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**Fluctuations in UQROO French teachers' motivation:
A case study**

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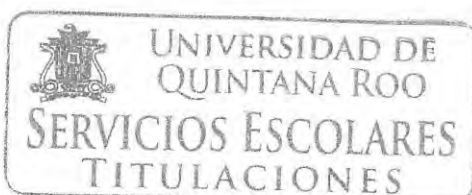
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Chetumal, Quintana Roo, México, Junio de 2016.





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LICENCIADA EN LENGUA INGLESA

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Table of contents

<i>Section</i>	<i>Page</i>
Acknowledgements	3
Abstract	6
Chapter 1. Introduction	7
1.1 Background	7
1.2 Rationale	9
1.3 Objective	10
1.4 Research questions	11
1.5 Significance of the study	11
Chapter 2. Literature Review	12
2.1 Definitions	12
2.2 Historical framework	15
2.3 Self-determination theory	19
2.4 The L2 Motivational Self-System	27
2.4.1 The ideal L2 Self, The ought-to L2 Self and The L2 learning experience	28
2.5 The self-determination theory and The Motivational Self-System	31
2.6 Recent studies	33
Chapter 3. Method	50
3.1 Design	50
3.2 Context	51
3.3 Sampling procedures and participants	54
3.4 Instruments and materials	55
3.5 Procedures	56
3.5.1 Data collection procedures	56
3.5.2 Data analysis procedures	57
3.6 Validity criteria	58
Chapter 4. Results	60
4.1 Students	60
4.2 Work environment	65
4.3 Financial benefits	69
4.4 Teaching	74
4.5 Language	81
4.6 Most motivating and demotivating factors	83
4.7 Motivation fluctuation	87
Chapter 5. Discussion of the results	96
5.1 Introduction	96
5.2 How does the motivation to teach French of French teachers vary across time?	96

5.2.1 The first stage: Making the decision	97
5.2.2 The second stage: Becoming a French Teacher	99
5.2.3 The third stage: Teaching	99
5.2.4 Role models	101
5.3 What motivating and demotivating factors influence this fluctuation?	103
5.3.1 Similarities with previous studies	103
5.3.2 Differences with previous studies	106
Chapter 6. Conclusions	109
6.1 Summary	109
6.2 Implications for practice	111
6.3 Limitations of the study	112
6.4 Directions for further studies	114
References	115
Appendix	118

Abstract

This study seeks to investigate the fluctuations in UQROO French teachers' motivation. To fulfill this objective two research questions were addressed, which are: how does motivation to teach French of French teachers vary across time? And, what factors influence this motivation? To answer them, a semi-structured interview was designed and administered to participating teachers. The semi-structured interview format included questions based on five areas. Those areas are the students, the work environment, the financial benefits, the activity of teaching and the language itself. The participants were five French teachers (two males and three females) currently employed at UQROO. The participants' answers results were analyzed qualitatively. Additionally, the Self Determination Theory and the L2 Motivational Self System were applied in this research study. The findings revealed that the participants' motivation fluctuation is constantly changing. Since participants become French teachers until nowadays, the type of motivation that has being most powerful in their academic life is intrinsic. Also, while analyzing the participants' motivation fluctuation, a series of motivational and demotivational factors were shown. Through them, it was demonstrated that the most motivating factor presented by participants was the language and the most demotivating factors were the students and the work environment.

Chapter 1

Introduction

In the sections that follow, in order to initiate the first chapter of this research study, I lay out its foundations in terms of background, rationale, goals and research questions.

1.1 Background

Motivation is an important topic to research in learning and teaching environments thanks to the huge impact that it has on both students' and teachers' performance. As stated by Basaran and Hayta (2013), "effective learning and teaching in a classroom environment depends on motivation to a great extent" (p. 105). Indeed, motivation is a strong factor to succeed in a classroom.

In spite of the fundamental importance attributed to teacher motivation, some antecedents have shown that the topic is under-researched. For example, Kozloski(2002) claims that the literature from this topic is limited even though is an important factor affecting students' success inside the classroom (as cited in Sugino, 2010, p.218).

Although during the past few decades motivation and demotivation have maintained their importance in second language learning studies, some researchers imply that more studies must be conducted on both topics. For example, Müller and Hanfstingl (2010) proposed that "The research on teacher motivation is still in its early stages" (p.5), and also Sugino (2010) stated that "Only a limited number of studies exist on teacher demotivation" (p.216). As a result, more teacher motivation projects must be carried out, such as this research study, in order to broaden the scope of the field and to do justice to the importance of both teacher

motivation and teacher demotivation. Stressing the significance of teacher motivation in second language acquisition (SLA) and education, Dornyei (2001) suggested that more research is needed to extend the topic information and make this issue important (as cited in Hettiarachchi, 2013, p.1). Consequently, researchers need to take advantage of these under-researched topics with the purpose of conducting new studies, and applying new methods, approaches, theories, and experiments differently so that they can provide fresh and relevant results.

Despite the paucity of sources in the field of second language learning, some recent studies that will be exposed in the literature review later on have studied motivation and demotivation deeply in many contexts. The authors from those studies, Hettiarachchi (2013), Gao and Xu (2013), Hildebrandt and Eom (2011), Sugino (2010), Prytula and Hellsten (2011), Kreishan and Al-Dhaimat (2015), Jugovic , Marušic , Pavin and Vizek (2012), Lengeling (2010) are a huge example of researchers who have expanded our knowledge of this topic.

Although all of the authors already stated have focused their studies on teacher motivation, none of them had focused studies on motivation variation across time. Personally speaking, I am really excited to know which findings this thesis will discover in the end. For me, it is and it always will be truly important to keep conducting teacher motivation research studies due to the fact that big contributions in further studies and the awareness in students, teachers and researchers will have an impact on their academic development.

The French as a field language in Mexico demands to be taken seriously due to the lack of resources and studies that are based on this context. The language needs to be even more

recognized academically than now. In a near future, if more studies are based in this context, then, the language might receive more importance inside and outside the learning environments.

1.2 Rationale

My interest in the topic of teacher motivation and demotivation was born mainly from the desire, which I have had since I started my major, to know more about why my teachers were motivated to teach and how their motivation could fluctuate through time. Moreover, teacher motivation plays an important role inside the classroom. Just as Gardner (2007) suggested teacher motivation, nowadays, is seen as a factor that varies and has a strong impact on student's motivation (as cited in Hettiarachchi, 2013, p.1). This fact was another point that attracted my attention to do this research study.

Further, I find it important to share that, at the beginning of this study, I only wanted to work with motivational factors. However, I realized that while studying motivation fluctuation, you could encounter not only motivators but also demotivators. So, in the end, I added both topics in this motivation fluctuation thesis.

Additionally, I decided to focus this study on French teachers due to the passion that I have for the subject. In previous semesters I have sat three French levels and acquiring the language as my L3 was enjoyable. For me, the language of French has a strong significance and I find important to provide new insights to both motivation and French fields. While searching for information I encountered that there is no previous research on the motivation of teachers of French here in Mexico. Although many studies had focused on the language of

French like García (2001), Boudaud (2003), Caréto (2003), Fernández (2003), Brunet (2003), Aquino (2003), Pardo (2003) Brigitte (2003), Schonoller (2003), Pérez (2004), Pardo (2004), Grondin (2004), Didier (2004), Oaxaca (2005), Rosas (2005), Hernández (2005), Mendoza (2008) Landa (2011), Heredia (2011) and Alarcón (2011) (as cited in Heredia & Landa, 2013, p. 243) they are not based specifically on teachers and their motivation. For instance, I find the content of this thesis relevant to broad the scope.

Also, another reason is that nowadays it is really important to know more about how French teachers can get motivated because they will benefit the learners in this country by improving their skills when producing the language. Even though French doesn't have a huge status here in Mexico, knowing the language will allow people to travel abroad or even to apply for a better job, so, many opportunities will be provided to those who speak French. According to Ramirez (2007) recent studies had demonstrated that there is a lack of scientific productivity in the didactics of French as a foreign language in Mexico (as cited in Silva, 2013, p. 327). Indeed, the language of French in this country it is not spoken and studied as, for example, the English language. Although Ramirez (2007) also said that there are 17 institutions, located all over the Mexican area, that offer 20 major or postgraduate degrees (as cited in Silva, 2013, p. 327) this doesn't mean that French has a huge demand by Mexicans. On the contrary, it needs to be recognized even more. The reality is that if teachers do their effort to transfer their knowledge, the population who speak French here in Mexico will increase which means that the status of the language will increase to. For this reasons, it is important to study how French teachers can get motivated due to the positive results that these two phenomenons can provide.

1.3 Objective

The main objective for this research is to describe the fluctuations in UQROO French teachers' motivation to teach by discovering which motivators and demotivators they encounter at teaching.

1.4 Research questions

In order to accomplish the objectives of this research, a qualitative approach is used in order to answer the next questions:

- How does the motivation to teach French of French teachers vary across time?
- What motivating and demotivating factors influence this fluctuation?

1.5 Significance of the study

This study is significant for the reason that results will provide some insights. Researchers will encounter information useful not only as a tool to perhaps apply the theories or the method but also to make them think beyond their ideas. That way, they can come to different conclusions, which would help them to boost the topic by applying new methodologies with new participants.

It is relevant to add that through this study, both students and teachers will benefit by becoming aware of the fact that the role that motivation plays is serious. Furthermore, the study can also have positive implications for decision takers as the results can help to guide policy in ways that improve teacher motivation and reduce demotivation.

Chapter 2

Literature Review

In this section, the relevant literature of this research study is outlined. The first couple of sections lay out the definitions of motivation, demotivation and amotivation as constructs. Later on, some information based on both topics is explained in depth in the historical framework. To end up, some recent studies already conducted on the field are summarized.

2.1 Definitions

According to Longman's Dictionary of Contemporary English (2003), motivation is defined as eagerness and willingness to do something without needing to be told or forced to do it. Furthermore, the Oxford Advanced learner's dictionary (2005) defines demotivation as the noun form of the verb demotivate, which is to feel that it is not worth making an effort to achieve a goal. Even though both dictionaries provide general meanings, they don't consider many aspects that we need to comprehend in order to understand both words deeply. For instance, many researchers have already dedicated their own work to analyze both topics.

Pintrich and Schunk (1996), for example, define motivation as the process whereby goal-directed activity is started and nourished (as cited in Dörnyei, 1998, p.118). Also Medrano and Cano (2009) described it as the intention to do something (p. 386). In both views, motivation is related to behavior because it involves emotions, beliefs and the ability to do things. So, according to this, what the authors implied is that motivation is seen as the motor that help us to pursue an objective.

On the other hand, demotivation, according to Dornyei (2001), is defined as the opposite of motivation (as cited in Sugino, 2010, p. 217). Also, Trang and Baldauf (2007) suggested that demotivation is the loss of motivation for a specific reason or because of a situation (as cited in Sugino, 2010, p.218). In both views, demotivation is also related to behavior, as motivation, but now, in a negative way. That means that the authors previously cited see demotivation as one of the most important factors to stop pursuing the objective that we once wanted to achieve.

Moreover, amotivation is defined by Ryan and Deci (2000) as “the state of lacking the intention to act” (p. 72). Yet, Gagné and Deci (2005) described it as “the lack of motivation” (p. 340). In contrast to motivation, amotivation involves not having the intent to perform an activity while motivation involves having it. For example, when amotivated, according to Ryan and Deci (2000) “people either do not act at all or act without intent, they just go through the motions”(p.72). When motivated, it happens backwards: people act with intention. Now, in contrast to demotivation, amotivation is the totally absence of motivation while demotivation is the loss of motivation. For example, when demotivated, according to Sugino (2010) “a person can be identified as someone who was initially motivated but because of negative external influences, has lost it” (p. 218). Here, demotivation can be equated as low motivation. In the case of amotivation, people are unwilling to act, just as Ryan & Deci (2000) implied amotivation results from not giving value to an activity, not feeling competent to perform it and not expecting it to produce a desired outcome . The similarity between motivation, demotivation and amotivation, according to Gagné and Deci (2005), is that “they concern a person’s relation to an activity or sets of activities.” (p.-)

Indeed, each definition covers more features than the specific ones provided by dictionaries. This demonstrates that it is truly important to keep carrying out further research, as we have been mentioning so that those areas that have not been explored yet, will receive the attention they deserve.

Researchers who have discussed and explored the definition of motivation and demotivation agree that motivation in general seeks to give explanations on the fundamental questions of why humans behave as they do. Of course, there are some definitions that need to be sustained even more in this modern age and more that need to be found.

In this thesis, motivation is seen as variable for the reason that it fluctuates: sometimes it is more intense, and sometimes it is lowered by demotivating factors. For the purposes of this study, demotivation is distinguished from amotivation in that the former is seen as a temporary decrease in motivation, whereas the latter is seen as a state of complete loss of previously held motivation that leads the person to abandon all efforts to pursue a goal. The study's focus is on motivation and demotivation since its participants are practicing teachers rather than people who have abandoned the profession.

According to Lamb (2007), "most teachers recognize that motivation ebbs and flows, in classes as well as in individuals" (p.757). Motivation is not stable due to the fact that we tend to think different, feel different, and talk different (all the factors involved with behavior) as time passes by. For that reason, we and our actions are affected by different circumstances. Gardner and Lambert (1972), for example, emphasized that, even though a language aptitude accounts for a reasonable proportion of individual variability at improving while learning a language, motivational factors can affect the effects on that aptitude (as cited in Dornyei,

1998, p. 117). The development of both the student and the teacher, inside the classroom, can be affected positively or negatively thanks to motivational or demotivational factors.

In addition, according to Dörnyei (1998), “motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process” (p.117). Certainly, without being motivated, this process can receive tremendous damage and it is even unimaginable the number of desertions from teachers and students that amotivation could bring to the entire educational world.

Thanks to the huge academic recognition attributed to motivation by students, teachers, and researchers, the theoretical scope on the field has welcomed a variety of new methods, concepts, dissertations, approaches, and more. The important role that motivation plays inside the classroom, as being the primary source influencing teachers and students behaviors positively, has attracted researchers’ desire to do their own work based on the topic. Considering that earlier studies have contributed scientifically in the past, nowadays the number of research studies based on motivation has grown incredibly which means that 2016 is indeed an exciting time for motivation research.

2.2 Historical framework

Many recent research studies are based on theories, models and approaches that were created in previous decades. Even though they are not new, they are useful and have contributed to broadening the scope of L2 motivation research studies since they were published. Below, some of them are explained.

The information in this section, seeks to analyze just some of those important insights, ordered chronologically in order to keep providing some supportive historical value to motivation in a theoretical way. The section provides a summary of the currently dominating motivational approaches, based on Dornyei (1998). The content reviews the historical development of theoretical approaches of motivation.

The first example is Maslow's theory, designed in 1970. This theory is based on the hierarchy of needs. Those needs were distinguished and categorized in five classes better known as physiological, safety, love, esteem, and self-actualization. Maslow's theory is a great example of early research on general human motivation. It is one of the most important paradigms in scientific history.

The second example is the Attribution theory put forward by Weiner. This theory was proposed in 1979 in order to study how people explain their own past successes and failures significantly affecting their future improvements. This was the dominant model in research on student motivation in the 1980s.

The third example is the theory of reasoned action. This theory was designed in 1980 by Ajzen and Fishbein. In this theory, the chief determinant of action is a person's intention to perform the particular behavior. If there is a conflict, the relative importance of attitudinal and normative considerations determines the final intention.

The fourth example, designed in 1985, is Gardner's theory. The theory studies how students' attitudes towards a specific language group could influence their success. The main point here is how these attitudes are influencing how successful students will be in incorporating

aspects of that language they are studying. In this theory, motivation is conceptualized in three components: motivational intensity, desire to learn the language, and an attitude towards the act of learning the language. Thus, according to the author, motivation refers to a kind of mental motor which demands effort, volition and task-enjoyment.

The fifth example is the theory of planned behavior. It was proposed in 1988 by Ajzen. The author contradicted a little bit the theory of reasoned action. He modified it at adding a component to it, 'perceived behavioral control'. This component refers to the perceived ease or difficulty of performing the behavior. So, in this theory, behavioral performance can then be predicted from people's intentions to perform the behavior in question and from their perceptions of control over the behavior.

The sixth example is the self-worth theory of achievement motivation, proposed by Covington. This theory was designed in 1992. The theory studies self-acceptance as a human priority. Covington posited that the highest human priority is the need for self-acceptance and, therefore, achievement inside the classroom largely reflects attempts to increase self-perceptions of skills.

The seventh example is the Goal orientation theory. It was proposed by Ames in 1992. This theory highlights two contrasting achievement goal constructs, or orientations, that students can adopt towards their academic work. They are the task-involvement or learning goals (mastery orientation) and the ego-involvement goals (performance orientation). Ames concluded by seeing that mastery goals are superior to performance goals.

The eighth example, produced by Bandura (1993), is the self-efficacy theory. This theory is based on people's judgment of their capabilities to carry out certain specific tasks, determining by their senses of efficacy choices of the activity attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed. Bandura summarized that people with a low sense of self- efficacy in a given domain perceive difficult tasks as personal threats.

Finally, the last example, proposed by Locke and Latham's is the goal-setting theory. Both authors designed this theory in 1996. They studied human actions and found out that it is caused by purpose, and for action to take place, goals have to be set and pursued by choice. This theory sees commitment as something to be improved by people when they start to think that achieving the goal is possible and important.

From this previous information I can add that we can find a surprising number of alternative and competing theoretical insights. As the reader can notice, the information summarizes that motivation is an umbrella-term involving a wide range of different factors. This implies that researchers need to be careful in their studies at the moment they conceptualize motivation variables. Motivation is not a uniform concept and, for instance, no approach has still represented it in its total complexity.

There are even more historical accounts that could be outlined in this theoretical section, but it is outside the scope of this study to discuss this huge contribution to the scientific world. Therefore, the information in this section had to be restricted to what I consider to be the most important current conceptualizations. The previous theories already stated are some of the most important and popular ones. They are still a hit 10, 20 and more years after they

were published and it is amazing how they have been developed in different studies from different topics. In this decade, researchers have been modifying, improving and taking those approaches into practice, which means that they haven't lost their essence.

This research study is based on two theories. They are The Self-determination theory and the L2 Motivational Self System theory. I have chosen these theories because of their impact, usefulness and, in the latter are cases, novelties and specificities to L2 teaching-learning situations.

2.3 Self-determination theory

Self-determination theory (SDT) was introduced by Deci and Ryan in 1985. This paradigm, recognized as one of the most popular motivational theories, distinguishes two types of motivation: autonomous and controlled. Gagne & Deci (2005) define autonomy as “endorsing one's actions at the highest level of reflection” and control as “acting with a sense of pressure, a sense of having to engage in the actions” (p. 334).

Ryan & Deci (2000) refers to the SDT arena as “the investigation of people's inherent growth tendencies” (p.68). In other words, what this theory studies is how people add new intentions and behaviors to their lives, and how they modify or maintain existing ones. While people tend to fulfill psychological needs in their daily living, their attitude towards performing an action and also their behavior usually changes in a certain length of time. For instance, preferences and demands don't stay the same. As time goes by, everything changes; just as my motivation that fluctuates and varies according to my necessities. I have not only different

amounts, but also different types of motivation, which means that my motivation not only varies in “level”, but also in “orientation”.

Furthermore, below these lines I will discuss the types of motivational factors that are the main basis of SDT. While reading the content, readers will see how motivation regulates connecting and relating those types of motivation to each other showing the characteristics they have.

