was stressed as a main motivator.

Additionally, Baleghizadeh and Gordani (2012) studied the quality of work life and the positive aspects of 160 secondary teachers in Iran by means of questionnaires and semi-structured interviews and these were: enough time for leisure with families, not geographically imposed changes, feeling integrated in the school community, good relationships with colleagues and lack of prejudice. According to these authors, the more the quality of work life is improved, the higher the level of motivation will be. Thus, improving the work conditions, giving teachers a chance to grow, social integration in the organisation and development of capacities could increase teacher motivation (Baleghizadeh & Gordani, 2012). This shows the importance of extrinsic factors such as job conditions which need to be improved since they seem to strongly influence teachers in these studies. However, this study highlights some motivators which may not be found in other contexts and therefore, yields dubious findings in terms of generalisability or transferability, for example, enough time for leisure with family is a factor which teachers may lack in other contexts in which the workload is higher.

More intrinsically, teachers in Japan and Cambodia were enthusiastic and motivated about their contribution to society and their beliefs about English and their teaching enjoyment (Igawa, 2009). On a different note, in the United States, Igawa (2009) found, by using three small-scale surveys, that travelling, living abroad, having interest in the culture, having free time and the salary were some of the reasons why teachers would enter the profession, thus showing a more extrinsic attitude. As was the case for the previous study, these factors could or could not be found in other contexts (e.g. having free time) which affects the generalisability and transferability of the study.

Regarding the reasons to enter the profession, in Korea, Kim and Kim (2015) used a questionnaire and found that 94 participants in elementary and secondary schools entered the profession due to global orientation (meeting and communicating with new people), altruism (interest in others), job security and ought-to self (avoiding negative outcomes and following parents' recommendation). Other reasons which have been found to motivate teachers to choose teaching as a profession were the love of the language or of teaching (Wong, Tang & Cheng, 2014) and some extrinsic motivators such as guaranteed pay and pension (Hayes, 2008). Hayes (2008) used a life history research approach and revealed that teachers' language learning aptitude would be an important attractor towards the language teaching profession. In Iraq, Koran (2015) identified some intrinsic factors such as altruism and the desire to contribute to society, and some extrinsic factors such as material benefits, social status and job security as the reasons to join the teaching profession; these factors were found by using a questionnaire consisting of close and open-ended questions.

Intrinsic motives seem to be common reasons to enter the profession as was stated by Richardson and Watt (2014) who revealed these reasons: the altruistic value of teaching, love, passion, dedication to learners, personal or moral commitment to contribute to

society or reducing social inequality. It is important to highlight that teachers seem to be more intrinsically motivated rather than extrinsically motivated to teach (Kassabgy et al., 2001; Tziava, 2003, in Greece). Similarly, Frase (1992) argues that relying only on extrinsic factors may not be enough to maintain teacher motivation, however, adequate extrinsic factors may prevent dissatisfaction and he states that even the most motivated teacher would feel discouraged if the conditions are detrimental. Overall, teachers seem to be strongly influenced by their intrinsic motives. In the study of Watt, Richardson and Morris (2017), they compared Maths and English teachers by using the FIT-Choice scale and found that both were highly satisfied with their teaching careers despite perceiving their profession as a demanding job with little compensation in terms of pay and social status.

In the context of Spain, in a mixed-methods study by Hein et al. (2012) in which the motivation of PE (Physical Education) teachers in five different European countries, including Spain, was analysed by using a survey and self-reported data, it was suggested that all participants (176 teachers) were more intrinsically motivated to teach than extrinsically. Spanish PE teachers were the most intrinsically motivated in the study. It was also concluded that teachers' autonomous motivation was related to student-centred teaching styles, and not autonomously motivated teachers adopted a more teacher-centred approach (Hein et al., 2012). Thus, more motivated teachers would use student-centred teaching approaches, whereas less motivated teachers would use teacher-centred approaches.

This seems to be related to the study of Bernaus, Wilson and Gardner (2009) with 31 EFL teachers in Catalonia, Spain, and 694 of their students in the last year of secondary school who took part by completing a series of questionnaires. Results suggested that teacher motivation was related to the use of motivating strategies, which in turn was related to

student motivation and English achievement. Therefore, changes in the education system that promote higher levels of teacher motivation could result in improved levels of education of students. An association among how motivated the teacher is, how the students perceive them as using strategies, students' evaluation of the learning situation and their own motivation to learn English was found. Thus, teacher motivation can influence the use of strategies as perceived by students and also their attitude towards the learning situation and motivation.

Additionally, Gratacós and López-Jurado (2016) investigated the motivational and perceptional factors that affect teachers' choice to select a teaching degree in Madrid, Spain by means of the Factors Influencing Teaching (FIT)-Choice Scale. The most highly valued factors were working with children, an intrinsic career valued and the ability to shape the future of children. These authors focused on pre-primary and primary education and demonstrated that prior teaching and learning experiences have an impact on their career choice as teachers (Gratacós & López-Jurado, 2016). Economic, political and social changes were identified as sources of influence on the teaching profession in Spain. In the next section, reasons for teacher demotivation will be analysed.

2.4.3. Reasons for Demotivation

There have been studies on teacher demotivation which are fundamental for this thesis and some of them will be addressed hereunder to offer a more detailed view on this issue. The section will be organised from a wider perspective, the general education field, to a narrower context, the L2 field, along with empirical research on the context of this study, Spain.

Although teachers have an extensive list of responsibilities and roles to fulfil, they may not be valued enough in today's society. In early literature within mainstream education,

Lortie (1975, p. 10) explained the social position of teachers and argued that teaching is regarded as "special" but is usually overlooked, and stated: "It is honoured and disdained, praised as 'dedicated service' and lampooned as 'easy work'". In more recent studies there seem to be similar views on this issue; Schutz and Zembylas (2009, p. 229) state: "The social recognition of being a proper teacher — a crucial condition for teachers' self-efficacy and job motivation — is never certain and can be lost any time". If society does not take the teaching profession seriously, it may be unreasonable to believe that teachers would value their profession and make an effort to give the most in the classroom. Lack of social appreciation and recognition is one of the commonly known sources of demotivation; if teachers are not valued, respected and recognised, their motivation could be negatively affected, as stated by Spear, Gould and Lee (2000), who argued that perceptions of how teachers are viewed by society was one of the main demotivators for teachers. Expectations about teachers' attitudes and roles from students, institutions, colleagues, parents and society in general may also play a vital role in teacher motivation. On a similar note, Kottler et al. (2005, p. 121) argue that extrinsic factors such as irate parents could influence teacher motivation negatively. As part of society, parents and students expect a certain behaviour from teachers and this may influence their motivation to teach.

The community's poor opinion of teachers and the negative image of teachers portrayed in the media are factors related to the above-mentioned elements but there are other major demotivators such as the nature and pace of educational change, teacher workload and the lack of support services (Dinham & Scott, 1998; Spear et al., 2000). Contextual pressures associated with the school curricula, performing to a good standard, school administration and conforming to others' teaching methods have also been found to affect teachers' autonomous motivation to teach (Pelletier, Séguin-Levesque, & Legault, 2002).

Similarly, teachers who experienced time constraints and pressure from their superiors or colleagues experienced less autonomous motivation (Roth, 2014). Additionally, teachers usually face problems such as low wages and temporary contracts, which influence their job security and therefore their private lives and future plans; moreover, these conditions will also affect the quality of their teaching and wellbeing (Mercer, Oberdorfer & Saleem, 2016) and have been found to demotivate teachers (Spear et al., 2000; Tziava, 2003).

Furthermore, the salary is a recurring factor and Evans (1998) argues that there is a commonly held assumption that motivation is pay-related and that wages will have an impact on recruitment, retention and job performance. However, Mayston (1992) determines that performance-related pay is an over simplistic approach to confronting teachers' problems and their motivation. There is enough research, shown in this section, to evidence the fact that teacher demotivation is not only about low wages. The causes are more extensive and complex to solve. In addition, although wages have often been considered a demotivator for teachers, this factor cannot always be generalised or transferred to other contexts, for instance to those countries in which teachers earn higher salaries.

Additionally, the number of students in the classroom (Ellis, Limjoco & Johnson, 2011), the lack of resources and the unfriendly teacher-student relationship have commonly been considered as problems encountered by teachers during their practice along with demotivating elements such as the teaching materials, teaching methods, working conditions including facilities, human relationships, and the fact that teachers are expected to deal with paperwork and prepare extracurricular activities as was found by Sugino (2010) in a quantitative study in Japan. The latter factor highlights the teachers' workload, which has been found to be a demotivating factor by several researchers (e.g.

Addison & Brundrett, 2008, in England; Thorburn, 2017, in China) by using diverse research instruments such as diaries, interviews and questionnaires.

More intrinsically, lack of enthusiasm may also be related to demotivation. Connie (2000) found that lack of enthusiasm in teaching was one of the demotivating factors (among others: low salary, lack of resources, workload and inflexible curriculum). Moreover, in a study by Atkinson (2000, p. 55) on the relationship between teacher and student motivation, in which an attitudinal scale and semi-structured interviews were used, one of the teachers, who was considered as demotivated by this researcher, found it difficult "to be enthusiastic about his pupils' work, about his teaching in general and about the school in which he taught". This shows how a teacher who is struggling with his profession is feeling. It is important to emphasise that some research has been conducted about the characteristics that could signal demotivation. Kikuchi (2013) argued that those teachers who use monotonous methodologies, have low enthusiasm for the subject they teach, have an unfriendly attitude and do not pay attention to learners' individual needs may signal an overall lack of work motivation. Thus, lack of enthusiasm may trigger demotivation, or teachers' lack of motivation could lead to lack of enthusiasm in their profession.

In addition, Dörnyei and Ushioda (2011) suggested some general characteristics related to teacher motivation and some of the negative influences on the teaching profession should be highlighted. Insufficient self-efficacy is an important demotivator; by self-efficacy, Dörnyei (2001) means the teachers' beliefs in their ability to motivate and promote learning. Furthermore, lack of intellectual challenge and content repetitiveness in teaching can also hinder motivation when educators have been teaching the same level and subject for an extended period of time. Similarly, teachers' lack of autonomy to make decisions and set goals in their classes may also affect their motivation and lead to

frustration. Thus, insufficient self-efficacy, lack of challenge and autonomy are some of the negative influences, which may hinder teacher motivation.

It is important to mention that teachers often regard the intrinsic rewards of the profession as positive, while extrinsic rewards are frequently related to causes of demotivation, as has been shown in this section. In this vein, Dörnyei (2001, p. 159) interestingly states: "In an anticipation of such intrinsic rewards, most people who go into teaching are ready to forgo high salaries and social recognition — a fact that is recognised and abused by many national governments". Teachers are assumed to be intrinsically motivated to teach and therefore, governments have taken advantage, assuming that their intrinsic rewards will always be highlighted with not much importance given to the extrinsic elements, such as the job conditions. Along the same lines, in a study by Doyle and Kim (1999) in which they used a combination of survey and participatory research, the findings revealed that one of the factors which led to dissatisfaction for teachers from Korea and America was the fact that school administrators took advantage of the high intrinsic commitment of teachers (other factors were: salary, problems related to advancement, curriculum, textbooks, workload, lack of autonomy and job security). Hence, the fact that the administration and some governments exploit and abuse teachers' intrinsic commitment to teach could lead to their demotivation and dissatisfaction. On a similar note, those teachers who have more experience and stability seem to attach more importance to intrinsic rewards than to extrinsic rewards (Conley & Levinson, 1993). New and less experienced teachers may be more concerned about their financial responsibilities and may give more importance to pay and promotional opportunities, as was suggested by Wright and Hamilton (1978). Hence, the teaching conditions such as the job security and the salary could be some of the elements that shape teacher motivation, especially for new

teachers and this may complicate the above-mentioned abuse of the government when recruiting new teachers.

Furthermore, students' misbehaviour and discipline problems have been frequently considered a source of stress and demotivation for teachers. Teachers' perceptions of students' negative behaviour, attitude, low motivation or poor participation in the classroom has been found to influence teachers' wellbeing (Spilt, Koomen & Thijs, 2011) and strongly demotivate teachers (Addison & Brundrett, 2008; Sugino, 2010). Additionally, Linares, Díaz, Fuentes, and Acién (2009) quantitatively examined teachers' perceptions of challenges in secondary schools in Spain, Hungary and the Czech Republic by means of a questionnaire and suggested that learner demotivation affected 339 teachers in ten different schools. The role of students in demotivating teachers has been examined and it is reasonable to assume that learners, their attitudes and behaviours could affect teacher motivation negatively. In what follows, those demotivating factors which may affect L2 teachers specifically will be presented.

To continue with the factor of students' behaviour and negative attitudes, Karavas' (2010) results from a survey showed that the main sources of stress and burnout for EFL teachers in Greece were students' low motivation and resultant behaviour. Thus, the fact that students' attitude and behaviour could influence teachers was also corroborated in the L2 field. Additionally, in the L2 context, other demotivating factors have been found.

In the work of Pennington and Ho (1995), TESOL (Teaching English to Speakers of Other Language) members and educators in different educational levels from Canada, United States and other countries completed a survey form. The findings showed that some teachers feel content with the nature of the teaching job and its intrinsic values, such as relationships with others and feelings of worth and accomplishment, but their extrinsic values were considered negative because they feel they were not valued enough, or they

were not offered advancement opportunities and better wages. Therefore, intrinsic rewards were usually highlighted in relation to extrinsic rewards in the teaching profession for these participants. Extra rewards, such as higher wages, appraisals and recognition, could make a difference in teachers' attitude in the classroom and perceptions of their profession. These results appear to agree with other arguments presented above (Dörnyei, 2001; Doyle & Kim, 1999).

Similarly, Richards (1996, p. 40) describes another important reason for demotivation, "Language teaching is not universally regarded as a profession — that is, as having unique characteristics, as requiring specialised skills and training, as being a lifelong and valued career choice, and as offering a high level of job satisfaction". The lack of social recognition experienced by language teachers makes the teaching profession less rewarding and it could be a potential demotivator, as was found in empirical studies in mainstream education.

In addition, Pennington (1991) states that some of the main dissatisfactions related to the English as a Second Language (ESL) profession are promotions, pay and administration issues. Similarly, the lack of chances for being promoted and the excessive number of administrative tasks (Khani & Mirzaee, 2015) could be demotivating factors in the teaching profession. Additionally, the classroom observation project by Nikolov (1999), in which 107 teachers from 55 secondary schools in Hungary participated, provided relevant insights into the language teaching situation. Nikolov (1999, p. 23) found that most English teachers were "overworked, underpaid, and quite disillusioned" and few teachers were motivated or felt successful. Therefore, it could be assumed that negative situations experienced by teachers could be related to workload, low pay and lack of motivation. These elements seem to coincide with those demotivating factors in mainstream education.

In a more recent study of language teacher motivation, Hettiarachchi (2013) found that some of the main demotivators for language teachers in Sri Lanka public schools were the limited facilities, the inefficiency of school administration, the discrepancy between the curriculum and students' English level and the poor relationship between colleagues. These are demotivating elements for language teachers in this particular context but some of them could also affect teachers in other countries.

Additionally, Kim and Kim (2015) identified some detrimental factors on EFL teacher motivation and these are obstacles to Communicative Language Teaching (difficulties in teaching English in communicative ways), inadequate administrative support (the schools or colleagues are not supportive) and lack of social recognition (recognition of their English competence by parents and schools). Although these obstacles or challenges seem to correspond with other research in the field of mainstream education, these demotivators are more specific to language teachers. These EFL teachers feel that they are not able to teach using methodologies that foster communication or are not valued for their competence in the language taught.

Furthermore, Aydin (2012) qualitatively investigated the factors causing demotivation and found six factors that cause demotivation during the EFL teaching process in Turkey by using a case study. They included problems relating to the (a) teaching profession: lack of knowledge, stress, (b) curriculum: lack of resources, invalid examinations and problems with workbooks, (c) working conditions: financial, workload duties, (d) students and their parents: violence, low motivation, negative attitudes, lack of parental interest, (e) colleagues and school administrators: communication problems, and some physical conditions such as crowded classrooms, noise, and bad school climate. These detrimental factors seem to coincide with empirical work in other countries. Along the same lines, in her investigation of L2 teacher motivation in Hungary, Csizér (2019)

analysed quantitatively and qualitatively 198 English teachers' motivation and among other results, she found that the lack of school-related resources, the salary and work balance and the teaching context, including the curriculum and responsibilities such as assessment, were demotivating factors for teachers.

Brereton (2019) used an open-ended questionnaire and found similar low points for teachers in Australia, Japan and Spain, which included management-related causes, such as lack of support. This author also found that most participants with more than ten years of experience would report the lack of developmental opportunities as demotivating and this seems to agree with the ideas of Dörnyei (2001) about the lack of intellectual challenge referred to earlier in this section.

It is also relevant to stress any research conducted in Spain, the context of study of this thesis. Pedró et al. (2008) administered a survey to 4,600 schoolteachers in Catalan primary and secondary schools. These researchers found that 43% of the teachers were satisfied with their jobs but lacked trust that the education system would improve. 68% of the dissatisfied teachers were also found to not trust the administration. Thus, it could be assumed that the education system and the administration were negative elements for these teachers and although improvements were expected, teachers were doubtful about the government's efficiency to improve education in the country.

Along the same lines, in a mixed-methods study comprising questionnaires and interviews, Caraker (2016) investigated the perceptions of fourteen English teachers and suggested that only 24% of the participants considered public language education to be effective and all participants agreed or strongly agreed with the fact that teaching methods need to be improved in Spain. This seems to be related to the lack of trust in the education system in this country as was previously mentioned. Data from this study suggested that

teachers were not satisfied with the English instruction in Spain and complained about the amount of bureaucracy (Caraker, 2016).

Hettiarachchi (2013) showed that students' English level was a demotivating factor and in Spain, it seemed to be considered as low in comparison with other European countries (Caraker, 2016). Caraker (2016) concluded that only 7% of the participants felt that Spaniards had acceptable levels of English as they could be successful without a high level of English and mostly everything was translated into Spanish. Thus, participants considered that students' level was not high enough and that they could not be motivated to learn English. Europa (2012, as cited in Caraker, 2016, p. 32) reports that although Spain is the European country in which English is introduced the earliest in the national curriculum, less than 19% of Spaniards speak a foreign language and Spain has one of the lowest proficiencies in the English language in Europe (Caraker, 2016).

Furthermore, Gratacós and López-Jurado (2016) used the FIT-Choice scale to investigate the reasons why people choose the teaching profession. It should be emphasised that in the Spanish context, the social status was the lowest rated of all the countries that have used this measurement scale. This seems to indicate that Spanish teachers do not perceive their profession as highly recognised, which could then translate into one of the demotivating factors, as was the case in some studies discussed above.

To sum up, there seems to be several potential causes of teacher demotivation. All the above factors can influence teacher motivation negatively and could lead to dissatisfaction and lack of enthusiasm. To conclude this section, the following question summarises the main concern:

> "How can we expect children to be motivated to learn English if their teachers have to work in hot and crowded classrooms with minimal resources, managerial support and material reward?" (Lamb, 2016, p. 334).

Job conditions could have an impact on teachers and their ability to motivate their students, but also to maintain their own motivation. Demotivating elements described in this section may trigger teaching stress, burnout and anxiety or these conditions may cause demotivation, as will be discussed in the next section.

2.4.3.1. Burn-Out, Stress, and Anxiety

Burnout[1], Stress[2] and Anxiety[3] are conditions which could be suffered by employees in any profession. These concepts are relevant for this study because they could affect teachers and it has been argued that teacher motivation could help prevent stress, burnout and depression (Rosenow, 2005). Concerning all fields of employment, Kottler et al. (2005, pp. 111-112) summarised the key features of the concept of burnout (Maslach, 1982) and emphasised the following characteristics to which burnout is related:

1.   A reluctance to discuss one's work with others

2.   A high incidence of escapist daydreaming

3.   Attitudes of cynicism, negativity and callousness toward one's clients

4.   Loss of enthusiasm for work

5.   Emotional exhaustion and feelings of being used up

6.   Decreased effectiveness in job performance

7.   Blaming others for one's current unhappiness

8.   Feeling powerless to alter one's situation

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[1]**Burnout** is a professional hazard (Maslach, 1982) and it is a syndrome that affects people who work in 'helping professions' or other client-centred fields; "burnout results from a form of chronic stress associated with the frequent interactions and close contact with others that is required in 'people work'". (Pennington & Ho, 1995, p. 43).

[2]**Stress** is caused by life events or complex 'appraisals' (Holmes & Rahe, 1967; Lazarus & Folkman, 1984). It is generally defined as a "physical, mental or emotional reaction to unpleasant circumstances" (Hartney, 2008, p. 3).

[3]**Anxiety** "is a tense unsettling anticipation of a threatening but form-less event; a feeling of uneasy suspense […] feelings of anxiety persist for lengthy periods […] Anxiety often follows fear" (Rachman, 2013, pp. 3-5). Anxiety can also be defined as a feeling of fear, worry and unease usually for something non-existent.

These factors may lead to burnout for different professionals, but regarding the teaching profession, Kottler et al. (2005) warn teachers of the need to be cautious about being burned-out since, once they are burned-out, it may be extremely difficult to recover their initial enthusiasm for teaching. As stated by Freudenberger (1983), those whose jobs require high dedication and commitment to people are more vulnerable to burnout and to feel any other negative influence that may lead to giving up their professions. There is a commonly held belief that teaching is one of the professions in which workers give up their jobs more often due to its demanding characteristics, thus, the concept of burnout is relevant to this profession.

Along the same lines, Friesen, Prokop and Sarros (1988) surveyed 1,211 teachers and found three main consequences of teacher burnout and these are: emotional exhaustion (overextending emotionally and physically trying to do too much, thus leading to lack of energy), depersonalization (the development of negative attitudes towards people at work) and reduced personal accomplishment (feelings of discouragement and dissatisfaction with one's job). These three factors were also identified by Maslach and Jackson (1981) in a previous article on occupational stress and they indicate teachers' attitudes and behaviours caused by this syndrome. Additionally, Huberman and Vandenberghe (1999) reviewed the literature on teacher burnout and concluded that it affects the quality of teaching, lead to job dissatisfaction, work alienation, physical and emotional illnesses and teachers leaving the profession. On a similar note, the concept of burnout is crucial since it has been found to have a considerable influence on teachers' wellbeing, their careers and students' learning outcomes (Chan, 2006). Thus, finding solutions to teacher burnout could help teachers' professionally and psychologically, but it could also be beneficial to students' learning process.

Blase (1982) describes a social-psychological model of teacher stress and burnout and his teacher performance-motivation theory suggested that if teachers' effort and coping resources fail to overcome stressors, this may result in a negative outcome which in turn may affect job satisfaction, work involvement, teacher motivation and teacher effort. He also poses the idea that those teachers with more coping resources would perceive fewer barriers and difficulties to achieve learning objectives and therefore, may be less affected by stress and burnout. This author's study confirms the link between teacher motivation and teacher stress and burnout and emphasises the need for developing coping strategies, which would aid teachers to avoid these negative elements.

There are several elements that could trigger stress and some of them have already been mentioned as causes of teacher demotivation. Travers and Cooper (1993), quantitatively identified the following sources of teacher stress: students' misbehaviour and discipline problems, students' lack of motivation, heavy workload and time constraints, role conflict and ambiguity, bad relationships with staff, and pressure and criticism from parents and society. These stressors could trigger teachers' stress and burnout but some of them could also cause demotivation for some teachers, as was discussed in the previous section.

Additionally, Horwitz (1996) explains that teachers have many reasons to be anxious such as unruly students, authority and competence challenges, inflexible performance standards or a complaining public. Horwitz (1996) focuses her research on the emotions that teachers experience in the teaching environment such as fear or even panic, which could also hinder teacher motivation.

In the context of Spain, Betoret (2006) investigated the relationship among teacher occupational stress, self-efficacy, coping resources and burnout in a sample of 247 Spanish secondary school teachers by using a combination of quantitative scales. The findings suggested that: teachers with a high perception of school resources and their own

self-efficacy scored lowest on stress and highest on motivation, satisfaction and involvement dimensions and vice versa (Betoret, 2006), which suggests the need to prevent stressful practices. He also found that job stressors have a direct effect on teacher burnout and that self-efficacy and school coping resources (equipment, resources, and qualified personnel for student support) were associated with most teacher stressors and burnout dimensions. Those with a higher level of self-efficacy and better access to school coping resources reported less burnout than teachers with low self-efficacy and fewer coping resources and vice versa. Thus, teacher burnout could be mitigated if teachers have a positive perception of self-efficacy and when personnel and equipment resources are available to them. Workload, lack of rewards, school authority guidelines, classroom learning environment and relationship with other teachers "accounted for a greater portion of variance in teacher anxiety, job satisfaction and teacher motivation" (Betoret, 2006, p. 535). Furthermore, external obstacles such as relationships with school authorities, colleagues and families seemed to have a more negative effect than those related to teacher-student interaction, which highlights again the relevance of these extrinsic elements.

References to stress, burnout and anxiety which may be possible causes or consequences of demotivation have been described in this section. In the next section, the importance of job satisfaction will be examined.

2.4.4. Job Satisfaction

Job or work satisfaction has been addressed in multiple professional contexts. According to Pennington (1991, p. 60), work satisfaction is concerned with "the attitudes people have in relation to their current employment". Along the same lines, Evans (1998, p. 40) defines job satisfaction as "a state of mind encompassing all the feelings determined by

the extent to which the individual perceives her/his job-related needs to be being met". Attitudes and emotions about one's profession seem to be related to one's motivation and for that reason, there is need to mention the concept of job satisfaction in this thesis.

The field of mainstream education has examined the concept of job satisfaction and its importance needs to be stressed since it could be linked to the promotion of teacher motivation. As Pennington (1991) points out, work satisfaction should also be, along with teachers' wellbeing, emotions and beliefs, an important concern, since work is a central part of everybody's lives. It is a commonly held belief that teachers often get personally involved with the teaching profession and with the students, as a result, teachers' satisfaction with their jobs could affect their personal lives and professions, and in turn, their motivation.

Evans (1998) identifies some factors that influence teacher motivation and job satisfaction, and these are school leadership, the context of teachers' working lives and teachers' realistic expectations of their jobs, the latter being linked with teachers' beliefs. It is important to mention that the problem of dissatisfaction may stem from teachers comparing their own situation to that of others and therefore, becoming dissatisfied with their jobs. Some of these factors, such as the expectations, were revealed as demotivating factors for teachers earlier in this chapter. Expectations from others, but also, as Evans (1998) argues, expectations from teachers about their jobs and their practices could influence their job satisfaction and possibly their motivation.

In the field of general education, it is also important to consider Herzberg's (1968) work. In contrast to other research, Herzberg (1968) declared that increasing salaries and improving working conditions would not motivate employees; the author states that the only way to motivate employees is by giving them a challenging work and responsibilities. Despite Herzberg's (1968) ideas regarding the lack of impact that fewer

hours, rising wages and fringe benefits could have in employees' motivation; it could be argued that most stressed teachers may benefit from these changes nowadays.

The work of Herzberg (1968) and his Hygiene Theory was fundamental in the area of work satisfaction. The author states that *motivator factors*, such as achievement, recognition and responsibility, are intrinsic to the work itself, while, *hygiene factors*, such as working conditions, salary and job security are extrinsic to the work itself. The motivator factors are the primary reason of people's satisfaction, but hygiene factors are the primary cause of job dissatisfaction. In addition, the same author claims that the intrinsic features of work, like responsibility and achievement, enhance satisfaction. On the other hand, extrinsic features of work, including supervision and pay, minimize dissatisfaction. Therefore, the factors which produce job satisfaction and motivation are different from the factors that lead to job dissatisfaction because they are not opposite to each other (Herzberg, 1968). Hygiene factors need to be present to prevent dissatisfaction, but they do not induce satisfaction, this depends on motivator factors such as achievement, recognition and responsibility. Motivation factors will not have an effect until hygiene factors have been attended to; hygiene factors are a prerequisite to motivation factors being able to have an impact. Herzberg's study (1968) could be considered outdated buy his study and ideas are still used as a reference for other research nowadays.

In a study by Cangemi and Guttschalk (1986), supervisors believed that their employees' greatest desire was better salary, but the 35.000 participating employees would rather feel appreciation, participation and sympathetic understanding to higher wages. These findings agree with Herzberg's (1968), it seems that although low wages are usually claimed to be cause of dissatisfaction, participants in the above studies were not so much concerned about their wages, but about other factors.

Along the same lines, Lawler (1973) states that job satisfaction is determined by the difference between all those things employees feel should receive from their jobs and all those things that they actually receive. This definition explains different factors which shape job satisfaction such as employees' opinions, judgements and emotions about their professions, as well as their understanding of their job expectations which may or may not be met. Those employees who are satisfied with their jobs may enjoy their profession more and may be more motivated to work than those who experience job dissatisfaction. It can also be assumed that employees' expectations and beliefs of the recompenses they should receive play an important role in their motivation at work. However, employees' satisfaction may not affect their performance, as was stated by Porter and Lawler (1968), who suggested that employee's satisfaction will become evident if the company is providing enough rewards to them. According to these authors, job satisfaction happens when employees receive sufficient rewards for their profession. Thus, the importance of rewards and job conditions is highlighted again in their argument.

Additionally, Hackman and Lawler (1971) found that employees reported having higher intrinsic motivation to perform well when their jobs scored high in these four dimensions: variety, autonomy, task, identity and feedback. These authors also argued that the characteristics of the job could directly affect the employees' behaviour and attitudes in the working environment. According to this study, the job conditions could influence workers and could motive them intrinsically, which in turn could improve their performance.

In the field of L2 teaching, research has also been carried out regarding L2 teacher job satisfaction. The work of Pennington (1991) shows that the main indicators of satisfaction of the ESL profession are: travel opportunities, getting to know other cultures and the possibility of teaching in creative ways. On the other hand, the main dissatisfactions are

low salary, lack of benefits and recognition. These dissatisfactions may lead to "ineffectiveness, unproductivity, psychological distress, and physical illness in employees" (Pennington, 1991, p. 60). These consequences of job dissatisfaction may seem exaggerated, but they could be close to the daily reality teachers experience in the classrooms. If teachers are not satisfied with their jobs, this could have an effect on their teaching practices and wellbeing. The fact that some of these main dissatisfactions and satisfactions were also found to be demotivating and motivating factors, as discussed in the previous sections, shows the link between the concepts of motivation and job satisfaction.

Additionally, in a more recent study (Kassabgy et al., 2001), 107 teachers responded to a questionnaire on the work values and job satisfaction in ESL/EFL and the results showed five sets of basic needs for teachers:

1. A relationship orientation: relationships with students, other teachers, supervisors.
2. Extrinsic motivation: security, salary, fringe benefits.
3. Autonomy needs: freedom, independence, encouragement of initiative.
4. A self-realization factor: to be able to develop one's ability, have sufficient challenge.
5. Institutional support: to have clear rules and procedures, a supervisor who gives clear guidance, flexible working hours.

As maintained by these authors, having a good relationship with colleagues and students is important, and having extrinsic rewards such as security and salary. Having the ability to decide, a feeling of fulfilment, freedom in the classroom and being able to grow as a professional are also some of the factors that could make ESL/EFL teachers feel more satisfied with the teaching profession. These factors seem to improve teachers' job performance and enhance their job satisfaction and therefore, they could possibly

influence teacher motivation positively. Some of these needs were also found to motivate teachers, as shown in this chapter.

Similarly, in the same study, the analysis of job rewards by Kassabgy et al. (2001) showed four variants of a "good" job: this is a job in a well-managed institution, which provides professional status, where the primary rewards come from the students and the classroom, and a challenging job that provides opportunities to learn and develop in a stimulating environment. In this study, teachers seem to give more importance to intrinsic rewards, but also emphasise their desired opportunities for development and recognition. It is important to highlight again the significance of intrinsic rewards over extrinsic rewards as was suggested by Pennington and Ho (1995) and discussed in previous sections.

In short, teachers' job satisfaction should be a central concern because it is widely assumed as having an impact on their teaching practices, wellbeing and motivation. As has been shown above, many factors can affect teachers' job satisfaction and motivation. Those elements which may hinder teachers' job satisfaction, and especially those which are detrimental for teacher motivation, are of crucial importance for this study and therefore, ways of overcoming these challenges will be addressed in the following section.

2.5. Solutions to Demotivation

In previous sections, motivating and demotivating factors have been examined. Yet, solutions must be found to avoid the deterioration of teacher motivation because teaching has been considered the main profession in our society (Hiver & Dörnyei, 2015). Researchers have attempted to find solutions to negative factors teachers may suffer in their professional careers. This section will describe those solutions and improvements which could be made by the institutional bodies in the first place, followed by those

solutions or strategies the individual teachers could undertake to overcome certain problems, such as stress, burnout, anxiety and demotivation.

Pennington (1984) conducted a workshop at a conference of the National Association for Foreign Student Affairs (NAFSA), in which a group of ESL administrators addressed causes and possible solutions to low morale[4] among teachers in university ESL programmes. Suggestions for raising ESL teacher morale (which could also influence teacher motivation) included pay increases, reduced teaching workloads, full benefits, long-term contracts, recognition of status, decision-making power, responsibility, and opportunities for development and leadership. Similarly, Pennington (1991) recommended a plan to improve teachers' morale and job satisfaction by providing educators with growth opportunities, cooperative decision-making, administrative support, recognition, career advancement, positive environment, equitable pay and benefits, and contractual commitment. It seems reasonable to believe that most suggestions are out of the teachers' control; these changes and improvements should be made by national governments, administration, and individual institutions. Although these solutions were not proposed to overcome teacher demotivation, it seems evident that they could help solve some demotivating factors presented in this chapter.

Pedró et al. (2008) suggested that reinforcing the access to the profession could reduce negative outcomes in the context of Spain. In this way, only those teachers who are extremely interested in the profession would enrol and this may reduce their negative emotions once they are part of the system. This is one of the solutions that could be initiated by the government and which could diminish the discontent among teachers

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[4] **Morale** is "a state of mind encompassing all the feelings determined by the individual's anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting his/her total work situation" (Evans, 1998, p. 30). It is an emotional condition closely related to motivation; "high morale may motivate" (Evans, 1998, p. 30). This concept is often understood as the feeling workers have about their jobs.

when they enter the profession and face the reality of the classroom. Although Pedró et al. (2008) rightly argue the benefits of reinforcing the access to the teaching profession in state schools, this measure could also extremely discourage those intrinsically motivated teachers who struggle to pass the competitive examinations despite their passion for teaching.

Concerning the workload, Butler (2007) used a self-report measure of goal orientations and found that teachers welcome free periods or days to devote time to other responsibilities and sharing some problems with colleagues could be effective and help teachers to avoid coping with problems independently. This could allow building a supportive community of peers, which was suggested as a way of overcoming demotivation by participants in the study of Brereton (2019).

Additionally, teaching seems to be more emotionally demanding than most professions, which may lead to emotional and physical exhaustion. Emotions influence the behaviour of an individual and for this reason, it is important to understand them. Brackett, Palomera, Mojsa-Kaja, Reyes and Salovey (2010) assessed the relationship between Emotion-Regulation Ability (ERA) and both job satisfaction and burnout among secondary-school teachers in the United Kingdom by means of a battery of assessments and online surveys. They defined ERA as "the capacity to regulate one's own and others' emotional states" which could minimise stress and burnout in teachers (Brackett et al., 2010, p. 407). Those teachers who are able to regulate their own emotions could reduce or avoid unwanted emotions such as burnout and stress, which are common in teachers. Those with greater ERA are able to maintain positive emotions and to reduce or modify undesirable emotions (Brackett et al., 2010); therefore, learning how to regulate one's emotions could be a potential solution to feelings of stress, burnout, and anxiety. According to Brackett et al. (2010), if teacher-training programs included a focus on

ERA, teachers would benefit from experiencing less burnout, greater job satisfaction and being more effective in the classroom and staying longer in the profession.

Along the same lines, it has been found that emotional intelligence (EI) correlates with job satisfaction of EFL teachers in Iran/Shiraz and helped teachers to understand their students' emotions better, this study used two quantitative research instruments, a questionnaire and a scale (Hekmatzadeh, Khojasteh & Shokrpour, 2016). Training could help teachers to not only survive but also flourish in their teaching profession (MacIntyre, Gregersen & Mercer, 2019). Thus, these problems and challenges often encountered by teachers, such as stress, anxiety, and burnout could be solved by providing teachers with specific training on how to control and manage their emotions. However, this solution could not resolve by itself all the causes of demotivation that were presented in this chapter.

Shoaib (2004) investigated teacher motivation in Saudi Arabia by using large-scale interviews and proposed strategies to enhance teacher motivation. These strategies were organised in three different levels: the teacher level (e.g. training, further development, self-regulatory strategies), the managerial level (e.g. collaborating, in-service training, recognition) and the ministerial/institutional level (e.g. a higher investment on education, more flexibility, participation of teachers in the curriculum design, reduced teaching loads and class sizes). This qualitative study identifies several flaws in the teaching profession that need to be addressed to improve language teacher motivation. Most of the suggested solutions could be managed by governments and institutions however; there are some actions that can be taken by teachers to improve their situation as has been posed by Shoaib (2004) in the teacher level.

Teachers may not realise that the causes of their negative emotions could sometimes be controlled by them: "the way that teachers tend to deal with the challenges they face and

metabolise the stresses they encounter depend on a number of factors, most of which are potentially within their control" (Kottler et al., 2005, p. 111). Demotivating factors presented in this chapter could be addressed by a higher implication from the government, policy makers and curriculum designers but teachers could also make some improvements by themselves.

Dörnyei (2001) suggested a set of self-motivating strategies for teachers based on Corno and Kanfer's (1993) control strategies. Reflecting on the lessons, observing other teachers, analysing their anxiety, improving their teaching and arranging teacher study groups to solve problems cooperatively are some of the advised strategies. These may help teachers to solve individual problems that they encounter in their daily teaching experiences and which may be a potential source of demotivation.

In the field of positive psychology, it has been suggested that teachers should avoid excessive negative emotions by focusing more on positive emotions (MacIntyre et al., 2019; Mercer et al., 2016). For instance, this could be achieved by keeping a gratitude journal, reflecting on teaching practices, developing a teacher-student relationship of respect and trust, reflecting on teachers' initial reasons for choosing a teaching career, reflecting on the rewards it has in terms of contribution to society, and writing narrative descriptions of the teachers they would like to become (Mercer et al., 2016). These are some ideas to help teachers to solve their own individual and personal difficulties as professionals. These strategies could be immensely helpful for some teachers to enhance their motivation, as those proposed by the following researchers.

Hiver and Dörnyei (2015, p. 14) reviewed some core strategies proposed by Gold and Roth (2005) that "well-adjusted" teachers could use such as getting involved and solving the problems, not panicking or giving up, enlisting others' support and keeping the distance to reflect on the situation objectively. These ideas would help teachers to make

use of healthy coping behaviours that will assist them in facing and controlling challenges and negative events in their daily teaching experiences. Although these are good propositions by Mercer et al. (2016), Hiver and Dörnyei (2015), Corno and Kanfer (1993), and Gold and Roth (2005), they seem to amplify teachers' roles and responsibilities. These recommendations may discourage teachers who are demotivated and stressed due to their heavy workload or who do not have time to try all, or any, of the above suggestions. Governments, administration and institutions should not expect teachers to do more than they already do to increase their motivation, thus actions should be taken from those who are hierarchically above teachers, especially because some of the causes of demotivation are beyond teachers' control.

Another solution, which has been considered in the psychology field, is the concept of resilience[5], commonly understood as an ability to recover or adapt easily to certain challenges or changes. Teacher resilience could help educators to recover quickly from difficulties. As was previously discussed, the teaching profession is considered an emotional profession and therefore, building resilience could be beneficial for teachers. Gu and Day (2007, p. 1314) explained that teachers' competence to manage difficult situations that emerge may be a manifestation of "their strength and determination to fulfil their original call to teach and manage and thrive professionally". In other words, those teachers who fight to overcome challenges in their professions and wish to enjoy their professional careers may be understood to be motivated. However, if educators are not aware of strategies to enhance their resilience, the problems they encounter could trigger negative outcomes. Therefore, promoting and building teachers' resilience could be favourable to solve problems in the classroom for the benefit of teachers' wellbeing.

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[5] **Resilience** is "teachers' capacity to continue to function effectively in their professional roles in the face of adversity" (Kostoulas & Lämmerer, forthcoming).

Along the same lines, Dörnyei and Kubanyiova (2014) propose visualisation techniques, such as visual narratives looking forward in time (Kalaja & Mäntylä, 2018) and support groups to help teachers develop their resilience and to fight against adversity, although they also emphasise the fact that this adversity could be considered as a positive opportunity for development. Additionally, Dörnyei and Kubanyiova (2014, p. 129) suggest that to "ignite or reignite" the flame of teacher vision, teachers should remember encounters that brought them into teaching, apart from recognising their gifts and revisiting images of past learning experiences, along with generating images of ideal language teacher selves. These ideas can move teachers to act and improve, or in the case we are referring to, work towards an improvement in their motivation. These authors also propose strategies to generate creative tension which may stimulate teachers towards an improvement. Some of these approaches are peer observation, self-observation, collecting student feedback, focus-group interview and action research (Dörnyei & Kubanyiova, 2014). These suggestions may trigger teachers' reflection and can enlighten them, and they could also be used to find out more about their own motivation, by trying to find solutions.

According to Kubanyiova (2016, p. 101), who teachers see when they imagine themselves in the future has an influence on how they approach "new ideas and educational innovations". Thus, their ideas about their future selves can motivate them to attain their positive selves or avoid the negative ones and therefore, improve as teachers. Interestingly, Csizér (2019) used a teacher motivation questionnaire and found that teachers who are more motivated can benefit from self-reflecting practices whereas having a successful self-image would help those teachers who are more demotivated, which highlights the importance of self-confidence.

In this section, solutions have been proposed to overcome challenges in the teaching profession which could lead to the improvement of teacher motivation. However, it could be argued that a more individualised approach is needed because: "what suits one may not suit another, what fulfils or satisfies some, may leave others unfulfilled or dissatisfied, and what motivates some may not motivate others" (Evans, 1998, p. 182). In the next section, the link between student and teacher motivation will be analysed.

2.6. Teacher and Student Motivation

In this chapter, student and teacher motivation have been examined separately based on research in the fields of psychology, mainstream education and SLA. Throughout the chapter, the links and relationship between learner and teacher motivation have been mentioned and these will be analysed in this section. It has been discussed that teacher motivation and student motivation are crucial for the learning process, therefore, the relationship and the effect teacher motivation may have on student motivation, and the other way around, are worth studying.

2.6.1. Teachers' Effect on Students

Frenzel and Stephens (2013, p. 49) have argued that emotions are contagious and can be transmitted in social interactions; therefore, teachers and students may affect each other's emotions by a process of "emotional contagion". In this situation, students are not only aware of their teachers' emotions but also similarly affected by them. This process could explain the widely known assumption that teachers and students affect each other, and this could have positive or negative effects depending on whether the students or the teachers express negative or positive emotions (Gregersen & MacIntyre, 2015). If teachers show continuous negative emotions, student motivation may be affected, and

learners may behave in undesirable ways, such as being impolite or rude towards the teacher in the classroom (Dresel & Hall, 2013; Frenzel & Stephens, 2013).

Emphasising enjoyment, humour and enthusiasm as the key emotions in the classroom environment and encouraging teachers to influence students positively is essential, since they are able to affect students' achievement emotions (Frenzel & Stephens, 2013, p. 41). Thus, if teachers maintain a positive attitude in the classroom, it could be transferred to students and it may affect their performance and behaviour in the classroom because as Dörnyei and Ushioda state (2011, p. 158) "if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn". Along the same lines, teachers are often mentioned as one of the main influences on student motivation (Shoaib & Dörnyei, 2005).

Nowadays, most researchers would agree that teaching and learning are implicitly and explicitly linked to each other; teachers' actions and attitudes may affect students' behaviour and vice versa. The teacher-pupil relationship has been found to be the most significant factor affecting students' attitude towards second language learning for secondary school teachers and students in England (Clark and Trafford, 1995) and as a key factor for learners in mainstream education (Wentzel, 2009). Similarly, results from learners' attitudinal test in northeast England were more positive in those secondary schools where teachers were identified as motivated, than in those schools where teachers were considered to be demotivated (Atkinson, 2000). On a similar note, students' feelings about their teachers and the way they approach the activity have also been understood to affect student motivation (Williams & Burden, 1997) and students' learning and achievement (Rahimi & Karkami, 2015). Additionally, teachers who inspire are often remembered by students (Lamb, 2011) although learners may be inspired differently depending on the context (Lamb & Wedell, 2015).

Additionally, in the study of Dörnyei and Csizér (1998), in which 200 Hungarian teachers completed a survey, participants regarded teachers' behaviour as the most important motivational factor for learners, but it was extremely underutilised, and they tended to neglect their tasks as role models. In this case, although teachers considered their own behaviour as crucial for student motivation, they appeared to not expend the effort to show a good example as committed and motivated educators. Thus, it is interesting to highlight that although teachers may be aware of the importance of their behaviour and motivation for learner motivation, they may not pay attention to their performance and attitude in the classroom with the aim of motivating their students.

Dörnyei (2001) also proposes four influences teachers have on student motivation: the personal characteristics of teachers, verbal and non-verbal immediacy (closeness) behaviour, teachers' active motivational socialising behaviour and classroom management practices. Thus, teachers' approaches and personality could have an effect on students' motivation. Along the same lines, Dörnyei (2001) concludes that teachers' values, beliefs, attitudes, behaviours, their commitment towards the students, their learning and the subject matter, are also vital influential factors on student motivation. Thus, teachers' attitude towards teaching English could shape student motivation to learn the language, along with teachers' beliefs about learning and teaching processes. Learners' perception of the teachers' concern about students' learning process could also trigger motivation or if there is lack of interest, demotivation.

Teachers have also been found to be the main source of demotivation for learners (Falout & Maruyama, 2004). Oxford (1998) found that students were negatively influenced by the teachers' attitude towards the course or the material, the teacher-student personal relationship, style conflicts between the teachers and students and the nature of the classroom activities. Moreover, learners also claimed to feel demotivated by the teaching

style, especially those teachers with too much control or too little control over the classroom (Oxford, 2001). Similarly, Dörnyei (1998) identified the main demotivating factors for L2 learners and the teacher and his/her personality, commitment, competence and teaching method were found to be the strongest demotivator for these learners.

Concerning emotions, Mercer et al. (2016) argue that positive teacher psychology is beneficial for teachers' wellbeing and vital for learners and for the group. As was discussed above, emotions seem to be contagious; therefore, teachers' wellbeing and positive emotions could be transmitted to students. In addition, Bajorek, Gulliford and Taskila (2014) explain that healthy teachers satisfied with their jobs and with a positive morale are more likely to teach lessons that are challenging, effective and creative. These lessons will therefore have an effect on students' enthusiasm, attitudes and motivation towards learning, in this case, a language. Teachers who are happy with their professional careers and daily teaching lives may feel encouraged to design appealing lessons which in turn, could affect learner motivation. The importance of teacher motivation has been reinforced by several researchers since it affects teacher behaviour and in turn, influences students' motivation and achievement.

According to Lamb (2017), there is sufficient research to evidence that language teachers are able to influence their students' motivation for better or for worse and the role of teacher-student relationships has been highlighted as more central to language teaching since it involves interpersonal relations and communication. Regarding L2 empirical research, Guilloteaux and Dörnyei (2008) observed 27 teachers and more than 1300 students in South Korea to analyse the effects of motivational strategies on student motivation. These researchers found that the teachers' motivational teaching practice affected student motivation as was manifested in the learners' behaviour in the classroom.

This result shows a clear relationship between teachers' motivational teaching practice and language learning motivation in the classroom.

In the context of Spain, Bernaus and Gardner (2008) analysed the relation between student motivation, language achievement and teachers' didactic strategies used in the EFL class in secondary school. The findings showed that language achievement of the class was not related to motivational strategy use when it was reported by teachers but when it was reported by students, there was a significant relation. Learners' achievement and L2 motivation was affected by their perception of the strategy use but not so much by the use of the strategy. Thus, Spanish students considered that teacher use of motivational strategies influenced them and their motivation to learn a language. Teachers' use of motivational strategies but also teachers' characteristics seem to affect students. Dewaele, Magdalena and Saito (2019), by using an online questionnaire with Likert scale items, investigated the effect of learners' perception of teacher characteristics on Spanish EFL learners' anxiety and enjoyment and they uncovered, among other findings, that students experienced more foreign language classroom anxiety with new and stricter teachers and with those who did not use the foreign language much in class. Thus, being strict, unexperienced and not using the L2 in the classroom were some of the characteristics which affected these learners negatively.

Following the above-mentioned research, it seems reasonable to assume that teachers, their behaviour, personality and the decisions they make in the classroom could affect students and their motivation, however, learners could also affect teachers, as will be discussed in the following section.

2.6.2. Students' Effect on Teachers

It could be assumed that teacher motivation and student motivation go hand in hand. If teachers are motivated to teach, students may feel motivated to learn because teachers are able to engage them. Student motivation may also have an impact on teachers and possibly on their motivation. Some empirical research on this topic will be discussed below.

Hargreaves (2000) interviewed sixty secondary school teachers and discovered that relationships with students were the most important source of enjoyment and motivation for these teachers. By contrast, secondary school teachers experienced negative emotions when they felt unknown and stereotyped by their students. Thus, students' opinions about the teacher and the teacher-student relationships, could affect teachers' emotions. Similarly, students' opinion about their relationship with the teacher could also have an effect on the learning process and environment (Schutz & Zembylas, 2009). Teachers could be influenced by students' perception of classroom relationships since learning seems to happen within a reciprocated environment. This idea addresses the importance of beliefs in the learning process as will be discussed in section 2.7.3. Pourtoussi, Ghanizadeh and Mousavi (2018) also found that student-related factors had the highest influence on motivating or demotivating teachers, student behaviour having the highest frequency, these findings resulted from the triangulation of results from interviews, diaries, journal, and open-ended questions.

The study of Shann (1998) used questionnaires and interviews and revealed that middle school teachers ranked teacher-student relationships as the most important and satisfying variable. Teachers seem to value the relationships with their students and therefore, these relationships could have an effect on educators. Schutz and Zembylas (2009) provide a

detailed explanation and enough literature to evidence the fact that teacher-student relationships have an effect on the classroom, and it could influence students' academic achievement but also teachers' job satisfaction. Teacher-student relationships may have an impact in the classroom and bad relationships could deteriorate the environment and the learning process.

Additionally, as stated by Schutz and Zembylas (2009), continuous exposure to unpleasant and pleasant situations while teaching will alter teachers' behaviour in the classroom and the quality of teaching. Thus, if teachers experience unpleasant situations caused by students' behaviour, this could affect their motivation. Spilt et al. (2011) state that negative emotions are experienced when teacher-student relationships are disrespectful, distant or conflictive but when the relationships are close and friendly, teachers experience intrinsic rewards. Thus, the quality of the relationship could shape teacher motivation. According to Sutton and Wheatley (2003), teachers' anger and frustration may arise due to students' misbehaviour that make teaching effectively difficult and causes negative emotions.

Baumeister, Bratslavsky, Finkenauer and Vohs (2001) argue that negative experiences would have a longer effect on individual's wellbeing than positive experiences. Thus, the presence of negative situations in the teaching context could have a long-lasting effect on teachers' wellbeing. Moreover, it seems reasonable to assume that when teachers care about students and about having a positive relationship with them, their wellbeing, motivation or attitude could be affected when these relationships are negative. In agreement with Spilt et al. (2011, p. 462) "relationships with students can only be harmful or beneficial to the wellbeing of teachers when teachers have a need or desire for personal relationships with students". Therefore, only those teachers who are committed or

interested in having a positive relationship with their students could be affected by this relationship negatively or positively.

In addition, Mercer et al. (2016, p. 214) state that teacher psychology can be affected by learner psychology and point out that "positive group dynamics and engaged learners are known to be beneficial for teacher wellbeing and positive emotions". Thus, the teaching environment and student motivation could influence teachers' emotions and wellbeing. Teacher psychology is vital for teachers but also for students and their psychology (Dewaele & Mercer, 2018), thus, the importance of teacher-student effect on each other is reinforced. Moreover, Mercer et al. (2016, p. 224) also discussed that teacher and student wellbeing are "intricately connected". Research presented above agrees with the link among teachers and students and the effect they have on each other and on their motivation.

The mutual reinforcement of teacher and student motivation has been highlighted by Bernaus and Gardner (2008) and also by Caruso (2019) who studied this motivating cycle qualitatively and found that by enhancing student motivation he could battle burnout. Teacher-student relationships are considered as a vital factor in shaping teacher motivation for participants in several studies discussed above. However, empirical research seems to focus on the negative effects caused by students on teachers' emotions, satisfaction and motivation. Most of the studies presented above showed the importance of teacher-student relationships since it could trigger negative consequences for teachers, such as demotivation. In the next section, other important concepts for this thesis will be examined.

2.7. Other Relevant Constructs

Analysing language teacher motivation draws attention to other important concepts. The fact that teachers need to be self-aware but also aware of their own motivation, wellbeing, emotions and beliefs, and their importance, should be emphasised since this could help them understand what they feel but also the decisions they make when they are teaching.

2.7.1. Teacher Awareness

Arthur Jersild (1955) focused on the link between teachers' personal lives and their professional effectiveness. He stated that to help learners, teachers need to be aware of their own strengths and limitations. Therefore, it could be assumed that teachers should be aware of their own motivational state to be able to find solutions, when demotivated, mainly for their own benefit but also for their students. In this thesis, teachers' awareness of their own (de)motivation, their understanding of the meaning of the concepts of motivation and demotivation and their awareness of the teacher-student influential relationship will be called *teachers' motivational awareness*, which will be relevant in Chapters 4, 5 and 6 in relation to RQ 3.

Teachers often focus on their students' achievement and motivation and may not be aware of the importance of their motivation in the learning process or may not pay attention to their own motivation. Teachers should be aware of their motivation to be able to improve their teaching experience, based on what they feel and think and as a result, possibly improve students' learning experience too. Thus, the concept of self-awareness should be highlighted in this chapter, particularly in terms of teacher motivation. Self-awareness has been described as "a process of getting in touch with your feelings and behaviours" (Gold & Roth, 1993, p. 141). Although it could be assumed that being self-aware is beneficial to any human being, increasing teachers' self-awareness can help to build more

positive teacher-student relationships, enhance job satisfaction and effectiveness (Richardson & Shupe, 2003). Thus, self-awareness gains importance in the teaching profession and could benefit learning and teaching processes. It is widely believed that teacher motivation influences student motivation (see section 2.6.1.), thus, it could be assumed that teachers' awareness of their motivation could influence their practices and attitudes in relation to their motivation, which in turn, could affect student motivation in the classroom.

In a similar vein, self-awareness has been considered key to cope with stress (Gold & Roth, 1993) and essential for teacher development (Underhill, 1992). Therefore, the role of self-awareness should be underlined, and this skill could be promoted and facilitated by sharing and communicating with others such as learners and colleagues (Underhill, 1992) and also by reflecting and writing a journal (Farrell, 2013). This leads to consider the relationship between self-reflection and self-awareness and according to Larrivee (2000), self-reflection comprises awareness, which could help teachers to comprehend the teaching process more profoundly. Additionally, teachers' different roles and responsibilities (see section 2.4.1.) include meeting students' social and emotional needs; however, functioning in these roles depends on several issues, including teacher self-awareness (Larrivee, 2000). Thus, it could be concluded that teacher self-awareness could have an impact on teachers' roles and as a result, on their students, which shows again the importance of this concept. However, it is worth to note that being aware of one's motivation should be promoted for the sake's of one's own wellbeing, meaning that teachers should think about themselves first which as a result would allow them to assist their students.

The following sections will focus on teacher wellbeing, beliefs and emotions since they relate with teacher motivation and teacher awareness.

2.7.2. Wellbeing

As has been discussed, teachers are, along with students, the main individuals in the learning process. Researchers often focus on students and their welfare, but teachers' professional wellbeing and satisfaction are also vital in the learning environment. Wellbeing is understood as the state of having harmony between mind and body, without being bored or suffering stress or pressure and as having control over work and over the destiny of one's life (Holmes, 2005). However, wellbeing is not only the absence of stress but also a series of positive states, traits and ways of being that lead to a person flourishing in their environment (Holmes, 2005). Moreover, Seligman (2011, p. 24) employs the acronym of 'PERMA' to help remember these terms: Positive emotion, Engagement, positive Relationships, Meaning, and Accomplishment which are five measurable elements related to the wellbeing theory and which could guarantee individual wellbeing. If these elements are met, teachers could develop their wellbeing that may influence their professional experiences positively.

In contrast, Mercer et al. (2016) state that the PERMA elements are not sufficient for helping teachers flourish; adaptation and interventions at the institutional and national levels are also needed to increase teachers' professional wellbeing. Throughout the previous sections, the importance of teachers for the learning process has been highlighted and since teachers are crucial in the educational environment, their wellbeing should be a priority (Mercer et al., 2016). Most training programmes focus on developing teachers' instructional strategies and pedagogical skills; however, learning how to handle the stress of the profession would be beneficial (Durr, Chang & Carson, 2014), as well as encouraging teacher emotional awareness.

Additionally, Frenzel (2014) describes the link between enjoyment and wellbeing suggesting that human enjoyment signals wellbeing. This assumption may indicate that there are connections between teaching motivation, which is commonly associated to enjoyment, and teacher wellbeing. Frenzel (2014) states that there seems to be a relationship between students' and teachers' wellbeing and teacher emotions.

Moreover, teacher wellbeing seems to be fundamental for teacher motivation and job satisfaction, and also for effective teaching and consequently, learners' wellbeing (Day & Gu, 2010). Therefore, it is important to promote healthy teacher-student relationships for the wellbeing of teachers and learners. Students' positive responses and attitudes can create a positive environment in which teacher motivation can flourish (Frenzel, 2014).

In summary, literature on the wellbeing field suggest that teacher wellbeing could help teachers to handle the difficulties of the profession, but national and institutional involvement is necessary to raise awareness not only about the importance of teachers' wellbeing but also about the value of their beliefs and emotions, as will be discussed in the following section.

2.7.3. Beliefs

As Richards (1996) states, teaching may depend on the individual beliefs teachers have regarding the teaching practice and these beliefs could strongly affect teachers' behaviour (Pajares, 1992) and choices (Woods, 1996). Therefore, teachers' beliefs about themselves and about pedagogical issues could influence their way of teaching and their behaviour in the classroom.

Woods (1996) also proposes the concept of "BAK" which is an acronym for Beliefs, Assumptions and Knowledge and explains that any decision made by teachers is affected by the teachers' underlying beliefs, assumptions and knowledge. These elements play a

significant role in teaching and in teachers' lives. Furthermore, teachers make classroom decisions as a way of surviving to avoid burnout and bearing in mind the limited time they have for planning and for other activities in their professional and personal live (Woods, 1996). Thus, teachers may make decisions based on their own inclinations, for this reason, teachers' BAK are three essential elements when educators are struggling with the negative aspects of their teaching profession, as they would make decisions based upon those three factors. Beliefs about what to expect from the students or the learning process would influence the teaching practices, as they will depend on initial assumptions made by the educator.

According to Williams and Burden (1997, p. 207), teachers' actions and decisions in the classroom will mirror "their own beliefs about learning, their views of the world, their self-views, and their attitudes towards the subject and their learners". In other words, what happens in the classroom is usually a representation of teachers' and students' beliefs about learning the language, the language itself and to a certain extent, of language teaching in general, inside and outside the classroom. It is relevant to mention that Song and Kim (2014) found that teachers' beliefs about teaching methods and their effectiveness were vital for teaching motivation. Thus, if teachers believe they are capable of teaching and they are able to use the methodologies they believe in, their motivation could be enhanced.

Additionally, Schutz, Cross, Hong and Osbon (2007) state that the way teachers see themselves in their professional roles has an impact on their beliefs about pedagogy and it guides their actions and emotional experiences in the classroom. These authors also recognise the influence of beliefs on emotions and they claim that teaching is an emotional profession in which teachers' beliefs about themselves and their way of teaching may influence their aims and evaluations while teaching (Schutz et al., 2007).

