

Some Factors affecting English Teachers' Motivation over time

Rosa Chamorro Guerrero

Research Project

Advisor:

Jesús Alirio Bastidas A., Ph.D

Universidad De Nariño

Facultad De Ciencias Humanas

Departamento De Lingüística E Idiomas

Programa Licenciatura En Educación Básica Con Énfasis En Lengua Castellana E Inglés

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Chapter I. The Research Problem

In this chapter some information about the problem is included. Some details about the study, its importance, its limitations and delimitations as well as the objectives and significance of the study are found here.

Problem Description

Most high school students graduate knowing just a few English words, and in a better situation some sentences by heart. It is unusual to find someone who would make an exception without having attending an English academy because “few if any people achieve fluency in a foreign language solely within the confines of the classroom” (Brown,2000). ICFES as well as many other tests have proved that there are no good results in the learning of English; unluckily, this is not the only problem we are facing nowadays, because some teachers of English have been found not to have a very good level of English because most of them are in the A2 level, which is understood as basic. If this situation continues students won't be able to get a good job, because some enterprises require English; what is more, even to work as a waitress or waiter in prestigious restaurants having a good knowledge of English is a requisite. As a result of the dissatisfaction of lots of people; teachers might end up losing their job, because of the bad results students are getting; thus, unemployment will increase getting worse the situation of the country.

On the other hand, the government expects students to be in the B2 level, which corresponds to an autonomous speaker (Zuñiga; 2007). This is higher than the level teachers actually have. Consequently, it is unrealistic to expect that someone who is in an A2 level teaches students to get them to the B2 level. The government blamed teachers for this situation, maybe they can influence the learning of students, but they are not the only ones responsible, because there is some reason why teachers lose spark and abandon the pursuing of their self-growing needs through acquiring new knowledge, through keeping themselves updated. Maybe the basis of this situation is the gradual loss of

motivation that has been affected by factors such as: policy and aims, administration and organization, relevant professional disciplines, choice of language learning/ language teaching types, teacher training, approach, pedagogy, methodology instruction, teaching, syllabus design, evaluation, the learner, constraints on LL/LT achievement, among others; which are the ones that have been really influencing not only students but also teachers performance as it shall be seen in the theoretical framework.

As indicated earlier, teachers do influence on students learning; therefore, teachers' motivation is an important factor, which is going to be taken into account within this research.

Motivated teachers can also motivate their students, this claim is stated because many of the studies of motivation of English students have shown that teachers play an important part in motivation and demotivation as well (Wright, 1987, Caicedo & Orbes, 2001).

Problem Statement

Which are the factors that influence the change of motivation of teachers to teach English over time?

Delimitations

In the following paragraphs some key words as well as some relevant elements or participants in the study are described in order to specify the problem.

Conceptual Delimitation

Motivation: many authors have established that motivation is a construct which does not remain constant as it changes with every human being's experience. Dörnyei (2001) establishes that this change does not only occur within each being, but also in the conception of the construct itself; then, thanks to all the schools of conceiving learning the motivation concept has evolved to include a temporal dimension, the feelings one can

have; the parallel and contextual influences; the unconscious actions which are made as their name implies without thinking. Taking into account these changes he states that “motivation is the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out”.

Geographic Delimitation

The present study was developed with teachers from different institutions in the urban area of Pasto which are located around the Panamericana Avenue, and south oriental part of this city; such as, Aurelio Arturo Martinez school, The INEM school, the liceo UDENAR, the Libertad school, the Maria Goretti school, San Juan Bosco school, Chambú school, Presentación school, La Rosa school, The CCP school, The LEMO school, the Industrial school, the Liceo Central school, the Artemio Mendoza school, the Mundo de Praga private school, the Franciscanas school and the Champagnat school. Moreover; this research was enriched by the participation of some teachers who work in the peripheral part of the city. The EFL teachers who participated in this study are people who are working in different conditions with different kinds of resources, colleagues, and different kinds of students. Thus, not everyone had the same source of motivation or demotivation as well. Some institutions are located in the central part of the city where there is too much noise and traffic, situation that might foster teachers stress; in fact, only a few institutions do not share this factor and are located in places without traffic jam.

Population

The group under study was made up of different teachers from high school. For the first phase of the study the help of a great amount of teachers and future teachers was required; 90 in total. These teachers represent a great variety as they work under different conditions and for a different period of time.

In the second phase, which pursued to establish the factors that have an incidence on teachers' motivation I worked with six teachers and two licenciatura students, men and women who were not chosen at random since it was imperative for them to accomplish some characteristics; because for the development of the research four groups of teachers were indispensable; one, made up of teachers who have been working for more than 21 years, a second group of teachers whose years of experience range between 7 and 20 years, a third group of teachers which was intended to be formed by teachers who have been teaching for less than six years and who are just facing teaching life; finally, a group which pertains to future EFL teachers. The four groups were interviewed to find out the factors that have an influence on their motivation. Two men and two women represented each group; then, every cluster had two participants.

The ages of the teachers are between 20 and 50 years. The context of these teachers; was diverse, some of them only had basic resources as just one stereo for all the institution, the board and themselves; but others had better possibilities to teach with the help of a lab, computers English programs, video bind among others. Thus, not everyone had the same conditions for experiencing motivation or demotivation as well. Regarding licentiate teachers it could be established that just some of them had experience in the EFL teaching with an institutional involvement ranged as neutral i.e. most of them have not done everything a EFL teacher is supposed to do within the institution like; going to meetings, presenting makeup exams, being paid, having parents meetings and so forth.

Moreover; this research was intended to be enriched by the participation of school administrators, school English students and licentiate teachers. The former are people working under different conditions and managing people with different years of experience, so that, they could report what they think happens with their motivation; i.e. what aspects of teaching are most important for them, what sorts of rewards they get from their current jobs and the factors that affect English teachers' motivation over time. These questions were also addressed to students who expressed their thoughts through focal interviews. These participants share the context of their teachers; so then, experimented differences among each other.

The licenciatura teachers work in the University of Nariño and were required to answer some questions about motivation in the pre-action phase and predict what things would affect it.

Objectives of the study

General objective: To analyze the factors that might influence the teachers' motivation change to teach English over the time.

Specific Objectives

To analyze what work aspects are most important to future EFL teachers in the pre- action phase of motivation

To analyze what work aspects are most important to young EFL teachers in comparison to experienced ones.

To identify the change the value dimension of motivation suffers since the pre-action phase of the construct.

To analyze what sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers.

To identify some factors affecting EFL teachers' motivation to teach English in the group of teachers selected according to their teaching experience.

To compare the factors affecting the motivation to teach English among the selected groups of teachers.

Significance of the study

This study is important because it analyzed the factors that influence the English teachers' motivation over time. It is important for teachers and researchers because the conclusions of this research provide useful insight for researchers who want to carry out further studies and through this information in-service and pre-service teachers can identify some of the factors which might cause their lack of motivation to teach English.

Moreover, there are no studies with this research topic in the university and it is a factor that should receive serious attention, not only because many students base their motivation on the way their teachers are (Guerrero and Legarda, 2003, Kassabgy et al; 2000) but also because some teachers might be making their life miserable doing something they are not motivated to do.

Finally, teachers' motivation is an important issue to work with because it can be part of a solution to the learning and teaching problem, people are facing nowadays. It is not the only one solution but something that can improve this process. As stated in some studies, motivation affects learning, Brown (1987) for example stated that "motivation is a key to learning" and Dörnyei (2001) compliments this idea by saying "skills to motivate learners are crucial for language learning" and he also states "the teachers level of enthusiasm and commitment is one of the most important factors that affect the learners motivation to learn" but then, how can demotivated teachers motivate their students if they do not even remain themselves motivated to teach?

Limitations of the study

Mainly interviews and questionnaires took place along this study. Therefore there is the possibility that some teachers had not responded them appropriately because as Brown, (2000, pg.98) states "test takers try to discern "right" answers to questions even though test directions say there are no right or wrong answers". He establishes that this situation is presented provided that they want to have "answers that make them look "good" or that not "damage" them". This situation may interfere with the research process, because the information might not be given according to the reality, and it would be "likely to be considerably biased toward what the test taker perceives as a highly desirable personality type".

Another problem which was faced with this study is the unwillingness of some teachers to have some series of interviews and develop some questionnaires, because this situation would make them waste part of their time. Then, there were some problems to get a group of ten teachers who were willing to give part of their time in order to accomplish the aims of this research.

Some troubles related with this study are presented by the topic itself as Dörnyei; (2001) states “it is abstract and not directly observable, it is a multidimensional construct and finally it is inconstant” .Then a teacher can be highly motivated to teach English one day but the other extremely not. Regarding the idea of its multidimensions it has to be accepted that only some of them are addressed in the study such as the time dimension, values and rewards which are going to be addressed by the usual perspectives of intrinsic and extrinsic motivation which include affiliation, self-realization and autonomy factors regarding the intrinsic shade of motivation while institutional support and payment and fringe benefits involve the external.

This fact has leaded the American psychological association to replace the word (Walker and Simons, quoted by Dörnyei, 2001) because of its complexity. In keeping with the former problem regarding motivation that has been stated by Dörnyei, it can be said that the observation of motivation represents too much trouble as there are few indirect indicators of it, then the technique which is going to be used in the study is the individual self- report account which is subjective as all the possible ways to measure this item and requires the researcher to lower the level of subjectivity as much as possible.

As it can be observed, teachers' motivation is an important topic to study because it can contribute to find some solutions to the learning/teaching problem that is being faced nowadays, but this research faced some problems because of some of the conditions and requirements the topic itself, motivation, has as well as for the unwillingness of some required respondents to participate.

Chapter II. Theoretical framework

In this section, some information about the theory which supports this study is presented in order to get familiar with this project. Some topics about some factors related to the learning/teaching process, such as motivation and the role of the teacher, are presented below.

The Learning and Teaching process

Language learning is a process which means learning with someone who acts as a teacher in order to have something changed in the seeking of a pursuit result, the learning of a language. Oviedo (1980) argues that language learning involves internalizing a particular language system which lets us intercommunicate well in accordance with the psychosocial circumstances. This internalization requires not only to know the grammar and vocabulary of the language, but also to have a close relationship with its linguistic system.

Language learning is a complex process influenced by many factors then it cannot be considered “a set of easy steps that can be programmed in a quick do-it-yourself kit” (Brown, 2000). In contrast, it is something one should be careful about when considering all the factors relating to it; aspects that were not taken into account at a deep level by the behaviourists whose understanding of the model was inadequate “to account for the complexity involved in language learning” (Lightboun & Spada, 1999:pg.43) because as Stern, (1983 pg. 55) stated “language learning must always be viewed in context, setting or background”

When thinking about this process some questions should be addressed in order to avoid under valuating its importance some issues such as who learns/ teaches? What should be taught/learnt? How should it be taught/learnt? When should it be taught/learnt? Where should it be taught/learnt? Who should be taught? Who should teach? And finally why should it be taught/learnt?

Policy and Aims

This is the political ramification in charge of deciding and giving general guidelines about what should be taught or learnt, how it should be taught/learnt, when it should be taught/learnt and where it should be taught/learnt and why. Therefore, it can be thought of as the starting point of the Language learning/teaching process, because it is directly related to the educational system of a place, the quantity of time and the appropriate time to teach something, it establishes the inclusion of the teaching of certain language within the curriculum of the national schools. "Every country has some form of explicit "official", or implicit, "unofficial", policy affecting the status of its native language(s) and one or more foreign languages" (Brown, 2000pg. 98) In this respect, Oviedo (1980 pg. 32) says "our educational system attempts to have near native speakers with only three hours of English per week starting from high school". An important contribution to this variable has been made by Maehr and Midgley (1991 as quoted in Dörnyei, 2001 pg.158) who have established that school policies vary in terms of school-wide stress on accomplishment, general expectations regarding student potential, school level authority and management structures, the teachers sense of efficacy, grouping and evaluation practices and finally promoting ability tracking. Then, in proportion to the variation of the conditions written above the school community will experiment a determined sense of success; what is more, even though this is a far reaching point in the English teachers' life, it certainly has a deep influence not only on their motivation but also on the students' motivation,

Brown (2000 pg.175) states that language policies tend to "become politicized as special interest groups vie for power or economical gain" as a result the chosen language to be taught would be the one which fits all the economical interests of international relationships, English "the major worldwide lingua franca" as the given author states.

This situation would diminish and even violate the students' right to be "origins" (Woolkfolk, 1998 pg. 393) of their own decisions about which language to learn and then find no immediate purpose on doing so because as stated by Brown "many of our present systems of education, in prescribing curricular goals and dictating what shall be learned, deny persons both freedom and dignity"

Administration and Organization

This element provides the financial and organizational framework and impetus to carry out the social decisions. Unfortunately not all the countries have this element, because developing countries do not have much money to finance it, or maybe they prefer to spend their money on other things like war. This element administers funds, teachers training; provides buildings and materials, establishes the hours of teaching a given subject, and the way it should be evaluated among others. Then, all the conditions, both teachers and students, experience in the learning teaching process are the result of the decisions this element make and the primacy of needs it has. Dörnyei, (2001) establishes that by examining school characteristics it can be understood why certain state schools are rather unsuccessful in developing the students L2 competence, whereas private institutions achieve considerable success even if neither the teachers nor the teaching materials differ substantially.

Even though these differences are not really big, like Dörnyei (2001) infers, there is one such a big difference that both kinds of schools have; that is the devoted time to the study of the language. While private schools devote more than five hours per week, state schools devote, if they are lucky enough, three hours per week, amount of time that is decreased because of the holydays, cultural events and by any sort of activity that surprisingly almost always takes place instead of the English class.

Constraints on LL/LT Achievement

The two last elements i.e. policies and administration and organization, establish the way some factors, which have a really deep incidence on the quality of Language learning and teaching, should be addressed as they establish how, when and where a language should be taught. The quantity of instruction; for example, is determining for learning to be present because there must be a minimum time for learning at a given rate to bring about a given level of attainment. If there is instruction with high intervals of time, there is more opportunity to forget what has been learnt. According to Oviedo; (1980) second language learners have an advantage because they are immersed within the context of the language

they are learning; then, they have far more hours of practice. Moreover they have an advantage because they can practice the language without seeming silly to other people, or as Dörnyei; (2001 pg.81) states “they feel the need to use the language”; in contrast to foreign language learners who may perceive it as another boring subject just to complete school time.