Berger (2014) defined SDT as “a description of the overall set of factors that can enhance or diminish a person’s sense of motivation” (p. 46). The fact is that this approach concerns environmental factors that could affect somehow our motivation. So, our thinking and our acting could be affected too. Ryan and Deci (2000) corroborate this statement by claiming that “the different types of motivation are based on the different reasons or goals that give rise to an action” (p.55). SDT divides motivation in two types: intrinsic and extrinsic. Yet, the theory also involves amotivation. Next, the explanations of those types of motivation will be outlined.

On the one hand, intrinsic motivation is the one that lies on the autonomy end of SDT and involves internal factors. Those factors could be, for example, in the foreign language teaching context when teachers feel motivated at teaching because they like the language, they love to teach or perhaps they believe are doing a big contribution to humankind. Furthermore, intrinsic motivation is a clear example of autonomous motivation. To be autonomous is to be able to do the things voluntarily because we enjoy the activity and we feel interested in it.

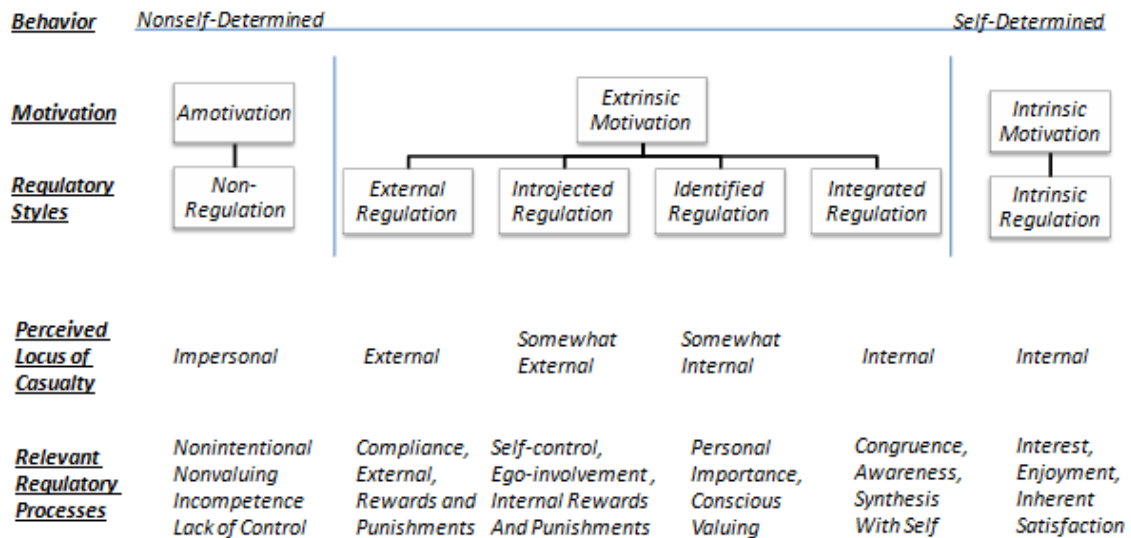
On the other hand, there is extrinsic motivation. It lies closer to the control end of SDT. Extrinsic motivation comes from external factors. Those external factors could be, for example, in the same context as the intrinsic motivation, when a teacher performs his or her job in order to avoid a punishment or because he or she is receiving an amount of money or something in exchange. Extrinsic motivation is a clear example of controlled motivation. To be controlled is to do things because we have to, even though we don't enjoy doing the activity per se and we somehow have the necessity to develop the action.

Finally, SDT also involves amotivation. This state is different from the other two. It is characterized by being non-determined, which means that it does not take part neither autonomy nor control. To be amotivated is to be lacking in motivation, so, we have no intention to act.

Gagne & Deci (2005) explains that "autonomous motivation and controlled motivation are both intentional, and together they stand in contrast to amotivation, which involves a lack of intention and motivation" (p.334). As it was seen in the previous lines, both the autonomous and controlled motivation were explained as features of the intrinsic or extrinsic motivation. Autonomous and controlled motivation are intentional due to the fact that when we perform an action we do it intentionally. This means that we do it in a way that is planned or intended no matter if we do it out of desire, as in intrinsic motivation, or out of commitment, as in extrinsic motivation. Both types of motivation stand in stark contrast to amotivation for the reason that, when amotivated, people just stop developing the activity. So, what extrinsic motivation, intrinsic motivation and amotivation have in common is that they can somehow affect our behavior.

Now, in order to develop a better explanation of the types of motivation, the self-determination continuum is visually illustrated below. After Figure 1, further information is explained in detail.

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



Importantly, Noels , Pelletier , Clement and Valleran (2003) refer to the two major types of motivation in SDT (intrinsic and extrinsic) as “not categorically different, however, but rather lie along a continuum of self-determination” (p. 38). This continuum is illustrated in Figure 1 above. It is a continuum for the reason that as I move toward the right, my motivation is closer to self-determination and autonomy and, as I move toward the left, my motivation is closer to be controlled. In other words, with the exception of the extreme poles, the other types of motivation can display some features of autonomy or some features of control.

Additionally, Figure 1 shows in a visual way how the Self-determination continuum is identified based on behavior, motivation, regulatory styles, perceived locus of causality & relevant regulatory processes. It is necessary to clarify that the illustration is a construct that

refers to where an individual place the reasons of their acts. So, the latter refers to monitoring and control someone feelings, thoughts and behaviors. Taking into account how elements are located there, from the right side to the left side since the top we can see that:

Behavior is divided into Self-determined (autonomous) or non self-determined (controlled). In the case of extrinsic motivation, even though is not visualized in the table, behavior will be seen as lacking both control and autonomy.

Motivation, following the sequence on Figure 1, is divided in three, into intrinsic motivation, extrinsic motivation and amotivation. The definitions from these types of motivation are explained in the beginning of this section.

The regulatory styles, 6 in total, have the purpose of measuring how motivation regulates human actions. Regulations are based on each motivation style, for example, the intrinsic motivation will receive an intrinsic regulation. In the case of the extrinsic motivation, it will be divided in four, the integrated regulation, the identified regulation, the introjected regulation and the external regulation. Amotivation, on the contrary, receives a non-regulation regulatory style.

Perceived Locus of casualty, or where individuals place the origins of their circumstances, is divided into internal, somewhat internal somewhat external, or external. In the case of amotivation, this is impersonal. Here, we can realize how motivation changes and, as it is visualized in Figure 1, the figure itself gives a qualification to those regulatory styles that are encountered at the top of these elements.

Relevant regulatory processes. This dimension lets us identify easily the strategies we use in order to stay motivated.

From this information, we can deduce how our motivation can be measured depending on the factors that move us to act. The main point here is motivation. Motivation fluctuates and causes our intention to perform an activity. That activity can be internal, as in self-regulation, or external, as in regulation by others based on rewards and punishment. As we have already provided a general view of Figure 1, now, a detailed explanation based on the types of motivation will be outlined. The reason is to give a clearer and complete explanation about how motivation can be located in the self-continuum.

Intrinsic Motivation- Intrinsic motivation is intrinsically regulated, as it is seen in Figure 1. This regulation comes through the autonomy people possess to do things voluntarily. Like this, the perceived locus of casualty is defined internal, which means that the relevant regulatory process will be related with internal factors. Those could be our interest, our enjoyment and our inherent satisfaction. In this part our behavior is qualified as self-determined.

Extrinsic Motivation- Even though the extrinsic motivation has been already conceptualized at the beginning of this section with one meaning, the SDT theory had divided it into four regulation styles. Those are, named in order from right to left, the integrated regulation, the identified regulation, the introjected regulation and the external regulation. The first one called *integrated regulation* are close to autonomy, just as the intrinsic regulation does for the reason that it is also characterized by an internal perceived locus of casualty. Nevertheless, it doesn't stop being part of extrinsic motivation. What we need to remember is, for example,

that it is somewhat controlled when people do the activities because it is important to achieve their goals and not because they are keen on them. In this regulation the relevant regulatory process is related in our congruence, awareness and synthesis.

Next, we have *identified regulation* that is perceived somewhat internal in the locus of causality. As the relevant regulatory process shows, this regulation happens when we have a personal importance and conscious valuing. An example would be when someone, after waking up or after eating, brushes her teeth because she has to do it as a daily routine. Now, she does the activity not because she feels happy or excited to do it, but, because she is programmed and it is like a habit to her.

The third concept named *introjected regulation* is perceived as somewhat external in the locus of causality. That means that the relevant regulatory process is related with the self-control, the ego-involvement, the internal rewards and the punishments. An example of this regulation would be when someone who is owner of a lovely yard, but dislikes to water her plants, has the necessity to water them in order to avoid killing them, or in order to see them bloom, to see them beautiful or to see them colorful. The person does not have a choice, so, she is in the necessity to do it, so she does it to see her yard pretty.

Finally, the last element called *external regulation* is perceived to have an external locus of casualty. This regulation shows that we act because of our compliance, our external rewards and punishments. An example would be when a mom tells her daughter to throw away the garbage, but, she does not want to do it because she does not like it. However, she needs to do it because if she does not do it, then she would probably feel bad at knowing that she is not obeying her mom and perhaps that action might angry her mom and she loves her, so, she

does not want to see her mad and she does not want to feel sad and bad about it, so, in the end she will do it.

All the previous types of regulation from both the intrinsic and extrinsic motivation already seen above may control our behavior at different times. Yet, there is another element, called amotivation that lies outside the motivation. Next, in order to deepen ones understanding of this element and to know which differences are the ones that characterize it I will portray those features.

Amotivation- Amotivation is non-regulated. While the intrinsic and the extrinsic motivation are somehow regulated, amotivation is not. The perceived locus of casualty is impersonal for the reason that the regulatory process is nonintentional and nonvaluing. When feeling amotivated, we experience incompetence and a lack of control. Then, being amotivated defines people by owning a lack of motivation.

In sum, the Self Determination Theory, conceptualized in a self-determination continuum (visualized in Figure 1), reports how three types of motivation are determined. They are called the intrinsic (autonomous or self-determined) and the extrinsic (controlled) motivation, and amotivation (non-self determined).

The work researchers have made applying the SDT is essential. However, despite the fact that these three motivational elements have received empirical and theoretical support for their adaptive role, in reality they are not always employed by teachers when teaching, but surely they do experience the different SDT factors in their own motivation to teach. One important area that SDT does not address explicitly is demotivation or demotivating factors. To connect demotivating factors with SDT, I will consider demotivating factors to be those that push

teachers away from the autonomy end of the SDT continuum and more toward the control and amotivation end of the continuum.

Having summarized the Self Determination theory in the previous lines, next, some information about the second theory that will be applied in this research study called the L2 Motivational Self System theory will be explained. I must add that after finishing writing the content about the L2 Motivational Self System theory, I will end talking about both theories by relating them in the foreign language teaching context.

2.4 The L2 Motivational Self-System

In 2005, Dornyei created the basis of a new theory called the ‘L2 Motivational Self System’ (Dornyei 2009). This system conceptualizes in a psychological perspective three visions of our “possible selves”. Those visions receive the name of: the ideal-L2 self, they ought to-L2 self and the L2 learning experience. According to Dornyei (2010), the basis from this approach was built upon the foundations laid by Gardner in 1985. As a result, the author broadened the scope of Gardner’s theory transforming the theory applicable in language learning.

Before going on, I would like to briefly explain the rout of the concept “self”. Higgins (1996) once argued that specialists in psychology are fascinated with the word ‘self’ and its definitions. The psychologists have demonstrated that it is a wide variable that explains more than one concept (as cited in Dornyei 2009, p.10). Also, Dornyei (2009) agreed with this by claiming that “the notion of “self” is one of the most frequently and most diversely used concepts in psychology” (p.10). The previous lines tell us that the “self” concept comes

naturally from a psychological view. Professionals in this field have taken the concept to do further research in their field. For instance, they have let many other researchers and practitioners to conduct their own work applying this “self” in other contexts. In this case, for example, the theory will be applied in the teaching motivation context.

The possible selves, according to Dornyei (2005), “offer the most powerful, and at the same time the most versatile, motivational self-mechanism, representing an individual’s ideas of what they might become, what they would like to become, and what they are afraid of becoming”(p.98). Certainly, when we talk about our possible selves we are involving where we stand now here in the present, but it goes beyond the present, our possible selves strongly involve our imagination about the future. The Merriam Webster Advanced Learner’s English dictionary (2008) defines imagination as the ability to imagine things that are not real or something that only exists or happens in our mind. Indeed, imagination creates a dimension in which our feelings and our thinking creates a comfortable atmosphere where our future desires are involved. Dornyei (2005) explains it better by saying that “Markus and Ruvolo in 1989 stated that by focusing on possible selves we are phenomenologically very close to the actual thoughts and feelings that individuals experience as they are in the process of motivated behavior and instrumental action” (p. 99). Thus, our possible selves, which are the ideal-L2 self, they ought to-L2 self and the L2 learning experience, can affect our life through actions that we can perform due to our motivation. Dornyei (2005) was right at saying that “the more vivid and elaborate the possible self, the more motivationally effective it is expected to be.” (p. 100)

2.4.1 The ideal L2 Self, The ought-to L2 Self and The L2 learning experience

Next, the three visions of our possible selves will be explained in more detail.

1. *The Ideal L2 Self*. This first vision answers to the question: which person I would like to become? Dornyei (2009) refers to the ideal L2 Self as “the representation of the attributes that one would ideally like to possess (i.e. representation of hopes, aspirations, or wishes)” (p.13). In other words, the ideal L2 self is an idealized vision that language learners may hold of themselves when they finally are able to speak the L2 with confidence.
2. *The ought-to L2 Self*. For this vision the next question: which attributes, in order to be better persons or avoid negative situations, I believe I ought to possess? Has to be answered. Dornyei (2009) refers to the ought-to L2 Self as “the representation of attributes that one believes one ought to possess (i.e. representation of someone else’s sense of duties, obligations or moral responsibilities) and which therefore may bear little resemblance to one’s own desires or wishes” (p.13). The ought-to L2 self thus consists of the personal attributes learners think they must develop in order to achieve their ideal L2 self.
3. *The L2 Learning Experience*. Finally, this last vision, related to our background, must answer to the question: which specific situations in previous learning environments I have experienced? Dornyei (2009) concerns the L2 Learning Experience with “situated, ‘executive’ motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)” (p. 29).

Thus, the L2 Motivational Self System studies three primary visions of our possible selves that impulse us to be motivated (Dornyei & Chan, 2013). The combination of these three

visions can indeed bring motivation to someone's life. They can even be applied by teachers in order to improve their teaching strategies for the reason that students can experiment them in connection with their L2 learning. Teachers can make students feel able to fulfill an objective by visualizing:

1. The internal desire to become effective in connection with learning the L2.
2. The social pressures coming from the environment.
3. The actual experience of being engaged in the process.

The L2 Learning Experience, the Ideal and Ought-to L2 Selves are by definition involved naturally due to the fact that they are related to each other on account of our imagination. The intensity of motivation is partly dependent on the learners' capability to generate mental imagery (Dornyei & Chan, 2013). Through them our motivation can fluctuate. These processes may occur at the same time or not. The L2 learning experience comes after going through the action. In contrast, the ought-to L2 and the ideal self comes after, during or before performing it. All of them enter into the phases of the motivational process.

To sum up this section, thanks to Dornyei, the L2 Motivational Self System has been implemented in the language context. This approach is mostly used in SLA. The theory involves three visions through which students might be motivated. Those are the possible selves: the ideal L2 self, the ought to-L2 self and the L2-learning experience. The similarity they share to each other is imagination. Our feelings, experiences, expectations, among other things may produce in our mind images that can produce motivation and, for instance, a big impulse to perform the action. In this study, I use the L2 Motivational Self System because the teachers are all non native speakers (NNSs) and, therefore, are L2 learners of the language they teach. I believe that parts of their motivation to teach are related to their desire

to learn and practice the language, and parts of their ideal L2 self may include the vision of themselves as teachers of the language. These are the reasons to include this theory despite the fact that the studies related to it have focused on students rather than teachers.

Since the development of this tripartite theory, a number of studies have been conducted using the L2 Motivational Self System as their theoretical basis. Most of them are based in SLA. Although this theory is based on learning instead of teaching, it is possible to apply the theory inside the classroom by taking it as the basis of teachers' techniques for a better improvement and development of the class. As I implied before, the theory itself can bring motivation to both students and teachers. We need to take advantage of this.

2.5 The self-determination theory and The Motivational Self System

After explaining the basic principles of the Self-determination Theory and the L2 Motivational Self System Theory, this section has the objective to connect them towards this study. In order to be more specific and to generalize the idea, I will discuss the role the theories are going to play in this research study. Afterwards, I will outline how I am going to apply them together.

Working with the L2 Motivational Self System and the SDT will allow this study to explore the specific dimension in teachers who are teaching a foreign language. To be specific, French. Teacher motivation has a very significant impact upon students social and emotional growth and their preparedness to live, work, and contribute to their local communities and wider society. The most motivated teachers are, the most motivated students will be.

This study exploring motivational and demotivational factors towards teaching French as a foreign language will be the first one carried out in Mexico based on this context. In Mexico and in UQROO applying both theories would be something totally new. Therefore, the results of this study may assist not only to the university, but also to the country by designing and implementing policies that will keep teachers' motivation to teach, which may have important beneficial effects on future students. So, both theories are going to play an important role in this UQROO French teachers' motivation research study due to the meaningful insights that they can contribute.

Furthermore, neither the SDT nor the L2 motivational Self System will be labeled as the most important one because both will be working together and each will receive the same attention. Both theories will be applied during the process of this research study conduction. In order to do it, I will describe in the next lines how the theories will be analyzed.

Firstly, referring to the Self-determination Theory, I am going to apply it by looking at how teachers' motivation is regulated so that its fluctuation can be measured. For example, first of all, after analyzing results, motivation will be categorized as intrinsic or extrinsic. Then, the fluctuations in motivation from more autonomous toward more controlled or toward amotivation will be found by identifying and describing what teachers relate as demotivating factors. Of course, motivational demotivational and amotivational answers will be included in the study.

Secondly, referring to the L2 Motivational Self System, I am going to apply this theory by analyzing the French teachers' thoughts about their possible selves. Like this, I will also consider to measure their motivation since they became teachers until now at encountering

positive or negative expressions about themselves in the present, through past experiences and when they talk about themselves in the future. The inclusion of this theory helps to account for the fact that the teachers in this study are also learners of French as a L2. This fact may play a significant role in their motivation to become teachers, one not adequately captured by SDT.

Finally, both theories will be generally analyzed through the content of those previous analyses. The motivational and demotivational factors that were added in the instrument (the semi-structured interviews), taking into account recent studies, will bind both theories in the end. So, they will work as one in unison.

To conclude this section, the Self-Determination theory and the L2 motivational Self-System theory own specific features that will be implemented at conducting this research study. Their combination will make the results meaningful.

2.6 Recent studies

In this section some recent studies will be lay out in order to explain which motivational or/and demotivational factors were encountered by researchers at conducting each study. The content also seeks to specify some data featured by those research studies in order to expose the strategies authors used.