Thus, helping teachers to be aware of the importance of their beliefs and emotions could benefit educators to prioritise their own wellbeing and hence, it could improve their teaching practices and possibly benefit students. Recently, the fact that research on beliefs moved from a general overview to a more specific target: "beliefs about learners and learning, beliefs about teaching, beliefs about subject, beliefs about learning to teach and beliefs about self and the teaching role" (Borg, 2006, pp. 31-32) shows that more importance needs to be given to this topic since it seems to be related to teaching behaviour. Teachers' beliefs have been suggested to affect teachers' behaviour, choices and motivation, but their emotions are also involved in the teaching process as will be discussed in the next section.

2.7.4. Emotions

Regarding emotions, teaching is considered a vulnerable profession because it exposes the teacher to other people and therefore, their emotions have a vital role in the classroom. Spilt et al. (2011) argue that supportive relationships among teachers and students demand emotional involvement on behalf of the teachers. Educators need to get involved with the students' emotions and problems to be able to support them emotionally and academically. Thus, students' emotions are involved in the learning process and also teachers' emotions. As was discussed in previous sections, positive teacher-student relationships are important in the teaching context and they involve emotions. Increasing students' and teachers' awareness of the importance of emotions could allow for a better understanding of this contagious process and may possibly improve their rapport and in turn, enhance their motivation.

Along the same lines, Schutz and Zembylas (2009) argue that emotional awareness among students and teachers is crucial to understand the influence emotions have on their

success in the classroom. For this reason, raising awareness of the importance of emotions in the classroom should be an essential part of teachers' training, not only to understand their students' needs better but also for teachers' own benefit (Schutz & Zembylas, 2009). Students' and teachers' achievement and success could be influenced by their emotions in the learning environment, therefore, educating both, teachers and students, about the vital role of their emotions could increase their awareness and possibly their involvement in promoting positive emotional experiences in the classroom.

The lack of emotional awareness may cause teachers to mask their emotions as a way of protecting themselves. To mask, hide or control their emotions may be a sign of emotional labour[6], and it is the why students and colleagues do not often realise how much teachers may be struggling. Educators may show positive emotions in the classroom, because that is what they think they are expected to do. In Sutton's research (2007, p. 268), thirty secondary school teachers were interviewed, and they reported using "responsive strategies" to modify their emotional behaviour in the classroom, such as moving away, breathing deeply, controlling facial expressions and thinking of a serene place. These are some of the techniques teachers develop to avoid showing their emotions in front of their students. In the classroom, there is frequently no time to talk about emotions because lessons follow an extensive curriculum, which does not allow teachers or students to do anything else rather than strictly focus on the syllabus and work on the content as is scheduled, leaving emotions aside.

Instead of presenting emotional labour as a negative concept, which was the case in Hochschild's research, Benesch (2017) argues that teachers are often willing to mask their emotions for their own benefit or for their students' benefit. In the study of Miller and

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[6] **Emotional Labour** describes the emotional effort involved in showing a particular emotional stance as part of a work role (Hochschild, 1983).

Gkonou (2018), participants were found to experience emotional labour in their everyday teaching practice, and it was not understood to be something negative, in fact, participants embarked on emotional labour in light of emotional rewards and this helped students to minimise their language anxiety (Gkonou & Miller, 2017). Thus, raising awareness of the importance of emotions in the classroom could help teachers to be informed and increase their EI. This will help teachers to avoid negative outcomes that could derive from continuous exposure to emotional labour and to learn to utilise this condition or process positively.

The importance of EI has also been highlighted in the field of teacher psychology, for instance: Dewaele and Mercer (2018) found that those participants (513 teachers in different contexts) with higher levels of EI had more positive attitudes and enjoyed more lively students which could mean that they are less likely to get angry at students. Thus, having EI skills could be a way of developing a more positive attitude towards the teaching profession and towards learners. Additionally, Mercer (2016, p. 91) argues that empathising with others is central to achieve relationships which are meaningful and of high quality. Therefore, teacher training to enhance educators' EI and empathic skills could encourage them to build rapport with their students or to overcome certain problems in the teacher-student relationship. Empathising with students and communicating with them rather than losing the temper or suppressing emotions have been suggested as a positive practice for teachers (Jiang, Vauras, Volet & Salo, 2019).

Dewaele, Gkonou and Mercer (2018) also stressed the good qualities of a teacher and considered that a good language teacher should be able to regulate their own emotions, which highlights the importance of teacher EI. Furthermore, teacher EI has been found to affect teachers' practices, attitudes and relationships with students in a positive way (Dewaele, forthcoming). In his study, Dewaele (forthcoming) found that, (based on a

sample of 513 EFL/ESL teachers from several countries), those teachers with high levels of EI, including wellbeing, self-control, emotionality and sociability, reported higher levels of motivation. This shows the link between EI, wellbeing and motivation which has been stressed in this chapter. On the other hand, those teachers with lack of emotional awareness may not flourish in the profession and have been discouraged from joining the teaching profession (Dewaele, forthcoming).

On a similar note, Chan (2006) investigated the connection between EI and burnout in a sample of 167 Chinese secondary school teachers in Hong Kong and suggested that emotionally drained and stressed teachers could be trained to develop their EI and as a result, to combat burnout, since there seems to be a link between these two. Additionally, those teachers less vulnerable to teacher burnout seem to be those with enhanced EI (Greenberg, 2002), therefore promoting teacher education on EI could help to cope with burnout, which is a negative condition experienced by teachers as was discussed in previous sections.

In the context of Spain, research conducted by Castillo, Salguero, Fernández-Berrocal, and Balluerka (2013) supported the idea that social and emotional learning (SEL) programmes could improve teacher abilities, performance and practices. To determine this, the researchers investigated whether SEL training was associated with teacher-related workplace outcomes in Spain. 47 teachers from nineteen public schools took part in two professional development courses and the findings indicated that participants who attended the SEL course had more positive scores on several outcomes related to teacher engagement, positive interactions with students and burnout and also scored higher on aspects related to teacher-student interactions. Castillo et al. (2013) suggested that to reduce teacher stress and burnout, healthy relationships should be built and SEL programmes may foster these relationships.

Although the importance of emotions has been highlighted, teachers tend to forget about their emotions while they are in class, which may be due to lack of awareness and training. To conclude, in this section the significance of teachers' awareness, wellbeing, beliefs and emotions in the learning and teaching context has been stressed. It is vital to mention that raising awareness of the importance of these elements is key for a better understanding of how they work and affect the teacher-student relationship and learning and teaching processes.

Research on teacher motivation draws on the concepts of awareness, wellbeing, emotions and beliefs since they are tightly interrelated. Awareness of these constructs should be underlined since it enables teachers to comprehend their emotions, ideas and psychological state and could encourage them to look for remedial actions if needed.

Based on the gaps identified in the literature review chapter, the RQs will be presented in the following section.

2.8. Research Questions

The literature review chapter has informed the design of the following RQs. The present study will address these four RQs:

1. What factors demotivate EFL teachers in secondary state schools in Spain?

2. What factors motivate EFL teachers in secondary state schools in Spain?

3. To what extent are EFL teachers aware of their own (de)motivation and its importance in the learning process? Are EFL teachers aware of the teacher-student influence in terms of their motivation?

4. What may be the possible solutions to teachers' demotivation?

These RQs will be discussed throughout this thesis to provide a thorough explanation of EFL teachers' (de)motivation in Spain and to attempt to fill the gap in existing knowledge of teacher motivation.

2.9. Conclusion

In conclusion, the significance of teacher motivation has been highlighted throughout this literature review. In this chapter, the importance of motivation and the meaning of this concept were explained by reviewing the types of motivation and some key concepts. The main theoretical background including some relevant previous research on motivation and important theories were also discussed. The teaching profession and its characteristics was analysed followed by an exploration of the possible reasons for teacher motivation and demotivation. Next, some possible solutions to demotivation were presented along with an analysis of teachers' effect on students and vice versa. Additionally, teachers' awareness, wellbeing, beliefs and emotions were examined as relevant constructs related to the concept of motivation. Finally, the RQs were presented and will be answered in this study. In the next chapter, the research methodology will be discussed thoroughly.

3. CHAPTER 3: METHODOLOGY

3.1. Introduction

Quantitative and qualitative approaches have always been the main research methodologies and their combination led to a third research method, the mixed methods approach, in which both forms are combined at the data collection or at the analysis level (Dörnyei, 2007). In the present study, a mixed-methods approach was intended to be used, combining quantitative and qualitative instruments to answer the RQs. However, considerations and results from the pilot study demonstrated that a purely qualitative

approach would be more appropriate for this project. Qualitative tools such as interviews, online and face-to-face, and observations showed in-depth results and aimed to find out teachers' personal opinions and ideas regarding their (de)motivation and their professional experiences.

In this chapter, the research methodology that was used for this thesis will be discussed. Information about qualitative research and the rationale behind its choice will be presented, considering the reflections made after the pilot study stage and followed by a description of the instruments used in this study. Secondly, the pilot study stage and its context will be addressed. Thirdly, how the main study was conducted will be thoroughly discussed. Finally, the research ethics and the reliability and validity of the project will be described to demonstrate how these factors were considered in the study.

3.2. Research Approach: Qualitative

Interviews and observations were used to provide an insight into EFL teacher motivation and demotivation in Spain. A qualitative approach was considered appropriate for this study in which interview and observation data supported each other and created an improved and more complete analysis. According to Lichtman (2014), qualitative research investigates human social interactions in naturally occurring situations where the researcher plays a crucial role by gathering data and interpreting the phenomena observed and discovered. Therefore, qualitative research focuses on people's experiences and this form of research is suitable for finding the meanings people place on certain events, processes and structures of their lives and for connecting these meanings to the social world around them (Miles, Huberman & Saldaña, 2014). Following these ideas, this qualitative study concentrates on EFL teachers' experiences in and outside the classroom

and how these experiences can shape their motivation towards their professional careers in Spain.

As stated by Miles et al. (2014), qualitative research is conducted through intense and/or extended contact with participants in a natural setting to examine the everyday lives of individuals or groups of people. Interviews and classroom observation will be used in this study to provide an interpretation of teachers' daily lives and to describe how these teachers understand, take action or manage specific everyday situations which, as maintained by Miles et al. (2014), is the main task of qualitative research.

It cannot be assumed that a qualitative approach is superior to the use of quantitative or mixed-methods approaches. However, this project deals with the complex concept of motivation in education, which needs a rich and thorough approach to understand the insights into this notion. Thus, a qualitative approach has been considered the most suitable option since it will allow the researcher to grasp every detail from teachers' viewpoints and experiences. According to Miles et al. (2014, p. 11), one of the main strengths of qualitative data is that it focuses on "naturally occurring, ordinary events in natural settings" and therefore, qualitative projects examine how "real life" is like. In this study, the presence of the researcher in the teaching context and environment will help to understand participants' behaviour and opinions better.

Dörnyei (2007) also summarises the main characteristics of qualitative research, which holds an emergent nature with rich and complex data and takes place in a natural setting with a small sample size; qualitative research also provides the views and interpretations of the researcher who acts as an insider in the situation being studied. Thus, the researcher will be able to investigate a particular fact while being immersed in the context, and to grasp and sense various elements in the classroom environment and from the teacher, as is the case for this study.

In addition, Creswell (2013) proposes a definition of qualitative research; in this definition, he emphasises not only the natural setting involved and the multiple methods used, but also the crucial role of the researchers who are in charge of complex reasoning and develop a holistic account of the meanings held by participants about the problem being studied. Accordingly, the role of the researcher seems to be an element that must be highlighted in qualitative research since their subjective interpretation of the data will trigger the final ideas and findings of the study.

Moreover, the fact that the design is emergent is taken into account by Creswell (2013, p. 47) who also stresses the importance of the researchers and their reflexivity and who is concerned with how investigators "position themselves" in a qualitative project and in front of the reader regarding their interests and background and how these inform their interpretations and findings, an issue which was also discussed by Mann (2016). In quantitative research, the researcher does not influence the data in any form because the findings are based on statistical interpretation; in contrast, in qualitative studies themes and patterns are chosen by the researcher whose experience and expertise will help to interpret participants' answers to interviews or other data collected qualitatively.

Qualitative research is an effective choice for many scholars but there seem to be some challenges when using qualitative research and some authors have identified some disadvantages. Dörnyei (2007) highlights some weaknesses qualitative research may have, such as the limited sample size, which does not allow generalizability of the results, or the role of the researcher who may bias the data. However, these drawbacks may be considered as some of the most important strengths of qualitative research. The possibility to focus on a smaller number of people, genuinely learning from them, and the fact that the researchers' experience and knowledge may help to interpret participants and their words better, are two major assets of qualitative research.

Additionally, according to Dörnyei (2007), researchers often accuse qualitative studies of having a lack of methodological rigour due to their emergent nature. Nevertheless, this emergent approach is considered as another advantage of qualitative research since it allows the project to be adapted to the circumstances and to the type of data, which are found by the researcher in the specific context while the study is still ongoing. Another disadvantage of qualitative research is the amount of time and work required for this approach. This aspect cannot be denied due to the amount of data, which need to be explored; nevertheless, data will lead to important discoveries about the phenomena studied, which makes the whole process worthwhile. The next section will look at the difference between quantitative and qualitative methods to clarify this distinction.

3.2.1. Quantitative and Qualitative Approaches

One of the clearest examples of the difference between quantitative and qualitative approaches is that whereas quantitative data deal with numbers, qualitative research relies on non-numerical data such as words and images. However, this is not the only distinction between the two methods. Lichtman (2014) presents a comparison of qualitative and quantitative methods of research and states that while the purpose of quantitative research is to test hypotheses and provide descriptive information, qualitative research aims to describe and understand human and social phenomena. The latter is the goal of this study, in which teacher motivation and demotivation will be examined.

Dörnyei (2007) also makes a distinction between quantitative and qualitative research, the former involves numerical data, which are primarily analysed by statistical methods whereas the latter includes open-ended and non-numerical data, which is analysed by non-statistical means. These approaches are different, and they engage two different types of data that need to be evaluated in different ways, using contrasting categorising and

coding practices. Furthermore, there are other dissimilarities between these two approaches; one of the distinctions is the key role of statistics in quantitative studies, and the importance of researcher sensitivity to the individual in qualitative research (Dörnyei, 2007). Human beings can sympathise and understand each other just by listening, and this human ability has been used by qualitative researchers to understand specific events, factors or situations in context, as opposed to quantitative approaches, which focus on statistical outcomes.

The type of RQs addressed in qualitative and quantitative approaches are also different. Lichtman (2014, p. 17) explains that while quantitative research attempts to answer, "how many" and "who" questions, qualitative research aims to respond to "why" and "what" questions, which is also the purpose of this study. Reasons for teacher motivation and demotivation, and solutions to teacher demotivation will be addressed in this study by answering "why" questions established in a qualitative study. The RQs to be answered can be found in section 1.3.1.

In addition, Creswell (2014) also makes a clear distinction between qualitative, quantitative and mixed methods approaches. When focusing on the qualitative and quantitative dichotomy, it is important to highlight that whereas quantitative studies employ predetermined approaches, qualitative studies employ emerging approaches, which can change and evolve after the researcher enters the field or begins to collect data (Creswell, 2013, 2014). As was previously mentioned, this emerging attribute of qualitative research is one of its key features and it can justify some of the changes made in this study, which will be described in detail in the following section.

3.2.2. Rationale for a Qualitative Approach

As has been previously mentioned, this study was intended to use a mixed methods approach with an online questionnaire (Appendix K) as the quantitative component. However, several issues led to the decision of disregarding the questionnaire and creating a new instrument, named interview with interview prompts, which will be discussed in the sections 3.3.4. and 3.5.3.3. After reflecting on the pilot study results of the quantitative data, the study became a purely qualitative project.

This change in the methodology is a clear example of the dilemmas and problems researchers encounter at all levels in their careers. As Rose and McKinley (2017) state, published research usually focuses on the repercussions of the findings of the study and not often discusses the methodological implications of the research itself, which are equally significant. When describing a study, it is important to report and emphasise the findings, but researchers should also explain the unforeseen circumstances experienced. Furthermore, depicting a more realistic view of the project and providing an honest account of the problems encountered will increase the project's validity.

The work of Rose and McKinley (2017) reveals how researchers encounter challenges in applied linguistics; they argue that published research seems to be ideal and the reader may never know the struggles found by the researchers in their methodological journey and the compromises made during this time. Solutions found to central problems in projects may be noteworthy and beneficial but are seldom reported in publications. Researchers typically face challenges and make decisions about how to handle the problems and by not showcasing these challenges, they are depriving novice and experienced researchers from learning about valuable solutions to common challenges among researchers. Doing research is not an easy task, it is rather chaotic, but from overcoming challenges, a solid study can emerge.

Applied linguists and education researchers often deal with the "real world", which is considered an advantage of qualitative research but "the real world is messy" and there are many chances for something to go wrong and this is to be expected (Rose & McKinley, 2017, p. 6). Novice researchers should be aware of how experienced academics achieve their ideal studies despite the challenges found during the process. Regrettably, researchers tend to not reveal these compromises and as Dörnyei (2007, p. 309) suggests, "making compromises is part and parcel of being a researcher". Unlike most published research, the researcher has decided to portray the problems faced in the present study because these challenges led to making compromises, changes and improvements from which a significant study arose.

In the pilot study, conducted in 2017, questionnaires, interviews and classroom observations were used as the main research instruments. A new questionnaire was not developed for this study; the questionnaire used was adapted from and based on a combination of items from previously published reliable questionnaires:

1. Teacher Questionnaire ($\alpha = .78$) by Jacques (2001).

2. The Teacher's World Survey by Kassabgy et al. (2001). These authors did not provide the alpha coefficients but just the average scores; regarding Teacher values: What's most important to ESL/EFL teachers (means>4.5) and what's least important to ESL/EFL teachers? (means<4.0). Concerning Teaching rewards: What rewards do ESL/EFL teachers get from their jobs (means>4.0) and what rewards do ESL/EFL teachers not get from their jobs? (means<3.5).

3. EFL Teachers' Initial Career Motives and Demotivation Questionnaire by Kim and Kim (2015). Only three factors from this questionnaire were used, those related to demotivation in EFL teaching, and these were the alpha coefficients: $\alpha = .605$ for Factor 1 (Obstacles to Communicative Language Teaching), $\alpha=.657$ for Factor 2

(Inadequate Administrative Support) and α=.528 for Factor 3 (Lack of Social Recognition).

Although these questionnaires were successful in studies conducted by these researchers, in the specific context of this project, they did not generate reliable results. These relevant and already published questionnaires were, after deliberation, carefully chosen and combined for this study. However, the statistical results from the combined questionnaire used in this study showed no variance and low levels of reliability and correlation in some groups of items. None of the other questionnaires that were available at that time seemed to fit the purpose of this study, as they were targeting different issues. Some of these surveys include: FIT-Choice Survey by Watt and Richardson (2007) (pre-service career choices), The Goal Orientations for Teaching by Butler (2007), Autonomous Motivation for Teaching measure by Roth, Assor, Kanat-Maymon and Kaplan (2007), Quality of Work Life by Walton (1975) and the Work Tasks Motivation Scale for Teachers by Fernet et al. (2008) (focus on six teaching tasks). On the other hand, adjustments and re-piloting the questionnaire may have led to improved results but still, modifying, re-piloting and analysing data from a second pilot study could have been time-consuming and the results could have been similar to those obtained in the first pilot study. Improving and changing the questionnaire would have meant to pilot the questionnaire again and the results could have still shown low reliability, correlation and variance. These issues led to reflection and the final exclusion of the questionnaire from the main study.

The questionnaire was designed to identify and understand demotivated teachers. However, those teachers who are demotivated did not engage with the questionnaire and did not participate actively and this might have been one of the reasons for the lack of variance in the results. It seems understandable since those teachers who are struggling may not be keen to participate in a survey, which will take some of their free time. Most

participants seemed to be highly motivated and only some of them were keen to participate in the interviews and this could have skewed the results of the main study at this time. The questionnaire results also led to reflection on the items and their implications. Some of the questions in the questionnaire dealt with topics such as the importance of having a good salary or job security; it seems obvious that most teachers would want a good salary and job security, therefore, most teachers chose the highest options in the Likert scale leading to lack of variance in the results. This led to consider if a questionnaire was appropriate for this topic in which teacher demotivation was addressed. Perhaps, this questionnaire could not convey what teachers really think about their motivation and a qualitative approach was considered more suitable at this later stage.

In summary, after piloting the instruments and analysing the data obtained, the decision of disregarding the questionnaire was made due to the following reasons: low levels of correlation, reliability and variance, the impossibility to reach demotivated teachers and the inconvenience and inefficiency in terms of time of re-piloting the questionnaire with no guaranteed success. After some reflection on the questionnaires' contribution to the study and on the complications the results implied, the questionnaire was discarded from the main study, but it was not completely excluded from the project. Some statistical results from the questionnaire helped to shape a new instrument, the interview with interview prompts, which were based on highly reliable items from the questionnaire, for example: "Having a job in which I can learn and develop my abilities to my full potential" ($\alpha = .705$), "Having a profession that is prestigious" ($\alpha = .629$), "Teaching this course is important to my career development" ($\alpha = .726$). Key items and questions which were of great importance for the study were kept in the shape of interview prompts (Appendix D). Additionally, teacher motivation research in the field of general education seems to have

focused on quantitative approaches over qualitative, by using standardised questionnaires to analyse the relationship between teacher motivation and other variables (Han & Yin, 2016). Thus, a qualitative approach to teacher motivation seemed to be indispensable and beneficial for this project. Descriptions of the instruments used in the main study and more information about the interview prompts are included in the following section.

3.3. Research Instruments

The choice of research instruments is central to any study and as stated by Mackey and Gass (2005), the findings in second language research will highly depend on the data collection methods. In qualitative studies, there is a large variety of research instruments, which can be used to answer the RQs, such as verbal reports, discourse analysis and diaries. The use of various research instruments allows for triangulation of the results, which improves the reliability of the study. In this section, the instruments used in this project will be described; their advantages and disadvantages will also be considered.

3.3.1. Observations

Classroom observations played an important part in this research. Teachers were observed to identify whether their motivation was sensed in the classroom environment, and how it affected students, the learning process and the teaching practices. Observational data can be collected in different ways and Dörnyei (2007) explains that there are different ways to observe classrooms, such as participant or non-participant observation and structured or non-structured observation. In this study, non-participant observations, in which the observer did not take part in the classroom activities, were preferable to detect any signs of (de)motivation on the teachers' part. Furthermore, the observations were semi-structured, following an observation protocol with specific ideas to focus on. However, all the events that occurred in the classroom were observed and the researcher

evaluated their significance for the project in order to decide which ones addressed the RQs and hence, would be considered in the analysis. Therefore, a combination between a structured and a non-structured observation was adopted and as Dörnyei (2007) states, observation is a continuum and combining structured and non-structured types usually takes place in practice. It is important to explain that there are two types of observation, covert and overt observation (Cohen, Manion & Morrison, 2011). In this study, an overt observation was used; in overt observations, the researcher asks for informed consent and is known to be observing the class, whereas in covert observations participants are unaware of the observation and this entails ethical issues.

Observations tend to focus on specific areas, such as the behaviours of schoolteachers and pupils and the interaction between them. Bryman (2016) suggests that one of the advantages of observations is that behaviour can be observed directly, and it is not only inferred by means of another research instrument. Dörnyei (2007) has also pointed out some of the strengths and weaknesses of observational data. One of the main advantages of observing teachers is that researchers can directly see teacher practices and not just rely on what teachers have said they do in the interviews or questionnaires. The researcher can also observe "the setting of the targeted phenomenon", which is essential to understand the concept studied (Dörnyei, 2007, p. 185). Therefore, having access to teachers' "real lives" and in a "real" context facilitates the understanding of the issues being examined, in this case, teacher motivation and demotivation.

On the other hand, one of the weaknesses of observations is that investigating a mental process, such as motivation, could be difficult to observe or even unobservable (Dörnyei, 2007). As Mackey and Gass (2005) rightly mention, the classroom is a complex environment in which social and emotional processes take place and can affect the behaviour of participants, therefore it is necessary to use multiple methods and techniques

to answer the RQs. Accordingly, the classroom environment and context of this study is another reason to employ different qualitative instruments to answer the RQs. Using a single observation, it could be difficult to observe and understand a changing process such as motivation; however, more than one observation of the same teacher and other instruments that accompany classroom observation should be sufficient to understand this concept better and to answer the RQs. In this study, teachers were observed in two or three classes with the same group of students to examine variations in the behaviour of the teachers and to study their negative and/or positive attitudes and motivations in the classroom.

Although we cannot observe a person's motivation directly since it is inside the individual, their behaviour and the environment can be observed (Madrid, 2002), which may be indicative of their motivation to a certain extent. Although one's motivation cannot be directly observed, it can be inferred from what an individual does or says. Madrid (2002) explains that it can be deduced that someone is motivated if they are paying attention and spending a considerable amount of time and effort in it. For example, in the case of teachers, it could be assumed that those who prepare their classes, care for their students and work hard to improve their learning process, are motivated teachers. Similarly, teacher behaviour and classroom management techniques which are observable may indicate low or high teacher motivation. However, assumptions cannot be made from observing someone once and therefore, recurring observations and the use of other research instruments, which allow for triangulation, improve the reliability of the data, as is the case of this study.

Additionally, another disadvantage of observational instruments is the fact that the presence of an observer may affect the classroom dynamics, a fact that should be addressed in the data analysis and the intrusion should be minimised (Wajnryb, 1992).

This is called Hawthorne effect; teachers may change their behaviour as a result of being observed (Dörnyei, 2007). It is widely believed that the presence of an outsider may affect the behaviour of the participants and it could bias the data, but this has been avoided in this project by ensuring good rapport between the teacher and the observer, and also, by not explicitly telling participants about the aim of the observations. Wajnryb (1992) has indicated that not revealing too much about the goal of the observation will prevent the contamination of the data. In this project, teachers were aware that classroom observations were part of the project, but they were not explicitly informed of the fact that they, the teachers, were the focus of the observation, in order to avoid affecting their classroom behaviour.

Mackey and Gass (2005) make clear that the main aim of observing is to provide a careful description of the actions and attitudes of the person or people being observed without influencing them. Observations are often accompanied by field notes, which is a way of using fewer structured observations to reflect on what has been observed in and outside the classroom and without directly influencing the participants. As stated by Mackey and Gass (2005, p. 176), "observations typically do not allow the researcher access to the participants' motivation for their behaviour and actions" and for this reason, observations should be accompanied by other research instruments to allow triangulation and corroboration of the results, as is the case with this study.

Additionally, Wajnryb (1992) rightly points out that the researcher should avoid generalisations since the classroom data will only represent the situation in that particular class and not in classes in general. In other words, generalisability regarding classroom observation should be avoided since it cannot be assumed that what occurred in the observed class or classes would occur in every class.

The weaknesses of classroom observations have been considered at all levels in this study. Mackey and Gass (2005) describe some difficulties of classroom observation, such as obtaining informed consent, ensuring confidentiality and minimising disruption, data segmentation and coding, and bearing in mind the specific instructional settings. However, all these weaknesses were considered throughout the study and were not seen as negative factors, but common issues experienced in classroom observation, which can be tackled by planning the observation with enough time, assisting the participants to feel at ease and analysing the data carefully.

Additionally, Dörnyei (2007, p. 188) rightly points out that classroom research is "taxing: teachers can be very busy and stressed out" and they have their own beliefs and styles, apart from their professional obligations and personal lives. Therefore, it may be difficult to "bring them on board" and retain their commitment since "the research project is a major nuisance for the classroom practitioners and it may require great social skills to keep them motivated" (Dörnyei, 2007, p. 189). Following these ideas, Dörnyei (2007) has rightly stated the challenges of investigating teachers and how difficult it can be to recruit participants. This aspect was considered in the recruiting process and analysis.

3.3.2. Field Notes

Field notes were also a source of data in this study and they are often used by ethnographers to take notes based on the observations they make (Bryman, 2016). Although this project is not an ethnography, the researcher was able to identify and record interesting ideas and situations before and/or after the interviews and observations in Spain, but also with respect to the surroundings of the school or within the school premises. According to Bryman (2016), field notes should summarise events, behaviours and reflections in detail of whatever is observed or heard. In the case of this project, some

conversations, which continued after the recorded interviews or follow-up discussions after the observations, were part of the field notes.

Field notes should be written down as quickly as possible after the interesting conversation, situation or object and with detailed descriptions to avoid forgetting any information (Bryman, 2016; Cohen et al., 2011). The researcher used a digital recorder as soon as possible, for example right after leaving the school premises, to record her thoughts and ideas, to avoid forgetting any relevant information. These notes were transcribed in a later stage and considered in the analysis. It is not often easy to find a place to write notes straight away and wandering around the school with a notebook all the time may not always be suitable (Bryman, 2016), therefore the researcher's self-recordings were extremely useful.

Photography can also be a source of data (Bryman, 2016), and some pictures of students' and teachers' work in the corridors, buildings, posters and leaflets were taken for this study as supporting evidence. Photographs were discreetly taken as a reminder for the researcher that interesting information could be part of those pictures and could possibly contribute to the future analysis. These pictures helped the researcher to understand the context of the study and the participants better. Some of these pictures can be found in Appendix H, which have been included as part of the field notes data. Classroom observation and field notes were important research instruments, which were accompanied by the interview with interview prompts. They will be discussed in the next sections.

3.3.3. Interviews

According to Mackey and Gass (2005), interviews are often used by many qualitative researchers. They can be structured, semi-structured and unstructured or informal

interviews. In this study, a semi-structured interview, also called a standardised open-ended interview, was conducted, in both the pilot and the main study. Mann (2016) defines interviews as a process which uncovers people's experiences and Kvale (1996) describes qualitative research interviews as attempts to understand the world from the subjects' point of view. Interviewing participants is an elaborate process since it unveils participants' insights into a specific topic or context. The main aim of the interview in this study was to find out more about participants' inner opinions of their motivation and their experiences as EFL teachers.

Semi-structured interviews are those that follow a guide that should be covered but there is room for deviation from it. This interview type allows for clarification and its sequence can vary (Bryman, 2016; Mann, 2016). Kvale (1996, p. 5) describes interviews as "a professional conversation" in which, as Dörnyei (2001) states, the interviewee is encouraged to elaborate on the issues raised by the interviewer for further exploration. According to Mackey and Gass (2005), interviews help researchers to investigate phenomena which may not be explicitly observable. In fact, interviews can be used in conjunction with classroom observation to gather information regarding factors, which may not be easy or straightforward to observe, such as motivation. In addition, Mackey and Gass (2005) argue that semi-structured interviews are less rigid, and the interview guide allows the researcher to digress. Thus, researchers can prompt additional information if participants answer vaguely or incompletely in the first place, and they can solve any misunderstanding immediately, which is one of the advantages of this research instrument.

Patton (1980) claims that the standardised open-ended interviews help to compare responses and reduce bias because all the participants will be answering the same questions in a similar sequence; however, these types of interviews facilitate the analysis

of the data but offer little flexibility and limit naturalness (Cohen et al., 2011; Patton, 1980). In addition, Mackey and Gass (2005) suggest another possible drawback, the interviewer expertise. Lack of experience may affect the participants' responses and bias the data. This could be reduced by trying to make the interviewee feel comfortable, placing the key questions in the middle of the interview, mirroring the interviewee's responses and encouraging participants. In this study, the interview questions were organised based on important factors found in the relevant literature, and all participants were asked about these factors. The researcher and the interviewee could also talk about any other interesting topics which could arise during the interview, making the participant feel at ease and comfortable to share their experiences, showing the researcher's expertise and knowledge of how to conduct interviews.

Furthermore, group interviews are also possible in qualitative research, but individual interviews help to focus on a single person and give individuals the possibility of sharing their own way of thinking and perspective. These interviews offer more opportunities to understand each participant's beliefs as has been explained by Mann (2016). In this project, participants were interviewed individually, face-to-face or online, since the focus of the study was to understand their unique personal experiences and the links with their motivation in the classroom. Group interviews were not considered for this project because, although they could encourage discussion, sharing with others the challenges they encounter in their profession could have triggered demotivation among participants, resulting in a detrimental process.

In this project, apart from face-to-face interviews, online interviews were also used and as Salmons (2015) states, this type of interviews can be carried out with a computer, cell phone or mobile devices to collect data. In the case of this study, interviews were carried out with a computer by videoconferencing, using Skype, and they were voice-recorded.

Some of the advantages of using online interviews are: the reduced cost, the convenient online setting (interviewees may feel more relaxed when sharing ideas with the researcher since they have chosen a familiar and safe environment, e.g. home), and finally, the availability of the participants, who can easily find a time for the online interview at home, avoiding travelling or trying to find a free slot in their working timetables to meet the interviewer (Bryman, 2016; Salmons, 2015). New technologies allow for new ways of collecting data, which lessen the workload of the researcher and the cost of the study.

However, according to Salmons (2015), there seem to be some disadvantages of online interviews, for example, the fact that others may be present but not visible on the webcam therefore hindering the private interview setting, also, some nonverbal communication features which are outside of the webcam range could be missed by the researcher. Other weaknesses of online interviewing are the fact that the researcher may not be aware of some distractions in the interviewee environment and that the online connection may be lost (Bryman, 2016). Furthermore, some participants may not be familiar with Information and Communication Technologies (ICTs) or be less knowledgeable with online communication services such as Skype and this could delay the interview process. Additionally, in online research, a participant could drop out by simply closing the conversation or deleting the e-mail and that is why it is important to build trust, relationships and understanding of the aims of the study (Salmons, 2015) to guarantee that participants commit to the interview and take part in the whole process.

These drawbacks were taken into account when collecting and analysing the data, however, some of them are unavoidable and are assumed features of online interviewing. Participants were informed of the importance of finding a suitable space for the interview in which they could be by themselves, with no disruptions and good internet connection. Interviewees were reminded of these conditions several times via email prior to the

allocated interview slot. In online interviews, the researcher and the interviewee need a safe, neutral location to conduct the interview, where the participant feels at ease to share their thoughts in a conducive space and for this reason, this was emphasised at all times when recruiting and communicating with the participants.

From the beginning of the recruiting process, teachers were informed of the fact that interviews were conducted via Skype, therefore, teachers who were familiar with the software took part in the project and their lack of knowledge was never a downside. The visuals were needed to replicate a traditional face-to-face interview as much as possible. After several exchanges of emails and sending the information sheet, consent form and the personal information questionnaire (Appendices E, F and G), participants could understand the importance of the project and the purpose of it; this guaranteed that the interview was conducted after receiving the consent forms. Interviewees could relate to the topic and seemed to be interested in it; this reduced the number of dropouts. To guarantee success, the interview protocol using the ICTs was practised with someone else to experiment with the setup, camera-positioning options and to ensure everything was functioning properly. The researcher also explained to the interviewee the different stages of the interview before starting to record and confirmed they consented to be interviewed and audio-recorded before starting the interview process, apart from obtaining the written consent prior to the interview. To answer the RQs, the interview worked in conjunction with some interview prompts, which will be described in the following section.

3.3.4. Interview Prompts

As was previously mentioned, the questionnaire (Appendix K) was disregarded in the main study, but some of its items were not completely excluded from the project, which led to the creation of a new research tool, the interview prompts.

Academics often encourage new researchers to use creative methods in the social sciences (Kara, 2015), which may be useful for those projects or RQs which are too complex to be limited by traditional methodologies. Interview Prompts were created to make use of some of the findings from the questionnaire. Pieces of paper with ideas and statements were designed to bring some topics to light during the interview. Thus, the interviews were accompanied by interview prompts based on highly reliable items of the questionnaire and other important topics. Prompts were used at different stages during the interview, as breaks from the more in-depth questions, to help participants feel at ease and relax. Participants were not asked to write their responses but just to focus on the ideas they could find in the prompts, talk about them, complete the sentences, answer the questions and make decisions. The prompts were used and analysed as if they were dynamic interview questions, they were not individually scrutinised, as would be the case for a survey. These prompts allowed for discussion about the decisions they made and to justify their answers, guaranteeing their engagement with the activity. By using interview prompts, participants were able to change their choices, if they changed their mind, while they were sharing their ideas; this would not be possible in a survey or a questionnaire. The interview prompts can be found in Appendix D and a picture of one of the activities can be found in Appendix H, Picture 1.

Participants particularly liked these activities as they were able to talk about topics that interested them in a more dynamic way and they could visualise the sentences to complete, fill in the gaps or reflect on them while holding the piece of laminated paper. They seemed to enjoy this activity more than the traditional "question and answer" style of an interview and agreed that it was entertaining and different to the type of interview they were expecting. Interview prompts show that activities and tasks similar to the ones teachers use with their students in the classroom can be used to gather data. Although the

quantitative component was no longer part of the study, by using prompts and encouraging participants to "play" with their ideas and opinions, a more creative way to do the research was found.

Regarding online interviews, interview prompts were also part of the online version of the interviews. In Skype, the researchers' screen was shared with the participant, at the prompt stages, who could see the colourful ideas and sentences to complete and make decisions about. Although the interviewee was not able to move the pieces of paper or touch them, they could visualise the ideas and the options given as a whole, which could help to have a break from the conversation and from answering several questions in a row without reading them. In the online version, the prompts showed the question asked, "Do you agree or disagree with this statement?", the different options "Agree, Neither agree nor disagree or Disagree" and the main idea to discuss, for example, "I often think of quitting this job" in a Microsoft Word document. More information on the interview prompts can be found in 3.5.3.3 and in Appendices D and H (Picture 1).

To avoid some of the previously mentioned weaknesses of the research instruments, a pilot study was conducted prior to the collection of the data for the main study and it will be discussed in the following section.

3.4. Pilot Study

According to Mackey and Gass (2005), a pilot study is a way of testing the proposed procedure, research instruments, methods and analysis to improve them and solve any problems that may be found before carrying out the main project. The pilot study is considered a crucial stage in any research and as a result of the pilot study in this project, many changes were made to the research instruments and a new approach was considered to improve the reliability, validity and precision of the results. The pilot study will ensure

if "what you want to elicit is in fact what you are eliciting" (Mackey & Gass, 2005, p. 138) and that is why this process in vital in any project. The participants along with the process and sequence of the pilot study will be described below.

3.4.1. Participants

The interviews and observations took place in secondary state schools in Madrid, Spain. The researcher travelled to Madrid to meet the teachers at the institutions where they worked. All the participants were Spanish, but they taught EFL in a Spanish-speaking country at the moment of the interview or observation. Interviews were conducted in English.

Thirty-three participants (N = 33) completed the questionnaire but only twenty-three teachers (N = 23) completed the biodata section. Among the teachers who completed the questionnaire, six respondents were male and seventeen were female. Four of them (N = 4) agreed to take part in the observation and interview stages; three of them were female and one of them was a male.

There was a second phase in the pilot study in November 2017. In this stage, three experienced teachers (N = 3) of foreign languages in the United Kingdom participated in this stage to re-pilot the interviews including the interview prompts, which originated from the disregarded questionnaire. Thus, three teachers were interviewed and encouraged to take part in the interviewing process including the interview prompts. These interviews were also audio recorded and evidenced the suitability of the prompts for the main study and their originality.

3.4.2. Procedure

The pilot study stage started in March 2017. After receiving the ethical approval, invitation emails to complete the questionnaire were sent to 91 secondary state schools in the capital of Spain, Madrid. In April 2017, there was not high participation in the online survey platform, and telephone calls were made to sixty public schools in Spain to verify the reception of the email and to invite schools to participate in the project for a second time. Some respondents showed interest in participating in the next stages but failed to reply to emails and fully engage in the project. The number of participants in the pilot was significantly low considering the number of schools and teachers who were invited.

In May 2017, four teachers were interviewed in Madrid and observed while teaching EFL in secondary school contexts. Apart from the questionnaire and the interviews, observations were carried out and they were scheduled to follow the interview in order to reduce intrusion. After the observation, a follow-up conversation would allow to talk about some specific events that occurred in the observed class. Due to timetabling issues, one of the teachers had to be observed prior to the interview which proved to be more effective since the teacher could refer to the lesson observed and use examples of her teaching to answer the questions. The researcher could also ask the participant questions about students' attitudes in the observed classes without the need for a follow-up conversation, which was time-consuming for the teacher and the researcher. Thus, the pilot study showed the suitability of observing at least once prior to interviewing.

In November 2017, after making the decision to change from a mixed-methods approach to a qualitative study, the interview was re-piloted including the prompts. In this case, participants were second language teachers in secondary schools, and they were interviewed in England since the researcher was not able to return to Spain for re-piloting the interview with interview prompts in the Spanish context. In this pilot stage, the prompts were tested at the beginning and at different stages during the interview, to decide

when it would be the most appropriate time to use the prompts. Participants engaged with the prompts regardless of the stage of the interview in which they were used. However, the researcher considered that the prompts at the beginning of the interview made the process longer, as after the prompts, the interview would start and last for approximately fifty more minutes. On the other hand, having the prompts among the different topics and at different moments in the interview allowed the participants to rest from the traditional "question and answer" style and engage in a more dynamic activity and interview. Thus, the pilot study helped the researcher to make decisions regarding the research approach including the questionnaire and the interview prompts. In the next section, the main study will be described thoroughly.

3.5. Main Study

In this section, the participants, the context of study, the data collection procedure and analysis will be discussed.

3.5.1. Participants

In this study, there was a non-probability sample of participants. The sampling was purposive and as stated by Bryman (2016), participants were not chosen on a random basis; in contrast, informants were invited in a strategic way to make sure their background was relevant to answer the RQs posed in this specific project. Thus, only secondary EFL teachers in public schools in Spain were invited to take part in this study. On the other hand, although the study had a purposive sample and participants shared the type of school where they worked and the subject they taught, the sample was heterogeneous; they had diverse teaching experience, qualifications, age, gender and location as can be seen in Table 2 at the end of this section. It is also important to highlight that it was a convenience sample to some extent. Following the difficulties to recruit

participants in the pilot study, the main study welcomed any invited participant (i.e. only EFL teachers working in secondary state schools in Spain) to take part in the study regardless of their professional status, years of experience or location.

In the first stage of the recruiting process, EFL teachers working in secondary schools and high schools in the cities of Madrid, Tenerife and Gran Canaria were invited via email to take part in the project. The institutions invited were public institutions, entirely funded by the government. The main study was addressed to a wider audience than in the pilot study, not just Madrid, to guarantee higher interest from participants. In a later stage, when posts in social media were made, interest was expressed from EFL teachers in Valencia, Malaga, Granada, La Rioja and Lanzarote.

Concerning the classroom observations, five teachers were observed, four female and one male, and their nationality was Spanish. One of the teachers was from Madrid, two from Gran Canaria and two from Tenerife. One of these participants had less than five years of experience whereas the other four had more than fourteen years of experience, including two of them with more than 25 years of teaching experience. The fact that most of these teachers had abundant experience could be linked to their willingness to participate in the classroom observations. It could be assumed that those teachers with little experience may not feel confident to be observed. The only teacher with less than five years of experience in the observation stage was a colleague of a participant interviewed and observed in the pilot study stage, who may have encouraged her colleague to take part.

Including these five observed teachers, there were 23 EFL teachers interviewed in the main study. Eight teachers were interviewed face to face in their school environment in the three cities visited in the data collection trip: Madrid (1), Tenerife (2) and Gran Canaria (5). On the other hand, fifteen teachers were interviewed online via Skype and they were teaching in the following cities: Madrid (5), Tenerife (4) Gran Canaria (2), Lanzarote (1), Granada (1), Valencia (1) and La Rioja (1). Pictures 1 and 2 show the cities in Spain (mainland and Canary Islands) and the number of participants taking part in this project:
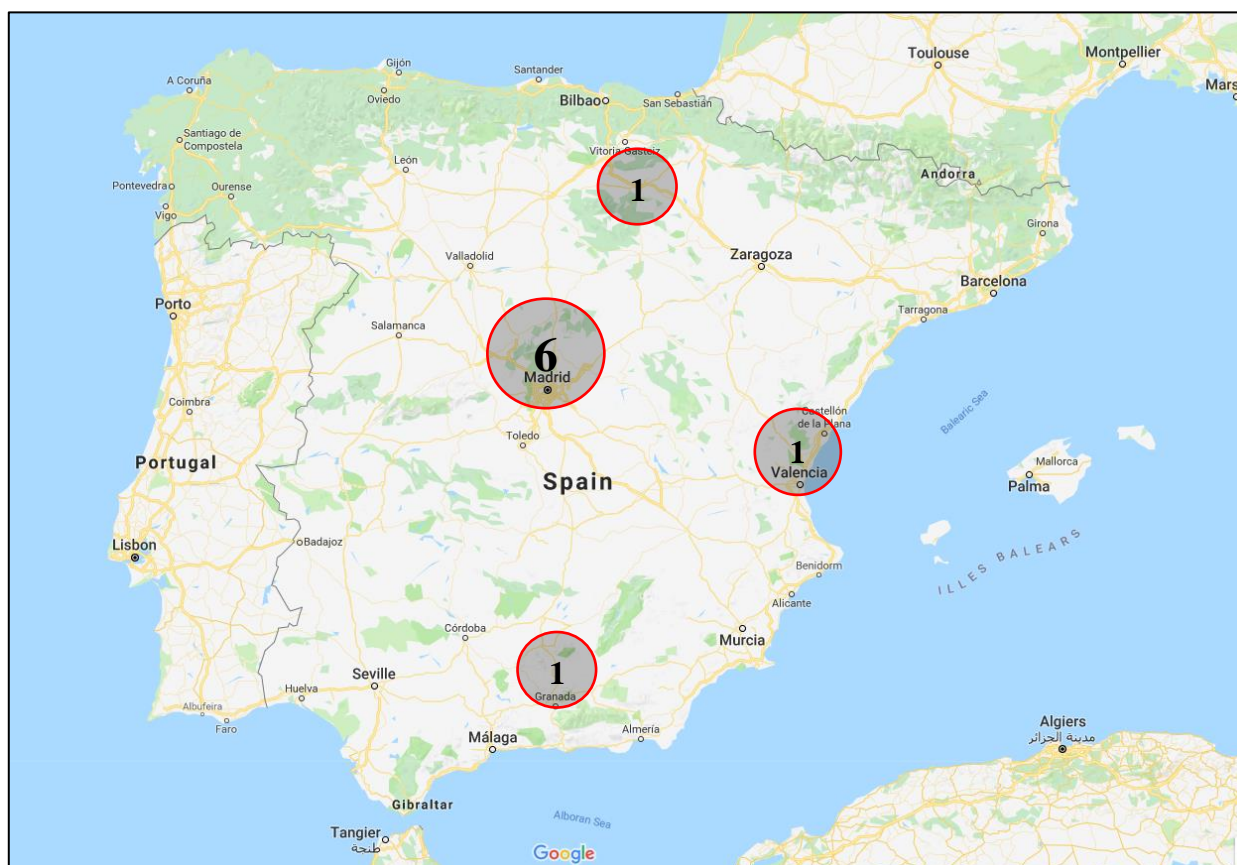
Picture 1: Mainland of Spain: Madrid, Valencia, Granada and La Rioja.
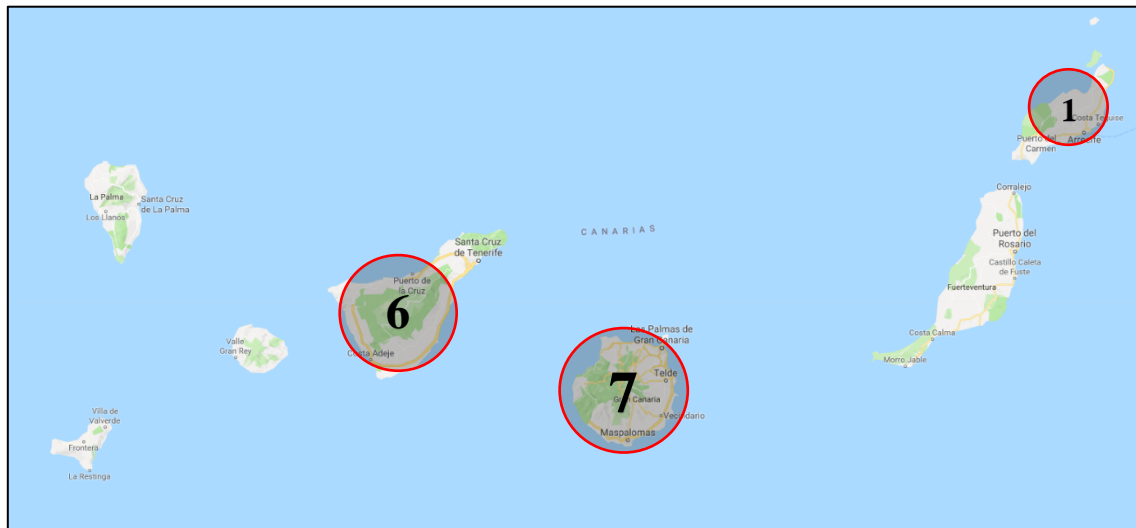
Picture 2: Canary Islands: Tenerife, Gran Canaria and Lanzarote.

Below, Table 1 shows the number of interviews whether they were online or face-to-face interviews. It also shows the cities where the interviewees were working at the moment of the interview.

CITY	ONLINE INTERVIEWS	FACE-TO-FACE INTERVIEWS	TOTAL
Madrid	5	1	6
Gran Canaria	2	5	7
Tenerife	4	2	6
Lanzarote	1		1
Granada	1		1
Valencia	1		1
La Rioja	1		1
TOTAL	15	8	23

Table 1: Interview Data

There were three males and twenty females interviewed and the majority were Spanish, only one participant reported being British and Spanish. Participants had between 1-5 years of experience (5), between 6-14 years of experience (12), between 15-24 years of

experience (2) and 25 or more than 25 years of experience (4). Participants interviewed and observed had an average of twelve years of teaching experience (mean = 12.08).

Figure 1 explains the teaching experience by indicating the years of experience and the percentage of participants.
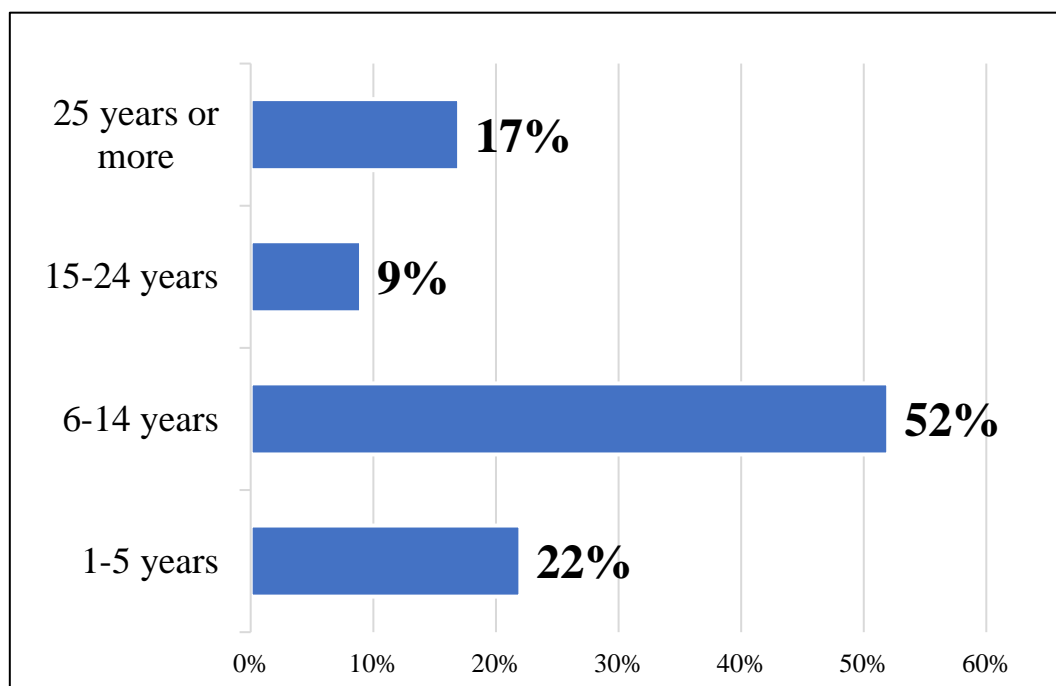
Figure 1: Teaching Experience

The 23 participants, combining the observed and/or interviewed teachers, indicated their qualifications in the personal information form, which was completed before the interview. Ten participants reported having a Degree in English Studies or English Philology and nine had also studied a Master's to become English teachers apart from their main degree. Finally, four participants reported having studied other degrees, such as administration, translation and interpreting or law.

The professional status they had in the school they worked is also important because their professional situation may have an effect on their motivation. Seventeen teachers were

"funcionarios[7]", five teachers were "interinos[8]", and one teacher was a "sustituta[9]". It is also relevant to highlight that five of the 23 participants had a role in the board, as programme coordinator, head of the department, vice-principal or headmistress. As a result, these teachers with other responsibilities often had fewer teaching hours.

In the main study, fifteen teachers were expected to be recruited for the interview stage. Instead, due to participants' interest, 23 EFL teachers were interviewed and five of these teachers were observed. 23 participants were considered enough to portray a broad sample of EFL teachers in secondary state schools in Spain from various locations and with different years of experience and professional statuses; 23 was also the maximum number of participants the researcher could manage considering the time and funding limitations.

The following table, Table 2, summarises the participants' background and the details of data collection. Following the explanation of the characteristics of the participants, it is important to highlight the background of the teachers participating in this study, which will be explained in the next section.

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[7] "Funcionarios" is the Spanish term to refer to those teachers who have passed the competitive examinations and have been assigned a position for life in a public school. They are civil servants.

[8] "Interinos" is the Spanish term to refer to those teachers who might or might not have passed the competitive examinations and they usually have a temporal position (i.e. for the whole academic year) in a public school.

[9] "Sustituta/o" or "Sustitutos" (plural) is the Spanish term to refer to those teachers who have not passed the competitive examinations and they usually have a temporal cover position in schools, usually for short periods of time (i.e. certain weeks or months).

PARTICIPANT	WORKING CITY/AREA	GENDER	YEARS OF TEACHING EXPERIENCE	QUALIFICATIONS	PROFESSIONAL STATUS	INTERVIEW		OBSERVATIONS	
						Interview Duration	Face-to-face or Online	Hours of Observation	Observers
Teacher 1	Madrid	Male	1-5 years	Degree in English Studies / English Philology	Interino	54 minutes	Face-to-Face	3 hours	1 observer
Teacher 2	Gran Canaria	Female	6-14 years	Degree in English Studies / English Philology	Interino	62 minutes	Face-to-Face	0	0
Teacher 3	Gran Canaria	Female	6-14 years	Degree in English Studies / English Philology	Funcionario	106 minutes	Face-to-Face	3 hours	1 observer
Teacher 4	Gran Canaria	Female	6-14 years	Degree in Translation and Interpretation	Funcionario	84 minutes	Face-to-Face	0	0
Teacher 5	Gran Canaria	Female	More than 25 years	Degree in English Studies / English Philology	Funcionario	78 minutes	Face-to-Face	0	0
Teacher 6	Gran Canaria	Female	More than 25 years	Degree in English Studies / English Philology	Funcionario	43 minutes	Face-to-Face	2 hours	1 observer
Teacher 7	Tenerife	Female	More than 25 years	Degree in English Studies / English Philology + Master in Teaching	Funcionario	81 minutes	Face-to-Face	3 hours	2 observers
Teacher 8	Tenerife	Female	15-24 years	Degree in English Studies / English Philology + Spanish Philology	Funcionario	98 minutes	Face-to-Face	3 hours	2 observers
Teacher 9	Madrid	Female	6-14 years	Degree in English Studies / English Philology + Master in English Literature & Teaching	Funcionario	105 minutes	Online	0	0
Teacher 10	Gran Canaria	Male	1-5 years	Degree in English Studies / English Philology + Master in Teaching	Interino	129 minutes	Online	0	0
Teacher 11	Tenerife	Female	1-5 years	BA Business Administration + Master/CAP	Funcionario	98 minutes	Online	0	0
Teacher 12	Madrid	Female	1-5 years	Degree in English Studies / English Philology + Master in Teaching	Interino	62 minutes	Online	0	0
Teacher 13	Lanzarote	Female	6-14 years	Degree in English Studies / English Philology + Master in Teaching	Funcionario	67 minutes	Online	0	0

Teacher	Location	Gender	Experience	Education	Status	Duration	Mode		
Teacher 14	Tenerife	Female	More than 25 years	Degree in English Studies / English Philology	Funcionario	76 minutes	Online	0	0
Teacher 15	Madrid	Female	6-14 years	Degree in EFL Primary / Translation and Interpreting	Funcionario	122 minutes	Online	0	0
Teacher 16	Granada	Female	6-14 years	Translation and Interpreting / Master in Teaching	Funcionario	65 minutes	Online	0	0
Teacher 17	Madrid	Male	6-14 years	Degree in English Studies / English Philology + Master in Teaching	Funcionario	72 minutes	Online	0	0
Teacher 18	Tenerife	Female	1-5 years	Degree in English Studies / English Philology + Master in Teaching	Sustituto	73 minutes	Online	0	0
Teacher 19	Gran Canaria	Female	15-24 years	Degree in English Studies / English Philology	Funcionario	103 minutes	Online	0	0
Teacher 20	Madrid	Female	6-14 years	Master in Teaching + Law/Educational Management + PhD Candidate	Interino	95 minutes	Online	0	0
Teacher 21	Valencia	Female	6-14 years	Degree in English Studies / English Philology	Funcionario	70 minutes	Online	0	0
Teacher 22	La Rioja	Female	6-14 years	Degree in English Studies / English Philology	Funcionario	80 minutes	Online	0	0
Teacher 23	Tenerife	Female	6-14 years	Degree in English Studies / English Philology	Funcionario	61 minutes	Online	0	0

Table 2: Participants' Background and Data Collection Information

3.5.2. Context

This study was conducted in secondary state schools in Spain. The existing education system in Spain is managed by the government. There is a central general administration of elementary and secondary education, which is called *Ministerio de Educación, Cultura y Deporte* and makes the decisions with respect to the curriculum, recruitment, funding and other school matters (European Commission, 2015). Basic education is compulsory until students are sixteen years old (more information can be found in Picture 3) and free of charge. The European Union also contributes to the improvement of the education in Spain and sometimes allows having fewer students in each classroom, a fact that is showed in the classrooms with posters and can be seen in Appendix H, Pictures 5 and 6.
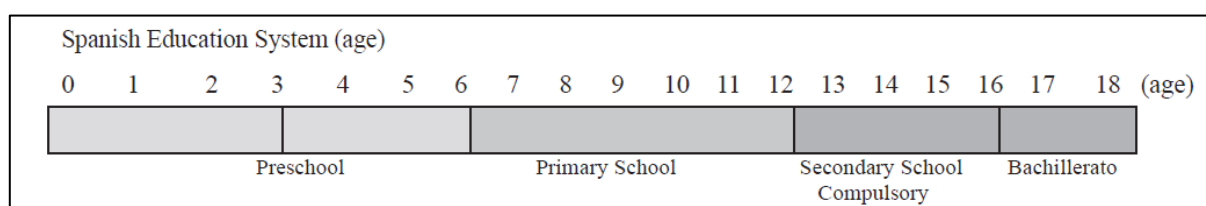
Picture 3. Spanish Education System taken from Caraker (2016)

Every four years there are national elections in Spain, which may lead to changes in the education system. If the party elected by the population is different to the previous elected party, the newly elected government will introduce amendments in different laws, which will affect the country and its citizens. The new government will most likely change the education law, and this has been the case for the past decades. Since Spanish changes of government have recently been usual, Spain has experienced a constant transformation in the education system, affecting students, teachers and families. In 2006, LOE (*Ley Orgánica de Educación*) was passed and it meant an immense change from the previous law. In 2013, when institutions and students were used to the new law, LOMCE (*Ley Orgánica para la Mejora de la Calidad Educativa*) was approved by the government,

despite the constant demonstrations, rejection and lack of public acceptance by parents, students and teachers, who marched together against LOMCE in March 2017. These new laws took time to implement and changed the whole system in Spanish education, including the subjects taught, the topics covered and the way of assessment. In recent years, schools still try to adapt to the new changes and get used to the new law after a period of economic crisis in the government. In the last 25 years, there have been four new general laws concerning education which have made changes in the curriculum, the ratio and since 2008, salary cuts (Gratacós & López-Jurado, 2016).