The second factor; Intensity of instruction, is really incident in the former because when a language is taught sporadically, the learner's effectiveness can be impaired, because there are more opportunities to forget and to under develop language use. Then a teacher can take advantage of every single minute to teach new themes, but he/she would have to remain him/herself reviewing or even re-teaching many times what has been forgotten after five days of studying other subjects and leisure activities on weekends.

Moreover; there are various impediments to learning and teaching; like psychological as well as physical factors that can interfere quite drastically with learning and teaching. Those are overcrowding, distraction, fatigue, student's anxiety. In this respect, Oviedo (1977 pg.21) talks about our country's situation. “Classrooms here are really small and without enough ventilation to allow the teacher's voice to sound clearly without noise interference; this situation causes distraction, fatigue and the failure of the whole process”.

Choice of Language Learning/Language Teaching Types

The language policies also determine how the chosen language should be taught or learnt, this decision is also on school administrators' hands who should take into account different circumstances and factors which determine the characteristics, development and success of this process. These factors include the students' age, the knowledge they have, the institutional educational aims, the learner involvement and the language used to teach. The former refers to the determination of the type of learning and teaching regarding methods and materials which are appropriate to the learners' age. The second factor is the teacher-learner campaign depending on the students' level and requirements. Then, the teacher will take into account their knowledge, their intelligence type, among other factors to plan his/her classes. Unfortunately; most teachers find a mixed level and many

other differences between students in their classroom situation which makes it harder to determine the way to teach.

The third issue regards the way to teach according to each one's needs and the reason why students want to learn the language.

The penultimate issue is a key element for this research; it is the motivation of the student. Oviedo (1980) states that this is a relevant factor which influences not only the student's learning but also the teacher's teaching. In relation to this aspect Dörnyei, (2001) affirms that teachers are also largely responsible for the development of group characteristics in the class, which in turn affect motivation; this author also adds that motivating pupils is the second most serious source of difficulty teachers face; therefore, it is not surprising that this factor would have a deep incidence on teachers motivation.

The fifth and final factor is related with which language is used to teach; it can be: the mother tongue, the target language or another language different from the ones already mentioned. As it can be observed in most of the institutions here, the language used to teach English is Spanish, the mother tongue. In relation to this Bastidas (2003) asks an important question "aren't we killing students' motivation when we teach English through Spanish by using the Grammar- Translation Method in the first high school degree?" But what can new teachers do if their willingness to use English as the language of instruction is truncated by the pressure their colleges discharge on them.

Evaluation

In order for policy makers to determine how, when, where, and what to be taught and learnt it is important to be aware of the language learning results; therefore, language learning and language teaching possess feedback systems which asses the progress of the change and supply information to those who are controlling the process about how the learning is coming along, so that changes in teaching can be made for the purpose of improving learning. Nunan, (2001) distinguishes evaluation, from assessment and testing; the former is defined as a collection and interpretation of information about the curriculum in order for improvement to take place, the second concept is introduced as a permanent process carried out within the classroom with the purpose of giving the student

a certain valuation, and the last notion is characterized as an instrument used in order to assess students. This last notion needs to have appealing content, and be as much real as possible with the aim of being meaningful for students. Every person needs to be given some kind of feedback in order to remain his/her motivation, but what must be taken into account is that this feedback should be motivating in order not to truncate the learners' way. According to Jones and Jones, (1995) quoted by Dörnyei (2001) it is preferable if it is "informational", rather than "controlling" because it enables students to understand where they are in relation to achieving goals and what they need to do to continue or improve their progress.

The Learner

Language policies also establish the way learners approach a language and the quantity of students per class. Learners are the focus and the end-point of all this process. Learners vary from each other they possess different ranges of creativity, beliefs and societal conditions that mediate the style of learning they might have. Moreover, "differing contexts will evoke differing styles in the same individual" what would block the policies design regarding a generalization of students.

In the seeking of the answer of who should be taught it must be taken into account that learners differ greatly from one another with respect to their willingness to learn, their abilities, defects, background, and the manageability of the learning. They have different learning styles and live under different situations that the teacher must discover in order to avoid inquiring any belief. Despite all these differences everyone has the possibility to learn a language because foreign language learning potentially exists in all human beings, at all ages; and the only thing that may differ is the pronunciation as it would be mastered in a better way during the "critical period". Learners are affected by so many aspects that make them learn in different ways and rhythms aspects such as; their learning styles and strategies, their age, the circumstances under which they live and other sociocultural factors, their level of extroversion and other personality factors like their motivation. The socio-economic level as other basic needs that were stated by Maslow, (1970) have a deep importance on younger learners above all, as how can teachers expect their students to

learn when they are punished in a strong way by somebody, or are fairly dying after days without anything to eat because of poverty, or after choosing doing so because of vanity.

Motivation for Learning

A relevant personality factor, which has deep incidence in the classroom, is the students' motivation as students would find no purpose on learning something that was encountered as important by policy makers. There are two types of motivation that have been established by Gardner and Lambert, (1972 as quoted by Brown, 2000 pg 161) like "Integrative" when a learner has a genuine interest in the L2 community and "Instrumental" when a learner wants to learn the L2 in order to fulfill a particular objective. Wajnrych, (1993) adds that instrumental motivation involves wanting to learn a language because it will be useful for certain instrumental and practical goal, while integrative motivation engages wanting to learn a language for reasons of understanding, relating to, or communicating with the people of the culture who speak it.

The primary motive for learning a language is that it provides a means of communication (Littlewood quoted by Bastidas, 2003) in that case there is a communicative need for learning a language. The language becomes a way to communicate with others and not just a school subject; this assumption makes students want to learn, increase their knowledge in order to cope with that need.

Another determining factor in student motivation to learn English regards their socio-economic level because it would be easier for students from a high socio economic level to find reasons to study a foreign language of a country where they are going to travel one day. The socio-economic level determines whether an English course can be complemented with particular classes that would make it easier to teachers to teach in schools or not because of the great variety of knowledge levels they might find.

Language Transfer; is another factor which has a demotivating incidence on students because learners would prefer to learn a language that they can relate to their mother tongue; situation that is reinforced by Dörnyei (2001) who states, after a study carried out with learners of two foreign languages who preferred the one that was more similar to their native language. There are two kinds of transfer; negative, when a student relates

contents from the L1 to the L2 without success and; positive, when there are similarities between L1 and L2, thus the student relates them to learning the foreign language without failure.

The way learning is addressed is an additional aspect that has an incidence on motivation for EFL learning; then a teacher can choose between conscious or subconscious learning to take place. Games and songs constitute a good way to impel subconscious learning because through these kind of activities learners can learn vocabulary, improve their pronunciation and use English without even noticing about that. While translations and the memorizing of long lists of words constitute what is known as conscious learning and would represent a source of boredom.

There are so many other things that have an incidence on students motivation to learn a foreign language, like students parents and peers because the way they see the learning of the language affects the students' perspective of things .The way the school is organized is influencing too because this implies the way other teachers see the subject, the importance the whole school give to it, and the way they organize the presentation of the subject. Therefore, it is dramatically different for learners to study in a bilingual school where the foreign language has greater importance for all the subjects; in contrast, to study in a monolingual school where English is seen as an unimportant subject that whoever can teach.

Teachers' incidence on Students' learning

Motivation is a key term on students' learning because it is determining on the way they address certain theme; that is, the time they devote, the extend to which they struggle to attain a given goal; the knowledge of a given subject, for example. Then everything that affects this interest to pursue the learning of the foreign language affects learning as well. Through the time of research on the motivation field, so many aspects have appeared to influence students' motivation to learn a foreign language, but as it is seen in the given article the main influence students have is their own foreign language teacher because this person has an incidence not only on their motivation but also on their demotivation as well.

Student demotivation; as defined by Dörnyei, (2001) concerns various negative influences that cancel out existing motivation, it concerns specific external forces that reduce or diminish the motivational basis of a behavioural intention or ongoing action. As it can be noticed by the given definition the student demotivation is caused by some specific activities which change the focus of a certain action that the individual was carrying out; therefore, unwillingness appears. These negative influences on students motivation include several demotives which involve the teacher. Christophel (1992) quoted by Dörnyei (2001), after a study where students were asked in order to know their demotives, could list five categories; dissatisfaction with grading and assignments, the teacher being boring, bored, unorganized and unprepared; the dislike of the subject area, the inferior organization of the teaching material, and finally the teacher being unapproachable, self centred, biased, condescending or insulting. As it can be seen through these categories the teacher is highly responsible of the demotives students have because only one, the dislike of the subject area, does not relate teachers directly; while the other factors certainly address whether the teachers responsibilities and labours or the teachers attitudes and behavior; “negative behaviours where perceived as central to students’ demotivation” (Dörnyei,2001), but the evidence of the responsibility of the teacher on students demotivation goes beyond Oxford (1998) quoted by Dörnyei (2001); for example, identified four themes that addressed teachers in the same way Christophel categories did as follows; the teacher’s personal relationship with the students, the teachers attitude towards the course or the material, style conflicts between teachers and students, and the nature of the classroom activities. As it can be noticed, even the last theme involves teachers’ performance because they are who design and apply activities within the classroom.

Moreover in our context because of the researches of Naranjo and Ordóñez (2001), Guerrero, N. and Legarda,C. (2003), Caicedo & Orbes, (2000), the responsibility of teachers was corroborated because they identified some demotives as follows; characteristics of teachers, the way the subject is managed, the teachers training, teacher’s behaviour, and the use of materials. All these categories reflect the responsibility teachers have in the gradual loss of motivation students experiment, the way they present content through the use of the appropriate material, the way they behave, and the way they

manage classroom are determining in the students image of the subject and then on their motivation to learn it. However; all what teachers do, cannot be judged as wrong because they are expected to guide students in the searching of some motives to pursue the learning of the language and some of them put a great effort to achieve this.

The influence teachers have on students motivation does not necessarily have to be of a negative sort, but when pursuing the task of motivating students to learn , the effort teachers should make would be of a great deal because now the goal is creating motives for the student to learn that not only regard giving students rewards or punishments. The mission that teachers one day decided to accept involves; satisfying some students needs (the need for relatedness, the need for self-determination, creating some basic motivational conditions), lead students have a general positive view of themselves (the view of their self-efficacy and ability), and finally maintaining and protecting motivation over time (preactional phase, actional phase and postactional phase). All of that because “motivating learners is central to teaching effectiveness” (Dörnyei, 2001pg.170) since students also have an incidence on teachers performance through their beliefs about the subject matter and attitudes towards the teacher. To have a close understanding of the positive incidence teachers can have on students’ motivation it is important to consider each assignment teachers have separately.

Satisfying some students needs, the first responsibility teachers have, involves letting students “experience choice in what we do and how we do it” (Woolkfolk, 1998 pg.385) that is let students be the “origin” of their activities and not just “paws” that have to do every single activity as an obligation that transform even games in a tedious work. To do this it is suggested that teachers “allow and encourage students to make choices, help students plan actions to accomplish self-selected goals and hold students accountable for the consequences of their choices” (Woolkfolk, 1998). Another students’ need teachers can cope with is the need of relatedness by showing students true interest in their lives, caring about them and their learning process; that is, having “involvement” with the students learning and whole life. Moreover; teachers can satisfy these students’ needs supporting their autonomy because “the only kind of learning which significantly affects behaviour is self-discovered, self-appropriated learning” (Rogers, 1961 quoted be

Dörnyei, 2001 pg. 71); then, allowing students discover knowledge by themselves motivates them to pursue new information and ways to link it to what they already know.

Students needs go beyond because they need a feel of safety within the classroom; they need to feel that their participation, the expression of their thoughts, will not be injured by partners or even by the teacher. This sensation is influenced at a deep level by the teachers' performance seeing that creating the basic motivational conditions is a teachers' responsibility. Students' security can be harmed by teachers' behaviours; then, it is not uncommon to hear students say that they dislike English because of the teachers' attitudes provided that "almost everything a teacher does in the classroom has a motivational influence on students"; as a result; the first thing teachers should keep students safe from is their conduct. They should "establish relations of mutual trust and respect with learners" (Alison, 1993 quoted by Dörnyei, 2001 pg. 75) mission that involves the term relatedness addressed above because this implies listening to students and making students responsible of certain activities showing, accordingly, the confidence teachers have in them. Teachers' enthusiasm is another incidence teachers, as being a "motivational tool" (Dörnyei, 2001), have on students; depending on the level of commitment they show towards a certain theme students would be consequently interested in learning it because "effective instructors should act as an inspiration and resource, encouraging and supporting students' intrinsic motivation to create, explore, learn and experiencing." (Csikszentmihalyi, 1997 pg.69). For coping with this students' need, it is important for teachers to be aware of their own personal characteristics, verbal and non-verbal immediacy behavior and classroom management practices because a student that has been jelled and looked in a bad way by his teacher would not want to perform at his/her best in the respective class. The classroom management practices teachers have also imply "a pleasant and supportive atmosphere in the classroom and a cohesive group with appropriate group norms" (Dörnyei, 2001 pg. 104) that relate avoiding at maximum students anxiety through the clear establishment of pre-discussed sets of rules that guarantee, in some degree, the cooperativeness of all the students in the accomplishment of them.

Leading students have a general positive view of themselves is another important task teachers have because a student having a positive view of himself would put more effort

on doing a certain task in comparison to one lacking this type of view. The beliefs people have about their performance; the self-concept is under constant construction and teachers can contribute either positively or negatively in this process. Teachers contribute in a negative way when they show pity to students because the last will start attributing their failure to “uncontrollable reasons” (Woolfolk, 1998); the lack of abilities for learning or just being dumb, that as their name implies can not be changed generating as a consequence “learned helplessness” (Woolfolk) that prevent students from participating in situations in which they can seem foolish or experience failure in front of the class, because “for them school is the most important social arena and their peers are their main reference group” (Dörnyei, 2001); then, they will only participate in activities where they can look smart and protect their self-esteem, procrastinate activities in order to have laziness or under-preparation as an excuse for a bad result. In order to avoid this situation it is important to set learning sub-goals (proximal goals) and clearly establish these in a realistic way; process that must be carried out with the help of students, in order not to truncate their possibility of being “origins” (Woolfolk) of their own behavior, and then establishing some system of penalty when not achieving them so that students struggle to avoid fines, that must be gotten by everybody when failing in the pursuing of a goal, and handle learning in a better way. This feedback system “increases students’ self-efficacy for obtaining the goal” (Dörnyei, pg. 112) because it gives students knowledge about where they are in relation to the achievement of the aim they are pursuing.