To finalize, Narcy, _Narcy and Starkey (2009) conducted a research study focused on teachers' perception of their working conditions when studying L2 motivation in the classroom. The participants were approximately 300 language secondary teachers that were

employed in different schools in France. The information of the study was collected through a questionnaire. It was applied to participants by e-mail and in sessions face to face by paper. The authors found that the main motivational and demotivation factor presented among the participants is the students. Teachers are motivated when students are interested while they teach, curious at acquiring new knowledge, polite inside the classroom, dynamic at developing activities, motivated, perceptible and also when they make an effort to take great pains. In contrast, participants show that they can get demotivated when students are demotivated, lazy, passive, they usually got distracted by everything, own a huge lack of culture and knowledge, arrive at classes downhearted and are demanding. Besides students, participants also expressed that they are motivated thanks to the language they teach because they really like it and also the culture where it's spoken. Yet, they also expressed that they got demotivated because only few students and parents recognize their efforts and usually their profession is fall in value. The authors from this study concluded that educative authorities must be aware of the students negative behaviors so that they implement appropriate strategies to stop this big risk for teachers demotivation.

Lengeling (2010) conducted an extensive research study where participants' voices and identities were analyzed in an in- service teacher training course in central Mexico (the Certificate for Overseas Teachers of English, or COTE). The study was conducted in the Universidad de Guanajuato. Additionally, the group of participants consisted of 10 women and 8 men (ranged from 20-45 years old) .All of them worked in a wide range of educational settings as public universities, technological instituted, extension programs, private language institutes, private religious schools and city municipal programs. They taught at diverse levels: primary, middle school, high school and university. The data of this research study was collected trough journals, interviews, focus group discussion and observations in classes.

The findings show that the motivational factors that influenced the participants' decision to become English teachers were, for example, the ones included in the language command category. Some participants felt motivated through a strong, positive association with English, they had a positive influence of a prolonged stay in the United States and a strong identification with the English language. These factors influenced teacher-learners to eventually study EFL, enter the profession and receive job offers. Another motivational factor was categorized as family expectations: Some participants' parents expected them to become teachers, so, participants expressed anguish in regard to their parents' expectations, they seek acceptance and approval from them. Others were influenced by their parents when they decided to send them when little to the United States. Furthermore, the authors also took into account falling into the job as a motivational factor: participants fell into the job because they were influenced by a job offer; they needed to earn money as a way to finance their formal education, they received a casual invitation in English and were offered to teach (resulted in a chain-reaction of life changing events), in one case a participant wanted to have professional experience, so, because of this and her love to ballet she was motivated and both factors were facilitators for her, in another case a participant was motivated because he wanted to be more professional (in the two cases before, both participants realized they need something more in their teacher development).

Also, in this study Lengeling found out the motivational factors in which the participants decided to take the Course. One of them was the English language contact: Some participants expressed a strong interest in learning English, a participant wanted to continue on with the improvement of their English, another one felt anxious and insecure and he saw that as an obstacle to overcome and also one of them mentioned the power-broker relationship between English and the United States. Another motivational factor was the credential requirements:

participants had a typical desire to enter the course because of credentials, they saw the course as a solution to their dilemma because the credential was a requirement to teach; their motivation was mostly commercial because schools came to require credentials to ensure job security. Furthermore, the professional advancement category was another motivational factor: Participants were motivated to become better classroom teachers in order to help their students, to accommodate their students' learning styles and needs, to be exposed to methodologies, to be highly practical and to search for the professional advancement as a self examination and improvement. The last factors the author found out were categorized in the non-native speakers' identity and empathy group: participants were motivated to take the COTE as a venue to continue their contact with English, and learn the language in a supportive environment, they were also motivated to enter the EFL profession in order to make a difference in the lives of others-their students; A participant saw the course as a way to improve her own skill and another one wanted to be empathetic with future English students and decided to become part of the solution (she thought that language ownership is not exclusively to native speakers). Lengeling concluded her study by saying that although it was situated in a Mexican context; the implications have links to other world contexts. This research is of interest and can benefit teachers, trainers, course designers, directors and administrators in EFL/ESL environments.

In a study conducted by Sugino (2010), who studied the teacher demotivational factors in the Japanese language teaching context, 97 college teachers (from different subjects) answered a questionnaire developed using a five-point Likert scale format . They were 52 teachers at the Defense Academy of Japan and 45 teaching at other private and national universities in Japan (46 were male, and 51 were female). Overall, results showed that the top seven items that demotivate teachers the most were students' use of cell-phones in classes, students' falling

asleep in classes, students' rebellious attitude, long teacher meetings, excessive paperwork, teaching to the test (TOEIC and TOEFL), and fixed teaching material-. Also, the least demotivating factors were colleagues' not giving straight opinions, frequent changes in teaching materials , big ability differences within classes, and students' showing a different attitude toward female teachers. Sugino concluded that further study on teacher demotivation would be beneficial to understand student and teacher motivation.

In another study, Hildebrandt and Eom (2011) studied foreign language teacher motivations for professionalization. The participants were 814 American language teachers certified in Advanced certification from the National Board for Professional Teaching Standards; just 433 completed the whole procedure of the study. For this research study a web-based survey was applied. The information was collected using the qualitative method and later on the data was analyzed descriptively. The results indicated that the top three motivations that participant showed include improved teaching (opportunity for professional development), financial gain (desire to increase salary, to earn more extra cash) and internal validation (proving to themselves that they were good teachers). By contrast, other two motivational factor received the lowest ratings: external motivation (professionally recognition, job opportunities, more extra information in the curriculum, positive influence in the policy arena and opportunities for leadership), and collaborative motivation (opportunities to work closely with colleagues, opportunity to work with other teachers and to work more collaboratively with fellow teachers). The author concluded claiming that the strength of the motivating factors for language teachers are worthy of exploration.

Prytula and Hellsten (2011) carried out a study analyzing motivations influencing beginning teachers' choice of profession and teaching practice. The participants were 279 beginning

teachers, all 2005/2006 education graduates employed as teachers or substitute teachers in Saskatchewan, Canada (20 percent were male, 50 percent were teaching in secondary and the other 50 percent were teaching elementary). Surveys and in-depth interviews were applied as methodological instruments. Plus, the analysis was quantitative while discussions were qualitative. For this study, the authors said that more secondary teachers completed the survey than elementary. The results exposed that four major motivational themes emerged from the interview: the participants always wanted to be a teacher, significant others acted as a teacher role model, teaching was an alternative option and teaching was also a good match with interests and/or education. Overall, participants in this study showed that they felt highly motivated at making a difference in others lives, working with children and youth and having the opportunity to teach subjects that are of interest. In addition, the least important motivational factors were community leadership, portability of skills for other kinds of work, and career opportunities. Also, this research found that motivation does change over time; participants gave more importance to having their own classroom, quality of professional life, and salary and benefits after graduating and working in the field as a teacher than they did when they entered their teacher education program. Both authors concluded by implying that, even though this study was based on another study, using the same method findings were totally different in comparison to the other one. For that reason, results were surprising for the authors.

Moreover, Mayis (2012) focused a study on the level of despair in prospective teachers. The study was carried out in the department of education of French at the University of Gazi. Participants were students and teachers teaching/learning French. In order to measure their level of despair, 20 questions were answered by them. The author found that the loss of student motivation was higher; their level of hope was at a low level. Participants felt

demotivated by knowing that there is a lack of courses for their area and that thanks to it they are also afraid of not improving in their profession in terms of social, cultural and economic interest, there is no trade, no positive attitudes and no social and cultural activities to increase their level of culture. Male students felt more these feelings (despair) in the sub-dimension of feelings and expectations about the future. Mayis concluded his study by claiming that it is important to play on the psychological effect of young apprentices, motivating and encouraging them to further their training and knowledge, all pillars of economic development.

Furthermore, Jugovic et al. (2012) conducted a research study based on the motivation and personality of preservice teachers in Croatia. 374 first-year students of teacher education programs for class-room teachers in Croatia were the participants. Questionnaires were administered to them so that in the end researchers would make a purely quantitative dissertation. The results revealed that the participants felt highly motivated at the moment of working with children, at knowing that they are satisfied in being teachers and having a good salary. Also, it was shown that the least important motivators presented by the participants were the fallback career (some were unsure of what career they wanted, so, being teachers wasn't their first-choice career. They just choose teaching as a last-resort career) and the high demand (teachers have a heavy workload, teaching is emotionally demanding, teaching is hard work). The authors concluded by saying that the study offers insights into motivations for choosing a teaching career.

Hettiarachchi (2013), for example, carried out a study in the system of Sri Lankan public schools to discover which motivators and demotivators were present among language teachers. The participants were five English teachers (three females and two males ranged

from 36 to 43 years old) currently employed in Sri Lanka and 83 external teachers (the majority females, ranged from 26 to 56 years old). She applied a semi-structured interview based on a format that took into account the findings of previous teacher motivation research studies conducted in different contexts. Findings showed that teachers were commonly motivated by students' performance and success, the relationship they had with students, student motivation, students' recognition and appreciation for them, students' positive attitude towards the L2, the act of teaching and the position of English in the country that gives a prestigious social position. Also, the most commonly found demotivators were related to teaching, including limited facilities for teaching and learning in schools, overcrowded classes and textbooks that do not match student proficiency and issues in teaching methodology (they had no academic autonomy towards the profession). Hettiarachchi concluded by implying that demotivators must be seen as a threat to teachers' performance and in the countries public school systems. For instance, this issue needs the immediate attention by the authorities; otherwise, students and teachers themselves will be negatively affected.

Likewise, Gao & Xu (2013) examined the dilemma of being English language teachers interpreting teachers' motivation to teach, and professional commitment in China's hinterland regions. The participants were 10 secondary school English language teachers who were pursuing master's studies, grew up in rural areas and studied in schools where they suffered unfavorable resources distribution due to economic and social underdevelopment. They applied biographical interviews as their instruments. These interviews lasted an hour each and were audio recorded for transcription with the permission of the participants. The findings suggested a mixed of motivations towards English language teaching. The motivational factors found by this research were that most of the participants wanted to

leave their villages because they desired an outcome for their educational efforts , felt enthusiastic about teaching later in their profession, were attracted by programs because of the potential opportunities to improve their English , really liked the language, were influenced by teachers and relatives towards teaching and to pursue a better level of English , had good relationships with their students who helped them to commit on teaching, had the desire to become academic researchers, wanted to have academically successful students, and planned to use their master's studies to have more competent students and work in better schools and in higher educational levels. Yet, some demotivational factors were also demonstrated by the participants as they felt bad about students attitude and commitment in class, the dissatisfaction with participants professional experiences since they could not do what they wanted to do ideally as English language teachers, teachers did not see teaching as part of their visions and they did not find teaching a desirable career when they were finishing their secondary education because they considered it as a 'demanding' job with low salary, their teaching-learning experiences were negative because they had seen as students that teaching was discouraging enough due to having witnessed and experienced what teachers lived, their educational efforts were not financially supported and were even discouraged by their principals. Both researchers conclude implying that further research is needed to explore how English teachers in poor regions improve their professional practice and remain committed to teaching in challenging conditions.

Kreishan and Al-Dhaimat (2015) studied the motivation and job satisfaction among Jordanian English teachers. 74 Jordanian English teachers (46% males, ranged between 21 and 55 years old) employed by public schools from two cities participated in this study. The data was collected through a three-part questionnaire written in English. Moreover, a descriptive method was applied. It was concluded that the motivational factors demonstrated by the

participants were being treated fairly in an organization, developing clear procedures, helping students to learn English, earning a good salary, personal freedom, cordial relationships with colleagues, job security, job flexibility, friendly student-teacher relationships, and enjoyable/stimulating work. In contrast, demotivational factors were also found when participants expressed that it was unfair when they were given many assigned additional classes, resulting in a more strenuous work-load. The findings attested that experienced teachers perceived teaching to be an enjoyable and stimulating profession, appreciating the stability and fringe benefits that their careers afford them and highlighting the importance of establishing relationships with their supervisors. The author concluded that teacher motivation should be explored to increase students' desire and ability to learn English

The previous data show that there is a long line of studies that involves the topics of teacher motivation and teacher demotivation. As most of them were concerned in searching for those factors that affect teachers and, for instance, their act of teaching, this research study will meticulously do the same by applying a qualitative method.

Even though it seems that the content of earlier research studies about motivation is wide, we must not forget that this thesis is based on French teachers. The reality is that the data in this context is very limited. The only two previous studies focusing on teachers of French are Mayis (2012) and Narcy, Narcy and Starkey (2009).

While studying motivation many factors come to play inside the academic environments, but, of course those factors depend on the variables taken into account. Each study takes place in different contexts and, for instance, could also conclude with different results. For example, those previous recent studies were in a Chinese context, in a Jordanian context, in a Japanese

context, in an American context, in a Mexican context, in a French context and in a Croatian context. That means that if we apply those studies exactly as they were applied in those countries, but, in a different one, results will not be the same. This also happens if we focused our study on primary, secondary or university teachers or professors. It is another variable that can affect studies results.

As it was seen previously, Hettiarachchi (2013) focused her study on public school teachers, Gao & Xu (2013) focused their study on secondary teachers, Hildebrandt & Eom (2011) studied certificated teachers in NB, Sugino (2010) used college teachers as their participants, Prytula & Hellsten (2011) focused their study on graduated substitute teacher or teachers, Kreishan and Al-Dhaimat (2015) focused their study on teachers employed in public schools from two cities, Jugovic, Marušić, Pavin and Vizek (2012) focused their study on first-year students from teacher education programs and Lengeling (2010) worked with participants that were teaching primary, middle school, high school and university. Based on this information, all those researchers used a totally different context.

Despite this divergence, the studies' results show some commonalities in the motivational and demotivational factors they found. Table 2.1 shows and explains these in a general overview.

Table 2.1.- Results from previous research studies

AUTHOR	YEAR	ARTICLE	MOTIVATIONAL FACTORS	DEMOTIVATIONAL FACTORS
Narcy-Combes, Narcy-Combes & Starkey-Perret	2009	Discours des enseignants sur leur formation et leur métier: que lien avec la motivation des élèves? Résultats d'une enquête préliminaire	*Students positive attitudes and behaviors -They showed to be interested, curious, polite, dynamic, motivated, perceptible and they were spiritedly in the classroom *Participants really like the language and the culture where it's spoken	Students negative attitudes and behaviors *They showed to be demotivated, lazy, passive, distracted, own a huge lack of culture and knowledge, were

				downhearted and demanding. *Only few students and parents recognize the teachers' efforts and usually their profession fall in value
Sugino	2010	Teacher demotivational factors in the Japanese language teaching context		Items that demotivate teachers the most: *Students using the cell-phones in classes *Students falling asleep while teachers give a class *Students rebellious attitude *Teachers go to long meeting hours *Teachers do much paperwork *Teachers must emphasis on TOEIC & TOEFL (certifications) *Teachers have fixed teaching material Items that demotivate teachers the least: *When colleagues don't give straight opinions *Teachers do change the teaching material often *Abilities differs greatly in one class *Students showed a different attitude toward female teachers
Lengeling	2010	Becoming an English Teacher	Become teachers motivators-*Language command : Strong/positive association with English, positive influence of a prolonged stay in the United States and strong identification with the English language. Some participants were influenced as teacher-learners to eventually study EFL, to enter the profession and to receive job offers*Family expectations: Anguish in regard to parents expectations. Participants parents decided for them, what they tried to do was to seek acceptance and approval from his parents. Some received parental influence because parents sent them when little to the United States. *Falling into the job: Participants were influenced by a job offer; they needed to earn money as a way to finance their formal education. Some received casual invitations in English and after it they were offered to teach (resulted in a chain-reaction of life changing events), they was seeking for professional experience and the need of something more in teacher development.Decisions to take the Course motivators-*Language contact: Participants had a strong interest in learning English, they wanted to improve their English, when feeling anxious and insecure -One participant saw these debilities as an obstacle to overcome them and to power-broke relationship between English and the United States. *The credential requirements: Participants had the desire to enter regarding credentials. They saw the course as a solution to their dilemma because the credential was a requirement to teach and also to ensure job and security.*The professional advancement: Participants wanted to become better classroom teachers, help students, accommodate their students' learning styles and needs, to be exposed in methodologies, be highly practical , search for the professional advancement as a self examination and improvement, some on-native speakers' identity and empathy group- , continue their contact with English, learn the language in a supportive environment, make a difference in the lives of others-their students, to improve the skill and to be empathetic for future English students	
Hildebrandt & Eom	2011	Foreign Language Teacher Motivations for Professionalization	*To improve teaching (opportunity for professional development) *Financial gain (desire to increase salary, to earn	

			<p>more extra cash) *Internal validation (proving themselves that they were good teachers). On the other hand, other two motivations received the lowest ratings *The external (professionally recognition, job opportunities, more extra information in the curriculum, positive influence in the policy arena and opportunities for leadership) *The collaborative motivation (opportunities to work closely with colleagues, opportunity to work with other teachers and to work more collaboratively with fellow teachers.)</p>	
Prytula & Hellsten	2011	Why teaching? Motivations influencing beginning teachers' choice of profession and teaching practice	<p>*Participants always wanted to be teachers *Significant others acted as a teacher role model *Teaching as an alternative option and good match with interests and/or education -The most important motivational factors *Making a difference in others lives *Working with children and youth *Having the opportunity to teach subjects that are of interest -The least important motivational factors *Community leadership *Portability of skills for other kind of works and career opportunities</p>	
Mayis	2012	Etude sur le niveau du désespoir des futurs enseignants dans le département de l'enseignement du français de l'Université de Gazi		<p>*Despair in the sub-dimension of feelings and expectations about the future: -Participants know that there is a lack of courses for their area and that thanks to it they are also afraid of no improving in their profession in terms of social, cultural and economic interest -Participants expressed that 1. There is no trade 2. No positive attitudes 3. No social and cultural activities to increase their level of culture</p>
Jugovic, Marušić, Ivanec & Vidovic	2012	The motivation and personality of pre-service teachers in Croatia.	<p>*Working with children *Satisfaction at being teachers *Having a good salary</p>	<p>*The fallback career: Participants were unsure of what career they wanted, being teachers wasn't their first-choice career and some even choose teaching as a last-resort career *The high demand: Participants saw teaching as a heavy workload, emotionally demanding and hard</p>
Hettiarachchi	2013	The English language teacher motivation in Sri Lankan public schools	<p>*Students performance and success *The relationship teachers had with students *Students motivation *Students recognition and appreciation for teachers *Students positive attitude towards the L2 *The act of teaching *The position of English in the country that gives a prestigious social position</p>	<p>*Limited facilities for teaching and learning in school *Overcrowded classes *Textbooks that do not match student proficiency *Issues in teaching methodology (they had no academic autonomy towards the profession)</p>
Gao & Xu	2013	The dilemma of being English language teachers: Interpreting teachers' motivation to teach, and professional commitment in China's hinterland regions	<p>*Participants wanted to leave their villages because they desired outcome of their educational efforts *Enthusiasm about teaching later in their profession *Attraction of programs because of the potential opportunities to improve their English *Participants really liked the language *Participants were influenced by teachers and relatives towards teaching *They wanted to pursue a better level of English *The relationships with their students helped them to commit in teaching</p>	<p>*Students attitude and commitment in class *The dissatisfaction with participants professional experiences since they could not do what they wanted to do ideally as English language teachers *Teachers did not see teaching as part of their visions and they did not find teaching as a</p>