Additionally, the access to teaching in state schools in Spain embraces the following process ("Oposiciones"[10]). Those educators who want to teach in state schools need to go through bureaucratic procedures, which are not open to accept teachers every year. After acquiring the required qualifications to access the process, teachers need to prepare for an official examination if they wish to work for the government as teachers. This exam consists of two main parts, the first part is a written exam in which they answer theory and practice exercises. If they pass the first part of the exam, they will need to present lesson plans for an entire academic school year in front of a panel. If they pass both parts in this competitive process, they will show the government their teaching qualifications, diplomas, courses or teaching experience that, after being verified, may give them extra points in their final mark, which is needed to access teaching in state schools. The sum of the marks of these three stages of the selection process will assign the participants a number in a list of teachers, which will indicate how many points they have in relation to other teachers. The participants can then approximate how long they will need to wait to be entitled to work in a school, depending on the need for part-time, full-time or

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[10] "Oposiciones" is the Spanish term for the competitive examinations and the process to access teaching in public institutions in Spain.

replacement teachers the institutions have in a variety of areas and socio-economic backgrounds. Teachers' opportunity to work and be assigned a post will depend on the number of people with higher marks who are above them in the list.

Teachers decide to take part in this complex process because if they pass all the stages of the public examination, there are higher chances to have access to a permanent job in a state school. If they are offered a position in a school, this will give them job security and a long-term job which is difficult to find in a country where the economic and job crisis has hampered the employment system in the last decade. The advantage of this process is that those teachers with outstanding marks in the public examination could find a long-lasting job and they could obtain the job security, which is now considered scarce in Spain, due to the economic crisis. This job would be allocated to them until their retirement, as civil servants ("funcionarios"). On the other hand, if applicants were not successful in this process, they would be part of the list of teachers, but they would be assigned lower positions in the list, only allowing them to work as "interinos" or "sustitutos" if there were positions available. These terms ("funcionario, interino and sustituto") were discussed in the previous section.

State schools in Spain are funded by the government and belong to the same category. For the purposes of this study, it was more appropriate to choose schools with shared characteristics, such as public schools. Similarly, it was assumed that teachers might be more demotivated in public institutions because they have to take part in the complex process of "Oposiciones", as was discussed earlier, and also, because the location of certain public schools in deprived areas may also have an effect on teachers and their motivation. Additionally, the creativity of the teacher may depend on the characteristics of the school, some may allow for creativity while some schools may be stricter, depending on the managing team. In Appendix H, Pictures 2 and 3, it could be observed

how some of the schools emphasised the role of English and highlighted its use in the classrooms and corridors.

In the secondary school context, learning English is compulsory and students are required to go to school until they are sixteen years old (Picture 3 above). However, due to timetabling issues, one of the participants could not be observed with a secondary school group, but with a group of 1st year post-compulsory education, similar to Sixth Form (Year 12). This teacher also taught groups in compulsory education in the same school and explained that although education was not compulsory at the level observed, she understood that most of the students in that class had not freely chosen to be there. According to the participant, most students were pushed by their families to obtain a higher qualification or by the situation, for example not finding a place in the specialised high school of interest or not being able to afford the desired degree. This high school was the only school in a remote area in the city.

In the next section, how the data were collected will be discussed in detail, since it is vital for the understanding of the main study.

3.5.3. Data Collection Procedure

The ethical approval was received at the beginning of March 2018. Following the pilot study recruiting process, a new approach was needed to recruit more participants. In the main study, invitations via email were addressed to the English department, the Head of the English Department or, if these details were not available, to the Headmaster/mistress. Invitations were also sent via email to public schools and high schools in Madrid (71), Gran Canaria (33) and Tenerife (46). The email was in Spanish because the email accounts are usually managed by the school administrator, who forwards the message. However, not much interest in participating was expressed via email at this stage. As a

result, the researcher tried to find the names of the Heads of the English departments and addressed a letter to them at the schools where they were working. Although names were difficult to find in the schools' websites, at the end of March 28 letters were sent in the post to encourage participation in this project. These letters were in English, as they addressed the Head of the English Departments in schools in Madrid, Gran Canaria and Tenerife.

While the researcher was awaiting responses from the emails and the letters, several posts in social media were made. These posts were short and described the aim of the study, the participants who were invited and how to contact the researcher. They were posted on Facebook groups of EFL teachers who were studying or had studied for the competitive examinations to get a position as teachers in state schools. These posts raised interest of different types of educators who wanted to take part, such as primary teachers, vocational training teachers and teachers in semi-private and private institutions. However, these types of teachers were out of the scope of the study and only those who fulfilled the criteria were sent the invitation and the detailed information to their personal email accounts, freely provided by those who were interested in participating. Social media was used as a recruiting tool and not as a research instrument, conversations and messages via Facebook were not used for the analysis. This approach to recruiting participants allowed for a wider audience; when invitations in social media were posted, EFL teachers in Valencia, Malaga, Granada, La Rioja and Lanzarote expressed their interest.

The observations and the face-to-face interviews were conducted in April 2018, so they were given priority to arrange at the earliest opportunity. Observations were confirmed with five teachers and arranged to avoid clashes among them in a period of three weeks. Prior to the main data collection trip, documents such as the consent form, the information sheet and the personal questionnaire (Appendices E, F and G) were sent to the participants

and they were asked to sign and return them to the researcher before the first observation, via email or in person. Participants gave the signed documents to the researcher prior to the observation.

In the first week of April 2018, the researcher travelled to Madrid to interview and to observe the first participant in three different classes with the same group of students. In the second week, two other participants were interviewed and observed in two different institutions in Gran Canaria. In this city, three other participants were interviewed but not observed, in the same and in other institutions. Finally, in the third week, two other teachers were interviewed and observed in Tenerife, one class of each teacher was observed by a second observer who completed the observation protocol and expressed his impressions about the participants observed.

During the data collection trip, some emails were received showing interest in participating in the study and these teachers were encouraged to take part in the second part of the data collection process, the online interviews. These online interviews were planned for the second half of May 2018, which allowed time for resending emails and reposting information on social media to recruit more participants for the online interviews. Most interviews were arranged in the evening to avoid clashes with the participants' school timetables. Potential interviewees were advised from the beginning of the exchange of emails that they would be interviewed via Skype and that they would need a quiet place with good internet connection and with no disruptions. Participants were sent important documents (Appendices E, F and G) in advance and were asked to sign and return them to the researcher prior to the online interview. When a time was allocated for the interview, each participant would receive reminders of the time and the date and the necessity of signing the documents provided.

As soon as the connection had been established between the participant and the researcher to start the video call, signed documents were sent by the interviewee, if they had not been sent via email previously. The process of the interview was explained, and questions were asked to verify they consented to be interviewed and audio-recorded at the beginning of the video-call. At the end of May 2018, data had been collected and interview files were prepared for the transcriptions and consequent analysis, which will be described in a section 3.6. How data were collected from classroom observations and the interviews with interview prompts will be discussed in the next sections.

3.5.3.1. Observations and Field Notes

The observation protocol (Appendix B) helped the researcher to focus on specific aspects of the classroom environment and on some specific attitudes and behaviours of the teacher being observed. The observation sheet was designed based on different examples from sources in the literature such as Guilloteaux and Dörnyei (2008) and Wajnryb (1992). It was also adapted from other data collection instruments, such as the Teacher Observation/Evaluation Report by Nunan and Lamb (1996), the Observation Sheet by Cheng (2006) and A Classroom Observation Sheet for Teacher Enthusiasm by Ding (2008). A combination of these readings, handbooks and previously used instruments shaped the observation protocol used in this study.

This research instrument includes basic information to identify the teacher and the observer and consists of comment boxes where notes can be written. The observers focused on the ideas expressed in the sheet, as a guide, but also paid attention to any other events, which were interesting or relevant for this study. The ideas included in the observation sheet are related to the classroom atmosphere, teachers' teaching methodology, feedback, teachers' motivated behaviour, teachers' comments and body language.

Classroom observation was planned to be conducted for at least three classes of five different teachers. The same students in the same class were supposed to be observed on three different occasions in order to shed light on teachers' attitudes over a prolonged period of time. The first encounter between the researcher and the participant was prior to the first classroom observation. At the end of the observation stage, there were five observed teachers, fourteen hours of classroom observations documented and two observers who took part in the data collection process.

Although the initial plan was to observe three classes with the same group of students of five different teachers, in the last observation of one of the teachers, the participant provided the wrong timetable to the researcher and the last observation was not conducted. As a result, only four teachers were observed three times with the same group of students and one teacher was only observed twice with the same group of students. The teacher seemed to have misread her own personal timetable; despite the numerous confirmations and reminders of the allocated slot, however, data collected from this teacher was not disregarded. This inconvenience resulted in fourteen hours of classroom observation instead of fifteen hours.

Additionally, other challenges were faced in the data collection stage. In the first observed class of one of the teachers in Gran Canaria, there were three teachers in training helping the participant. The teacher was asked if she could be by herself in subsequent observations to observe how the class would normally be without the assistance of the other teachers. In the other two observed classes of this teacher, there were no teachers in training present. Similarly, in the last observed class of one of the teachers in Tenerife, there was a teacher in training helping the participant, previous observed classes of this teacher were taught by the lead teacher on her own. Although these situations may have conflicted with the role of the teacher in the observation, they were assumed to reflect the

situation in their daily teaching experiences in which they receive help from these teachers in training and they have to coordinate and cooperate with colleagues.

Organising the timetable for the data collection of classroom observations was taxing since there was a limited time (the school opening times) and teachers had different timetables, which could clash with the other participants' schedules and classes with the groups of students taking part. The researcher tried to arrange a suitable time for everybody while guaranteeing that the same group of students was observed three times and that there were no clashes. However, this was not always possible; due to timetabling issues, one of the teachers was only available to be observed while she was teaching a group in post-compulsory education, similar to Year 12 (Sixth Form). This teacher also taught groups in compulsory education, but the time did not match the researcher's availability and arrangements with other participants. Although this teacher was observed with a group in post-compulsory education, this was not considered an inconvenience for the study because the aim of the observation was to perceive and understand the teachers' motivational behaviour better and therefore, the group taught should not influence the teachers' behaviour significantly, although it would have been preferable to encourage similarity among all groups of students. The other participants were observed while teaching groups in compulsory secondary education, *Educación Secundaria Obligatoria*, (ESO): 4°ESO (Year 11), 1°ESO (Year 8) and 3° ESO (Year 10). However, one of the participants was observed three times with a group in post-compulsory education, *Bachillerato* (BACH), 1°BACH (Year 12) due to timetabling issues as was discussed above. It is important to mention a similarity between these two levels, compulsory and post-compulsory education, in the case of 1°BACH, students are still not adults. Thus, observed teachers were all teaching teenagers in a public secondary school environment.

Following some classroom observations, the researcher may have had questions or needed some information to be clarified. The interview allowed for some of these questions to be answered, but also, classroom observations were often followed by a short follow-up discussion in which questions about the observed class or other events were asked. The researcher used these conversations to confirm details or to corroborate any comments or events that had been heard or observed in the classroom. All these data were treated and recorded as field notes, along with any other information taken from the participant, at any time in their face-to-face encounters, and their context and, they were analysed accordingly if considered relevant for the study.

It is also important to mention that there was a second observer in Tenerife. The second observer was an experienced primary and secondary school teacher, currently teaching a foreign language in secondary education in England. The second observer accompanied the main observer in the second observed class of two participants in Tenerife. He attended two classes, one with each of the observed teachers in Tenerife in the last week of the data collection trip. The second observer was shown how the observation protocol worked and he completed it in the classroom, as the researcher did. Following the classroom observations, the second observer recorded an audio file describing his general impression of both teachers, to make sure his ideas were captured in the observation sheet. The observation protocols and audio files from the second observer were transcribed and treated as data to be analysed in comparison with the main researchers' observation protocol. The participation of a second observer allows for the comparability of the results and for corroboration of the analysis of the data collected.

3.5.3.2. Interviews

In this project, an interview was considered necessary to learn more about the participants and their motives to teach. After interviewing 23 EFL teachers, there were approximately

thirty hours of audio-recorded information in English. Although participants were Spanish, choosing English as the language of communication was more suitable for the study since it would facilitate the analysis of the data. Furthermore, participants were confident discussing their views in English because they were all EFL teachers. The duration of the interviews varied depending on the disposition and time of the interviewee, but they were estimated to last for sixty minutes. However, some teachers seemed to have a lot to say about the topic and engaged with the project, needing more than 120 minutes (see Table 2 above for the length of the interviews). The interview questions dealt with different important ideas related to the concept of motivation. These ideas were addressed more effectively in a conversation than through an online questionnaire exclusively, which was the initial idea. The combination of observational information and interview data provided thorough insights into this type of project, in which motivation as a construct was analysed.

This semi-structured interview was organised based on important topics, which answered the RQs and provided an insight into EFL teachers' experiences. Although the order of the questions and the topics were prearranged, there was space for deviation and if teachers mentioned any of the topics, the order of the questions could be altered to show naturalness and fluidity. The interview questions were based on literature, empirical studies and interview guides from a variety of sources: Evans (1998), Gheralis-Roussos (2003), Gkonou and Mercer (2017), Hettiarachchi (2013), Kassabgy et al. (2001), Kottler et al. (2005), Mann (2016) and Richards and Lockhart (1996).

The interview guide (Appendix C) comprises a variety of questions to find out more about the teachers' emotions, professional experiences and frustrations that may lead to their demotivation. Teachers were asked several questions; the first questions were general in order to find out more about the participant and to help the teacher to feel at ease, thus,

the first questions were related to their initial reasons to become a teacher and their past and present experiences as educators. Following these questions, participants were asked about their routines, attitudes towards teaching, their relationship with other members of the institution and the possibility of improvement of their profession and themselves as teachers. They were also questioned about their job satisfaction and they were explicitly asked about their motivation and demotivation, including their understanding of the concept of motivation and the elements that shape teacher motivation. Some examples of these questions are: "What changes do you think are necessary in the language teaching profession in general in Spain?", "Do you consider yourself motivated to teach?" and "What demotivates and motivates you when you are teaching?" To address the concept of demotivation, interviewees were asked whether they had ever met a demotivated teacher, they were asked to describe them and were also asked about ways to help them battle their demotivation. Teaching rewards, their future, and their own opinion about themselves were also topics of interest which were asked at this stage in the interview. Finally, questions regarding interesting facts noticed during the classroom observations were also brought to light in the interview if relevant, as a follow-up discussion, if the participant had been observed.

Regarding the face-to-face interviews, there were eight participants interviewed in person and audio-recorded with an external recorder. Five of these participants were also observed and the interview was always arranged after at least one classroom observation, to facilitate a follow-up discussion in which questions related to the observation were asked. All the observed participants were interviewed after the first classroom observation, except one of them who was interviewed after being observed three times. These face-to-face interviews, with the observed and unobserved participants, took place in the institution were the participant worked, in a quiet space trying to avoid any

disruption or noise, to guarantee the quality of the recording, the security of the participant and the protection of their contributions.

The remaining fifteen participants were interviewed online and were audio-recorded with an external recorder and an audio-recording software. After the 14th May, the second data collection stage started with the online interviews, some interviews took place in the same day and all online interviews were conducted within two weeks. Most teachers chose their home as a safe environment to conduct the interview and they were advised about the importance of being alone, without disruptions and with good internet connection. However, in the middle of the interview, one of the teachers lost connection and the other half of the interview had to be rescheduled for another day in the same week due to timetabling issues.

The researcher was given access to an office in the university department with essential equipment, including a laptop, speakers, a camera and an audio-recording software that was installed in the computer. Another computer and an external recorder were also used to avoid any unforeseen circumstances. The Skype contact details, the time and the date were confirmed prior to the allocated slot and the researcher would look for the participant and invite them to have a conversation on the arranged time and date. To sum up, 23 interviewees took part in this study, of which eight were interviewed in person and fifteen were interviewed online via Skype. These interviews included interview prompts, which will be discussed in the next section.

3.5.3.3. Interview Prompts

Interview prompts (Appendix D) were included in the interview as a way of deviating from the standard "question and answer" interview conversation and gather information from the participants in a more interactive and creative way. Aloud, participants

completed sentences, filled in gaps, moved pieces of paper to a particular opinion (Yes/So-So/No) or (Agree/Neither Agree nor Disagree/Disagree), and explained the reasons behind their opinions while they made use of the pieces of paper as a prompt to talk about specific topics. These prompts encouraged teachers to expand on some important factors for the study.

These interview prompts were used as a way to bring new topics to the conversation, which were of special importance for the project and which were highly reliable items in the questionnaire used in the pilot study. Those topics raised in the prompts section were disregarded from the initial interview guide to avoid asking participants about similar topics twice, except those topics that were of special interest and needed to be emphasised twice. Teachers were asked about their ideas on the prompts and encouraged to expand on some of the ideas to gain as much information as possible from them. These prompts were used at different stages in the interview as a transition from some topics to other topics or as a way of relaxing between more in-depth topics, as was previously described.

The interview prompts were used in conjunction with the interviews and were considered a more dynamic tool within the interview questions. In the case of face-to-face interviews, participants were able to physically "play" with the pieces of paper, whereas in the online interviews the researcher would move or complete the prompts according to the interviewees' indications and wishes. The use of these prompts seemed to impress participants who congratulated the researcher at the end of the interview for the hard work and the ability to compile all the questions in a short and dynamic interview with interview prompts.

Following the explanation of the data collection procedure, how data were analysed will be discussed in the next section.

3.6. Data analysis

When researchers analyse data, they find the results and the explanations to solve the initial problem. Burns (1999, p. 153) has suggested that "data analysis involves describing (the „what" of the research) and explaining (the „why" of the research), through the „what" aspects we aim to set out what the data show, while the „why" aspects lead us to find explanations for what emerges from the descriptions of the data". Thus, analysing data is not only stating the findings but also uncovering the reasons behind the results.

Concerning the presentation of the results, in this study, the data analysis led to borrowing a theoretical framework (Bronfenbrenner, 1979, 1993) which relates well with some of the findings. Using an inductive approach — from the data to the theory — this ecological viewpoint was believed to portray the results from RQ 1, 2 and 4 better, as part of nested systems and contexts which affect teachers and their motivation. More information about this theory can be found in section 2.3.2.

Regarding the data analysis, one of the approaches to analysing qualitative data involves coding data in search of concepts or themes and this approach comprises three steps: coding, categorising and conceptualising (Lichtman, 2014). Still, in qualitative data analysis, several procedures are implicated. Data management, processing the data (e.g. transcribing), coding, reporting and writing about the data are some of the processes involved in the analysis of qualitative data.

Coding is one of the main processes in data analysis and Saldaña (2016, p. 4) describes codes as words or short phrases that represent an attribute in a segment of language-based or visual data. Codes play a crucial role in the analysis and according to Miles et al. (2014), coding is a way to condense data and helps the researcher to find the most meaningful concepts and themes, bringing together sections of data that match and

reducing the content into smaller units to be analysed. Furthermore, these codes may also provide a more thorough reflection on the implications of the data. There are two stages in the coding process: the first and second cycle coding (Saldaña, 2016). In the first cycle, codes are assigned to data chunks and this can be done in many different ways, some of which will be mentioned below. In the second cycle, the researcher will work with the codes from the first cycle, grouping them into smaller numbers of categories, themes or constructs by finding pattern codes. As part of this phase, preliminary codes become final codes after the researchers' deliberate reflection.

As part of the first cycle of coding, simultaneous coding and descriptive coding are the two approaches which have been chosen for this study. Simultaneous coding was used when ideas were too complex, when participants referred to more than one meaningful code or when more than one code overlapped in the same segment of data (Miles et al., 2014). Additionally, descriptive coding was also used and Saldaña (2016) interestingly defines descriptive coding as the traditional way of using the currently popular "hashtag" for social media communication; it focuses on summarising the main topic or idea in the passage studied. Therefore, codes were assigned to segments of data that described one or more than one meaning related to that part of the language-based text.

Dörnyei (2007) also explains the main principles of qualitative data analysis and states that it is an analysis based on language and a non-linear process, which occasionally combines subjective intuition and formalised analytical procedures. When it comes to qualitative data analysis, researchers also find themselves deciding between using generic analytical moves and using a specific methodology to analyse their data (Dörnyei, 2007). In this project, generic analytical moves were chosen to analyse language-based data based on a discontinuous process in which changes were made depending on the emerging results throughout the study. Themes and patterns were found by conducting a cross-case

analysis in which data from all research instruments and all participants was scrutinised holistically. Examples of those patterns could be similarities and differences among participants' interview answers and behaviour in the observed classes.

Additionally, Creswell (2013) affirms that using a computer software provides a way of storing and organising data efficiently, making the researchers' job easier to find concepts and to focus on the data, which is entirely stored in the same place. In this study, qualitative data were analysed using computer software, NVivo .11 and NVivo .12, which facilitated the coding and the analysis of the interview transcripts, observation sheets and field notes. The frequency of the codes helped to identify patterns in the data and to uncover themes which were necessary for drawing the results.

At the end of May 2018, all data had been collected and was managed in NVivo .11. All physical material such as the handwritten observation sheets and field notes and the audio files including the interviews and the researcher's and the second observer's memos were transcribed manually with the aid of transcribing foot pedals and the website: https://transcribe.wreally.com/. This website facilitated the transcriptions by converting the speech to text, or by slowing the audio and auto-looping the source.

When the transcribing process was finished, the data were prepared for the analysis and the coding stage started by using NVivo .11. Words, sentences or paragraphs were read, and topics were identified, highlighted and coded. Lists of codes were created and compared for all instruments and those with higher frequencies and/or significance in the context of study were chosen as the key findings. The frequency of the codes facilitated the creation of overarching codes and themes. Firstly, the interviews with interview prompts were coded and after that, the observation protocols, including the field notes from the researcher and the second observer and the follow-up discussions with the participants, were coded. Since interviews were conducted after at least one classroom

observation, data from the interviews supported the observation data, because some of the factors mentioned by participants were found as instances in the observed classes. On the other hand, after observing the classes, the interviews would allow to clarify situations, comments or verify the researchers' understanding of certain events in the classrooms. The second observer's notes and audios were contrasted with the main researcher's observation protocols. This provided a different viewpoint that led to the researcher's reflection which was followed by the coding of the data.

Microsoft Excel was also used to display the participants' responses to the Personal Questionnaire, in which biodata information was presented and considered for the analysis. In addition, although NVivo created a hierarchical list of codes, they could be exported into an Excel file, which was considered more suitable because the list could be changed to make clarifications using colours or different fonts. Additionally, Microsoft Excel was used for the analysis of relevant interview questions and prompts, in order to map the answers of all participants to the same question and create graphs and charts for Chapter 4.

As can be found below, Figure 2 and Figure 3 show examples of how the interview data were coded. A question was asked by the interviewer or driven by an interview prompt to be completed by the participant. The transcriptions of the answers were read thoroughly and allocated an overarching theme based on the RQs (Motivating Factor, Demotivating Factor, Possible Solution or Teachers' Motivational Awareness). During the analysis, it was clear that the factors belonged to different contexts and then, codes were divided depending on the context (Teacher-Specific Context, Teaching Context and Conditions, and Wider Context) as can be seen in the coding scheme, Appendix J. After reflection on the codes, Bronfenbrenner's Ecological model (1977, 1979) was found to relate well with most RQs. Thus, in the case of RQs 1, 2 and 4, the participants' answers were assigned a

theme and a system within Bronfenbrenner's Ecosystems Theory: microsystem, mesosystem, exosystem or macrosystem. Using this theoretical framework became relevant when the data analysis had already finished and that is why the hierarchy of the codes changed after the analysis (from contexts to systems), showing the emergent nature of qualitative research. This framework was understood to represent the results better and to fit well within the first organisation of the codes. In the case of RQ 3, answers were allocated an overarching theme and were analysed more holistically. A code that represented the argument was created if no references to these ideas have been made by previous participants and was considered relevant for the study. These codes were not understood to be part of contextual influences but of teachers' own awareness and understanding and for that reason, they were understood to not fit within Bronfenbrenner's model (1977, 1979).

The following figures also show how the data were coded using NVivo .11. Figure 4 shows an example of the codes to the right. The part of the interview which was coded is highlighted. Figure 5 shows a list of some of the codes chosen for the Interviews with interview prompts. When writing Chapter 4 and 5, some of these codes were slightly changed for clarity purposes and to create more concise names for the factors.

```
Prompt: I would        Teacher 7:
like to have a job    "motivating, where    Motivating Factor    Microsystem    Code: Lifelong
   which is...         I can learn a lot"                                         Learning
```
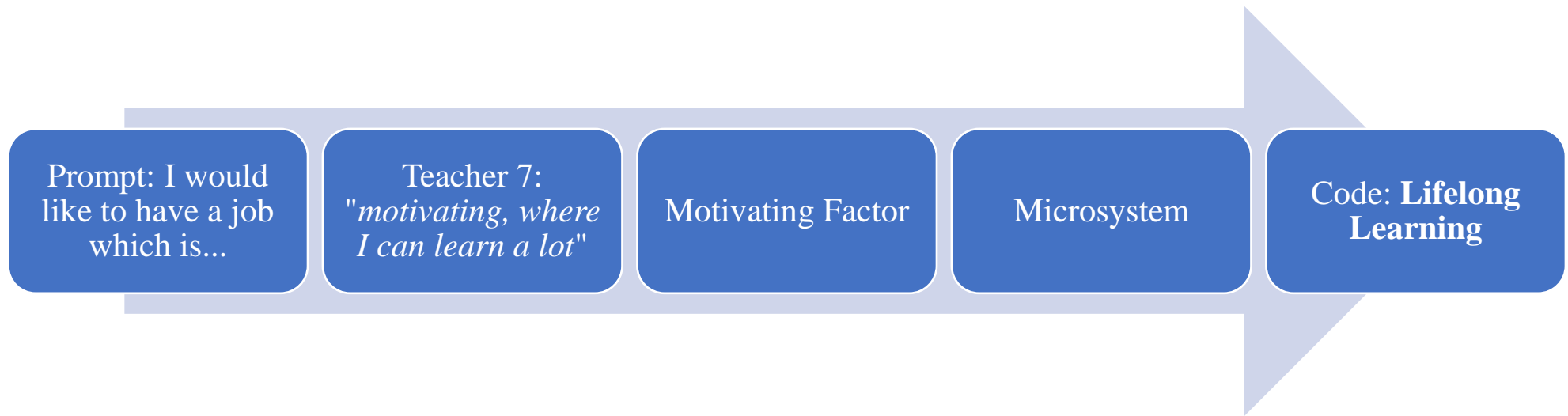
Figure 2: Coding Process (Motivating Factor)

```
Interview question: What     Teacher 18:
demotivates       and   what                              Demotivating                    Code: Students'
motivates you when you are   " [...]The level of students,   Factor      Mesosystem          level
teaching?                    sometimes if the level is low, you
                             cannot do many things, so that
                             demotivates you [...] "
```
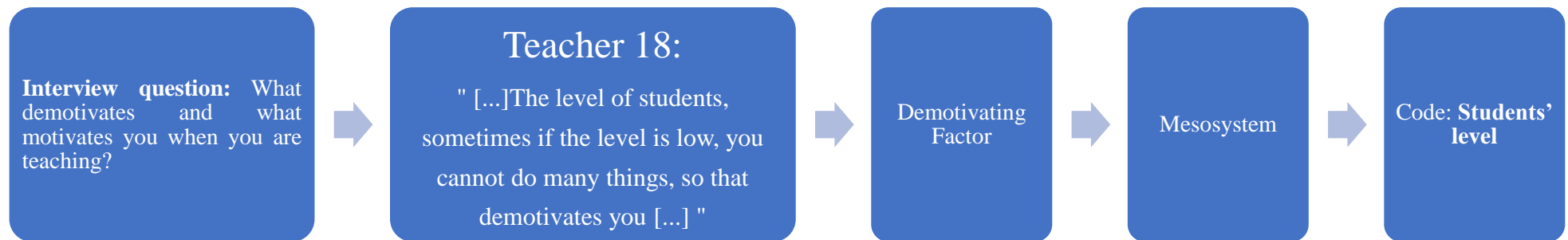
Figure 3: Coding Process (Demotivating Factor)

Figure 4: Coding of Interviews with Interview Prompts (NVivo)
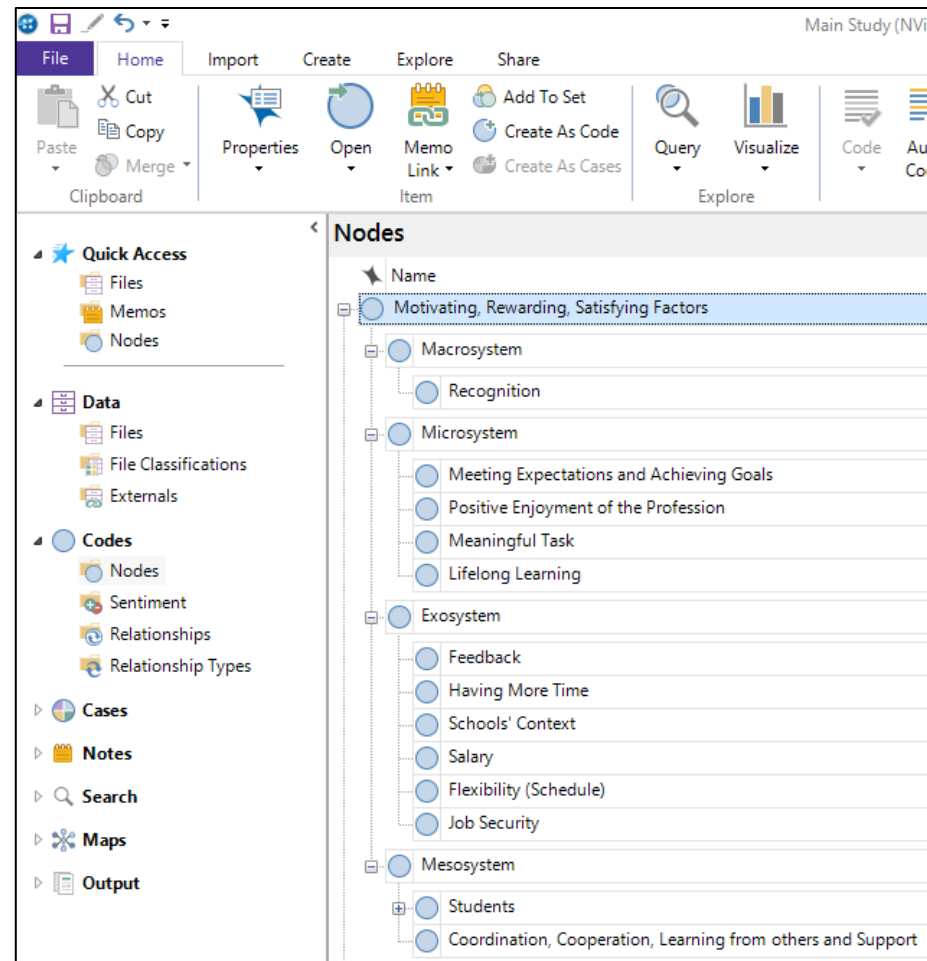
Figure 5: Interviews with Interview Prompts Coding Sample (NVivo)

3.7. Research Ethics

This project deals with people's lives, teachers' experiences and attitudes towards teaching and therefore, as Dörnyei (2007) has stated, social research involves ethical issues which must be considered, such as the amount of shared information, the type of relationship between the researcher and the participant, anonymity, handling the data and ownership of the data.

In the study, research data were collected from different secondary schools in seven cities in Spain and from different educators teaching EFL. When invited, teachers were asked about their interest in the study and the possibility of disseminating the information about the project to the EFL teachers in their schools. Participants were provided with information about the research and their rights before the interviews and observations, and informed consent was obtained in writing or via email for those taking part in the online interviewing stage.

Given that the research generated personal data (for example, participants' gender, institution they work in, etc.), anonymity and confidentiality was maintained by using participant numbers and pseudonyms (e.g., Teacher 1, Teacher 2). All participants were informed of these arrangements. Furthermore, all data were secured electronically in the laptop and computer of the researcher, which are both password-protected. The interview recordings and other audio files were transferred from the recording device to the encrypted computer as soon as the interview with each teacher finished. Only the supervisor and the researcher had access to the data. The data stored were the observation sheets, transcripts and digital recordings that were all anonymized, using pseudonyms

(e.g., Teacher 1, Teacher 2). Information about participants was not revealed; instead, information about their teaching experience was asked and given in ranges.

The research will not be made available through Open Access and as is the case for funded research by the Economic and Social Research Council (ESRC), data will be archived at the UK Data Archive. Participants were aware of this and were informed that the data collected from this study may be quoted in publications, reports, web pages, and other research outputs. All participants were notified that they had the right to withdraw if they disagree with any of these conditions and/or the others mentioned above.

As was stated in section 3.5.3., the recruiting stage included the exchanges via email with prospective participants. As soon as their participation in the project was confirmed, they were sent the important documents (consent form, information sheet and personal questionnaire), which can be found in Appendices E, F and G, and they were asked to read and sign the information prior to the observation or interview. These documents were returned to the researcher prior to the first observation in person or signed, scanned and sent via email. Ethical issues were taken into account during the entire course of the study, and this was also the case for the reliability and validity of the research that will be discussed in the following section.

3.8. Research Quality: Reliability and Validity

Reliability and Validity must be met in any study to improve and guarantee the quality of the data and the analysis. Researchers are usually concerned with meeting these factors in their projects, both in quantitative and qualitative research. However, these concepts are addressed differently in these types of research.

Cohen et al. (2011) argue that validity and reliability will always be threatened, and it is difficult to avoid these pressures, but they could be lessened by paying attention to validity and reliability during the development of the whole project. In this study, validity and reliability were considered at all levels in the research to ensure its quality. Lincoln and Guba (1985, 1994) proposed two criteria for evaluating qualitative research and its quality: *authenticity* (impact of research) and *trustworthiness*.

The concept of *authenticity* (Guba & Lincoln, 1994; Lincoln & Guba, 1985) was introduced as a way of assessing the impact research could trigger in a wider scale. As an alternative to the concepts of reliability and validity, in qualitative research, the term *trustworthiness* has been conceptualised by some authors to describe the degree to which a study is valuable in terms of *credibility*, *transferability*, *dependability* and *confirmability* (Bryman, 2016; Dörnyei, 2007). The *credibility* of qualitative findings, equivalent to internal validity in quantitative research, shows how feasible the findings are: the concept of *transferability*, equivalent to external validity in quantitative research, is the possibility of replicating the study in another context or at some other time; *dependability*, equivalent to reliability in quantitative research, encourages researchers to keep a record of all research phases and allow for an audit trail in which peers would assess the procedures and the project and finally, *confirmability*, similar to objectivity in quantitative research, is the ability to show that the researcher has not blatantly allowed personal values or theoretical inclinations to affect the research or the findings. All these factors may show the *trustworthiness* of the qualitative data in a particular research and hence, its validity and reliability (Bryman, 2016; Guba & Lincoln, 1994; Mackey & Gass, 2005).

In this project, all these factors were considered, and measures were taken to allow these criteria to be successful. *Credibility* can be demonstrated by following principles of good practice while carrying out the research and submitting the findings to the participants as a way of obtaining confirmation that the results match their reality, as will be done at the end of this project or before completion if interest is shown. *Transferability* can be guaranteed by providing a thick description, as was done in this study; in this way, future researchers could be able to judge the possibility of transferring the study to a different setting based on the information provided. *Dependability* can be ensured by trusting auditors to assess your work, in the case of this thesis, peers and the supervisor have constantly evaluated the research process and analysis, by providing feedback in research group meetings; being assisted by others improved the dependability of this study. The codes were also discussed with the supervisor. Finally, feedback also helps to demonstrate the factor of *confirmability*, along with the records kept, which demonstrate that the research process and the analysis have been transparent.

Qualitative researchers often have to defend their findings since their conclusions are commonly believed to be unsuitable for generalisations because the sample is not representative of the population at large, which may influence the transferability of the project, called external reliability in qualitative studies. External reliability is difficult to meet in qualitative research since it is impossible to eliminate the context of a study to replicate it in other circumstances (Dörnyei, 2007). Moreover, transferability can be improved by explaining the project in detail, providing a thick description of the context and participants to allow readers to conclude whether the results are transferable (Lincoln & Guba, 1985), and this factor has been taken into account in this project by describing the pilot study and the main study in detail favouring the transferability of the project.

The validity and reliability of the research instruments used can also be considered. Interviews' validity examines whether the questions asked to the participants look as if they were measuring what they claimed to measure. Any sign of bias would be considered as unacceptable and reducing the amount of bias would help to increase the validity of the project. As stated by Hitchcock and Hughes (1989), it is inevitable that the researcher will influence the interviewee since they are immersed on an interpersonal interaction. However, Oppenheim (2000) affirms that bias can be reduced if the wording, procedure and sequence are not altered and all participants answer the same questions, as was the case for this study. Therefore, the precise formulation of questions is crucial to reduce bias, making sure that all the participants understand what they are questioned. Furthermore, according to Kitwood (as cited in Cohen et al., 2011), there is need for rapport in order for the participants to feel at ease and talk about themselves and their thoughts, which will therefore increase the validity of the study. Teachers were encouraged to talk in an informal and safe environment with the researcher (online or in person), who has experience in teaching and knows the difficulties of the profession; building rapport was guaranteed at all times before and after the interviews and observations in this study.

Moreover, Kvale (1996) suggests that a skilled interviewer, who structures the interview, is clear, knows about the subject, allows participants to take their time and answer in their own way, is sensitive, emphatic and able to recall and clarify any comments, would improve the validity of the interview. Thus, the expertise of the interviewer may influence the interviews' validity. The pilot study interviews and extensive reading of the literature provided the researcher with the sufficient knowledge and skills for handling the interviews in an accurate and professional way.

Regarding reliability, its quality is not only related to the preparation and the conduct of the interview but also its analysis as was rightly pointed out by Cohen et al. (2011). Therefore, the correct transcription and coding of the interviews is crucial for the research quality and reliability. Dörnyei (2007) has suggested that it is possible to increase validity and reliability within a qualitative study, by asking a second coder or observer to code a part of the interview transcript or to attend one of the classroom observations. Reliability could be improved by comparing the codes and interpretations of a second coder of the interview transcripts and a second observer in the classroom observations sheets. If the codes and interpretations are different from the two coders and observers, these may lead to erroneous results which are therefore, not reliable. A second observer took part in this study ensuring reliability and demonstrated the importance of comparing and contrasting these two opinions, the researcher's and the second observer's. Concerning the coding, the supervisor read and gave feedback regarding the coding process, confirming the suitability of the codes and the way of analysis and therefore, acting as a second coder.

On the other hand, observations' validity and reliability may be affected by the researcher's unawareness of important antecedent events and the researcher's presence in the classroom (Cohen et al., 2011). Nevertheless, triangulation is one of the possible solutions since it allows more than one research instrument to be involved in the study helping to increase the reliability and validity. Thus, in the interviews, participants may have revealed information about previous events that may have affected their teaching and in turn, will affect the analysis of the classroom observations. In addition, the presence of the observer in the school environment and in several classes with the same teacher increased their rapport, decreasing the observer's impact in the classroom environment and teachers' attitudes.

Additionally, piloting the observation sheet and its categories guarantees validity if they are proved to be appropriate, unambiguous and effectively investigate the purposes of the research (Cohen et al., 2011). In this project, the observation sheet was piloted, and minor changes were made to improve the categories ensuring the effectiveness in the main study and increasing the observation's validity. The pilot study ensured the clarity of the observation protocol, which was also used by the second observer without difficulty.

To sum up, piloting the research instruments and their triangulation have improved the validity and reliability of this study and these have been considered throughout the study to guarantee the quality of the research. In turn, peers' involvement in the observation and coding process ensured validity, and a detailed analysis and description of the study increased its reliability and eliminated any possible bias.

3.9. Conclusion

In this chapter, the methodology used in this project was described. Firstly, the qualitative approach was discussed. Since this study was aimed to follow a mixed-methods approach, the rationale for using a purely qualitative design was clarified as well as the differences between quantitative and qualitative methods. The research instruments used: classroom observations, field notes and interviews with interview prompts, were analysed highlighting the advantages and disadvantages of these research tools. Then, the pilot study stage was discussed in detail followed by the main study section which comprised relevant information about the participants, the context of study, and the data collection procedure for each research instrument, including the description of the tools used in the study. Subsequently, how data were analysed was described and portrayed by showing examples from the data. Finally, how the research ethics were ensured and how the

projects' reliability and validity guaranteed the quality of the research was considered. In the following chapter, the findings will be discussed.

4. CHAPTER 4: FINDINGS

4.1. Introduction

After the analysis of the interviews with interview prompts, the classroom observations and the field notes data, several factors were found to answer the RQs. Consistent with the data collected and analysed, factors which motivate and demotivate English teachers in Spain and solutions to teacher demotivation will be presented in this chapter. Furthermore, teachers' awareness of their own motivation and demotivation and its importance in the learning process, along with teachers' awareness of the teacher-student influential relationship, will be analysed. This analysis will be based on the researchers' thorough interpretation of 23 in-depth interviews — approximately thirty hours of audio-recorded data —, fourteen hours of classroom observations, and the field notes obtained in the schools visited.

The analysis of RQs 1, 2 and 4 will follow Bronfenbrenner's (1979) Ecological Systems Theory. According to Bronfenbrenner's theory (1979), the individual develops and is influenced by several contexts: the microsystem (the immediate environment), the mesosystem (the connections with other systems), the exosystem (the indirect environment), and the macrosystem (social and cultural values). This theory comprises systems from a narrow to a wider context, all systems affecting the individual and his or her development (see section 2.3.2. for a detailed explanation). Findings from RQs 1, 2 and 4 are part of different nested systems affecting teachers and their motivation. Some of the factors found were out of the teachers' control (the macrosystem) and other factors were present in teachers' everyday professional experiences but could not be fully changed by them (the exosystem). Other factors found were related to relationships and

connections with other people (the mesosystem) and finally, there are some factors that are normally produced by the teachers or can only be controlled by them (the microsystem). On the other hand, RQ 3 will be discussed from a holistic viewpoint by analysing the most frequent factors which have been highlighted in the data and are relevant to the topic addressed in this RQ. Relevant factors in RQ3 have not been included within Bronfenbrenner's model (1977, 1979) because they do not represent contextual influences, but teachers' own individual beliefs and understanding, i.e. their awareness. At this point, it seems necessary to clarify the main topics covered in each RQ: RQ 1 (Demotivating Factors), RQ 2 (Motivating Factors), RQ 3 (Teachers' Motivational Awareness) and RQ 4 (Possible Solutions to Demotivation).

The report of this analysis will include several representative quotes per argument within each category. In this chapter, interviews were transcribed word by word and transcripts were not grammatically corrected. The original transcripts are presented in this chapter by using quotes of relevant participants' ideas. Examples from the observed classes and field notes will support the arguments and ideas from the interviews and their analysis. In the case of RQs 1, 2 and 4, factors have been organised based the ecosystems (Bronfenbrenner, 1979) and within the system, they are ordered based on their frequency. Factors with more frequencies will be analysed first, followed by other factors with fewer frequencies in the same system. These factors (codes) will be highlighted in bold throughout the chapter to help the reader identify them. Some of these codes will include subcategories that will be presented in italics for highlighting purposes.

It is important to clarify that in this chapter, motivating and demotivating factors are presented. However, it seems intuitive that the opposite of some of the demotivating factors will be considered motivating factors by participants. Similarly, ways to solve

demotivating factors will result in possible solutions, which are also presented in this chapter. However, to avoid repetition and for the sake of clarity, quotes from the interviews have been omitted in the cases in which the link between the demotivating and the motivating factor or the demotivating factor and the possible solution seemed obvious. This has been done to avoid repetition and to guarantee coherence throughout the chapter. The next section will reveal the demotivating factors for EFL teachers participating in this study.

4.2. Demotivating Factors

Participants revealed demotivating factors that could lead to stress, dissatisfaction and concerns about teaching. It is important to highlight that these elements were explicitly identified as demotivating, dissatisfying or problematic by the participants when they were asked about possible improvements in their professions and when they were asked about the most demotivating, dissatisfying and stressing factors in their teaching.

4.2.1. Microsystem

In the microsystem, demotivating factors for teachers will be presented. One of the elements highlighted by nineteen participants was the effect that **High Expectations** about their classes and themselves could have on them as language teachers. When asked about the description of a bad day, one of the participants stated:

> Teacher 17: "things didn't go as expected and the result was not good, just the feeling that you didn't do a good job, you didn't transmit what you expected to transmit, that's the most frustrating and what makes the worst day".

This participant, along with others (Teachers 1, 2, 14, 16 and 22), suggested to have felt negative emotions when expectations were not met and when they could not deliver a

lesson as they anticipated. Therefore, having high expectations could have an effect on these participants, even on their motivation:

> Teacher 21: "it can demotivate you when you are preparing an activity and […] when you get to class, they don't like at all".

Teacher 1 and 14 also agreed with this argument. Being enthusiastic about the materials prepared and the contents to deliver may cause demotivation to some teachers if the materials did not work and the students did not understand or engage with the contents. Thus, having high expectations about the materials, contents of the lessons and the English classes could turn a good day into a bad day and could also be a demotivating element for these participants. Additionally, other interviewees (Teachers 1, 5, and 21) agreed with the following participant and considered this situation stressful:

> Teacher 14: "Well, there is also one thing I didn't mention for the stress, it is the feeling that I am not getting through what I am trying to".

High levels of stress are felt by these teachers whose expectations may deceive them when EFL classes do not work as anticipated. Not meeting expectations also seems to give some interviewees (Teachers 6, 18 and 23) the least satisfaction in their jobs and in the case of Teacher 18, she seemed to blame herself, "I am not a good teacher". This participant appears to be emotionally influenced by her failed expectations about students' learning progress. Her self-confidence could be affected by not meeting the expectations. It is important to highlight that the same participant is influenced by bad previous experiences and believes that every class will be the same and she will face the same problems in every class:

> Teacher 18: "every time I go into a classroom, I go with some faults in mind that everything's going to be wrong in a classroom, so the classroom is not going to

be ok and I'm going to be mad again and I am going to shout to them, so I think I need to learn to disconnect from one classroom to another".

She is aware of the necessity of avoiding expectations when getting into the classroom; however, she seems to be influenced by previous sessions, in which she had problems with students and their behaviour. Therefore, this teacher appeared to be making assumptions before getting into every class, but also when her plans are not fulfilled, her perception of her teaching ability is hindered. Teachers' beliefs about themselves could also be damaging:

> Teacher 17: "if you like your job and you take it seriously, I think you become very demanding with yourself and you think that is never perfect, OK, that you can always do better, and that can become a bit stressful, because you could take ages, hours and hours trying to improve".

Being too demanding may be stressful, especially if teachers spend long hours trying to improve and to create perfect materials that could not work. These examples showed that having high expectations might influence teachers, their practices, their wellbeing and most importantly, their motivation negatively.

In this system, it is crucial to highlight that most participants, sixteen teachers, had a **Lack of Initial Vocation** in their teaching professions. These participants became teachers when they were not attracted to training teenagers or to delivering language sessions in particular, but because of other reasons such as having a passion for the English language, considering teaching as a good working opportunity or because they were influenced by a friend or a relative who was already a teacher, among other reasons. Not having initial vocation could affect teacher motivation. It seems reasonable to assume that those teachers who wanted to be part of the students' learning process from the beginning could be willing to overlook some of the negative factors that are part of the profession. More

than half of the participants confessed that they did not want to become teachers at first, as is described by this teacher:

> Teacher 15: "I became an English teacher because my life went that way, I did not want to become an English teacher but it just happened for personal reasons […] I decided to sit for state exams to become a teacher, just because I had to start working so that was my initial, initial step towards the, the teaching career I never really wanted to become a teacher".

This participant did not want to become a teacher, but she saw the profession as a good job opportunity due to the work conditions. Sixteen participants did not consider teaching English as their first option and this is seen as problematic by some other participants:

> Teacher 19: "Vocation, the first one, if you don't have vocation enough to do it, responsibility with the job that gives you the bread, you don't have vocation well it can be, sometimes you don't choose your job, you work when you can but responsibility, and not to close your eyes to the evidence".

This teacher was asked about the elements that shape teacher motivation, and she considered vocation as the most important one, but she also rectified and explained that being responsible with your job was also important. All participants were asked about suggestions to improve teacher motivation to teach and this participant highlighted an important idea:

> Teacher 10: "I always wanted to be a teacher, you see, some teachers I think they don't have this feeling right, first of all, because many teachers but not many, some teachers are here because it's a well-paid job right, so first of all, let's start with that. I think you have to be motivated in that sense and then once you are there, all these obstacles we have, that the system gives us, all right, should be simplified, many of them could be simplified very easily".

This participant explained that having vocation could help teachers to overcome some challenges they may experience in their profession. Some problems teachers encountered might be overlooked if educators are vocational and passionate about teaching. Similarly, teaching conditions could not be enough to maintain teachers' willingness to teach:

> Teacher 22: "those teachers who ended up doing this because they failed in some other jobs, I mean, this wasn't their first option, some of them are a bit demotivated […] I think you have to be really motivated, you need to like it".

This teacher was asked if she believed that her colleagues were motivated, and she explained that some teachers are demotivated because teaching was not their first career preference. This participant also stated that the teaching conditions are not extraordinary and if someone enters the profession only because of the conditions, they may not enjoy the experience. Thus, according to this participant, teachers' lack of vocation could affect their motivation. It seems interesting to highlight that those teachers who do not have teaching vocation may affect teachers who have always wanted to become teachers. Teacher 17 seemed to consider that those teachers who have chosen the job for the conditions and not because of the vocational part make the profession "more stressful". In this particular case, this teacher has a permanent position but not a permanent location and it might be stressful for him, seeing how people who do not like teaching are enjoying better conditions than he is. Following these participants' ideas, it could be suggested that the lack of teaching vocation may influence teacher motivation to teach.

In the observed classes, teachers referred to their lack of initial vocation. During a classroom debate, Teacher 3 told students that her initial idea was never to become a teacher. She was also asked about regretting to become a teacher and she said that when having problems, she dreamed of being in an office, but this thought lasted just for some

minutes. Similarly, Teacher 4 used to work in administration and used to think about the positive side of being in the administration, feeling happy and calm. During her first teaching year she was completely demotivated, and her vocation was lacking, however, she explained that she said to herself that she needed to understand that the school was her place, after that, she started to enjoy her teaching experience much more. Teachers 3 and 4 lacked initial vocation in their teaching careers and according to the participants in the previous references, lacking vocation might trigger demotivation.

Additionally, eight interviewees mentioned how **Repetition** could be another problematic element in their teaching profession, i.e. how monotonous and predictable their job is. These participants stated that some of their tasks were repetitive and not challenging:

> Teacher 18: "I don't, don't feel motivated but because of the level, they have a low level, and of course, I teach every day the same, I am always in the same hallway and with the same students […] if I go to the next classroom it means that I have to teach the same thing than the previous one, so normally, it is like, you know, everything is the same I have to teach the same materials, sometimes I have to, to change the way I teach it".

This participant described that teaching the same materials in different classes several times during the week was repetitive and it affected her motivation to teach. To avoid repetition, she changed the methodology or the management of the lessons with every group, but still, it seemed to be demotivating for her. Other teachers seem to agree with the fact that teachers have monotonous and boring tasks:

> Teacher 8: "Well, probably not quitting forever, but I am thinking of doing something different, and not always the same job, although there are many things I can do in this job, but it is always the same, it becomes, boring is not the word, monotonous, it is challenging in that way".

Teaching EFL is considered to be repetitive by this participant and others (Teachers 2 and 16), who mentioned that correcting and repeating the same activities several times was dull. It is important to highlight the opinions of those who are new to the profession:

> Teacher 11: "Not now, not now, at the moment I am learning, and everything is new for me, but I think in the future it will be boring and it will be always the same".

This participant believed that in the future her profession would be monotonous and repetitive. This belief could affect educators and their willingness to teach a language, even more if they have these preconceptions in their first teaching years, as is the case of this participant. Falling into monotony was also a concern for Teacher 1 who explained that not delivering original classes would demotivate him.

4.2.2. Mesosystem

Participants mentioned some negative aspects which concern others and the relationships with others in the teaching environment. These elements have been understood to influence teacher motivation.

Students' negative attitudes and characteristics appear to have the strongest effect on teachers; the learners' characteristics, their lack of success or their feedback are some strong influences on teachers and their motivation. This overarching category has been divided in more specific elements about the learners (in italics). Most references were made to *students' attitude and demotivation* and how this affected participants' motivation. Students' misbehaviour and lack of discipline were also relevant within this factor, which was revealed by all 23 participants and had the highest frequencies in all data collected. Students' attitude in the English classes was believed to be a potential demotivator for all participants, as can be seen in this example:

Teacher 23: "when they don't pay attention because it is demotivating, but also for me, it's very difficult to concentrate when they are, for example, speaking at the same time that you are giving the lesson, yes, so when you notice that they don't care what you, what you say, that is a main demotivating factor for me".

A large proportion of interviewees, (Teachers 2, 3, 7, 8, 12, 14, 17, 19, 20, 21 and 23), agreed with this teacher who stated that students' lack of interest in the subject was a main demotivating factor and was affecting their self-esteem (Teacher 11). Along the same lines, other participants explained that students' lack of motivation was also a demotivating factor for teachers, and it seemed to be a common issue:

Teacher 11: "Oh, when pupils comment something on my teaching, when they don't sit down, when they are not respectful, most of all when they are not respectful, sometimes they don't even want to study, to sit down and that's the problem we are having in secondary in Spain […] they don't feel motivated I think to study".

Lack of motivation to learn seemed to affect students in secondary schools in Spain and, at the same time, influence teachers and their motivation. However, the lack of interest could possibly be related to all subjects and not only EFL, as was mentioned by Teacher 2. Secondary Education is compulsory in Spain, and although students may not enjoy learning, they are forced to go to schools, which could affect their motivation to learn and as a result, teacher motivation to teach. Additionally, references were made to students' misbehaviour, lack of respect and lack of discipline in the classroom and how this could influence teachers, but also affect other students who are motivated to learn and cannot progress due to continuous interruptions by demotivated students (Teacher 5). Furthermore, students' misbehaviour was also reported being a cause of stress (Teacher 18) and depression (Teacher 11) and these negative emotions were making teachers doubt their choice of profession and their teaching effectiveness:

Teacher 11: "Yes, yes, but even depressed sometimes, I come home, and I think, I am not a good teacher, I should be in another profession, yes, it is highly demotivating".

Additionally, students may also affect teachers' decisions and future practices, Teacher 19 seemed to wonder if it is worth preparing lessons if students are not interested in learning at all, "why am I working so hard?" Misbehaviour seemed to be a key demotivator for all 23 participants, although some interviewees also acknowledged the lack of participation as a problem. Students' lack of interest was also demotivating for Teacher 1; some of his students did not get involved at all. Figure 6, below, presents participants' level of agreement with the prompt "Students' attitudes in English classes are a source of demotivation for teachers", which shows how the majority of teachers considered their students' attitudes as a demotivating factor. None of the participants disagreed with this statement.
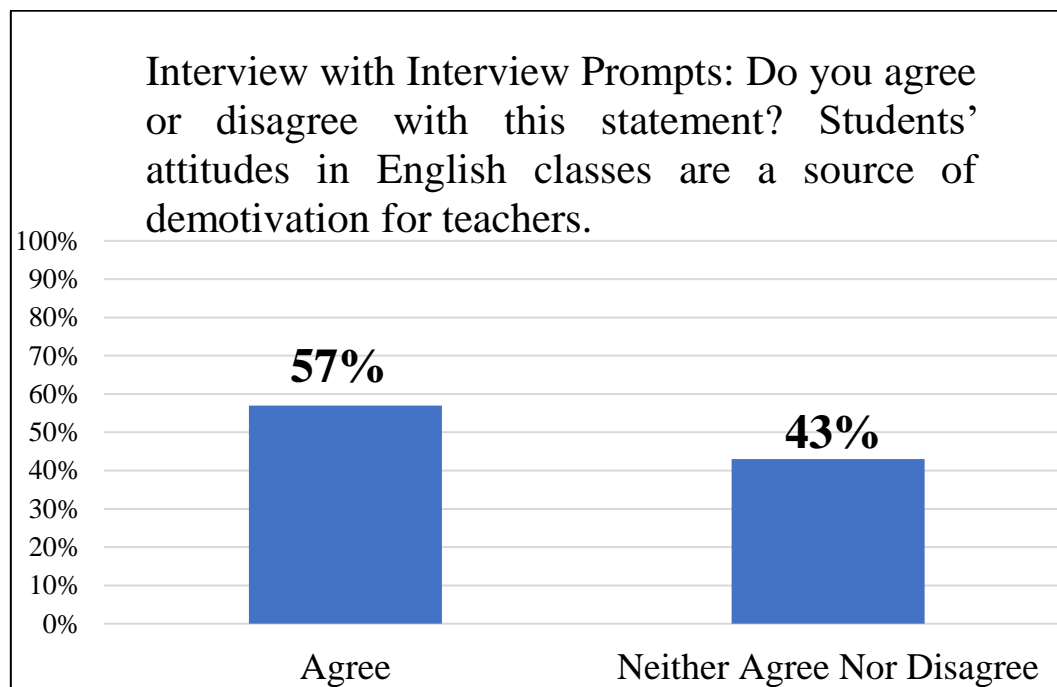
Figure 6: Interview Prompt (Students' attitudes)

Additionally, participants seemed to be concerned about *students' learning progress*, and their lack of academic growth could affect teacher motivation. Eighteen participants commented on being worried about students' learning progress, for instance:

> Teacher 15: "as a teacher the main demotivating factors in the classroom are...to observe that students aren't progressing".

Other participants seemed to agree and shared similar ideas in other parts of the interview. When students appear to not understand or not follow the class, Teacher 7 got worried about their learning, which demotivated her. Academic results were also argued to be a potential demotivator:

> Teacher 21: "when they fail, although they are struggling to pass the subject".

This teacher and Teacher 9 referred to those students who study hard and still do not pass the subject. Although students' results could affect their academic performance, when their expectations are not met students can get demotivated; teachers can get demotivated too if they see that studying hard does not lead to getting good grades.

In addition, *students' levels and needs* were mentioned by sixteen participants and believed to affect teachers adversely. For example, students' low level of English and lack of understanding of the language could influence educators:

> Teacher 14: "if I speak English all the time, after five, ten minutes, 95% of the students of the group won't be listening to me […] they don't, and I give up".

Teaching EFL and speaking English in the classroom seemed to be something that participants struggle to achieve due to students' low level and this could affect their motivation, as was the case of Teacher 18 who explained that although misbehaviour was the main source of demotivation, learners' progress, unwillingness to participate and low

English level can affect teachers negatively. Along the same lines, students' high level could also damage the teaching practices:

> Teacher 16: "if I have a class with 38 students and let's say, six or seven are way ahead of the class, they get bored really easily, because they don't have the motivation to continue because everything is so easy for them and they feel they are not learning something new".

According to this interviewee, teachers may feel disheartened when academically successful students get bored in the classroom, as the resources are too easy for them. Students' personal needs could also influence teachers and their performance in the classroom, as is explained in this quote:

> Teacher 19: "for me is demotivating when I have also problems, students with very specific problems with "Sindrome de Down", or Asperger's in a very, you know, important degree, because I was never taught, how to deal with this kind of students so I try to look for information, to ask my partners, but I don't have the tools to help them".

Not being able to respond to students' diversity and special needs might be a source of demotivation for teachers who may not be trained to help these students and could feel frustrated for not being able to support them. Teachers' beliefs and expectations of their own role could affect their motivation if they do not feel satisfied with their professional outcome. Inability to help all students could make teachers blame themselves for problems in the students' progress triggering demotivation, as was the case of Teacher 12.

In the observed classes, there were some examples of students' misbehaviour and disrespect, which seemed to affect teacher motivation. For instance, in the second class with Teacher 6, some students were continuously disruptive and showed little respect for

the teacher, for example, when she was on her way to the classroom, students from other classes were mocking her on the corridor behind her back. This situation showed students' misbehaviour and bad manners in the school and it may be linked to the fact that these students are teenagers and could be immature; this behaviour is not usually expected from adults. Thus, the learners' age and maturity could have an effect on their behaviour, which in turn, could affect teacher motivation. In all observed classes with Teacher 6, students were not engaged and were disrespectful to the teacher. Students' attitude and misbehaviour could have an effect on the way the teacher approaches the subject taught and her motivation, since there seems to be a link between students and teachers. Students' misbehaviour and disrespectful attitudes were present in other classes as well. For instance, in the second class with Teacher 8 a student was using the phone and the headphones showing lack of interest in the subject. This student was not willing to take part in any activity, continued listening to music during the whole class although it was extremely loud, and could be heard by the rest. This example shows the situations teachers are exposed to, which could affect their motivation to teach and could elucidate students' behaviour and attitudes in these classrooms.