Maintaining and protecting motivation over time engages pre-setting some basic conditions for motivation to take place like “school facilities” (Dörnyei, 2001) that involve an adequate number of students and classroom and an satisfactory design of the course so that students can feel well within the classroom and have the sense of doing something important regarding their personal growth. In the “actional phase” (Dörnyei); the phase when the construct of motivation is present and being modified by experiences, teachers must generate “positive attitudes towards the learning of the subject matter” (Dörnyei), students must find a purpose for learning and not just what society thinks is important for them to learn. For doing so teachers can; stress the advantages of learning another language, creating then a positive and attractive students’ view of the course; set an attainable goal to be reached, because goals “motivate people to act in order to reduce the

discrepancy between where they are and where they want to be” (Woolkfolk,1998), at the end of the course with its proper sub-goals; include some topics students want to learn within the curriculum, “students are not motivated to learn unless they regard the material they are taught as worth learning” (Dörnyei). Regarding the postactional phase, that involves maintaining students’ motivation, feedback plays an important role since it can increase the positive view students might have about them or destroy it; thus it must emphasize progress and what should be improved in order to continue advancing towards the attainment of the goal. Improving the quality of the learning experience is another responsibility teachers have in this phase; therefore, they should increase the intrinsic enjoyment of the learning experience through games, activities that deal with all the intelligences and varied, appealing and real materials; moreover, teachers should allow students have some opportunities of success and encourage them through the way of learning, as well as leading them be aware of some strategies to remain their motivation at its highest “metacognitive control strategies, emotion control strategies, motivation control strategies, environmental control strategies” (Dörnyei, 2001 pg. 133)

To conclude it can be said that all the English teachers have a meaningful impact on students, situation that might represent a source of stress for them. However; above all those missions and incidences teachers have on students it must be taken into account that effective teachers are not necessarily the ones who are successful in the business of transferring cognitive information. Instead the positive impact of good teachers is due to the strength of their commitment towards the subject matter which becomes infectious that is, instils in students a similar willingness to pursue knowledge (Dörnyei, 2001) since the intrinsic commitment teachers have is really influential on students performance because like Csikszentmihalyi (1997) exemplifies through his research students who think their teacher is intrinsically motivated enjoy lessons more situation that located them some steps ahead in relation with students who find their teacher as a merely paid worker.

Teacher

An important question that should be addressed when taking into account the learning and teaching process is who should teach. The gotten answer directs to the second main actor of the learning teaching process, being the learner the first one, the teacher. Teachers as well as students vary greatly from each other with regards to their qualifications and the time they may devote to the teaching of a language, they have some personality and sociocultural factors that influence the way they are. According to the place they grew up they may speak the language as their native language, or they may have studied it as a second language; whether the case is they “must modify their speech to make input comprehensible because it promotes acquisition” (Lightboun & Spada, 1999). They may be trained and experienced teachers or they may not have any teaching experience or training at all in some aspect such as approaches and just know the language itself.

A teacher must display a non-discouraging personality; he must have an adequate command of the language he is teaching and at least a minimum skill as a teacher (Strevens, 1977). Oviedo (1977) thinks that are not only the teachers attitudes and aptitudes important but also the relationship that they can establish with the student because “teachers have a tremendous influence on students not only through their speech but also through their attitudes, aptitudes and behaviours” (Galeano, 1999). Then, teachers have a deep responsibility with regards to their students as every single movement, a word or even a sign of pity can devastate the learners' self-image. This situation is supported by Woolfolk, (1998) who after a study with some many youngest watching images of teachers' performance with students could conclude that learners who receive pity signals, cues in an exam, start taking themselves as less capable of learning, they attribute their failures on learning to forces beyond their control “uncontrollable causes”, as the author states, that lower their motivation.

Teachers are the ones who translate educational philosophy and objectives into knowledge and skill and transfer them to students in the classroom then it would be advisable that they share these aims. Classroom and general school climate are important in teacher motivation. If teachers experience the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching and for optimal learning, they would tend to participate more than expected in the process of management, administration, and

the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behavior and response in the classroom environment. Lash and Kirkpatrick (1990) concluded that "in the absence of school programs the major responsibility of working with children in the school lays on the teacher's shoulder". Likewise, Maehr and Midgley (1991) affirm that what takes place in the classroom, "even though the classroom itself is not an island, is critical. Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance".

Moreover, it would be advisable that English teachers have a "positive attitude towards the language they are teaching, its culture and its people. They must teach with an objective and enthusiastic form. They do not need to be bilingual, but it is better if they are" (Galeano, 1999). They must know what, how and why to teach something. They must plan the activities and contents before giving them to students.

Teacher Training

In determining how the chosen language should be taught it is important to consider how the person who teaches would approach the content. National policies establish who can teach a given subject whether someone who studied to be a teacher or a person who studied a relative subject and not finding a job decided to become a teacher. The ones who had an initial desire to become teachers and studied for doing so have a special training which should be complemented by a guidance to teachers when confronting themselves to students because this first confrontation of theory with reality could be much devastating, because as Dörnyei; (2001:pg.170) states "most newly qualified teachers are hit hard by the harsh reality of everyday classroom life, often referred to as the "reality shock"" what drives "many good teachers leave teaching in the first three years" (Frase 1992 quoted by Sebnem, 2006).

According to Strevens (1977), teacher training usually contains three different components. Skills, which are teaching techniques and classroom activities; information,

which includes topics about the nature of the language; syllabus, materials, and education and a theory component, which is an appropriate selection of the theoretical findings from educational philosophy, psychology, linguistics and so forth.

Relevant Professional Disciplines

Teacher training involves how to teach the language. For this purpose it is important to have some knowledge about the nature of human beings, the way they relate to others, the way their society functions and how to address knowledge because teachers teach beings who think and feel and could therefore feel threatened by some teachers' behavior when not taking into account these aspects. Therefore; language teaching can seek assistance from many intellectual sources which might further the information teachers already have about the last aspects. In relation to this Campbell (1980) quoted by Stern (1983) says that there are some areas which act as mediators; these are, applied linguistics, psychology, sociology and anthropology; between the practitioner (pedagogy) and the theorist (linguistics, psychology, sociology and anthropology). Stern (1983) refers to this topic arguing that language learning is multidisciplinary and it includes the study of a particular area, linguistics, psycholinguistics, and sociolinguistics; to allow the teacher to work with a theory of language, as well as educational psychology, psycholinguistics, language learning and language use; to have a better view, both of the learner and of language learning. Subsequently; linguistics can help teachers know the content they have to teach, but it must be addressed in a special way taking into account all the characteristics students have, then pedagogy and psychology are needed to bridge the gap between knowledge and the student.

Approach

As it was stated before teacher training involves some theoretical knowledge this includes some knowledge about the way to approach the language and how to teach it i.e. an approach, which is a commitment to a particular or specified point of view or to an ideology. Many teachers follow the confines of any specific approach, but it is also

possible to relate different approaches in teaching and make an eclectic teaching by integrating the best elements of each method and approach in their class according to their needs. As defined by Celce-Murcia, (2001) an approach is something that reflects a certain model or research paradigm; a theory of learning. The author also distinguishes it from a method, a set of procedures that required the teacher to follow it under special training. Lately, teachers prefer to use approaches, which are general and in contrast with methods, do not give minute-to-minute actions during the whole class. Deciding which method or approach to apply within the classroom is not an easy task, but rather a complicated mission that requires teachers to reflect about all their teaching conditions and the students' needs. As a result teachers must take into account; students needs, instructional constraints (class size, quantity of instruction, institutional support), students' learning styles (Celce-Murcia, 2001), among other relevant things that would affect teaching and the evaluation of it. That is why teachers must have a good knowledge of every method and successful situation in which they were applied.

The Role of the teacher

The role of the teacher is extremely influenced by the theory of learning the whole learning community has, this view is also orientated by the way the society perceives their functions. The definition of the teacher's role by colleagues, authorities and society is one factor that affects teacher's motivation (Dörnyei, 2001). Language teachers have been seen in different ways through the different methods and approaches. Each one of them offers us a different teacher's role; then, the view of this profession varies according to the perspective from which it is seen.

At first, by the use of the grammar translation method the teacher was defined as the main authority and the center of the classroom. He was respected and never contradicted as he was the one knowledgeable about everything and the authority allowed to punish students if necessary; therefore, as Richards and Rodgers (1986) stated school learning was an activity without sensations, a deadening activity for children, as they said, where students were often met with brutal punishment and boredom when having to translate long lists of words. Unluckily, this kind of teacher has not died, as Brown (2000) said it

remains a standard methodology for language teaching in educational institutions. This kind of teacher has become worse as he does not know anything about approaches and methods and still uses translation and the mother tongue as the means for teaching a foreign language, a person who instead of using real reading material, which was probably the most positive aspect of the grammar translation method, uses an already designed book with no real materials. "GTM is so popular because it requires few specialized skills on the part of teachers" (Brown, 2000:pg.171). Then, they only have to spend few hours preparing classes, or maybe they do not even need to do that.

GTM is not the only one method which views the teacher as the center of the class, there are some methods that also do that; in the audio-lingual method; for example; the teacher is seen as an orchestra leader and as Larsen- Freeman(2000) said this is a teacher-dominated method, in TPR; he is seen as the director of all student behavior or as Asher (1877 quoted by Richards and Rodgers, 1986) said he is the director of a stage play in which the students are the actors, in suggestopedia; the teacher is the authority as it is thought that people remember best and are most influenced by information coming from an authoritative source (Lozanov 1978 quoted by Richards and Rodgers, 2001). As we can see these methods share the view of the teacher as an authority, but all of them differ in the materials, teacher's responsibility, among others. Thus, we can find that the teacher from the audio-lingual method has to have good pronunciation and proficiency in the language he is teaching in contrast to the GTM where these aspects do not matter, moreover he must provide a lot of samples in the foreign language so that students can discover the grammar of the language being learnt, not just memorize it as it should be done with GTM. Therefore we can find that this method requires much more from the teacher than the GTM does; Prator and Celce-Murcia (1979) listed the characteristics of this method as follows: New material is presented in dialog form; there is dependence on mimicry, memorization of set of phrases, and overlearning; structures are sequenced by means of contrastive analysis and taught one at a time, structural patterns are taught using repetitive drills, grammar is taught by inductive analogy, great importance is attached to pronunciation, very little of the mother tongue by teachers is permitted, successful responses are immediately reinforced, among others. As it can be seen, this method is behaviorist as it advocates conditioning and habit formation models of learning.

The TPR teacher is the director of all students' behaviour (Richards and Rodgers, 1986), but he is not just one person who does not take into account students' feelings and sensations; unlike teachers from GTM, TPR teachers must take into account the bio-program, the brain lateralization and must seek to reduce students' stress, by conveying meanings through actions (Asher 1977, quoted by Richards and Rodgers, 1986). This method has proved to be effective at beginning levels; currently this method is used more as a type of classroom activity (Brown, 2000). Suggestopedia; on the other hand, offers us a teacher who cares about his materials, the way he presents knowledge in order to lower stress, in this method like in the GTM teacher uses the mother tongue, but here it is not used in the whole class but just to clarify meanings etc. a significant portion of the activities carried out with this method have classical music and relaxation techniques. Then; teacher has to put much effort in order to avoid stressing students.

Both in the series method and in the direct method the responsibility of the teacher changes. So this teacher has to use the target language, apply the findings of phonetics, present language first orally and then in written form, present sentences in meaningful contexts, and so forth. Then, the teacher has more responsibilities, and is like a partner of the student and they have a less passive role (Larsen-Freeman, 2000). In the natural approach, the teacher is the primary source of comprehensible input in the target language; he must create an interesting and friendly environment to low the affective filter and he is the responsible of eliciting students' needs and interests. The multiple intelligences teacher is a contributor to the overall development of students' intelligences; moreover he has to take into account the intelligence his students have in order to plan varied activities to cope with all of them (Richards and Rodgers, 1986).

In some other methods and approaches the teacher is not the center of the class; therefore he has a different relationship with the students; for instance, he is an adviser and a communicator in the Communicative Language teaching approach; while in the silent way, the teacher gives help when necessary and respects students' autonomy and knowledge. The teacher from the Community Language learning approach is like a counsellor who has to support students in their struggle to master the target language (Larsen-Freeman, 2000).

The content based language teacher is probably the one who faces more changes and responsibilities, he must be a good language teacher and also knowledgeable in the subject matter being taught. To know about his role; it must be taken into account that there are four different models of CBI; each one of them requires much from the teacher. Theme based courses, which are what Brinton, Snow and Wesche, (1989) call the weak form of CBI, require a teacher willing to prepare certain topics regarding his students' needs, he must be proficient in the target language as all the class is carried out in the language being learnt and he must organize all the content in order to work with certain topic of the language that is needed. Adjunct/linked courses may require a little bit more from the teacher as these courses assist an existing discipline class and share the same content base, but it has a different focus of instruction as there is an emphasis on language skills and the academic content is used as a background for contextualizing the language learning process. These courses require a negotiation of the syllabi of the two classes in order to follow the same topics, so that the adjunct course can complement the content course.

The strong versions of CBI present a teacher whose main objective is content knowledge. In Sheltered subject- matter instruction; for example, the teacher is someone proficient in a language who knows about language learning and who accommodates language to the learners' level of proficiency, but presents the content with the same components as a regular subject course. In Second language Medium Courses, there is instruction in particular disciplines, which do not contemplate language aims but provide valuable opportunities for language learning by the exposure to highly contextualized language of particular relevance to the academic interest of students. These courses require a content teacher knowledgeable about the target language.

It must be taken into account that the view of the teacher according to the method or approach he uses may be confused by many misconceptions. The Communicative Language teaching approach, offers a wide perspective of this problem as the teachers using it have been judged as people who talk without any specific purpose, not teaching grammar and not taking into account the four skills only speaking. This confusion exists both for teachers and people in general (Thompson, 1996). Then; regardless of the method or approach the teacher uses there will be misconceptions.

Nowadays the role of the teacher is not attached to a certain method or approach anymore as the teaching process is seen as the facilitation of learning, in which you can teach a foreign language successfully if, among other things, you know something about the intricate web of variables that there are spun together to affect how and why one learns, so the teacher must start considering the following issues; who is the learner and who is the teacher, what is going to be taught, how, when, where and why (Brown, 2000). The teacher's responsibility goes beyond applying a certain method, he must take into account some variables in order to take positive aspects from each method and approach and apply them according to what is needed. Then; he must take the previous experiences as a basis to decide how to teach and a very important aspect as Galeano (1999:pg.45) said, "he must plan the activities and contents before giving them to students" and "he has to guide and facilitate learning, enable the learner to learn and set the conditions for learning" (Brown, 2000:pg.71).