			<ul style="list-style-type: none"> *They had this desire to become academic researchers *Wanted to have academically successful students *They planned to use their master's studies to have more competent students and work in better schools and in higher educational levels 	<p>desirable career when they were finishing their secondary education because they encountered it...</p> <ol style="list-style-type: none"> 1. As a 'demanding' job with low salary 2. Their teaching-learning experiences were negative because they had seen as students that teaching was discouraging enough due to they witnessed and experienced what teachers' lived 3. Their educational efforts were not financially supported and were even discouraged by their principals
Kreishan & Al-Dhaimat	2015	Motivation and job satisfaction among Jordanian English teachers	<ul style="list-style-type: none"> *Being treated fairly in an organization *Developing clear procedures *Helping students to learn English *Earning a good salary *Personal freedom *Cordial relationships with colleagues *Job security *Job flexibility *Friendly student-teacher relationships *Enjoyable/ stimulating work 	<ul style="list-style-type: none"> *Many assigned additional classes, resulting in a more strenuous work-load

Based on Table 2.1 above, the results of these previous studies were divided into demotivational factors and motivational factors. Taking into account the factors from the research studies that were repeated several times across, I have chosen them and divided into five categories, which are as follows:

1. The students
2. The work environment
3. The financial benefits
4. The activity of teaching
5. The language itself

All studies have found that these factors can motivate, and sometimes demotivate, language teachers. For example, students are a source of motivation when they show positive attitudes and behaviors like being interested, curious, polite, dynamic, motivated, perceptible, spirited (Narcy, Narcy & Starkey, 2009), make a good performance, succeed in classes, are

motivated, recognize and appreciate their teachers, have a positive attitude towards the L2 (Hettiarachchi, 2013), have a good relationship with their teachers (Gao & Xu, 2013), are helped by teachers to learn the language and at establishing a friendly relation with their teachers (Kreishan & Al-Dhaimat, 2015). By contrast, they are a source of demotivation when they show being demotivated, lazy, passive, distracted, own a huge lack of culture and knowledge, are downhearted, demanding, don't recognize the teachers' effort (Narcy, Narcy & Starkey, 2009), show a bad attitude, are not committed in classes (Gao & Xu, 2013), use their cell-phone in classes, fall asleep while teachers give a class, are rebellious and show a different attitude toward female teachers (Sugino, 2010). The work environment can be a motivational factor if teachers work closely with colleagues, with other teachers, collaboratively with fellow teachers (Hildebrandt & Eom, 2011), are treated fairly in an organization and have cordial relationships when working (Kreishan & Al-Dhaimat, 2015), but it can be demotivating when teachers do educational efforts and are not financially supported, are discouraged by principals (Gao & Xu, 2013), go to long meeting hours, do much paperwork, face colleagues negative opinions (Sugino, 2010), are workload (Kreishan & Al-Dhaimat (2015) and are high demanded (Jugovic et al, 2012). Financial benefits have been found to be a motivating factor by Lengeling (2010), Hildebrandt & Eom (2011), Kreishan & Al-Dhaimat (2015) and Jugovic et al (2012), but I think they might push teachers away from intrinsic motivation and thus act as demotivators sometimes. Some aspects of the activity of teaching have been shown to be motivating, such as the act of teaching (Hettiarachchi, 2013), the opportunity for professional development (Hildebrandt & Eon, 2011), having the opportunity to teach subjects that are of interest, working with kids and youth (Prytula & Hellsten, 2007), consider enjoyable/stimulating to work, job flexibility (autonomy) (Kreishan & Al-Dhaimat, 2015), show satisfaction, work with children (Jugovic et al, 2012) whereas others are demotivating, such as the limited facilities for teaching,

overcrowded classes, use textbooks that do not match students proficiency, have issues in teaching methodology (no autonomy), (Hettiarachchi, 2013), teachers have fixed teaching material (Sugino, 2010), are assigned in many additional classes (Kreishan & Al-Dhaimat), see teaching as emotionally demanding and hard work (Jugovic et al, 2012) Finally, the language itself has been found to be a motivating factor by at least in 4 studies, Narcy, Narcy & Starkey (2009), Hettiarachchi (2013), Gao and Xu (2013) and Prytula and Hellsten (2011) but there is no instance where it has been demotivating.

The factors that are involved in this research study are related to at least one of the above-mentioned aspects from recent studies. This study will reveal a variety of factors that motivate and demotivate UQroo French teachers concerning to those findings from earlier studies and some extra besides them will be analyzed in the end. The following Table (Table 2.2) provides a detailed view of the general factors that are going to be the foundation of the research.

Table 2.2 General factors taken from recent studies with repeated results divided in Motivators and Demotivators

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

<i>Financial benefits</i>	<ul style="list-style-type: none"> *Money *Job security *Status *Medical/life insurance 	<ul style="list-style-type: none"> *Lack of money *Lack of security *Lack of status *Lack of medical/life insurance
<i>Teaching</i>	<ul style="list-style-type: none"> *Previous positive experiences about teaching-learning *Desire to work with young & young adults (Age preference) *Ability to teach *Family influence *To help students 	<ul style="list-style-type: none"> *Previous negative experiences about teaching-learning *Lack of desire to work with young & young adults (Age preference) *Negative teaching perceptions *Lack of acknowledgement
<i>Language</i>	<ul style="list-style-type: none"> *Liking the target language *Prestige at speaking the target language *Power at knowing the target language 	<ul style="list-style-type: none"> *Disliking the target language *Feeling without prestige at speaking the target language *Feeling without power of knowing the target language

Having portrayed the categories and individual factors that have motivated and demotivated teachers in recent studies, I now turn attention to the methods used in this study to apply these categories and factors to the analysis of UQRoo French teachers' motivation.

Chapter 3

Method

This chapter aims to describe the methodological design and procedures used in this study. Furthermore, it features both the explanation of the overall design as the description of the study itself in a specific context, taking into account the participants, instruments and procedures.

3.1 Design

This research conducted a diverse progression of qualitative case studies on its approach, following a deductive, theory guided and hypothesis-generating design. Yin (2003) mentions that the nature of this kind of research highlights differences and variations within and between case studies through exploration (as cited in Baxter & Jack, 2008, p. 548). Cases themselves are diverse from one another, making them quite representative of their social background. These units are analyzed in specific times and places (Yin, 2003), according to their specific contexts. This is why cases studies are considered to be particularly useful in order to understand how different elements would fit together on this study and how the combinations of different elements produce relevant results.

Another element that was taken into account in this research study was the contrast amongst findings across cases. The revision of these comparisons provided divergent insights for the researcher that increased the comprehension for the gathered results. It is important to mention that in this study, contrasts were drawn across teachers with different qualifications (holders of a Bachelor's degree or Master's degree vs. holders of a doctorate) and

employment status (full-time professors vs. hourly lecturers). Such information allowed me to know if the type and intensity of their motivation varied along their specific characteristics.

Furthermore, a feature of this study that makes it relevant is its nature. As I remarked before, the nature of this study is deductive and theory-guided because the data analysis was driven by pre-existing categories found in the literature. Deductive qualitative studies are less common but entirely appropriate, especially when there is limited time to conduct the analysis, as Yin (2011) states. As Levy (2008, p. 4) mentions, theory-guided case studies have as their goal to describe, interpret, and/or understand a case. He also states that case studies “are explicitly structured by a well-developed conceptual framework that focuses attention on some theoretically specified aspects of reality.”

This study was also hypothesis generating for the reason that it conducted the critical analysis of more than one case. Levy (2008, p.4) states that the purpose of this is to develop more general theoretical propositions, which can then be tested through other methods. Yin (1994) explains on his taxonomy that this kind of research is an explanatory case study due to the fact that it seeks to offer tentative explanations for causes of participants’ motivation and demotivation. Their fluctuation across time, the similarities and differences in this study depended directly on the participants’ characteristics (degree and employment status). These explanations were partial because of the small sample size. Therefore, these explanations can be thought of as hypotheses that are recommended to be tested on future studies, hence the study’s hypothesis-generating nature.

3.2 Context

This section offers a brief description of the English Language major and its faculty. In order to get into the topic, some information about the Universidad de Quintana Roo is provided. The information is summarized next.

The Universidad de Quintana Roo was created in 1991. It is one of the 25 Universities that take part of the Consorcio de Universidades Mexicanas (CUMEX). All of its educational programs implemented in its major degrees and postgraduate courses are recognized by the Secretaría de Educación Pública (SEP). In 2015 the University offered thirty undergraduate degrees and eleven graduate degrees distributed in four of its campuses located in Chetumal, Cancún, Playa del Carmen and Cozumel.

The College of Political Science and the Humanities (División de Ciencias Políticas y Humanidades) offers four undergraduate degrees. Among them we can find the Bachelor's degree in English, which is housed in the Department of Language and Education (Departamento de Lengua y Educación/DELED). This is a five-year undergraduate degree program. It is recognized academically by the Consejo para la Acreditación de la Educación Superior, A. C. (COPAES).

According to Goodwin, Narváez, Macola and Núñez (2015), since the creation of the University (25 years ago) the English Language major has been available for students who wanted to be trained as future English teachers. Indeed, this program is one of the oldest educational programs that was born with the institution. Its curriculum emphasizes the development of the language and teaching skills. Courses in English, linguistics, literature,

translation, French, phonology and phonetics, grammar, teaching methods and others are a part of the curriculum.

Furthermore, in 2015 the Department of Language and Education (Departamento de Lengua y Educación/DELED), employed 21 full-time professors (6 with PhD and 13 with a Master's degree) and 5 hourly lecturers (Goodwin et al. 2015). Many of them are specialists in the courses they teach and hold official certificates. This ensures that students receive good quality teaching.

Additionally, the Universidad de Quintana Roo counts with a Language Teaching Center (CEI) that is in charge of providing academic services to both external and internal students who are learning another language. In this department a variety of languages like French, Maya, German, English, Taiwanese, Portuguese, Italian and Spanish for foreigners are taught. As part of all the educational programs of the major degrees the institution offers these languages as support subjects. There are special cases in which the languages of English, French and Maya are taken also as general or professional subjects. For example, in the case of the English Language major the language of French is taught as a support or as a professional subject.

The CEI offers six levels of French (taken as support subjects) that are the introductory, basic, pre-intermediate, intermediate, post-intermediate and advance. Also, in accordance to the English Language major curriculum, it offers four French levels (taken as professional subjects) that are French I, French II, French III and French IV. The status of this language in this major is important because it takes part in the students' formation as teachers. In some way, French is given as a specialization which means that students are allowed to be future

English or French teachers. There is a huge difference with the quantity of students that study this language in the first levels with the ones that study the last levels due to its decrease. However, the students who reach the higher levels usually got certificated with a B1 in French and end as French teachers.

3.3 Sampling procedures and participants

Because of its multiple case study design, this study followed a maximal variation sampling procedure. This means that I chose participants who were different from one another in terms of the degree they hold (Bachelor's degree, Master's or doctorate) and their employment status (hourly lecturers or full-time professors). The participants of this study are French teachers currently employed at the University of Quintana Roo, campus Chetumal. Next, their characteristics are illustrated in Table 3.1.

Table 3.1 Participants characteristics

PARTICIPANT (Pseudonym)	AGE	STATUS	DEGREE
Al	26	Hourly lecturer	Bachelor's
Megan	29	Hourly lecturer	Bachelor's
Freddy	30	Hourly lecturer	Master's
Elle	26	Hourly lecturer	Bachelor's
Resse	43	Full-time professor	Doctorate

According to Table 3.1 above, a total of five teachers, three females and two males took part in the analyses. In age they ranged from 26 to 43 years old. Four are hourly-lecturers and one is a full-time professor. The full-time professor holds a doctorate and one of the hourly lecturers completed a Master's degree. Additionally, all of them, without exception, are a part of the specialized academic team who teaches students of the English Language major at UQRoo.

3.4 Instruments and materials

The source of data was a semi-structured interview. The interview took into account the findings of previous motivational research studies in different contexts that were already stated in the literature review. To be more accurate, the interview was written and applied in Spanish, which is the participants' mother tongue. This way, participants felt more comfortable, secure and were able to provide more detailed answers. A total of five semi-structured interviews were audio-recorded and transcribed. While conducting the interviews a format/guide was used. (For more detail, see Appendix 1).

It is important to point out that at the beginning of the interviews some questions about the participants Curriculum Vitae (CVS) were asked. Also, at the end of each interview, a time line printed in a clean-white sheet was provided to each participant. They were asked to indicate in the time line five years that were important for them since they become teachers. Like this, they wrote down the date and the headline of the important event.

3.5 Procedures

In this section a detailed description of how the data was gathered and how the instruments were administered is provided.

3.5.1 Data collection procedures

Piantanida and Garman (2009) suggest that “During the implementation phase, data are first collected, then analyzed and displayed, then interpreted, and reported.” (p. 2). From here, the authors imply that in every qualitative research, data analysis needs to follow three extended steps of a procedure and just as every step has a beginning, it also has an end.

To begin, before each interview, some requirements were met. First of all, a little introduction about the researcher and the importance on doing motivation studies was given to participants in private meetings previously arranged. Then, they were asked to participate voluntarily. When they agreed, before ending each meeting, their personal information was gathered for later contact. Each teacher was contacted by phone or e-mail in order to arrange the date and time of her or his interview.

Moreover, during the interviews the next steps were followed. First of all, participants were interviewed in a calm and relaxed place where their attention was not affected. Also, a consent form was signed before starting to record the sessions. The consents were provided to participants in order to acknowledge their agreement to participate in the study. Of course, the protection of their identities was pointed out. When starting each interview, questions about the participant CV were asked. Then, the semi-structured questions were asked and participants answered. Each interview was conducted in Spanish for participant comfort.

They lasted from about 45 to 60 minutes. A guide with open-ended questions was followed in each session.

Finally, after finishing the interviews, the final step was to obtain the teachers final point of view about motivation, highlighting 5 years that were important for them since they became French teachers in a time line. Afterwards, some questions about the time lines were requested to answer. At the end of each session, the importance of participants' information previously provided and the relevant future insights of this research study were expressed. Participants were thanked.

3.5.2 Data analysis procedures

As stated above, this study is theory-driven; therefore, the data analysis was driven by the categories derived from the literature that were also used to construct the semi-structured interview protocol. However, the analysis remained open to the emergence of new categories from the data, as in directed qualitative coding (Hsieh & Shannon, 2005). This study followed the five-phased cycle of data analysis proposed by Yin (2011), which is described below.

Phase 1. Compiling the database. In this study, this stage involved transcribing the interviews scanning and filing the timelines, and archiving the resulting files digitally.

Phase 2. Dissassembling data. This stage involved mining the interview transcripts using the search function in Microsoft Word © to look for the key theoretical terms (students, financial benefits, and so on). Relevant data segments were identified and copy-pasted into a different Word document. At the same time, the whole data set was read to see whether new coding categories emerge.

Phase 3. Reassembling data. Once relevant data segments were identified, they were entered into matrices using a Microsoft Excel © spreadsheet. According to Miles and Huberman and Saldaña (1994), matrices are a very useful way of arranging data for analysis. In one matrix, the coding categories were the rows and the individual participants were the columns. In another matrix, the coding categories were the rows and the participants identified relevant times in the timeline were the columns. In this part of the process, new rows were added to the matrix when new coding categories emerged.

Phase 4. Interpreting data. The matrices were analyzed and compared with the raw data in order to identify patterns of difference and similarity as well as tentative causal patterns across the different dimensions. New codes were created when new patterns emerged.

Phase 5. Concluding. In this phase, initial conclusions were drawn which were then validated using respondent validation, search for discrepant evidence and negative cases, triangulation and quasi-statistics (Maxwell, 2010). After conducting these validation practices, new conclusions were drawn and written.

3.6 Validity criteria

According to Yin (2011, p. 78), “a valid study is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world that was studied.” Furthermore, Maxwell (2009, pp. 244-245) offers the following seven criteria to ensure the validity of qualitative studies:

1. Intensive long-term [field] involvement—to produce a complete and indepth understanding of field situations, including the opportunity to make repeated observations and interviews;
2. “Rich” data—to cover fully the field observations and interviews with detailed and varied data;

3. Respondent validation—to obtain feedback from the people studied, to lessen the misinterpretation of their self- reported behaviors and views;
4. Search for discrepant evidence and negative cases—to test rival or competing explanations;
5. Triangulation—to collect converging evidence from different sources;
6. Quasi- statistics—to use actual numbers instead of adjectives, such as when claiming something is “typical,” “rare,” or “prevalent”; and
7. Comparison—to compare explicitly the results across different settings, groups, or events.

Because this is an undergraduate thesis project, there was no time for applying the first, the second and the third strategies (intensive long-term field involvement, rich data and respondent validation). However, all the other validity criteria were met. Further, the information from the two data sources (interviews and timelines) was triangulated. I also used actual numbers when discussing findings (quasi-statistics), and I compared the results across my different participant types and with the findings in the literature.

Chapter 4 Results

In this chapter, the results of this research study are outlined. With the help of the content from the five interviews that were previously applied, the paragraphs below present the interpretation and analysis of the participants' comments. The presentation of the results follows a sequence that is organized according to the general factors visualized in table 2.2: students, work environment, financial benefits, teaching and language. Throughout my discussion, some of the motivating and demotivating situations that participants had experienced since they become French teachers are examined through the lenses of Self-determination theory and the L2 Motivational Self-System. In order to complete this study, the explanation of the participants' motivation fluctuation is interpreted. The participants real names were omitted for their personal security and changed with the following pseudonyms: Al, Megan, Freddy, Elle and Resse.

4.1 Students

Based on table 4.1, findings show that 20 sub-factors (16 motivators and 4 demotivators) were localized while analyzing the general factor of *Students*. Most of the participants comments related to this topic pertain to the extrinsic motivation with external regulation. Below I discuss how the participants motivation was measured in order to obtain the type of motivation most repeated. Due to the limited space, the next examples that will be argued are just the ones that were mentioned by more than one participant.

Table 4.1

Students

Motivation	Demotivation
Age	Age
Success	Personal rejection
Recognition	Indiscipline
Pleasure towards the language	Lack of interest in the language
Interest	
Production of the target language	
To help them	
Respect	
Being their role models	
Mistakes recognition	
Students becoming teachers	
Certificate	
Relationship	
Knowledge	
Exchange/Scholarships	
Diversity	

For example, according to examples 1 through 3, 3 of 5 participants experienced helping students, which was motivating for them. As discussed below, their motivation seems to be coming from external and somewhat external factors. Those characteristics pertain to the extrinsic motivation type. From the information presented below I can discern that the regulation of the participants extrinsic motivation varies from identified regulation to external regulation.

1. Al: “Lo que más me motivó a enseñar fue ayudar a los estudiantes”.

In Al’s comment (“Lo que más me motivo a enseñar fue ayudar a los estudiantes”), he demonstrates that his extrinsic motivation is oriented towards identified regulation. When he said that helping students was the main influence of why he teaches, he reveals that he was consciously giving a value to this act. This is identified regulation because that type of regulation is associated with conscious valuing (Ryan & Deci, 2000) and tends toward internal regulation. Without experiencing yet the pleasure of the results Al cared about helping students because he knew that was the right thing to do.

2. Elle: “Aprender un tercer idioma para los estudiantes es un reto, y el hecho de que yo los esté ayudando en ese reto, para que puedan ellos llegar a la meta, es padre y me motiva”

In Elle’s case, based on her comment (“el hecho de que yo los este ayudando... es padre y me motiva”) she implies that is giving a value to helping students because she is literally developing the action during this semester. From her experience, this act is something motivating. In other words, as her comment is an opinion about what she’s doing now she shows that during the action she gives an importance to the value of altruism. When she says (“para que puedan ellos llegar a la meta”), she shows that she consciously knows that her help is going to be rewarding for the students and she is happy and willing to do it. For those reasons Elle’s extrinsic motivation is oriented to the identified regulation.