Additionally, **Relationships with colleagues, supervisors or administrative staff** could also be demotivating for these teachers. In the interviews, participants were asked whether relationships with administrative staff, colleagues and supervisors could affect teachers' attitude towards working in the school and nineteen participants agreed. Interviewees were also asked if they believed those relationships were important for their teaching and twenty participants agreed. Three of these participants (Teachers 9, 13 and 14) also confirmed that these relationships were important, but these did not affect their attitude in the classroom:

Teacher 13: "I don't think they would change the way I teach inside the classroom but they would definitely affect my, how to say, my state and my mood and in the way, the way I enter the class, yes, yes of course, it's not a very harmonious environment then it's not really nice to go work in there, because I know working with kids going to be hard but that I know, but to also struggle with my colleagues that it's not fun anymore".

Having problems in the classroom and outside the classroom could be an unbearable situation for this teacher, whose relationship with other members of staff does not affect her in the classroom but affects her outside. Similarly, another participant agreed but also highlighted another consequence of having negative relationships with staff:

Teacher 9: "not inside the classroom but in my teaching as a global process of like teaching, I am a teacher whenever I get at school, but I am also a teacher when I'm outside […] teachers propose projects to work with their students and at the end you limit, or I would limit my students if I couldn't propose them to do certain things to cooperate with others".

Relationships with staff are important for this participant although they do not affect her teaching practices in the classroom. However, students could be limited because their teacher may not collaborate with other colleagues to foster a more cooperative learning experience. This lack of cooperation seems to affect other participants as well, as was explained by this teacher:

Teacher 20: "not being supported by your supervisor, not being able to do the activities you like the most because they don't want you to […] or because there is very little room for creativity […] there is no, exchange of ideas, or your ideas are rejected and when you share your ideas, but then they make sure that they share among themselves but you are excluded […] I think those are demotivating factors"

Lack of support from supervisors and colleagues, and no cooperation or coordination were demotivating this participant. There seems to be a strong influence on teachers and their motivation due to negative relationships with staff:

> Teacher 11: "because they are constantly asking me 'why did you leave your job in the bank? How come you wanted to change your job? if I were you, I would go back to banking', they are constantly saying that to me, also because of their comments […] 'oh please, say good luck to me', before entering the class, that is like the, what you breathe every day, yes, they are not motivated and they feel like they have the worst job in Spain".

These negative comments from colleagues could discourage teachers, especially those who are new as was the case of Teacher 11. Moreover, having a bad relationship with colleagues could affect teacher motivation and limit teachers' creativity outside the classroom (Teacher 9). Negative relationships, a bad work environment and the lack of sense of community were considered as demotivating factors for Teachers 9 and 12. Furthermore, when asked about a description of a bad day at work, Teacher 12 explained that bad relationships and excessive control from the headmaster turn her day into a bad one and this was the factor that gave her the least satisfaction: "the following day I don't want to go back". In this case, problems with the headmaster could affect her willingness to go to school.

Another participant explained the influence on her wellbeing and how "bad relationships as we said before, at workplace" (Teacher 23) were identified as a source of stress by her. Following this information, it seems reasonable to assume that having a bad relationship with colleagues, supervisors or administrative staff could have an impact on teachers and their motivation.

Figure 7, below, shows teachers' views about the influence of relationships on their attitude towards working as teachers:

Interview Question: Would you say that your relationship with the administrative staff, your colleagues and your headmaster/headmistress affects your attitude towards working in the school?
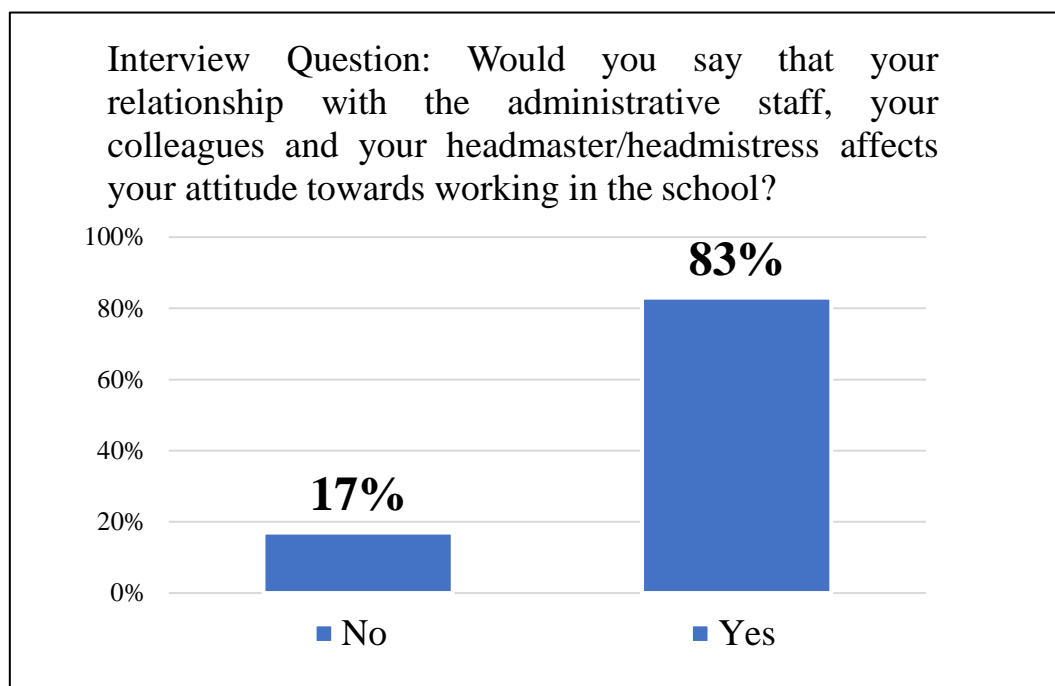
Figure 7: Interview Question (Relationship with others)

Concerning teachers' relationship with colleagues, some evidence was gathered as part of the field notes. For instance, when the interview with Teacher 6 was going to be recorded in the English Department, there was another teacher there, and the participant and her colleague seemed to disagree with the contents of an exam. The participant, who was the head of the department, insisted that the sheet and the exam were acceptable. Lack of agreement between these two members of staff could lead to uneasiness in the department and possibly affect these teachers' motivation.

Additionally, Teacher 8 also seemed to have problematic relationships with her colleagues. To interview this participant, the teacher asked her colleagues whether she could leave while she was on call, and some of them were not happy about it. When the

interview finished, one of the colleagues addressed the participant rudely, because the teacher had left while she was on duty and some issues she was supposed to resolve had occurred. After that, the participant and another colleague, while being on duty, complained about the janitor who left her post and said she would be in a room and then she was not there. The janitor's absence would make the teachers' role more difficult, as they needed to take care of the school but also, open the door and answer calls. In this case, bad relationships with the janitor and with some colleagues could affect the teacher and her role and responsibilities, creating stress and problematic situations, which could eventually lead to demotivation.

4.2.3. Exosystem

In the exosystem, other factors were found to demotivate teachers. Firstly, the number of students in each classroom, or the **Ratio**, in secondary schools in Spain, was a central complaint by all 23 participants who explained the effect the excessive number of students had on their teaching. This factor is beyond the teachers' control, as the ratio is managed by the government. Participants revealed their inability to respond to students' diversity and needs and teaching could become more difficult if there are many students in the classroom, as stated by this participant:

> Teacher 1: "it is more complicated to control, to help or to monitor what they are doing or to make them work in such a way that they are learning, in a different way it is much more difficult".

Teachers' roles may be challenged by the excessive ratio in some classrooms, as they are not able to guide students in their learning process. This issue could also hinder teachers' support to students:

Teacher 6: "The ratio, the ratio because we work with high numbers of students in the same group and that's difficult to attend diversity and personal problems they have, not only academic ones".

According to this interviewee, the number of students does not facilitate her teaching responsibility of responding to students' diversity and needs. Concerning the teaching of EFL, the student ratio seems to be a real problem:

Teacher 11: "Yes, you have many and the other get bored, because they have to wait until their turn, also when the group is too big some shy students won't dare speak English in front of the class, so I have to divide the class into smaller groups and then, what happens is that I can't control what they are doing".

According to this participant and others (Teachers 2, 3, 4, 5, 7, 11, 12, 15, 16, 17, 18 and 19), a large group of students do not facilitate interaction and communication in the target language. Shy students may not find the courage to speak:

Teacher 18: "you cannot listen to all of them and I have students that I have never heard their voices, because they don't talk at all, so I don't know how to evaluate that part".

Assessment may be complicated because of the number of students in the classroom and the impossibility of listening and communicating with all learners in English. In the interview, Teacher 13 explained that it would be a reward to have fewer students in the classroom, and it is understandable because the ratio is considered a demotivating factor by some, for instance:

Teacher 16: "and very crowded classes, sometimes we have 38 students in the class".

Teacher 16 stated that the ratio was one of the main demotivating factors for her in the classroom and mentioned that having 38 students at the same time in a limited space was

not suitable for learning a language. Participants highlighted that a way to improve language teaching in Spain, increase teacher motivation and overcome stress would be by reducing the ratio as will be discussed in section 4.5. and 5.5.

Within the exosystem, 21 interviewees considered their **Workload** as a negative factor in their teaching profession. This is another problematic teaching condition, which seems to trigger frustration:

> Teacher 6: "we have too many demands from the government ok, we have to solve many problems in a short period of time. We have to organise many, too much information and we don't have enough time in our timetable and then, we have to pay attention to the families, to the students".

This participant described some of the tasks involved in her profession and emphasised teachers' lack of time to deal with numerous duties. Other participants agreed and gave examples of the tasks (Teachers 2, 6, 8, 18 and 19). Other interviewees mentioned the lack of time to prepare lessons and materials as the most worrying consequence of their workload:

> Teacher 1: "I don't have time to prepare proper lessons, so I have to end up doing activities which I don't really like or at least, I would do in a different way, of course, the only way to do these activities in a way which I am happy with, is with time, I mean, I need time to prepare it and as long as I don't have time, I am not really happy with what I am going to do, then the outcome is not the best".

This participant along with Teachers 10 and 16 explained that not having time to prepare activities was a reason for disliking or not enjoying his classes. Not enjoying the activities could affect teachers' performance in the classroom and it could influence students' attitude towards the activities since they may recognise teachers' dissatisfaction.

Along the same lines, participants also complained about "having too many lessons in the same day and not having a break" (Teacher 16). This teacher considered the number of classes and the lack of time to rest among classes as demotivating factors and Teachers 3, 13, 14, 16, 17 and 22 agreed. They also claimed that sometimes they did not even have time to go to the toilet or drink water because they had to run from one class to another. Not only was this considered demotivating but also stressful:

> Teacher 7: "because you have to prepare many things and you have to correct and you have to come here to evaluate, we've got meetings, with, we've got lots and lots of things that society, and the stress produced by those students, you know, it's stressful sometimes […] I see my partners leaving school like destroyed, you know, I don't have any problems but some of my partners can't deal with it".

This participant confessed to have felt stressed due to her workload. Furthermore, she appears to identify signs of stress in her colleagues who leave the school tired because of the workload and the pressure caused by numerous tasks. The workload may leave teachers with no time for professional development courses (Teacher 20), time to motivate students (Teacher 10) and reflect on the lessons (Teacher 8), and this lack of time influenced teachers and was reported as a demotivating factor for them (Teachers 1 and 9). Furthermore, teachers' personal time and lives can also be affected:

> Teacher 11: "number one is you have to get home and after you get home you can't devote your time to your child, or to sport or to cooking, you have to prepare lessons […] that is one source of stress".

This teacher had to sacrifice her own time with her family. This was considered a source of stress and demotivation for some participants (Teachers 4, 11, 13, 15, 16, 20), but mainly for Teacher 12, who works in two different high schools:

Teacher 12: "I have to change from one school to the other every single day […] I cannot eat anything, I cannot go to the toilet because I have to change school […] So I cannot eat, I feel exhausted, my brain doesn't work, and I feel a lot of pressure".

This situation is uncommon because teachers with a permanent and fixed position are usually assigned a single school, but this participant explains the sacrifices and the stress teachers may suffer due to this condition in the state school system. The above participants described the amount of work involved in their professions, however, some of them also mentioned their *roles, tasks and responsibilities* as teachers and it is important to underline a number of them, for instance, Teacher 3 highlights the importance of getting good results, and expectations can also become stressful:

Teacher 9: "this overwhelming aspect of being kind of a sociologist, psychologist, teacher, perfect in your language competence, maybe it is stressful, apart from the administrative work you may, I may sometimes face, that is sometimes stressful".

Again, teaching responsibilities may be affecting teachers' wellbeing as their health may be influenced by the number of jobs involved in a single profession. Another task involved in this profession is marking and assessing (Teachers 2, 3, 4, 6, 9 and 22); these responsibilities were considered excessive and this is a duty that could affect teachers negatively. Students' misbehaviour was a demotivating factor for these participants, and managing students' behaviour is one of the tasks involved in their teaching:

Teacher 9: "since I work in a school that there are a lot of conflict issues, classroom management, and conflict solving, and problem solving, and strategies are very important so apart from reflecting on my own teaching and the learning experience itself, did they learn what they should have learnt? What was my intention of them learning? And did I manage to transmit all that to students […]".

This participant explained her routine of reflection in the classroom, but also how used she was to deal with behavioural issues, which seemed to be an important task as stated by other participants (Teacher 5). Additionally, the role of the teacher involves tasks which have an effect on learners' learning process but also on students' personal growth. Thus, educating young people is another vital task teachers have (Teachers 6 and 7), which can overload them and create stress. Students' situation may vary, and teachers might influence learners immensely, however, helping students with their personal problems or social deficiencies add to teachers' workload and as a result, could cause demotivation. Furthermore, students' results and behaviour may increase teachers' emotional burden:

> Teacher 1: "I am also responsible […] I should be able to make them, well to make them work and to make them wanna learn but of course it is not only on my […] I mean it is very comfortable to say no, students are demotivated, but that is not the reality, not for me"

Teachers 4, 13, 19 and 22 agreed; they appeared to believe that their students' attitude or lack of progress would be their direct fault and therefore, teachers should make changes to their practices to improve the situation, hence adding on the list of tasks. The long list of responsibilities and tasks could also affect teachers' wellbeing:

> Teacher 16: "I don't feel anything, I feel I have to this and that and at the end of the day is when all these feelings come to me".

Pressure, tiredness and stress might be the consequence of a heavy workload, which could be worsened if teachers are not able to fulfil all the tasks, possibly creating stress and anxiety. Several references were made to the administrative tasks teachers have to deal

with and Figure 8, below, shows the opinions of the participants regarding the number of
administrative tasks they have to do as teachers:

Interview with Interview Prompts: Do you agree or disagree with this statement? I have to deal with an excessive amount of administrative tasks besides teaching English

Category	Percentage
Disagree	18%
Neither Agree Nor Disagree	14%
Agree	68%
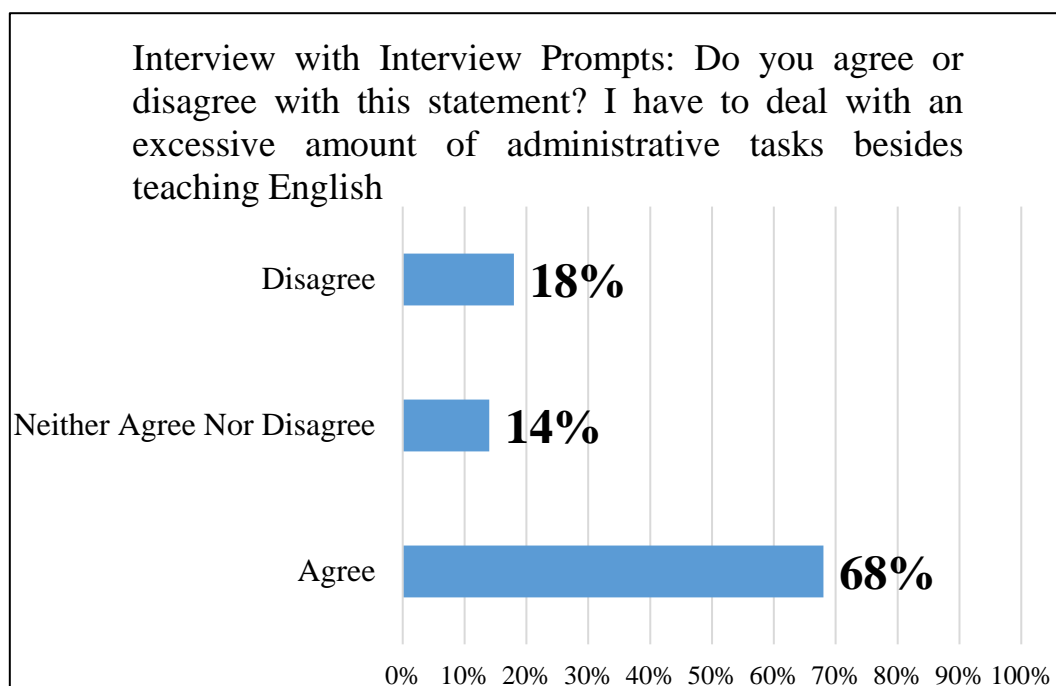
Figure 8: Interview Prompt (Administrative Tasks)

A large proportion of participants considered the administrative tasks to be excessive.
However, some complaints did not lie on the amount of bureaucracy but on how useless
they considered these tasks to be:

> Teacher 13: "tons of paperwork that nobody cares for and take time of your
> teaching […] it is a report for everything, and I do that, and what for? Because
> nobody changes anything, we write, write, write, write, papers and nobody is
> going to read, excessive".

This participant claimed that having a heavy load of administrative tasks was another
demotivating factor for her. Although these tasks may be useless, Teacher 16 described
how this paperwork is a proof for the administration that some work is being carried out.

However, the difficulties involved in some of the administrative tasks may trigger some unfortunate consequences:

> Teacher 18: "Agree, I have told you before, if I want to report that a student has done something bad, I have to fill a paper, call to their houses, then go to the headmaster, explain the things and sometimes I don't have time and I don't do it".

Students' misbehaviour or faults may be overlooked because the process of reporting these incidents may give teachers more tasks to worry about and, therefore, a heavier workload. The number of administrative tasks could make teachers think about severe changes in their professional careers:

> Teacher 2: "Yes, completely agree, and that is the reason why I will quit this job, because administrative tasks".

This participant considered that the number of administrative tasks was excessive, and this would be the reason she would resign her job as a language teacher. In this case, the stress caused by the workload may lead teachers to consider a change in their careers.

Teachers who were observed also appeared to show some evidence of their excessive workload that could influence their motivation, as was stated by some interviewees. For instance, in the third class with Teacher 3, the participant explained to students how their parents had to pay and authorise their attendance to an extracurricular visit. This administrative task took time from the English class. She also collected some essays from students and her ironic comment: "Thanks for ruining me my weekend", could show how teachers make use of their free time at home to correct.

Similarly, Teacher 1 seemed to be involved in several tasks at the same time in the second class. While the teacher was trying to help or explain what to do with those students at the back of the classroom, students at the front raised their hands or called the teacher to

ask for help with doubts or questions but they were not noticed by the teacher who was busy. Teacher 1 could not help all students in the classroom because they had different needs and it was difficult for him to cope with everything. Furthermore, in the third class with Teacher 7, several students wanted the teacher to approach them and the teacher seemed to be frustrated because she could not be in different places and help learners at the same time. Additionally, after the second class, Teacher 1 stated that he was happy because his teaching day was already over, and he could go home to rest earlier than any other day. Having a heavy workload worsens the work conditions and thus, teacher motivation could be influenced by the number of tasks they are responsible for.

In the classes with Teacher 8, she always wrote the activities on the board but in the third class, although the teacher had planned the class, there was not much time to work on the first activity because she spent a long time talking about rules about using the phone in class. Educating and setting clear rules were other tasks this teacher had to work on apart from teaching English. During the class, the teacher appeared to be frustrated because she had to pay attention to many elements: teaching English, the disruptive students, students' behaviour and school's rules. It would not be surprising that all these tasks would trigger demotivation for this teacher, because of the frustration and inability to cope with all the responsibilities.

As part of the exosystem, fifteen participants emphasised the **School's Context** and environment, as a demotivating factor that could lead to stress, dissatisfaction and concerns about teaching. Students' background and schools' location seemed to be a challenging factor:

> Teacher 12: "It is a deprived area […] we arrange an interview and they [parents] don't show up and it happens again and again and again, you talk on the phone,

but they don't answer, or they lie, and they say they can't come […] it is devastating".

Not being able to cooperate with students' parents could influence this teacher's emotions, but also the students' learning process. Regarding parents' participation, after being observed, Teacher 7 stated that she missed parents' involvement in the school and that only the parents of three students had come to talk to her in the whole year. She explained that it gets worse when students are older and parents are completely absent from the students' learning process. This seemed to be a discouragement for this participant, who wanted to help students improve but could not get parents involved. The lack of families' participation was mentioned by other teachers as well, however, students' manners and misbehaviour were recurrent topics:

Teacher 14: "there is very low politeness background, I mean for them, for many, many of them, shouting is normal, because they shout at each other at home and you know, the way they ask for things, is: you have to, not could you please, even Spanish, English or whatever language they use and I mean, but, poor them, it is not their fault".

Students' education background could have an impact on their behaviour in the classroom and therefore on teacher motivation. Some teachers may even consider changing school:

Teacher 5: "I am feeling that I am a little tired of the students in this area, so I have asked for a change to another area of the city and I hope students are a little bit more educated there […] 350 students in the school, and most students behave in that way, fighting is part of their daily lives, male and female students who fight for simple things".

Students' behaviour made this teacher move from one location to another voluntarily as she thought that this deprived area was affecting her attitude towards teaching and her willingness to teach. This shows how the school's location could affect educators.

Interestingly, another participant explained how teaching in these schools should only be for volunteers:

> Teacher 9: "even I would say in certain schools up to volunteering for certain schools not only the tough ones but also the in the ones that are more difficulties, or some more difficulties in terms of teaching and learning, so it could be more volunteering, so everyone who goes there knows what type of school environment they are gonna find and everyone is working hand in hand to yes, to promote, to encourage that learning experience".

Schools are allocated based on the grades in the competitive exams, therefore, some teachers who pass the examination but with lower marks may be allocated to schools in deprived areas. This participant's suggestion could solve some issues, as only teachers who agree to teach in those underprivileged schools would go and students may be positively affected. However, if teachers are constrained by the location even before starting to teach, this could affect their motivation. Teacher 9 claimed to work in a school with difficulties and mentioned why she thought her colleagues were demotivated; because of the school environment.

Concerning the schools' context, after an interview with Teacher 4, the participant explained that students who were from that rural area were not willing to move or commute to another city or town to study something that they really liked; they often stayed closer to home. Therefore, in the school, there were many students in non-compulsory education who did not want to be there or study that course but were pushed by the context to enrol and stay in their town. This situation could worsen teachers' performance since students may not be interested or motivated to be at school and could trigger disruptiveness or misbehaviour. Thus, the school's context could have an impact

on the teaching practices and according to the above comments by teachers, the school's context could also affect teacher motivation.

Another important teaching condition criticised by the participants was the **Lack of Resources** available for their teaching, which has been included in the exosystem. Technological facilities and physical resources seemed to be deficient in many of these participants' classes since twelve teachers referred to the lack of resources as a source of demotivation:

> Teacher 12: "that you don't have resources in the classroom, that you don't have space in the classroom […] when they give you restrictions in making copies, basically when you don't have resources, like I don't have a projector in my class, I don't have a computer in my class […] I have to say that most of my students don't have the book. It is a deprived area, so not every family, can afford to buy all the books, or they are not interested in buying them".

This teacher was teaching English with limited resources, not being able to use interactive activities or to make photocopies and this appeared to be a source of demotivation for her, along with the previously mentioned factor of the School's Context. Other participants (Teachers 16, 17 and 18) agreed; not having facilities and resources limited their teaching. When asked about the elements that shape teacher motivation, Teacher 3 explained how her motivation and student motivation could be increased by having good classroom facilities. Moreover, having resources, trying to make use of them and realising that they do not work could be stressful:

> Teacher 5: "you have prepared a fantastic class to do that day in a lesson with a group of students, you need the computer, the computer isn't work or you have to have access to the internet and that day internet is down or something".

Problems with the resources can become a stressful practice and Teacher 1 agreed. Teacher 16 also explained how mal-functioning technology could hinder students' progress, she complained about the quality of the computer she had to work with at the school. The necessity of having working resources and facilities is important, but technology and functioning equipment would be necessary for language teachers, whose videos and audios will enhance students' listening skills. Interviewees were also asked about the changes they considered necessary in their profession as language teachers, and some of them explained that having better resources and facilities would be a way to improve their teaching:

> Teacher 14: "I just would like to have a better classroom and less students in my classroom and if I need technology for students like laptops, things like that or nice furniture, nice and comfortable furniture, for me and my students, that would be nice".

This participant described how she would like her classroom to be upgraded so she could improve students' experience. Teacher 10 agreed and explained that more resources will improve their teaching. Two participants (Teachers 8 and 13) also mentioned that not having their own English classroom was challenging for them:

> Teacher 13: "too small […] it's not my classroom […] you do an activity, to work in groups and then you have to finish before because the other colleague is coming, so you have to arrange the classroom for the other colleague, I would love to have my own class, to do whatever I want inside the classroom".

Classroom management gets more difficult when you share the facilities with colleagues from other departments. This teacher stated that she spends a considerable amount of time setting the tables for group work and then putting them back in place for the following class. Teacher 8 also considered that the situation gets even more difficult if classes are

in a row and you have to run from one to another with all the materials that teachers carry for the different levels and tasks. Not being able to perform at the best of their abilities, due to malfunctioning or lack of resources and facilities, could be a potential source of demotivation.

Classroom observations also showed that there was a lack of resources in some of the high schools visited, which could affect teachers' performance and motivation. For instance, in the observed classes with Teacher 3, there were three teachers in training, the classroom space was limited and there were not enough chairs or tables for the teachers and the students. Problems with technology appeared to delay the class and create frustration at the beginning of the second and third class with Teacher 3, who had problems with the computer and the projector. As was the case in other high schools, in Teacher 3's institution, there was no room allocated for the English class, and therefore, setting up the resources and the classroom was part of every session. For these participants, the lack of facilities affected their teaching practices and their frustration could possibly turn into demotivation, due to not taking advantage of their teaching time and not being able to be innovative because of the lack of resources available.

Along the same lines, Teacher 7 also shared the classroom with other members of staff and complained about the table arrangement and that organising the tables was the worst part of sharing the classroom with other teachers. Teacher 7 believed that the way students found the room was essential for the classroom atmosphere. Before starting the class, she made sure that tables were properly organised. Moreover, turning on the computer seemed to be an odyssey for this teacher, who showed frustration and said that she hoped the computer would work because she never knew if it was going to work. After twenty minutes of arranging the tables and turning on the computer, the participant started the

class. When working on a listening activity, the quality of the track was not good and together with the playground noises, it did not foster learning a language. These events showed that the lack of resources could lead to stress and frustration for the teacher but also influence students' progress.

Teacher 8 also used the computer in the first observed class, however, she explained that although she often used the computer, it was frustrating because it was difficult to use. As was the case for Teacher 7 and 3, Teacher 8 also shared the classrooms. The teacher mentioned how tiring it was to carry all her belongings, books, students' work and CD player, after each class to another classroom. Teacher 8's institution did not have WIFI and that would limit teachers' resources and variety of activities. On the other hand, teachers, as Teacher 1, may have WIFI in their high school, but it does not usually work. Following all these references and examples, it seems reasonable to assume that the lack of resources was a problematic issue for participants in this study, which could affect their motivation.

To conclude with the exosystem, the factor of **Salary** will be discussed. Seven participants emphasised the fact that their salaries were low and some of them, when asked about the rewards they would like to have in their profession, replied in a manner similar to the following:

> Teacher 12: "I would like to have a job with is very well paid […] in proportion with the hours you work in the school and outside the school".

As was previously analysed, these teachers' workload seemed to be quite elevated and for this reason, this participant believed that her salary was not high enough. Teachers 2, 9, 14, 16, 19 and 22 agreed and deemed their salary low in relation to the amount of work they do, the responsibility and in comparison with other European countries.

Interestingly, the following participant identified demotivated teachers and explained the following:

> Teacher 9: "Yes, demotivated, but I have the feeling that they are demotivated because of […], because of the administration restrictions, because of their schedules or their payment or their salaries or these specific students or that other".

This interviewee claimed that teachers' demotivation might also be due to their low wages and their resulting discontent. This was the participant's personal opinion about her demotivated colleagues.

4.2.4. Macrosystem

Within this system, most references were made to the **Education System**. Eighteen participants seemed to suggest that the education system in Spain is damaging the teaching of languages, but also teaching in general. Six participants (Teachers 2, 10, 11, 12, 13 and 19) agreed that the administration, who is in charge of the education system, does not respond to teachers' complaints or suggestions, as this interviewee stated:

> Teacher 10: "the least satisfactory thing is the big thing, is the system itself […] does not listen to what we said and we are saying and we have been repeating for a long time […] I guess is a matter of money because that would be more teachers, that would be more rooms, more classrooms, more materials and so on, but the problem is that the education doesn't work".

This participant explained his concern about not being listened by the administration with respect to the changes needed and the problems in the education system, and this was considered as frustrating and the least satisfying factor in his profession. Furthermore, this participant mentioned the impact the economy can have on education, since a higher investment in education could lead to improvements in the teaching conditions. Other

participants seemed to be concerned about the lack of importance given to education, i.e. the education system appeared to be unrealistic and to not foster effective learning. When asked about solutions to improve teacher demotivation, this participant replied:

> Teacher 3: "this demotivation comes from the system, the education system is not realistic, the education system is designed by experts who haven't taught in a secondary school […] it is very easy to say, the goals you have to get and the activities you have to do with teenagers when you are outside of the classroom".

This teacher explained how the education system is designed by administration and is therefore, not connected to the experiences teachers live every day. The system and the curriculum do not seem to fit in any institutional context, according to this participant, who condemned the lack of representativeness of teachers in the education system as a source of demotivation. Similarly, other participants (Teachers 2, 3, 7, 10 and 19) claimed that the administration is only focused on the passing rate:

> Teacher 19: "administration are only concerned with results and they also, they are always analysing results, but maybe the question is: what are you doing to making these results better? […] nothing at all".

This participant thought that the administration was not providing the school with enough support to help students increase their grades, which seemed to be the administration's main concern. The same participant explained that "the least satisfaction always comes from the administration" (Teacher 19), referring to those managing the education system.

Similarly, after the first observed class with Teacher 7, she declared that the system was demanding a lot from teachers and that the administration and the government only cared about numbers and they wanted students to pass without considering if they were learning. According to Teacher 7, the government and the administration just want statistics about how many students passed during the presidency of a specific politician,

but they do not seem to be interested in teenagers and their learning process. Other participants indicated similar opinions:

> Teacher 22: "because the administrative institutions, the politics and all those institutions always, always, always think that the students go first and the teacher goes second, so sometimes we feel that we do things but we are not supported by anyone and that's mainly, we have got the feeling that we are nothing, we are just, the least important part in the educative system are us, and if problems come, we are somehow at a lost, no one is going to come and help us".

Distress was revealed by this participant who may feel abandoned or neglected by the system, which does not support teachers when they are in need. The administration appeared to be only concerned about students' passing rate or about complaints from parents, as explained by Teacher 11: "they will say, you have to pass, this is a pass, change the mark, you don't have their support". This interviewee considered that her teaching and assessment criteria were not respected by the administration that runs the education system, as soon as there was a complaint from parents.

Moreover, decisions from the administration shape the education system and could have an influence on students' learning process, for instance, this teacher considered that the administration do not take students' misbehaviour seriously:

> Teacher 7: "So they have the power and maybe one day, when they have like twenty papers, like that, from different teachers, they say, 'ok you're going to go home for three days' and then after three days he is here again, so we are tied".

This participant described how teachers fill in reports concerning students' misbehaviour and disrespect and how careless actions are taken by the administration to solve the problems. Furthermore, as was discussed in section 3.5.2., continuous changes in the law may have an effect on teachers and their performance in the classroom. Four participants

(Teachers 4, 9, 13 and 20) also complained about education being politically influenced and how they considered this issue as "sad" or "not in the right context" (Teacher 20); these participants considered that the education system should not be under any political influence. Other teachers agreed as is shown in this example:

> Teacher 4: "the law changes and there are so many changes, the terminology, the procedures, so everything changes, and you have learned the same thing in a different way, it is like when you change from Windows 7 to Windows 10".

This teacher explained some of the alterations caused by the elected political party every four years and the consequences it implies; feeling demotivated because of the intensification of their workload, as they need to spend time preparing new resources but also learning new procedures. Along the same lines, after the second class, Teacher 7 also complained about all the changes in the law and stated that she did not follow any of them and was completely against all the changes they had made; instead, she just focused on teaching English. Changes in the law and demands from the government could make teachers rebel against the system or frustrate their motivations.

Additionally, participants referred to the English level of students and how the education system seemed to be unsuccessful in this subject, as students do not appear to speak English accurately after many years learning the language. This issue was mentioned by three participants (Teachers 10, 19, and 22) and described in detail by this interviewee:

> Teacher 15: "you feel that something is going wrong in the system […] you see students that have been in the system since they're three years old […] they've been filling in the blanks for twenty years and they still can't just express themselves in English […] that's really demotivating".

As stated by this teacher, lack of students' progress and students' level of English may foster demotivating responses from teachers. Similar views were shared by Teacher 22,

who expressed her concern about students' low level of English and their lack of fluency in English; students are afraid of making mistakes. It is important to highlight how Teacher 22 blamed teachers for students' lack of progress whereas Teacher 15 accused the administration of being responsible for this situation. Teacher 3 agreed with Teacher 15 and suggested that learning issues originate from the early stages in education, and therefore, when students arrive to high school, they lack knowledge in the English language. Students do not seem to learn English in this long period of time which includes pre-school, primary school and secondary school years. All participants teach in public secondary schools, and eighteen interviewees mentioned the unfavourable situation of the education system and the need for improvements.

Additionally, within the macrosystem, fourteen participants commented on the **Lack of Recognition** as a negative factor in their teaching careers. Fourteen teachers explained that their professions were not valued or respected by society and this lack of recognition could affect their motivation. For instance, this participant described how teachers are judged:

> Teacher 11: "Spanish society criticises teachers and they say that we don't teach properly, we are not well prepared […] we are not valued by society".

This interviewee mentioned how society seems to criticise teachers not only due to their practices but also because of their qualifications or lack of training to teach a language. These professionals are believed to be blamed for students' lack of progress:

> Teacher 22: "if they [students] don't understand something, it is not because they haven't studied, it is just because you don't teach them well […] it is as if we felt that we are not valued by anyone".

Teacher 22 explained that society presumably accuses teachers if students do not understand or follow the content of the lessons and this participant expressed her discontent regarding this oversimplification. Moreover, interviewees' responses by eight participants (Teachers 11, 12, 14, 17, 18, 19, 20 and 23) indicated that teachers are often judged by their job conditions:

> Teacher 18: "when you say you have a lot of work, they are like, like, 'well you have two months holidays, you don't work at Christmas and everything, you earn a lot of money', and sometimes, believe me, it doesn't compensate you at all, I mean I don't care how much money I can earn with this job, sometimes, it is difficult".

People outside of the teaching environment appear to believe that the fact that teachers have long holidays and high salaries is a reason to not complain or express their negative thoughts about their jobs. However, as was explained by Teacher 18, the role of the teacher involves several tasks, and the job conditions may not always be sufficient reward. As part of society, parents play an important role in the learning environment and three participants (Teachers 11, 16 and 21) stated that parents do not always recognise their work. However, the following interviewee argued the importance of being recognised by parents:

> Teacher 16: "respect from parents first of all, because if they don't respect your job, your kids are not going to respect it either, so they do what they see at home".

This teacher highlighted the influence parents can have on students and their attitude towards learning. Lack of respect and recognition from parents may hinder teaching practices since it could affect students' behaviour. Some other participants (Teachers 10, 12, 14, 19, 20, 22 and 23) also acknowledged the lack of recognition and awareness of society concerning their teaching role:

Teacher 23: "they don't realise that it is hard work is, there is an emotional part, there is the work that have to do and then not only the hours you work at school as you know, but also the time you have to spend at home maybe correcting, preparing sessions […] I think society is not, it's not aware of the, of the real work we do".

This participant explained, along with other interviewees, the number of tasks involved in the teaching profession, but she also shed light on the emotional involvement of educators when teaching in secondary schools. Since there seems to be a potential emotional factor in teaching, it can be assumed that the lack of recognition may have an effect on teachers' wellbeing as was stated by this participant:

Teacher 19: "teachers are not valued and if the society doesn't consider that education is valued and our labour or our working everyday day-by-day, so, that's not good, and this also, this contaminates, also the way the teachers work obviously".

According to this interviewee and others, not feeling valued, recognised or respected may lead to negative changes in the teaching practices, since professionals might be affected by this lack of recognition, possibly leading to demotivation.

Additionally, the process of **"Oposiciones" and Access to the System** to teach in state schools in Spain has also been included in the macrosystem and thirteen participants referred to it. "Oposiciones" is the Spanish term for the state exams or competitive examinations to access teaching in state schools in Spain (see 3.5.2. for more information). All teachers who teach in a state school and have a permanent position as civil servants in Spain have passed this examination with the highest grades. Most participants in this study were civil servants with a fixed position, but six teachers out of 23 interviewees were teaching temporarily in public high schools at the moment of the

interview, and they were still studying to pass these examinations and achieve higher grades. Although only six teachers had not been awarded a permanent location and job via the process to access the teaching profession in public institutions, thirteen participants mentioned this system and its challenges. Despite the fact that some participants were "funcionarios" and had a permanent job they did not have a permanent location or school and therefore, they were still involved in the process to access the system ("Oposiciones"). Some interviewees complained about the examination, as was explained by this participant:

> Teacher 12: "in one day they decide if you are a good teacher or not, you can have a bad day, you are very stressed, you have been working on it throughout all the year and I think teachers will have too much pressure on that exam".

This interviewee described the stress teachers feel when they take this exam, which will determine their success in their teaching career. This written exam does not seem to demonstrate teachers' ability to teach and some interviewees considered that a more practical way, which involves teaching, should be the way to access the system. Improvements in the process to get into teaching in the Spanish education system are expected by participants, as is explained by this one:

> Teacher 18: "they need to be more realistic with what they ask you, of course they have to make you an exam and that's OK, but they have to change the exam, I mean so many topics […] it could be history of England and that is not related at all with what you live every day in a high school, when you teach".

Those taking the exam are required to study 69 topics. In the day of the exam, teachers are offered the choice among some random units and they will have to write all they know about one of them in a limited time. This participant explained how this exam does not resemble any experience as a teacher in a high school and the topics do not seem to be

related to EFL teaching. If these exams are passed, those teachers with the highest marks will be guaranteed a permanent position in a state school, however, those with a lower passing mark are given a permanent job but not a permanent location, which may lead to frustration as this participant mentioned:

> Teacher 11: "I also feel anxiety because I don't know in which school, in what school I will be next year […] and I have family and it means different colleagues, getting accustomed to them, different students, a different kind of town […] that creates anxiety".

This teacher was awarded a permanent position; however, she does not have a fixed school, and this situation is understood to possibly create anxiety which, as a result, may trigger demotivation. This situation seems to agree with the following participant's ideas:

> Teacher 16: "if this year I am working in this high school and next year I am somewhere else, maybe the person who is going to be in my position next year doesn't want to be there and I could be there having a project or seeing the progress in my students for a long time but the system, it is not, I mean, the system is, it doesn't really think of teachers wellbeing, it doesn't take into account teachers".

Changing schools every year does not seem beneficial for teachers, who might be negatively influenced by the continuous changes to their location. The lack of a permanent school does not allow teachers to settle down in a single place, as this teacher stated:

> Teacher 16: "I haven't worked for two years in a row in the same place, so I would love to have a permanent job, in a place where I know that I am going to be 6, 7, 8 years so I can have like a project that I can develop but each year is new"

Some teachers may value cooperation and innovation and when teachers arrive every year to new schools, there could not be enough opportunities for them to develop new projects

or ideas and this may affect teachers' practices and therefore, students' learning. Thus, teachers taking part in this competitive examination could have an impact on learners and also on the type of lessons they design, as is shown in this quote:

> Teacher 10: "I am studying for the competitive examinations; I cannot even think of sitting down to think about motivating students".

In this case, the teacher's motivational practices are being neglected by the lack of time or pressure felt to study and pass the state exams. Another participant also explained that teaching and studying might not benefit their outcomes:

> Teacher 20: "I am trying to take this competitive exam and very unconsciously you see, I see that, if I am devoting too much to my teaching, I am neglecting my own opportunity, I am losing chances to getting my fixed position and I have always being devoted too much time to my students and not thinking enough to my own".

If teachers who are studying for "Oposiciones" give preference to their EFL teaching and do not study for the exams, they may risk their chances to get a permanent location and job. Therefore, it could be assumed that when teachers are studying for these examinations while teaching without a permanent position, their preparation tends to be neglected. This seems understandable as some teachers may consider passing this state exam as an important step in their lives and careers, as was described by this teacher:

> Teacher 10: "I am standing for competitive examinations and so, at the end, it is the 7th time I apply for that and at the end of the year, of course I am so exhausted, well during the year, I cannot prepare the classes as I would like, but then the following the year […] the competitive examinations, the following year I am so exhausted".

Not much quality time is spent in preparing classes and teaching and studying at the same time may result in tiredness. Feeling "lost" or "frustrated" seem to be common in teachers

who are taking this exam. As was discussed previously, even if the examination has been passed, it does not guarantee the permanent position; therefore, teachers keep on studying while they teach, trying to improve and achieve the highest marks. Teacher 10 appeared to believe that the education system is wasting their time and money with this way to access to the system, as teachers are qualified and experienced and most importantly, willing to teach and learn from students. According to the above participants, who did not have a permanent position in a school, this process is not suitable to test teachers' abilities. Moreover, this system leads to stress, tiredness and anxiety, due to the lack of stability that could affect teachers' practices and therefore, students' learning process. It is important to underline the effect this system may have on teacher motivation to teach.

Finally, concerning the macrosystem, there are some **Curriculum Limitations** that have been identified by twelve participants. Some interviewees (Teachers 3, 9, 13, 18, 20 and 23) seemed to be concerned about the restrictions, for instance:

> Teacher 23: "you want to do the sessions in a specific way and sometimes you can't because […] you have some objectives and contents you have to cover, and you can't devote time to, sometimes to speaking or to well, other skills".

This participant explained how following the curriculum could lead to neglecting certain language skills, to make sure all contents from the curriculum are covered. These restrictions do not allow freedom of choice for teachers:

> Teacher 3: "we have to teach a curriculum, we have to follow some guidelines even when you don't agree with them, this is the administration […] maybe if we were more flexible […] that could be another element to be more motivated, because not all the students learn in the same way".

Teachers' own methodologies or strategies are disregarded because the curriculum needs to be followed. However, according to this participant, having more flexibility and

freedom to decide the teaching contents could benefit teachers who might feel more motivated. Students could also be advantageous in this situation since their diversity and needs could be addressed better. Other participants (Teachers 3, 7, 13, 18, 20 and 23) also highlighted the frustration they felt when they were not able to make changes to what they teach:

> Teacher 13: "sometimes, you want to change things and you are not able to do it because it is the administration side".

According to this participant, teachers lack freedom of choice which may lead to their frustration and possibly, demotivation. This quote along with other quotes in this section, show demotivating factors that could lead to stress, dissatisfaction and concerns about teaching.

4.3. Motivating Factors

The most motivating factors for participants will be discussed in this section. It seems plausible that the opposite of some of the demotivating factors presented above will result in motivating factors. However, participants have also mentioned several motivating factors that could lead to satisfaction and feelings of being rewarded, which are related to teaching and their role as teachers.

4.3.1. Microsystem

As part of the microsystem, all 23 participants referred to the **Meaningful Task** which teaching comprises for their students and society, and which could influence their motivation to teach and/or to choose teaching as a career. Some of the references to this factor were made when participants were prompted to express their opinion about this sentence: "Most of the things I do in this job are insignificant or useless". Five participants

(Teachers 8, 10, 13, 15, and 21) stated that their profession allowed them to make the world a better place, as was explained by this teacher:

> Teacher 13: "change the world, change everything, to change things going better, to get a better society, better relations between people, just a way to change things, my way to change it, was through educate".

This participant and others described their altruistic motivation for being teachers and highlighted the importance of their profession. Although teaching EFL was considered important by a large proportion of participants, eight of them (Teachers 1, 6, 7, 12, 13, 14, 19 and 20) emphasised their role as educators, and not only as English teachers:

> Teacher 6: "I try to work with them, values, to be responsible, to be mature, to be clean, not disturb the other classmates, etc.".

This participant stressed that she contributed to students' education in a deeper sense, and not only when teaching EFL. Students learn more than just English from teachers and Teacher 7 agreed, she explained that teachers have to share their "knowledge in life". Teachers may influence students on their process to maturity, and Teachers 17 and 19 claimed that teachers should not forget about the enormous effect they could have on learners, mainly on teenagers. In addition, understanding the importance of the job can shape teacher motivation:

> Teacher 23: "knowing that what I'm doing is important and make sense, that shapes motivation that is, if I were doing something that so well, in my opinion weren't important or necessary for life, I wouldn't be motivated".

This interviewee, along with Teachers 5, 10, 15, 17 and 19, seemed to believe that accomplishing a significant role could influence their motivation to teach. It was also suggested that if the teaching job was not regarded as important by students, educators

might not feel the need to make an effort and teach, therefore, there is a possible link between students' perception of the teachers' roles and teacher motivation.

In the microsystem, 22 participants emphasised that their jobs helped them to be involved in a **Lifelong Learning** process. Most interviewees confessed to have a passion for knowledge and seemed to enjoy the fact that their jobs were explicitly linked to learning, for example:

> Teacher 12: "when we are learning languages, so I think I am developing my abilities and you always learn, you are always learning new strategies to use in class, new words, new structures, I think it is never-ending".

This teacher seemed to understand the connection between teaching a language and learning new abilities because of the language itself, which is continuously evolving. Another participant agreed:

> Teacher 20: "Well, I loved learning languages and I thought teaching them is the best way to learn them, I think you really become a master when you teach something, so, that was one of my main motivations".

Learning is seen as a vital element which could motivate people to get into teaching; the strong link between teaching and learning could have encouraged participants to choose teaching as a career, as a way of pursuing knowledge while at the same time transmitting it to others. As part of the interview, teachers were shown this prompt: "Having a job in which I can learn and develop to my full potential", and they were asked if this element was important for them. Participants (Teachers 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 16, 17, 21 and 23) agreed on the importance of learning and developing as a vital part of their professional careers, as can be identified in these examples:

Teacher 8: "My attitude towards the learning has helped me improve my motivation, I consider knowledge and wisdom, and everything related to learning as one of the most important things in the world, that's why I like this job, because it is related to that".

Teacher 13: "Yes, for me yes, because I like to learn all the time so if I don't have fun in my job or if I don't learn anything doing teaching, I wouldn't do it".

Teachers 8 and 13 and others agreed; learning while working is crucial for their motivation. Teaching a language may facilitate teachers' learning involvement, but participants stated how relevant it was for them to keep on updating and learning in a wider sense, not only as EFL teachers, for instance Teacher 23 perceived learning as a way of evolving as a teacher and improving her professional skills to "reach my full potential". Furthermore, interviewees also understood learning as a step further in their career development. As part of the interview, participants were given this prompt: "Teaching this English course is (------) to my career development". Some of the answers were "positive, challenging, enriching, important, good and fulfilling". Twenty participants considered teaching English in that academic year as a positive experience for their careers. Teachers seem to learn new things every year, and this could shape their careers in a positive way and in turn, enhance their motivation.

Along the same lines, learning occurs both ways, roles seem to be swapped and students are considered as teachers in some cases, as is described in the following excerpt:

Teacher 5: "I ask about their hobbies or their interests or their anything and they explain to me or they teach me how to do something and I am learning, when I learn, when I know something new, or I discover something I didn't really know it was that way, I am motivated, I am happy, and I am satisfied".

In this case, the participant has linked the learning experience with her motivation, therefore, there could be a link between learning and the motivation felt to teach a specific subject. Students seemed to be a source of knowledge for some teachers, but also, colleagues:

> Teacher 16: "because I learn a lot from my students sometimes, and from my colleagues as well, when I, this year for example, as I said before, I am working with a teacher in the classroom and when she teaches I learn a lot from her, and I love that, because I take this and I take that, and I say, ok I am going to implement […] so, Having a job in which I can learn and develop my abilities, it is very important for me yes".

Thus, learning new methodologies and strategies from colleagues could be positive for some teachers. It is also important to mention that teachers were asked to complete the following sentence: "A motivated teacher is…", this prompt led to fascinating insights into teachers' perceptions of their role and they also made references to the importance of learning as teachers, for instance: "a motivated teacher is someone who doesn't stop learning" (Teacher 21). Other participants (Teachers 4, 9, 13 and 16) seemed to agree with Teacher 21, who explained that a motivated teacher was someone who is willing to learn, who wants to keep on learning or improving. Therefore, there seems to be a connection between the act of learning and the act of teaching. The above examples suggest that learning while teaching could be a motivating factor, which could lead to satisfaction and feelings of being rewarded in their teaching profession, for these 22 participants.

In the microsystem, the **Enjoyment of the Profession** seemed to motivate teachers. Twenty participants stated how happy or motivated they feel about their professional careers, for instance:

Teacher 12: "Despite everything, I'm very satisfied because I enjoy the love and I love my job, I love my students, I love my teaching, I love my lessons so being in my class, for me it's like being in heaven".

This participant explained how satisfied she was with her job. References to positive emotions felt because of their teaching careers were frequent in most participants. When asked about their willingness to go to school every day, most of the answers followed the same line as this participant:

Teacher 13: "I want to go to school every day, well, ok if I could stay sleeping for one or couple of hours more, that would be great, but I want to go teaching, and I think of, if I am in the street or the supermarket or in the cinema wherever, or perhaps, if they would like this or let me tell them that they can go and see whatever and, yeah, I think that I, I like teaching, and I enjoy it".

Some teachers often think about their students outside of school hours and would try to find ways of helping learners at any time. Other participants (Teachers 2 and 3) agreed with Teacher 13 and claimed to enjoy their professions and to think about them in their free time. Other interviewees, such as Teacher 4, enjoyed being greeted and thanked by parents or former students outside of the school. Furthermore, this new teacher would find out at the end of the year how motivating her profession was:

Teacher 16: "but at the end of the year, I was so happy, and so, I felt it was a very rewarding job, like working with human beings […] I love teaching, I have found the job of my life […] when I get home, even if I am very tired and stressed and sometimes angry and I am happy to be honest".

This reflection leads to conclusions about what teachers can tolerate based on the intrinsic value of being a teacher. This participant could cope with anger, stress and tiredness, because she was happy in her job; this statement could show how important teacher motivation is. The enjoyment of the profession could depend on several conditions, but it

can also be intrinsically developed within each teacher and their perceptions of their careers. In the classroom observations, Teacher 7 shared how emotional she gets in students' graduation ceremonies, when students are elegant, and their parents are there for them; this was one of the happiest moments for this participant in her teaching profession. Twenty participants emphasised their love for teaching and the importance of the enjoyment of their profession, which could have a stronger influence on their motivation more than having precarious conditions, as was suggested by some interviewees in this section.

The final factor in the microsystem is **Meeting Expectations and Achieving Goals.** This factor seems to be explicitly related to the demotivating factor of High Expectations. Those teachers who feel demotivated when not meeting their expectations could certainly feel motivated when meeting their expectations and achieving their goals. This has specifically been highlighted by eighteen participants in relation to preparing activities and successfully carrying them out in class, which could also be linked to having a good response from students. Therefore, when classes go as planned and the time spent in preparing has been worth it, teachers may feel rewarded and as a result, motivated. Achieving goals can also shape motivation according to Teachers 1, 6, 7, 13, 20 and 22. In addition, eighteen participants stated that achieving their goals would be related to having a good day at work and it could be concluded that in turn, this could possibly affect teacher motivation.

4.3.2. Mesosystem

In the mesosystem, participants referred to the relationships with students, parents, colleagues and other members of staff. The factor of Students' negative attitudes and

characteristics was one of the most demotivating factors for interviewees. Thus, the contrary to those attitudes and characteristics would logically trigger a positive outcome for these teachers.

Students' positive attitudes and characteristics seemed to be the most motivating factor for all 23 participants, who mentioned how *students' attitude, motivation and good behaviour* could have a positive influence on teacher motivation in the classroom. All 23 participants revealed how motivated they felt when students were interested, engaged and therefore, motivated to learn English, as was explained by this participant:

> Teacher 1: "When they respond to my activities, when they smile, when they look back at me, when they pay attention, when they raise their hands to take part in the activities, to answer, to speak in front of the class, to play".

Students' engagement in the class was regarded as a motivating factor for all participants, "even when they break what I have prepared for them" (Teacher 3). If students are engaged, that could motivate Teacher 3 even if the plan is not followed. Similarly, students' interest could also be linked to student motivation and understanding of the importance of learning English, as was explained by this participant who really appreciated the following:

> Teacher 14: "when I see they, they like what we are doing, what we are talking about and that they understand they can use that at any time, in their lives, either read, written, heard or spoken".

Hence, students who are extrinsically motivated and interested in learning can motivate teachers, but they could also encourage participants to develop new teaching practices to help those interested students to learn:

Teacher 3: "if they are, in the mood of learning, you do absolutely everything to help them, you can change your way of teaching you can try to find different activities, you can, anything, and this is a source of motivation for you".

Therefore, engaged students could change the classroom dynamics, starting with teacher motivation and followed by improved practices. Furthermore, participants also valued when students respect teachers and when teachers felt that they are in control of the class, which shows the importance of students' behaviour in the classroom:

Teacher 16: "when you have a class, a very well-behaved students who listen to you, who actually do their homework and behave properly, it helps, it makes difference, yes".

Teacher 16 and 1 embraced good behaviour and attitudes towards learning English, which seemed to have a strong effect on their motivation to teach a group of teenagers. One of the participants with severe behavioural problems from the students in her classroom stated:

Teacher 5: "Some days, I am motivated if I come into my classroom and I see that students haven't thrown everything on the floor of the classroom, that's motivating for me, because I have said something previously, and at least that day, they have remembered that before I came in, for example, and that makes me feel that my words are not gone away or forgotten".

Learners' good behaviour and paying attention to what she said was a reward for this participant. Students' attitude, motivation and discipline could uplift even those teachers who may be demotivated or struggling with their teaching career, therefore, students' effect on teacher motivation seem to be a reality.

Students' progress is also considered a strong motivator for 21 participants who are believed to be interested in their *students' results, level and learning process*, as described by this participant:

> Teacher 12: "the most satisfaction, when I give a task to my students and I see the result and the result is amazing, I use Instagram to publish my students' pieces of work and they feel super, super proud of them and I like it a lot".

Students' results are a proof of their progress and teachers could most likely feel proud of learners' work, which could boost teacher motivation. Furthermore, learners' use of the target language as a tool could also foster the understanding of the usefulness of learning a language, which could therefore motivate learners and as a result, motivate teachers:

> Teacher 21: "I would like my students to be able to speak English, I would like to upgrade their level and I would like most of them to pass the English test, as I said, a lot of them fail the English exams, so I would like, a reward for me would be to have 100% pass".

Students' learning of a language and making use of it would be motivating and rewarding for this participant and Teacher 5 agreed and felt rewarded if students were progressing and learning. Students learn at different paces, and Teacher 5 was aware of that and considered any advancement her students made to be motivating, no matter how small the progress was. Moreover, a large number of participants, nineteen teachers, seemed to give importance to spending time and *being in contact with students*:

> Teacher 13: "to be with my students and talk to them and teach them how to learn a new language, how to see things through my eyes, that is what motivates me […] I guess it is the fun, I enjoy, coming to my school and saying, seeing their faces, saying hello in the morning, to be with them, with the students, that's enough motivation for me".

Participants seemed to highly value having a good relationship with their students and being in touch with them, as was shared by Teacher 23 who explained that connections among teachers and students may have an effect on the classroom environment and could affect teacher motivation positively. Being in contact with students and having a good relationship with them could increase teacher motivation. To sum up this factor, students appeared to be the most motivating factor for these participants, including their attitude, motivation, good behaviour, progress and level.

As part of the mesosystem, twenty participants seemed to highly appreciate **Coordination, Cooperation, Support and Being able to learn from others,** a factor that is explicitly linked to one of the demotivating factors presented above: Relationships with colleagues, supervisors or administrative staff. These participants regarded as rewarding and highly motivating the good relationship with others in the institution, such as colleagues, supervisors or administrative staff. It seems reasonable to assume that if having a bad relationship could be demotivating for these participants, the contrary could potentially motivate them. Participants truly value sharing resources and communicating with other members of the staff. According to interviewees, cooperating and learning from each other could help battle certain teachers' insecurities and tackle specific problems in the classroom. The support from the board was considered as vital since it might ease problematic experiences e.g. students' misbehaviour. Thus, institutional coordination, cooperation, support and being able to learn from others are valued factors by these teachers who may feel more motivated if relationships with others in the school are positive.

4.3.3. Exosystem

In the exosystem, the **School's Context** was identified as a demotivating factor but also as a motivating factor by fifteen participants. Interviewees mentioned the socio-economic level of the school, the education level and the schools' atmosphere as encouraging reasons to be willing to go to school every day and to keep on working hard as EFL teachers. The schools' atmosphere is part of the teachers' routine and it could be understood better by visiting the institutions. For instance, Teacher 1 who is a dynamic and active new teacher and his work can be seen in Appendix H, Pictures 2 and 3.

Teachers 3, 4, 6, 7, 8, 10, 12, 17 and 19 claimed to feel positive emotions regarding their workplace. The socio-economic situation of the school was perceived differently, some seemed to praise working in deprived neighbourhoods (Teachers 9, 12 and 14) whereas others preferred to work in more developed areas. After the interview with Teacher 4, she stated that working on a rural area was beneficial for the school and the teachers, because families were more conventional and stricter, which could favour students' behaviour and discipline. Therefore, the schools' context could influence students and their behaviour in the classes and hence, teachers and their motivation.

Although teachers' wage was considered as a demotivating factor, references were made by nine participants (Teacher 1, 4, 7, 8, 10, 14, 15, 17 and 19), concerning their positive appreciation of their **Salary**. This extrinsic factor could possibly influence their motivation to teach. Most interviewees did not criticise excessively their salary but stated that they had "an average salary" or declared, "my salary is acceptable" (Teacher 4) and therefore, the wages were not understood to be a demotivating factor for these participants. Teachers 9, 12, 15 and 17 appeared to be satisfied with their wages but

clarified that having a higher salary would be a rewarding and motivating factor that could lead to their satisfaction.

Yet concerning the exosystem, ten participants seemed to highly value their time and hence, **Having More Time** was a reward or a motivating element. This factor is explicitly linked to one of the most demotivating factors: Workload. It seems reasonable to assume that if these participants considered their workload to be a demotivating factor, they would feel more motivated if they had more free time to prepare activities they like and that they know their students will enjoy, as was agreed by Teachers 1, 4, 8, 9, 10, 13, 16, 17, 20 and 21. Being happy and motivated were adjectives used by these teachers to refer to their emotions when they have time to prepare activities for their classes. Having more time to learn new things, to share with other teachers, to prepare and to take part in projects were some of the elements mentioned by these participants that could increase their motivation.

Finally, in the exosystem, nine participants (Teachers 4, 8, 9, 10, 11, 13, 15, 19 and 20) considered the **Job Security** and stability provided by their professions as a positive aspect of teaching which could indicate another motivating factor. For instance, this participant stated:

> Teacher 19: "we are privileged people because we have a job which last all our lives and we cannot forget that".

Working in secondary state schools offers teachers a permanent position and guarantees stability for them. This could also affect new teachers' motivation to enter the profession:

> Teacher 11: "because many people enter thinking that yes, it is a civil servant job, but you will never lose your job because you work for the government".

Some may consider the teaching profession as a good option due to the possibility of getting a position for life. Therefore, the job security provided by the teaching profession could be a possible motivator for those who have been allocated a permanent position and have passed the competitive examinations ("Oposiciones").