Pedagogy, Methodology, Instruction and Teaching

A well trained teacher should know about the presentation to the learners of the themes they are learning, with different techniques, types, hints, gimmicks, systems, instructions and also methods for doing this, for organizing it, and for describing the process. Then it relates the way knowledge is addressed to the learners, the way contents are addressed and the teachers as well as the learners' role. The instruction must be varied and in some sense must fit the multiple intelligences of the classroom; that is the reason why teachers must put a great effort into the design of their classes. For this point it is important to define what techniques are as they help teacher introduce themes in different ways. Celce-Murcia, (2001) outlined it as a classroom device or activity; she also adds that some of them are characteristic of a certain method or approach. Subsequently through intensive reading of each method and approach teachers can find out different techniques and the way they were applied and then if it is needed and advisable apply those in their own context. Knowledge that would represent the skills they as teachers should develop.

Syllabus Design

Knowledge about the way to present content to students is not enough if teachers do not decide properly what to be taught and how. A syllabus is the day-to-day guide to the teacher which embodies that part of the language which is to be taught broken down into “items”. It is the selection, sequencing and justification of the content which includes linguistic features such as items of grammar, pronunciation, vocabulary as well as experiential content such as topics and themes (Nunan, 2001). Syllabus must be both realistic in terms of what the teachers and learners can actually achieve since they are required to follow it. It must also be relevant to the aims and objectives of the public desire. Most teachers follow a pre-designed syllabus which is found in the English book the institution has selected, some others have the responsibility to develop one and choose between procedural, process, structural or task-based syllabi. Following a syllabus that has been imposed as an strength jacket is in most of the times a demotivating issue as teachers do not feel they have freedom, instead of that they feel like been “pawns” (Woolfolk, 1998) as all the content for their class is enforced. In this respect Dörnyei, (2001) relates a research that has been carried out with Korean people who felt that their possibility of being “origins” (Woolfolk, 1998) was truncated by the imposition of the state.

In order to be the “origins” and not just “pawns” Nunan, (2001) states that it is important to identify the general context and situation in which the learners will communicate, specify the communicative events students will engage in, and what they should be able to do, and finally teachers should integrate all these skill elements.

Materials Construction

Teachers training should include some development of teachers' skill as material designers so that they could address content in an appealing way because there's a positive relationship between the effectiveness of teaching and the quantity and quality of the materials a teacher has. Teachers should be able to choose materials from a greater range to provide the students with different materials which must be capable of being

used and learned by the teachers and students, they must be real and relevant to the learners' knowledge aims, and age; varied, intellectually satisfying and interesting; encouraging and well-suited with the conception they have about the language as well as with their attitudes. Nowadays, there is a great help for teachers to create their own teaching materials, the net, teachers could use a searcher in order to find information about the preferred program and group band their students have, for that purpose the teacher has to remain themselves as researchers who can find out their students' likes since "each group is so unique that its needs cannot be met by materials designed for another group" (Crawford, 2002:pg.89). Gill & Cankova, (2002) declare that teachers can use whatever resource they have and make their class more interesting to their students, then this is a question of creativity. This phrase proves that the most important resource teachers have, are teachers themselves.

A View of the Concept of Motivation through different Perspectives

All the learning and teaching factors stated above influence learners' as well as teachers' motivation. The concept of motivation as well as language learning and teaching is complex and its conception has changed along the time. The concept of motivation has evolved thanks to all the contributions given by each one of the perspectives that have studied this issue. Now, for example, it is admitted that not all the actions are done in a conscious way, sometimes people do not even realize what they are doing until the action is finished. In Dörnyei's words "humans do a lot of things as a matter of routine, and such relatively automated or habitual actions are often not under direct motivational control". Another distinction that has been made through the time of study, is the recognition of motivation as an issue deeply influenced by emotional experiences and not merely limited to cognition; therefore; it was required to amplify the mainstream motivational theory in order to foster comprehensiveness and not just listing "a relatively small number of key variables" (Dörnyei, 2001 pg. 21); the third main change in motivation would be the pursuing of a better explanation of motivation and the inclusion of all the variables shaping it as no event takes place in an isolated way; in contrast, it is influenced by many

type of episodes that the individual live at the same time that is called “parallel multiplicity” in Dörnyei’s words.

The inclusion of the context where the person behaves is a challenge that would make it easier to understand the reason why the motivation of people might differ, because as social beings they are influenced by several factors immersed within their context, and as contexts change over time and people tend to change their thought the last greater change; the challenge of time, is a crucial scope from which motivation is seen nowadays. Consequently all these challenges might lead notice that all those inner forces present inside each being are influenced by all those experiences that affect emotion, and all those conditions of living experimented with the action of some other affairs seemingly unrelated to the process of motivation itself and the time through which motivation has evolved.

In the following, the way each change has been introduced by each school is explained.

Behaviouristic or traditional perspective:

Brown (2000) argues that in this perspective motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behaviour, people act accordingly to achieve further reinforcement. In this view, ones acts are likely to be at the mercy of external forces. Then every human being was looked on as an entity that would react, give a certain response when confronted to a certain stimulus. Motivation was seen “as a continual level of behavioural responses to stimuli”. (Pintrich & Schunk 1996)

Brown (2000 :pg 160) defines motivation in a behavioural perspective as he still uses terms such as drives, impulses, stimulus and needs to give his own definition of motivation. “Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. More specially, human beings universally have needs or drives that are more or less innate, yet their intensity is environmentally conditioned” what is important as a contribution from the given definition is that Brown takes motivation as a construct environmentally conditioned what might be understood as an inclusion of the influences of context on motivation.

Steers and Porter (1991); on the other hand argue that motivation can be characterized as follows: needs or expectations, behaviour, goals, and some form of feedback. As it is implied by some authors like Dörnyei (2001) and Woolkfolk (1998) feedback is really important in terms of increasing motivation that would be the exclusively main challenge this definition has as it remains itself in the behaviourist side of motivation, it relates only to individual thoughts, beliefs and drives which lead to action.

Cognitive perspective:

In contrast to behaviourists definitions of motivation cognitive definitions start taking into account people themselves. Therefore, the inner thoughts and feelings humans being experiment acquire a new shade of importance, there is an special emphasis on the individual's decisions, "the choices people make as to what experiences or goals they will exert in that respect" (Keller, 1983 quoted by Brown, 2000 pg. 162). Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions. Ausubel (1968 quoted by Brown, 2000 pg. 160-161), for example, identified six needs undergirding the construct of motivation, needs that would make part of an intrinsic view of motivation as they foster inner motives for doing something:

- The need for exploration, for seeing "the other side of the mountain" for probing the unknown.
- The need for manipulation, for operating-to use Skinner's term- on the environment and causing change.
- The need for activity, for movement and exercise, both physical and mental.
- The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.
- The need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge.

- Finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others.

It is therefore an inner state that stimulates and triggers behaviour. Dostal (2006) outlines motivation as the driving force behind an action. Thus, motivation can be considered the state of having encouragement to do something that is generated inside the being, it is "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001: pg. 57). Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001: pg.34). According to Harmer, (2001:pg.57) motivation is some kind of internal drive that encourages somebody to pursue a course of action. "If I perceive a good and that goal is sufficiently attractive, I will be strongly motivated to do whatever is necessary to reach that goal".

Ryan and Deci (2000: pg.55) state that "to be motivated means to be moved to do something". Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task; they would struggle as much as possible to complete or at least to continue advancing to achieve a goal. In this search interest and the perception of attainability of goals are the key factors that generate motivated people and having an identified goal and sub series of goals to attain the main objective would make people persist. The arousing interest is not enough to be motivated; in contrast, this interest should be sustained through the achievement of subtasks. In addition to this, time and energy should be invested and the effect which is required needs to be sustained so as to reach the aim; for this point arouses the importance of attainable sub goals pursuing the acquisition of the main one because succeeding would foster motivation.

Another important definition of motivation is made by Marshal, (1990) quoted by Reeve; (1992) who states that motivation is a more dynamic process and not a fix status, referring then, to the dynamically changing structure of the construct because it does not remain constant .

From the definitions above we can infer some of the main challenges of motivation, as "the challenge of time" (Dörnyei 2001: pg. 23) this process is admitted to evolve and not to remain constant over time; in addition, persistence is included as a dimension of the

motivation construct and a third contribution from this perspective is constituted by the fact that humans do not merely respond to external stimuli, they also have an inner layer that influences their behaviour.

Constructivist perspective:

The motivation construct is not well defined enough by the solely inclusion of some of its characteristics such as the external stimuli, the inner forces each being has and the dynamically changing structure of the construct. Likewise, it must include the influences context plays on it because one can be externally stimulated in the same way in two different places a react differently in spite of the similarity of the stimulus. People are motivated differently, and will therefore act on their environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context “humans are social beings and human action is always embedded in a number of physical and psychological contexts” (Dörnyei, 2001: pg.25). Several decades ago, Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. Maslow saw motivation as dependent of satisfaction first of fundamental physical necessities (air, water, food); then, of community, security, identity, self-esteem. The fulfilment of which finally leads to self-actualization. According to this author these were fulfilled in chronological way, the attainment of one led to the pursuing of other. This idea would not be that certain as there are people who are in the continual searching of “deficiency needs” (Maslow, 1970) such as the safety needs.

According to Maer. and Midgley (1991) motivation is a complex and multidimensional construct influenced by internal factors (e.g. intrinsic interest of activity, perceived value of activity, self-concept, affective tastes, etc.) and external factors such as significant others, the nature of interaction with significant others, the learning environment and the broader context. The authors add that motivation is a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a sustained intellectual and/or physical effort in order to attain a previously set goal. (The latest definition is essentially cognitive, but as it includes that the effort

takes place within a social context which influences the way of doing it, then it is also constructivist.)

The latest definitions include several of the main challenges that the concept of motivation has suffered. These definitions inquire motivation as a conscious/ unconscious process which suffers the incidence of various external variables present in the context as well as those situations which are not really related to the pursuing of the goal itself. They also include emotions as an influent factor in the seeking of motivation. Another factor that can be noticed through the definitions in this perspective is the detailed definitions that are pursued to be given, these do not just list some variables; on the contrary, these definitions go beyond and search for explaining in a detailed way the motivation construct.

Types of Motivation

Motivation has not just been studied in terms of the general variables which might shape it; in contrast, through the time lots of authors have established what some of them call parts of motivation, types of motivation and also dimensions of motivation with the aim to categorize and find some kinds of motivation. They have been recognized as follows:

Achievement as it is stated by Brown (2000 pg. 163); is the motivation of a person to attain goals. "The longing for achievement is inherent in every man", but not all persons look to achievement as their motivation; quite the opposite, they would be motivated for some inner forces that lead them to pursue it. They are motivated by a goal and in order to attain it, they are willing to go as far as possible; the persistence dimension of motivation plays a role in order not to lose the spark through the attainment of it. The complexity of the goal is determined by a person's perception. Therefore, it would be advisable that the goal would be neither too difficult nor too easy. Brown also states that in this type of motivation the terms simple or complex will have a new shade, as you will find that your goals will grow increasingly complex as time goes by.

Achievement values are "the incentives or purposes that individuals have for succeeding on a given task" (Wigfield, 1994 quoted by Huitt, 2004: pg.22) the higher the degree of value a person sets on a task or in its outcome the bigger probability of success.

The person who values the outcome or finds the outcome more attractive will be more motivated to attain it and as a result will succeed in this accomplishment. Value may compensate for low probabilities of success, “people may put forth effort when they value the outcome, even when they believe that their probability of success is quite low”.

(Bandura, 1977: pg.123)

Socialization has to do with the need of people of being included in a group. According to Brown, (2000) some people consider socialization to be their main motivation for actions. This is especially evident in the situation of peer pressure when people do whatever they are asked to in order to be accepted. “Some people are willing to do anything to be treated as equals within a group structure” (Brown, 2000: pg.154). Therefore, experiencing the feeling of fitting into a group constitutes their main source of motivation. Weiner (1994) quoted by Dörnyei (2001) states that social goals include: welfare goals, solidarity goals and approval goals. The former refer to feeling that one's behavior and activity benefits the society or the community one lives immersed in, the second refers to the way people see one's development and performance and final goal mentioned above involves seeing for the other's acceptance.

Incentive motivation involves rewards. People who believe that they will receive rewards for doing something are motivated to do everything they can to reach a certain goal. “While achievement motivation is focused on the goal itself, incentive motivation is driven by the fact that the goal will give people benefits” (Brown, 2000: pg.161). Incentive motivation is used in companies through bonuses and other types of compensation for additional work, this will work with people extrinsically motivated but intrinsically motivated people will prefer different kinds of rewards. (Boraie et al, 2001). By offering incentives, companies hope to raise productivity and motivate their employees to work harder. This fact that would be an impediment to the existence of intrinsic motivation as it has been commonly assumed.

Fear motivation can be thought as the implementation of some sort of punishment system in order for people to raise their productivity. This can be explained as the searching of other motivating ways that are executed when incentives do not work; then, people often turn to fear and punishment as the next tools. “Fear motivation involves pointing out various consequences if someone does not follow a set of prescribed

behavior” (Brown, 2000 pg. 165). This is often seen in companies as working hand-in-hand with incentive motivation. Workers are often faced with a reward and punishment system, wherein they are given incentives if they accomplish a certain goal, but they are given punishments when they disobey certain policies. This kind of motivation as well as the incentive motivation foster extrinsic motivation and through the continual implementation of it people are about to lose their inner interest in developing a given action.

Change motivation is thought as the pursuing of a challenging life. Sometimes people do things just to bring about changes within their immediate environment fact that would foster activity through the seeking of a goal. Change motivation is often the cause of true progress as people tend to reach goals, to advance in a “contingent path” (Raynor, 1974 quoted by Dörnyei, 2001pg.274) expected to be given by the job itself. People just become tired of how things are and thus, think of ways to improve them because repetitive activities and a monotonous job tend to reduce motivation.