3. Reese: “El caso que más recuerdo, es de un estudiante que era de francés, que necesitaba que uno le explicara con mucha lentitud y que le dedicara uno tiempo, lo cual reconoció más tarde. Yo tome la decisión de darle asesorías, ayudarlo para que se pusiera al día, y bueno, en este caso el chico mejoró y terminó obteniendo una beca de intercambio a Francia como maestro de español, y claro que eso me motiva”.

Reese, in the comment (“tome la decisión de darle asesorías para que pues se pusiera al día, y bueno, en este caso el chico mejoro y termino obteniendo una beca de intercambio a Francia como maestro de español”), shows that her motivation was caused by the result attained by helping a student. According to her words, the student, after receiving help from her, received an exchange scholarship to teach Spanish classes in France, and that factor motivated the participant more than just helping him. From here, I can discern that Reese’s extrinsic motivation, in this instance, leaned more towards the external regulation because this experience functions as an external reward to make the participant feel like the student achievement was connected to her having aided him.

In another point, examples 4 and 5 below illustrate that 3 of 5 participants' experienced a situation where a student had a personal rejection towards them. This was a demotivating factor for these participants. Al and Megan had experienced some issues related to this sub-factor when working with students inside the classroom. The next examples contain the specific reasons of their demotivation.

4. Al: "Cuando los estudiantes son groseros, eso me desmotiva mucho. Por ejemplo: hubo una alumna que estaba peleando pasar la materia e hizo un barullo. Su actitud me desmotivó, porque ella sabía que no debía de pasar y se portó muy grosera."

According to Al's comment ("Cuando los estudiantes son groseros, eso me desmotiva mucho. Por ejemplo, hubo una alumna...su actitud me desmotivó y se portó muy grosera") he shows that he got demotivated by a student who was rude to him. The student's negative behavior and attitude, as Al implies, affected his feelings to such an extent that he demonstrates demotivation. So, both aspects play an important role in his motivation.

5. Megan: "...es pesado estar todos los días batallando con un grupo, con el que tal vez no te sientas cómoda, porque no más no se lleva bien contigo"

Megan, in the comment ("...es pesado estar todos los días batallando con un grupo, con el que tal vez no te sientas cómoda , porque no más no se lleva bien contigo"), expresses that for her it is annoying to struggle with some groups every day because students don't want to get along with her. Although the participant did not use the word demotivation in her comment, from her words and expressions to explain her difficulty, I can deduce that she got demotivated because of the negative experience. When she said that students don't want to get along with her, the personal rejection towards the teacher is reflected.

Furthermore, 2 of 5 participants find it motivating when students accept and recognize that they need help from teachers. Both participants show having a motivation oriented towards the external motivation of identified regulation. The participants conscious valuing, which is a characteristic of the identified regulation and the aspect seen the most in example 6 and 7 is examined next.

6. Elle: “Cuando los estudiantes aceptan que están haciendo algo mal y se prestan para que los ayudes y los guíes... me motiva”.

The comment in example 6 (“Cuando los estudiantes aceptan que están haciendo algo mal...”) explains how Elle can get motivated when she listens to a student recognizing that is doing something wrong. She actually gives a value to this specific action because she knows that it could be difficult for the student to do it. Also, she is conscious that just a few students can be brave to implement this action. For those reasons, her motivation oriented towards the extrinsic motivation with an identified regulation.

7. “... un muchacho muy valiente me dijo públicamente que debía darme cuenta y reconocer que era diferente. Él me dijo que era lento pero no tonto. A mí eso me, me impactó, porque habla muy bien de un estudiante”.

In example 7, Resse (“me dijo públicamente que debía darme cuenta y reconocer que era diferente... eso me, me impactó porque habla muy bien de un estudiante”) explains how a student, during a conversation, expressed that she needed to realized that he was different because was slow. As a result, the participant got motivated because, at least for her, those actions reflect positively on the student. From here, I can notice that she is giving a conscious valuing to the student’s courage in admitting his shortcomings. For instance, her extrinsic motivation lens more to the identified regulation that is closer to the intrinsic motivation

4.2. Work environment

14 sub-factors (6 motivators and 8 demotivators), visualized in table 4.2, were taken out from the participants comments based on the general factor of *Work environment*. Those comments reveal that the extrinsic motivation with an external regulation was seen the most in the five interviews. For a better comprehension, below you can find the explanation of how the participants motivation was measured. Additionally, because of the limited space, the next examples that will be explained are just the ones that were mentioned by more than one participant.

Table 4.2

Work conditions	
Motivation	Demotivation
Working conditions	Working conditions
Recognition	Lack of support
Support	Limit of the group allocation
Good relationship	Workload
Valuation	No Valuation
Facilities	Irresponsibility
	Time
	Tiredness

All the participants (the 5 of them) explain, in example 8 through 12, that they get motivated when they receive the support from their bosses, co-workers or the staff-administration. In the next extracts from the interviews, there are some examples of experiences where someone demonstrated his support by doing something in exchange. As those actions are taken as external rewards by participants, they show having an extrinsic motivation with an external regulation.

8. Megan: “Me motiva contar con el apoyo de mis jefes y compañeros. Por ejemplo: un doctor una vez me invitó a colaborar en proyectos de investigación...creo que es algo que me motiva, porque pues es difícil ese tipo de trabajo y tener a alguien que te asesore, alguien que te apoye, que impulse tu carrera...es muy motivante”

9. Elle: “Me motiva cuando las personas que trabajan contigo se prestan para apoyarte, para ayudarte. Por ejemplo, aquí en la universidad los administrativos del CEI me apoyan al...cien? si no tengo material lo buscan y me ayudan, o sea, se ve la preocupación”
10. Resse: “Hay una experiencia que me motivó demasiado, laboralmente hablando. Este año la administración me dio una computadora sin que yo la hubiera pedido porque estaban dando este apoyo a los profesores y me gustó.”

In examples 8, 9 and 10 the participants share specific experiences where someone did something to demonstrate his support to them. In Megan’s comment (“Por ejemplo, un doctor una vez me invitó a colaborar en proyectos de investigación...creo que es algo que me motiva porque pues es difícil ese tipo de trabajo y tener a alguien que te asesore, alguien que te apoye, que impulse tu carrera...es muy motivante”) she explains how a co-worker invited her to collaborate in research projects. She believes that this action motivated her because carrying out research studies is something difficult to do and she also implies that not everyone is gifted to do it, so, she was really happy and honored to help his co-worker. In Elle’s case, she, based on her comment (“Por ejemplo, aquí en la universidad los administrativos del CEI me apoyan al... si no tengo material lo buscan y me ayudan, o sea, se ve la preocupación de que estés bien en tu trabajo”), expresses that once the administration-staff supported her at providing her with material when she was not able to get it. These kinds of actions, where she can see that her authorities care for her, are the reasons why she gets motivated a lot. Resse, as Al and Elle, also offered an important experience for her. Her comment (“Hay una experiencia que me motivó demasiado, laboralmente hablando. Este año la administración me dio una computadora sin que yo la hubiera pedido porque estaban dando este apoyo a los profesores y me gustó.”) shows being motivated when the administration gave her a new computer without asking for it. In all these cases, participants’ motivation

pertain to the extrinsic motivation type. As their behavior is controlled by the satisfaction of their necessities, their extrinsic motivation regulation is external.

11. Al: “Me motiva que aquí el ambiente de trabajo es muy bueno, los administrativos, mis colegas te apoyan bastante”.

In the comment (“Me motiva que aquí el ambiente de trabajo es muy bueno, los administrativos, mis colegas te apoyan bastante”), Al accepts that his work environment is really good because the staff-administration and his colleagues support him a lot. Based on this information, the participant motivation is affected by these external factors, which is a characteristic from the extrinsic motivation. As Al’s motivation is controlled by the satisfaction of his necessities I can discern that his extrinsic motivation is oriented towards the external regulation.

12. Freddy: “me motiva que cuando trabajo en lengua inglesa, cuento con el apoyo de mi jefe y en el CEI siempre hay apoyo por parte de las profesoras de francés”

Freddy, in his statement (“me motiva que cuando trabajo en lengua inglesa, cuento con el apoyo de mi jefe y en el CEI siempre hay apoyo por parte de las profesoras de francés”) demonstrates that he gets motivated by the support that he receives from his boss and from some co-workers. In contrast to the other cases, Freddy’s behavior is also controlled because I can discern that he conditions his motivation. For this reason, his motivation pertains also to the extrinsic motivation with an external regulation.

Additionally, 2 of 5 participants based their opinions about the work environment in the recognition that their bosses had already demonstrated them with words. Both of them show that their feelings were moved when they heard them talk in a positive way about them. For

that reason, their motivation was affected too and, according to example 1 and 2, their motivation was oriented towards the extrinsic motivation type with an external regulation.

13. Al: “mi jefa siempre me dice que valgo oro, que soy muy bueno porque sé muchos idiomas. Entonces, ella me hace sentir importante, apoyado, seguro de mí mismo”

14. Elle: “...mi jefe casi todo el tiempo está recordándome con palabras: ya titúlate, ya gradúate, necesito darte más horas, o sea, como que eso de que ven, te queremos aquí, es motivante”

Al and Elle, in the comments (“mi jefa siempre me dice que valgo oro, que soy muy bueno porque sé muchos idiomas”, “mi jefe casi todo el tiempo esta recordándome con palabras ya titúlate, ya gradúate, necesito darte más horas”) demonstrate that they get motivated through their bosses words. Al’s boss is always telling him that he is soo good at what he does because he knows a lot of languages and Elle’s boss is always telling her that she must get her license quickly in order to give her more hours. In both cases, when participants listen to their bosses perspectives about them, they give a value to their words. In the statements (“me hace sentir importante, apoyado, seguro de mi mismo” “eso de que ven, te queremos aquí, es motivante”) participants show that their feelings are involved when these cases happen because they imply that as a result their self-esteem increases. The positive affirmations that their bosses produce and declare in front of them serve as external rewards that make them feel fulfilled. For those reasons, the participants’ motivation is oriented towards the extrinsic motivation with an external regulation.

Moreover, another aspect is that Megan and Resse (2 of 5 participants) see fatigue as a demotivating factor. Their lack of motivation is caused, based on the examples from bellow, by their workload. When they reach to this point where they don’t have time to rest because they have too many things to do to as teacher, they grow tired.

15. Megan: "... al ser maestro tienes tus horas frente a grupo, pero todavía hay muchísimo trabajo tras eso...a veces no tienes ni espacio de descanso".

16. Resse: "...la desmotivación me viene por el cansancio".

For example, Megan, in the comment ("... al ser maestro tienes tus horas frente a grupo, pero todavía hay muchísimo trabajo tras eso") expresses that teachers have lots of things to do in order to fulfill the entire work, apart from giving classes. When she, based on her statement ("...a veces no tienes ni espacio de descanso"), says that there are times when she has no time to rest, she is implying that fatigue affects her physically and emotionally. Those issues are the ones that causes her demotivation. Resse, according to example 16 , ("...la desmotivación me viene por el cansancio"), claims that her demotivation comes when she is physically or mentally tired. What characterizes example 15 from example 16 is that the participant profile is different. Megan is an hourly lecturer and Resse is a full-time professor. From this, I can discern that, no matter the academic profile that teachers have, their workload determines their motivation status.

4.3 Financial benefits

Furthermore, the next analysis considers 4 sub-factors (3 motivators and 1 demotivator), visualized in table 4.3. They were found in parts of some participants comments were the information was based in the general factor of *financial benefits*. The extracts from the interviews, of course based on the topic, show that participants are most demotivated when talking about their financial benefits. Now, the explanation of how this result was found is demonstrated for your better understanding. Before continuing, it is important to clarify that due to the limited space, the next examples that will be argued are just the ones that were mentioned by more than one participant.

Table 4.3

Financial benefits	
Motivation	Demotivation
Working conditions	Working conditions
Teaching	
Language	

4 of 5 participants talked about their working conditions when I asked them about their financial benefits. Megan, Freddy and Elle show being demotivated when talking about them. The similarity that these participants share with each other is that all of them are hourly lecturers. On the contrary, Resse demonstrated having an extrinsic motivation when talking about her work conditions in connection with financial benefits. However, this participant is a full-time professor. From this information, I can discern that there is a huge difference between the motivation of the hourly lecturers with the one who have the full-time professors with regard to financial benefits.

- Megan: “el desempeñarme como profesor por horas es en parte desmotivante, porque si requieres como maestro hacer bien tu trabajo y estar tranquilo, pues también necesitas tener esa cierta estabilidad para enfocarte nada más en tu trabajo y en tus alumnos, pero si a la par también estás pensando en el lado económico y tu seguridad laboral. Entonces como que si influye y me distrae”

In example 17, Megan in the comment (“el desempeñarme como profesor por horas es en parte desmotivante”) accepts that the work conditions that an hourly lecturer have is demotivating. When she says that (“si a la par también estas pensando en el lado económico y tu seguridad laboral... si influye y me distrae”), she is implying that whenever she starts to think about her payment or her job security she is affected emotionally. Also, those issues can even make her do a bad performance inside the classroom while she teaches. In another of

her comments (“si requieres como maestro hacer bien tu trabajo y estar tranquilo pues también necesitas tener esa cierta estabilidad para enfocarte nada mas en tu trabajo y en tus alumnos”) she is expressing her necessity to obtain a job security in order to be focused only in her development as a teacher, in the students and to avoid the negative ideas that make her get demotivated.

18. Freddy: “Me motiva mucho el sueldo hasta cierto punto, porque es un sueldo que esta durante el tiempo que uno está dando clase... pero ahorita que son vacaciones, por ejemplo... ya. Ya fue y es demotivante.”

In Freddy’s comment (“Me motiva mucho el sueldo hasta cierto punto”), he demonstrates that his motivation depends on the money and the season of the year. From his example (“ahorita que son vacaciones, por ejemplo... ya. Ya fue y es demotivante.”), I can discern that his demotivation comes when holidays also come. Teachers who are hourly lecturers only receive an economic remuneration in exchange for their contact hours. If there are no classes, then, there is no payment for them. This situation is an example of how the participant gets demotivated because of his work condition.

19. Elle: “Las condiciones de trabajo de un maestro por horas es desmotivante, porque por ejemplo, nuestros contratos son muy limitados y muy estrictos..., igual y no te dan nada, es decir, es solamente tu sueldo y ya...”

In Elle’s case, her demotivation comes also because of her work conditions. Based on her comment (“nuestros contratos son muy limitados y muy estrictos...,igual y no te dan nada, es decir, es solamente tu sueldo y ya”), the contracts that hourly lecturers have to sign are too limited and extracts which is something really demotivating. When Elle said that she only receives her payment and nothing more she is implying that hourly lecturer don’t receive economic benefits like insurances or bonds. For those reasons, Elle’s motivation is affected in a negative way.

20. Resse “... El tener doctorado, el escribir, el tratar de publicarlo en revistas lo más prestigiadas y eso, tiene como consecuencia que tengo mayor acceso a los estímulos económicos y obviamente eso es bueno...tenemos derecho y necesidad de una vida decente, de una vida libre de carencias... como todos tenemos derecho, entonces sí me resultan importantes, pero no es lo más importante. Si yo no tuviera los estímulos económicos de todas maneras trataría yo de hacer lo mejor que pudiera mi trabajo”.

Based on example 20, Resse’s motivation pertains to the extrinsic motivation with an identified regulation. In the comment (“El tener doctorado, el escribir, el tratar de publicarlo en revistas lo más prestigiadas y eso tiene como consecuencia que tengo mayor acceso a los estímulos económicos y obviamente eso es bueno”), Resse reveals that the work a full time professor does brings about economic benefits. The more activities a full-time professor does, the higher the sum of money that she will receive at the end of each season. The participant ends her comment by saying that, based on her statement (“me resultan importantes pero no es lo más importante si yo no tuviera los estímulos económicos de todas maneras trataría yo de hacer lo mejor que pudiera mi trabajo”), money is important for her, but it is not her main motivation to teach. If she did not receive the money, she would be teaching anyway. This means that she is only giving a conscious valuing to her payment. Based on this data, I can discern that Resse teaches more for pleasure than for money.

Furthermore, Al, Freddy and Resse (3 of 5 participants) see teaching as an opportunity to win money. In the next comments we will see how the participants’ motivation is characterized by some features of the extrinsic motivation. Their extrinsic motivation is oriented towards the external regulation, which is the type of motivation most seen in the examples visualized bellow.

21. Al: “cuando me pagan por hacerlo, sí me motiva”.

In Al's comment ("cuando me pagan por hacerlo si me motiva"), we can see how money is a big influence for his motivation. He reveals having a controlled behavior because for him his payment is a reward that makes him feel good in some way. Whenever he is rewarded, then, his motivation is increased. From here, the participant shows having an extrinsic motivation with an external regulation

22. Freddy: "yo le di clases particulares a un chavo que reprobó... ese estudiante después de pasar la materia, su mamá me pagó el triple de lo que me tenían que pagar, yo no lo quería aceptar porque era mucho, era un exceso de dinero lo que me estaban dando por las clases que yo le había dado. Pero la mamá insistió y además de eso me regalaron un montón de cosas. Entonces eso me sorprendió y me motivó"

The same happens with Freddy. In his statement ("yo le di clases particulares a un chavo que reprobó...después de pasar la materia su mamá me pagó el triple y además me regalaron un montón de cosas... eso me sorprendió y me motivó"), he is sharing an experience where money and material things were his reward from helping an student. He acknowledges that those things affected his motivation greatly. His emotions were positive when he received unexpected rewards in exchange for his work. Thus, this participants' motivation pertains to the extrinsic motivation type and is oriented to external regulation.

23. Resse: "cuando me convertí en profesora no tenía una motivación intrínseca más bien era una necesidad que iba de acuerdo con la formación, o sea, pues yo dije: ¿pues qué sé hacer?, pues se supone que se dar clases entonces era...tener ingresos por medio de lo que yo sabía hacer, que era pues dar clases".

Resse, in her comment ("no tenía una motivación intrínseca más bien era una necesidad"), implies that the main reason of why she started to work as a teacher was the money. For instance, her motivation comes from external factors. She took advantage of her training ("tener ingresos por medio de lo que yo sabía hacer que era pues dar clases") as she said, she

knew that she was good at it because she studied to do it. In this comment, Resse shows having an extrinsic motivation oriented towards external regulation at the beginning of her career as a teacher.

4.4 Teaching

Now, the next data is based on the general factor of *teaching*. While analyzing the participants' statements based on this topic, 21 sub-factors (14 motivators and 7 demotivators), visualized in table 4.4, were found. Participants show being most motivated at teaching by the intrinsic motivation type. Below, for your better understanding, some extracts taken from the interviews are analyzed. Furthermore, because of the limited space, the next examples that will be argued were restricted. They are just the ones that were mentioned by more than one participant.

Table 4.4

Teaching	
Motivation	Demotivation
Variety	Lack of time
To help	Lack of work
Influence	Limit of the groups allocation
Autonomy	Tiredness
Performance	Workload
Vocation	No valuation
To apply knowledge	System from another school
Pleasure	
To be a role model	
Improvement	
Necessity	
Responsibility	
Work security	
Language	

For example, all the participants (the 5 of them), demonstrated being influenced by a teacher before becoming French teachers. From examples 24 to 28 we can appreciate the situations

that participants narrated. In each example participants explain with detail a past experience where they were motivated to teach through seeing one of their teachers teaching. In each case, the participants imply that they imagine themselves being that person.