4.3.4. Macrosystem

In the macrosystem, one of the main demotivating factors was the Lack of Recognition. It seems reasonable to believe that **Being Recognised, Respected and Valued** by society is important for these interviewees. Seventeen teachers agreed that this factor would transform their professional careers. Recognition from society, parents and students was considered as something positive, which could potentially affect participants' motivation. Ten participants (Teachers 4, 6, 7, 10, 11, 12, 15, 18, 21 and 22) gave importance to having a prestigious profession, however, the rest of the participants explained that they preferred being respected and valued by society and considered that being prestigious was insignificant or unrelated to being recognised for their work. On the other hand, having a recognised profession in the eyes of the society could affect students' impression of teachers and at the same time, it could tackle behavioural issues in the classroom, a main concern reported by these participants. Being recognised by society was considered as something positive for their jobs, which could promote the respect of parents and students and could facilitate their work. Other participants also mentioned that being recognised by society, including colleagues, parents and students would boost their self-esteem, self-realization, motivation and happiness. Figure 9 shows participants' views on this issue:

Interview with Interview Prompts: Is this element important for you? Having a profession that is prestigious (respected and valued).

Yes 43%

No 35%

So-So 22%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
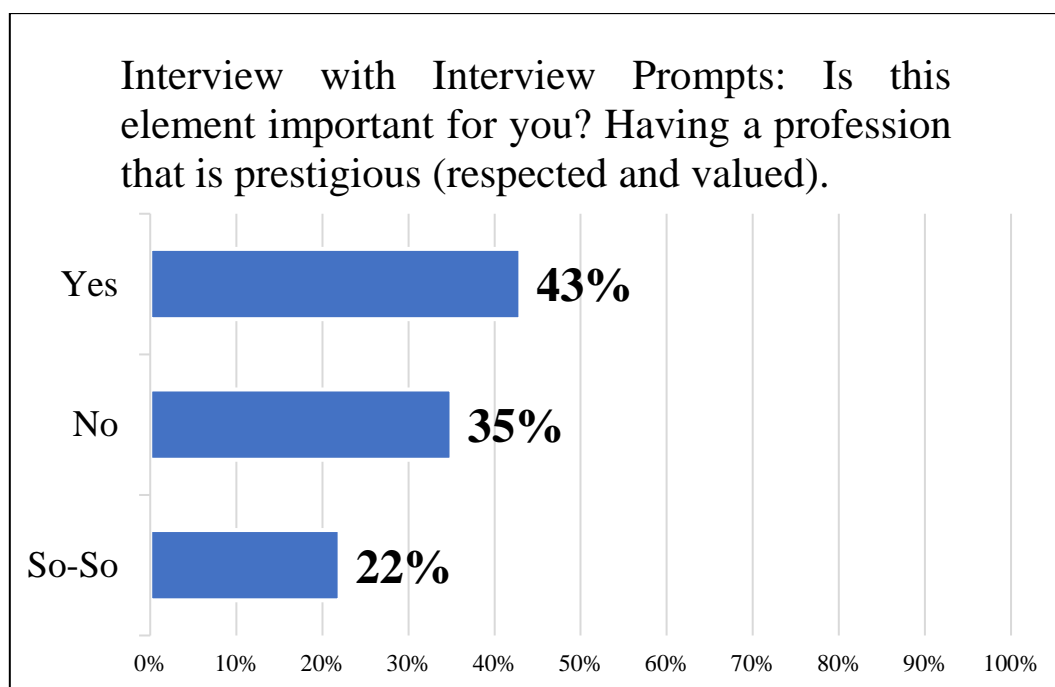
Figure 9: Interview Prompt (Prestigious Profession)

In the macrosystem, participants highlighted the importance of being recognised, respected and valued as a factor that could potentially increase their motivation.

4.4. Teachers' Motivational Awareness

This section will focus on teachers' awareness of their own motivation and its importance in the learning process. It will also address participants' understanding of the concepts of motivation and demotivation and interviewees' awareness of teacher-student influence in terms of their motivation. Factors presented in this section do not follow Bronfenbrenner's Ecosystems Theory (1977, 1979) because these elements only relate to the teachers and their own awareness. Thus, the ecosystems have not been understood to be relevant for this RQ.

To analyse teachers' motivational awareness, there is an important element which needs to be mentioned and was highlighted in the data: teachers' **Emotional Intelligence**.

Understanding the significance of motivation in the learning process and giving importance to the role of emotions in education could be crucial for teachers and teaching. However, only four participants seemed to be aware of the importance of emotions in the learning process, for example:

> Teacher 23: "your emotional skills to, in order to deal with student situations and problems and all that so, I think it's training not only in the language but also in general aspects of life […] the emotional parts, keep on training, I think it's important for all of us".

This participant highlighted the need for emotional training for teachers, since it could help them solve problematic situations in which students are involved. Similarly, training students to handle their emotions could also be an improvement:

> Teacher 8: "activities they can do to be less stressed and more relaxed […] like meditation, they can do relaxed activities, be peaceful with themselves".

This teacher explained that if students worked on their emotions, overcoming behavioural issues in the classroom could be possible. Teacher 23 also agreed and suggested that relaxation sessions were effective with her students, who behaved differently after these moments. Emotional training for students could potentially solve some of the problems teachers encounter in their classrooms, such as disruptiveness or misbehaviour. When participants were asked about ways to improve their teaching, only one interviewee mentioned improving his EI as an enhancement in his career:

> Teacher 10: "I need to improve in the relationships, the human relationship with the students because I'm convinced everything is emotional you see, the way students behave, the way students express their attitudes is because all these emotional problems they may have, so, I think we could contribute, we can contribute a lot there but of course we have to be taught".

This participant explained that students should be emotionally trained, but he also stressed that teachers needed to be trained to be able to help their students. Moreover, Teacher 2 said: "we have to be strong and well prepared physically, emotionally because we work with people, we work with problems, and these problems affect you". Lack of teachers' training may have severe consequences; teachers could be affected by students' problems and other difficulties in the institution if educators are not able to manage their own emotions. Thus, emotional training could be essential for teachers and students. Two participants admitted to enduring some negative emotions:

> Teacher 11: "I have anxiety, and I was thinking about going to the psychologist because sometimes I, shiver, I tremble before going into that classroom, and it is one day per week".

> Teacher 5: "Sometimes, I could say that I am very depressed, but I think that I have get accustomed to that situation and is like is part of my job and I don't worry too much about my own feelings, but I think, what could I do to improve that situation the following day".

Whereas Teacher 11 felt anxiety before getting into the classroom, Teacher 5 seemed to be depressed and neglect her own emotions. These participants could benefit from emotional training, which would make them aware of the importance of their emotions and the need for overcoming their problems in account of their wellbeing.

Additionally, negative emotions appeared to be present in most of the observed classes. In the classes with Teachers 1, 3 and 7, there seemed to be some signs of anger, stress and frustration when students were too loud, did not listen, did not pay attention, did not understand what the teacher was saying or when students made mistakes. Teacher 8 also appeared to feel anxious; she was aphonic due to shouting in a class the previous day. The teacher seemed to struggle because of her voice and was angry and frustrated when

students talked. Her reprimanding looks and sighs in frustration were present throughout the class. These negative emotions were also perceived by both observers, in the case of Teachers 7 and 8, and they show that the teaching profession has a heavy emotional burden that could influence these teachers' motivation to teach.

Additionally, **Emotional Labour** has been considered an important element described in some of the interviews. Some participants seemed to believe in the necessity for them to mask their emotions and perform as actors in the classroom:

> Teacher 11: "they see your face when you enter the class and even your tone of voice is different, you have to keep, to maintain a high level of energy during the class, you have to be positive, even when they are negative, you have to be like cheering up, you have to be an actor or an actress playing in front of them, yes, it is very important, they see that and you have to be constantly sending the message, English is beautiful, English is important, English is easy […] you have to be very strong you can't show your weakness because they take advantage of it".

This participant suggested that teachers should control their negative emotions and only project positive ones, since they can be transferred to students. Learners could be aware of teachers' emotions and, according to this interviewee, they could take advantage of this situation, leading to misbehaviour. The energy needed in the teaching profession was also mentioned by Teacher 13, who commented on the demanding acting role teachers are supposed to perform. Controlling their emotions appeared to be a usual task for participants:

> Teacher 6: "I try to control, I try to avoid communicating them that I feel bad because if I show them that I am in a bad humour that doesn't help me or them either […] I try to breathe every time I come into the classroom and when I detect a problem, I have to control myself because if I project a nervous image then the result is worst, so I try to control the situation the best I can".

Masking her emotions was seen as a positive action to avoid problems in the classroom. Nervousness or bad humour were some of the emotions masked by this participant and Teacher 8. Regarding classroom observation, after one of the observed classes with Teacher 7, she stated that teacher training should include an acting module because teachers should learn how to act. She considered that being a good actress was essential for good teaching by being able to mask your emotions. Having the ability to manage their emotions was believed to be vital for these participants; therefore, the importance of emotional training should be highlighted again, to increase their EI and learn the dangers of emotional labour in the end.

To analyse teachers' awareness of their own motivation, participants were asked several questions about their motivation and the concept of motivation itself. When asked about **the Concept of Motivation** and a possible definition, four participants seemed to struggle to define the concept of motivation and seven participants assumed motivation was related to students or the learning context and gave some insights into this. However, participants were encouraged to define this concept in a general context outside of the teaching environment. Ten participants (Teachers 2, 3, 4, 7, 8, 9, 10, 12, 13 and 15) defined motivation as an energy, a drive, or a purpose, as was explained metaphorically by this participant:

> Teacher 8: "Is the engine that pulls the car and makes it work, makes it function and makes it move, let's say, it is the starting point, of doing something".

Teacher 8 and others described that motivation is what encourages them to do something, to keep going or what moves them inside but also what pushes them to be willing to learn and to improve, as was mentioned by this participant:

Teacher 20: "I think motivation […] defines you as a person because is what you stand for, your principles and your values, so, and I would say perhaps principles, values, mixed with inspiration and what makes you try to go beyond and always try to improve".

This participant and others (Teachers 1, 5, 11, 19, 20, 21, 22 and 23) considered that motivation was feeling eager to improve, to learn, to accomplish something new or to do things in the best possible way. Motivation was also linked to positive emotions and happiness:

Teacher 14: "enjoying what you are doing or knowing that you are going to enjoy what you are going to do, feeling connected to what you are doing".

Teachers 6, 14, 16 and 17 explained that motivation meant enjoying what you do or feeling happy. Additionally, all participants were asked if they considered themselves motivated. Fifteen participants stated that they felt motivated to teach. However, the other eight interviewees gave insights into their understanding of motivation, claimed to be motivated but not at that moment of the interview or confessed to be demotivated. Below, some of these responses will be analysed to understand teachers' **Motivational State**.

Four participants (Teachers 1, 18, 19 and 20) explained that circumstances did *not* allow them to feel motivated to teach in the year of the interview, for instance:

Teacher 1: "not that motivated this year, but yes I am […] having this timetable which is not the best this year, having to move from one high school to another and have to study […] I feel like preparing classes, I don't have time to do it but I want to and when I have a few minutes I prepare things which I think they can enjoy, sometimes it doesn't work and that's frustrating, but yet, I feel like doing it, so, I think that's motivation".

Studying for competitive examinations did not allow this teacher and others to prepare classes and to feel motivated to teach them. Lack of time, not meeting expectations and

working in two schools were some of the demotivating factors for this interviewee, who seemed to be aware of the source of his demotivation. Similarly, Teacher 20 was concerned about the state exams and this was a source of demotivation for her, who claimed not to be happy with her teaching but wanted to devote more time to study, to get a fixed position. Along the same lines, students could also be understood to be a source of demotivation for Teachers 18 and 19, the latter revealed not to feel motivated to teach at the moment of the interview because of students' lack of interest. Similarly, Teacher 18 explained that not only students' behaviour was demotivating but also students' level.

Other two participants claimed to be *more or less* motivated for different reasons, for instance this one:

> Teacher 11: "So-so […] I am doing things for my students to enjoy the lessons […] but in the future, is this going to be enough? maybe I will not be able to handle a class by myself and I will need some support, so I am already worried about the future of education, what will I be able to do in the future to change this?".

This participant appeared to be concerned about the future of education because of the conditions and the situation she was involved in at that moment in which students' misbehaviour and lack of progress were usual. The above teacher prepared her lessons thinking of student motivation and that motivated her, however, this may not be enough in the future, something else apart from student motivation may be needed to maintain teachers' own motivation. It is believed that teacher motivation is a key element in the learning process, and this teacher claimed the following:

> Teacher 5: "Not very much motivated but I think I am motivated, if I wouldn't be a little bit motivated, I couldn't teach".

This participant explained that some days she felt more motivated than other days; however, motivation was present every day in her teaching practices, because, as she said, without motivation she would not be able to teach. On the other hand, other two participants gave an insightful view of their motivation (*Other* in Figure 10):

> Teacher 15: "I consider myself motivated to earn myself a living, as honest as I can, and yeah, if I can, if I can teach well great, I wouldn't say yeah, I come home every day and I say, I am so motivated that I am going to teach, no, but I do think enthusiastic, once I am there, you know, I'm passionate about it, I am a passionate person".

Having vocation for teaching seemed to be positive for some participants, as was earlier mentioned. However, this teacher confessed that although she enjoyed her teaching time, she might not be motivated to teach, but to work in anything that provides her with the means to make ends meet. This highlights the importance of the job conditions, as some teachers may have chosen the profession due to its benefits. By contrast, the following interviewee claimed that the job conditions were not the motivating element for her:

> Teacher 3: "I am self-motivated, but at times, the environment doesn't help you to be motivated, ok, but I am so motivated because I like my job and I am a bit stubborn, so I say, no, I like my job and I want, but maybe one day, I will start disliking my job and I won't find my self-motivation and maybe at this moment, I will have a problem […] the administration requirements, the students' attitudes, the system, all these elements don't help us, to have a good motivation level […] Self-motivated, self-motivated, not motivated by all the things around".

Demotivating factors were summarised by this teacher who liked her job but could not be motivated by the conditions provided. The above participant seemed to have an intrinsic and vocational motivation to teach EFL and appeared to be concerned about the future of her motivation. If the conditions continue to be the same, her vocation may not be

sufficient for her motivation to stay stable. Figure 10 shows participants' answers to the question: "Do you consider yourself motivated to teach?" Most participants admitted that they were motivated at the moment of the interview.
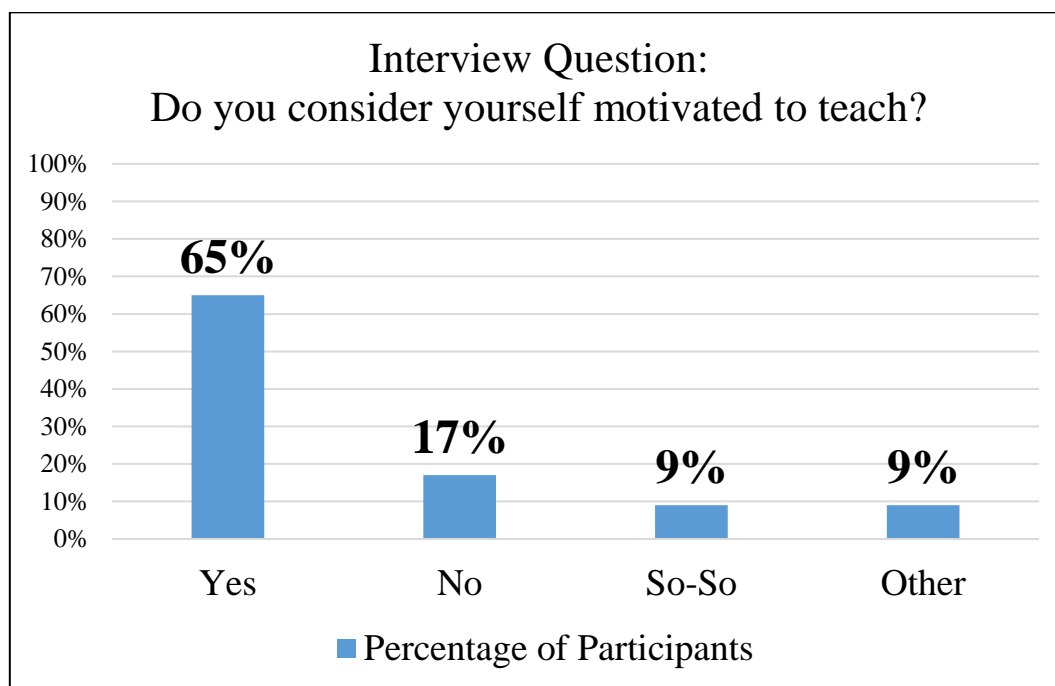
Figure 10: Interview Question (Motivational State)

Additionally, participants were asked whether they had ever met a demotivated teacher, and **Characteristics and Attitudes of demotivated teachers** were mentioned. This category will enlighten participants' perceptions and understanding of the concept of demotivation, and their examples and descriptions will show if these participants seemed to comprehend this concept. Some participants described a demotivated teacher as follows:

> Teacher 13: "there is some teachers that they don't want to work in extra projects or in projects at all or anything that is out of their subject for me that's because they are demotivated, they don't wanna go outside, just the easy way".

Those teachers who do not want to change, get involved in projects or improve their teaching for the sake of students were regarded as demotivated by Teachers 3, 15, 16, 17 and 21. However, there seemed to be some cases in which teachers do not teach at all and this could hinder students' learning process:

> Teacher 22: "once I had a colleague who just went into classroom, he said, 'ok, do not disturb me, I let you do whatever you want but do not disturb and then all of you will pass the exam', of course students did not disturb her or say anything but they didn't learn anything, and she was just there because I don't know I think it was easy for her".

Teacher 22 and 15 explained cases in which teachers had allowed students to do anything, such as sleeping, but under one condition: not disturbing or bothering the teacher. In this situation, students would not learn, and teachers would not teach. These extreme cases were considered by these participants as actions taken by demotivated teachers. Lack of ability to manage the class was also mentioned:

> Teacher 13: "when you see there's not control at all, and you see it is like a jungle, you know, you don't see that often, but I have seen a few times, and I wonder, I'm not sure that they are demotivated or it is just that the situation went out of control and they thought teaching would be one thing and it is different".

According to this participant, Teacher 22 agrees, demotivated teachers are those who usually have problems with students and are unable to solve them, they are not able to manage the classroom and manage students' misbehaviour. Additionally, some participants (Teachers 7, 8, 14, 16, 20 and 21) identified demotivated teachers as "professional complainers". Those educators who tend to continuously criticise the teaching conditions are considered to be demotivated teachers, who only focus on the

negative aspects of the profession. Along the same lines, this participant adds a new argument:

> Teacher 9: "they are in their comfort zone […] they seem to lack motivation […] most of them are, even there are some who may be retiring".

Demotivated teachers often complain, but they may also be about to retire and therefore older, according to the above participant. Others (Teachers 6, 21 and 23) seemed to agree, and therefore, experienced teachers were depicted as demotivated ones. Along these lines, those educators who would have a more conventional and traditional teaching style were criticised and regarded to be demotivated:

> Teacher 3: "I notice their motivation when they don't change their teaching, the way they teach, they don't introduce new, ITCs, they don't use computers, they don't use visuals, they just use the whiteboard or the blackboard, and they don't introduce any other elements, and they been teaching in the same way year after year".

According to this participant and others (Teacher 1, 10, 11, 21 and 23), those teachers who are conformist and use the same resources are not motivated. According to those interviewees, demotivated teachers do not prepare new materials, are obsessed with discipline and do not use new technologies. Furthermore, lack of enjoyment of their profession or feeling tired, bored or frustrated are some of the characteristics of a demotivated teacher according to Teacher 17. Similarly, those whose main drive is the salary or the working conditions were also considered demotivated teachers:

> Teacher 12: "I feel they don't like their jobs […] they are not motivated […] that they're just there to earn some money […] they spend six hours and then go home, and they have time to be with their families and everything and they never bring anything useful to share with, with me".

This participant described her colleagues, who did not cooperate with her but also whose main motivations were the salary and the schedule. She believed that their primary motive was not to teach EFL, and therefore, they were considered as demotivated educators. Moreover, teachers' comments and body language could also signal demotivation:

> Teacher 18: "I see that every morning, when arrives by, 'good morning' (low voice) the way she talks, the way she gives opinion about the students, if the other teacher, because they share 3ESO, the other teacher propose activities, she is like, 'I don't know, I follow the book', when I look into her classroom, because I go through the hallway, she is always seated, seating in the chair […] it's more the attitude and the energy that they transmit you, when they talk, when you see they go to the high school and you talk to them […] it is like the way they teach".

Not taking part in extracurricular activities was already mentioned as a sign of demotivation for some interviewees; however, this participant stated that the tone of the voice, the body language and the attitude of one of the teachers in her department indicated that she was demotivated. Teacher 13 agreed and explained that the expressions and comments used by the teachers, the way they talk and not getting involved in other projects were clear indicators of demotivation.

Following these examples of the characteristics and attitudes of demotivated teachers, some references to the data from classroom observations need to be made. In the third observed class, Teacher 7 appeared to be angry and unfriendly, and was teaching from the desk without approaching students and stayed behind the computer screen the majority of the time. She had a defiant attitude and used sarcasm to warn students; this attitude may be an indicator of demotivation according to the descriptions of some interviewees shown above. At the end of the first class, she explained to the researcher that she was looking forward to retiring because she was tired. This experienced and

willing to retire teacher appeared to match with the characteristics described above. Additionally, this participant mentioned that an inspector had suggested to her that books should not be used in excess. However, the teacher insisted that she was too old and she did not want to change her teaching approach because her conventional way had always worked for her. This unwillingness to change and improve could also be an indicator of demotivation, according to some interviewees.

Furthermore, the observed classes of Teacher 6 showed similar attitudes. In the first class, most of the emotions noticed were negative due to tiredness and frustration because of students' lack of interest or involvement. Moreover, in the first class with Teacher 6, at 13.50, students and the teacher were ready to leave, although the class finished at 14.00. At 13.53, the teacher had tidied her desk, picked up her bag and was waiting by the door; students were also keeping their books in their bags. They all stayed there in silence for eight minutes waiting for the bell to ring. The fact that the teacher was not making the most of her time to teach English and that most students did not seem to learn or work on anything related to English during the class, might show that this teacher did not seem to be interested in students' learning process but in finishing her teaching day instead.

Another example is the observed classes of Teacher 8. She explained in class that she allowed some students to use their phones if they did not bother her during the class, but only those students she knew were going to fail. This comment and this situation showed that the teacher was allowing some students not to follow the class and use their phones in exchange of good behaviour, which was previously pointed out by some interviewees as a feature of demotivated teachers. The teacher's behaviour could be understood as a sign of favouritism or discrimination towards the rest of the students, although for her this was probably just a way of keeping disruptive students from disturbing their peers.

Demotivated teachers were also believed to not plan their classes. In the classroom observations, Teachers 6 and 7 showed that they were not following a clear plan and asked students if they had done or corrected some pages and exercises several times in their lessons. Both teachers were not planning their classes in advance, which was a sign of demotivation according to some interviewees.

On a different note, participants were also asked about **the Importance of their Motivation** in the learning process, specifically, whether their motivation was more important, as important as, or less important than their students' motivation. Sixteen participants described that their motivation was *as important as* student motivation and therefore, attention should be paid to both equally. Interviewees explained that students and teachers affect each other and they seem to be involved in a contagious process:

> Teacher 10: "I think when a teacher is motivated, the student notices that, if you go there because it's just a job, well, you wouldn't expect students to be motivated with everything you do, it is just, I would say that passion to teach, is, reflects on the others, on the students".

As was revealed by this participant and others (Teachers 1, 2, 9, 11, 13, 14, 18, 19, 20, 21), students can sense if the teacher is motivated and if teachers are demotivated, students would be affected, and the other way around. Teacher 10 also highlighted an important element, expectations, and explained that demotivated teachers should not expect students to be motivated. Another participant described the following:

> Teacher 23: "If I'm not motivated I can't transmit, I won't be able to transmit what I want to, to transmit, to teach them and if they are not motivated they won't receive it in the proper way, I think, so in this case, I think both are important, they are at the same level".

This interviewee underlined the importance of motivation and how the learning process could be hindered if students and teachers are not motivated. Teacher 7 agreed: "we all have to have the same motivation to work well, to have fun and to work" and stated that the motivation of both parts is necessary to learn and teach. Therefore, a balance should be sought as was suggested by Teachers 3 and 6, who considered that finding the equilibrium and both parts being motivated will allow for a successful contagious process. Interviews may have changed participants' opinions about this topic:

> Teacher 8: "After this interview, I am gonna say that it's at least as important as, before the interview I would say it's ok, the students' motivation is more important".

Teacher 8 stated that the interview had made her reflect on the importance of motivation and that she had changed her mind; student motivation was no longer the most important element in the classroom environment, her motivation should also be considered. Additionally, five teachers considered that *teacher motivation was more important than* student motivation, for instance, this participant:

> Teacher 16: "Because if you are not motivated, how can you motivate them, it is very difficult […] It is more important because if you don't feel motivated, you don't want to be better, you don't want to improve, you don't want to make things better or innovate, you feel like your job is not important or you don't like what you do, no, your students are not going to progress, so it is more important, yes".

This participant seemed to believe that teacher motivation is much more important than student motivation since it will foster improvement and enthusiasm on behalf of the teacher, which may lead to students' positive attitudes and progress. According to this participant and others (Teachers 4, 12, 17 and 22), teacher motivation is essential and crucial for progress to happen. This is another example:

Teacher 17: "It's more important, I can understand that a 13, 14, 15, 16, year old kid, doesn't have the interest, the motivation in learning as an adult has, and especially if that adult is a teacher, the teacher needs to have way more motivation than the student […] you are the one who transmits, you are the one who leads, you are the one who manages the class […] you have got the most important role in the whole activity".

Teachers' role was highlighted by this participant, who ensured that teacher motivation is central in the classroom, as students are younger and less mature, and their motivation may not always be present. This participant not only described the importance of teacher motivation but also mentioned some of the teaching roles and their vital responsibility. According to these participants, the teacher, as a leader, must be able to activate students and their motivation; teachers are considered by these interviewees to be the engine in the classroom.

In addition, two participants explained that their *students' motivation was more important* than their own motivation. The following participant was teaching some students in their final years of secondary education:

Teacher 15: "what is most important is their motivation, you know, cause the teacher is going to change but they have to do it for themselves, I think that's key you know, because at the end of the day that's life, so when they say you know, some parents, you need to motivate, well that's not preparing them for life, I'm sorry, you know, they have to motivate themselves and I think you know, perhaps, theirs is more important in a way".

Student motivation should already be part of the learning process when teachers get into the classroom, because, according to this teacher, that would prepare students for life. According to this participant, teachers' role is not to motivate students; they should

already be motivated. Similarly, another participant agreed and considered her motivation less important:

> Teacher 5: "I think I am an adult and I know that I can control my emotions and I can do things […] even when I am not fully motivated, but in the case of my students they are teenagers and their motivation is […] the main factor for them to do things or for them not to do them".

This interviewee suggested that teachers can control their motivation and they will be able to teach even if they are demotivated, however, student motivation appeared to be crucial for their willingness to study or to take part in the learning process, therefore, their motivation was understood to be more important by this participant. Figure 11 shows the interviewees' answers to the question "Do you think your motivation is less, more than or as important as students' motivation in the classroom?" Most participants considered their motivation as important as their students' motivation.
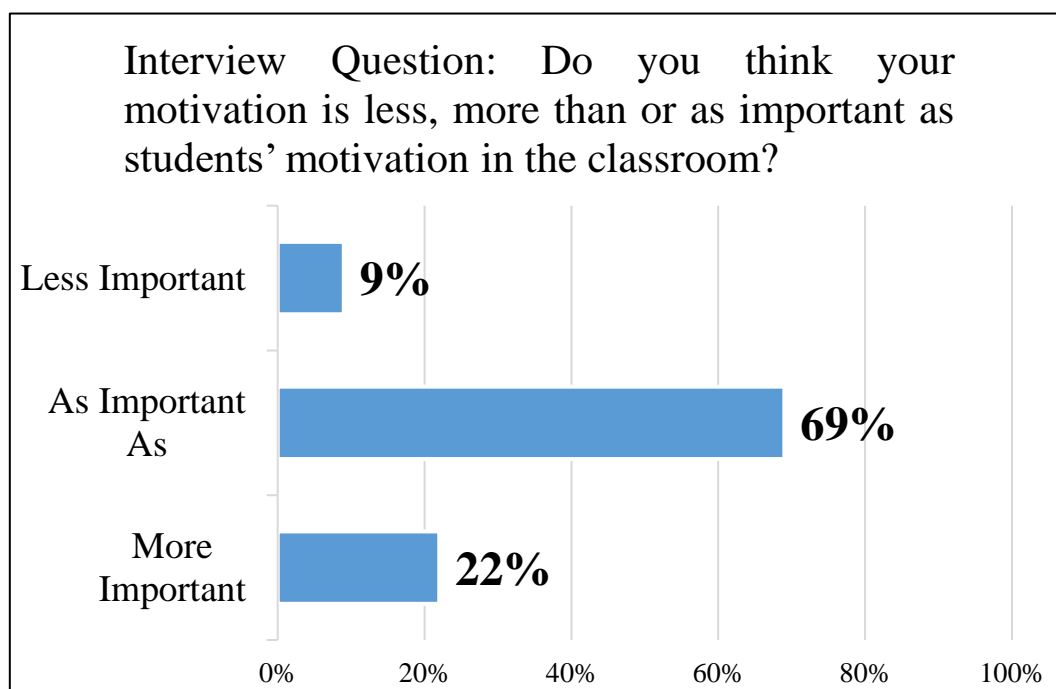
Figure 11: Interview Question (The Importance of Teacher Motivation)

Interviewees were also asked whether they **Taught or Planned their lessons** thinking about motivation. Twenty participants stated that they usually taught or planned their lessons taking into account their students' motivation. However, when asked about their own motivation, most participants hesitated. Thirteen interviewees seemed to indicate that they tend to forget about their own motivation when planning and teaching EFL in secondary schools. Some participants did not seem to attach importance to their motivation:

> Teacher 1: "as long as students are enjoying the class, I will be happy, I will be motivated, so yes, of course, I consider, but I mean, I don't consider my own, but it helps, if students are bored and they don't feel like doing anything, I would be completely demotivated, so I have tried to make them motivated so I would be the same".

This participant often planned his lessons thinking about student motivation, and as far as they were motivated, he would feel motivated too, Teacher 7 agreed. Additionally, some teachers could neglect their motivation for specific reasons:

> Teacher 12: "I have a lot of pressure because I want to pass this public exam and don't be studying it all my life […] sometimes I don't devote as many, as much time as I should, to plan my lessons or to do other things […] it depends on the time, it depends on the period, right now, and I am focused on this".

Again, as was previously mentioned, competitive examinations seemed to be a demotivating factor and, in this case, the reason for this teacher not to focus on her motivation when teaching. Similarly, other participants confessed not to think about their own motivation at all:

> Teacher 16: "Yeah, true, what about it? No, I don't think about that, not really, I have to think of that most often, yeah".

Teacher 2: "Never, never […] I don't know, it is the way we have been educated, that is just thinking about the other person, not for yourself".

Teachers 2, 16 and 20 seemed to neglect their own motivation and focused on their students' motivation when planning and teaching. On the other hand, two teachers explained that they were not aware until the interviewer prompted the idea:

Teacher 8: "I wasn't aware of that, is that, I try to choose a time when I feel more motivated to prepare the lessons and to do the planning".

Teacher 9: "I pay less attention to my motivation, and I pay more attention to the students' motivation […] I am sometimes unaware of the planning I did, or was, involved my motivation as well".

Whereas Teacher 8 prepared classes when she feels motivated to do it, Teacher 9 seemed to be unaware that she thinks about her motivation when she is planning lessons. However, both usually paid more attention to their students' motivation when planning or teaching but they chose activities and topics that they enjoyed as much as their students.

Teachers' Motivational Awareness also comprises participants' understanding of the **Teacher-Student Influence** in terms of their motivation. In the interviews, 22 teachers mentioned the teacher-student influence, showing their awareness of this contagious process. Participants were asked about the importance of motivation in the classroom:

Teacher 19: "I am not motivated with my group […] they don't want to do anything, and this is contagious […] if you don't have their feedback you end up, abandon, you abandon, this is the truth".

According to this teacher, her students were not involved in the learning process and as a result, her motivation had been affected and she had given up trying to help and motivate learners; this shows the effect students can have on teachers. Along the same lines, Teacher 14 believed that if students are not motivated: "I am not going to get anything,

or I am going to get much less that I could", and Teacher 1 agreed. Similarly, if students do not engage with the lesson, Teacher 19 wonders: "if they don't appreciate it or, what's the point?" Thus, teacher motivation to prepare good lessons could be hindered due to students' demotivation. On the other hand, teachers could also have a strong influence on students and their motivation:

> Teacher 18: "if you see your students motivated, you are motivated too, is like a contagious thing, and they see you motivated if you are teacher that gives and shows, you know, enthusiasm when they are teaching, they are going to be motivated too […] that is why sometimes, I am in a bad mood and I'm not motivated teaching and they feel that, I know they feel it".

This interviewee, along with Teacher 7, thought that motivation can be contagious and that students are able to feel when the teacher is not motivated to teach, therefore, teacher motivation could be transposed to students positively and negatively. According to the following participant, teachers' negative attitude is usually transferred to students:

> Teacher 11: "yes, they affect each other, when they see that your face is like, you are depressed, you are translating that to them, you are sad, and they don't feel like doing anything today".

Body language and teachers' attitude could be sensed by learners, whose attitude may be affected in the classroom, leading to misbehaviour or lack of interest in the subject. The above participants and others (Teachers 1, 10, 13, 16 and 21) believed that teacher motivation could have an effect on student motivation and the other way around. Positive transfer could also occur. Teacher 6 explained that if teachers and students are motivated, they "can get better results, a very good atmosphere working in the classroom and less stress".

When describing how important teacher motivation was in relation to student motivation, interviewees revealed some of the effects teacher motivation could have on student motivation and the other way around. As was discussed above, sixteen participants reported perceiving student motivation to be as important as teacher motivation and to explain this, they claimed that teacher motivation affects student motivation and vice versa positively or negatively. Additionally, five participants claimed that teacher motivation was more important than student motivation and revealed that if teachers are motivated, they will be able to "achieve their goals" (Teacher 12). However, if teachers are demotivated, they will not "seek improvement" or they will not innovate for the sake of their students' progress (Teacher 16).

In the classroom observations, teachers' behaviour including body language, comments and actions could signal motivation or demotivation. The fact that participants were affecting students seemed to be reasonable as was shown in the classes of Teacher 7. In the class, one of the students asked the teacher if she was angry and the teacher explained that it was the last hour of the day and that the computer was not working; she showed frustration which was noticed by students, who could be affected by these negative emotions. Similarly, when Teacher 7 seemed upset or angry because students were not paying attention or were talking to each other, students would stop chatting and be quiet, just because they could feel that the teacher was not approving their behaviour. This example could explain the effect teachers have on students with their comments or body language. On the other hand, in the classes with Teacher 3, she made jokes in English and students felt free to express what they thought and asked her questions, building rapport and favouring the classroom environment. To sum up, most participants seemed to be

aware of the effect their motivation could have on their students and vice versa and they were able to give examples of situations and events in which this influence would occur.

4.5. Possible Solutions to Demotivation

In this study, several factors that caused demotivation were mentioned in section 4.2. Participants were also asked about the problems that needed to be changed and the necessary improvements in the teaching profession. Possible solutions to demotivation and any problems or enhancements identified and reported by the participants will be presented in this section.

4.5.1. Microsystem

Teachers' development could trigger an improvement in their practices and therefore, **Innovation and Training**, was believed to be a possible solution by fifteen participants, for instance by learning new techniques and putting them into practice in the language classroom. Student-centred classes were thought to be an improvement:

> Teacher 20: "try to implement some changes, so perhaps you, I can think, one of the key elements is to make learners be part of the, responsible of their own learning".

Teachers 5, 14 and 15 agreed with Teacher 20 who considered that making students responsible for their learning and trying to involve learners in the learning process would be a way of improving their teaching effectiveness. A new method such as "cooperative learning" was also suggested to improve Teacher 19's teaching practices. Similarly, Teacher 21 stated that "they would be more motivated if they changed the way they teach", hence, demotivated teachers would increase their motivation by making changes to their teaching practices and it could also reduce their stress: "stress can be reduced by

changing the way you teach" (Teacher 21). Other participants (Teachers 12, 15 and 17) also mentioned the importance of having a proficient level of English:

> Teacher 17: "having continuous training for the teachers, I really would like to refresh, update and upgrade my English, having the chance to go to any English-speaking country from time to time or having the possibility to be able to speak and improve it in different ways, and you have to do it on your own, and it is not always easy".

Improving the English level of teachers was perceived as an improvement in the language teaching profession in Spain. Similarly, learning about new resources and technology could also increase teacher motivation, according to the following interviewee:

> Teacher 23: "also training, I think some of them are old and they don't even know the new resources and all that, that we have, have nowadays or they are afraid of them, in many cases, they don't want to use it because they're, they are frightened".

This interviewee and Teacher 18 mentioned that teachers would feel more motivated if they learned and used new resources and ICTs. It seems reasonable to believe that having access to more resources, learning how to use them, implementing them in the classroom and improving competences could help some teachers. Furthermore, changing the way teachers deliver their language lessons could have a strong influence on their motivation:

> Teacher 18: "to do different things, different projects, learn more things […] these resources are new for students, they are new for teachers too, so they feel like fulfilled because you are learning another thing and it is not the same".

Different methods to teach the same contents, getting involved in projects and learning about new resources are some recommendations from this interviewee to increase teacher motivation. Moreover, when asked about suggestions to help demotivated teachers, Teacher 19 believed that training and taking a rest from the classroom could improve

teacher motivation and this seems to coincide with previous ideas presented in this chapter. Additionally, other teachers described ways of improving their own motivation and teaching, for instance: Teacher 12 commented on her wish to learn a way of helping students with diverse levels in the same classroom. Therefore, these new techniques or strategies could help teachers to feel better about their performance in the classroom and as a result, foster their motivation.

Some techniques and resources were used in the observed classes which seemed to work for those participants. For instance, in the second class with Teacher 8, students were engaged in the activity and as a result, they were not loud or misbehaving. Therefore, motivating activities could solve behavioural issues that seem to be a concern for these participants. Similarly, after the third class, Teacher 8 mentioned that she usually uses stickers and stamps to give positive notes on students' work and this technique seemed to work even with older students since they would feel disappointed if they did not receive a sticker or a stamp showing their hard work. Thus, creativity, new resources and techniques could be vital to improve teaching practices and overcome certain problems, such as disruptiveness. This reward technique could work to motivate and encourage students, and, in this case, the teacher appeared to be motivated to give students treats as a reward. Thus, motivating students could motivate teachers.

Along the same lines, in the last class with Teacher 1, he used segments from films in the classroom and as a result, he captured students' curiosity and attention. Students who were disruptive in previous lessons were listening and watching the movies and were interested in knowing the end of the stories. In addition, before starting a new activity, Teacher 1 honestly said that the activity was a bit difficult and everybody seemed to pay attention then. This could be because students were interested in challenging activities.

Therefore, challenging students, innovating and using videos and technologies may be a way of enhancing student motivation and in turn, it could possibly increase teacher motivation. Following the previous examples, if teachers were involved in training and learned new methodologies, strategies and resources for the classroom, it is likely that they may want to put them into practice and this could help teachers to improve their motivation, as was suggested by interviewees. Observed participants also showed how specific strategies and methods seemed to work for them.

Additionally, teachers could find themselves in difficult situations that could be solved by **Analysing the Problem** as has been proposed by nine participants in this study. Reflecting on the problematic situation may lead to finding a solution which could then solve the issue:

> Teacher 15: "I think it's more a matter of you know, reflecting and doing specific things you know, taking action rather than complaining all the time".

This participant believed that analysing the problem and solving it would be beneficial to overcome issues in the classroom. Misbehaviour seemed to be one of the most demotivating concerns for participants and reflection could be the solution:

> Teacher 20: "have a clear idea of what is happening, analyse the possible reason, so was it that you were trying to do? […] did you take any remedial action? […] uninteresting materials, the students not understanding anything and then once you get the real reason behind, try to implement some changes".

Teacher 20, along with Teachers 9 and 21 suggested that analysing the problem and finding a solution would be the most suitable way to overcome the difficult situation. Self-analysis could also help teachers to improve in the future:

Teacher 22: "think of the things I have done wrong to change it for the following year and if I had the feeling I have done well with the students, I try to think, mainly during the summer, why did this work so well with this group of students and maybe not well with another group and try to improve for the following one".

Reflecting on past lessons could lead to an improvement in future lessons, as was described by this teacher. Teacher 7 also considered that analysing the issue could solve stress and motivational problems. When asked for advice for teachers who could be demotivated or stressed, Teacher 7 explained that stopping, thinking and analysing the problem, in other words, reflecting on the situation, could improve teachers' wellbeing. Other participants also appeared to believe that analysing the problems was vital for their motivation, their wellbeing and the improvement of their teaching.

In the classroom observations, some participants would reflect on their teaching at the end of the class and they would usually approach the researcher to reveal their understanding and perceptions of the class taught. In the first class with Teacher 1, the participant considered that students' misbehaviour was because they had just come back from the Easter holidays and they had not talked or seen each other for some time. Similarly, Teacher 7 justified that she had to be strict, because students were "impossible to control" in the last hour of the day. These teachers appeared to reflect on the difficulties found in the class and that could help them to analyse the problems and overcome them.

4.5.2. Mesosystem

In the mesosystem, the Ratio was found to be a demotivating factor and to cause stress, as was discussed earlier in this chapter in section 4.2.3. More than half of the participants, fourteen teachers, suggested that having **Teaching Support** could help to reduce the impact of the ratio in their profession. It seems reasonable to believe that to reduce the

ratio a higher number of members of staff will be needed as was reported by Teachers 6, 9, 10 and 16, who believed that more teachers were necessary to improve their conditions. Similarly, co-teaching was perceived as a solution by Teachers 4, 7 and 9 since it could allow them to split groups and focus on specific skills. Hiring teaching assistants could also be a solution; Teachers 13 and 14 stated that teaching assistants could lessen teachers' workload since they could take care of the administrative tasks. Other participants (Teachers 5, 6, 7, 16 and 23) mentioned the necessity of having native assistants because they could help learners to practice some of the skills, mainly the speaking skill, which as was previously maintained, seemed to be a concern for participants. Not being able to help students with special needs was another worry for some interviewees and hence, it seems logical that some participants (Teachers 10 and 17) considered having more teachers to support students with special needs as a way to improve their own teaching. In addition, Teacher 16 stated that having more teaching support would increase her motivation, which shows the importance of this solution.

It is important to highlight that in the observed classes, there was evidence of teaching support and how it assisted the teacher. For example, in the first class with Teacher 3 there were three teachers in training helping the teacher with the numerous roles and responsibilities. The lead teacher helped some students while the other teachers in training helped the rest, therefore, it was easier for the main teacher to deal with students' doubts, questions and problems, while the other teachers were supporting students at the same time that they were working on the activity. Lessening the number of tasks and responsibilities teachers have in the classroom could possibly foster their motivation. Similarly, in the third class with Teacher 8, there was a teacher in training and she was

helping the participant throughout the class. Teaching support or teaching assistants could alleviate teachers' workload and, in turn, influence their motivation positively.

Moreover, in some of the observed classes, students who played the role of teaching assistants seemed to support participants. For example, in Teacher 3's classes, one of the students was in charge of the administration of visits and she had to collect the money and parents' authorisation documents for a future visit. Similarly, students in the classes of Teacher 6 had to purchase some tickets at the beginning of the course for printing, and when photocopies were needed, students had to give tickets to another student, who was responsible for the printing. In this way, students could oversee their own resources and the teacher could forget about printing and making photocopies for all students. Along the same lines, one of the students of Teacher 8 helped her with the computer and other students often reminded her of the tasks they had to do for the following class. Therefore, students could also play the role of administrators or helpers to cooperate with the teacher and lessen their workload. Thus, support staff, teaching assistants and students could help educators to diminish or ease their workload which could then affect their motivation positively.

Additionally, thirteen participants claimed that **Cooperation and Communication** would be a way to solve certain problems, such as demotivation. This solution is explicitly related to the demotivating factor: Relationships with Colleagues, Supervisors or Administrative Staff and the motivating factor: Institutional Coordination, Cooperation, Support and Being able to learn from others. Sharing with colleagues from other institutions or from the same school, getting feedback, working together, expressing their emotions and feeling connected as part of a community are some of the suggestions by Teachers 9, 11, 20 and 22.

Classroom observations could be another way of learning, as was stated by Teachers 11, 15 and 22. Teacher 22 explained that demotivated teachers could enhance their motivation by learning new techniques from other teachers while freely observing them. Sharing experiences, getting help and learning from colleagues by observing them could be a way of motivating teachers. Communication is also a powerful tool to combat stress and demotivation. Teachers 2, 5, 9, 10, 11, and 21 considered sharing their experiences and expressing their emotions with colleagues, friends or their relatives as a way of overcoming stress and a good solution to teacher demotivation. Similarly, communication with students could also be a potential solution to some classroom problems. Teachers 3, 6, 15 and 20 suggested that talking and listening to students would help to overcome behavioural problems. Teachers 6 and 15 also claimed that this solution could increase their own motivation to teach. Moreover, communicating and cooperating with families is also seen as a positive solution to students' misbehaviour in the classroom by Teacher 4.

Concerning the communication among students and teachers, some information was revealed from the classroom observations. Teacher 8 tried to make students understand that while they are in class, some of their thoughts should be kept for themselves, they did not have to share everything. Asking students politely to be quiet seemed to work for this participant who also explained that reporting students for their bad actions took a lot of her time and energy and was not worth it, she preferred to talk to the students calmly to try to make learners reflect on their actions. According to Teacher 8, communication with students could be a way of solving conflicts, which seem to affect teacher motivation.

In addition, students' misbehaviour seemed to be common in language classrooms, thus, nine participants suggested **Empathising** with students as a solution to the problem. As was discussed in 4.2.2, teachers were concerned about students' level, needs, progress, attitude and demotivation and it could be useful to follow this teacher's advice:

> Teacher 4: "You have to understand the moment, the psychological moment, these people, these teenagers are living, you don't have to take what they do in a personal way, you don't have to take it personal, they don't know you, they don't hate you, they feel bad, so you must help them, you have to try to understand them, not to cause them more problems".

Understanding that they are young and that their motivations may be far from learning a language could help teachers to analyse the behavioural problems in a different way. For instance, the following teacher realised the following:

> Teacher 14: "Yes, I am much more open-minded, and I try to be in students' position now, and before perhaps I was in my position and so, there was not real connection between students and me at the beginning".

Putting herself in students' shoes allowed her to connect with students in a positive way. Similarly, Teacher 21 mentioned the importance of understanding students who sit "seven hours in a chair" and may not be willing to learn but they are forced to in compulsory education. On the other hand, teachers' age should not affect their attitude in the classroom, according to this interviewee:

> Teacher 19: "Yes, not to forget that students' point of view and age, independent, with independence of the age that the teacher is having. I am every year here, I am older every year, but I try to, that, my students are always the same age, so I cannot forget it".

This teacher explained that although educators get older, their students are always the same age and their opinions would be different from the teachers. For this reason, there should be understanding involved in the teacher-student relationship.

In the observed classes, several examples of empathising with students were present. In the first observed class, Teacher 8 gave students freedom of choice. She suggested several tasks for Book's Day and students voted to decide which one was the favourite one. Along the same lines, empathising with students and allowing the sessions to flow were some of the strategies used by some observed teachers. For instance, in the second and third observed classes with Teacher 3, students spoke in English about topics which were emerging and which seemed to be interesting for students. The teacher allowed students to change topics and used humour. The participant asked questions and talked about different issues and therefore, students' interests shaped the class. As a result, students felt free to ask the teacher any questions and this showed how they were building rapport.

Similarly, in the first observed class with Teacher 8, she intended to follow a plan but was able to make changes depending on students' attitude and mood. In the second class, Teacher 8 shared her knowledge in literature with students who were quiet and listened to the teacher while she promoted literature and said that she would recommend a list of books to read for summer. Her enthusiasm for literature and the rapport between the teacher and students allowed them to talk about topics that were interesting for both and showed her motivation. In Appendix H, Picture 4, there is a picture of an activity created by this participant to encourage her colleagues to share their favourite books. The teacher will then show students and encourage reading these books. This shows the teacher's motivation and passion for literature and for innovative practices which in turn, could increase her students' motivation.

Empathising with students was believed to be a way of understanding students' practices and behaviour. Similarly, showing genuine interest and caring for students was also present in the observed classes and it could lead to a change in students' disruptiveness and misbehaviour. For example, Teacher 6 approached a student who was not working on the activity and spent some minutes with her, providing the right answers to the activity one-by-one, Teacher 6 helped her to follow the class. Furthermore, in the second class with Teacher 8, the teacher approached a student because she was feeling ill and tried to help her, she was genuinely interested and allowed the student to leave the class with a classmate.

Additionally, Teacher 1, in the second class, asked students about their homework and since only three students raised their hands showing that they had done it, the teacher told students that he would give them an extra day to do their homework, showing flexibility. Giving students another chance to get their homework done could show empathy on behalf of the teacher.

These examples from the observed classes demonstrate that if teachers empathise, the teacher-student relationship could flourish and ideally, the teacher and the students could be more motivated to teach and learn in this harmonious atmosphere. Students may not change their interest in learning English, but they may respect the teacher as a professional, which could foster their good behaviour in class, thus affecting teacher motivation positively. Similarly, empathising may lead to improvements, which could reduce the demotivation caused by difficult situations in the classroom. Along the same lines, flexibility in the classroom and showing interest and caring for students could also improve teachers' professional experience, as was described by interviewees and observed in the classes attended by the researcher.

4.5.3. Exosystem

As part of the exosystem, fourteen participants suggested to have fewer working hours and a **Reduced Workload** as a solution. It seems reasonable to assume that those interviewees whose main concern was the Workload, one of the demotivating factors, would consider that working fewer hours and having a lighter workload would benefit their profession and could increase their motivation. Teachers 16, 17 and 21 stated that fewer lessons per week and having more time to prepare and mark would help teachers to improve their motivation. Similarly, other interviewees (Teachers 1, 2, 4, 9, 12, 15, 16 and 19) considered that an important change needed in their professions was having more free time and fewer lessons. Reducing the amount of paperwork was also suggested as a way of reducing the workload which in turn, may help to increase teacher motivation but also reduce stress. According to Teachers 11 and 22, not having classes in a row but having breaks between lessons would help participants to feel less stressed, as their workload would be reduced and they would have fewer teaching hours, which could increase their motivation to teach.

In the exosystem, a possible improvement was mentioned regarding the demotivating factor of the Ratio and therefore, **Reducing the Ratio** was stated to be a potential solution by fourteen participants. Teachers 7, 8, 10, 12, 13, 16 and 17 considered that having fewer students would be a way of solving problems regarding their teaching conditions. Teachers 1, 10 and 18 considered that having more groups will reduce the number of students per class and it will help students improve their speaking skill. Teaching half of the class by splitting the groups and limiting the number of students in the classrooms could affect teachers and their motivation positively (Teacher 16). Similarly, Teachers 6, 14, 15, 16, 19 and 22 considered that reducing the ratio would be a way of decreasing

their levels of stress and the amount of work to correct. According to Teacher 14, this solution would also help teachers to motivate students, to get better results and to have fewer materials to prepare. Nowadays, the European Union funds some public institutions to allow for reduced number of students in the classrooms or splitting the groups in half occasionally. Proof of this investment was found in the observed classes, as can be seen in Appendix H, Pictures 5 and 6.

Another solution to improve teachers' conditions is to **Establish Limits** by switching off from work, prioritising teacher motivation and wellbeing. More than half of the participants, thirteen interviewees, referred to this solution as a way to solve motivational issues. When asked about giving advice to a demotivated teacher, Teachers 6 and 19 emphasised the importance of not allowing your work to interfere in your private life. Teachers 8 and 13 stressed that learning to switch off from work could improve teacher motivation:

> Teacher 13: "I think it's healthy to stop […] charge your batteries, as I said, and then come back, see, because sometimes you realise that yes, I like teaching I don't mind coming to school, and then sometimes you don't want to go back again to school […] when I don't feel motivated, I stop for a while and then come back […] I like teaching so when I am not prepared for it, I stop, take 1, 2, periods off and then I go back, charged, full of energy".

Stopping to work for a while or taking a rest improved this teacher's motivation when she was feeling down, and she believed this was a possible solution to teacher demotivation. Teacher 8 agreed that having a break was necessary to recover before getting into teaching again. Similarly, when participants were asked about ways to reduce the sources of stress, some had similar views to the following interviewee:

> Teacher 15: "we like to have our free time […] to work happy, you need to feel happy in your life".

Having free time, switching off from work and doing things that you enjoy are some of the solutions to combat stress mentioned by these teachers, along with Teachers 2, 4 and 18. Therefore, putting a limit to the amount of work they do per day may help teachers and their wellbeing because, according to these participants, stress might be reduced. Similarly, the following participant found her motivation in enjoying her free time:

> Teacher 4: "I am trying to do things I like and not being working all the time because I feel happier, so I started doing sports I started to learn music and I try spend more time with my family, I try to unplug my computer, so I am doing things to be happier, because if I am happier, I am more motivated".

Free time activities and doing things that she likes could help this teacher to feel more motivated and Teacher 9 agreed. Furthermore, Teachers 4 and 19 suggested that to beat stress and demotivation, having a gap year could be another solution. Additionally, the following technique may assist in establishing limits and in having a break from responsibilities:

> Teacher 18: "when I feel stressed, I just need to sit down […] sometimes I just write things that I have to do, I limit to that list and I do it, so you see you are doing something, because sometimes you have so many things to do that you don't know where to start".

Writing a list of tasks or goals and focusing on finishing those in a day seemed to work for this teacher. This technique helped her to make sure that some limits are established, not too much work is taken home and her mind is available for other things in her free time. Establishing limits by taking a rest, enjoying their free time and not allowing their

job to interfere with their private lives, could be a solution to teacher demotivation and stress.

Students' negative attitudes and characteristics was the most frequent demotivating element mentioned by participants. Thus, it seems reasonable that solutions to address misbehaviour have been discussed in the interviews. As a result, within the exosystem, **Discipline** and being stricter was believed to be a solution for six participants, for instance this one:

> Teacher 7: "I spend many hours dealing with respect at the beginning of each course […] I spend break times with them, inside a class or after 2:15 you stay here for five minutes".

This participant claimed that at the point of the interview she did not have problems with discipline because she usually overcomes students' misbehaviour at the beginning of the year with some strict measures, such as punishing students by not allowing learners to have a break or by staying late at school. Similarly, Teacher 21 explained:

> Teacher 21: "my colleague and I are trying to be strict because if you are strict in 1ESO, you won't have or at least you will have fewer problems in the future".

Working on the discipline of younger students could mean that these teachers have fewer problems in the following years with the same group of students. The way teachers address students seems to also be a way of solving behavioural issues:

> Teacher 3: "I don't use 'please, be quiet' because, this doesn't work with Spanish students, that's why I say 'Shut up', I know that for British people, this is very rude, I know, but 'Shut up' is better for Spanish students, if you say, 'please, be quiet, silence, please' they don't pay attention and keep on talking and at times, you have to shout".

Being semantically aggressive seemed to work for this teacher, whose students behave better when they are addressed in a disciplinary way. Moreover, the following participant claimed to find a way of decreasing her stress:

> Teacher 17: "we are bit, kind of permissive […] we should be more serious, not allowing lack of respect in class, so I think that you can be nice, you can be gentle, you can be kind to them but at the same time, not allowing them the minimum lack of respect towards the teacher or what you are doing".

Misbehaviour and disrespectful attitudes can be tackled with disciplinary actions. Teacher 7 claimed that he would feel less stressed if there was more discipline in his classes. Although only six interviewees considered discipline as a way of solving behavioural problems, which could be a cause of demotivation, the five observed teachers made use of disciplinary measures to tackle behavioural issues.

In the observed classes, participants showed some disciplinary measures to solve behavioural or problematic issues in the classroom. The following ideas were determined by the teaching styles observed; some participants were stricter and required discipline in class. For example, in the classes with Teacher 7, it was observed how the teacher had a strategy in which she kept quiet and stared at students to correct students' behaviour; this strategy seemed to work better than shouting for silence. Therefore, body language was a way of controlling students' behaviour, however, in other occasions, the teacher would also raise her voice; students responded to that technique and started working on their tasks, this also worked for Teacher 6. Furthermore, Teacher 7 punished students by asking them to change their seats and threatened them with leaving the classroom, staying after school or being reported. The participant would not continue with the class unless students were silent. These strategies seemed to solve behavioural issues and in turn,

improve teacher motivation which seems to be affected by classroom conflicts and students' misbehaviour.

Teachers 6 and 8 made use of a journal with positive or negative notes, which they used to manage the class. The English class was based on a reward/punishment system in which if students participated, did their homework and worked in class, they would get positive notes that would increase their final marks. This teaching method seemed to work to some extent for these participants to manage the class and avoid misbehaviour by warning students about the possible negative marks they could get if they did not do what was expected from them.

Moreover, in the first class with Teacher 3, when students were not paying attention, the teacher called out their names to ask for their answers to the exercise, as a way of warning for their behaviour or lack of attention. Shouting and calling students by their names seemed to help this teacher to catch students' attention. Teacher 3 would also reprimand students harshly if they arrived late or were chatting while their classmates were working or participating.

Teacher 8 also had other disciplinary measures. Her body language and reprimanding look helped her to control students' behaviour, by crossing her arms angrily when students were tidying up before the bell rang or before she had finished talking, also to make them be quiet during the class or the test. When students were misbehaving, the teacher used threats, such as taking ten minutes from their break if they did not sit down and behave. To capture students' attention, she would hit the table occasionally or clap to make noise. The teacher also wrote a name on the board and explained to the researcher that when she had warned students several times, she would write crosses or ticks if they

were disruptive again. If it happened several times, she would write a report and their misbehaviour would be recorded in the institution and their parents will be made aware. This was a way of counting the times a student was warned for their behaviour in the classroom, and after several occasions, a more severe measure was taken, i.e. being reported.

Teacher 1 also had some techniques to manage the class. For instance, if students were late for four minutes, he made students come another day during the break to recover those missing minutes. When students were not paying attention or disrupting the class, he sighed and drank water from his green bottle. This simple action seemed to work particularly well, since students stopped talking when he did that. The action was repeated several times and it always worked, students would stop chatting and would focus on the task as soon as they saw that the teacher was getting upset.

Some strategies observed in the classrooms seemed to be effective. It depended on the group of students and on the teacher. Disciplinary actions can have diverse levels of discipline. Although there is not a set of perfect strategies to manage the classroom and avoid misbehaviour, the above approaches were used by these participants and were sometimes successful. If they are successful and teachers are able to teach with "well-behaved" students, this could certainly affect their motivation, as was explained by some of the participants in the interviews because students' behaviour seems to have a strong effect on teacher motivation.

4.5.4. Macrosystem

Within the macrosystem, ten participants considered that more **Communication** among the government, the administration and the teachers would benefit all parties. For

instance, Teachers 2, 3, 9 and 10 would appreciate a greater interaction to express the problems and challenges in the classrooms. Other participants (Teachers 11, 13, 20 and 21) also highlighted the importance of taking part in designing the education system and laws:

> Teacher 11: "I would like my opinions to be taken into consideration when designing the system, the syllabus".

Decisions made by the government have an immense impact on teachers and their practices; therefore, participants believe that being considered would be an improvement. Moreover, this could foster motivation:

> Teacher 13: "if the administration, hear what we have to say, to take us into account, not for the picture, then I guess we will feel more motivated".

According to this participant, teachers could feel more motivated if they were given the chance to express their opinions and suggestions to the government. Similarly, listening to teachers' individual requirements could also increase their motivation, as was explained by this participant:

> Teacher 9: "listening to their needs, to their specific needs, maybe they have specific needs that can be: 'I would feel more motivated if I lived closer to my place, if I had to commute less, if I changed school environment'".

More support from the government, the employer, could improve teacher motivation as reported by this interviewee. Therefore, being listened by the administration about improvements and working together towards a better education system could solve some of the negative factors mentioned in this section.