Self-concept: Huitt, (2004) defines it as the conscious reflection of one's own being or identity. This is a construct that people have built since the beginning of their life and that is enriched with every single experience they have. According to Huitt, (2004 quoting Purkey, 1988:pg.54) it is "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her existence". The self-concept people have is really determining in relation to their motivation because there is a great deal of research that shows that the self-concept is, perhaps, the basis for all motivated behavior. “It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior” Franken (1994 quoted by Huitt 2004:pg.55). But the self concept as well as the motivation is not constant; on the contrary, it can change because people see and understand things differently depending on their feelings, beliefs and attitude “our self perception vary from situation to situation and from one phase of our lives to another” (Woolfolk, 1998 pg. 377)

Other two types of motivation that are widely recognized are the extrinsic as well as the intrinsic motivation. When thinking about both types there is not doubt to say that it is better to have the second than the former. When people are extrinsically motivated they

would do everything to attain a goal that, in most circumstances, is the enough money to keep them satisfied what transforms their job in something the employees have to do to achieve what they think is a better kind of life. "This is an instrumental behavior, the job is a means to achieve a goal and not something you enjoy itself". (Reeve, 1992 pg. 103)

The intrinsic motivation; on the other hand, involves an inner attitude towards the development of certain action. The action itself constitutes the source of motivation; it gives a certain degree of satisfaction. According to Reeve, (1992) the action, teaching English in this occasion, is not only a means to get something but also an end in itself.

According to Llano (2004) the extrinsic motivation does not guarantee production as it becomes a heavy load that people can not stand so they would do as much as possible to avoid it or at least not to expend too much time on it. While; if people are intrinsically motivated they would take advantage of every single minute of work as it is the possibility to develop their capacities and move forward to obtain certain goal. These two types of motivation are tended to be confused or used interchangeably, with the "Integrative" motivation, when a learner has a genuine interest in the L2 community and the "Instrumental" motivation, when a learner wants to learn the L2 in order to fulfil a particular objective. These names have been proposed by Gardner, (1972) in order to relate the former concepts to the language learning field what differs from the former definitions to the latest is that one can have either extrinsic integrative motivation or intrinsic.

The extrinsic and intrinsic motivations are expanded by the transitive and the transcendent motivation.

These two types of motivation involve taking into account others, now people are not motivated just because of them but because what they do benefits others. People's interest has another shade; the well-being of their partners or the people who are affected in some sense by their activity. The transcendent motivation goes beyond; provided that it is about "leadership qualities" (Llano, 2004: pg.5), that involves struggling to get the best for the group of work, the best for the students. Therefore; people do everything they can to improve their working conditions and get a fair reward for all they do, "what it is important in this kind of motivation are the team interests and the contribution each on can make" (Pons & Segura, 2005: pg.2) to improve the working conditions.

Values as well as rewards are other established dimensions of the motivation; as indicated by Chowdhury and Mohammed, (2001 quoting Rokeach, 1993:pg.2) “values are the enduring beliefs that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence”. The authors above also state that values are important because they affect how individuals behave on their jobs in terms of what is wrong or right. Then; the extend until which a job offers well-being to the family, recreational facilities, a sense of accomplishment, financial security as well as opportunities for advancement and respect to the integrity of the person, the English teacher in this case, are values that affect the motivation to work.

Regarding this theme Eccles and Wigfield, (1995) quoted by Watt (2005) have stated in their expectancy Value theory that expectancies for success are empirically similar to ability beliefs. These values are composed of four aspects; the intrinsic value, which involves the enjoyment one experiments for developing a given task; the utility value, which is related with what one will get in the future for doing a certain activity; the attainment value, which involves the degree of importance each one gives to develop as best as possible a certain task; and finally cost, which involves to what extend one has to struggle and put an effort in order to attain a given goal.

Rewards, on the other hand, constitute what people actually get of their activities. According to Chowdhury and Mohammed, (2001) it is a widely held view that in general, employees value both intrinsic and extrinsic rewards available in organizational settings. Most motivational theories indicate that to the extent that such rewards are important to the employees, they are motivated to perform on jobs so that such rewards can be achieved. The authors also incorporate the term Valence as the perceived attractiveness or unattractiveness of an outcome or reward.

Some authors quoted by Chowdhury and Mohammed, (2001:pg.4) state that the extrinsic interest in an activity becomes of a higher degree depending of the importance people give to the rewards they obtain through it. “The greater the strength of the reward system, the greater the level of extrinsic interest alignment” (Jensen&Meckling 1976). “The greater the strength of the reward system, the less attractive the job characteristics and therefore the lower the level of hedonic interest alignment” (Deci&Ryan, 1975, 1985;

Deci & Koestner, 1999). Then people would not find joy in the activity itself, in contrast they would perform an activity solely for the benefits they would get through it.

As a result of these statements the same article proposes a different set of rewards, rewards that make more attractive the job itself, rewards that make the job the main prize one can get, as it becomes meaningful and enjoyable, a constant source of learning and development. "The greater the strength of the reward system, the more attractive the job characteristics and therefore the higher the level of hedonic interest alignment" (Amabile, 1996 quoted by Chowdhury and Mohamed, 2001).

Some important conclusions regarding motivation and these two dimensions have been addressed by Kassabgy, Boraie, & Schmidt (2001) who after the study "Values, Rewards and Job Satisfaction in ESL/EFL" that involved 107 experienced ESL/EFL teachers, 70 from Egypt and 37 from Hawaii could conclude that English teachers as being part of the human sciences field are more intrinsically than extrinsically motivated. Then what they value the most is intrinsically orientated and what they actually get from their jobs, the rewards, cope with these interests they have.

The top five aspects ranked by the participants revealed the importance teachers give to their environment of work in the sense that they give too much importance to the related actors such as teachers and supervisor situation which extremely supports the concept of motivation of the given study as it states that the motivation is an interpersonal and interactive process because human beings activities take place within a social context in which each individual is influenced by each other. And subsequently having a good job in which teachers can perform the best of their ability, being treated fairly in their organization as well as having good relationships with students, colleagues and supervisors and getting a good evaluation from them are the most important aspects for teachers who did not include students parents; other important actors of the learning teaching process, because the highest percentage of them worked with adult language learners.

Csikszentmihalyi (1990:pg. 70) says "the more a job is like a game, with variety, clear goals, immediate feedback; the more enjoyable it will be". Reeve (1992) also states that workers must be supported given positive feedback and recognized when doing something well, situations that were highly stressed by the study respondents.

Motivation to work

The motivation construct has been defined not only in ways to approach all the influences and the types or dimensions it can have but also in ways which regard motivation in a specific way approaching a certain field. Thus, motivation has been defined in terms of work motivation to specify all those influences, all the characteristics the construct might have, the way workers are motivated, as well as all those things that can be done in order to enhance motivation and avoid demotivating employees.

According to Reeve (1992) people who are in charge of motivating workers try to do it in an extrinsic way. This does not guaranty that workers are being just motivated, because as Ryan and Deci, (1985) state all rewards have two functional aspects; a controlling aspect which as its name reveals controls other's behaviour, and an informative aspect when there are good workers which are recognized through bigger amounts of money. Unfortunately, extrinsic controls, as Reeve (1992) states; diminish intrinsic motivation. In this respect; Manteliunas (1987) states every human activity is motivational, but motivation varies its intensity, so that some activities seem, as he says, no motivational. Thus, the satisfaction or dissatisfaction people experiment in their job depends on the level of motivation each one has. With regard to this, it should be considered that "people are not robots, that act in attendance to different external stimulus..."(Pons & Segura,2005: pg.11); in contrast they have their own feelings that greatly differ from each being and that are determining in the way they approach a certain issue.

When talking about motivation to work, we can realize that there are many factors which influence it. Reeve, (1992) argues that there are two relevant factors which influence intrinsic motivation. On the one hand, personal problems with people one is working with; and on the other hand, a monotonous job which does not have something new. As it is stated by Thorndike, (1940) quoted by Manteliunas (1987) a motivating job is one that has a certain goal, thus people might experiment a certain degree of satisfaction which will encourage them to work. Manteliunas (1987: pg.99) gives his own definition of job motivation; he says "this is the construct of the motivational process to accomplish some functions in one's job" the author also gives some reasons to be

motivated or demotivated as well. He says that motivation does not depend only on workers attitudes (job expectations, goals, knowledge, life conditions, etc), but also on the conditions they have in the environment they are surrounded by (internal and external structures of the enterprise they are working with, opportunity of participation in some decisions, resources, workers role, etc).

Some Factors that Influence Job Motivation

There are several sources of motivation in each one's job, these variables influence people's motivation to work and can make it a paradise or just something they have to do to attain those "safety needs" they require to make a living.

Supervision is one factor that influences motivation whether in a positive or in a bad way, depending on the way supervisions are made and therefore the supervisor acts. Reeve (1992: pg.112) thinks that supervisors create different interpersonal situations. "Some times competence to achieve a reward in order to promote productivity; consequently, laziness or such behaviours are punished" then workers are not to see their partners as a team but as their rivals situation that would generate a tense working environment. Ryan and Deci (2000) recognize that controlling environments can be harmful as this situation can generate stress. That is why workers must not be controlled by their employer, but encouraged. In this way they could experiment a different kind of job where they are allowed to think and do so many things by themselves, where their thoughts are taken into account and then their autonomy is not truncated by anyone.

Repetitive activities; on the other hand, generate sicknesses. Workers frequently complain because they have to do repetitive activities and their job does not have any kind of challenge and they do not have a "contingency path" (Raynor, 1983, quoted by Dörnyei, 2001:pg.168) to advance through. "Having a monotonous job produces boredom, fatigue, less quality of performance depression, among others" (Reeve, 1992:pg.113). Moreover risks to have working accidents increase and muscular sicknesses for doing repetitive activities are present. Nilson (1975) quoted by Reeve (1992) has reported that many people who work with wood have revealed fatigue, unreality sensations, and sleepiness while working in repetitive activities. This situation

might produce an accident, because workers are not aware of what they are doing. Moreover people under these kinds of circumstances are less friendly and energetic. To avoid this situation, Cox (1986 quoted by Reeve 1992:pg.113) gives some advice “employers need to change activities to allow workers reach a goal, and find everyday something new. It should be admitted that attaining this might be difficult but it must be taken into account what Csikszentmihalyi (1997 pg.70) declares “the more a job is like a game, with variety, clear goals, immediate feedback; the more enjoyable it will be”. Reeve (1992) also states that workers must be supported by giving them positive feedback and recognizing when doing something well.

As it is seen, workers need to expand their knowledge in order to cope with other activities and not just the same action that must be carried out in the same manner through all the way of their “contingency path” (Raynor, 1974 quoted by Dörnyei, 2001: pg.168) if this is not challenging it does not offer any possibility of advancement and therefore boredom and dissatisfaction appears. Employees need “opportunities for creativity and task variety, allowing an individual to increase his or her knowledge, changes in responsibility, amount of work, security, and job enrichment” (Balzer and Smith et al, 1990 quoted by Chowdhury & Mohammed S., 2001:pg.35) opportunities that must be supplied by the job itself provided that when people are hired for a certain job they “sign two types of contract, a juridical and psychological agreement” (Pons & Segura,2005:pg. 23), then both contracts must be respected and accomplished by the two parts; so that the employees can have an open “contingency path”, a career structure that allows them search new possibilities and satisfy their “being needs” (Maslow, 1970)

Motivation to teach

To have a close understanding of all the incidences so many factors have on English teachers' motivation and the way these differ from teachers of other fields, it is important to establish some general guidelines on motivation to teach. Broadly speaking teachers have a deep incidence on students' motivation and as said by Dörnyei (2001) “if a teacher is motivated there is a good chance that his or her students will be motivated to learn”. Motivation has to do with teachers' desire to participate in the education process and their

attitude to work. It also relates teachers desire to participate in the pedagogical processes within the school environment, their interest in student discipline and control particularly in the classroom. What is important within this aspect is that what motivates teachers can differ from one another as the goal is not just learning a language or getting a good grade; in contrast, regarding this theme there are several possibilities of goals and then motives to teach. Consequently, there is a great variety of things that can influence teacher motivation and the conception of it.

Stoll and Fink, (1996 quoted by Chowdhury & Mohammed S., 2001); for example, suggest that it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. According to the authors above, teachers' motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work, so that not only parents and students but all the community will greatly benefit from them. It is admitted as well that teachers might not put a great effort and then just do what they are under obligation to do.

The current definitions focus on the English teaching motivation construct in an external way, then making a special emphasis on the external rewards of the profession as if these were the goals teachers pursue through their profession. For some authors there is a relation between teachers performance and their payment or other rewards they get "supplements that standard pay scale and reward teachers for special services, a multitrack pay scale that provides rapid salary advancement for outstanding teachers or a bonus plan for accomplishment such as participating in extracurricular activities, or conducting in-service training"(Johnson,1986 quoted by Cory, 2007:pg.45); then it is suggested to pay or recognize in an extrinsic way all the teachers' efforts; situation that, as it was said above, would raise extrinsic motivation and there will not exist genuine motivation towards the job itself. Cory (2007); on the other hand, adds that one of the biggest ways to show support or to motivate a teacher would be by paying him a salary commensurate with his worth, which is difficult to do in a country where the biggest part of the money is used in war; however, this author avoids this possibility by giving another option, he states that parents can make things easier on the teachers as he thinks that if a

staff is truly supportive, they limit classroom interruptions; extracurricular requirements, faculty meetings and streamline procedures so that the teachers can concentrate on teaching. Unluckily, parents do not have this kind of interests and they might prefer to spend their time in other activities and discharge all the students' learning responsibility on the teachers' back.

Johnson (1986 quoted by Cory, 2007) states that there are three theories of motivation and productivity that teacher motivation is based on. The expectancy theory, which is intended to make a person struggle for work if there is an expected reward such as a bonus or a promotion that is worth working. The equity theory, that as its name infers implies getting equal treatment by superiors or authority figures because "when there is unfair treatment for their efforts and achievements individuals might be displeased" (Johnson, 1986 quoted by Cory, 2007). Finally the job enrichment theory which states that the more varied and challenging their work is the more productive employees become. In that case, people would be intrinsically motivated because the job itself would be appealing, there would be some sense of justice and achievement situation that would make teachers persist in order to have a good teaching.

Another way of conceptualizing teachers' motivation is through the self-concept dimension of the construct that is related to the competence teachers think they have when they judge themselves. EFL teachers self-concept, as it was seen before is a cumulative arousal, regards all the situations that have been experienced by them and which are coped with some fundamental prerequisites for proficient teaching such as "knowledge of the subjects to be taught, the skills to be developed and the curricular arrangements and materials that organize and embody that content; knowledge of general and subject-specific methods for teaching and evaluating student learning, knowledge of students and human development". (National Board for Professional Teaching Standards 1989, p. 45 quoted by Bloch et al 1991). Unluckily this knowledge is not enough because "newly qualified teachers are hit by the harsh reality of everyday classroom life" (Dörnyei, 2001:pg.178). They shock with the classroom reality; the great amount of students who don't care about the new teacher's presence and try to take advantage of these teachers' state, the lack of resources, the school procedures that they have to follow

without complaining, the infringement of their thoughts and beliefs when they are forced to do something they do not want to, and the peers' pressure on new teachers to adopt a traditional way of teaching without any innovations, among others. All these situations affect the self-concept teachers have, their self-efficacy concept and they would become unconfident people.