24. Al: “Siempre había pensado que una persona tenía que casarse, tener hijos después de la carrera. Entonces eso me dejaba triste porque en ese tiempo yo era soltero, pero con los maestros de mi carrera, pues, me motivaron con solo ser ellos, porque por ejemplo había estos maestros que estaban solteros o no tenían hijos pero dedicaban su tiempo a la universidad, a los alumnos. Me hicieron pensar que no necesariamente tengo que tener hijos para sentirme realizado y es lo que yo sentí con los maestros y me inspiraron a ser maestro, a ser como soy ahorita.”
25. Megan: “Me motivó el ver a una de mis maestras enseñarme lo que hacía, o sea, como enseñaba la lengua. Entonces dije: a mí me gustaría también hacer eso.”
26. Freddy: “A mí me motivó mucho una maestra. Ella fue mi profesora de francés desde el primer nivel, que por cierto reprobé así lo más terrible que uno puede. Pero ella me motivó al decirme: inténtalo otra vez, y pues tome el siguiente curso y ella siempre estuvo atrás de mí. Entonces para mí, ella es así como que alguien a quien yo veo y que me ha inspirado a ser profesor de francés.”
27. Elle: “A mí me motivo mucho mi abuela. Ella es maestra y les daba clases de lenguaje a niños con síndrome de Down, sordos y así. En una ocasión me di cuenta de que se sentó con un niño en especial y se tardó como 1 hora enseñándole a pronunciar mejor las palabras. Este niño tenía como un derrame y fue así como yo la observé hasta en cámara lenta, y me di cuenta de muchas cosas importantes que yo no me había recatado de eso cuando yo enseñaba, y fue bien padre.”
28. Resse: Me sentí inspirada por un profesor de francés que tuve en la licenciatura, que era muy paciente, preparaba muy bien sus clases, era muy motivador, muy ordenado y era muy humano, y a mí pues eso me inspiró a estudiar más francés que inglés. Entonces yo creo, si lo reflexiono, que ese es una de las... de los modelos que yo he tenido del modelo, el modelo más fuerte que yo he tenido como profesor, para, sí, que me ha influido para ser profesora.

According to the examples located above, there are cases in which some participants literally explain how, through the experience of seeing a teacher doing something; they felt motivated to become teachers. From here, we can see how the participants ideal self plays an important role in their motivation. In Al’s case (“Me hicieron pensar que no necesariamente tengo que

tener hijos para sentirme realizado”) from this comments, what I infer is that he actually didn’t want to marry or have kids but felt that a life as a single, childless person was not an option because he lacked role models that were single, childless and led productive, happy lives. He found such role models in many of his teachers. Megan, based on the comment (“motivó el ver a una de mis maestras como enseñaba la lengua. Entonces dije: a mí me gustaría también hacer eso”) explain how when she saw one of her teachers teaching the language was motivated to do it. Elle, (“mi abuelita es maestra...en una situación me di cuenta de muchas cosas importantes, que yo no me había recatado de eso cuando yo enseñaba”) shows how got motivated by her grandma because of the treatment that she delivered to students. Then, she implied that this experience was soo important for her because she realized that she wasn’t paying a lot of attention to her students and she needed to do it. In the comments (“para mí esa maestra es alguien a quien yo veo y que me ha inspirado a ser profesor de francés”, un profesor...me inspiró y me ha influido para ser profesora”) Freddy and Resse expressed that they got inspired by a teacher. In these cases the role models help the participants to construct their Ideal L2 Self (Dornyei, 2009), that is, to create their future self through the imagination and vision. When this happens the participants mindfulness about the significance of their ideal selves increases. Then, they can be guided through a number of possible selves that they have design in their minds through previous experiences or, as in these cases, the past powerful role models.

In addition, 2 of 5 participants find teaching motivating because it is their vocation. Based on the information that will be analyzed bellow, the participants motivations is characterized by some features from the intrinsic motivation. It means that, as the participants behavior show being self-determined in example one and two, then, their motivation is intrinsic.

29. Megan: "... enseñar siento que es mi vocación, siento que me gusta y pues es bastante motivante ...desde pequeña cuando iba en primaria, secundaria, siempre ayudaba a mis compañeritos y pasaban sus exámenes, les iba bien en todo eso, entonces pienso que en parte si he tenido esa pues, esa vocación ..."

30. Freddy: "... dar clases es para lo que yo nació entonces eso me motiva..."

In the comments ("enseñar siento que es mi vocación" and "dar clases es para lo que yo nació") both, Megan and Freddy accept that teaching, indeed, is their vocation. Megan, based on this statement ("...desde pequeña cuando iba en primaria, secundaria, siempre ayudaba a mis compañeritos y pasaban sus exámenes, les iba bien en todo eso, entonces pienso que en parte si he tenido esa pues esa vocación..."), exemplifies in broad terms that since she was a little girl she used to taught her classmates to pass the courses. She now implies that thanks to these experiences she knows that teaching has been her vocation since forever. With Freddy, things look really similar because he literally said that he was born to teach. In both situations, the participants motivation pertain to the intrinsic motivation type because, as we can imply from the data already analyzed, when Megan and Freddy teach they are really satisfied by knowing that they are doing it right for the reason that it is their vocation and plus, they like it.

The 5 participants show having positive perspectives about being autonomous when teaching. Autonomy for Al, Megan, Freddy, Elle and Resse, causes in them an inherent satisfaction that makes them to act in a self-determined manner. According to the examples from below, they demonstrate that their motivation pertain to the intrinsic motivation type.

31. Al: "El ser autónomo me motiva porque así yo puedo hacer lo que yo crea que sea mejor para mis estudiantes"

32. Resse: “La autonomía es muy motivante para yo decidir cuál es el mejor método que ayude a mis estudiantes a aprender.”

In the comments (“El ser autónomo me motiva porque así yo puedo hacer lo que yo crea que sea mejor para mis estudiantes” and “La autonomía es muy motivante para yo decidir cuál es el mejor método que ayude a mis estudiantes a aprender.”)Al and Resse express in what way autonomy benefit students. Al considers motivating autonomy because like that he can do what he thinks is the best for students. In contrast, Resse said that autonomy is motivating for her because it allows her to choose the best method that helps her students to learn. In both cases, participants demonstrate that their motivation comes from the intrinsic motivation type due to the pleasure that they show while talking about autonomy. It is interesting that they have this similarity in common in light of the fact that Al is an hourly lecturer and Resse a full-time professor.

33. Freddy: “ser autónomo es motivante porque a uno lo dejan trabajar de acuerdo con su personalidad, de acuerdo con sus propios métodos, su propia filosofía.”

In example 33 Freddy explains that being autonomous is motivating because, according to the comment (“ser autónomo es motivante porque a uno lo dejan trabajar de acuerdo con su personalidad, de acuerdo con sus propios métodos, su propia filosofía”), autonomy allows him to work according to his personality, methods and his own philosophy. Based on this information, I can deduce that Freddy’s behavior is self-determined when being autonomous; the fact is that autonomy causes him to be motivated when teaching which it is a pleasure for him. He demonstrates an inherent satisfaction when teaching without conditions and limitations.

34. Elle: “La universidad es bastante autónoma, y esto es bastante motivante la verdad, porque pues tal vez tú estás muy acostumbrado a ciertas metodologías que te funcionan bien”.

In Elle’s case, she also shows that her motivation pertains to the intrinsic motivation. When she says (“La universidad es bastante autónoma, y esto es bastante motivante la verdad porque pues tal vez tú estás muy acostumbrado a ciertas metodologías que te funcionan bien”), she actually refers to autonomy as something motivating while teaching. In this comment, Elle implies that being autonomous allows her to apply certain methods that she like and feels comfortable with. Her inherent satisfaction towards being autonomous is demonstrated when applying those methods.

35. Megan: “El ser autónomo siento que es una gran ventaja que tenemos, porque no hay nada mejor como tú hacer la clase y conocer lo que vas a dar.”

In Megan’s expression (“El ser autónomo siento que es una gran ventaja que tenemos”), she considers that being autonomous is a big advantage that teachers from UQroo have. For her, based on her own words (“porque no hay nada mejor como tú hacer la clase y conocer lo que vas a dar”), there is nothing better for a teacher than making her own classes and knowing what she is going to teach.

Moreover, 2 of 5 participants expressed their demotivation towards the lack of time that they have to do the planning and elaborating the material. One of them is an hourly lecturer and the other one is a full-time professor. In the examples 36 and 37, Freddy and Resse provide a clear explanation of this issue.

36. Freddy: “...es desmotivante no tener tanto tiempo para planear y elaborar material porque uno sabe que eso le ayuda mucho a los estudiantes”

37. Resse: “Pues planear lleva su tiempo y el problema es que tenemos poco tiempo... eso me resulta desmotivante”

In the comments (“...es desmotivante no tener tanto tiempo para planear” and “planear lleva su tiempo y el problema es que tenemos poco tiempo...eso me resulta desmotivante”) Both, Freddy and Resse state that their demotivation comes because they don't have enough time to invest in planning the lessons. As both have different status (hourly lecturer vs. full-time professors) and degrees (Master's vs. doctorate) I consider that it doesn't matter the context, this issue can demotivate participants whenever they present it. Something that Freddy adds is that (“para planear y elaborar material”) the lack of time demotivates him not only because he can't do the entire lesson planning but also because he can't elaborate the material, or at least good material. For him, based on his comment (“uno sabe que eso le ayuda mucho a los estudiantes”) he sees that both things can help the students and implies that he really appreciates doing it because they also support his lessons.

Additionally, 2 of 5 participants show that their demotivation comes through the workload. According to examples 38 and 39, Freddy and Elle provided examples of situations that they had experienced. In example 38, Freddy implies that still he experiences it nowadays.

38. Freddy: “Cuando tengo mucho trabajo...a veces es muy difícil cumplir con todo. Es mucho, mucho trabajo. ...entonces, si es muy desmotivante”

39. Elle: “...en una ocasión me dieron muchos grupos y era así como de... ya no sabía ni donde estaba ... fue muy complicado y desmotivante”

In the comments (“Cuando tengo mucho trabajo...a veces es muy difícil cumplir con todo. Es mucho, mucho trabajo. ...entonces, si es muy desmotivante” and “...en una ocasión me dieron muchos grupos y era así como de... ya no sabía ni donde estaba ... fue muy complicado y desmotivante”) Freddy and Elle explain in which way they find demotivating the workload. Freddy, in example 38, says that sometimes it is really hard for him to do everything because he

has too much work. For elle, in example 39, she expresses that once, she had lots of groups and it was really complicated because she implies being really stressed out. Both situations caused the participants demotivation in the past. Freddy, according to the comment (“Cuando tengo mucho trabajo”) implies, by saying -when I have..., experiencing also this issue nowadays.

4.5 Language

Finally, the last general factor that is discussed next is *the language*. According to table 4.5, 11 sub-factors (all of them motivators) were found while analyzing the information based on the subject or language that participants teach, that in this case is French. The type of motivation seen the most while analyzing the participants’ expressions in the five interviews is the intrinsic motivation. In the next lines I show how intrinsic motivation was demonstrated. Additionally, due to the limited space, the next examples that will be explained now are the ones that had a strong impact on at least one participant.

Table 4.5

Teaching	
Motivation	Demotivation
Professional preparation	
Domain	
Professional performance	
Connections	
Experience	
Transfer	
Prestige	
Traveling/Living abroad	
Teaching	
Culture	
Pleasure	

Findings show that 1 of 5 participants, Freddy, expressed having a desire to travel or living abroad in order to teach in another country. In this case, just one participant gave his opinion

based on this topic. His motivation pertains to the extrinsic motivation oriented towards the external regulation. Next, the analysis from his comment is analyzed.

40. Freddy: “A mí me motiva... que yo pueda conseguir un trabajo dando clases en otro lugar, que yo pueda viajar, irme a vivir a otro lugar a dar clases. Esa es mi motivación y yo sé que el francés me va a permitir hacer eso”

When Freddy, based on his statement (“me motiva... que yo pueda conseguir un trabajo dando clases en otro lugar, que yo pueda viajar , irme a vivir a otro lugar a dar clases.”), explains how his motivation is affected when visualizing himself working as a teacher in another country, I can deduce that his motivation comes from external factors. Freddy’s ideal self is involved in this case because the participant shows that he wants to be that teacher who travels or lives abroad. His imagination creates these images where he is sees himself teaching in other places apart from Mexico. When he claims (“yo sé que el francés me va a permitir hacer eso”) to be sure that French is going to allow him to do it, the language is the reason of his thoughts.

Also, 1 of 5 participants (an hourly lecturer) shows, in example 1 located below, that teaching the language has a strong significance for him. Teaching, for Freddy, is something that he does for pleasure. This characteristic comes from the intrinsic motivation type which means that Freddy’s motivation is oriented towards it. Based on the information that you will see next I can discern that Freddy’s motivation is mainly affected through his previous learning experiences.

41. Freddy: “Si, me gusta mucho enseñar francés... el francés tiene un significado para mí, un significado emocional. Entonces cuando yo estoy enseñando francés, siento que no solo estoy enseñando, sino que estoy como que transmitiendo lo que a mí me

gusta, diciéndoles: a mí me gusta esto por esto, y por esto y se los estoy mostrando, quiero que a ustedes también les guste porque les va a traer muchas satisfacciones. Cuando enseño francés no lo siento como un trabajo, cuando vengo a dar mis clases de francés son como, no sé, como recordar cosas que yo he vivido. Entonces, me gusta mucho”.

Freddy, according to example 41 (“el francés tiene un significado para mi, un significado emocional. Cuando enseño francés no lo siento como un trabajo... me gusta mucho”), declares that french is meaningful for him. He likes French a lot that he does not sees teaching as a job, he has this inherent satisfaction that makes him enjoy the moment when he goes and teaches. Also, whenever he teaches French, the language itself makes him remember important memories from his past (“cuando vengo a dar mis clases de francés son como, no se, como recordar cosas que yo he vivido.”). So, it means that through visualizing previous experiences his motivations starts to be affected by internal factors like his emotions.

Now, in order to continue with the development of the results analyses, the next information is based in the most motivating and demotivating factors found in the participants comments. As you will see in Table 4.6 and 4.7, some of these factors are repeated and others differ with each other.

4.6 Most motivating and demotivating factors

In the next section the most demotivating and motivating factors are portrayed. Some explanations of the participants’ comments support the information.

Table 4.6 Most demotivating factors

	Students	Work environment	Financial benefits	Teaching	Language
Al	✓				
Megan	✓				
Freddy		✓			
Elle		✓			
Resse		✓			

Based on table 4.6 located above, 2 of 5 participants expressed that they are most demotivated by students. Both participants coincide with their comments visualized bellow. Also, according to their answers in the first stage of the interview, when the questions were based on this general factor, they imply that the students' negative attitude and behavior towards them makes them feel stressed, angry and desperate.

42. Al: "Los estudiantes".

43. Megan: "Los estudiantes".

In example 42 and 43, participants answered ("Los estudiantes") when I ask them ("¿Cuál es el factor que le desmotiva más?"). They had to select one general factor based on the five visualized in table 2.2: students, work environment, financial benefits, teaching and language. Some demotivating experiences from the participants are explained at the beginning of this analysis.

Furthermore, based on table 4.1 Megan, Freddy and Elle think that the most demotivating factor is the work environment. The participants agree that this general factor is really

demotivating for them and according and imply that they are not comfortable with this issue.

In the next examples their comments are visualized.

44. Freddy: “El ambiente laboral”.

45. Elle: “El ambiente laboral”.

46. Resse: “El ambiente laboral”.

In examples 44, 45 and 46, it is seen that 3 of 5 participants answered (“El ambiente laboral”) when I ask them (“¿Cuál es el factor que le desmotiva más?”). They select the general factor of work environment. Some demotivating experiences from the participants were explained above.

After explaining which ones were the most demotivating factors expressed by the participants, to follow, the most motivating factors are explained. In Table 4.7 they are illustrated.

Table 4.7 Most motivating factors

	Students	Work environment	Financial benefits	Teaching	Language
Al					✓
Megan					✓
Freddy					✓
Elle					✓
Resse					✓

According to Table 4.7 all the participants, 5 of 5, answered that the most motivating factor for them is the subject or language that they teach. That means that what Al, Megan, Freddy, Elle and Resse show is an inherent satisfaction towards teaching, specifically the language that in this case is French. Then, their motivation is intrinsic which means that their behavior is self-determined.

47. Al: “La materia o idioma que enseño”.

48. Megan: “La materia o idioma que enseño”.

49. Freddy: “La materia o idioma que enseño”.

50. Elle: “La materia o idioma que enseño”.

51. Resse: “La materia o idioma que enseño”.

In example 47 through 51 we can see that participants answered (“La materia o idioma que enseño”) when I ask them (“¿Cuál es el factor que le motiva más?”). They had to select one general factor based on the five visualized in table 2.2: students, work environment, financial benefits, teaching and language. The participants motivation was also orientated internally in the interview during the stage of the questions based on the general factor of the language.

According to all the data, the type of motivation that was most reoccurring in the interviews is the extrinsic motivation with an external regulation. All the participants show having a motivation belonging to this type of motivation. In other words, participants usually are most motivated by external factors. Those factors are related (as it is seen in some of the examples written before) to the participants rewards, punishments and also to their satisfaction.

In one hand, in a general view, the type of motivation that is seen the most in the student's factor is the extrinsic motivation with external regulation. Secondly, findings show that the participants motivation in the work environment factor were orientated towards the extrinsic motivation with external regulation. Thirdly, most of the participants' answers demonstrate that they are demotivated by the economic benefits factor. Fourthly, the type of motivation that was repeated several times in the teaching factor was the intrinsic motivation. Finally, in the language factor participants show being most motivated towards the intrinsic motivation type.

On the other hand, in a specific view, the type of motivation that is seen the most by each participant in the students, working environment, economic benefits, teaching or language general factors varies. The results depend on the participants status (hourly lecturers vs. full-time professors) and their degree (Bachelor's degree, Master's or doctorate). Just as every human being, the participants thoughts are not exactly the same. Each person is owner of their decisions, goes through different experiences and has different perspectives.

4.7 Motivation fluctuation

Before concluding with this chapter, it is important for me to discuss how motivation fluctuated in each participant. The motivation fluctuations from Al, Megan, Freddy, Elle and Resse are analyzed next by taking into account some extracts of the interviews related to their professional evolution as teachers. That information is going to be interpreted below based on statements that talk about motivating and demotivating factors that participants have experienced since they became French teachers until nowadays. Some of them share some similar characteristics with each other and, of course, there are singular features that differentiate one from another because, as we now, their context is not the same.

First of all, when participants were asked to answer the question: Before becoming a teacher, did you imagine yourself teaching? Their comments were negative. From this, we can infer that they didn't know what they really wanted to be when they started to work as French teachers.