Additionally, according to these participants, the system appears to have some flaws and one of them is the fact that as soon as teachers get their permanent position, there is no

direct and frequent influence from the government on teachers. When asked about ways of solving teacher demotivation, seven teachers suggested **Monitoring** as a way of helping teachers to overcome their difficulties. Having more help from the government to guarantee teachers are performing at a good standard but also that they are fit and suitable for the position and this should be done by means of positive feedback and support:

> Teacher 17: "we are not evaluated, we are not assessed, and I think that is a terrible mistake in our system […] so you find loads of teachers doing which I consider terrible things in class and they can perfectly get away with it".

This participant and Teacher 15 explained how there is no monitoring for teachers who are already in the system and how doing a good job depends on the teacher. Monitoring teachers could guarantee that educators in the system are aware of their responsibilities, but it could also help to identify those teachers who need help and guidance:

> Teacher 12: "if anybody tells her I think that she is going to be doing things like that for so much long. So, she needs someone, a ghost, someone, a superior and supervisor to tell her".

According to this participant, some teachers may need professional support to improve their teaching. Advice or feedback from a superior may be taken more into consideration and have a higher impact. Other teachers considered more strict plans:

> Teacher 17: "I think that we should be evaluated and assessed in a fair way […] that way they would feel forced, obliged to do their job better and sometimes that obligation can turn into motivation, by saying I need to do this better and there is no other way to do better that trying to find a way to enjoy it, like it and pursue it from a positive and optimistic perspective, I think that obligation may turn into positive vision of their job".

This participant explained that monitoring teachers, although stressful, could be a source of motivation in the end. Some teachers could find their motivation when trying to perform at the best of their abilities and when having clear outcomes and knowing how to improve. Monitoring teachers would not be about criticising teachers' practices but about trying to analyse the situation of the particular teacher and providing personalised help and feedback. Monitoring educators could solve the issue of teaching negligence but also support teachers with their personal and professional struggles, for example their demotivation.

Taking into account the complexity of the concept of teacher motivation, there is another factor that is beyond teachers' control, and hence, part of the macrosystem. All participants were asked about suggestions to reduce stress, to improve motivation and general improvements needed in the language teaching profession. Although several solutions and improvements were presented in this section, six interviewees implied that **there might not be a solution** to these problems or that a more radical approach should be taken, such as "change the job" (Teacher 7). This participant and others (Teachers 4, 10, 14 and 22) believed that the solution to teachers' demotivation was to change their profession. If demotivated educators do not like teaching and only focus on the negative side of their professions, then, quitting would be the way of solving this issue because teaching seems to be a vocational profession, according to these participants. Along the same lines, when teachers were asked about which solutions they would suggest for improving teacher motivation, some seemed to struggle to find an answer, for instance:

> Teacher 1: "I don't see how you can change a person who doesn't wanna change […] a teacher who wants to improve yes, but a teacher who is doing the same […] over and over for many years, it doesn't really, what can you do? You can pay

them more, but they are going to do the same and they are going to earn more. You can give them more time, they are going to do the same and have more free time".

This participant together with Teacher 4, had met demotivated teachers who were reluctant to change and improve their teaching, for that reason, they could not find any solution to improve their motivation, as these demotivated teachers were not interested in becoming more motivated. It seems reasonable to assume that improvements can only be made if the people involved are willing to improve, if they are given the chance and resources to improve of if the situation itself is enhanced by those in charge, i.e. the job conditions are improved.

4.6. Conclusion

In this chapter, data have been presented in sections: Demotivating Factors (RQ 1), Motivating Factors (RQ 2), Teachers' Motivational Awareness (RQ 3) and Possible Solutions to Demotivation (RQ 4). Whereas RQs 1, 2 and 4 followed Bronfenbrenner's Ecosystems model (1979), RQ 3 discussed the questions more holistically by mentioning the central factors highlighted in the data, which are related to participants' own awareness. Several demotivators and motivators were suggested by participants along with solutions to demotivation. The fact that there might not be a solution was also contemplated. Teachers' motivational awareness was also analysed. In the following chapter, the findings will be discussed providing a thorough examination of the data presented in this chapter.

5. CHAPTER 5: DISCUSSION

5.1. Introduction

In this chapter, data will be discussed including the analysis of the Demotivating Factors (RQ 1), Motivating Factors (RQ 2), Teachers' Motivational Awareness (RQ 3) and Possible Solutions to Demotivation (RQ 4). Findings will be analysed by referring to other empirical studies in the field of general education and language education. It is important to mention that the concepts of motivation and demotivation have been more extensively investigated in mainstream education than in language education, hence, references in this thesis are often from the field of general education. Implications for teachers, policy makers and teacher education will also be examined at the end of this chapter.

Findings are based on the data collected in the interviews with interview prompts, classroom observations and field notes. Research tools can be found in Appendix B, C and D. Results from RQs 1, 2 and 4 have been structured following Bronfenbrenner's Ecological Systems Theory (1977, 1979), which will contextualise the factors highlighted in the data. Results from the RQs will be organised from a more focalised perspective to a wider one, following this order: microsystem, mesosystem, exosystem and macrosystem. In this way, factors that are "closer" to the teacher will be presented first, followed by those factors which are more separated from the teacher or cannot be changed by them but still affect them. RQ3 will be addressed more holistically by including those factors which are relevant to answer the RQ. All factors (in bold) will be analysed following their frequency, i.e. those factors which had been revealed by a higher number of participants will be presented first. Furthermore, all RQs will present previous

literature, if there is any, from the field of mainstream education and/or language education. References to empirical studies may be repeated throughout this chapter because, as is the case for this thesis, researchers have found several demotivators, motivators or solutions in their studies and that is why they are mentioned concerning diverse factors.

5.2. Demotivating Factors

Data from this study allowed identifying demotivating factors, which can be observed in Figure 12:
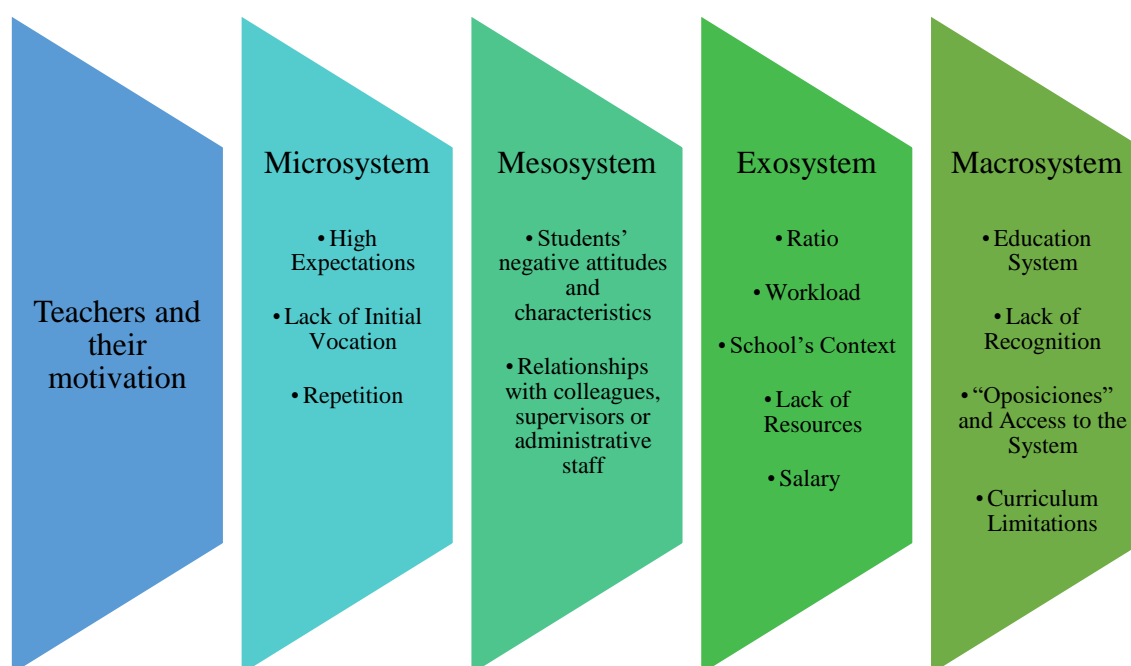
Figure 12: Demotivating Factors (The Ecosystems Model)

As part of the microsystem, some factors which triggered teacher demotivation were found. Participants' **High Expectations** play an important role as a demotivating factor; teacher demotivation was reported being affected by teachers' high expectations about their job and themselves. If teachers did not meet their expectations and did not achieve

their goals, this triggered demotivation that could lead to stress and dissatisfaction. Some teachers claimed to be emotionally influenced by not meeting their expectations since this would affect their self-confidence, which is related to their beliefs (see section 2.7.3. for more information). High expectations about the class, the activities, or their teaching could affect their practices negatively, but also their wellbeing. In the context of Spain in which teachers seem to be intrinsically motivated or strongly motivated by intrinsic factors, such as the enjoyment of the profession or performing a meaningful task, if their teaching expectations are not met, this could lead to their demotivation.

In the microsystem, the **Lack of Initial Vocation** has been found to be a demotivating factor. Participants emphasised that teaching vocation could help teachers overcome challenges in the profession. It is important to highlight that in this study some participants seemed to believe that when teachers enter the profession having an intrinsic vocation, they are usually willing to overlook certain challenges and difficult conditions, which are part of the profession — an issue which the government could have taken advantage of (Dörnyei, 2001). However, if teachers have entered the profession without being vocational, as soon as they experience the challenges and the negative job conditions, their motivation could be hindered. Thus, it could be assumed that in this context, those teachers who are more intrinsically motivated could more easily maintain their motivation to teach, in contrast with those who are more extrinsically motivated and would feel discouraged and demotivated more easily by extrinsic elements such as the job conditions.

Lastly, in the microsystem, the **Repetition** that is implied in the teaching profession could lead to demotivation. This factor has been included in the microsystem, because teachers' perception of their job could change and some strategies could be used to avoid falling

into monotony. Dörnyei and Ushioda (2011, p. 168) mentioned that teachers' lack of intellectual challenge can hinder their motivation, for instance when they have been teaching the same level and contents for a long period of time, i.e. content repetitiveness and limited potential for intellectual development could demotivate teachers, which was also found by Brereton (2019). Some participants perceived their job or responsibilities as boring, monotonous and repetitive. This factor could influence teacher motivation negatively by affecting their perception of their profession and the roles involved.

As part of the mesosystem, **Students' negative attitudes and characteristics**, and the resulting relationship with them were found to be demotivating. Students' attitude and demotivation has often been found to be a source of demotivation for teachers across the globe (Addison & Brundrett, 2008, in England; Aydin, 2012, in Turkey; Pourtoussi et al. 2018, in Iran; Sugino, 2010, in Japan). Additionally, students' behaviour was found to cause stress and burnout among EFL teachers in Greece (Karavas, 2010). Learner demotivation was also found to affect teachers negatively in a comparative study of various countries, including Spain (Linares et al., 2009). In agreement with Linares et al. (2009), students' lack of interest and motivation but also their misbehaviour, lack of respect and lack of discipline affected teacher motivation and appeared to cause stress and even depression, for some participants. Interviewees considered that students affected their practices, hampering their teaching methods and their willingness to prepare activities. This seems to agree with results from the OECD (2019a) which shows that 45% of teachers in Spain feel that they lose a lot of time due to students' disruptiveness. In the class, only 78% of the time is devoted to teaching and the rest of the time teachers try to manage the classroom and complete administrative tasks (OECD, 2019a).

Along the same lines, for EFL teachers, students' level was also considered a demotivating factor in Sri Lanka (Hettiarachchi, 2013) but also in Spain by Caraker (2016), who claimed that participants considered students' English level as low compared to other European countries and students' English level was considered a demotivating factor for those teachers. This has been corroborated by this study, in which some participants felt demotivated because of their students' level of English. Teachers were not able to use the English language in the classroom or followed the syllabus because of students' difficulties to understand the language basics. This may mean that those teachers who join the profession to be in contact with English and learn more about the language they love may not be challenged enough or may not have the chance to practise the language in class. Not meeting their job expectations could possibly demotivate. Nevertheless, students' high level was also mentioned as a challenge for some participants, since those students who had higher levels in the class were often demotivated and bored and teachers' inability to help students with different levels was found to be a cause of frustration and as a result, demotivation.

Additionally, in this study, teachers' incapability to help students with special needs was found to be a source of demotivation. Participants claimed to feel stressed, frustrated or demotivated when they were not able to help students with special needs (e.g. Asperger's, dyslexia, attention deficit hyperactivity disorder "ADHD") or other specific learning difficulties (SpLDs) due to their lack of training to support them with inclusive teaching practices. In fact, it has been found that language teachers seem to be unaware of common learning difficulties, such as dyslexia (Hayes, 2000). Teachers could develop negative attitudes towards students with certain SpLDs because of their lack of knowledge and awareness (Indrarathne, 2019). Therefore, the need for training is reinforced to increase

teachers' confidence in how and what they teach, which could also boost teachers' self-efficacy beliefs (Kormos & Nijakowska, 2017). This seems to agree with results from OECD (2019a), which indicated that more than 30% of the teachers had not received any training to support students with special needs and therefore, reported a high level of need for professional development. Furthermore, participants were demotivated because of students' lack of progress; they were discouraged when they felt that their students were not learning, could not follow the class, could not understand or failed despite their hard work.

Another demotivating factor was the **Relationships with colleagues, supervisors or administrative staff** and it has been included in the mesosystem. The importance of healthy relationships in the school context has often been highlighted in the literature and some researchers have identified the lack of support teachers have as a major demotivator, such as Dinham and Scott (1998) in Australia. More recently, other authors have also emphasised how demotivating these human relationships can be when there are communication problems, poor relationships, bad school climate or lack of support from the administrators or colleagues (Aydin, 2012, in Turkey; Brereton, 2019, in different countries; Hettiarachchi, 2013, in Sri Lanka; Kim & Kim, 2015, in Korea; Sugino, 2010, in Japan). These relationships could limit cooperation among teachers, but also, students could be affected. Lack of cooperation and coordination with other members of staff was regarded as a demotivating factor and negative comments from these people or problems with colleagues could affect teachers' performance in the classroom, in turn, affecting students' learning process and motivation.

As part of the exosystem, an important demotivating factor was the **Ratio**, i.e. the number of students per class. Some researchers have found that teachers are demotivated by

overcrowded classes (Ellis et al., 2011; Hettiarachchi, 2013) and this has been confirmed by all participants in this study who harshly criticised this situation in state schools in Spain. Aydin (2012) also discovered that large classes were a demotivating factor in Turkey, which agrees with the findings of this study. In Spain, participants considered that the number of students in the classroom was excessive and this deteriorated their teaching practices, as they were not able to respond to students' diversity and needs. When asked about improvements and solutions to teacher demotivation, a large proportion of participants highlighted the importance of diminishing the ratio as a way of improving their teaching, which demonstrates how this factor hinders teacher motivation.

The **Workload** was also considered a demotivating factor for most participants and it has been included in the exosystem. The teaching profession has often been associated with a heavy workload and it has been found to be a strong demotivator and a source of dissatisfaction for EFL teachers (Addison & Brundrett, 2008, in England; Connie, 2000, in Mexico; Csizér, 2019, in Hungary; Doyle & Kim, 1999, in Korea and USA; Nikolov, 1999, in Hungary; Thorburn, 2017, in China), as was the case for this study. The workload has also been found to be a demotivator for teachers of other subjects (Dinham & Scott, 1998, in Australia) and considered a common demotivator which was examined in the review of the literature by Spear et al. (2000). Results from mainstream education also support this finding; time constraints have been found to affect teachers' psychological needs and their autonomous motivation to teach (Roth, 2014). The fact that teachers have a heavy workload has been normalised and the institutions often have expectations about the amount of work and the workload duties teachers should take on. Thus, the workload has been found to be a recurring demotivating factor in this study, in which participants considered their workload to be a negative factor which led to frustration, stress, tiredness

and demotivation often found in the literature (e.g. Aydin, 2012, in Turkey; Kottler et al., 2005, in America; Sugino, 2010, in Japan). It is important to mention that teachers in Spain deliver more classes per year than the average teachers in Europe (OECD, 2018) and that their working hours almost double their teaching hours (OECD, 2019a). In Spain, Betoret (2006) found that the workload, among others, affected teacher anxiety, job satisfaction and motivation, and Caraker (2016) stressed that teachers complained about the bureaucracy which intensifies their workload. This result is corroborated in the present study in which participants seemed to detest the fact that the administrative tasks were useless and time-consuming, sometimes leading to not reporting students' misbehaviour to avoid the paperwork and resulting in a detrimental situation. Neglecting bureaucracy could hamper students' behaviour and as a result, influence teacher motivation negatively. Additionally, teachers' lack of time due to their heavy workload triggered lack of enjoyment, since teachers were not able to prepare and teach using methodologies and resources that they enjoy and that students may like. This situation could potentially affect student motivation which, in turn, will affect teacher motivation, and this may cause an unfortunate vicious circle. Not having time to reflect and time for professional development and for leisure were some of the consequences of participants' excessive workload. The high number of roles, tasks and responsibilities was also mentioned by participants and seemed to increase their demotivating workload.

In the exosystem, another demotivating factor for participants was the **School's Context**. More than half of the participants highlighted the fact that students in schools in deprived areas had a set of characteristics that may lead to teacher demotivation. In this setting, parents do not get involved, affecting students' learning progress. Along the same lines, students' misbehaviour was often associated to the students' social background and the

schools' location. Since students' misbehaviour was found to be the main demotivating factor, it seems reasonable to assume that if teachers believe that the school's context has an influence on students' behaviour, the context would be a demotivating factor as well.

This demotivating factor highlights students' socioeconomic status which may be linked to the location of the schools (i.e. working-class areas) and the type of students. In this study, teachers were employed in secondary state schools which differ greatly from private institutions where middle class pupils often study. Class position and learners' access to language learning and success in the L2 have been found to correlate in Spain (Martín Rojo, 2010) which may mean that those students in working-class schools may not achieve as much in the L2 classroom. Block (2015, 2016) rightly argues that researchers in language education and applied linguistics have sometimes ignored the social class construct and in the field of L2 learning and teaching, social class has rarely been considered. Block (2012, 2014) defines the key dimensions of class which include the place of residence (e.g. the neighbourhood) and the education background or in his words, "the cultural capital" (Block, 2015, p. 3). These dimensions may have had an impact on teachers' perceptions of students' behaviour and attitudes which in turn, could have influenced these teachers' motivation. Applied Linguists often belong to a middle-class background and may prefer to examine the society they identify with (Block, 2014) forgetting the global majority of pupils in public schools and preferring to work with teachers, students and schools who share their middle-class background. Thus, the fact that this study has included a working-class context and that the schools' social context was found to be a significant demotivating element for teachers needs to be underlined.

The **Lack of Resources** was also found to be a demotivating factor that has been included in the exosystem. Lack of materials, resources and textbook problems have been

repeatedly found in the literature as demotivating elements for teachers (Connie, 2000; Csizér, 2019; Doyle & Kim, 1999). Deficient textbooks, materials and limited facilities have also been considered as demotivating factors in various contexts (Aydin, 2012, in Turkey; Hettiarachchi, 2013, in Sri Lanka; Sugino, 2010, in Japan). In the context of this study, Spain, participants also acknowledged the negative effect the lack of resources had on their teaching and as a consequence, on their motivation. The lack of resources did not allow some teachers to use interactive activities, make enough photocopies, or take advantage of the full time allocated for their class. A large proportion of participants struggled with the schools' facilities because they had to share the classrooms with colleagues from other disciplines and they were especially frustrated when the classroom facilities and resources were out of order, breaking their plan and as a result, not meeting their expectations or achieving their goals. Not having up-to-date resources could limit teachers' chances to prepare motivating activities using technology and didactic resources. As a result, student motivation could be hampered and in turn, this could affect teacher motivation to teach with no resources or malfunctioning resources and limited spaces.

As part of the exosystem, another demotivating factor found is the **Salary**. It is important to highlight the different perceptions participants have about this factor. Some of them considered that their salary was not enough with respect to their workload, whereas other participants considered that it was an average wage and did not complain excessively. In the literature, researchers often claim that low wages in the teaching profession are a source of demotivation and dissatisfaction (Connie, 2000; Csizér, 2019; Doyle & Kim, 1999; Evans, 1998; Nikolov, 1999; Pennington, 1991; Pennington & Ho, 1995; Spear et al., 2000). In recent studies, this has been stressed again, for example in Greece by Tziava

(2003) and in Turkey by Aydin (2012). In addition, Mercer et al. (2016) identified that teachers' salary was a negative element that could influence their performance. The fact that the salary can influence and demotivate teachers is worrying, and this job condition is managed by the employer, in the case of Spain, the government. In this thesis, participants were asked about the rewards they obtain as teachers and some considered that having a higher salary would be rewarding, because their wages are too low in relation to the amount of work and the number of hours they work in and outside school and in comparison with other European countries. In the case of Spain, it seems reasonable that if teachers consider that they have a heavy workload, they would expect a high salary. Thus, their workload is a demotivating factor, but if their teaching is not financially rewarded, this could also lead to demotivation.

Finally, as part of the macrosystem, the most demotivating factor was the **Education System**. Spanish teachers appear to be especially concerned about the education system in Spain and this was reported as leading to demotivation. This factor may have not been widely addressed, however, in the context of Spain this demotivating factor seems to be relevant because some teachers have acknowledged that the main problem in their teaching, or the main demotivator, is the education system itself. Other researchers seem to agree; Pedró et al. (2008) found that 43% of the teachers in Catalonia, Spain, lacked trust that the education system would improve and therefore, they considered that the education system was flawed. In addition, in Caraker's (2016) study in central Spain, only 24% of the participants considered the public language education to be effective and this shows teachers' understanding of the system's faults. If teachers considered that the system is weak and ineffective, this may affect their motivation to teach, as was the case for teachers in this study. Participants were concerned about the lack of importance given

to education and the unfavourable teaching of languages. Interviewees also mentioned the lack of support from the government, whose interest appeared to befall on the passing rate and parents' complaints and not on students' effective learning or problematic behaviour. Participants harshly criticised the fact that the education system was politically affected with recurrent law changes and these affected their motivation to teach; this finding agrees with Gratacós and López-Jurado (2016), who found that economic, political and social changes were sources of influence on the teaching profession in Spain. In addition, teaching in state schools is managed by the general national administration who designs the overarching education system. Teachers who find challenges in their careers will attribute them to their employer and in turn, feel demotivated due to the conditions they provide and due to their inability to change or improve the situation.

Lack of Recognition was also found to be a source of demotivation within the macrosystem. This factor has been recurrent in several studies on motivation. In early studies, researchers examined the social position of teachers and emphasised that teachers were not valued enough, and this was considered an issue which could affect their motivation (Lortie, 1975; Pennington & Ho, 1995; Richards, 1996) as was reported by participants in the present study. The way teachers are perceived by society and how they are portrayed in the media have also been identified as potential demotivators (Dinham & Scott, 1998; Spear et al., 2000). In recent studies, Kim and Kim (2015) found that the lack of social recognition was a demotivator for EFL teachers in Korea, who were not acknowledged for their English competence and Song (2016) highlighted the status of non-native EFL teachers in South Korea. In Spain, Gratacós and López-Jurado (2016) investigated attractors to the teaching profession, and the social status in Spain was the lowest rated of five countries participating. Thus, Spanish PE teachers reported entering

the teaching profession for various reasons, but certainly not due to the recognition it provides. This research shows how teachers perceive their profession and the lack of recognition of their job could affect their motivation negatively. In this study, participants felt judged by society because of their job conditions and felt blamed for students' lack of progress. The role of parents was also highlighted as key figures whose respect could change students' perception of teachers and in turn, influence students' behaviour in the classroom. These teachers also claimed that their profession was not recognised, that society was not aware of the emotional burden and the amount of workload they have and whose job conditions, such as salary, security and holidays, were not always rewarding enough.

Although in previous research the ease of entry into teacher education has been found to be a motivator for teachers (Sinclair, 2008), this is not the case of Spain, in which **"Oposiciones" and Access to the System** is a complicated process and one of the demotivating factors, which has been included in the macrosystem. As was mentioned in section 3.5.2., teachers who are interested in working in state schools in Spain need to engage in a bureaucratic process that includes competitive examinations. This unrealistic scheme was described as unable to assess teachers' skills. This system is based on a point classification and those teachers who have not achieved the highest points, although they have passed the examination, may be located a temporal position in a school but the stability of having a permanent position and location is lost. By contrast, Baleghizadeh and Gordani (2012) found that in Iran, teachers were motivated because their teaching professions did not impose geographical changes. This reflects that the contrary, lack of stability and not being able to settle down in a place could lead to demotivation. Not having a fixed position created anxiety, confusion and frustration for participants, but also

affected their ability to cooperate with colleagues, since there were always new members of staff at the schools. Also, teachers who were trying to get a permanent position did not have time to prepare motivating activities for their students because they were studying to re-sit the competitive examinations, probably resulting in lower levels of student motivation. Additionally, Pedró et al. (2008) proposed that by reinforcing access to the profession, the negative outcomes could be reduced. In this way, only those teachers who are attracted to teaching would join the profession and this may reduce their negative emotions once they are part of the system. However, this solution could tremendously discourage those teachers who, despite their efforts, are not able to pass the examination or get a permanent position. Most participants who referred to this demotivating factor had not been awarded a permanent position ("interinos" and "sustitutos") and others had a position for life ("funcionarios") but did not have a fixed school. This lack of stability affected these participants' motivation to teach, not only due to the competitive examinations but also because of the uncertainty regarding where they will work the following academic year.

As part of the macrosystem, the last demotivating factor is **Curriculum Limitations**. The curriculum is a strong component of teachers' syllabus and this may lead to restrictions to their teaching creativity, which could affect their motivation. This factor was also a demotivating element in several studies and for numerous researchers, because it did not allow flexibility and neglected teachers' autonomy (e.g. Connie, 2000; Deci & Ryan, 1985; Dörnyei, 2001; Doyle & Kim, 1999). Along the same lines, in mainstream education, teachers who perceived to be pressured and have limited freedom to make decisions regarding the curriculum were found to be less autonomously motivated to teach (Pelletier et al., 2002) and these findings support the results from this thesis.

Additionally, the fact that the curriculum and the textbooks' choice were mandated by authorities influenced teachers and their motivation (Crookes, 1997). These limitations could affect teacher motivation and a more recent example is Hettiarachchi's (2013) study in which the discrepancy between the curriculum and students' English level led to demotivation for teachers in public schools in Sri Lanka. These curriculum restrictions appear to influence participants in this study too, who have to ignore certain skills to achieve all the grammar goals required by the curriculum. This lack of flexibility and freedom of choice seemed to affect teacher motivation negatively, since they are not allowed to be creative.

This section has included demotivators found in the data which are mostly extrinsic factors. It is important to emphasise that the presence of intrinsic elements, although important, is lower than the presence of extrinsic elements. The analysis of the motivating factors will be discussed in the next section.

5.3. Motivating Factors

The motivating factors found in this study are presented below in Figure 13:
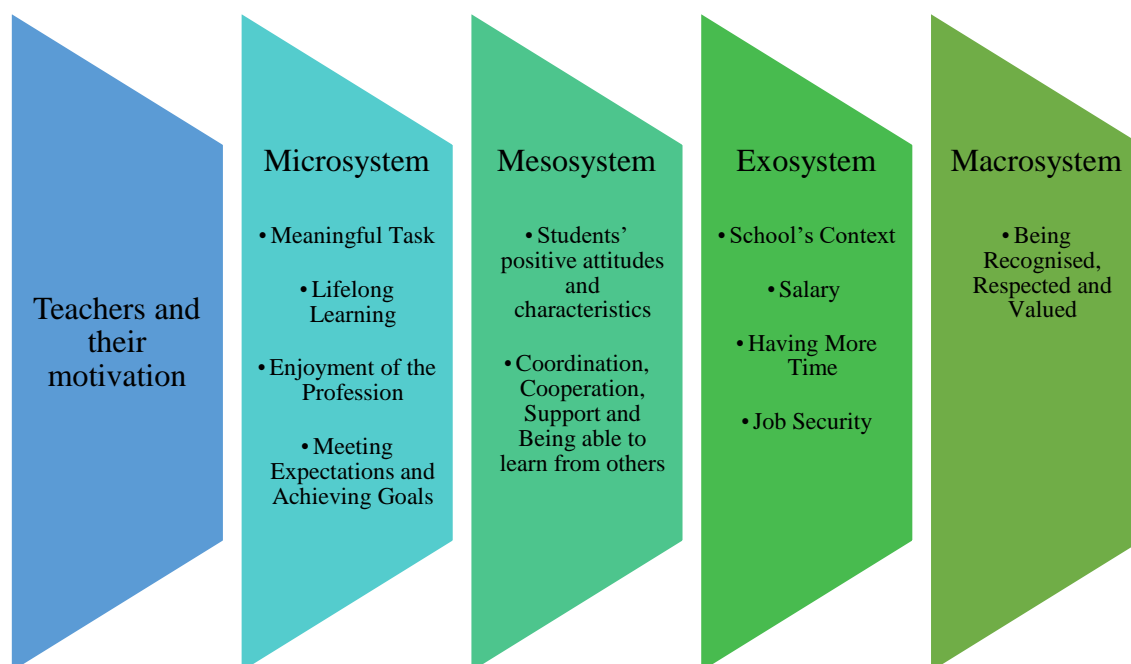
Figure 13: Motivating Factors (The Ecosystems Model)

In the microsystem, participants claimed to be motivated because they were performing a **Meaningful Task** as teachers, and this was mentioned by all participants. This intrinsic motivating factor has often been related to the altruism involved in the teaching profession. In early studies, giving a service to society was found to be a reason to enter the teaching profession (Ellis, 2003; Fox, 1961; Joseph & Green, 1986; Lortie, 1975). Choosing the profession due to the altruistic ability of contributing to society has also been confirmed worldwide (e.g. Igawa, 2009, in Japan; Kim & Kim, 2015, in Korea; Richardson & Watt, 2014, in Australia). In Spain, Gratacós and López-Jurado (2016) also identified that the ability to shape the future of children was another reason to choose a teaching degree. Not only is the meaningful task performed by teachers an attractor to the profession but also a motivating factor when in-service (Koran, 2015; Sinclair, 2008). In

the present study, participants highlighted their ability to change the world or make the world a better place and some of them were aware of the importance of their profession, not only as EFL teachers but also as educators of the future generation. However, not being recognised by society could deteriorate teachers' perception of their own role and, as a result, their motivation to teach.

Additionally, teachers mentioned the possibility of being involved in a **Lifelong Learning** process as a motivating factor in their teaching and this has been included in the microsystem. This has also been a recurrent topic in the field of mainstream education; in early studies, teachers appeared to join the profession because of their ability to continue their own education while teaching (Fox, 1961; Lortie, 1975), and in recent studies this factor has been found to motivate teachers, who were motivated by being exposed to new ideas (Freeman & Freeman, 1994) or by being intellectually stimulated (Richardson & Watt, 2006; Watt & Richardson, 2007; Sinclair, 2008); these empirical results support findings from this study. Motivational factors found in the analysis of a questionnaire also revealed teachers' need for self-actualization and challenges and these might keep teachers in the profession (Matei et al., 2007). In this thesis, participants stressed their passion for knowledge and how motivating the link between teaching and learning was. As language teachers, some of them emphasised the fact that they never stop learning because the language is constantly evolving. In addition, some participants explained that if learning was not part of their profession, they would be less motivated to teach. Teachers claimed to be able to learn from students, colleagues, courses and from the challenges in the academic year and consequently, feel more motivated and satisfied. Thus, teachers may choose the profession and stay in the profession if learning is involved in their careers. However, not being able to learn due to for example students' low level,

their workload, or, but not limited to, uncooperative relationships, could affect teacher motivation.

The **Enjoyment of the Profession** is another motivating factor within the microsystem. Participants claimed to be motivated by the characteristics of their teaching profession or the elements involved in their careers. This factor has also been highlighted in the literature, i.e. the intrinsic elements of liking the language or teaching itself (Hayes, 2008; Igawa, 2009; Wong et al., 2014). Additionally, this factor has been found in early studies to be one of the attractors to the teaching profession since it is linked to working with young people (Fox, 1961; König & Rothland, 2017; Lortie, 1975). Nowadays, in Spain, it seems to be a motivator to select a teaching degree; Gratacós and López-Jurado (2016) found that pre-service teachers highly valued working with children and stressed the strong intrinsic component. Moreover, teachers with more experience and stability tend to prioritise the intrinsic factors (Conley & Levinson, 1993), which is also suggested in this thesis in which participants had an average of twelve years of experience. This seems to agree with the factors included within the microsystem, in which the importance of the intrinsic constituent as a motivating factor is presented. It is important to highlight that these teachers would forego their negative emotions and experiences in favour of the enjoyment they felt as teachers. They would think of their teaching after their working hours or at the end of the course and will perceive this experience as positive, although they had experienced challenges during the day or the year. Similarly, if learners have a positive attitude and as a result, teachers enjoy their profession, they would be willing to forego negative aspects of the teaching profession such as the job conditions and faults in the education system.

Finally, in the microsystem, **Meeting Expectations and Achieving Goals** was another motivating factor. In the literature, Connie (2000) uncovered that teachers in Mexico were motivated if the activities were successful. This finding is linked to the present results. Most participants mentioned that meeting their own expectations and achieving their goals was a way of feeling more motivated. When participants perceived that activities were successful and that students responded well to the task, they felt more motivated. This is an intrinsic factor related to teachers' perceptions of their practices. Therefore, teachers' expectations of a good activity, class or day could affect their motivation as well as being able to achieve their teaching goals in the classroom.

In the microsystem, intrinsic factors that affect teacher motivation have been presented. The importance of these factors needs to be highlighted once again because as was mentioned in the literature review, Hein et al. (2012) found that in Spain, teachers were more intrinsically than extrinsically motivated to teach in comparison with four other European countries. The fact that teachers are more intrinsically than extrinsically motivated has also been found in the literature (Kassabgy et al., 2001; Tziava, 2003). Teachers in Spain appreciate and value the intrinsic aspect of teaching and, as a result, their motivation could be strongly influenced by the factors presented above. Participants referred more to intrinsic elements than to extrinsic elements when they described the positive influences on their motivation, i.e. participants' motivation was more positively affected by intrinsic factors and this agrees with other empirical studies (e.g. Watt et al., 2017). On a different note, this was not the case in other studies in which extrinsic elements were found to be more prominent when affecting participants' decisions to become teachers (Chivore, 1988; Yong, 1995).

The main motivating factor within the mesosystem is **Students' positive attitudes and characteristics**, such as their motivation, discipline, progress, level and also the fact of being in contact with them. Students and having a good relationship with them have recurrently been found to be a motivating factor in the literature in mainstream education (e.g. Tin, Hean & Leng, 1996) and in the L2 field (e.g. Kiziltepe, 2006, 2008). Along the same lines, students' motivation, performance and attitude seem to affect teachers across the globe (Connie, 2000, in Mexico; Hettiarachchi, 2013, in Sri Lanka; Pourtoussi et al., 2018, in Iran; Sugino, 2010, in Japan). Seeing students progressing and improving their English level was also stressed by some participants in this study and similarly, learners' communicative involvement using the L2 was one of the factors that motivated teachers in Tardy and Snyder's (2004) study in Turkey. In addition, being in contact with students was also considered a high motivator for participants as has been found in other studies, for example Shann (1998) who claimed that teacher-student relationships were a positive factor for teachers. On the other hand, in this study, students' discipline and good behaviour was found to be a source of motivation for EFL teachers. Teachers in Spain seemed to value student motivation to learn a language but also their ability to behave in the classroom while having a good attitude. Although students' motivation and behaviour were found to be motivating factors in previous studies, being disciplined has not often been highlighted in the other empirical studies. It seems understandable that participants value this disciplined behaviour since they also accentuated the significant effect students' misbehaviour had on their demotivation. Thus, teachers in Spain seemed to be motivated if students behaved in the classroom, in other words, if students were disciplined.

Another motivating factor within the mesosystem is **Coordination, Cooperation, Support and Being able to learn from others**. Most participants considered a good and fruitful relationship with their colleagues, superiors and administrative staff as a motivating factor. This element has been presented in previous literature, for instance Freeman and Freeman (1994) found that relationships with colleagues and supervisors appeared to be a motivating source for American and Hispanic language teachers in Texas. Similarly, Shann (1998) found that relationships at the school seemed to be a positive factor for teachers. In Mexico, Connie (2000) identified the feelings of respect by administrators as a motivator for teachers and this agrees with the motivating factor acknowledged by participants in this study, which referred to the support from their superiors. Most recent research also seemed to validate the importance of positive relationships in the school environment (Butler, 2012; Cowie, 2011; Gkonou & Mercer, 2017, 2018; Mani, 2002). In the context of Iran, Baleghizadeh and Gordani (2012) also discovered that being integrated in the school community and having good relationships with colleagues were positive aspects of the teaching profession for participants in their study.

Similarly, in this context studied, Spain, teachers mainly emphasised a cooperative interaction in which colleagues share and communicate to solve teaching challenges. Support from the board to tackle students' misbehaviour or other problematic situations was also stressed. In this context in which teachers were highly affected by students' misbehaviour, it is reasonable to find that being supported is a motivator and could improve the teaching experience. It is important to mention that these participants revealed the importance of coordination and cooperation among teachers and this could be linked to the fact that they often lack resources to teach and therefore they would

benefit from a good relationship with their colleagues. Moreover, not only are these types of relationships good for the school environment but also enhance teaching practices and the students' learning process, since learners could benefit from interdisciplinary coordination, cooperation and projects. Within this theme, learning from others was also stressed by participants as a source of motivation. This is explicitly linked to the fact that teachers enjoy their ability to learn continuously, and to the motivating factor of cooperating with colleagues, as a way of learning from them. Participants highlighted that exchanging experiences and strategies and learning from their colleagues' challenges and successes, would help them to feel more motivated, not only because of the good relationship with colleagues, but because they can learn from them and improve accordingly.

In addition, the **School's Context** was identified as a motivating factor by a large proportion of the participants in this study and it has been included in the exosystem. In the literature, this has also been revealed as a motivating factor, for instance, Evans (1998) stated that the school professional climate and a good working environment could influence teacher motivation. This seems to be connected to the relationship with others in the institution; however, participants in this study highlighted other characteristics of the school, which affected their motivation. The school's atmosphere but also the socio-economic and education level of the school were perceived as a motivating factor. These features could influence participants and their willingness to go to school every day. Similarly, the school context could also be linked to the type of student and, consequently, to students' behaviour in the class, which when positive was motivating for teachers.

Participants also mentioned their **Salary** as a motivating factor within the exosystem, and some explained that having a higher salary would be a way of enhancing their motivation.

Wages have often been perceived as a motivating factor in some countries, for instance Hayes (2008) found that having a guaranteed pay and pension was one of the main motivators for language teachers to join the profession in Thailand. In the United States, the salary was also found to be a factor affecting some EFL teachers to enter the profession (Igawa, 2009). Although the salary has been linked to the career choice, this is not the case for some participants in this study, who considered their salary "acceptable" or "average" and did not identify it as a demotivating element, but if increased it would result in a motivating factor that could lead to satisfaction and feelings of being rewarded. It is important to highlight Herzberg's (1968) study; he argued that salaries affect job satisfaction whereas factors such as achievement, recognition and responsibility influence motivation. In this study, participants referred more to those elements emphasised by Herzberg (1968) than to their salary as a demotivating or motivating factor. Based on the frequency, it can be concluded that there is an agreement between these participants' beliefs about the factors influencing their motivation and Herzberg's (1968) theory. This factor may also vary in terms of context; extrinsic rewards, such as a higher salary, have been found to promote intrinsic motivation in China (Feng, 2012) however, these extrinsic rewards could also hinder the development of intrinsic motivation for teachers in Belgium (De Cooman et al., 2007).

Having More Time was also a motivating factor within the exosystem in this study. Participants highlighted that having more time would be a reward for them and that if they had more time, they would feel more motivated. In contrast, Igawa (2009) found that one of the reasons why teachers entered the profession was because it allowed them to have free time and similarly, Baleghizadeh and Gordani (2012) in Iran found that their participants enjoyed their profession because they had enough time for leisure with

families. Richardson and Watt (2006) also found that working hours which allowed time for family was one of the reasons why teachers chose the profession. Nevertheless, results from this study challenge the above-mentioned findings. Teachers in Spain mentioned that their teaching profession limited their free time and they were not able to spend quality time with their families. Interestingly, teachers explained that they would feel more motivated if they had more time to prepare activities for their classes, to learn new things and to take part in projects but not to rest or for leisure. It is important to mention that these teachers stressed the fact that having more time would allow them to improve their teaching practices in the classroom and that therefore, they did not seem to be aware of the necessity of having free time for leisure. In contrast, they associated having free time with fulfilling their responsibilities and increasing their productivity to finalise their tasks.

Participants also highlighted the importance of the **Job Security** provided by their teaching profession which may be an attractor for some new professionals and it is a motivating factor included in the exosystem. In early studies, Lortie (1975) discovered that teachers in mainstream education were attracted by the material benefits such as security and financial rewards and this was again confirmed by Shann's (1998) study, in which participants seemed to be satisfied due to the job stability in urban middle schools. In a more recent study by Kim and Kim (2015) in Korea, EFL teachers seemed to join the profession because of the job security provided and in the same year, Koran (2015) found that material benefits and job security affected the job selection of EFL teachers in Iraq. Comparably, in Spain, teachers who have passed the competitive examinations and have been awarded a permanent position can benefit from stability and job security. Participants in this study mentioned that working in state schools guaranteed them a

position for life and therefore, some may join the profession searching for the stability provided in public school teaching. As was explained in the methodology chapter, Spain has been immersed in an economic crisis in which employment was lacking in most work fields, thus, it seems logical that teachers value the security provided to those who have been awarded a permanent position or for those who are working towards achieving this security in the near future.

As part of the macrosystem, **Being Recognised, Respected and Valued** was identified as a motivating factor. Most participants agreed that their profession was not socially acknowledged, and they would be more motivated if they were recognised, respected and valued by society, including parents, students and members of the staff in their schools. It is not surprising that participants considered being recognised as a motivating factor, since recognition and the status of teaching has often been found in other studies as a motivator for teachers (Evans, 1998; Shann, 1998; Sinclair, 2008). The high social status provided by the teaching profession has also been found to attract teachers to the profession in some contexts (e.g. Wang, 2004). More recently, Kubanyiova's (2009) exploration of teacher motivation to teach revealed that teachers in Slovakia were motivated because their jobs were a way of seeking recognition. Similarly, in recent studies, Hettiarachchi (2013) found that the prestige and social status that accompanies the teaching profession in Sri Lanka was a motivator. Similar findings emerged from Zhang's (2017) study in China, mainly in relation to parents and their recognition of success along with being respected, valued and recognised. In Iran, Koran (2015) also found the social status to be the reason language teachers joined the profession. Thus, social recognition appears to be a factor that could affect pre-service and in-service teacher motivation. In the case of Spain, participants considered that their motivation

could potentially increase and their professional careers could improve if they were socially recognised. Although having a "prestigious" profession was not what most participants referred to when describing the recognition they were striving for, they explained that they would feel more motivated if respected and valued by society. Furthermore, being recognised was perceived as a way to battle students' misbehaviour, a main demotivator, and to increase the respect of parents and students. Participants considered that if they are respected and valued by society, this would improve their teaching experience in the classroom, because parents would respect teachers and would educate children to respect them and, therefore, students' behaviour might improve and, as a result, affect teacher motivation positively.

In this section, motivating factors have been presented and analysed along with the literature available. In the next section, teachers' motivational awareness will be examined.

5.4. Teachers' Motivational Awareness

Participants provided valuable data which helped to understand their motivational awareness.

It is important to highlight that to be able to identify and comprehend one's emotions and actions and in turn, one's motivation, emotional awareness and intelligence are needed. The fact that only 17% of the participants mentioned the importance of emotions in the learning process may lead to questioning if teachers were able to understand the importance of their own emotions and, in turn, their motivation in the classroom. The factor of **Emotional Intelligence** needs to be underlined since giving importance to the role of emotions in education could be crucial for educators throughout their teaching

experience. This gains even more relevance because high levels of EI have been found to be linked to high levels of teacher motivation (Dewaele, forthcoming).

Schutz and Zembylas (2009) proposed raising emotional awareness as a way of understanding the importance of emotions in the classroom for students and teachers. Therefore, teachers' training which focuses on emotions could help to understand students' needs but would also help teachers to manage their own emotions. In this study, few participants stressed the need for emotional training for teachers, which would focus on how to handle their own emotions and cope with students' misbehaviour (one of the strongest demotivators in the study). Training may be needed to handle teachers' own emotions but also to guide and help students while they are growing up as teenagers. One of the participants considered that students' problems can affect teachers if they are not trained to handle their emotions and therefore, the importance of teacher emotional training is reinforced as has been stated by Spilt et al. (2011), who argued that teachers attach to their students emotionally. There has been extensive exploration about the benefits of SEL (Elias & Arnold, 2006; Hattie, 2008; Humphrey, 2013). In the context of Spain, Castillo et al. (2013) found that SEL programmes improved teacher engagement, positive interactions with students and burnout. Thus, emotional training could foster healthy teacher-student relationships, which have been found to be a motivator in this study, and in turn, could enhance teacher motivation. Similarly, developing one's EI could foster one's ability to empathise with others (Oxford, forthcoming), which is one of the solutions to demotivation proposed in this study.

Dewaele and Mercer (2018) found that teachers with higher levels of EI had more positive attitudes and were less likely to get angry with students. Therefore, teacher emotional training could lead to increasing their understanding of students and their ability to

empathise with them, which is one of the solutions to demotivation proposed in this study, and which in turn, could foster rapport among teachers and students. Although most participants in this study did not seem to be aware of the importance of emotional training, they would certainly benefit from it, since it could help them to empathise with students and build healthy relationships with learners and according to Hekmatzadeh et al. (2016) to be more satisfied with their jobs.

There also seems to be a link between EI and burnout and research suggests that emotional training could help to overcome burnout experienced by stressed and emotionally drained teachers (Chan, 2006; Greenberg, 2002). Negative emotions appeared to be present in most of the observed classes. Signs of anger, stress, anxiety, tiredness and frustration were common when students made mistakes, were too loud, were not following the class quietly, did not listen, did not pay attention or did not understand. All these situations seemed to affect teachers emotionally, as was perceived by both observers in this study. Two interviewees confessed to feel anxious and depressed, and they could benefit from emotional training to increase their awareness and seek support for the sake of their wellbeing (see section 2.7.2. for more information). In this study, participants' EI was not measured and it cannot be concluded that participants are not emotionally intelligent. However, based on the presence of negative emotions reported by teachers and observed in the classrooms, it can be determined that teachers would benefit from emotional training. This will increase their EI, allowing them to be aware of their emotions, reflect on their motivational state and work towards its enhancement, if needed.

Emotional Labour is an important factor highlighted in the data. Teachers often mask, hide or control their emotions as a way of protecting themselves (Hochschild, 1983) and because they believe that is what is expected from them as educators (see 2.7.4 for more

information). Teachers could even have their own "responsive strategies" to modify their emotional behaviour (Sutton, 2007, p. 268). In the case of this study, some participants seemed to understand their role as that of a performer who only shows positive emotions. Some participants mentioned the necessity of controlling their emotions, so that students could not take advantage and be disruptive or misbehave if they felt that the teacher was not feeling well. They would also fake anger to achieve their teaching goals and to maintain discipline, as has been found in other research (Jiang et al., 2019; Taxer & Frenzel, 2015), which advised that this strategy could affect teachers' wellbeing negatively. Masking emotions and faking them was a common practice by some participants to avoid problems in the classroom. Once more, students' misbehaviour seems to be dreaded by teachers in this study, who appeared to control and forge their emotions to prevent misconduct. Emotional Labour, when uncontrolled, could be tackled by promoting emotional awareness and therefore, the need for training is underlined again. On the other hand, it is important to highlight that emotional labour is a condition that is not always negative. Teachers sometimes have to mask their emotions for their own good and students' good. However, an 'overcontrol' of one's emotion could lead to negative outcomes in the future. Nevertheless, teachers have been found to undertake emotional labour with positive outcomes such as helping anxious students (Gkonou & Miller, 2017), getting emotional rewards (Miller & Gkonou, 2018) and as a signal that conditions and policies need to be improved (Benesch, 2018). Hence, teachers would benefit from emotional training to raise awareness of the importance of emotions and recognise the dangers of emotional labour in the long run. Prioritising their own emotions could help teachers combat demotivation.

Interviewees were asked to describe **the Concept of Motivation** and most participants identified motivation as an energy, a drive or a purpose that encourages them to do something and to keep going but also, other interviewees defined motivation as what pushes them to be willing to learn, to improve, to accomplish something new or to do things in the best possible way. In the literature review, definitions of the concept of motivation were presented (Dörnyei, 2001; Evans, 1998; Williams & Burden, 1997). Definitions by Castro (1992) and Harmer (2001) seemed to share several aspects with the definitions portrayed by participants in this study, in which motivation was described as a positive energy that pushes them to improve. Although some participants struggled to define the concept or to separate the concept from the learning and teaching environment, it seemed that in general terms, participants understood the meaning of motivation outside of their everyday life context and their definitions coincided with numerous researchers.

Along the same lines, participants were able to explain their **motivational state**, i.e. whether they felt motivated or demotivated at the moment of the interview. They seemed to be aware of the causes of their motivation or demotivation at that time. Studying for competitive examinations ("Oposiciones"), not having time to prepare the classes, not meeting expectations, and students' attitudes and level were some of the causes of demotivation for 17% of the teachers, who reported not being motivated at the moment of the interview. Participants also claimed that their motivation was negatively affected by students' misbehaviour and lack of progress. In addition, some interviewees stated that they were concerned about the future of their motivation, since their vocation could be damaged by the job conditions. Overall, participants seemed to be aware of their motivational state, as they were able to explain the reasons why their motivation had decreased or why it could be hampered in the future. Most participants reported being

motivated to teach EFL but the demotivating factors they mentioned may indicate that they had low job satisfaction, particularly concerning the job conditions.

Additionally, participants were also asked about teacher demotivation indirectly: "Generally speaking, do you believe that the teachers with whom you work are motivated? Why?" By means of these questions, a better understanding of interviewees' awareness of the concept of motivation and demotivation was achieved. Participants mentioned certain **Characteristics and Attitudes of demotivated teachers**. Interviewees seemed to have a clear idea of the characteristics of demotivated teachers, but they appeared to describe teachers they did not identify with. Some participants depicted a demotivated teacher as someone who does not want to improve or innovate, to get involved in projects and to help their students to learn effectively. Some interviewees stated that demotivated teachers might neglect teaching, allowing students to do anything if they did not disturb the teacher; examples of this were found in the observed classes. According to participants, demotivated teachers usually have problems with students and are unable to manage the classroom and control students' misbehaviour. Along the same lines, demotivated teachers were described to continuously complain and focus on the negative aspects of their profession. Interestingly, some participants pointed out that demotivated teachers are usually about to retire and therefore older. This was the case of one of the observed teachers, who was experienced and willing to retire and reluctant to change her teaching methods, as was reported by her. Conventional and traditional teaching styles were also criticised as those were applied by demotivated teachers who always use the same resources.

It is also important to highlight that according to one of the participants, demotivated teachers are 'obsessed' with discipline; however, discipline was one of the solutions

suggested by other participants to improve teacher motivation. This shows different insights into the same issue. In addition, negative emotions are related to demotivated teachers, who seemed to not enjoy their profession, to be tired, bored, angry or frustrated. These negative emotions were identified in the observed classes and they stress the importance of emotional training to learn how to overcome them. Similarly, those teachers whose main drive is the salary or the job conditions and those who lack initial vocation seemed to be identified as demotivated teachers. Moreover, teachers' comments and body language could also signal demotivation according to some participants. All these characteristics and attitudes were presented by interviewees in this study, who seemed to be able to identify a demotivated teacher from their teaching methodology, their willingness to innovate and their negative attitudes.

These attitudes are related to some of the characteristics of burnout presented by Maslach (1982) and reviewed by Kottler et al. (2005). Being reluctant to discuss one's work with others is a feature of burnout and could be related to the fact that demotivated teachers do not seem to get involved in collaborative projects with colleagues. In addition, attitudes of cynicism, negativity and callousness towards students could signal burnout and also demotivation, according to participants in this study. Loss of enthusiasm for work and emotional exhaustion are also linked to the characteristics described by the interviewees in this study. Additionally, those teachers who neglect teaching and do not help students to learn effectively but complain all the time about the negative aspects of the profession could also be affected by burnout, since decreased effectiveness and blaming others for one's unhappiness are features of this syndrome. This means that those teachers who were identified by participants as demotivated may also be suffering burnout, and these features seem to overlap.

Although lack of enthusiasm was not mentioned by the majority of participants as a feature of demotivated teachers, it could be understood that those teachers who do not want to make an effort, help students to learn and complain all the time, may have lost their enthusiasm for teaching. Lack of enthusiasm may be linked to demotivation as has been found to be an attitude of demotivated teachers (Atkinson, 2000) and a demotivating factor (Connie, 2000). Similarly, according to Kikuchi (2013) and some participants in the present study, those teachers who have low enthusiasm for the subject they teach, use monotonous methodologies, have an unfriendly attitude and do not pay attention to learners' individual needs lack work motivation. These characteristics corroborate some of the features and attitudes described by participants in this study to refer to demotivated teachers. However, interestingly, in Kikuchi's (2013) study, those teachers who neglect learners' individual needs are demotivated, but in this thesis, not being able to respond to learners' needs was a demotivator for teachers. This may show that those teachers who were concerned and demotivated by not being able to help students with individual needs could be motivated teachers. All these characteristics and attitudes presented by the interviewees show an understanding of the concept of demotivation, which seems to share some of the features of burnout.

To comprehend whether participants were aware of the significance of their motivation in the classroom environment, teachers were asked about **the Importance of their Motivation** in the learning process. 69% of the participants explained that teacher motivation was as important as student motivation because they were involved in a contagious process in which they affected each other. The importance of finding a balance between teacher and student motivation for the sake of successful learning and positive "emotional contagion" was highlighted (Frenzel & Stephens, 2013). On the one hand,

22% of the teachers considered that their motivation was more important than their students' motivation, because those teachers who are leaders and are motivated will be willing to improve and innovate, which could then lead to students' positive attitude and progress. These participants considered that teacher motivation was essential because students are young and immature and learner motivation may not always be present. Therefore, teacher motivation is needed to activate student motivation, i.e. educators are the engine in the classroom. On the other hand, the remaining 9% of the participants stated that their students' motivation was more important than their own motivation and some participants considered that student motivation should already be part of the learning process when teachers get into classroom. In contrast, another participant considered that student motivation was more important than teacher motivation; she explained that student motivation is crucial for their willingness to learn. However, this participant believed that teachers are able to teach even if they are not motivated. However, if teachers are demotivated while teaching, they may not be enjoying the experience and being immersed in a profession they do not enjoy may affect their wellbeing. Such responses reinforce the fact that teacher motivation should be taken more seriously and raising awareness of this issue is crucial. The fact that only 22% of the participants regarded their motivation as more important than that of their students may mean that teachers are not aware of how important their motivation is in the learning process and, thus, awareness needs to be raised. Some participants may rely on their students' motivation to feel motivated, but there is a danger to this situation. If teachers focus on their students' motivation, teachers may forget about their own motivation. Moreover, if students misbehave or are demotivated this will affect teacher motivation negatively.

However, if teachers think about themselves first and work to be mentally healthy and motivated, then they will be able to help students more efficiently.

Interviewees were also asked whether they **Taught or Planned their lessons** thinking about motivation. 87% of them stated that they usually taught or planned their lessons considering their students' motivation. Additionally, 57% of the interviewees seemed to neglect their own motivation when teaching or planning their classes, which appears to indicate that a high percentage of participants were not aware of the importance of their motivation in the learning process. Although most teachers considered their motivation as important as student motivation, theirs was neglected when teaching or planning and some participants claimed not to think about it regularly. Some interviewees confessed to feel motivated whenever their students were motivated, and, therefore, taking into account teacher motivation was not necessary. Nevertheless, some participants admitted being aware that they were ignoring their own motivation because of reasons such as studying for the competitive examinations. Moreover, few teachers stated that they were not aware that they were thinking about their own motivation but that although they pay more attention to student motivation, they often choose activities and topics they enjoy too. Participants often focus on their students' motivation because this influences teacher motivation. However, if teacher motivation depends on student motivation, teachers could be easily demotivated when students misbehave or are not interested in the task. Thus, teachers should also pay attention to their own motivation in and outside the classroom regardless their students' motivational state. This will help teachers to maintain their motivation even in those cases in which students have low motivation. Then, they will be able to support their students. In the present study, teachers do not seem to be aware of the importance of their motivation as part of the classroom dynamics and this

reinforces the fact that emotional training is needed, so teachers can learn to value the importance of their own emotions and motivations in the classroom.

Participants referred to the **Teacher-Student Influence** in terms of their motivation several times during the interview process and this was relevant in the observed classes. Frenzel and Stephens (2013) stated that teachers and students affect each other emotionally by a process of "emotional contagion" and therefore, students could sense their teachers' emotions, be affected by them and behave accordingly. In this study, participants believed that motivation was contagious and that students were able to sense teacher motivation or demotivation. In addition, the teacher-pupil relationship, teachers' behaviour and students' opinions about their teachers have been found to be motivating factors for learners of any subject but also for language learners (Atkinson, 2000; Clark & Trafford, 1995; Dörnyei & Csizér, 1998; Dörnyei, 2001; Lamb, 2017; Wentzel, 2009; Williams & Burden, 1997). Moreover, teachers' motivational practice has been found to affect L2 students' motivation (Dörnyei & Guilloteaux, 2008) and in the context of Spain, students reported that the teachers' use of motivational strategies affected them positively (Bernaus & Gardner, 2008). In addition, teachers' positive emotions have also been found to affect students and this agrees with positive psychology theories (MacIntyre et al., 2019; Mercer et al., 2016).

By contrast, Falout and Maruyama (2004) discovered that teachers were the main source of demotivation for students and this shows the key role of the teacher, who can demotivate learners. In this study, some participants believed that teacher demotivation could be transferred to students and was understood to cause misbehaviour and demotivation by some participants. In the context of Spain, in which teachers are concerned about students' lack of discipline, it is interesting to find that some participants

linked students' misconduct to teachers' possible transferrable demotivation. In the observed classes, teachers seemed to affect their students with their comments, posture and behaviour; students would sense if the teacher was expressing negative emotions and would stop being disruptive to avoid punishment. However, these negative emotions, such as frustration and anger, could be transposed to learners, resulting in ill-behaved students who are emotionally affected by negative emotional input.

Students have also been observed to have an effect on teachers and their motivation. Relationships with students have been understood to be a source of enjoyment and motivation for teachers that could lead to feelings of being rewarded. These relationships could have an effect on the classroom and in turn, on teachers' job satisfaction, motivation and wellbeing (Hargreaves, 2000; Mercer et al., 2016; Schutz & Zembylas, 2009; Shan, 1998; Spilt et al., 2011). A large proportion of the participants stated that student motivation could have an effect on teacher motivation and the other way around. One of the interviewees explained that student motivation would be enough to feel motivated while teaching, which seems to be related to the fact that engaged learners seem to be beneficial for teachers' wellbeing and positive emotions (Mercer et al., 2016). In observed classes, students seemed to affect the participants and their motivation. Students who made jokes in the English class and those who showed genuine interest in the teacher seemed to affect participants positively, while building rapport and favouring a healthy classroom environment.

In contrast, intimidating, disrespectful, distant or conflictive teacher-pupil relationships have been found to cause negative emotions for teachers (Schutz & Zembylas, 2009) and be a demotivating factor (Kiziltepe, 2006; Sugino, 2010). Schutz and Zembylas (2009) claimed that continuous exposure to unpleasant or pleasant situations while teaching will

modify teachers' behaviour in the classroom and the quality of teaching. As a result, teacher motivation could be affected. This influence seems to be significantly important in this study, in which students' behaviour has been reported as affecting teacher motivation greatly.

Participants were asked if they believed their motivation was more important, less important or as important as students' motivation. 69% of the participants reported considering student motivation to be as important as teacher motivation and to explain this, they claimed that teacher motivation affects student motivation and vice versa. The fact that the majority of participants, reported a reciprocal influence between teachers and students shows their understanding of learning and teaching processes. On a similar note, participants were able to explain several situations in which teachers affected students and the other way around and described how these influences could have an impact on student results, student motivation, teacher stress, teacher motivation and engagement. Additionally, although 22% of the participants claimed that teacher motivation was more important than student motivation, it would be interesting to investigate if they utilise their motivation and take advantage of this factor to enhance learner motivation, since this was not the case in the study of Dörnyei and Csizér (1998). The fact that teachers are aware of teacher-student influential relationship but may not be using this awareness to foster student motivation and as a result, increase their own motivation needs further investigation.