Some factors affecting teachers' motivation

Motivation to teach English as a foreign language moderately differs of the other teaching subjects because the learning of a language is socially influenced; students view of the language is modelled by what they think about the community who speaks it as well as for the necessity they feel they have to use the language, the importance they give to it. The English teaching; in contrast to other subjects, has much more sources of motivation and all the dimensions of this construct act in several different ways on this profession. This career shares some characteristics with the other human sciences teaching fields; then, there is a high correlation between intrinsic motivation and teaching resulting in an internal desire to educate people, to give knowledge, what places teaching as a "vocational goal" (Dörnyei, 2001:pg.179). This is clearly supported by Kassabgy et al, (2001) who assert that people from the human sciences field give more value to intrinsic than extrinsic factors. Fulfillment of teaching is provided with intrinsic rewards. "Performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity" (Dörnyei, 2001:pg.174) subsequently, the needs that must be satisfied by the profession are the "being or growth needs" (Maslow, 1970); the need to have knowledge and increase it (Need to know and understand and self-actualization) and the need of feeling that what they do benefits community (Maslow's, 1970 transcendence need).

With regards to this conception the teaching profession would be intrinsically affected by "the educational process itself" (Dörnyei, 2001:pg. 175) when the teacher's performance is affected by working with students and perceiving the changes in the students' performance and behaviour; as consequence when good results are absent teachers' motivation decrease. A second factor affecting teachers' motivation is "the subject matter", which is related to studying a valued field and new information in it; so

that, it leads to increase one's own level of professional skills and knowledge. It also regards the possibility of advancement through the career "contingency path" have possibilities of changing one's activity because of a promotion level. Such intrinsic rewards make teachers "forgo high salaries and social recognition" (Dörnyei, 2001:pg.), as they have already gotten what is more important for them a job that makes them feel being self-effective and that guarantees the achievement of their goals; however this situation does not reduce the importance of the "deficiency needs" (Maslow, 1970) or basic human needs because they can affect teachers' performance as who can carry out certain activity with the mind thinking about the debts the person has. Then; this fact should not be taken as an advantage by employers who might think about giving teachers an unfair payment. Regarding this possibility, it is said that only when people have all the basic needs guaranteed can be judged for the performance of a crime and therefore punished; this situation can be applied to this issue because how can teachers be expected to develop their job in a good way if they have other sorts of preoccupations, other basic needs that they are pursuing to fulfill and that are not completely satisfied through their job.

Professional effectiveness comes from being aware of one's strengths and limitations (Kottler and Zehn, 2000 quoted by Dörnyei, 2001). Not only being in an autonomous manner, which means that the worker is given control of what, how and when the work is done, but also "competence" replaced by "efficacy" are crucial aspects in intrinsic dimension of teacher motivation. Teachers need to be independent on the course decision making and being aware of their self fulfilment. Wheatley (2000) quoted by Dörnyei, 2001; states that "teacher efficacy refers to teachers' beliefs about their ability to influence student outcomes". It has also been defined as "teachers' general beliefs about the possibility of producing student learning in the face of multiple obstacles" (Dörnyei, 2001:pg. 174) such as an unsupportive home environment a classroom without all the basic requirements among others.

This issue also refers to the teachers need of relatedness that includes the extend until which other people is involved within the activity which teachers do; that is, the "involvement" (Woolkfolk, 1998:pg.386) all the learning community has with the educational process, for example the parents support in the learning their children are

having. Moreover this includes the way teachers are allowed to make all the decisions that are related with their teaching performance, the restrictions that exist and the freedom they are given; that is, the level of autonomy they experiment. Broadly speaking the whole term refers to the need teachers have to feel like being important for others and having an important role for the community, it is “the need to establish close emotional bonds and attachments with others and reflects the desire to be emotionally connected to the important people in our lives” (Ryan, 1991 quoted by Woolfolk, 1998 pg. 378). Consequently when parents, supervisors and all the learning community really cares about the learning process and when teachers are authorized to implement new ideas and supported for doing so, intrinsic motivation is fostered.

Another dimension of this construct that plays an important role on teachers' motivation is the context all the teaching and learning process is immersed in; within this dimension all those situations apparently unrelated to the process itself could be included due to the incidence they have on the whole process. To have a better view of the interrelation these factors have it is important to consider an example:

A teacher works in a beautiful small town, it is hot and wet and there are not many resources to cope with all the learning and teaching needs. The town is beautiful but there is a big problem, the violence caused by the guerrillas. Students are respectful but there are some of them who are immersed within the town's conflict and then threaten their teacher when asking them to behave in the required manner, all these situations, and the constant interruption and incidence in the learning teaching process these groups have start influencing teachers motivation in a bad way: these situations are not just exclusively lived by town teachers, because teachers sharing the same context people in Pasto have also lived these circumstances. It is not strange to be intimidated by a student who is part of a big gang; existence of bunches of criminals is an apparently unrelated situation to the learning process but it certainly has an incidence on the teachers performance who after being humiliated in front all the class would not want to put the same effort as they did before. “Environment plays a key role in job motivation” (Dörnyei, 2001 pg.170), in other words, it is not the worker but work itself which has a great influence on persistence and performance a teacher has, the conditions under which teachers perform might either increase or decrease teachers' motivation. This factor according to Kassabgy et al, (2001)

has a great incidence in the dissatisfaction level of teachers if it is not present but little incidence on teachers' satisfaction even if all the needs and conditions are fulfilled, situation that could be explained by the intrinsic motivation, because when no inner motives are present satisfaction is to be absent. Extrinsic influences on work motivation are thought to be a real domain, these differ from one institution to another even if few differences are present because "teaching is exposed to external influences from every layer of society, including politicians, parents and the media"(Dörnyei, 2001:pg.161). There are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives are related to teaching as the job itself should fulfil the chief societal duties such as bringing up and educating the next generation of people and forming the being that is pursued by all the society system. Thus, every level of society is an external influence for teaching. The micro-dimension; on the other hand, is featured with the organizational climate of the particular institution where teachers work, the class, and the traits of teaching environment, and students. It regards the way teachers relate among themselves, and the system through which authority is held within the institution, the number of students each group has as well as other factors suggested by, Dörnyei (2001) such as the school's general climate and the existing school norms; the class sizes, the school resources and facilities; the standard activity structure within the institution; collegial relations; the definition of the teacher's role by colleagues and authorities; general expectations regarding student potential; the school's reward contingencies and feedback system; and the school's leadership and decision-making structure. As it can be seen, this author recognizes the importance of the sociocultural factors in teachers' motivation but this dimension as being so broaden is not easy to cope with because that would require the entire societal system to change in order to deal with all the needs and best ways of approaching the learning teaching process through this dimension and as it was said above the foreign language teaching includes more things to influence teachers' motivation then the context where the language is spoken plays an important role; thus, this would be also required to change in order not to interfere with the process.

Another dimension of motivation that has a meaningful incidence on teachers motivation is time; as it was seen before, the motivational construct as well as the self-

concept each one has evolves or is continually shaping itself through the living experiences the person has. The experiences people have are formed by the context where they have lived, the kind of relationships they have established and the decisions they have made over their lives among others. For example, the teaching life would have been really different some decades ago when teachers were respected and the profession was some sort of recognized. Several teachers lived that reality but then had to face with a different scope of the teaching profession, situation that started shaping their motivation in a different way because being a teacher is a “lifelong career” (Dörnyei, 2001:pg.155). This condition is not necessarily unrelated to new teachers who have started their teaching life within a town where people are respectful and see teaching like an important profession because when experiencing a change to the city this person would rather want; like the town mouse, to return to the place where having everything, where being respected and taken into account by everybody. Maybe teachers would prefer city because of the opportunity to increment their knowledge, but other inner motives are violated in this context; while in the former are satisfied like having peace and being relaxed, being respected and so forth; however, this can not be taken as a general fact provided the situation and variety this country has.

Teachers have the need to cope with some inner motives, the “growth needs” (Maslow, 1970) as a result they would change a paradise where they have everything a person might want, in order to fulfil the needs to know and understand and the self-actualization needs. They need a challenging job through which they can increment their knowledge and achieve new goals, they need an “open contingency path structure” (Rainor, 1974 quoted by Dörnyei, 2001:pg.168) to have some sense of achievement and the feeling that they have to advance, increase their knowledge and use their skills in order to get that new appealing category and satisfy that achievement motivation, that “desire to excel, to strive for excellence and success” (Woolkfolk, 1998 pg.386); as a result, teachers activate “long-term success in a challenging manner” (Dörnyei, 2001) they would experiment the joy of “immediate success that is known to guarantee the opportunity for subsequent career striving” (Raynor, 1974 qouted by Dörneyi, 2001:pg 168) and then nothing would be able to stop these motivated teachers that have enriched their motivation by the opportunities to experiment success they have had. Moreover,

they would have the intrinsic pleasure of being involved in one's profession and different extrinsic rewards because of the goals that have been attained. Therefore, it is important for institutions to set new goals to be pursued to open the apparently closed contingency path and change the view of teachers of getting stuck at some point but advancing through different sets of goals that guarantee the fulfilment of their "being needs"(Maslow,1970).

According to the UNESCO some factors that influence teachers motivation include; dedication to the profession and teaching English, success in the classroom, meaning children's learning, status in their communities from exercising a respected profession, training and monitoring; particularly and certificated in-service training, appropriated working conditions and the prospect of promotion and career advancement. Then; teachers' motivation to teach English is not only a means of money, there are several aspects that must be taken into account; one of them, that is too crucial in our society is appropriate working conditions as most of our teachers complain about the lack of resources. Another relevant contribution from this list is the fact that teachers become demotivated because of the bad results in the learning of children, but what can teachers do if they are limited by a certain amount of time given to their classes and what is more by the students beliefs about the English subject new teachers shock with. In fact they confront themselves with all the situations that made even Jesus cry as it is intended by the common teachers' day tale.

Negative Influences on teachers motivation

Dörnyei (2001) defines teaching as a profession whose energy is supplied from intrinsic motives and states that there are some damaging elements that weaken and destroy the intrinsic character of teacher motivation; that fact could be compared to the students demotivation, topic that was addressed in earlier chapters and was defined like various negative influences that cancel out existing motivation, because these negative influences teachers live over the time of practice of teaching diminish their motivation; consequently they abandon their career in the 1980s; for example, "one of every four teachers eventually left teaching and hardly over 20% of the teachers reported that they would have chosen teaching as a career if they had been able to start again" (Ashton, 1985

quoted by Dörnyei, 2001:pg.170). This situation supports the fact that the English teaching and merely teaching are professions with a great source of demotives to continue pursuing teachers' main goals and as a result it would be easier to leave the profession.

Kottler and Zehn, (2000 quoted by Dörnyei 2001:pg.170) argue that "burnout is a professional hazard"; then all the teachers are exposed to several negative influences that might end up weakening teachers spirit and maybe, killing it. Luckily, all these situations can be counteracted or at least neutralized but for this purpose it is important to know the nature of them.

The first demotive teachers confront is the stressful nature of teaching because "teaching is one of the most stressful professions" (Dörnyei, 2001:pg.172) a being can have; then, "if you are a teacher you can expect a variety of stressful situations and sources" (Bloch et al, 1991:pg.12) to be present in your teaching days, such as the excessive requirements from the school staff, the violence and discipline problems experimented inside the classroom, among other kinds of problems that would make teachers life miserable. "Stress, however, is only a symptom of more fundamental problems which have a psychological basis. In other words, if basic emotional, social and intellectual needs are unmet, teachers are unable to function effectively" (Bloch et al, 1991:pg.21).

There are three reasons why teachers experiment and stressful career. Emotional exhaustion is the first element. It is the result of emotional and physical overextension that is caused by the teachers habit of trying to do too many things in a short time, in other words, the amount of work that has to be done within a time limit can cause emotional exhaustion, situation that would be more critical taking into account the Government desire of "Colombia bilingüe" that has pushed many institutions to be more demanding on English teachers. The next factor is depersonalization, which means being cynically frustrated and critically when teachers have negative attitudes towards their colleagues; situation that is mostly present with experienced teachers who feel like being displaced by new teachers. The lack of personal accomplishment is the third one; feeling discouraged and disillusioned are the signs of burned-out teachers as they are dissatisfied with their own needs for challenges, recognition and appreciation, they feel that they can

not advance any more and are just stuck within an activity they do not like anymore. Stressful situations are part of the teaching job, they are “inherent to the teaching process itself” (Dörnyei, 2001:pg.173) but as Pennington (1995) quoted by Dörnyei (2001) states there are some ways to cope with these innate teaching situations.

“An orderly and smoothly functioning environment” is the first suggestion the author gives, situation that to be implemented would need a bigger amount of resources to be invested within the institution appearance and additionally to its organization; these investment will be not only monetary but also of time and study in order to find out the best way to organize all the institutional system in order to cope with all the learning community needs. Another idea the author gives relates the “textbooks, teaching equipment and other teaching resources” which would be “plentiful, in a good condition, and up-to-date” all of that to guarantee in some sense that teachers keep themselves up to date and therefore; would not feel threaten by the new human elements the institution gets. A third proposal the author above makes involves “reasonable work responsibilities in terms of workload and nature of teaching assignment” because the feeling of being abused by being given too much work could generate bad feelings and therefore stress. Moreover when this happens overextension is present and teachers would lack energy and boredom and sleepiness would be present. The final suggestion Pennington gives is “moral and work support from administrators” proposition that is supported by both “theory and practice in the mental health professions which indicate that support from others is an essential ingredient if you are to achieve meaningful levels of mental health” (Bloch et al, 1991:pg.24) that would require administrators or supervisors to establish some rapport techniques, either one-to-one or group support, so that teachers can communicate freely. “There must be a very strong bond of trust between the two individuals. When these conditions exist, however, then clearly the opportunity and tendency is to be more expressive and free in sharing intimacies”. (Bloch et al:pg.22) then teachers can cope with the social need of relatedness they have: working as a team and having good relationships with superiors.