52. Al: "Mmm no"

53. Megan: "No, nunca definí que profesión quería tener"

54. Freddy: "No, nunca me imaginé dando clases"

55. Elle: "Realmente no, jamás pensé que llegaría a ser maestra"

56. Resse: "No, realmente no, yo estudié, ósea, yo sólo quería aprender el idioma sin saber que haría con él después..."

In examples 52 through 56 we can observe in the comments, based on the participants response ("no"), that Al, Megan, Freddy, Elle and Resse deny having imagine themselves teaching before becoming French teachers. Megan, in her comment ("nunca definí que profesión quería tener") expresses that she never defined which profession wanted to have in that time. In Elle's case ("jamás pensé que llegaría a ser maestra"), in her comment she added that she did not have a clue that she would have to become a teacher. Resse, in contrast, ("yo sólo quería aprender el idioma sin saber que haría con el después") demonstrates that she only wanted to study the language without knowing what to do with it later on. Based on this information I can deduce that when participants started to work as teachers they did it for other reasons apart from visualizing themselves taking the role of the teacher.

Also, all the participants make the decision to become teachers for external reasons. All, Freddy, Elle and Resse decided to be teachers thanks to their major degree profile. Megan chose being a teacher because a job opportunity was offered at her.

57. Al: “Tomé la decisión porque entré a la carrera de lengua inglesa ya que me gustaba el inglés y la idea era terminar como docente”.

58. Freddy: “Es que en si no tuve que tomar la decisión, pues para eso estudié, entonces, era el trabajo que tenía que desempeñar porque para eso estudié”.

59. Resse: “Pues porque yo entré a estudiar la licenciatura y pues ahí nos decían básicamente que era para perfil de docencia”.

In examples 57 through 59, the statements (“la idea era terminar como docente” “porque para eso estudié” “básicamente que era para perfil de docencia”) reflect that the main reason why Al, Freddy and Resse made the decision to become teachers was because they were previously formed to teach. They had the mentality to implement the knowledge already acquired. So, when they were offered to work as teachers they said yes because they knew how they needed to develop the job.

60. Elle: “Bueno, realmente siempre se me hicieron muy fáciles los idiomas. Entonces pues ya tenía como que cierto nivel avanzado de inglés y quería aprender francés. Cuando le dije a mi hermano que yo quería estudiar turismo y me quería ir, él me dijo no, así de que no te puedes ir, y decidí mejor buscar una carrera similar y vi que en la Universidad había la carrera de Lengua inglesa y vi que era para formar docentes y todo, y dije bueno, pues igual y pueda ser, pero realmente no fue mi primera opción, yo quería ser muchas otras cosas antes de ser maestra.”

In Elle’s situation we can observe, according on her comment (“una carrera...era para formar docentes”) that she also made the decision because the basis of her major degree was to form teachers. What differentiates Elle from the others is that, based on her experience (“yo quería estudiar turismo y me quería ir, él me dijo no, así de que no te puedes ir y decidí mejor buscar una carrera similar... pero realmente no fue mi primera opción, yo quería ser muchas otras

cosas antes de ser maestra”) she chose to study her major degree because she had no choice. Elle implies being frustrated in some way during that time, but, when she started to be formed a teacher she really liked it.

61. Megan: “Tomé la decisión porque estudiaba la carrera y también estudiaba francés, entonces las maestras que me daban clases me comentaron que había un espacio que estaban solicitando y simplemente dije: bueno tal vez si se acomodan mis horarios si me gustaría enseñar lo que estoy aprendiendo, y como ya estaba en los últimos niveles dije: creo si, y así podría aplicar lo que aprendí. Fue una oportunidad que no podía desaprovechar.”

Megan, on the contrary chose to be a French teacher because an opportunity was offered to her. In the comment (“estudiaba francés... estaba en los últimos niveles, entonces las maestras que me daban clases me comentaron que había un espacio que estaban solicitando... dije creo si y asi podría aplicar lo que aprendí”) she explains that while she was studying French, some of her teachers told her that was a vacancy to apply for the job as a French teacher. Megan realized that she wanted to apply for the job in order to implement what she had learnt, so, at the end she was hire. Another curious thing that differentiates Megan’s case with the other ones is that her major degree was not focused on forming teachers, so, the only similar aspect that joins all the cases together is the language.

According to the cases from above, we can see that participants’ motivation pertain to the extrinsic motivaton with an integrated regulation. Some said that was because (“la idea era terminar como docente” “porque para eso estudie” “básicamente que era para perfil de docencia” “era para formar docentes “ “fue una oportunidad ”) that they wanted to follow their career or they had the opportunity to do it. In the next examples we can add that some took the job because of their necessity to receive money.

62. Resse: “no había una motivación intrínseca más bien era una necesidad, no?, que iba de acuerdo con la formación , ósea, pues yo dije ¿pues que sé hacer?, pues se supone que se dar clases entonces pues busque trabajo de maestra”
63. Freddy: “no es que yo haya tenido una motivación sino que era por necesidad... antes de salir de la licenciatura yo trabajaba como profesor en primarias y pues eso era seguir el camino”

In the comments (“era una necesidad” and “era por necesidad”) Resse and Freddy literally said that they had the necessity to receive money. Also, in both examples the participants imply that (“iba de acuerdo con la formación” and “eso era seguir el camino”) before seeking for a job they thought about which one would be the perfect one to have. Then, they shared that they wanted the job because in Resse’s case was according to her formation and in Freddy’s case was following the path.

Even though all the participants did not know if they wanted to be teachers, when initiating teaching, after becoming French teachers they started to enjoy their job. Since they initiated to teach it is a fact that they have been demonstrating their satisfaction towards the act. In the next analysis we can appreciate how they used expressions to show that it is true.

64. Al: “...y de ahí me gusto enseñar, la docencia”
65. Megan: “desde que empecé me ha gustado enseñar a los demás”
66. Freddy: “empecé a trabajar y me di cuenta que me gustó”
67. Elle: “desde entonces me ha gustado mucho y me motiva bastante enseñar”
68. Resse: “a mí me resulta motivante enseñar, desde que empecé a hacerlo siento que a veces me olvido de todo lo demás porque me gusta , lo disfruto”

In the comments (“y de ahí me gusto”, “desde que empecé me ha gustado”, “empecé a trabajar y ... me gustó” “desde entonces me ah gustado mucho” and “enseñar... desde

que empecé a hacerlo siento que a veces me olvido de todo lo demás porque me gusta, lo disfruto”) participants declare that since they started to teach the language, for them it is a pleasure. From here we can see how the intrinsic motivation to teach is reflected. The participants reflect one important characteristic from this motivation type, their inherent satisfaction.

Another aspect is that all the participants were influenced to become teachers. They remembered those experiences when they were asked to explain how they were influenced. Al, Megan, Freddy, Elle and Resse were impressed and emotionally affected by someone who used to teach them. Below, the analysis of the comments are layout.

69. Al: “Siempre había pensado que una persona tenía que casarse, tener hijos después de la carrera. Entonces eso me dejaba triste porque en ese tiempo yo era soltero pero con los maestros de mi carrera, pues, me motivaron con solo ser ellos porque por ejemplo había estos maestros que estaban solteros o no tenían hijos pero dedicaban su tiempo a la universidad, a los alumnos. Me hicieron pensar que no necesariamente tengo que tener hijos para sentirme realizado y es lo que yo sentí con los maestros y me inspiraron a ser maestro, a ser como soy ahorita.”
70. Megan: “Me motivo el ver a una de mis maestras enseñarme lo que hacía, ósea, como enseñaba la lengua. Entonces dije -a mi me gustaría también hacer eso.”
71. Freddy: “A mí me motivo mucho una maestra. Ella fue mi profesora de francés desde el primer nivel, que por cierto reprobé así lo más terrible que uno puede. Pero ella me motivó al decirme inténtalo otra vez y pues tome el siguiente curso y ella siempre estuvo atrás de mí. Entonces para mí ella es así como que alguien a quien yo veo y que me ha inspirado a ser profesor de francés.”
72. Elle: “A mí me motivó mucho mi abuela, ella es maestra y les daba clases de lenguaje a niños con síndrome de Down, sordos y así. En una ocasión me di cuenta de que se sentó con un niño en especial y se tardó como 1 hora enseñándole a pronunciar mejor las palabras. Este niño tenía como un derrame, y fue así como de la observe hasta en cámara lenta y me di cuenta de muchas cosas importantes que yo no me había recatado de eso cuando yo enseñaba y bien padre.”
73. Resse: “Me sentí inspirada por un profesor de francés que tuve en la licenciatura que era muy paciente, preparaba muy bien sus clases, era muy motivador, muy ordenado y era muy humano y a mí pues eso me inspiró a estudiar más francés que inglés. Entonces yo creo, si lo reflexiono que ese es una de las... de los modelos que yo he

tenido del modelo, el modelo más fuerte que yo he tenido como profesor para, sí, que me ha influido para ser profesora.”

The comments (“me motivaron los maestros de mi carrera” “Me motivó una de mis maestras” “me motivó mucho una maestra” “me motivó mucho mi abuela, ella es maestra”, “Me sentí inspirada por un profesor de francés”) demonstrate that all the persons who influenced the participants were teachers. The most important thing in this point is that, as I said before, the participants didn’t recall being influenced by their previous learning experiences. When they were asked to answer the question, all of them took some time to think and consider if there was someone or not who had influenced them in the past. It seems, then, that despite the fact that they all became teachers accidentally, their having an inspirational teacher allowed them to imagine and develop an ideal L2 self that was a teacher. In all cases, this appears to have happened once or after the opportunity of a teaching job presented itself. This ideal L2 self as a teacher may have determined their development of intrinsic and integrated motivation toward teaching once they started their careers as teachers.

Furthermore, Al and Elle show being demotivated when they started to work in another institution apart from UQRoo. Specifically, the demotivating factor that affected the participants’ motivation was the system of that college. In the examples located below, their comments are analyzed.

74. Al: “cuando inicié a trabajar en otra universidad me desmotivé por el sistema”

In Al’s comment (“cuando inicié a trabajar en otra universidad”) he implies that after working a while in UQRoo he got another job. Unfortunately, he got demotivated because of

the system (“me desmotivé por el sistema”). Something that he thought was going to be good at the end was counterproductive.

75. Elle: “el sistema que tenía una de las escuelas donde trabajé era así como de no les puedes decir esto, o sea, es que mira evita sacarlo del salón o es que por aquí y me desmotivó”

The difference that Elle shows in contrast to Al’s experience is that she, based on her comment (“el sistema que tenía una de las escuelas donde trabajé”) implies that she used to work in a different school before teaching in UQRoo. She also got demotivated because of the system (“el sistema que tenía”). She experienced this demotivating situation when she was starting to be a French teacher.

The results show that the participants’ motivation to teach changed from the extrinsic motivation type to the intrinsic motivation type. As was analyzed before, when participants started to work they did it for external reasons, which is a characteristic of the extrinsic motivation. But, after a while their motivation changed from the extrinsic to the intrinsic motivation due to the pleasure that they show having towards the act of teaching. Since then they have been showing that they have an intrinsic motivation towards the act of teaching and they have maintain that motivation type until recently.

As it was seen during this chapter there are some external factors that have tried to change the intrinsic motivation of the participants to the extrinsic motivation type. The participants, for example, show having a lot of evidence confirming that some of their motivation is extrinsic. like their happiness to receive money. But, their inherent satisfaction, pleasure, happiness to teach is most important than money. For instance, I can attest that the participants motivation fluctuation, from before becoming teachers till nowadays is toward intrinsic motivation.

Indeed, there are some demotivating factors that each participant had experienced during their professional development. However, there is no evidence of any amotivation in the participants' comments. It means that, although there are negative experiences or problems that had affected the participants' motivation, those things don't do it in a major level. Some participants have even taken those negative things and have turned them into positive things. For example, when Al started to work as a teacher, he expressed, according to his comment ("me desmotiva un poco de que no tengo, yo siento a mi parecer no tengo tanto nivel como debería") that a demotivating factor for him was his concern about not having the right level to teach French. Nowadays he thinks, based on the comment ("...Me motiva porque por eso mismo puedo aprender y recordar cosas del francés porque el francés si se me dificulta un poco pero enseñándolo, pues igual yo aprendo") that this problem motivates him to teach because by teaching he also learns.

Chapter 5

Discussion of the results

5.1 Introduction

The main objective for this research study is to describe the fluctuations in UQROO French teachers' motivation to teach and the factors influencing such fluctuation. In order to accomplish the objective, five French teachers were interviewed. While applying each interview, a semi-structured format was followed. Thanks to this instrument I could observe how the participants' motivation has been fluctuating since they become teachers until now. Also, a series of motivating and demotivating factors that had affected that fluctuation were demonstrated.

The structure of this chapter follows the next sequence of the research questions:

1. How does the motivation to teach French of French teachers vary across time?
2. What motivating and demotivating factors influence this fluctuation?

In the first section, each French teacher motivation's fluctuation to teach is discussed. The content is based in the perspective of how each participant motivation has varied since they became French teachers until recently. Then, the second section focuses on explaining which motivators and demotivators were found in such participants' fluctuations. In this part of the chapter, the motivating and demotivating general factors are discussed when analyzing the participants' motivation fluctuations.

5.2 How does the motivation to teach French of French teachers vary across time?

In order to provide a clear explanation for the first research question of this study, some significant stages of the teachers' professional careers were divided in three subsections. Each stage reflects how the participants' motivation has varied demonstrating an evolution. Moreover, the participants reported one strong influence concerned with their L2 learning experience. Of course, all of the motivational and demotivational factors are involved in a dynamic relationship in which each one has an effect on the participants' motivation. The following information describes this data in detail.

5.2.1 The first stage: Making the decision

The main point of this first sub-section is to provide a detailed explanation of how participants made the decision to teach. In order to accomplish the goal, the fundamentals of the data are explained in the next lines and sustained through the illustration of examples. The type of motivation that shows having predominance in this stage is clarified at the end of each analysis.

First of all, before participants chose to teach, based on their expressions (see examples 52 through 56), they declared not having visualized themselves teaching. It is important to highlight that, when participants provided their answers they were not consciously thinking about a special situation where they had the opportunity to imagine themselves being teachers. Yet, what can be inferred from previous data (see examples 24 through 28) is that participants actually had an image about themselves teaching that was caused by the influence of their role models, than in this case were their own teachers. This does not necessarily mean that the memories came up consciously when they made the decision. On the contrary, it was like when I asked them about it and they answered negatively. Based on

this information we can discern that participants had unconsciously the experience and the fact is that they kept the moment subconsciously. For a better understanding of these previous lines, there is a detailed explanation on the sub-section number 5.2.4.

Additionally, some participants felt into the job because of their formation background (see examples 57 through 60). Al, Freddy, Elle and Resse demonstrated having studied before a degree that was focused on form teachers. All of them imply that they had decided to be teachers because they were aware on how to be one. Similarly, in Prytula and Hellsten (2011) we can see how participants chose to teach as a good match with their education. In these previous situations the participants' motivation pertains to the extrinsic motivation with an integrated regulation. This extrinsic type of motivation is the most internal regulated and closest to be autonomous. As teachers were formed to apply their profession, they demonstrate building their own self through education. For this reason there is a synthesis between their profile background and their self. Based on this data, there is congruence on what they wanted to do as a profession because they already knew how to develop their job.

Even though, as in Lengeling (2010), in this study one participant felt into the job because was influenced by a job offer (see example 61) and another one because its career was not their first-choice (see example 60) it is clear that the five participants share their interest on the language. In Prytula and Hellsten (2011) the participants also chose to teach as a good match with interests. In this cases (see examples 47 through 51) participants share their interest for the language. This factor, taken from the teachers as the most motivating one, exposes the participants' intrinsic motivation.

5.2.2 The second stage: Becoming a French Teacher

Secondly, this sub-section is in charge of explaining which of the teachers' characteristics changed once they had made the decision of becoming a French teacher. The next examples located below evince the evolution between stage and stage, showing how the participants' motivation was fluctuating back then. To end the explanation of the second sub-section, I will clarify: which type of motivation is the most predominant at each stage?

After becoming French teachers all the participants showed that they enjoyed teaching (see examples 64 through 68). When participants started to experiment this job, their motivational orientation started to shift toward the internal factors and away from the external ones; for example, their emotions actually got involved because teaching was causing in them happiness. Similarly, Gao and Xu (2013) find out that the participants of their research study showed an enthusiasm about teaching later in their profession. In both views, participants demonstrated that their motivation to teach changed. As the participants' motivation to teach was caused by their inherent satisfaction and pleasure to do the action in this stage, from here, we can deduce that the participants' extrinsic motivation with an integrated regulation changed towards the intrinsic motivation.

5.2.3 The third stage: Teaching

Finally, this third sub-section demonstrates, with a deep explanation, how the participants' motivation shifts in the latest stage of their profession. At this point of the participants' professional life, their motivation shows to be more solid and consolidated. The type of motivation that is predominant in this stage is analyzed at the end.

In some way the participants' motivation to teach was caused by the language itself (see examples 47 through 51). For Al, Megan, Freddy, Elle and Resse the most motivating factor to teach is the language. Narcy-Combes, Narcy-Combes & Starkey-Perret (2009) Legeling (2010), Prytula and Hellsten (2011), Gao and Xu (2013) are some authors that expressed finding this feature in their participants too. As we can see, there are many research studies that show having this factor affecting in a positive way their participants' motivation. For that reason, we can see that the target language plays an important role in most of teachers. Based on this information, we can see also that the participants ideal L2 Self is involved in these cases. As this facet is characterized by the person's idea of what they would like to become? And if that vision implicates speaking an L2, then, for sure, thanks to the L2 this possible self affects the participants motivation because they do visualized themselves speaking the target language that they like very much. Then, due to the pleasure, enthusiasm and satisfaction that participant present to have while teaching and specially teaching the language their motivation pertains to the intrinsic motivation type.

Also, another factor that affected the participants motivation to teach is the autonomy that they expressed they are able to apply inside the classroom (see 31 through 35). All the participants agreed that working in UQRoo has much liberty. Thanks to this, they show being self-determined when they teach. This is a feature that pertains to the intrinsic motivation type. In Hettiarachchi (2013) it was found that participants expressed having some issues in teaching methodology because they had no academic autonomy towards the profession. In this case the participants imply being demotivated. There is one similitude and a huge difference between these research studies. Both studies share in common the fact that the participants' motivation was affected. However, in the first case participants got motivated

because of autonomy and in the second one the participants look demotivated because of the lack of autonomy. Based on this information, we can see that in this research study teachers found motivating being autonomous thanks to their liberty to teach which supports that the participants' motivation comes from the intrinsic motivation type.

Besides the fluctuations that participants show having during their life, in this third stage, the teachers still keep experimenting fluctuations in their motivation. This, as a consequence of the motivating and demotivating factors presented through the students, the work environment, the economic benefits, the teaching and the language general factors. There is no certainty that the motivators and demotivators affecting their motivation today would be the same tomorrow which means that their motivation, indeed, constantly changes.

5.2.4 Role models

In this sub section, the way how participants were influenced by an important person through previous experiences is explained. Through visions and imagination, we need to realize that students might be empowered to be someone in the future. Before continuing, we have to remember that the L2 learning experience concerns specific situations or motives that are directly related with the immediate learning environment and experience.

The participants demonstrated that they were motivated to teach by a previous L2 learning experience. They show having an awareness raising and guided selection from their multiple aspirations, dreams and desires that they have already entertained in the past. Through this aspect, the participants' vision about their ideal L2 Self was created. For them, their teachers

represented a strong influence of their previous motivational thinking. (see examples 24 through 28). Their teachers seem to have the gift to provide an engaging framework that kept students enthusiastic. This finding is consistent with those of Gao and Xu (2013), Prytula and Hellsten (2011) and Lengeling (2010), who demonstrate that their participants had also met someone who influenced their teaching career in a major scale.