Empirical studies found in the literature and participants in this study seemed to agree about the connection between students and teachers and their reciprocal influence in terms of their motivation. However, as proposed by Gregersen and MacIntyre (2015), the relationship between student and teacher motivation could be for better or for worse.

Interviewees also seemed to be aware of this and explained several positive and negative influences teachers could have on students and the other way around. Thus, it cannot be concluded that the effect teachers have on students with respect to their motivation is always positive. However, this influence could be for better if the teacher was motivated and willing to foster student motivation. Similarly, student motivation and demotivation could affect teacher motivation positively or negatively. Raising awareness among teachers and students about this reciprocal influence could foster better relationships and could trigger teachers' reflection to take advantage of this process.

To conclude, participants' motivational awareness has been analysed in this section. In the next section, solutions to teacher demotivation will be suggested.

5.5. Possible Solutions

Solutions to demotivation proposed by participants are presented in Figure 14:
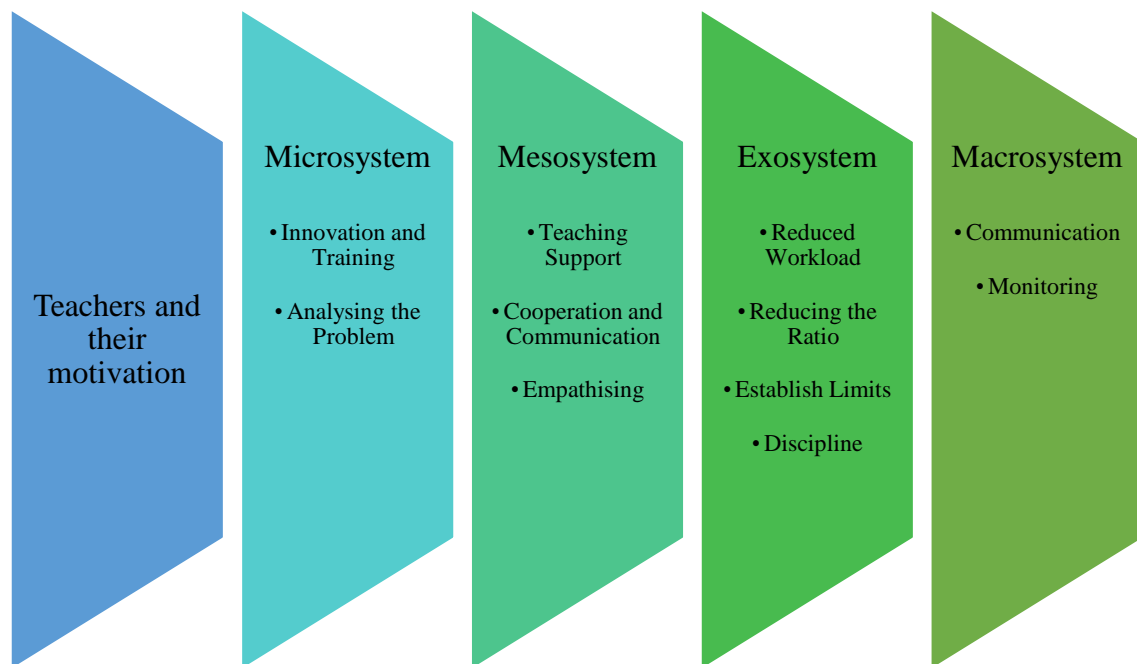
Figure 14: Solutions to Demotivation (The Ecosystems Model)

In the microsystem, **Innovation and Training** is one of the solutions recommended. Interviewees mentioned that teacher development could trigger an improvement in their practices and in turn, in their motivation. Participants considered that learning a student-centred or a cooperative approach could help them improve their teaching. Some interviewees also considered that teachers who are demotivated would feel more motivated if they changed their teaching approach and methods, innovated and learned how to use ICTs and new resources. It has been found that teachers' use of motivational strategies influenced teacher motivation along with student motivation and achievement (Bernaus et al., 2009) and could battle teacher burnout (Caruso, 2019). A previously described demotivator was the inability to cope with students' special needs, thus, training would be a clear solution as has been suggested by recent research on

learners with dyslexia (Indrarathne, 2019). Improving teachers' practices through training, innovation, creativity and projects could be a solution to their demotivation, since they could enjoy their teaching more and would be able to motivate students in a new way, possibly affecting learners' behaviour. Similarly, Brackett et al. (2010) stressed the importance of teacher-training programs, especially those that help teachers to develop their ERA. According to these researchers, teachers who learn how to regulate their emotions could overcome stress, burnout and anxiety problems. However, in this study, participants did not mention these training programs, but few were aware of the importance of EI as was discussed in the previous section.

In the microsystem, when teachers face difficulties, their motivation could be increased by **Analysing the Problem** and as a result, solving it. Dörnyei (2001, p. 174) suggested some "self-motivating strategies" based on Corno and Kanfer's (1993) control strategies; "Reflect on the lessons and how to improve, and analyse your anxiety and think about ways to solve it" and they are related to this solution proposed by participants in this study. Similarly, Mercer et al. (2016) stated that to avoid excessive negative emotions, teachers could reflect on their teaching practices, which has also been suggested by Csizér (2019). Focusing on positive emotions has often been highlighted as affecting teachers positively (MacIntyre et al., 2019; Mercer et al. 2016). Along the same lines, Hiver and Dörnyei (2015, p. 14) reviewed some core strategies advised by Gold and Roth (2005) and they proposed, among others, "Getting involved: trying not to avoid problems but solve them [and] Keep your distance: stepping back and reflecting on the situation objectively". In the field of general education, Gu and Day (2007) also proposed promoting and building teachers' resilience to solve problems in the classroom. Lamb and Wyatt (2019, p. 531) also encourage "reflection

on practice" as the basis for self-awareness which could prompt change in teachers' beliefs and practices in the classroom. As has been discussed, researchers have often contemplated the idea of analysing the problem as a solution to teacher demotivation or other negative influences. In the context of this study, some participants agreed with the research presented above and considered that reflecting on the problem could lead to a solution and to overcome their stress and demotivation. Thus, although the importance of teacher education and training has been stressed, reflective practices are also encouraged.

Having **Teaching Support** was also considered a solution by a large proportion of the participants in this study and it has been included within the mesosystem because it involves relationships with and among colleagues. Although in early studies Pennington (1991) examined motivating factors and found that administrative support could improve teachers' experience, this finding seems to be related to the assistance from superiors. However, in this study, participants claimed to need support in their classrooms to improve their motivation. Since the workload and the ratio were strong demotivators, it seems logical that participants propose teaching support as a solution. Co-teaching to split groups with an excessive number of students, teaching assistants to help cope with students' misbehaviour and administrative tasks and finally, native teaching assistants who would help with students' skills and level, would enhance teacher motivation. Additionally, in the observed classes, students were also found to assist teachers and therefore, allocating small tasks to students could help teachers to reduce their workload and would make students feel important in the learning environment, while possibly enhancing teacher motivation.

Another solution within the mesosystem is having more **Cooperation and Communication** with colleagues and students. Participants suggested that sharing experiences, getting help, learning from colleagues and communicating their struggles would improve their professional experiences. In the literature, opportunities for development, adequate professional relationships and ties, professional input, a positive environment and a community of peers were found to be ways to improve the teaching profession and possibly enhance teacher motivation (Brereton, 2019; Packard & Dereshiwsky, 1990; Pennington, 1984, 1991; Shoaib, 2004). Dörnyei (2001) also proposed some self-motivating strategies, such as observing other teachers to learn from them and arranging teacher study groups to resolve problems cooperatively. These recommendations could help to overcome certain demotivating factors described in this study. In recent research, this solution has been repeatedly highlighted for example by Baleghizadeh and Gordani (2012) who found that giving teachers a chance to grow, social integration in the organisation and development of capacities could increase teacher motivation. Similarly, Hiver and Dörnyei (2015, p. 14) proposed to "enlist others' support" by seeking professional help to solve problems, also suggested by Butler (2007). Thus, the literature has shown that cooperative relationships and communicative techniques could help teachers thrive, as was also corroborated by teachers in this study. Interviewees proposed that sharing resources but also emotions with colleagues, getting feedback and collaborating could be a way of improving their motivation. In addition, communication could help to combat stress and demotivation, but the fact that communication with students could help to solve motivational issues in the classroom was also mentioned. It is important to highlight that those teachers who are strongly affected by students' misbehaviour may benefit from sharing and

seeking advice from colleagues but also from communicating with students and trying to find the root of the problem as a way to solve conflicts. Although the above-presented empirical studies have highlighted this solution, it is important to mention that in the context of Spain, teachers who seem to be highly demotivated due to their students' demotivation and misbehaviour, would extremely benefit from sharing emotions and learning different strategies from colleagues to overcome behavioural issues in their classrooms.

Empathising with students is one of the solutions in the mesosystem. Mercer (2016) argues that good relationships depend on the capacity to empathise with others and, therefore, this solution could foster healthy teacher-student relationships. Jiang et al. (2019) also highlighted the importance of communicating and empathising with students as a positive practice. This solution seems to be especially important in the context of Spain, where teachers are highly affected by students and demotivated by their misbehaviour. Some participants claimed that instead of reacting negatively to students' misbehaviour, lack of progress, attitude and demotivation, teachers should understand the psychological moment they are experiencing as teenagers. If teachers realise that student motivation at that age may not be related to learning a language, they could connect with them and try to help them to make the most out of the learning experience. Thus, understanding learners was considered as a way of maintaining teacher motivation to teach them. Similarly, in the observed classes, sympathetic relationships and showing interest in students and caring for them seemed to help teachers and students develop a positive relationship that could foster students' respect towards the teacher. Teacher-student relationships could be improved by empathising with students and as a result, this could promote teacher and student motivation.

However, it is important to note that being able to empathise with others depends on teachers' ability to identify their own emotions (Oxford, forthcoming), which underlines again the importance of encouraging teacher emotional awareness and intelligence.

In the exosystem, teacher demotivation could be improved in different ways. One of these solutions is fewer working hours and a **Reduced Workload**, as was suggested by participants who seemed to be highly demotivated by their workload. In early studies, Pennington (1984) found that ESL teacher morale could be improved by reducing the teaching workload, and this finding seems to agree with participants in this study. This solution has also been suggested by studies on language teacher demotivation (Butler, 2007; Shoaib, 2004). More than half of the interviewees considered that this factor would improve their professional experience and allow them more time to prepare and mark, which in turn, could improve their motivation. Having more time would allow educators to prepare better sessions, which could meet their expectations and respond to students' diversity, factors that when not met appeared to demotivate teachers. Having a reduced workload would also diminish teachers' stress and allow them to have more free time for leisure, enhancing their wellbeing and possibly their motivation. This solution could tackle several demotivators and satisfy various motivators presented in this chapter.

As part of the exosystem, **Reducing the Ratio** was another solution proposed by participants, which has been advised by researchers in other contexts (e.g. Shoaib, 2004). This solution is explicitly related to the demotivating factor of the ratio and, therefore, it seems logical that those teachers — all participants —, who mentioned the excessive number of students as a negative factor in their careers, would suggest

reducing the ratio as a way of improving their teaching and motivation. To reduce the ratio, some ideas were proposed by participants, such as having more groups, splitting the groups and, therefore, co-teaching. Having fewer students in the classroom was considered as a way to reduce their stress and the amount of work to correct. As a result, teachers would have more time to prepare motivating activities and could offer more individualised support. As discussed earlier in this chapter, students' behaviour and their lack of progress are demotivating factors for participants and they could be better addressed by reducing the number of students per class.

Another solution within the exosystem is to **Establish Limits**. This refers to teachers being able to unwind from their job responsibilities and focus on their wellbeing. Establishing limits could appear to be a solution that can be managed by the teacher; however, the amount of workload may not allow the teacher to take full control over this solution, and thus, establishing limits has been considered part of the exosystem. In the literature, the importance of work-life balance has been highlighted and it appears to be aligned with the workload and teaching wellbeing (Earley & Bubb, 2004). Demotivation also influences teachers' personal lives, and references to stress and depression are common (Brereton, 2019). In this study, some participants were aware of the importance of separating work and private life as a way to overcome stress and solve motivational issues. Similarly, participants also mentioned that teachers should be able to retreat, stop working and rest if they felt their wellbeing was being affected. Participants reported feeling more motivated and less stressed if they found the balance between their work and their free time in which they would do things that they enjoy. This solution seems to be especially important in the context studied, in which participants were demotivated by the teaching workload and might not be able to

separate their working life from their private life as has been suggested in similar studies (Brereton, 2019).

Within the exosystem, having more **Discipline** is another solution proposed by participants. As was the case with the previous solution, having more discipline seems to be a measure that can be taken by teachers, however, this is often not fully controlled by them and could be influenced or supervised by the school management and the administration. Thus, discipline has been included as part of the exosystem. Although in early studies Kaiser (as cited in Farber, 1982) revealed that determining classroom organisation and discipline would enrich teacher motivation, this solution is not recurrent in contemporary literature. Some degree of discipline will allow creating an atmosphere conducive to learning since misbehaviour hinders learning and teaching processes (Barton, Coley, & Wenglinsky, 1998; Williams & Burden, 1997). In the context of Spain, this solution has been highlighted and this seems reasonable as most participants were concerned about students' misbehaviour. Penalising students by not allowing them to go to the playground during the break, leaving school later or changing their seating arrangements were common measures used by some observed teachers and reported by some interviewees. Encouraging discipline at the beginning of the course or during the first years of high school seemed to help teachers to get students accustomed to the behaviour that is expected from them. Discipline was reported as a way to battle stress and seemed to tackle behavioural problems and disrespectful attitudes in the classroom. Although these disciplinary measures may be considered outdated nowadays, teachers often used them in the observed classes and these measures resulted in students' misbehaviour or disruptiveness corrected at the time the disciplinary measure, e.g. verbal warning, was taken. Although only 26% of

the interviewees mentioned discipline as a solution, the five observed teachers made use of disciplinary measures to control students' misbehaviour. In the context of this study, participants reported feeling motivated if students behaved "properly" and were disciplined, therefore, it is understandable that teachers proposed being stricter and having more discipline as a way to solve one of the most demotivating factors, students' misbehaviour, and as a result improve teacher motivation. Nevertheless, it is important to take into consideration the fact that students may be negatively influenced by their teachers' disciplinary strategies (Lewis, 2001; Zhang, 2007) especially with respect to students' perceptions about their teachers (Rahimi & Karkami, 2015) that in turn, may affect the learning process.

Lastly, participants proposed some solutions that are part of the macrosystem. One of the solutions suggested was more **Communication** among the administration and the teachers. In the literature, increasing teachers' decision-making power has been found as a way to raise ESL teacher morale (Pennington, 1984, 1991) and motivation (Shoaib, 2004). Communication channels have also been recommended as ways of overcoming demotivation in more recent studies too (Brereton, 2019). Cooperative decision-making and allowing teachers to take part in the education system design would be a rewarding experience, which could trigger teacher motivation. This cooperative relationship among the government, the administration and the professionals in Spain would allow for a more realistic view of the classroom experience, which in turn, could shape the education system and laws. Interviewees revealed that being taken into account would increase their motivation. In Spain, constant law and curriculum changes seem to discourage teachers and therefore, taking part in these processes and increasing the cooperation and communication could improve teacher motivation.

Within the macrosystem, the last possible solution to teacher demotivation would be by **Monitoring** teachers. Some participants in this study considered that an impartial presence of the administration in the classroom could help teachers battle their struggles. In the literature, Packard and Dereshiwsky (1990) in Arizona found that fair and objective teacher evaluation was a motivator and in Pakistan, Barrs (2005) found that monitoring was a satisfier for teachers. Supervision was also proposed as a way of enhancing teacher motivation in Saudi Arabia (Shoaib, 2004). In the context of Spain, participants proposed that by monitoring, the government could examine if teachers are fit and suitable for the position and if not, they could provide support and positive feedback, which would be taken more into account since it has been suggested by a superior. Although this could cause stress for some teachers, getting feedback and help to improve their teaching and enhance their wellbeing could motivate them in the end, according to some participants. It is also important to highlight that some interviewees considered monitoring necessary to tackle teachers' negligence to teach, which was one of the characteristics of demotivated teachers described by participants. Some interviewees revealed that fair and objective monitoring with useful feedback could encourage teachers to seek help and find a solution to their demotivation, or it could inspire teachers to try harder and improve their teaching practices. This solution could be linked to the strategies that generate creative tension proposed by Dörnyei and Kubanyiova (2014). Monitoring, although often stressful, could stimulate teachers towards an improvement and trigger teachers' reflection.

Although several solutions to teacher demotivation have been proposed in this section, it is important to mention that some participants also considered that demotivation was not easy to overcome. Interviewees explained that if teachers were not vocational and

lacked motivation and willingness to improve, they should change their profession. Thus, solutions seemed to be for those teachers who want to battle their struggles and make a change to their teaching experiences. On a different note, it should be highlighted that most of the solutions presented in this section are extrinsic to teachers. Participants found that their motivation could be increased or improved mostly by solving extrinsic demotivating factors. This may mean that participants are not aware of ways of improving their motivation by themselves or on the other hand, it could also mean that participants are strongly affected by extrinsic elements that need to be tackled to increase their motivation.

To sum up, solutions have been presented in this section as they are understood to improve teacher motivation in the context of this study, Spain.

5.6. Implications

In previous sections, motivating factors, demotivating factors and solutions to demotivation have been presented along with an analysis of teachers' motivational awareness. These findings lead to important implications, some of them are intuitive, i.e. if demotivating factors are solved teacher motivation could increase, if motivating factors were reinforced teachers could be more motivated and if solutions proposed are followed, teacher demotivation could be improved. However, even so, demotivation could still be found in the schools among teachers of any subject. Thus, implications for teachers and teaching, policy makers and teacher education are needed and will be presented in this section. Although results from this study were gathered from EFL teachers in secondary education across Spain, some of these implications could also be beneficial for teachers in other contexts.

5.6.1. Implications for Teachers and Teaching

Following the results, it could be concluded that teachers would benefit from setting realistic goals and expectations and understanding their possibilities to avoid disappointment and discouragement. Along the same lines, fostering good relationships with students and colleagues, supervisors and administrative staff could certainly change teachers' professional experiences in and outside the classroom since this could allow for cooperation, coordination, supportive relationships and a positive learning and teaching environment. Thus, if students and other members of staff are likely to collaborate, these relationships could certainly improve teachers' experiences and motivation. Participants in this study especially highlighted sharing resources and emotions with colleagues to tackle problematic issues, such as students' misbehaviour in the classroom. Additionally, some challenges found in the classroom could be improved by undertaking training and being innovative but also by asking for support with different tasks in the classroom from colleagues and students. Thus, cooperative and communicative relationships could promote a healthy environment for motivating attitudes to flourish, from students and teachers.

Teachers' beliefs and perceptions of their job could certainly affect teachers and their motivation. Thus, teachers should focus on the positive side of their profession, in which they perform a meaningful task and are involved in continuous learning; these were two of the most significant intrinsic motivating factors in the present study. To foster teacher motivation, some motivational strategies have been suggested in the literature such as remembering positive past experiences or imagining ideal selves or future selves (Dörnyei & Kubanyiova, 2014; Kubanyiova, 2016). This would help teachers to revisit their teaching vocation and stay positive. However, problems would

not automatically disappear by following the above-mentioned strategies and, therefore, teachers should also allow time for self-reflection and problem analysis since it could help them to solve challenges and understand their motivation, in search of improvements, as was the case for participants in this study. Teachers should pay attention to their own struggles and try to solve them; this will allow them to help others more efficiently. A clear example from everyday life could be found when flying by plane; on a flight people are asked to put on their mask first before they assist anyone else because if they cannot breathe, they will not be able to help others. Similarly, teachers should take care of themselves first to be able to help their students to flourish in a healthy learning environment.

Regarding the classroom environment, participants in the study seemed to be highly affected by students, and their behaviour and negative attitudes in the classroom. Thus, teachers should empathise with students as a way of fostering healthy relationships and understanding their behaviour, trying to find the problem and solve it for the benefit of both parts, the teacher and the students. Learners would also benefit from emotional training (for example EI, social intelligence, self-confidence, problem solving courses) to learn to handle their emotions, which may affect their behaviour and attitude, and to raise awareness of the effect they have on their teachers and vice versa, fostering reciprocal respect and more communication. The importance of students who could influence teacher motivation for better or for worse was repeatedly highlighted by participants in this study and therefore, the above recommendation should be a short-term priority for teachers.

All these ideas show how teachers could improve their teaching experiences; however, this seems to increase the amount of work and the time spent on job-related issues,

which could also demotivate professionals in the long term. Therefore, some improvements to education policies seem to be needed to allow these suggestions to be carried out successfully.

5.6.2. Implications for Policy Makers

As was shown in previous sections, most demotivating factors and solutions to demotivation are extrinsic to teachers and cannot be fully changed by them. Thus, teachers should focus on those improvements that can be implemented by them pending a response from policy makers and the national administration, as will be discussed below.

According to the results from this study, participants and their motivation were tremendously affected by the job conditions that can only be improved by policy makers, curriculum-designers and those who shape the education system. Consequently, there should be a special focus on improving the job conditions to enhance teachers' professional experiences and as a result, their motivation to teach, which has an effect on student motivation to learn. For this to occur, the importance of teacher motivation for effective teaching and learning needs to be understood and protected by those in charge (i.e. the government, policy makers and the school community) and acknowledged as an urgent short-term goal.

Recognising how overworked teachers are should be the beginning towards an improvement of their conditions; teaching hours do not agree with the excessive number of working hours. A better regulation of teachers' working hours and reducing the bureaucracy could certainly enhance the situation by allowing teachers to benefit from an improved work-life balance, as was mentioned by participants in this study. It

is important to highlight a successful education system, the one in Finland, in which teachers work less than six hundred hours annually (Sahlberg, 2010), allowing them to get involved in professional development. The Ministry of Education should address these issues, specifically in the context of Spain where participants reported feeling more motivated if they had fewer working hours and they would use this free time to learn, prepare better classes and take part in projects, resulting in a worthwhile arrangement for everyone.

In addition, reducing the ratio seems to be a solution needed imminently as was considered a negative element by all teachers in this thesis and thus, it should be an urgent short-term priority for policy makers who should make a high investment to solve this. The class size is widely assumed to influence the quality of teaching and in countries such as Finland, there are below twenty students per teacher, in contrast, Spain has over 25 students per teacher (OECD, 2019). Interestingly, most participants in this study reported having more than thirty students in the classroom.

Additionally, providing teachers with sufficient resources regardless of the school's location could increase their possibilities to provide students a rewarding learning experience. Similarly, increasing teaching support by allocating means to co-teach with colleagues in the department and hiring teaching assistants would lower teachers' workload and increase their motivation, as reported by interviewees; therefore, institutions should allocate their funds in view of prioritising the need for more teaching staff. In the Netherlands, schools with the highest proportion of disadvantaged students have, on average, about 58 percent more teachers and support staff (Ladd & Fiske, 2009). This action shows how the government prioritises schools in underprivileged areas, aims to offer equal opportunities to all students and lowers teachers' workload.

Concerning the education system, teachers criticised the fact that it does not foster effective learning and teaching of languages, which is limited by the curriculum. Allowing teachers more flexibility to use their methodologies, follow their own plan and not be completely restricted by the topics from the syllabus, would increase their independence and their motivation to teach, as reported by participants in the present study. This should be a long-term aspiration for those in charge which would not have any substantial cost. Similarly, highlighting the importance of learning languages could increase the recognition of language teachers who seem to be demotivated by not being valued, respected and recognised by society, parents and students. Although at first glance, this issue seems to be out of the scope of curriculum-designers, they could emphasise the role of English in the national curriculum to increase its acknowledgement in view of students' future prospects. As a result, parents and students may understand the importance of learning a language, triggering respectful attitudes towards teachers and this would not cost anything to the government. The recognition of the teaching profession and the freedom in curriculum planning seem to have a tremendous effect on the success of the education system in countries such as Finland (Sahlberg, 2007).

Teachers could also benefit from increasing communication between the government and educators to work alongside to enrich the education system, the laws and the curriculum design, based on a more realistic view from the teachers who are present in the classrooms; to do this only time resources would be needed for those in charge to meet in-service teachers. This is the case of Estonia where the national curriculum is shaped by teachers under the guidance of the Ministry of Education and it is a guideline for schools which will freely compile their own curriculum (Erss et al., 2014).

A large proportion of participants seemed to struggle with students' misbehaviour and hence, supporting teachers with disruptive students, by strengthening disciplinary measures or responding to students' misconduct and disrespect towards the teachers and institution, could increase teacher motivation and ease in the classroom and therefore, those in charge should aspire to solve this urgently. Lack of students' discipline was a recurrent demotivating factor reported by participants in the context of Spain and as such, policy makers should find a way to cope with this situation for the sake of students' learning process and teachers' welfare in the workplace.

Additionally, pre-service teachers would benefit from having policy makers create a more realistic scheme to allow teachers to access the system based on their teaching abilities and not on their responses from a one-off theoretical exam. The system to access public education teaching ("Oposiciones") was harshly criticised by participants, who saw their motivation affected and felt anxious, frustrated and stressed when preparing for the examinations and when they failed. Thus, policy makers should aim to review this way of accessing the system in the long-term not by simplifying the procedure but by making it more representative of the profession it is intended for and this may incur a substantial cost but the positive effect this could have in those teachers entering the profession is unmeasurably positive.

Furthermore, policy makers would profit from establishing an external monitoring body (similar to Office for Standards in Education, Children's Services and Skills: "OFSTED" in the UK) to supervise teachers and gain a better knowledge of classroom teaching while providing them with help and advice to trigger teachers' reflection on their teaching and on their motivation. Effective feedback and useful guidance from a monitoring body could help teachers to re-focus on their teaching and improve their

practices if they are struggling with their profession and their motivation to teach. Those in charge should aspire to enable this beneficial system in the future. In the UK, the government invested in OFSTED £124 million in the academic year 2019-2020 and although this is a substantial expenditure, this office is an impartial and independent body which reports to the Parliament and guarantees the high standard of the education system (OFSTED Annual Report and Accounts, 2018).

Although in this chapter teachers were encouraged to focus on the positive side of their profession, it is important to highlight that teachers' intrinsic passion for teaching could be taken advantage of by the government and policy makers. Thus, focusing on the positive side of the teaching profession would help teachers to temporarily maintain their motivation to teach and remain optimistic but they should not forget about their rights as workers. Vocational teachers may forego negative job conditions or disadvantageous situations because of their enjoyment of the profession, but both extrinsic and intrinsic elements should thrive together. Hence, policy makers and the government should provide teachers with fair job conditions, which guarantee an effective performance but also positively develop teacher wellbeing and motivation. Some of the participants in this study reported being intrinsically motivated to teach and were concerned about the future of their motivation, which could be negatively affected by extrinsic elements. Therefore, intrinsic motivation may not be sufficient to guarantee professional longevity. Thus, action by the government and policy makers is needed, as a matter of urgency, to upgrade teachers' job conditions, which could secure their extrinsic and intrinsic motivation. Teachers' intrinsic motivation should not be exploited. Although some teachers have remained in the profession even when their job conditions and benefits were hindered during the economic crisis, teachers may see

their extrinsic and intrinsic motivation hampered and decide to leave their job to find better conditions and recognition in another country. The education system would be in a difficult situation if those in charge overstretch the job conditions in state schools in Spain and teachers no longer find their intrinsic motivation to be sufficient to remain in the profession.

To conclude this section, most of the solutions proposed by the 23 participants are extrinsic solutions and cannot be achieved by teachers on their own. Thus, most suggestions are out of the teachers' control and the participation of the government is needed. Policy makers should consider the findings from this study and the call from researchers and teachers to make changes to education policies for the benefit of teachers, whose role has an impact on students and their learning process. A stronger implication is needed to avoid teachers' demotivation turning into amotivation, making teachers undergo feelings of helplessness and lack of self-confidence. In this study, the access to the system ("Oposiciones"), the lack of teachers' training to support students with special needs, limited facilities in which teachers share their classrooms and the excessive number of students were some of the factors which demotivated participants and were significant in the context of Spain, since they have not been recurrently found in other empirical studies, to the best of my knowledge. Thus, action from the government is needed and should be supported with the results from this study. It is a common assumption that changes to the policies would be costly for the government, thus a higher investment in education would be needed to carry out some of the solutions proposed above. Therefore, improvements should be implemented in different stages, which would increase teacher motivation gradually and encourage teachers to remain in the profession to benefit from future measures that the

government will put into practice. It goes without saying that understanding the importance of teacher motivation would be the first step towards a real improvement and an urgent short-term priority for those in charge.

5.6.3. Implications for Teacher Education

Findings from this study suggest the need for a more realistic range of professional development courses which are tailored to teachers' challenges in the classrooms. Teachers would gain from improving their classroom management techniques by learning to handle disruptiveness, which was found to be extremely demotivating for participants and therefore, this should be a short-term goal. Similarly, teachers could benefit from gaining knowledge about effective language teaching in large classes since the ratio was reported being another demotivating factor for all teachers in the present study. Participants also highlighted their inability of helping students with special needs due to their lack of training, and this emphasises the need for teacher education in this area for pre-service teachers and for those in-service teachers who lack this knowledge. This is especially important because it affected participants, who felt stressed, frustrated and demotivated when they were not able to support students with special needs, but it also has a clear influence on these students' learning experience, thus, this should also be one of the main priorities for teachers but also for those in charge who have to provide teachers with these training opportunities.

Additionally, participants mentioned that learning new methodologies could motivate teachers, i.e. changing their teaching approach, innovating and using new resources would help teachers to feel more motivated. Thus, courses in which teachers can develop a range of teaching methods would be beneficial to deliver classes using more

innovative approaches. Moreover, learning motivational strategies as those proposed by Dörnyei and Csizér (1998) and Dörnyei (2001) could enhance learners' and teachers' experience in the classroom by innovating and possibly improving students' behaviour, as was stated by interviewees. Thus, training for teachers in which they can learn how to motivate students could lead to a positive outcome and rewarding experience, in which the teacher is motivated when students are motivated and this should be a long-term aspiration for those in the classroom.

Participants seemed to be unaware of the importance of their motivation, which was being neglected in the classroom since they were often inclined to prioritise students. Teachers could benefit from programmes that promote EI which could raise their awareness of the role of teachers' emotions in the classroom which in turn, could foster a better understanding of the importance of their own motivation. These programmes, which are often lacking in teacher education, could help teachers realise that they are key figures in the classroom and need to take care of themselves and prioritise their wellbeing. EI is a skill that should be incorporated into pre-service and in-service training courses for teachers in an immediate future because EI has been found to affect teachers and their attitudes positively (Dewaele, 2018) and to help teachers with stress, burnout and anxiety (Brackett et al., 2010; Castillo et al., 2013; Chan, 2006; Greenberg, 2002). The fundamental role of emotional training for teachers has been highlighted in this thesis and in the literature (Castillo et al., 2013; Elias & Arnold, 2006; Hattie, 2008; Humphrey, 2013; Schutz & Zembylas, 2009). SEL programmes for teachers could raise their awareness of the importance of emotions in the classroom and these courses have been found to be beneficial since they promote better teacher-student relationships and teachers' engagement. Raising emotional awareness could help teachers to understand

their own emotions better but also their students' emotions. Training on these areas would benefit teachers who may be able to help students to understand and regulate their emotions too, thus, both parts would gain from these training programmes. Emotional training seems to be especially important in EFL that is a communicative subject, in which students express their emotions and experiences by means of another language.

Although numerous opportunities for training are welcome in teacher education, for pre-service and in-service teachers, their workload may not allow them to attend these courses and improve their practices or their knowledge. Thus, policy makers should make changes to teachers' job conditions, so that they have enough time to attend the above-mentioned training programs that should be offered by the government, which should invest in education much more than it currently does. The Spanish government spends less money per student in educational institutions than the OECD average and out of 38 countries, it is among the nine countries which spend the least on education (OECD, 2019). This investment would guarantee the existence of the above-suggested training programmes. An example of a successful education policy is that of Singapore, where teachers are entitled to more than one hundred hours of professional development every year and they are given up to four hundred pounds each to choose their own training courses (Sclafani, 2008). By investing in education, teachers would have enough time to attend courses and take part in training, which would benefit them but also learners, as was shown in the results of the present study.

5.7. Conclusion

In this chapter, the findings and other empirical studies have been discussed. Firstly, demotivating factors were presented showing agreement with other scholars and offering elements that are relevant in the context of Spain, such as the access to the system, teachers' discouraging high expectations and their lack of initial vocation as demotivators. Secondly, motivating factors were analysed but special emphasis should be given to participants' desire of having more time to improve as teachers and to learning from colleagues to develop new skills and cope with teaching challenges, i.e. students' misbehaviour. Thirdly, teachers' motivational awareness was analysed, highlighting the importance of EI to understand emotional labour and the importance of teachers' role in the classroom and their motivation and demotivation. In addition, teachers' awareness of the teacher-student influence was analysed based on participants' understanding of this process; raising awareness of this reciprocal effect and further investigation seems to be needed. Additionally, possible solutions to teacher demotivation were examined and it is worth emphasising how reducing the ratio, having more discipline, establishing limits to achieve work-life balance and empathising with students seemed to be especially relevant in the context of Spain because to the best of this author's knowledge, these factors have not been recurrently found in other empirical studies. Finally, implications for teachers and teaching, policy makers, and teacher education were considered. Although some participants stated that a solution to teacher demotivation might not exist, the above-presented implications and suggestions could shed some light on improving teachers' conditions, especially for those who would like to enhance their situation and enrich their motivation.

6. CHAPTER 6: CONCLUSION

6.1.   Introduction

This thesis has analysed EFL teacher (de)motivation in secondary state schools in Spain. It has also explored the reasons why these teachers may or may not be motivated in this context. The aim of this study was also to find ways to tackle teachers' lack of motivation; solutions were proposed by participants. This thesis was designed to fill the gap in existing knowledge of language teacher motivation in the context of Spain, which was under-researched, despite the key role teachers play in the learning process in any context. Extending understanding of this topic and raising awareness of the importance of teacher motivation and the teaching profession were other aims of the study. This final chapter will discuss the achieved goals by reviewing the key findings, the limitations and the recommendations for further research.

6.2.   Aims Achieved

Initially designed to be a mixed-methods investigation, this thesis proved to benefit from a purely qualitative approach in which the concepts were analysed in depth and participants were allowed to express themselves fully. It is important to highlight that teacher motivation is variable and it may vary depending on the group of students, the school and the time of the day and the year. Thus, a qualitative study provided a better understanding of these fluctuations as they were reported by participants. This thesis offers a qualitative approach to examine motivation, which is often measured quantitatively. The thesis provides a qualitative viewpoint and an original approach by using a creative research tool, the interview with interview prompts.

This thesis reached a better understanding of EFL teacher motivation and demotivation in secondary state schools in Spain. Research on this context was scarce, and this thesis helped to gain new knowledge on the topic, more specifically, what factors teachers find to be motivating and demotivating in their professional experiences in Spain. Several solutions were proposed by participants to overcome teacher demotivation and to improve their profession. Although intrinsic solutions were expected from the results of this study, most of the suggested improvements by participants were beyond their control, implying the need for external change and intervention. New motivating and demotivating factors have been found which, if reinforced or improved, can help to shape the enhancements needed to help demotivated teachers or to prevent demotivation. By focusing on an overlooked area — teacher motivation — this thesis has addressed the crucial role of teacher motivation in the classroom, which is affected by diverse contextual influences and in turn, affects learners and their motivation. This study has provided an understanding of teachers and their motivation from an ecological perspective which shows that motivational influences go beyond the classroom and the school's context.

In addition, this thesis has analysed *teachers' motivational awareness*, a term coined for this study which comprises information about teachers' awareness of the concept of motivation, of the importance of their motivation in the classroom and of the teacher-student reciprocal influence. By taking part in this study, participants reflected on the concept of motivation and demotivation and some realised the importance of teacher motivation, which was often neglected in the classroom. Yet, raising awareness of the importance of teacher motivation seems to be necessary. Following this research, knowledge about the topic has been gained in the context of Spain, where it used to be

scarce. Most findings confirm other published work but reveal other factors that seem to affect teachers in this specific context, Spain, as will be discussed in subsequent sections.

6.3. Reviewing Research Questions

6.3.1. Research Question 1

As part of the microsystem, teachers were affected by their own expectations, their perceptions of teaching as a repetitive job and their lack of vocation. In the mesosystem, teachers were demotivated by their students when they misbehaved and were demotivated, and by uncooperative relationships with colleagues, supervisors and administrative staff. Regarding the exosystem, participants were demotivated by the ratio, the workload, the school's context, the lack of resources and the salary. Finally, as part of the macrosystem, teachers were negatively affected by the education system, the lack of recognition, the access to teaching and the curriculum limitations. All these elements triggered teacher demotivation in the context of Spain.

It is important to highlight participants' specific concerns regarding their demotivation. Intrinsically, teachers' high expectations about the class, the activities or themselves triggered demotivation when these expectations were not met, which was particularly relevant in the context of Spain, in which students' misbehaviour was highly demotivating and a problematic issue affecting teachers' practices and the learning process. Teachers' lack of initial vocation was also understood to lead to demotivation. Those teachers who did not join the profession with an intrinsic motive seemed to be affected by the detrimental job conditions, whereas intrinsically motivated teachers would forego negative job conditions due to the enjoyment of their profession.

Participants were also demotivated by students' lack of progress and students with special needs because they were not able to support them due to their lack of training or lack of time; thus, their workload also had an impact on students and their learning process. Along the same lines, uncooperative relationships with colleagues, supervisors and administrative staff negatively affected teachers, and students were also affected by this relationship by being excluded from taking part in projects and collaborations. Additionally, since students' misbehaviour seemed to be a strong demotivator, it is important to emphasise that teachers found the schools' context to be related to students' misconduct and disrespectful attitudes. In addition, lack of resources negatively influenced teachers who were not able to plan and organise their sessions in a way they would enjoy because of their limited facilities or the fact that some of them had to share the classroom with teachers from other subjects. Finally, teachers felt they were not listened or supported by policy makers or the government and were demotivated by not being able to take part in the system design. Along the same lines, the access to the teaching system ("Oposiciones") was a demotivator for those who were preparing these examinations and seems to be a unique factor only relevant in the context of Spain. Overall, participants emphasised the extrinsic elements as the main source of demotivation for teachers, i.e. teacher demotivation was more affected by extrinsic elements than by intrinsic elements.

6.3.2. Research Question 2

In the microsystem, teacher motivation was positively influenced by the enjoyment of their profession, by being able to perform a meaningful task, by being involved in a lifelong learning process and by meeting their expectations and achieving their goals. As part of the mesosystem, teachers were motivated by students' positive behaviour

and motivation, their progress and by being in contact with them. In the same system, healthy and positive relationships and institutional coordination, cooperation, support and being able to learn from others was motivating for participants. In the exosystem, participants reported being motivated because of their salary, job security, the school's context and by having more time and a reduced workload. Finally, as part of the macrosystem, participants were motivated by being recognised, respected and valued by society, parents and students. The above-presented factors were reported influencing and triggering EFL teacher motivation in Spain.

Although these findings are generally consistent with previous research, there are several areas in which they differ from previous studies in the fields of mainstream education and language education. It is important to mention that participants in this study were motivated when students were disciplined and well behaved, and therefore, discipline seems to be a concept particularly relevant in the context of this study in which teachers were strongly motivated and demotivated depending on students' behaviour. In addition, although a positive relationship with colleagues was emphasised, participants reported feeling especially motivated if they were able to learn from them and to share and receive support to manage students' behaviour, a main concern for participants in the present study. Interestingly, having more time, and not such high workload, was found to motivate teachers, who wanted to have more time to improve and prepare better classes and not to rest and relax, as would be expected from overworked teachers who also need time to unwind. In the context of Spain, participants highlighted that having a prestigious profession was not as important as being respected and valued by society, parents and students. This RQ poses that teacher motivation may be affected by their job conditions, by others (i.e. students and

colleagues) and also, by their own perceptions and beliefs. Overall, participants highlighted the intrinsic elements as the main source of motivation for teachers, i.e. there were more intrinsic elements found to affect teacher motivation than extrinsic elements. Although there was a high intrinsic component affecting teacher motivation, the extrinsic factor that affected teacher motivation the most was their students' positive attitudes and characteristics.

6.3.3. Research Question 3

EFL teachers in the present study appeared to be aware of their motivational state, i.e. whether they were motivated at the moment of the interview. Showing their understanding of the key concepts of this study, participants were able to describe the concept of motivation and explain the characteristics and attitudes of demotivated teachers, although these sometimes overlapped with those experienced by burnout teachers. On the other hand, participants did not seem to appreciate how important teacher motivation is in the learning process, showing lack of awareness. Although most participants considered their motivation as important as student motivation, they tended to neglect their own motivation when planning their classes and when teaching. Thus, raising awareness of the importance of teacher motivation is needed. The fact that only few participants stated the importance of EI and the role of emotions in the classroom suggests that these teachers may benefit from emotional training to understand the significance of their emotions in the classroom which may lead to comprehend the importance of their own motivation. Teachers should take care of themselves and then, they will be able to help others. Additionally, some teachers depicted their profession as that of actors, who hide and mask their emotions, and therefore, emotional labour seemed to be a relevant concept in this study. However, an

excessive emotional control could have a dangerous effect on teachers' mental health, and therefore, the need for emotional training is again reinforced along with the need for raising awareness of the above-mentioned topics.

Furthermore, participants were aware of the teacher-student influence in the classroom in terms of their motivation. Participants believed that student motivation affected teacher motivation and that teacher motivation could affect student motivation; however, this influence was thought to be positive or negative depending on the situation. Participants were aware of this contagious and reciprocal process and provided examples of positive and negative influences, in which students' disruptiveness and misbehaviour was again stressed as a strong negative stimulus on teacher demotivation. The motivational state of students or teachers could be transposed to one or the other and therefore, guaranteeing their motivation should be fundamental in the learning and teaching environment. Teachers and students should be made aware of the importance of this motivational transfer and good relationships should be encouraged, along with teachers' reflection to take advantage of this process.

6.3.4. Research Question 4

Participants were asked about solutions to teacher demotivation and about improvements that could help teachers to overcome their demotivation. As part of the microsystem, participants proposed that teachers should analyse the problem but also innovate and get involved in training to combat their demotivation. In addition, in the mesosystem, having more teaching support, cooperation and communication with students and staff, and empathising with students, were also possible solutions to teacher demotivation or suggestions which could resolve some of the demotivating

factors identified in RQ 1. In the exosystem, teachers considered that their motivation could be improved by reducing the workload and the ratio, by establishing limits between their work and private lives, and by having more discipline in the classroom. Finally, as part of the macrosystem, participants recommended monitoring teachers and more communication with the government as ways to improve teacher motivation.

Regarding innovation and training as a solution, participants should learn new strategies to support students with special needs and to manage students' misbehaviour, since these factors were found to be demotivating. In addition, cooperation and communication with others, but particularly regarding students' misbehaviour and how to approach this issue, was underlined as a possible solution to teacher demotivation. Furthermore, reducing the ratio was mentioned as a solution which could solve several demotivating factors and this solution is extremely relevant in this context in which all participants considered the number of students in the classroom to be a demotivating factor or to be affecting their teaching of EFL negatively. Along the same lines, participants highlighted an uncommon factor, which is having more discipline in the classrooms and in the schools to avoid and correct students' misbehaviour. This seems logical following the enormous effect this factor seemed to have on these teachers and their motivation. Participants especially underlined the importance of being taken into account with respect to the system and curriculum design; this involvement was reported as increasing teacher motivation. Additionally, participants considered that by monitoring teachers and providing them with useful feedback, demotivated teachers would be encouraged to improve and to overcome their demotivation. To conclude, most solutions are beyond the teachers' control and therefore, the intervention of an institutional body such as policy makers or the national government is needed.

6.4.   Limitations

As with every study, the current thesis is subject to some limitations. There is a limited sample size, i.e. 23 participants, and this research would benefit from a higher number of participants which could allow for the generalization of the results. Therefore, the nature of the data does not allow to determine whether the results would be applicable to the context of Spain in general or to other contexts, but it is relevant to those participants involved (23 EFL teachers in seven cities in Spain) and teachers who may be engaged in similar situations and have similar backgrounds. Additionally, the findings of this study are restricted to a qualitative approach. A quantitative tool to measure teacher motivation did not exist when this study commenced, and its design may be needed for quantitative researchers who wish to understand the concept of motivation statistically.

In addition, the findings of this study have to be seen in light of some limitations. One of them is the sample profile, as most of the teachers who participated considered themselves motivated and therefore, the point of view of demotivated teachers was limited; this would provide a better understanding of the findings and a confirmation of their applicability. However, it is important to highlight that demotivated teachers may not be willing to take part in research, because they are indeed demotivated, and their involvement may be subject to certain shortcomings such as unexpectedly withdrawing from the study. All participants, regardless of their motivational levels, were asked about the concept of demotivation considering that recruiting demotivated teachers would be challenging. Pennington and Ho (1995) rightly point out that those teachers who are more dissatisfied with their jobs could be unwilling to take the time and participate in studies regarding their motivation or any other issue. Hence, finding

ways to attract teachers to take part in projects would help researchers to understand concepts such as demotivation better and suggest improvements regarding their professional experiences.

Another limitation concerns the concept of motivation which is variable, fluctuates and changes over time, therefore, the findings have been analysed based on participants' opinions at the time of the study, when interviewed or observed. Participants' motivational state is transferable and some factors may be stable or may vary as a result of other factors (e.g. the day, the time, the class). Similarly, motivation cannot be directly observed but only understood from what teachers do or say, which limits the interpretation of the results. However, after exchanging emails with Zoltán Dörnyei, he advised that non-self-report instruments are also useful to understand the concept of motivation and researchers should try to find ways to identify teacher motivation based on these tools (e.g. Ding, 2008; Guilloteaux & Dörnyei, 2008). Finally, there is one limitation in this study that could be addressed in future research; the study focused on EFL teachers in secondary state schools in Spain and the fact that there is limited research on motivation in this context is a limitation in itself, which does not allow for comparison or further analysis. Along the same lines, it is important to mention that research on the concept of motivation has always focused on learner motivation and on strategies to motivate them (e.g. Pastoll, 2009) and therefore, teacher motivation is under-researched, which highlights the importance of the present study but also one of its limitations. It would be useful to focus on teacher motivation and strategies to awaken and maintain their motivation. In the next section, suggestions for future research will be presented.

6.5.   Future Research

This thesis supports the argument for a change in education policies for the betterment of teaching conditions. However, future investigations are necessary to validate the conclusions that can be drawn from this study. Further studies should aim to replicate results with a larger sample and should intend to assess the differences between private and public education and compulsory and non-compulsory education. Additionally, it will be important that future research investigate language teacher motivation in different contexts but also in Spain, by focusing on finding solutions to teacher demotivation. It is a question for future research to explore how we could improve language teacher motivation, especially in those contexts, for example Spain in which teachers are strongly affected by extrinsic elements beyond their control. Further research should consider the potential outcomes of improving teachers' job conditions, for example by reducing the ratio and the working hours and how this could have an effect on students' learning process. Additionally, further research is needed to find solutions that can be implemented by teachers to improve their motivation; ways of enhancing teacher intrinsic motivation would be advantageous, trying to avoid an excessive focus on extrinsic solutions that are out of the teachers' control.

Concerning RQ 3, further studies should investigate if those teachers who are aware of the powerful teacher-student influence utilise their own motivation to motivate students, which as a result, could motivate them. In the present study, it was not clear if participants made use of this reciprocal influence and this awareness to foster student motivation and as a result, increase their own motivation. Although this was not one of the aims of the present study, it would be interesting to expand our knowledge on this issue. Similarly, investigating students' perceptions of their teachers' motivation may also provide fascinating insights which would enrich the exploration in this area.

Furthermore, it is also important to normalise the challenges researchers experience. Describing unexpected results and problematics of a project should be part of the analysis of the findings in any study and, as a result, researchers will provide a realistic view that will increase the understanding of the results and will be useful for novice researchers. In this study, the inability of using a questionnaire was clarified and this unforeseen circumstance resulted in a more comprehensive way to examine the concept of motivation. Without further research into language teacher motivation, it will not be possible to design a quantitative tool to investigate this concept and to find more effective solutions that should be carried out by policy makers. This thesis lacks the quantitative data that could have been provided by a reliable language teacher motivation questionnaire which was to be designed when the data collection took place. Recently, Csizér (2019) constructed a questionnaire to investigate language teacher motivation in Hungary. The use and validation of this translated tool in the Spanish context would be of interest for future research.

On the other hand, regarding the research instruments used, the innovative interview with interview prompts proved successful for a qualitative study in which participants felt engaged by taking part in activities they often use in the classroom and by using this reflective tool. Instead of continuously asking questions to the participant, some tasks and activities were included in the interview process, which eased the conversation. It is important to mention that if teachers were familiar with other more interactive ways of gathering data, perhaps they would be more willing to take part in research studies. Thus, creative research instruments to collect data from classrooms and teachers should be encouraged and could increase teachers' interest to participate. Regarding the observation sheet, it is important to highlight that what teachers know,

believe and think is unobservable, and this makes the study of their motivation more challenging. Thus, a more sophisticated observation protocol should be designed to understand and examine teachers and their struggles in the classroom better.

There is still a lot of work to be done by researchers to find out how to attract and retain teachers. As Mercer et al. (2016) assesses, further research is needed to find out why teachers join the profession and why they remain in the profession. This seems to be especially important in the context of this study, since participants emphasised the lack of initial vocation and the problematics it triggered when in-service, including possibly leading to demotivation. Additionally, there is no extensive research on the teachers' impact on student motivation in the long term, which would reveal the importance of teachers' role, possibly leading to a higher interest from policy makers on improving teachers' experiences. Along the same lines, most of the research on motivation has been done in mainstream education and it would be useful to encourage research on language teacher motivation. Language teachers and their motivation could influence students and their future career prospects, i.e. jobs in which certified English levels are often required, and therefore, researchers should take notice and investigate this topic and work towards guaranteeing teacher motivation, along with policy makers.

6.6.   Conclusion

In this concluding chapter, the findings based on the data obtained from EFL teachers in secondary state schools in Spain have been revisited. Most of these findings have been addressed from an ecological perspective (Bronfenbrenner, 1977, 1979). In this chapter, the goals achieved and the limitations of the study have also been examined followed by the suggestions for further research.

It seems reasonable to believe that some results may be applicable to other teachers in similar contexts and therefore, they are not only relevant for EFL teachers. Participants could likely represent a larger group in the context of Spain. Similarly, the solutions proposed by these participants could also be helpful for teachers in a variety of contexts. Motivators, demotivators and solutions were revealed by participants who were extremely influenced by students' behaviour and who seemed to be unaware of the importance of their motivation in the classroom.

With this thesis, new knowledge has been gained in an overlooked topic and in an under researched context from a qualitative and ecological viewpoint and applying an original research tool designed for teachers: interview with interview prompts. Policy makers and high stakes' intervention is required to promote teacher motivation. Further examining this uncharted territory — language teacher (de)motivation — should be part of researchers' worthwhile agenda.

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APPENDICES

Appendix A: Recruiting Letter

Dear Head of English Department,

My name is Lorena S. Gadella Kamstra and I am an ESRC-funded PhD student at the University of Essex, England. I am currently looking for participants for my study: "Motivation of EFL Teachers: Analysis of Educators' (De) Motivation and Awareness" and I believe you may be able to help me. I hope you can share the details of this project with the English teachers in your institution and if they are interested, they could contact me.

What is the project about?

The project focuses on motivation of EFL (English as a Foreign Language) teachers. This study will attempt to find out whether EFL teachers are motivated to teach English and the reasons why they may be motivated or not. My aim is to find out information about the motivation of EFL teachers working in secondary school settings in Spain. I am especially interested in suggesting solutions for teachers' possible demotivation during their professional career.

What does participating involve?

Participating involves taking part in an individual interview and/or classroom observation of three lessons of their choice. The interview will be conducted face-to-face or via Skype and the purpose is to ask questions related to language teachers' everyday experiences. The interview will be audio-recorded and is projected to last approximately 60 minutes. On the other hand, the classroom observation will consist of three observed classes with the same group of students. Your responses will be treated confidentially, and you will remain anonymous in the reporting of the study. Once the study is completed, all the data, including audios will be destroyed.

When will the project take place?

Participants can take part in the online interview process throughout the year until the end of May 2018. However, as it is the case for classroom observations, face-to-face interviews will take place at the end throughout April 2018. As I am aware of teachers' busy schedules, I will ensure the interview and classroom observation is conducted at the most suitable time for them.

Please let me know at your earliest convenience if you know of any teachers who are interested in taking part in either the interview or the classroom observation, or both stages of the study. If preferable, they can get in touch with me directly using the details below. Should you or they have any other questions about the project, please feel free to contact me.

With this study, we could help all those teachers who struggle to be motivated when they teach English, and I believe that you and the teachers you know can help us to find solutions.

Many thanks in advance and best wishes,

Lorena S. Gadella Kamstra

PhD in English Language Teaching

University of Essex

Email: l.gadellakamstra@essex.ac.uk

Phone: +34 654 930 872 / +44 078 4253 6675

Appendix B: Observation Sheet

Name of teacher: _____Date: _____

Name of observer: _____Institution: _____

Lesson focus: _____Level of Students: _____

1. **Classroom atmosphere (e.g. conducive to learning, engagement in the lesson, discipline issues, friendly environment, teacher-student rapport, cooperation etc.)**

2. **Teacher presents tasks in a stimulating way (e.g. uses humour to enliven the class, gives examples, shares personal experiences, teaching is clear, interesting and easy to follow, arousing curiosity or attention etc.)**

3. **Feedback (e.g. praise, punishment, encouragement, rewards, the teacher is aware of students' needs, shows genuine interest, etc.)**

4. **Teacher Motivated Behaviour (e.g. positive feelings (relaxed, enthusiastic, inspirational, friendly) negative feelings (frustration, anger, anxiety, stress), etc.)**

5. **Teacher Comments (classroom discourse: any signs of anxiety or demotivation? / too much talking? / pauses)**

6. **Body language: (Facial expression, voice, gestures (hands), eye contact with students, posture)**

Appendix C: Interview Guide

INITIAL MOTIVE + PAST EXPERIENCES

- Why did you become an English teacher?

ROUTINE + ATTITUDE

- What makes a good day for you? Describe a good day.
- What makes a bad day for you? Describe a bad day.
- On a working day, would you say that you look forward to going into the class to teach? Why?
- *[If the answer is negative]* Supposing you were enthusiastic one day about going into the classroom to teach, could you think of anything that could ruin your day/deteriorate your enthusiasm?
- What happens after the class is over? How do you feel?
- When the class is over, do you wish the class would continue?

PROMPT 1

RELATIONSHIPS

- Would you say that your relationship with the administrative staff, your colleagues and your headmaster/headmistress affects your attitude towards working in the school?
- Are these relationships important for your teaching?

IMPROVEMENT

- What changes do you think are necessary in the language teaching profession in general in Spain?
- If you could change the situation in your school regarding teaching, what would you change?
- Is there anything you would like to improve as a teacher? Why? How?

PROMPT 2

STRESS

- Research has shown that teaching is one of the most stressful professions. I wonder if that is true about your own practice and the school where you work.
- What would you say are the particular sources of stress and how could these be reduced? Where does stress come from?
- Tell me how you learned to handle the stress of the profession.

JOB SPECIFIC + SATISFACTION

- How satisfied are you with your job?
- What gives you the most satisfaction?
- And along the same lines, what are the aspects of your teaching that you enjoy the least at the moment?

PROMPT 3

MOTIVATION + DEMOTIVATION

- Do you teach or plan a lesson having motivation in mind?
- What about your own motivation?
- How would you define 'motivation'? What is 'motivation'? What elements shape 'teacher motivation'?
- Do you consider yourself motivated to teach?
- Do you think your motivation is less, more than or as important as students' motivation in the classroom?
- What demotivates and motivates you when you are teaching?
- Generally speaking, do you believe that the teachers with whom you work are motivated? Why?
- Have you ever met a demotivated teacher?
    - *Yes*, how are demotivated teachers? Could you describe them?
    - *No,* which solutions would you suggest to improve teachers' motivation? Would it help you?
- How could you improve your own motivation?

REWARDS

- What sort of rewards (if any) do you get from your current job?
- What rewards would you like to have?

FUTURE

- Do you see yourself as a teacher in five years' time? In ten years', time? And how?

PROMPT 4

OPINION

- Generally speaking, do you consider yourself a good language teacher?

- Is there something you would like to add?
- Do you have some questions for me?

Appendix D: Interview Prompts

Complete the sentences

A motivated teacher is…

As a teacher, the main demotivating factors in the classroom are…

I would like to have a job which is…

Fill in the gaps

There are _____ opportunities for advancement in my job. (quantifier)

I am _____ with the degree of respect and fair treatment I receive from this school/high school. (adjective)

A large/high number of students in a class _____ language teaching. (verb)

Teaching this English course is _____ to my career development. (adjective)

I am _____ with the degree of respect and fair treatment I receive from society in general. (adjective)

Is this element important for you?

YES

SO-SO

NO

Having a profession that is prestigious (respected and valued).

Having a good relationship with my students' parents.

Having a job which I can learn and develop my abilities to my full potential.

Rank these elements according to their importance.

Do you agree or disagree with these statements?

AGREE

NEITHER AGREE NOR DISAGREE

DISAGREE

I feel I should personally take credit or blame for how well my students learn.

I work hard at all aspects of the English language class, even though not all of them are equally pleasurable and even when I don't like what we are doing in class (such as some activities, teaching specific skills, etc.)

I often think of quitting this job.

Most of the things I do in this job are insignificant or useless.

I have to deal with an excessive number of administrative tasks besides teaching English.

Students' attitudes in English classes are a source of demotivation for teachers.

Appendix E: Consent Form

University of Essex

E·S·R·C
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& SOCIAL
RESEARCH
COUNCIL

To indicate your consent, please initial the statements below.

Taking Part:

	Initials
I have read and understood the project information given.	
I have been given the opportunity to ask questions about the project.	
I agree to take part in the project.	
I agree to be interviewed and for the interview to be recorded.	
I agree to being observed whilst teaching allowing the researcher to take notes of any observations.	
I understand that taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons why I no longer want to take part.	

Use of the information I provide for this project only:

I understand my personal details such as name, email address and phone number will not be revealed to people outside the project.	
I understand that my words may be quoted in publications, reports, web pages, and other research outputs.	
I understand that my identity will be protected, and data will be anonymised for use in any reports or presentations based on this study.	

Use of the information I provide beyond this project:

I agree for the data I provide to be archived at the UK Data Archive. Data contain anonymised transcripts and observation notes.	
I understand that other genuine researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.	
I understand that other genuine researchers may use my words in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.	

Name of the participant [printed]   Signature   Date

_____   _____   _____

Researcher   Signature   Date
Lorena Salud Gadella Kamstra   _____   _____

If you have any ethical concerns about this project, you should contact me using the above details. If you remain unhappy and wish to complain formally, you can do this by contacting the Research Governance and Planning Manager, University of Essex, Wivenhoe Park, Colchester, Essex, CO4 3SQ or via email: sarahm@essex.ac.uk.

Appendix F: Participant Information Sheet

University of Essex

E·S·R·C
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COUNCIL

What is the project about?

The project focuses on the motivation of teachers of English as a foreign language (EFL). This study will attempt to find out whether EFL teachers are motivated to teach English and the reasons why they may be motivated or not. My aim is to find out information about the motivation of EFL teachers working in secondary school settings in different cities in Spain. I am especially interested in suggesting solutions for teachers' possible demotivation during their practice.

What does participating involve?

Teachers have been invited to take part in one interview and/or classroom observation of three EFL lessons of their choice. For each participant, one interview will be held and/or three EFL lessons will be observed. The interviews will be audio-recorded and will last approximately 60 minutes. After the observation, if agreed, the teacher will be interviewed. Concerning the location, the research will take part in Spain or, in the case of the interview; an online interview could be arranged. Classroom observation and face-to-face interviews will be held in Spain in the institution where the participant works. Data from classroom observation will be collected by taking written notes and data from the recorded interviews will be transcribed by the interviewer and researcher (Lorena S. Gadella Kamstra).