Another de-motivating factor regards the most important Maslow's (1970) hierarchy need the self-actualization need. Gaining and acquiring new knowledge is the top being

need, then every being needs the feeling of increasing knowledge and develop abilities to the full potential and more when working as teachers who are “thought to be altruistic and more concerned with intrinsic motivational aspects” (Boraie, 2001:pg.216). Therefore; lack of intellectual challenge is a de-motivating factor, without discovering and acquiring new knowledge, skills and abilities, many teachers teach the same subject so they can "lose spark" (Dörnyei, 2001), they might feel like miss protected of replacement then they can easily be threaten by the arrival of a new teacher, they might feel trapped within a closed contingency path that offers neither promotion chances nor stimulating opportunities. The prescribed requirements and fixed, imposed course content do not let teachers have leeway to create "variations" and "intellectual detours"(Dörnyei, 2001). Teachers under these circumstances might feel like having broken wings to fly and see the “other side of the mountain” (Ausubel ,1968 quoted by Brown, 2000:pg.174), to advance some steps and have challenge and explode all they can be, which is proved to be the most important work aspect for teachers being ranked 4.88 out of 5 (Boraie, 2001). Teachers’ personal growth is important, it is an intrinsic goal provided by the job itself but how could it be present within teachers life when they confront themselves with content repetitiveness, the same subject over and over and over again over an extended period that does not foster advance and new content anymore because everything it could be done to improve the subject has been already done. Teachers might think they are trapped by the boundaries of certain grade and forbidden to go little steps beyond in order not to truncate other teachers’ performance.

The restricted autonomy teachers might experiment is believed to be other negative influence on teacher motivation. Teachers need to feel that they are the origins of their own behavior and not just pawns that apply other people’s decisions which do not relate or interest them, like autonomous learners autonomous teachers would perform better. They would think themselves as being part of the process and then be involved with it and struggle to obtain better results it is important for them to have the freedom to do what is necessary in their teaching (Boraie, 2001). The national standards for example are some a priory criteria for effectiveness that impose normative and constraints, “nationwide standardized tests, national curricula, and general mistrust reflected by the increasing administration demands” (Dörnyei, 2001:pg.187) are in this group. Hargreaves (1998),

quoted by Sebnem (2006) states that learning and caring in schools must be honoured and acknowledged by the discourse of educational reform, moreover he adds that Government and other reformers should work together for the sake of the emotional dimensions of teaching and learning into learning standards or curriculum targets for students and into professional standards or competencies for teachers and administrators regarding the content of educational reform; in this way, teachers might have positive emotions regarding their profession. Checklists, targets, meetings and paperwork; on the other hand, should not take too much of the teachers' time as it might discourage them. Teachers should be included in the goal setting of their institution so that they feel like being important for others and having an important role within the school, situation that is uncommon for them because it is a reward only few of them receive (3.2 out 5 Boraie, 2001). There are some types of pressure that affect teachers' self-determined motivation. These factors include, according to Pelletier, (2002), being responsible for students' behaviour and students performing up to standards, as they have to accomplish some standards given by government under not very appropriated conditions. Being forced to follow colleagues' teaching methods or involvement in school activities is the second type of pressure which forces new teachers, overall, act in a way they do not want to. Finally; having limited freedom in determining the course's curriculum limits the imagination of teachers; then, if they have to follow a certain curriculum that has been designed by the school's administration. Then, in keeping with Csikszentmihalyi's (1990) words, how can they make their job as a game?

Self-efficacy engages the beliefs of the competence and abilities one has it is influenced by "the past successes or failures, mastery experiences, seeing models, vicarious experiences and encouragement from other, social persuasion" (Woolkfolk, 1998:pg.372). Then, the view teachers have of their own self-efficacy starts shaping itself since they begin their teaching life, since that moment they shocked themselves with the reality, that definite moment which defines whether to continue or not with the profession. This reality shock has much to do with the kind of training teachers have because "teacher training programmes do not as rule include any awareness raising about how to manage groups"(Dörnyei, 2001:pg.173). But as stated before vicarious experiences, seeing other teachers performance can help new teachers in a positive or not

really positive way. Teachers in general find maintaining classroom discipline as the first source of difficulty they have (Veenman, 1998 quoted by Dörnyei, 2001), then it would be dramatically difficult for new teachers, who might not be seen as teachers at all because of their age and behavior, possibly finding themselves to have a low self-efficacy and see experienced teachers models and adopt them violating their beliefs. The view teachers have of their self-efficacy is deeply influenced by students, it “appears to be one of the few personal characteristics of teachers that is correlated with student achievement” (Ashton et al 1986 quoted by Woolkfolk, 1998:pg.373) then it is not surprising that teachers ranked helping students to learn English as the second most important aspect of their work (Boraie, 2001) aspect that includes student’s motivation the second most serious source of difficulty teachers have according to Veenman, (1998). To be self-efficient teachers need to experience learning success, it can not be overcome just with social persuasion they need to experience the change student go through in order to grow in order to want going beyond in order to believe in their capabilities and reach even the more difficult students and help them learn, situation that needs a deep sense of commitment since there are students who do not show any effort simply to show their teachers that they have the ability and possibility to learn but they just do not want to (Dörnyei, 2001). “Teachers with a high sense of efficacy work harder and persist longer even when students are difficult to teach, in part because these teachers believe in themselves and in their students” (Woolkfolk, 1998:pg.362) then, these teachers would wait students answers and struggling at their best when risking failure. Teachers’ self-efficacy is threatened by some school conditions; the students’ number, the intensity and quantity of instruction, the resources among others. Situations that would make it even more difficult to have some degree of achievement and therefore self-efficacy; then, it is important to have training that helps succeed in the day to day tasks of teaching, a foundation for developing a sense of efficacy in the career (Woolkfolk, 1998).

Having sub goals is important regarding the maintenance of motivation and then having an inadequate career structure, would be in contrast a negative motivating tool. Teachers, like every being, need to have a purpose that lead them struggle but if they do not have any reason to struggle they might get stuck and perform just to satisfy basic needs. “Teaching offers a closed contingency path” (Dörnyei, 2001:pg.173) there is not

opportunity for advance, no opportunity for experiencing immediate success which is known to foster motivation; as a result, teachers might think there is no need of persistence or putting some effort. They got stuck and in the case of state teachers do whatever they do they can not be fired or promoted to another job. They have a futurelessness notion no possibilities of rewards, no possibilities of anything they just have to teach in order to fulfil their basic needs

As it can be seen there are many sources of demotivation for teachers, factors that are not impossible to counteract and just require a little attention of employers and administrators to be overcome.

How to Keep Teachers Motivated

Hawley (1985) quoted by Manteliunas (1987) gives some advice in order to increase teachers' motivation. The author states that for high performance, economic rewards are important. In order to keep higher levels of payment and status, teachers would carry on showing high performance, they would show persistence in order to remain their benefits. In fact, there should not be any competitive rewards which can discourage peer interaction and social approval, important to effective teaching. The reward system in contrast should foster team work and the establishment of good relationships, then "fair and predictable assessment measures should be used" in order to avoid the raising of bad sentiments. The job itself also has possibilities of being a source of motivation; therefore, administrators and teachers themselves can do something in order to counteract boredom, repetitiveness, among others, because "the more a job is like a game, with variety, clear goals, immediate feedback; the more enjoyable it will be" (Csikszentmihalyi, 1990:pg.170). The job of a teacher can be motivating and enjoyable if teachers do something; because they can create an environment where repetitive activities are avoided and teachers as well as students enjoy the activities and the feedback system does not represent a punishment for teachers; moreover, they can remain their motivation through the establishment of proximal goals which attempt to obtain a main purpose.

Teachers can do something but it is unreasonable to think that they can just ignore the problems around them and it is the administrators' task to work against lack of motivation

because it may cause teachers to be less successful in teaching a foreign language; this situation gets even worse when “administrators make unreasonable demands and teachers have to face a discouraging team spirit, neglecting rewards and financial problems” (Suslu, 2006: pg. 15). As a result, it is the administrators’ responsibility to foster teachers autonomy and efficacy by avoiding putting too much responsibilities on teachers and guaranteeing the resources and adequate number of students. Moreover; administrators can open the apparently closed teaching contingency path by implementing a reward system with the characteristics above, and letting teachers have promotion possibilities. Dörnyei, (2001) cites Pennington, (1995) and proposes some possible advancement contingency paths for teachers to keep their motivation. He states that helping to develop curriculum, monitoring role with new discipline, being responsible for developing new courses/programs, making conference presentations/preparing professional publications and managing teacher-training workshops; might help teachers keep their motivation to teach as they are taken into account and recognized in some way for their knowledge. In relation to this situation the UNESCO, (2006) presents some advice. Many members of this association state that it is important to evaluate teachers’ payment and do something about it; this is something hard to do here, at least in public institutions where everybody’s salary depends on the government’s decisions.

The personal growth of teachers can be fostered by administrators through the maintenance of a “positive school environment for the adults as well as the children” (Cory, 2007:pg.13) then everyone can contribute to each others life without any kind of jealousy or envy, as Cory states living a great deal of a nurturing environment that will help to replenish the teachers. This author adds that is important to encourage teachers to get training to improve their skills as people like to feel that their employers invest in them as well as in their business. This inversion is not only of money, but of time and commitment as it is also important to give feedback to teachers, take into account what they think and congratulate them when they have done well.

Regarding teachers self-efficacy the reality shock they suffer should be neutralized through adequate training in discipline and school problems. Moreover teachers should experiment some degree of self-efficacy themselves through their students achievement and learning; for attaining this goal it is administrators mission to guarantee all the needed

conditions for a good learning to take place; such as, an adequate number of students, quantity and quality of instruction, access to the required resources for teaching English without a lot of trouble, “textbooks, teaching equipment and other teaching resources which are plentiful and up-to-date”, among others. Teachers themselves can do many things regarding this issue; they can pursue their self-efficacy towards students’ achievement by fostering their motivation and their sense of achievement.

Finally administrators should ensure “an orderly and smoothly functioning environment, reasonable work responsibilities in terms of workload and nature of teaching assignment” and give teachers “moral and work support” (Pennington, 1995 quoted by Dörnyei, 2001:pg.175) so that the stress level teachers might experiment decrease.

Related research

There is not too much information regarding the factors that might have an influence on teachers’ motivation to teach English, the studies of motivation have been widely addressed to students’ motivation and only few of them to search information about this topic.

Boraie, D., Kassabgy, O., & Shmidt, R. (2001) through their study Values , Rewards and Job Satisfaction in ESL/EFL, intended to find the most important aspects of work and the sorts of rewards English teachers have. Moreover, they expected to find out whether values or rewards predict job satisfaction, the level of satisfaction teachers have in relation with their jobs and careers and finally whether the aspects contributing to dissatisfaction are the same or different leading to satisfaction.

For doing so, the researchers above applied a questionnaire made up of two series of 36 questions from Values as well as rewards where 107 experienced EFL/ESL teachers, 70 from Egypt and 37 from Hawaii, were expected to answer according to a Likert Scale. These ESL/EFL teachers, whose participation was voluntary, also gave basic information about themselves that allowed researchers take into account some variables, which might influence the results. For example, the mean years of experience were 10 for teachers from Hawaii and 15 for the Egyptian teachers. In addition, most of them worked with

adults, situation that would have a big incidence on their answers to the statement of “having a good relationship with my students’ parents”. The responses teachers gave confirmed the stereotype that teachers as a group are more concerned with the intrinsic classroom based aspects of their profession than with its extrinsic aspects, what is good regarding that the study revealed that they have more intrinsic than extrinsic rewards.

For the results analysis all the teachers were taken as a whole independently if they were native, or non native speakers, Egyptian or from Hawaii. The researchers used principle components analysis and varimax rotation (oblique) in which they considered five factors for values as well as for rewards:

1. The need for affiliation or a relationship orientation; which concerns fair treatment and good social relationships, among others.
2. External motivation; which include job security and other items external to the classroom.
3. The need for autonomy and self-determination, concerning having a job that is fun.
4. Self –realization and personal growth, which is related with having a challenging job.
5. Institutional support, which involves having a prestigious job title.

The researchers also took into account some theories to do the respective analysis of the given study. The fit hypothesis and the Herzberg dual hypothesis which were not supported by their data as it did not show that the factors contributing to satisfaction are different from those leading to dissatisfaction because the rewards regarded by the study did not relate to just one end to the satisfaction-dissatisfaction continuum.

By this exploratory study, the authors could conclude that not all teachers want the same things from their teaching jobs and careers, as there is a considerable variation among them. As a second conclusion, they found that ESL/EFL teaching jobs vary and provide different rewards. The fact that teachers are idealistic is the third conclusion they got; however, this does not imply that they would not expect and demand respect, fairness, reasonable extrinsic rewards and good management.

There are some studies in the University of Nariño in the motivation field but all of them have studied this theme in relation to students as we shall see. Caicedo & Orbes (2000) studied some of the factors that influence the lack of motivation of foreign learners according to what teachers think. In their research study “Factores que

inciden en la motivación de los estudiantes de bachillerato para el aprendizaje del área de inglés desde el punto de vista de los profesores” they interviewed six teachers of English, men and women between 35-52 years who work in three different public institutions. These students first defined a schedule to follow and then they interviewed the selected teachers. Finally, the results were classified according to age, social and gender differences. The researchers found out that some factors which influence the motivation and the learning of English as a foreign language are: teacher's behaviour, materials and economic factors. They concluded that teachers have to do their job with responsibility and love; they should take into account students' level, and find a way to improve their learning within classes.

Naranjo and Ordóñez (2001) researched students' motivation level for learning English as a foreign language in high schools. These students from English- French program worked with 20% of the total population of each high school, where English is taught, in Pasto. Having selected the high schools, they asked for permission to work there to do this they explained the purposes of their research. Then they asked for the official lists from each grade to classify and select the population to work with. Then the selected students had to fill out a questionnaire and the researchers were prompt to answer or clarify any doubt. After that the data was organized using star graphics and excel as a help. Researchers concluded that students' motivation level for learning English as a foreign language is low. Girls have higher motivation than boys. While students are progressing from 6th to 11th their motivation to study English as a foreign language decreases. Some factors that were found to contribute in this process are: the lack of teaching materials in the institution, the economic class of the students, the reduced number of hours of English per week, the big quantity of students in a small classroom, the characteristics of teachers, among others.

In 2001, Benavides & Caicedo studied some reasons the students have for their lack of motivation to learn English as a foreign language, in their monograph: “Some factors that contribute to high school student's demotivation in learning English”. These students from English and French program used many surveys which were applied during class

time in the second semester in 2000. The steps they followed to gather data were: first, the instruction given to the students was to fill out the questionnaires easily. Second, twenty four non-motivated students were selected to be interviewed. Third, they were interviewed again. Finally, the results were analyzed.

The group under study corresponds to the students from sixth to eleventh level. The group consisted of male and female students, between ten and sixteen, with the exception of a twenty one year old student who was also included.