In sum, the first stage explains how participants show that in their initializations they were moved to take the decision to teach mainly because of their work formation. Of course, other different factors like their interest on the language or the previous influence of their role models, among other things were taken into account. In this stage, results show that the participants' motivation was oriented more to the extrinsic motivation with an integrated regulation. Then, in the second stage, when participants become French teachers results show that thanks to the time of experience, they started to literally enjoy teaching. For instance, their intrinsic motivation started to be more powerful than their extrinsic motivation because their pleasure and inherent satisfaction started to be self-determined. In this stage we can see that, although some information corroborate that participants had an extrinsic motivation, the same extrinsic motivation with an integrated regulation was lean completely to the intrinsic motivation type. This means that the participants' motivation changed. Finally, in the third stage the findings still show that the participants' motivation pertains to the intrinsic motivation type. The reason why it stayed like that is because a series of motivational factors coming from the act of teaching or the language itself, among other things influenced their feelings (positively) a lot. In this stage, it is true that some external factors keep influencing the participants' motivation to motivate them and to demotivate them. Nonetheless, the majority of these factors affect the participants' motivation in such a way that the results show that their extrinsic motivation is regulated closer to the intrinsic motivation type. In the

next section a detailed explanation will be provided for a better understanding of this particular point.

5.3 What motivating and demotivating factors influence this fluctuation?

To start answering the second research question from this section, while analyzing the motivational and demotivational factors found in this research, a comparison between them and the ones showed in the recent studies was presented. As it has been explored in the previous sections of this chapter, the participants show a series of different and similar motivational and demotivational factors. All of them are related to at least one of the general factors known as the students, the working environment, the economic benefits, teaching or language.

5.3.1 Similarities with previous studies

Finding similarities among the recent studies summarized in the literature review was expected. This because the study was based on the repetitive findings (see Table 2.2) taken from Narcy-Combes, Narcy-Combes and Starkey-Perret (2009), Lengeling (2010), Sugino (2010), Hildebrandt and Eom (2011), Prytula and Hellsten (2011), Jugovic et al. (2012), Hettiarachchi (2013), Gao and Xu (2013) and Kreishan and Al-Dhaimat (2015).

The first similarity is that participants are motivated by helping students. This motivational factor is based on the general factor better known as Students. The participants from this research study were consciously giving a value to the action of help because they knew that it was the right thing to do and they were willing to do it in order to motivate students and

motivate themselves (see example 1, 2 and 3). This motivational factor was also found in Lengeling (2010) when the participants that collaborate in the study expressed that they wanted to become better classroom teachers in order to help students. Even though the situations are not the same, teachers have in mind the value of helping others. It is important to take into account that the actions that participants develop in all the situations are caused because the value of help is important for them. Another research study that has this similar characteristic is the one carried out by Kreishan and Al-Dhaimat (2015). The authors found that the teachers who participated were motivated to help students to learn the target language. As I had said before, the situations might not be the same, but, the participants are move to do the action because all of them are giving a conscious valuing to that value in specific.

The second similarity found among the participants from this research is that they demonstrated being motivated when a co-worker, boss or someone from the staff-administration recognizes their work (see examples 12 to 14). This factor pertains to the general factor of the work environment. It was also encountered in the study from Hildrebrandt and Eom (2011) when teachers show that they got motivated by the professionally recognition of the co-workers. In these cases the participants experienced the same situation and as a result their feelings were positive affected in such a way that they reflected immediately strong emotions.

The third similarity is that participants (see examples 48 to 52) didn't visualize themselves as teachers. This factor was taken while analyzing the general factor of teaching. The findings from Lengeling (2010) reveal that teachers were unsure of what career they wanted, being teachers wasn't their first-choice career and some even choose teaching as a last-resort career.

According to the examples 48 through 52, the content of the participants experiences are based in situations very similar to the ones encountered in Lengeling's results. For example, in example 56, Resse demonstrates that being a teacher was not her first-choice career and she even choose teaching as a last-resort career.

The fourth similarity is that all the participants were motivated to teach after becoming French teachers (examples 60 to 64). This sub-factor comes from the general factor of teaching. When the participants started to experiment the act of teaching that's when they realized that they loved doing it. The same happened with Gao and Xu (2013), in their study participants demonstrated an enthusiasm about teaching later in their profession. Both cases are characterized by the situation when the participants expressed that they really like teaching. From this, participants reflect having an intrinsic motivation.

The fifth similarity is that all the participants demonstrated that their motivation was affected by the influence that they had in their previous learning experiences by one of their teachers (see According to Gao and Xu (2013) the Participants were influenced by teachers, Prytula and Hellsten (2011) found that, in their participants' lives, significant others acted as a teacher role model and Lengeling (2010) show that some participants received parental influence. Based on this information I can explain that this motivational factor also influenced their participants.

The sixth similarity is that some participants (2 to be precise) found students as the most demotivating factor (see examples 38 and 39). Narcy-Combes, Narcy-Combes and Starkey-Perret (2009), Gao and Xu (2013) and Sugino (2010) found in their research studies that this factor also affected their participants motivation. In all the cases, it was found that both the

negative behaviour and attitude of students are the major problem for teachers inside the classroom (see examples 4 and 5).

The seventh similarity is that most of the participants (3 to be precise) found the work environment as the most demotivating factor for them (see examples 40 to 42). Some researchers that found that this factor also affected their participants' motivation are Sugino (2010), Jugovic et al. (2012), Gao and Xu (2013) and Kreishan and Al-Dhaimat (2015). All of them, as in this research study encountered the workload (see examples 15 and 16) demotivating. For example, Sugino explained that the workload for his participants comes through the long meetings and the paperwork, for Jugovic et al. the participants saw teaching as a heavy workload, Gao and Xu found that their participants relate their job as something really demanding and Kreishan and Al-Dhaimat found that the participants were assigned in additional classes and as a result they got a more strenuous work-load.

At least, but, not less important the final similarity presented is the target language (see examples 60 through 64). While the general factor of language was analyzed, this sub factor was found. Participants took this factor as a motivator that affects their motivation because they feel this pleasure whenever they speak or they listen to the language taught by them. In comparison, Narcy-Combes, Narcy-Combes and Starkey-Perret (2009) and Gao and Xu (2013) show having participants who expressed their pleasure for the language. As the behaviour demonstrated by the participants seems to be self-determined their motivation pertains to the intrinsic motivation.

5.3.2 Differences with previous studies

Similarly, as the previous literature suggested, it was also expected that there would be different motivational and demotivational factors presented in the development of the motivation fluctuation that each participant showed because the context is different.

In Sugino (2010) participants were demotivated because they had fixed material. According to this line, the author implies that participants are not allowed to be autonomous. In contrast to this research, it was found that participants are motivated because they are autonomous (see examples 31 through 34). The difference between them is really big. In the first case, participants reflect their lack of motivation because of a negative rule that perhaps is part of the system where they work and, for instance, they are demotivated because of that. On the contrary, here in this study it happens backwards; the participants are really motivated about the fact that they are autonomous due to the freedom that they have and that makes them be happy. These features pertain to the intrinsic motivation type. Nevertheless, this happens only in the context of UQRoo. Some participants report being demotivated by the lack of freedom they experienced in other contexts.

The second difference is the motivation that participants in this study demonstrate to have when they receive money in exchange of their work. However, for example, some of them (hourly lecturers) when holidays or a free day come, that motivation goes away because these participants only get pay if they worked per hours. Then, they start to feel demotivated (see example 18). The hourly lecturers (see 17 through 19) show having a big difference between the full time professor (see example 20). On one hand, the hourly lecturers count with a lack of economic stimulus, as a matter of fact, they don't have any. On the other hand, the full-time professor has economic stimulus that motivate her to increase the number of her activities in order to get more money. In contrast, Jugovic et al (2012) demonstrate that all

their participants (no matter the context) got motivated by a good payment that is permanent, even in the holiday season. In both cases the cause of the participants motivation is the money, of course, but, in the first case the participants can, later on, get demotivated in a period of time while in the other case participants motivation is not affected, so, it's fluctuation is regulated.

The last difference is the motivation demonstrated to some participants when they express this desire to teach in another place (see example 36) because he likes to teach, enjoys travelling and wants to live abroad in order to do both things. In contrast, Gao and Xu (2013) found that their participants also wanted to do it, but, because they wanted to go out from their town. Both cases are sustained in different contexts. In the first one, the participants show being motivated about his plans for the future. Now, in the second one the participants seem to be frustrated and they just want to go away no matter what.

Chapter 6

Conclusions

This chapter starts with a re-statement of the thesis objective, method and research questions. Then, a summary of the key findings is laid out. Moreover, this chapter contains the presentation of the pedagogical implications that are based on the findings and the implications for further research. The limitations of the present study are also assessed, and this chapter concludes with a brief summary of the previous sections.

6.1 Summary

The main objective of this research study is to describe the fluctuations in UQROO French teachers' motivation to teach by discovering which motivators and demotivators they encounter at teaching. The source of data was a semi-structured interview. The interview took into account the findings of previous motivational research studies in different contexts. To be more accurate, it was written and applied in Spanish, the participants' mother tongue.

The research questions that helped to achieve the objective are:

1. How does the motivation to teach French of French teachers vary across time?
2. What motivating and demotivating factors influence this fluctuation?

The study was carried out following a qualitative case study approach. Five French teachers (3 females and 2 males) from the University of Quintana Roo were interviewed following the

semi-structured interview format. The data collection process was carried out in the institution in approximately one month.

While analyzing the findings, three stages were stipulated in order to see how the participants' motivation was fluctuating. The first stage was named making the decision, the second one becoming a French teacher, and the third one teaching. For each stage, some data was analyzed according to these three facets divided in accordance to the participants' professional life. Also, the analysis was based on the perspectives and desires expressed by the participants before during and after becoming teachers.

Based on the information above, I analyze which type of motivation prevailed according to the Self-determination theory. The results of this study have confirmed that the intrinsic motivation and forms of extrinsic motivation close to it (identified and internalized regulation) prevail over other types of motivation. At the beginning the participants choose to be teachers for external factors; however, when they started to experience the act of teaching that motivation changed from extrinsic motivation with external regulation to intrinsic motivation and extrinsic motivation with identified and internalized regulation. While some elements of external regulation remain, mostly related to working conditions and financial benefits, they are not the main factors behind participants' motivation and demotivation.

In addition, the most demotivating factors found while analyzing the results were the students and the working environment. Two participants agree that students are the most demotivating factor for them while three participants agree that the most demotivating factor for them was the work environment. Also, the most motivating factor for all the participants found while analyzing the results is the language.

Furthermore, it was found that participants were influenced by their teachers in previous L2 learning experiences. Although the participants did not demonstrate having visualized themselves as teachers, those previous experiences were found to be their source of motivation. From here, the theoretical framework of the L2 Motivational Self System was appropriate to explain how their ideal selves' visions were created by them through a role model. It is important to highlight that the influence of the past learning experiences affected the participants' behavior in such a discreet way. According to the first two stages that literally were based on the first steps done by the participants to become French teachers, most of the participants (not in all the cases) prove that at that time they did not even thought about a role model who had impacted their life. It was until a couple of experienced years that they noticed that they had a motivational intervention. In their previous L2 learning experiences there were teachers who help them, to all of them, as learners to visualize their Ideal L2 Self.

6.2 Implications for practice

The findings of this study carry some practical implications. For example, the results demonstrate that two participants feel demotivated the most by the students negative attitudes and behaviors. Therefore, it might be important that the institution would implement extra courses based on the awareness that students must have about how teacher performance can improve when they feel motivated. This way, students will be conscious about what to do and not to do in order not to cause to their teachers be emotionally affected by them. In particular,

teachers might benefit from praise when they do a good job, which is something that not all students provide even when they think the teacher is good.

Also, findings showed that the work environment is another factor that usually tends to demotivate the teachers. Three participants show being demotivated by this factor because of the workload and the fatigue they presented. In order to avoid the workload, I would like to suggest to the administration team from the department to allocate less quantity of students per classroom. Usually, the limit of students in a classroom at UQRoo is of 35 to 40 students per group. If the number of students decreases, then, the teachers would probably feel less stressed out, would have more time to grade and to do their lesson plans or material. Now, my suggestion to avoid the fatigue is to implement physical activities during the participants work hours. That way, participants would increase their level of productivity by taking some time to relax.

Another thing is the lack of economic incentives. The hourly lecturers are affected by these issue more than full-time professors. Findings show that this is an important factor affecting the teachers' motivation. In order to avoid making the teachers feel bad about this, I propose giving them more economical opportunities or at least health care insurance while they are working in the institution. Also, I believe that the institution needs to be fair with the teachers who are unemployed during a specific period of time by paying them at least the 50% during the summer season.

6.3 Limitations of the study

First of all, one limitation presented in this study is the lack of depth data. During the interviews participants were able to answer the questions with short statements due to the short time allotted for each question. As the semi-structured interview contained more than 50 questions, it was necessary to have a limited time to answer them. For instance, the interpretations were attempted and limited.

Another limitation presented in this research study is the fact that French teachers are teaching other subjects apart from French. I consider that this issue alters the vision of this study by making it somewhat partial. What participants have been experiencing teaching other subjects influence their motivation to teach French. Of course, findings would not be the same if teachers would teach exclusively the language of French.

Also, the context is seen as a limitation. This research study was based only in teachers working at the University of Quintana Roo. Applying the same methods of this research to another context will not yield the same results. Indeed, UQRoo has its own environment and a diversity of French teachers. Therefore, readers should be careful when extrapolating the finding of this study to their own contexts, as they may not apply.

Furthermore, other limitation is the validity of the data provided by the participants. The life stories usually are filtered by the time, place or the person subjectivity (Bertaux 1997). We need to consider that each story is just a version of a specific event told by a person who never exposes the entirely truth. All the human beings share stories that are influenced by multiple factors, like for example, to whom they tell the story. As I am a student who interviewed teachers, this is an important aspect that influenced the answers.

In a similar manner, the last, but not least important limitation of this study is the time available to conclude it. A CVs analysis was considered to do in order to get a deeper understanding of the situation; however, due to time constraints, this part of the thesis won't be carried out. Also, I wanted to, after initial interpretations had arrived at, seek respondent validation through new interviews where I wanted to describe and explain my initial conclusions. But, as this would have also taken more time I decided not to do it. Nonetheless, the multiple interviews that were provided are sufficient data to make a first converging. However, in order to support a better interpretation more interviews need to be required.

6.4 Directions for further studies

This research study has explored the motivation fluctuation of five French teachers employed at UQRoo by seeking what motivational and demotivational factors are present in the context of their teaching. Moreover, it is the first one based on teacher motivation carried out at the University of Quintana Roo. For these reasons this study might be considered interesting and important in order to keep carrying out more studies based on the topic.

For example, foreign language teachers could benefit from this thesis. The findings may make them aware of the negative aspects that can be presented during their professional development. They can take those negative factors as a challenge in order to better influence the students' lives. Additionally, the results probably will inspire more researchers to continue investigating more about motivation in different contexts. Generally speaking, the academic public is likely to find this information relevant to apply the instruments and methodology.

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Appendix 1

Next, the questionnaire of the semi-structure interviews is visualized.

SEMI-STRUCTURED INTERVIEW

*Agradecimiento

Preguntas de Introducción

1. Antes de ser Profesor, ¿se imaginabas a usted mismo dando clase?
2. ¿Me puede hablar un poco de su (perfil académico, currículo)?
3. ¿A qué edad empezó a dar clases de Inglés/Francés?
4. ¿Cuántos años lleva dando clase de Inglés/Francés?
5. ¿Ser profesor fue su primera opción?
6. ¿Cómo llegó a tomar la decisión?
7. ¿Qué fue lo que le motivo a dar clase?

Preguntas por área

- Estudiantes

Pregunta principal:

¿Cree que los estudiantes influyen en su motivación?

Preguntas secundarias:

¿Qué comportamientos o actitudes de los estudiantes le motivan?

¿Qué comportamientos o actitudes de los estudiantes le desmotivan?

¿Puede contarme una experiencia muy motivante con uno o varios estudiantes?

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

¿Mantiene una buena relación con sus estudiantes?

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

- El ambiente laboral

Pregunta principal:

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

Pregunta secundaria:

¿De qué manera le motiva?

¿De qué manera le desmotiva?

Pregunta principal:

¿La carga académica que ud. tiene es un factor que afecta su motivación?

Pregunta secundaria:

¿De qué manera le resulta motivante?

¿De qué manera le resulta desmotivante?

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

¿Por qué?

Pregunta principal:

¿La relación laboral que tiene con su jefe, sus compañeros, los administrativos afecta su motivación?

Pregunta secundaria:

¿Cuenta con el apoyo de su jefe?

¿Y de sus compañeros?

¿De qué manera?

¿Cómo es la relación que tiene con los administrativos?

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

Puede contarme

¿Esto le desmotiva o le motiva a seguir adelante como docente?

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

- Los beneficios económicos

Pregunta primaria:

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

Preguntas secundarias:

¿Cuáles piensa que son los que le motivan más?

¿Usted trabaja a tiempo completo o por horas?

¿Piensa ud. Que el desempeñarse como profesor de tiempo completo/por horas es un factor desmotivante ó motivante?

¿Por qué?

¿Cree que los beneficios económicos le dan status y seguridad?

¿De qué manera?

- La actividad de la docencia

Pregunta principal:

¿La actividad de la docencia influye en su motivación?

Pregunta secundaria:

¿Que tanto le motiva enseñar?

¿De qué manera?

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

¿Siente que ud. sirve de ejemplo para los alumnos?

Esto le motiva o desmotiva

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

Pregunta principal:

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

Preguntas secundarias:

Cuénteme una experiencia motivante que haya tenido con el(ella)

Pregunta principal:

¿Cree que la edad de sus estudiantes influye en su motivación?

Pregunta secundaria:

¿A quienes le motiva más enseñar: niños, jóvenes, adultos, o personas mayores?

¿De qué edades para ser precisos?

¿Por qué?

¿A quienes le desmotiva más enseñar? ¿Edades?

¿Por qué?

¿Si le dieran a escoger entre dar a clase a niños, jóvenes, adultos o personas mayores, a quien elegiría en primer lugar y a quien elegiría de último?

Pregunta principal:

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

Preguntas secundarias:

¿Cree que el ser autónomo puede ser desmotivante o motivante tomando en cuenta que fuera del salón de clase tiene que invertir más horas planeando y elaborando el material?

¿Por qué?

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

- El idioma o materias que enseña

Pregunta principal:

¿Le resulta motivante el dar clase de francés/inglés?

Pregunta secundaria:

¿Por qué?

¿Le gusta el idioma (inglés/francés)?

¿Cree que el saber inglés / francés le da prestigio?

¿De qué manera?

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

¿Esto es motivante o desmotivante para usted?

Preguntas Directrices

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

¿Cuál le motiva más para ser docente?:

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

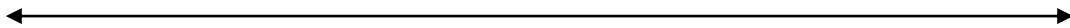
¿Por qué?

De estos cinco factores, cuál diría que le desmotiva más.

¿Por qué?

Momentos clave:

*indique en la siguiente línea de tiempo 5 años que fueron importantes en su carrera como profesor



¿Cómo se han relacionado estos momentos que considera importantes con su motivación?

¿Cómo se han relacionado estos momentos que considera importantes con su desmotivación?

*En general

¿En qué momentos a estado más motivado?

¿En qué momentos a estado más desmotivado?