Other important information:

All the information supplied by the participants will be treated as confidential and will be protected as such. The participants' identity will also be protected. Participants will have the opportunity to ask any questions before agreeing to take part in this study. Participation is voluntary and participants have the right to withdraw from the project without explanation or penalty by disregarding any emails or calls from the researcher. Any information already provided by a participant that has withdrawn will be destroyed if the participant requires so. If the participant decides to withdraw from the project, any information or data collected from the participant will be destroyed and will not be used at any stage in the study.

All data will be secured electronically. Only the supervisor (Dr Christina Gkonou) and the researcher will have access to the data. Data will be anonymized, using pseudonyms (e.g., Teacher 1, Teacher 2) or codes ('full-time' and 'part-time' or School 1 and School 2, etc.) The interviews' recording in the device will be transferred to the encrypted computer as soon as the interview with each teacher has finished. The observation sheets and the consent forms will be scanned and kept in the encrypted computer and laptop. The original forms will be kept in a locked drawer in the researchers' personal office until its destruction at the end of the project.

Anonymised transcripts and observation notes will be archived at the UK Data Archive if the participants approve this in the consent form. All other data, including the recordings, will be destroyed at the end of the project, i.e. October 2019. Data collected from this study may be quoted by other researchers in publications, reports, web pages, and other research outputs. Any participant who objects to their data being stored in the UKDA will have the right to withdraw from the study.

Project contact details for further information:

Lorena S. Gadella Kamstra	Email: l.gadellakamstra@essex.ac.uk	Telephone: +44(0)7842 536675
Dr Christina Gkonou	Email: cgkono@essex.ac.uk	Telephone: +44(0)1206 872633
Dr Beatriz de Paiva (Ethics Officer)	Email: bdepaiva@essex.ac.uk	Telephone: +44(0)1206 872236

If you have any ethical concerns about this project, you should contact me using the above details. If you remain unhappy and wish to complain formally, you can do this by contacting the Research Governance and Planning Manager, University of Essex, Wivenhoe Park, Colchester, Essex, CO4 3SQ or via email: sarahm@essex.ac.uk.

Appendix G: Personal Questionnaire

University of Essex

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Gender:

☐ Female

☐ Male

☐ Other (please specify) _____

Nationality:

☐ Spanish

☐ British

☐ Other (please specify) _____

Qualifications:

☐ Degree in English Studies / Filología Inglesa

☐ Máster en Formación del Profesorado / CAP

☐ PhD / Doctorado

☐ Other (please specify) _____

Type of school where you teach:

☐ Public

☐ Semi-private (Concertado)

☐ Private

☐ Other (please specify) _____

Teaching experience: (Circle the choice with applies to your situation)

Total number of years of language teaching experience:

| 1-5 | 6-14 | 15-24 | 25+ |

Total number of years teaching in this school or high school:

| 1-5 | 6-14 | 15-24 | 25+ |

Level of classes you teach this academic year: (Circle the choice with applies to your situation)

| 1ºESO | 2ºESO | 3ºESO | 4ºESO | 1ºBACH | 2ºBACH |

Number of classes you teach per week (average):

☐ 1-10 lessons

☐ 11-15 lessons

☐ 16-25 lessons

☐ +25 lessons

Please, indicate which situation applies to you:

☐ I am employed full time in one school or high school.

☐ I am employed part time in one school or high school.

☐ I am employed part time in two or more school or high school.

☐ I am employed both, full time in one school or high school plus part time at one or more additional schools or high schools.

Appendix H: Pictures

Picture 1: Interview Prompts
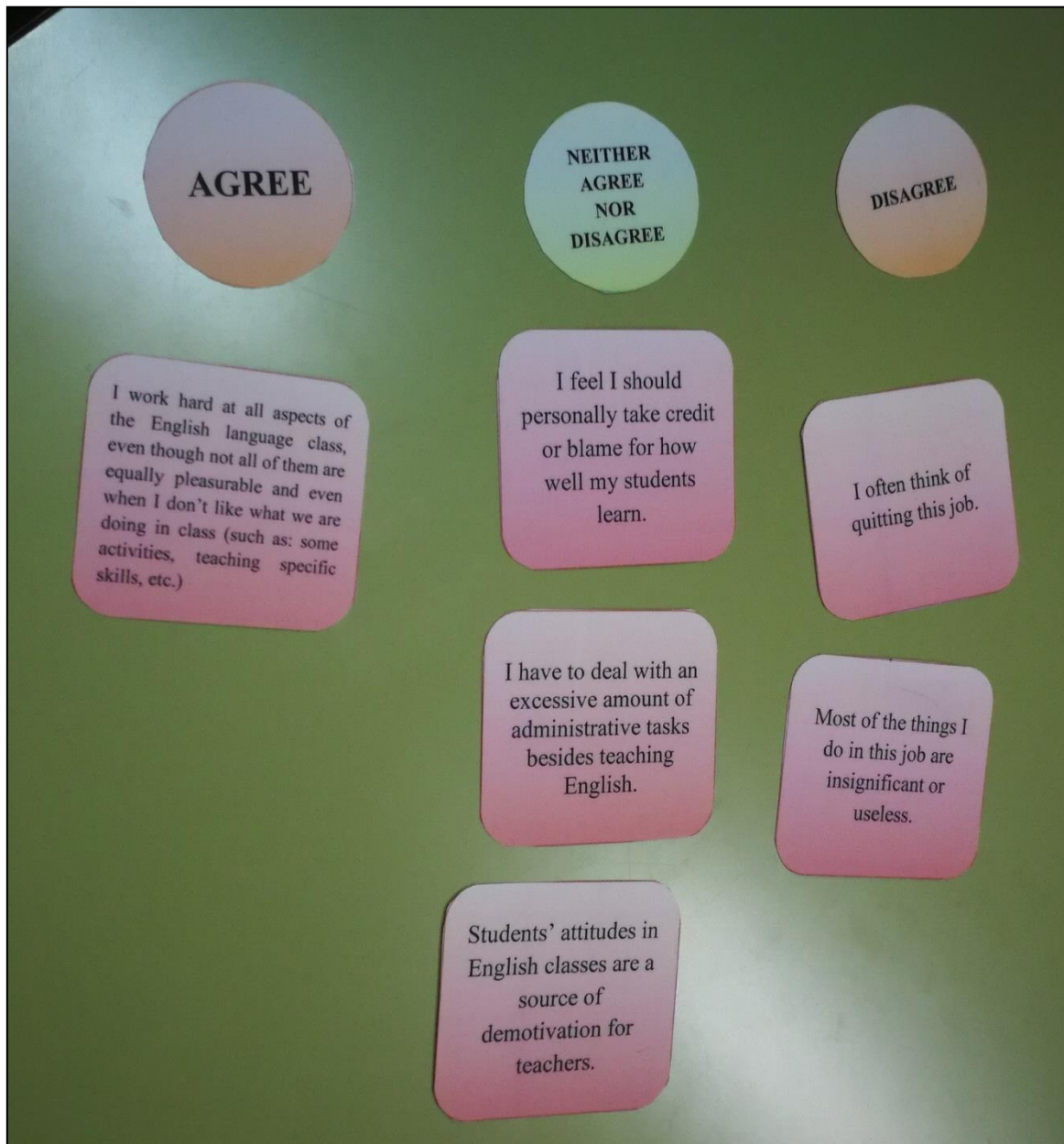
Picture 2: Students' Work in the school (Teacher 1)
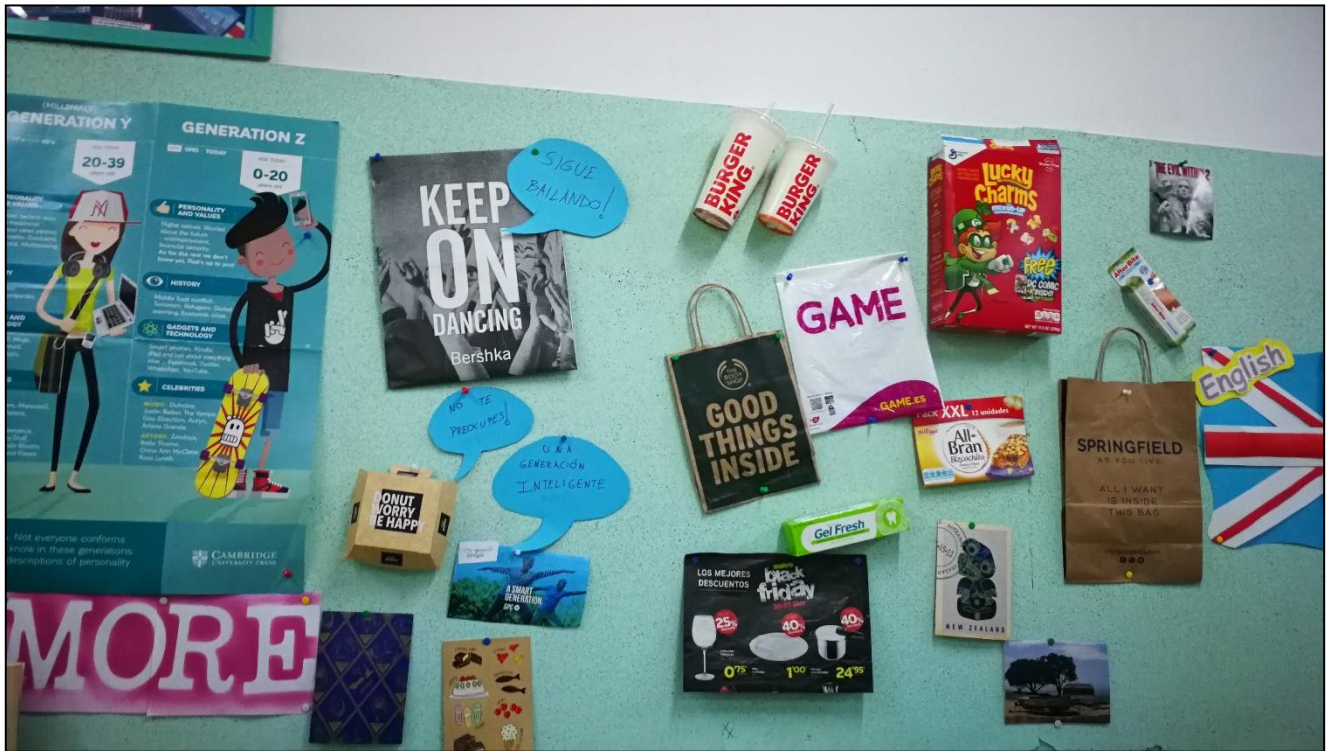
Picture 3: Students' Work in the school (Teacher 1)

Picture 4: Teacher's activities for Book Day (Teacher 8)

Pictures 5 and 6: Signs in the classrooms from the European Union (Teacher 8)

Appendix I: Example of Interview Transcript

TEACHER 14 TENERIFE INTERVIEW TRANSCRIPT

Context: 14: Female, Spanish, Tenerife: Canary Islands, 37 years of Teaching Experience, "Funcionaria".

[CONVERSATION ABOUT BIODATA INFORMATION AND CONSENT FORM]
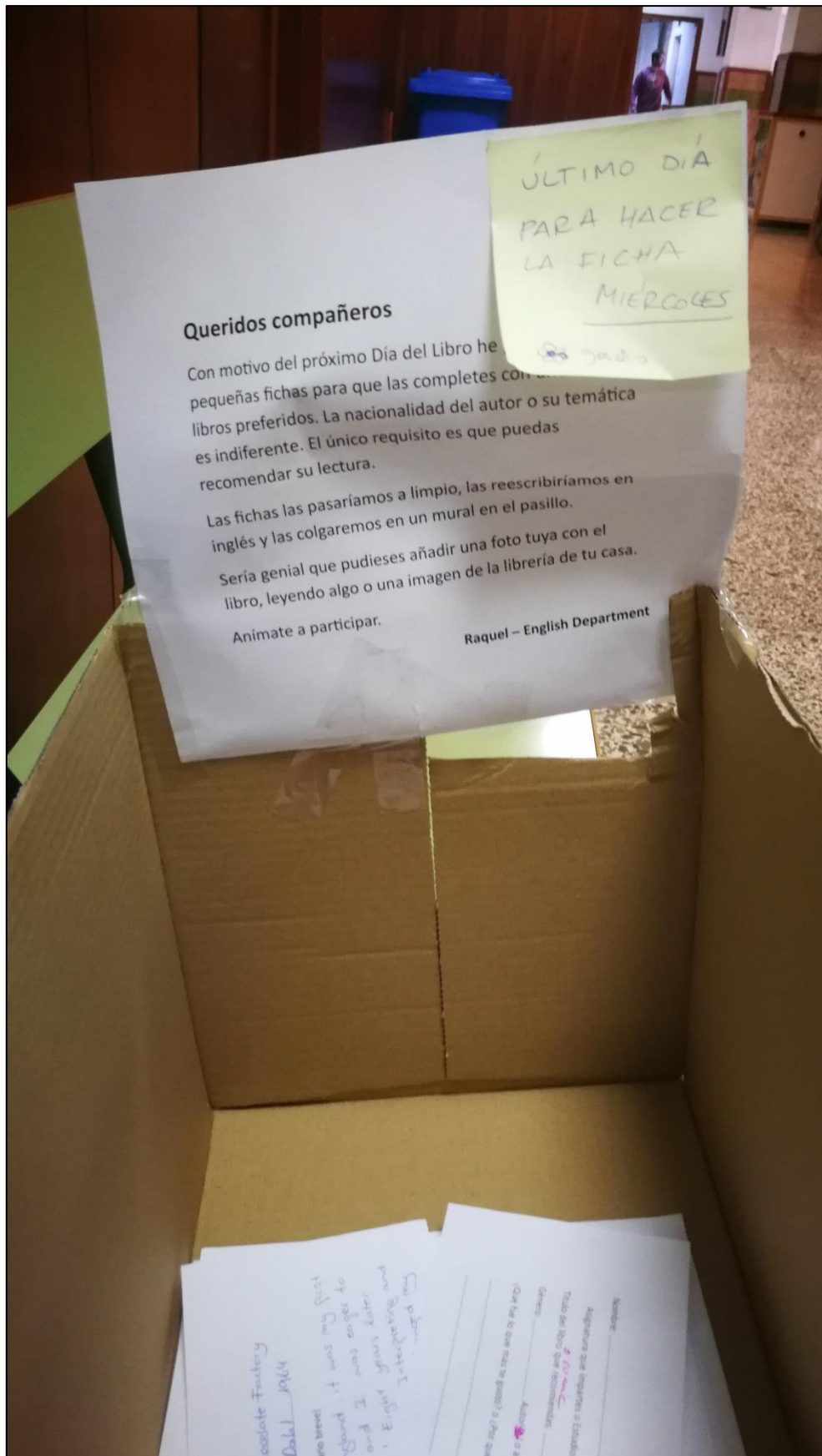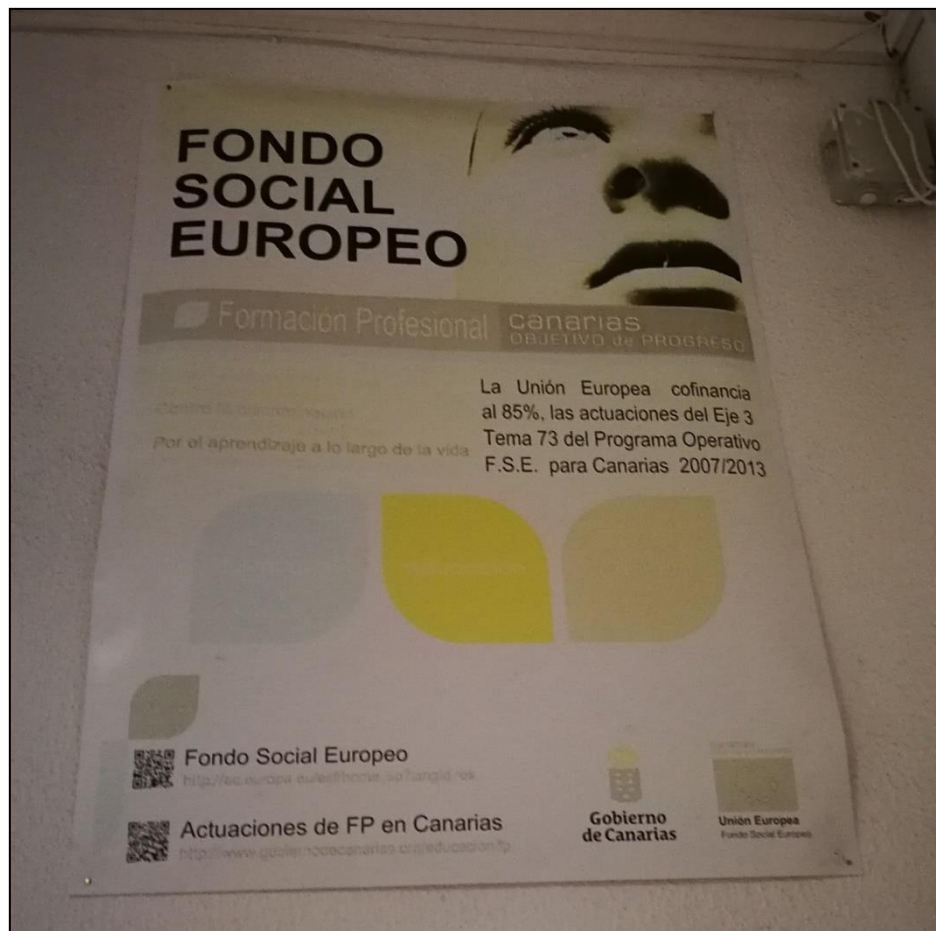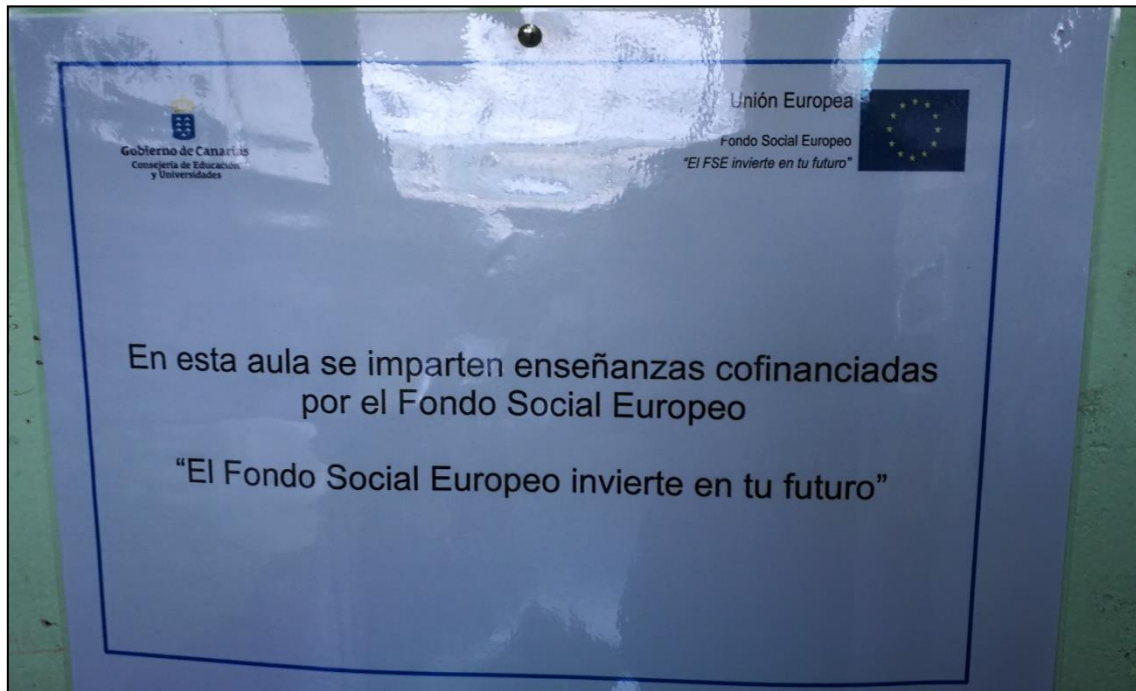
RESEARCHER: Again, thank you very much for your time, the first question I am going to ask you is: Why did you become an English teacher?

TEACHER 14: Well, that is a funny one, or at least a peculiar one, and the thing is that the school and the access to university course that in that time was called COU, I didn't know what to study what to do, so after a lot of thinking in my family, my eldest brother convinced me to take something easy at university and I studied "Filología Inglesa", the teaching English degree and but I didn't really think of I had sort of teaching but translator, or so, instead but when I was in my last course, I was called for a substitution, well, for a summer course to start for a summer course in a private school, I said yes and that was the beginning, 37 years ago, I mean but, I really hadn't thought of becoming a teacher, I couldn't see me as a teacher at that time.

RESEARCHER: Ok, that's funny, so, as an English teacher, what makes a good day for you?

TEACHER 14: A good day, is in class, I understand you mean, is when I have organised it any activity or whatever, even if it is just reading a text, students make me feel that they are interested in what we are doing and they really want to participate, that's a good day.

RESEARCHER: great, and what makes a bad day for you?

TEACHER 14: Just the opposite, you prepare something with a lot, I mean, eagerly, with a lot of illusion, you think it will be interesting or entertaining or even funny for them and they don't pay any attention to you.

RESEARCHER: ok, so that would be a bad day, so, on a normal day, on a working day would you say that you look forward to going into the class to teach?

TEACHER 14: Normally, yes, I do, but of course, that's depends also on the group itself, if it is a not very nice group, with naughty, talkative and unstoppable students, I

am not really willing to go, but normally, on my way to school, I am willing to get into the classroom and work with them.

RESEARCHER: ok, so, what happens after the class is over? How do you feel?

TEACHER 14: Again, it depends on the, if I see that they have learned something or they have practiced or they recognised something that we have seen previously, of course I am completely satisfied, if not, I always ( ) I would have to try this in a different way, or try again, normally I think I have to try in a different way

RESEARCHER: ok, when the class is over, do you wish the class would continue?

TEACHER 14: sometimes I have that feeling, sometimes I feel it is a short time, but again I say, that is really very related to the students' behaviour, some of them are really very naughty and they don't have any interest in learning whatsoever so, but normally I don't feel I want to go on with that.

RESEARCHER: Ok, great, so not only we are going to do come questions and answers, but also some activities as if we were in class, so we are going to start with the same activity. The first activity is: Complete the sentences, the first sentence is: A motivated teacher is…

TEACHER 14: that, who is, willing to go to class and enjoys, the time in class with the students

RESEARCHER: Anything else?

TEACHER 14: and is happy with the results, one of the things that most motivates me as a teacher, all along these years is to see that a students who cannot do anything at the beginning of the course, at some point, realises that he or she can, and tries and gets a, even if it is a little bit, that is really motivating for me.

RESEARCHER: ok, good, what about this one? As a teacher, the main demotivating factors in the classroom are…

TEACHER 14: The lack of interest, in general, the lack of interest in knowledge, not only in English, but in knowledge, in learning, yeah

RESEARCHER: ok, what about this one? I would like to have a job which is…

TEACHER 14: different from teaching you mean?

RESEARCHER: I mean some adjectives to describe a good job

TEACHER 14: Well, I don't know, I love my job, so I don't really know, satisfying, I don't know if that is a good answer

RESEARCHER: Yes, satisfying would be good, so do you think that your job is satisfying?

TEACHER 14: Yes

RESEARCHER: Now, we are going to talk a little bit about relationships, so would you say that your relationship with the administrative staff, your colleagues and your headmaster/headmistress/principal, do you think that all these relationships affect your attitude towards working in the school?

TEACHER 14: Of course, it does, of course it does. Yeah, if you feel recognised, if you feel that they show you some empathy to your work and what you do and if you come up with a proposal and that proposal is accepted or not, of course it does affect, in my case, yes it affects but not that much.

RESEARCHER: ok, so then, are these relationships important for your teaching?

TEACHER 14: At the moment, you mean in this course?

RESEARCHER: Yes, yes, so relationships with these people are they important for teaching?

TEACHER 14: Yes, it is important for teaching in general, that is my opinion and it is my case it is also important. I don't understand if you are asking me if there are good relation or not

RESEARCHER: No, I am asking if they are important and if you think they are probably is because you have a good relationship with them

TEACHER 14: Not always, not always, or mostly not with all of them, all the people you mentioned

RESEARCHER: Ok, and does that affect your attitude towards working in the school?

TEACHER 14: It does towards working in the school, I always try to avoid that affects to my teaching time, I try to separate, now, I mean, at the moment, but some years ago, when I was younger and more "behemente" in Spanish, and if I was crossed or some other negative feeling perhaps, I could let it show in the classroom time, but now, I enjoy my classes independently of whatever life is outside.

RESEARCHER: Ok, now we are going to talk a little bit about improvements, so what changes do you think are necessary in the language teaching profession in general in Spain?

TEACHER 14: Less students per group that is the first point, I would even say that no more than 10, I know that it would be very expensive but if the authorities really want to, the students to have a high level of languages, foreign languages, that, I think that is the ideal number of students, 10, 11, 9, but no more. More class periods and the, I don't know how, but a complete change in the system, I mean, not to follow a book, a course book, and, I know that this is not the trend now in the official programs in Spain, but we still do, we follow a course book because it is much easier to go day by day classes and so on, I would ask them to make projects, to show the language through their interest and so on

RESEARCHER: Perfect, so we can always go back to this question if you think of any other changes that you think you are necessary, so regarding your school now, if you could change the situation in your school regarding teaching, what would you change?

TEACHER 14: Again, I insist in the number of students per group and the, in my school, it is a little bit more, not complicated, but we have to consider many other things, because most of our students belong to a society level which is not really high, and they normally have so many familiar and environment problems that some days I think that just coming to school is a big effort for them, so and they, most of them, of course there are exceptions and most of them don't really appreciate what they are getting, the don't understand, they don't see the need to speak another language, language that they don't understand, even when we live in canary islands and so, I would change, perhaps more time at school, perhaps more time, not only time on periods, but more time at school, I mean, morning and afternoon, so they can study and review there and ask for question, yeah.

RESEARCHER: ok, good, what about yourself, is there anything you would like to improve as a teacher?

TEACHER 14: Me?

RESEARCHER: Yeah

TEACHER 14: Oh yes, I would like to keep English all the time in the class, I can't, if I speak English all the time after five, ten minutes, 95% of the students of the group won't be listening to me, I say, they close their ears, I don't understand you, so I don't listen to you, so I would really like to manage to keep English, not only in class time

but in the corridor in cafeteria or whatever but they don't, they don't and I give up, communicate, so

RESEARCHER: So, what about your own way of teaching is there anything that you would like to improve?

TEACHER 14: Yes, I think, I have mostly been a self, what is it? teacher-centred class, I think, if I could start again, I would try all the time to get more from students and not only me giving them explanations or ideas or ways to do things

RESEARCHER: Good, that answers the question, now we are going to work on the second activity, this time is fill in the gaps

TEACHER 14: Oh, great

RESEARCHER: So, the first one is... There are _____ opportunities for advancement in my job. (Quantifier)

TEACHER 14: I understand it is like much, not much, many, or not many or enough

RESEARCHER: yes

TEACHER 14: I am gonna say, can I say enough but not many?

RESEARCHER: Yes, that's fine, if you explain why, yes

TEACHER 14: yeah, because I know there are a lot of courses to take, if I understand the question properly, there are many courses that we can take to improve, or even, handling with the, interactive boards and so on, but courses are not always related to reality in the classroom, they show you a world that doesn't exist when you go back to school

RESEARCHER: Ok, so there are some but there are not enough for advancing

TEACHER 14: Yes, because you cannot advance, if then you come to the school and you see that reality is very different

RESEARCHER: Definitely, ok, what about the second one? I am _____ with the degree of respect and fair treatment I receive from this school/high school. (Adjective)

TEACHER 14: the one I work at?

RESEARCHER: Yes

TEACHER 14: And I understand that this is concerning the head of the studies, headmasters and so on

RESEARCHER: Yes

TEACHER 14: I am not, really very satisfied

RESEARCHER: ok, why?

TEACHER 14: Too long to explain, well, this board of teachers we have now, have very little initiative and they see problems where we see possibilities of improving and so on and they are not really very participative in what we propose and I don't know if you can understand this idea but I always say this idea: the ship keeps it moving because we the sailors are rowing all the time, if not, we would have sunk some years ago.

RESEARCHER: ok, yes, I understand what you mean, so then, what is the adjective that you are using here?

TEACHER 14: the adjective? Not fully satisfied

RESEARCHER: ok, and what about your students?

TEACHER 14: most of them show respect and fair treatment, most of them, there is always a couple of them who are rude or naughty or don't behave properly, but most of them are very nice students but as I said before there is very low politeness background, I mean for them, for many many of them, shouting is normal, because they shout at each other at home and you know, the way they ask for things, is you have to, not could you please, even Spanish, English or whatever language they use and I mean, but, poor them, it is not their faults, it is not their fault, with many of them when you tell them that is not a nice place to speak to anyone, at least, they listen to you and they try to do it differently

RESEARCHER: Ok, and what about society, do you receive, respect and fair treatment from society?

TEACHER 14: Not really

RESEARCHER: ok, why?

TEACHER 14: I mean in general, normally, we are blame to be very lazy, to have a lot of holidays, and we have to, normally society makes me feel responsible of students' failure, could we say, without considering other factors, that of course affect, those getting purposes, I mean getting the objectives, as I said family, life around them, needs, also affect the goals, and normally, if there is a very high percent of failure is because the teacher cannot cope with that, or doesn't know how to teach, or whatever, or are very strict, but I have never heard any, anyone saying, oh you would really need a support on family treatment, and etc., etc.,

RESEARCHER: Ok, that's great, thank you for that. This one, we may need to change the wording a bit, so what I mean here is: a big number of students, so let's say thirty, 33 students in a classroom, what is the effect this has on language teaching?

TEACHER 14: A big number,

RESEARCHER: so, many students in a class, how does it affect language teaching.

TEACHER 14: don't like language teaching, language teaching or learning?

RESEARCHER: So, it is not about, so it is about the ratio, so, if you have many students in a classroom, a big number let's say 33,

TEACHER 14: no, no that is not good for language teaching, spoils, or affects negatively, no, no of course, now I understand

RESEARCHER: Ok, so why does it affect negatively?

TEACHER 14: because you cannot, you cannot help or teach, or assist to thirty students, thirty, 13-year-old students, so, you either go ahead with the ones that follow the class in the program and do and understand and participate, or you leave them aside and go with the ones that don't, the problem is that you need to sit with them and explain so many things, not only for English but even for sentence construction in whatever language, or you have to speak to them about how important is to read and understand things, but what about the others? The others are reading, just reading, for reading they don't need the teacher, they can read at home, so, if you have many students you cannot help all of them.

RESEARCHER: good, what about the last one: what I mean is, teaching this year in this high school is _____to my career development. (Adjective)

TEACHER 14: It is not really very different from other courses, I don't know if I have to find an adjective, considering my personal, my specific situation, as it is the last year, for me ( ), but I don't think that is what you are looking for

RESEARCHER: So, yeah, I think in your case, since it is your last year, I am looking for something such as it is important or is unimportant, but in your case if you are retiring soon, probably this year is not making any difference

TEACHER 14: No, no, it has been quite an important year for me, because I am really trying to do my best, every day, and every class period, and every, because I know, throughout all these years, when I see that something has not worked out well, I say well next time I am going to try this way or that way, or this is useless, I am not going

to do this again or whatever. I cannot say that anymore, I cannot try again, so it is really very important for my career end of development.

RESEARCHER: Yeah that's ok, thank you for that. So, we are going to talk a little bit about stress.

TEACHER 14: Stress

RESEARCHER: So, Research has shown that teaching is one of the most stressful professions. I wonder if that is true about your own practice and the school where you work.

TEACHER 14: It is, it is in all aspects where you can look at that, it is, stressing, stressful and you get in your nerves very easily, well, me, of course I am talking about me.

RESEARCHER: Ok, what are the particular sources of stress?

TEACHER 14: Lack of time, too many too many papers to check, too many things to do for the course programme, too many students, and not most important, but it also gives me a lot of stress, students' behaviour

RESEARCHER: Good, so how do you think these sources of stress could be reduced?

TEACHER 14: Well, there is also one thing I didn't mention for the stress, it is the feeling that I am not getting through what I am trying to, again, again, I am bit insisting with this, I think if I had less students I could motivate them strongly, I could be closer to them, not only physically but also in teaching, and I could probably get a, we, teachers could get better results, better results imply less feeling of failure and if you are closer to students, perhaps you don't need so many, I don't want to call the exams, but in the end they are exams, or writing to check, or dialogues to prepare and you have to check them, I am always checking and that's for me it is very stressing, I say next time I am going to be a PE teacher so I don't have to check so much.

RESEARCHER: Ok, so tell me how you handle the stress of the profession.

TEACHER 14: with a very good sense of humour, now my age, I have learnt to say, well I tried, I didn't get it, but I try, I did my best, perhaps next time and thinking that there are very many important things in life, I mean,

[PHONE DISRUPTION]

RESEARCHER: So, that's fine that is how you handle the stress

TEACHER 14: Yes

RESEARCHER: Ok, let's talk a little bit about job satisfaction, so How satisfied are you with your job?

TEACHER 14: If I could give a percentage, I would say 60%

RESEARCHER: ok, why?

TEACHER 14: I consider that I am not only an English teacher, I have understood many years, I understood many years ago, that English is not a nice language for the students, a nicer subject for the students, so I, sometimes, I consider more important what they can learn from me as an adult and an educated person, how, what they can learn from me about life and so on, more than how much English, what was the question? Sorry I am lost

RESEARCHER: The question was, why are you 60% satisfied with your job?

TEACHER 14: Ok, because I think every year, at the end of the course I have given something to students, English or life, or just say good morning

RESEARCHER: And why is it sixty and not ninety?

TEACHER 14: because, I don't know, perhaps because that 40% is the quantity of English they have learnt.

RESEARCHER: ok, that is fine

TEACHER 14: So, since you are 60% satisfied with your job, what gives you the most satisfaction?

TEACHER 14: To see the students learn, to see the students learn or understand something or "oh, now, I see", of course they don't say now I see, but yeah, that is, or to see that they really want, like coming to my classroom

RESEARCHER: and what gives you the least satisfaction in your job?

TEACHER 14: When I realise that even just one of them, doesn't have any interest at all in what I have to do, say, tell or ask, no interest at all

RESEARCHER: so, students' attitude in this case

TEACHER 14: Yes

RESEARCHER: Good, we are going to do activity three now, so the question for this activity, the question that you need to answer is: Is this element important for you? The answers are Yes, So-So or No. And the first element is: Having a profession that is prestigious (respected and valued). Is this element important for you?

TEACHER 14: No

RESEARCHER: Why not?

TEACHER 14: Because I mean, I think all professions are important somehow in society and perhaps I don't consider prestige very important, respected and valued, yes, but not only for professions, I mean, as a family member, or as a friend, I mean, respected and valued, I think are important

RESEARCHER: ok, but not in your profession?

TEACHER 14: That's being prestigious, I don't know if you understand what I mean, unfortunately there are some professions that are very prestigious, such as being a doctor, or an engineer, or a judge and for me it is as important to be one of those or a teacher or a cleaner, I mean, all of them are important in society

RESEARCHER: Ok, so for you this element is not important?

TEACHER 14: Not with the prestige, not being prestigious, being respected and valued, as a person, as a

RESEARCHER: What about this one? Having a good relationship with my students' parents. Is this element important for you?

TEACHER 14: Yes, of course

RESEARCHER: Why is it?

TEACHER 14: Because I can communicate any possible problem with the students and perhaps I can understand students better if I speak to their parents a lot, the thing it is not my case, because I am normally a tutor teacher for BACH and they are seventeen, eighteen or sixteen perhaps some of them, so at that age, parents don't really come too much, at my school parents don't come too much any way, and yeah, so, but I try, I understand it is important for me because it is a whole, it is not only student and teacher and classroom, it is student, teacher classroom, family, neighbourhood, life, what is important for them, which sport do they practice, etc.

RESEARCHER: Great, what about this one? Having a job which I can learn and develop my abilities to my full potential. Is this element important for you?

TEACHER 14: Yes, it is important, I think it is important, I mean, we learn every day, in every job, I think nobody knows anything, so you have to learn every day in any job and of course that makes you develop your abilities, yes, I think it is important

RESEARCHER: So, do you think that your job has these characteristics

TEACHER 14: Yes, yes, yes, I do, I learn from my students a lot. Sometimes I even learn English with them, because they are much more connected to, you know, games, technology, vocabulary, or they come up with a question, how do you say this in Spanish? I have no idea, what is that, where did you read it, the context, the sentence and sometimes I learn from them

RESEARCHER: Which is completely normal, we are going to talk a little bit about motivation now, so Do you teach or plan a lesson having motivation in mind?

TEACHER 14: normally I do, normally I do, I know that there are some aspects of every lesson which are not very motivating, but normally I do, I try to if it is a dull or a boring, I try to move and shout in the class, speak out, nor shout, as much as I can, so they really look at me, or just tell them an anecdote and connect what we are doing, what we are working in, to reality or so, I try to

RESEARCHER: Ok, so you try to teach and plan your lessons having students' motivation in mind, but what about your own motivation? Do you teach or do you plan your lessons having your own motivation in mind?

TEACHER 14: I think so, I think so, because I try to motivate for everything, it is very difficult to do something if there is not motivation at all

RESEARCHER: So, do you usually choose activities that you like and texts that you like and information?

TEACHER 14: Texts that I like , information that I like, activities that I like, I don't choose any more, because we have a course book and as I said before we have so much work that it is much much more easy, easier, let's say follow the units, of course if we can insert something in the middle, to show that what they are reading is real, there is a city called Brighton in which people go to see and so on, so I show them some internet videos or whatever but, I don't really, create so many activities

RESEARCHER: Ok, but sometimes, for example, if you are teaching using the book, you decide ok I am going to use activity three, I am not going to use activity four because I like activity three

TEACHER 14: Yes, yes

RESEARCHER: Ok, so somehow you are taking into account your own motivation

TEACHER 14: yes, because many times myself I get bored with checking exercises on the board and so on, even when it is a white board and I just have to press the button,

but I tell them, today, I had that class, today I said, or I am terribly bored with this, aren't you? But this group likes copying and filling, drilling, so,

RESEARCHER: Ok, it depends on the group I guess

TEACHER 14: Yeah

RESEARCHER: ok, so how would you define 'motivation'? What is 'motivation'?

TEACHER 14: enjoying what you are doing or knowing that you are going to enjoy what you are going to do, feeling connected to what you are doing.

RESEARCHER: ok, so, what elements or what factors shape 'teacher motivation'?

TEACHER 14: Difficult questions, but I guess, I better answer about myself, because you know, motivation is something so individual, so subjective, for me, is being sure that I am going to get a result, if I enter a class and whatever I do, doesn't get to students that is completely demotivating, is the word? Yeah

RESEARCHER: So, achieving your goals or achieving goals?

TEACHER 14: yes, achieving goals, perhaps it is not my goal, perhaps I have a very high goal, or I mean, but achieving some kind of goal

RESEARCHER: Ok, so that would one element that shape teacher motivation, any other elements that you think affect teacher motivation?

TEACHER 14: Having a nicer atmosphere, in general in school

RESEARCHER: Good, anything else?

TEACHER 14: A good relationship with colleagues and so, and you know what motivates me a lot, and I discovered this let's say, fifteen, sixteen years ago, a nice classroom, a nice classroom, or having my own classroom, so I can have my things there, my plans, set the desks in the ways I want to and not having to move from one class to another every time, yeah, that motivates me at all, and being in a nice school, I am now, it is not a very high standard school because it has got a nice patio in the middle with a lot of plants and fishes and frogs and that motivates me a lot, feeling comfortable,

RESEARCHER: Ok, that is a good element there, very good, so do you consider yourself motivated to teach?

TEACHER 14: yes, I do

RESEARCHER: why?

TEACHER 14: I want to go to school every day, well, ok if I could stat sleeping for one or couple of hours more, that would be great, but I want to go teaching, and I think of, if I am in the street or the supermarket or in the cinema wherever, or perhaps if they would like this or let me tell them that they can go a see whatever and, yeah, I think that I, I like teaching, and I enjoy it

RESEARCHER: ok, do you think your motivation is less, more than or as important as students' motivation in the classroom?

TEACHER 14: Oh no, my motivation is much more than students' motivation, as I said before, my students now, they don't realise how important it is to study and be prepare for next stage, for you to have an idea, of a group of 22 students of 2BACH, which is my tutor group now, only three of them are going to take the university test exam, I mean the EBAU, of these three, only two for sure and the other girls is thinking about it, ok that is not bad, because the others are thinking, may of the others are thinking of going to technical studies, but they have decided that after two courses of working with them ,giving them information, because they don't think of what am I going to do next month? I asked it today to one girl who is very very nice, not good at all in English, not a really very good student and I said: do you have any plans for summer? No, I don't know, so they are not motivated in general, they not,

RESEARCHER: They are not ambitious; I know what you mean,

TEACHER 14: no, no, not only ambitious, but thinking well I could do this, or I could learn how to, no, no, it is just, one day and another day, and, yeah.

RESEARCHER: So, why do you think that your motivation is more important than theirs?

TEACHER 14: More important, oh no so sorry, I was telling that my motivation was higher

RESEARCHER: Higher? Ok, but is it more important?

TEACHER 14: More important? If I am not motivated, I could possibly not teach them, not help them at all, because I would be frustrated or unwilling to do what I do, I would be negative all the time

RESEARCHER: So, do you think your motivation is less, more than or as important as students' motivation in the classroom?

TEACHER 14: oh, no, no, yeah, well what I think is that it is as important as

RESEARCHER: ok, why?

TEACHER 14: that is not reality, that is not reality, but it is as important as

RESEARCHER: Ok, why is as important as?

TEACHER 14: Because I can be motivated 100% but if they are not, I am not going to get anything, or I am going to get much less that I could

RESEARCHER: So, you think that you both have to be motivated because you both affect each other?

TEACHER 14: yeah

RESEARCHER: great, ok, it is ok to repeat things, if you have said some things you can repeat them again if you want or you can add, when you are teaching what demotivates and motivates you?

TEACHER 14: Lack of attention, lack of interest and bad behaviour demotivate me completely, what motivates me when I see they they like what we are doing, what we are talking about and that they understand they can use that at any time, in their lives, either read, written, heard or spoken,

RESEARCHER: ok, great, so Generally speaking, do you believe that the teachers with whom you work are motivated?

TEACHER 14: At my school, most of them are, 80%, they organise many many extra school activities, I mean, not only projects and so on, that also, but they take students out for concerts and any other projects, PE programs and yeah, normally we are constantly thinking of what we can do for students, we understand that for many of our students going to let's say, la Laguna centre, perhaps it is the first time they visit the place, and we understand that it is important for them, they are motivated, we complain a lot, but we are motivated.

RESEARCHER: Ok, so you say there are 20% who may not be motivated

TEACHER 14: No, there is people in every field that don't like what they are doing or only see the negative aspect

RESEARCHER: Ok, so have you ever met a demotivated teacher?

TEACHER 14: Yes, of course

RESEARCHER: So, if you think about this person or these people who are demotivated, which solutions would you suggest to improve these teachers' motivation?

TEACHER 14: Change their job?

RESEARCHER: Sorry?

TEACHER 14: Find another job

RESEARCHER: ok, why? Because you think their demotivation comes because they don't like their jobs?

TEACHER 14: they haven't understood, my view, my idea, they haven't understood what teaching teenagers is, or what teaching is, in general, what teaching is, I have also taught adults and, they don't like, they don't like teaching, they only see the negative aspects of that

RESEARCHER: Ok, so, there are some teachers who are demotivated for other reasons ok?

TEACHER 14: Yes, of course

RESEARCHER: some of them are reasons that you have mentioned as well, so which solutions would you suggest to improve teachers' motivation in general?

TEACHER 14: Ok, better working conditions, let's talk about, schools' buildings, or schools' locations and families involvement, does that work exist?

RESEARCHER: Yes

TEACHER 14: I mean, families being involved in the process, and a different attitude from the education authorities, perhaps, less, I know that in some other countries, of course comparing is not nice, but I know that in some other countries there are people who work at schools that perhaps look after, assistants, calling families and all that kind of office work, I mean, teachers teach, and teachers teach and prepare their classes, can prepare their classes at school because they have to, and can do so many other things at school because they can, they have time, normally we have to take a lot of work home

RESEARCHER: ok, so that would explain teacher demotivation

TEACHER 14: in some cases

RESEARCHER: so, how could you improve your own motivation?

TEACHER 14: me, myself?

RESEARCHER: yeah,

TEACHER 14: accepting as normal that you are not always going to achieve your goals, accepting that not everybody has the ability to learn a foreign language and accepting that some teenagers are really unpleasing to know at that time (laughs)

RESEARCHER: good, let's talk a little bit about rewards now, so, what sort of rewards (if any) do you get from your current job?

TEACHER 14: Students' relationships, I mean, among them, me and having a nice, well, my better, or my best, oh my English is gone, my best reward is general, not this course, in general is whenever I meet an ex student and he or she comes to greet me and even a hug or a kiss, tell me about what they have found, their lives and that is my best reward as a teacher

RESEARCHER: any other rewards?

TEACHER 14: good results, not really

RESEARCHER: ok, so what rewards would you like to have?

TEACHER 14: Better results, better real results, because sometimes we are asked to get to a certain percentage of positive evaluation and you say well, I give them more and more opportunities to show me that they are learning somethings and if they do just the minimum I give them a pass and so my, my, percentage improves but that is not real, that is not real, they haven't learnt the amount of English they should have, so, better real results would be a very nice reward for me

RESEARCHER: Any other reward that you would like to have in your job?

TEACHER 14: I would like to earn more, but I guess that is not really very nice to be said

RESEARCHER: You are not the first one

TEACHER 14: Yes, I think we are really very well paid, considering other, other professions' salaries, but that is what I have, and we can eat every day and even travel from time to time

RESEARCHER: Good, then I have a question about the future, but I guess in this case it doesn't make sense,

TEACHER 14: I can imagine, I can imagine

RESEARCHER: No, but that is good, the question is Do you see yourself as a teacher in five years' time? In ten years', time? And how what type of teacher? So, in your case I would ask you, do you think your teaching, your years of teaching

TEACHER 14: I think I can try and answer the question as it is

RESEARCHER: Ok

TEACHER 14: I am retiring voluntarily, I could stay five more years, in fact, I am not willing 100% to retire, I retire because I am really afraid that if I don't, the system changes, and then I have to stay for seven more years, ok, so, it is not difficult for me to imagine how could I be in five years, I think I would be more tolerant, I hope I could be more tolerant, and age, helps a lot, more than experience, so I think I could do better with the younger students, 1ESO and 2ESO, which are the difficult ones for me.

RESEARCHER: Ok, so since you have a lot of experience, would you say that your views on teaching have changed in all these years.

TEACHER 14: Yes, yes, quite a lot

RESEARCHER: And your way of teaching

TEACHER 14: And the way of teaching languages, has totally changed a lot,

RESEARCHER: In your case?

TEACHER 14: Pardon?

RESEARCHER: In your case? Yourself?

TEACHER 14: Yes, I am much more open-minded, and I try to be in students' position now, and before perhaps I was in my position and so, there was not real connection between students and me at the beginning,

RESEARCHER: Ok, we are going to work on final activity now, number 4, which is, do you agree or disagree with these statements? And the answers are Agree, Neither Agree nor Disagree and Disagree.

TEACHER 14: Ok, I will try to be "escueta". I talk a lot.

RESEARCHER: No, no, it is fine, so, I feel I should personally take credit or blame for how well my students learn.

TEACHER 14: You mean myself?

RESEARCHER: Yes

TEACHER 14: I agree, I do feel that

RESEARCHER: ok, why?

TEACHER 14: well because I am the one, who flies the plane, and the one who conducts the class, well, if I could quantify, it is not totally me, I don't know, perhaps I could do things differently and let them learn much more

RESEARCHER: Ok, so for example, when they fail an exam do you think you are the one to blame?

TEACHER 14: No, then I don't agree, I don't fully agree, it depends on, sometimes, they, because they have to study, so

RESEARCHER: And on the other hand, if they pass an exam, do you think you should take the credit because you helped them?

TEACHER 14: It is funny because when they pass, normally I think oh, he's done it, or she's done, he has studied and he has done it, he has practice and he has done it, I don't think I have been able to teach this or that.

RESEARCHER: Ok, do you don't take credit if they pass and also if they fail, you think that it may not be your fault, it may be their fault

TEACHER 14: Yeah, so the answer would be I neither agree nor disagree.

RESEARCHER: ok what about this one?

TEACHER 14: I work hard at all aspects of the English language class, even though not all of them are equally pleasurable and even when I don't like what we are doing in class (such as some activities, teaching specific skills, etc.) Ok, keeping to the options, I neither agree, nor disagree,

RESEARCHER: ok, why?

TEACHER 14: Because not all of them, I mean, I work harder at the aspects that are more pleasurable

RESEARCHER: Can you give me an example?

TEACHER 14: For me, I hate listenings, so I don't really work hard at them, in fact since last course I decided not to give them listenings as they are, but a video, in which they, as they look, they have to answer questions. Because this generation they are visual, they don't listen, they see.

RESEARCHER: Good, ok, what about this one? I often think of quitting this job.

TEACHER 14: No, no, I disagree

RESEARCHER: You disagree because...

TEACHER 14: because I like my job, I don't think, now, after, I mean, coming to the end of my working time, I don't think there is any other job I would have liked more.

RESEARCHER: ok, what about this one?

TEACHER 14: Most of the things I do in this job are insignificant or useless. No, not at all, no, I disagree.

RESEARCHER: why?

TEACHER 14: Well, I am going to answer you with something that happened to me, I don't know how much time you have, I, well, I told you I started teaching in private school, in Santa Cruz, in a very good one, where students have a very good level of English and studying and social level, then I change to technical studies in Puerto de la Cruz, to well, administration and mechanics and so on, can you imagine the level, it is not gardening, it is "agraria" in Spanish, you can imagine the level, it was no level at all, but nice people, then I came back to Santa Cruz to this school where I am now, I was the head of the studies at that time, I didn't have many teaching hours, but well, and so on, and so on, I was changing, but all the time, I was an English teacher of technical studies, at one point in my career, my post was "suprimido", and so I was sent to a school with ESO and BACH but I had never, never taught anyone under 15, so my first course at that school was awful, I remember crying and I was a mother of three girls at that time then and I remember thinking oh I have to leave this, I cannot go on with this for many more years, etc., etc., but then I started to get about the students, to get to know about the students and I have said in this interview, many of them need more attention than English teaching so when I decided that I was not going to be an English teacher and that's all, anymore, I was going to be a social worker through English, I started to love my job much more, so it is not at all, insignificant or useless, we teachers do a lot to students, affect or, I cannot think of a word now, we are important for students

RESEARCHER: Ok, I understand that, so then you disagree with that?

TEACHER 14: Yes, I disagree completely

RESEARCHER: What about this one? I have to deal with an excessive amount of administrative tasks besides teaching English.

TEACHER 14: I agree, I agree, I agree and I agree, do you want to know why?

RESEARCHER: yes, please

TEACHER 14: we have to fill in a lot of forms, we have to write a lot of stuff about students, we have to prepare, well, yeah, evaluation sessions if you are the tutor teacher,

can be normal, but we have to do a lot, a lot and a lot of work that doesn't go anywhere, nobody reads, nobody sees but we have to do it.

RESEARCHER: So, you have some tasks there that are useless

TEACHER 14: Yeah, completely,

RESEARCHER: for you

TEACHER 14: Yeah, in my opinion,

RESEARCHER: So, you agree with this one?

TEACHER 14: Yes, I agree

RESEARCHER: What about this one? Students' attitudes in English classes are a source of demotivation for teachers.

TEACHER 14: Sometimes, there is not an answer, but neither agree or disagree, I mean, sometimes, or most, well I agree, yes, I agree it's better, I agree

RESEARCHER: Ok, why?

TEACHER 14: Because they don't understand, that English is not only a subject but a tool for the future and they, and some of them see English and English speakers, like strange people, that do all the things all the way around we do, and they don't accept it

RESEARCHER: ok, so, generally speaking, do you consider yourself a good language teacher?

TEACHER 14: I don't know, I don't know, I think I could say I consider myself a good teacher

RESEARCHER: ok, why?

TEACHER 14: Because I, perhaps because I feel happy with my students, well with some, with many of my students and sometimes I can feel that they are also happy with me

RESEARCHER: So, no, you consider yourself a good teacher, but not a good language teacher?

TEACHER 14: Perhaps, I could have done better, I don't know, let's say, let's be a little bit proud of myself, yes I think I am a good language teacher, perhaps as I said before, I speak Spanish much in my classes, but even though I always try to connect Spanish with English, or for example for pronunciation if it is difficult for them to pronounce a word, I say it is like in Spanish when you say so, or whatever, or I mean,

I try to, which I think it is important because Spanish is their language, if helps them to improve English, yeah

RESEARCHER: OK, is there anything you would like to say, to add?

TEACHER 14: That this has been a wonderful, are we finishing?

RESEARCHER: Yeah, yeah it is over

TEACHER 14: that you have prepared every detail and yes, very interesting questions and I have enjoyed a lot, I don't know why I had the ideas that it would be yes, no, sometimes, and you know a lot of frequency adverbs, but not, it has been very nice

RESEARCHER: OK, do you have some questions for me?

TEACHER 14: well, no, no, is it a Master what you are doing?

RESEARCHER: PhD

TEACHER 14: On education?

RESEARCHER: Yes

TEACHER 14: and when are you finishing this? Next course?

[CONVERSATION ABOUT THE STUDY: NO DATA]

End of Transcript

Appendix J: Coding Scheme

1. Teachers' Motivational Awareness
1.1. Awareness of Teacher-Student Influence
1.2. Awareness of the concept of motivation
1.3. Awareness of the importance of their motivation
1.4. Emotional Labour
1.5. Emotional Intelligence
1.6. Characteristics and Attitudes of Demotivated Teachers
2. Solutions to Demotivation
2.1. Teaching Context and Conditions Improvements
Reducing the Ratio
Teaching Support (Co-Teaching, Assistants)
Cooperation and Communication
Fewer Working Hours and a Reduced Workload
Establish Limits
Discipline
2.2. Teacher-Specific Improvements
Innovation and Training
Empathising
Analysing the Problem
2.3. Wider Context
Communication with the Teachers
Monitoring Teachers
2.4. No Solution
3. Motivating Factors
3.1. Teaching Context and Conditions
Students' positive attitudes and characteristics
Students' Results, Levels and Learning Progress
Students' Attitude, Motivation and Good Behaviour
Being in Contact with Students
Schools' Context
Salary
Job Security

Having More Time
Institutional Coordination, Cooperation, Support and Being able to learn from others
3.2. Teacher-Specific Context
Enjoyment of the Profession
Meeting Expectations and Achieving Goals
Meaningful Task
Lifelong Learning
3.3. Wider Context
Being Recognised, Respected and Valued
4. Demotivating Factors
4.1. Teaching Context and Conditions
Workload
Administrative Tasks
Students' negative attitudes and characteristics
Students' Levels and Needs
Students' Learning Progress
Students' Attitude and Demotivation
School's Context
Salary
Relationships with Colleagues, Supervisors or Administrative Staff
Ratio
Lack of Resources
4.2. Teacher-Specific Context
Repetition
Lack of Initial Vocation
High Expectations
4.3. Wider Context
"Oposiciones" and Access to the System
Lack of Recognition
Education System
Curriculum Limitations

Appendix K: Questionnaire

This questionnaire was only used in the pilot study stage and was disregarded at a later stage. Some reliable items were transformed into interview prompts which can be found in Appendix D.

TEACHER MOTIVATION QUESTIONNAIRE

SECTION I: Rate each of the following according to how important this aspect of work is to you personally. Indicate your response by ticking the item which corresponds to the importance you give to each statement (from *Very important* to *Not important at all*).

	Very important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Not important at all
1. Earning a good salary					
2. Having flexible working hours					
3. Job security/stability					
4. Having fringe (non-salary) benefits: paid vacations, retirement plans, free training courses, free entrance to (e.g. museums), etc.					
5. Having clear rules and procedures					
6. Being fairly treated in my organization					
7. Having a supervisor (Head of Department, Headmaster/Headmistress) who is responsive to suggestions and criticisms					
8. Having a supervisor (Head of Department, Headmaster/Headmistress) who gives clear guidance					
9. Having sufficient variety in tasks/type of activity					
10. Working for a reputable school/high school					
11. Having a profession that is prestigious					
12. Having a prestigious job title					
13. Having the freedom to do what is necessary in my teaching to do a good job					
14. Being allowed to deal creatively with students' problems					
15. Taking part in making decisions and setting goals					
16. Being able to introduce changes without going through a lot of administrative tasks					
17. Having a job in which I can perform to the best of my ability					
18. Being promoted at some point in my career					
19. Having a challenging job					
20. Having a job which I can learn and develop my abilities to my full potential					
21. Having contact with professionals in the field of English language teaching					
22. Being able to work independently and use my own initiative					

23. Being evaluated positively by my supervisor (Head of Department, Headmaster/Headmistress)					
24. Being recognized for my teaching achievements					
25. Really helping my students to learn English					
26. Having a good relationship with colleagues					
27. Having a friendly relationship with my students					
28. Having a good relationship with my supervisor (Head of Department, Headmaster/Headmistress)					
29. Having a good relationship with my students' parents					
30. Working with other teachers as a team					
31. Having a job that is enjoyable and stimulating					
32. Having a job that is fun					
33. Having a job in which I am relaxed and having peace of mind					

SECTION II: Rate each of the following statements according to your personal opinion and experience. Indicate your response by marking which item corresponds to your thinking (from *Strongly agree* to *Strongly disagree*).

	Strongly agree	Agree	Neither agree nor Disagree	Disagree	Strongly disagree
1. I am satisfied with the fringe (non-salary) benefits available to me in this position, such as paid vacations, retirement plans, free training courses, free entrance to (e.g. museums), etc.					
2. I am satisfied with the degree of respect and fair treatment I receive from this school/high school.					
3. I am satisfied with the salary I receive for this job.					
4. There are adequate opportunities for advancement in my job.					
5. I am satisfied with the job security/stability I have.					
6. The amount of challenge in my job is very satisfying.					
7. Teaching is a challenge that I enjoy.					
8. Teaching allows me chances to use my personal initiative or judgement.					
9. I feel I should personally take credit or blame for how well my students learn.					
10. The amount of support I receive from my supervisors (Head of Department, Headmaster/Headmistress) is adequate.					
11. Interaction with my co-workers is a very positive aspect of this job.					
12. My supervisors (Head of Department, Headmaster/Headmistress) and co-workers always give me feedback about how good I am doing.					
13. I would like to acquire more knowledge about the language I teach.					
14. Teaching this English course is important to my career development.					

15. Teaching this English course is important for my future job.					
16. I dislike English language teaching.					
17. I like the subject matter of this course.					
18. When the class ends, I often wish that we would continue.					
19. It is most important for me to do my best when teaching English.					
20. I work hard at all aspects of English language teaching, even though not all of them are equally pleasurable.					
21. I often think of quitting this job.					
22. I feel a very high degree of responsibility for the work I do.					
23. A lot of people are affected by how well I do my job.					
24. My job is insignificant in the broader scheme of things.					
25. Most of the things I do in this job seem useless or trivial.					
26. I enjoy English language teaching.					
27. Students' attitudes in English classes are a source of demotivation.					
28. A large number of students in a class deteriorate language teaching.					
29. There are few opportunities to teach English in autonomous and diverse ways.					
30. Uncooperative attitudes of my supervisors (Head of Department, Headmaster/Headmistress) or fellow English teachers demotivate me.					
31. There is lack of support or understanding in the school regarding English education.					
32. I have to deal with an excessive amount of administrative tasks besides teaching English.					
33. I receive none or few rewards for what I do at school.					
34. There is excessive interference or expectations of parents					
35. There is lack of social recognition and respect for teachers.					

SECTION III:

Think of the school or high school where you work and list the major factors that have a positive influence on your job.

_____
_____
_____
_____
_____

Think of the school or high school where you work and list the major factors that have a negative influence on your job.

_____
_____
_____
_____

SECTION IV:

Please complete the following sentence with your own words.

A motivated teacher is…

_____
_____
_____
_____

The main demotivating factors in the classroom are…

_____
_____
_____
_____