The researchers concluded that highly motivated and motivated students were 54.6%. Insecure students, demotivated students and highly demotivated students were 45.1%. Although there is a small difference between the results of the two groups, the percentage of demotivated students is representative to be studied because it is almost 50%. Based on the results above, they thought it is necessary to advance the research process in order to identify some of the factors that might affect motivation according to the students own opinions. An additional important finding to report refers to the change of motivation across the students' levels from 6th to 11th. There is high motivation in 6th, 7th and 8th levels, while there is high percentage of demotivation in 9th, 10th, and 11th levels.

In 2002, Santacruz and Trejo studied the level of motivation of a selected group of students of Pasto to learn English as a foreign language. To do this, they selected 305 students, boys and girls from 3rd, 4th and 5th grades of 13 public schools. These students of Licenciatura en pre-escolar y básica primaria: inglés first got information about the number of public schools in Pasto where English was taught. Then, the researchers visited the schools in order to ask for permission to do their research in each one of the places. After that, they selected some students to work with, at random. These boys and girls were given a questionnaire which they had to fill out. Finally, these questionnaires were analyzed to conclude that 107 students out of 305 were highly motivated to study English, 121 students had a medium level of motivation and 14 students have a low level of motivation. In this study, boys were less motivated to study English than girls and their level of motivation decreased as they were in higher grades because at the beginning English was a new and interesting subject.

Guerrero and Legarda, (2003) studied, some factors which influence students from primary rural schools motivation to learn English. These students from licenciatura en educación preescolar y básica: Inglés wanted to work with children from 3rd, 4th, and 5th grades of Catambuco. To work with them they first, selected a school where English was taught, and then they asked for permission to work there to the teachers and students' parents. After that, students were interviewed having selected before an appropriate schedule for doing so. Finally, the researchers expressed gratitude for their help. This study showed that students were not motivated to study English because they do not like the way the subject is managed. The lack of motivation to learn English is influenced by how well trained the teachers of English are.

As it can be seen, theory proves that not only teachers' motivation but also motivation itself is an important topic that has been studied by a lot of researchers; but as it can be reflected from the given information there is not any study about the factors that influence the change of motivation of teachers to teach English with the past of the time in this context; therefore this study is needed.

Chapter III. Research Method

In this chapter some information about the research design is expanded, this includes; the research paradigm, the type of research, data collection techniques, population and setting, the procedure of the research and the ethical issues.

Research paradigm

As this research had two phases both research paradigms; the quantitative and the qualitative paradigms, were needed.

The research paradigm was quantitative in the first phase because of the large number of teachers it required as it was intended to reveal the aspects of work that are most important to young EFL teachers in comparison to experienced teachers and the sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers. This type of paradigm offers some advantages in terms of the objectivity and the low quantity of time it requires for the data collection. A Quantitative paradigm values the discovery of facts and truth, reduces data to measurable quantities, ensures reliability of methods, generalizes beyond the research population and focuses on research outcomes that confirm or disconfirm the information collected in the theoretical framework.(Wallace, 1998). Then, this kind of paradigm eased the classification of the information in order to attain the former goal; moreover, this kind of research was needed as it was necessary to low the level of subjectivity to approach motivation. For this phase some dimensions had already been established through a questionnaire with a likert scale that allowed teachers rate the importance and the level of agreement they had in front to some statements measuring the same dimension of the motivation construct. After that, this information was processed and represented by means of some numbers, which pursued to establish the main goal teachers had regarding their profession and the level until which it is attained. This process did not foster too much interaction and there was no possibility to intervene or influence teachers' answers; furthermore, this phase served to establish; among other things, some background information about teachers' experience. This part of the study pursued to let establish some generalization about some aspects affecting

EFL teachers' motivation over time so that statistical significant results could reveal broader tendencies.

The qualitative paradigm; on the other hand, is the study of the social and human factors taking into account the actors of the problem, so that, we can comprehend, interpret and transform our reality. That is why it was used in the second phase of the study, as it was required to have more contact with the teachers to interview them taking the literature review as a basis. A qualitative paradigm assumes reality as subjective and complex, the researcher interacts with that being observed but does not interfere with the environment, values are laden and biased, the research process is inductive, and it has a dynamic and flexible design.

This paradigm has been chosen because there are certain amounts of factors that may interfere in the learning of English, not only the one chosen to study. Moreover there was the desire of getting involved with the process of teaching English as a second language in a continuous form during two months and draw out conclusions from the teachers', administrators and students' interviews so that the information collected through the questionnaires could be enriched. There was the purpose to describe some factors of the learning process based on human and social facts and taking into account its context. In this part of the research, the most important things were the words that reflected the collaborators thoughts, rather than numbers. This was an inductive process, which aimed to collect as much information as possible to comprehend, interpret and reach some conclusions about the problem. This paradigm helped understand EFL teachers reality, describe the situations under which EFL teachers motivation takes place and explore the possible causes of the challenge it suffers. As a result, this paradigm helped to construct theory by taking into account a reflection of the reality, studying and interacting in it. Moreover, most research about motivation recognizes the need of this kind of study, to complement the results of the research done by Kassagby et al, (2001).

Qualitative studies allow the researcher include new ideas and thoughts to theory since "there is no question that a deep interview with an EFL teacher can provide richer data than the most detailed questionnaire" (Dörnyei, 2001:pg.201), that might only point variables that had been established over time. Due to the fact that as time advances not only do human beings change, but also their thoughts, attitudes and conceptions it is

imperative to have a qualitative account of some factors affecting EFL teachers motivation over time.

Type of research

The research was descriptive because it pursued to describe not only the factors that interfere with teachers' motivation but also analyze the aspects of work which are most important to teachers in the pre-action phase of motivation as well as in the different action phases: 1 to 6 years, 7 to 20 years, 21 to 42 years of teaching performance; of the same construct and the sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers as well as identifying some factors affecting teachers' motivation to teach English in the group of teachers with years of experience ranging from 21 to 40 years, as well as in the group of whose experience ranges from 7 to 20 years and a third group conformed by teachers who have less than 6 years of experience. This description was based on what EFL teachers, school administrators and students reported in their interviews and also on the data collected through the questionnaires which were applied at the beginning of the study. There was the expectation, with this study, to collect descriptive data about the contexts, activities and beliefs of the participants of the educative process. This procedure helped to determine the factors that influence teachers' motivation to teach English over time. Moreover, this kind of study was used in order to ask questions and, then, have answers to notice EFL teachers' reality. These questions were flexible and adaptable to the research findings. Therefore, EFL teachers, who are the main actors of the problem under study, were interviewed and school administrators and students, who are found according to the literature review to have a great influence on teachers' motivation. Then through the interaction with them, it was possible to analyze the factors that influence their motivation change.

For the former part of the study there was not as much interaction as in the second phase as it was part of a quantitative study; a likert scale which pursued to establish the most important aspects of work to future EFL teachers, and to three groups of EFL teachers in the action phase of teaching with a range of 1 to 6 years, 7 to 20 years and 21 to 42 years of experience; and the sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers. These questionnaires had two components; the first one which pursued to establish the level of importance EFL English teachers give to some statements measuring some dimensions of the motivation construct and also the way motivation values change over time and the second which aimed to establish until which degree these rewards are gotten by English teachers and the way their achievement changes according to the time of performance of the English teaching activity. This instrument did not foster too much integration with the teachers under the study because it reduced their participation to give some level of importance and agreement with some pre-established statements. As a result of this process it was possible to describe what is happening with English teachers and the way their motivation is being affected by some factors.

To collect some information regarding some of the factors that affect EFL teachers motivation an amount of 69 teachers were interviewed, to know what they think about the motivation they have in relation to the factors they think contribute to their decrease of motivation or contribute to maintain it; this phase of the study was enriched with the participation of some EFL teachers' motivation influent actors; school administrators and students, who gave meaningful data about the problem under study. These interviews were based on the literature review and some situations and events that have been found to affect English teachers motivation. The time dimension of the motivation construct was addressed by asking experienced teachers to think about the beginning of their teaching life, the information they gave, was contrasted with that obtained through administrators, students and new teachers interviews. Therefore; it was possible to establish some differences according to the years of experience teachers have as it is stated by the theory, which states that new teachers in contrast to experienced teachers are affected by

situations that violate their beliefs (UNESCO, 2006). Furthermore, some questionnaires were applied to determine the aspects of work which are most important to future EFL teachers, who are in the pre-action phase of the English teaching performance, to young EFL teachers with 1 to 6 years of experience in comparison to experienced teachers with 7 to 20 and 21 to 42 years of experience, who are in the action phase of English teaching, and the sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers. These questionnaires had a maximum of 40 questions and gave some basic information about the English teachers' background in order to establish some parameters of measurement. These questionnaires involved not only English teachers' self-report but also social judgement which required EFL teachers to think and report what they think happens with other English teachers, what they want and what they actually get. In this way there were more sources of information and ways to confront it.

Population and Setting

Some information about the collaborators of the study as well as of the context where they work is presented here.

Population

The studied group was made of different teachers from high school and primary school as well. For the first part of the study the help of a great amount of teachers was needed. These EFL teachers work in different conditions, in different kinds of places and during a different amount of time. As a result there were encountered some teachers who had just one year of experience and some who had 42. It was also surprising that most young EFL teachers are male while most EFL experienced teachers are women.

For the following part of the study; six EFL teachers, men and women, two who are just starting teaching English, two who have more than ten years of teaching experience and two who have been working during more than twenty years were interviewed moreover the pre-action phase of the motivation construct was addressed by the applied interviews to future EFL teachers. Provided that it was required for them to accomplish

with the experience parameters presented before, they were not chosen at random since they should have these characteristics.

Therefore; the present study was developed with people working in different conditions, working in different kinds of institutions, with diverse kinds of resources; that is, some of them had only the basic resources, but others had better possibilities to teach; that is, some of them had formal contracts while others were paid an unfair salary according to what the law establishes (15.000 in servicios prestados category), some work within reputable institutions which provide EFL teachers with most of the materials they might need for having a good teaching, among other differences. Thus, not everyone had the same source of motivation and demotivation as well. The ages of the teachers are between 25 and 50 years old.

Setting

The research took place in 15 different public institutions of the urban area of Pasto; twelve state institutions and 3 private institutions, which are located in the Panamericana Avenue, and south oriental part of this city, with different kinds of resources and located in different kinds of places. It is imperative to work with both kinds of institutions due to the fact that most new EFL teachers work within private schools while experienced EFL teachers in contrast work in state institutions. Some of these institutes are big enough and furnished with some important resources, like computers, to teach English and have a lot of trees and space to walk and be relaxed but some others are too crowded. Some just have the teacher as the main source of English and only the basic things to teach, as the traditional book of English which is followed by teachers as the bible, and they have a reduced space and no trees. These institutions are located in areas with lots of traffic and noise, and most of them have a really reduced space to work in.

Validation Criteria

To validate this research two techniques to collect data were used which are questionnaires and interviews. An already validated questionnaire was used as it is

presented by Kassgby et al, (2001). This questionnaire was translated from its original language (English); then, a pilot study was needed in order to know the level of comprehension each statement had. The reliability of the questionnaire was provided by 40 statements, which focus on five different dimensions of motivation.

The interviews were designed according to the literature review which shows some negative aspects on teachers' motivation. Moreover, these pursued to expand the information acquired through the questionnaires and to compare the aspects that affect motivation over time under different perspectives such as new teachers' perspective, experienced teachers' perspective, administrators' perspective and students' perspective. In this way it was possible to have different sources to confront the information to be collected and triangulated. EFL teachers' information was taken into account in different ways and through different sources, which, as Dörnyei, (2001) states involve a self report of each person and also social judgement when administrators and students were required to think about the most important aspects of work to young EFL teachers as well as to experienced ones, the sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers and the factors that affect their motivation.

Procedure

To do this research it was imperative to go to the different institutions where it was expected to work and ask for permission for doing the research. Then a chronogram had to be established in order to visit 15 different institutions such as Aurelio Arturo Martinez school, The INEM school, the liceo UDENAR, the Libertad school, the Maria Goretti school, San Juan Bosco school, Chambu school, Presentación school, La Rosa school, The CCP school, The LEMO school, the Industrial school, the Liceo Central school, the Artemio Mendoza school, the Mundo de Praga private school, the liceo Betel school, the Franciscanas school and the Champagnat school.

In the first phase, some teachers of the language department of the University of Nariño, who just started working in a school, were asked the favour to allow some questionnaires to be applied to them. Then, with the required permission some

questionnaires started being applied with the English teachers of different public institutions of the urban area of Pasto.

In the second phase, according to the data collected through the questionnaires which reveals the years of experience each teacher has, with the required permission, the interviews with three groups of teachers labelled according to their experience were developed as well as with the administrators and students of some institutions. To do that, it was crucial to define a schedule to work with each one of the EFL teachers and school staff.

Finally, a description of the found results was made and all the institutions which were involved within the development of the study were thanked for the help they provided for the accomplishment of this study aims.

Pilot Study

The pilot study took place in order to avoid having problems during the development of the interviews. In this way it was possible to determine the time teachers, administrators and students would take to answer the questions and some possible doubts which could emerge during the interviews. To do that, some teachers with almost the same characteristics that the teachers under study had were interviewed and asked to develop the study questionnaires; therefore, an EFL teacher with experience ranging between 1 and 42 years answered the interview questions and the questionnaire. Besides an EFL student, an administrator and a future EFL teacher were interviewed so that it was possible to fix the interview to the time and the understanding of the people who were going to be interviewed.

The questionnaire which was used also required a pilot study because as it was said before it is originally written in English, then it was tested in the same way that the interviews in order to avoid some miscomprehension through the translation of the same.

Data Analysis

To analyze the results which were obtained by means of the quantitative part of the study i.e. the results which were obtained by the application of 90 questionnaires, a code book was created in order to have a classification of each statement which was measured by each pre-established motivation dimensions; the affiliation and relationship orientation, the autonomy and self-determination orientation, the self-realization and personal growth orientation, the institutional support orientation and some external factors. This classification was done by giving each statements in each motivation dimension one letter from B to L, in the case of social needs, from B to G, in the case of autonomy and self-determination needs, from B to H, in the case of self-realization needs, from B to J, in the case of institutional support needs and from B to K in the case of external rewards. These letters were used as a result of the use of the Excel computer program to classify the data and have a number apart from the total amount of scores which were given to each statement in each dimension. Another thing which was taken into account for doing this classification was the gender as well as the years of experience. As a result, four main groups were created; a group of future English teachers in the pre-action phase and three EFL teachers groups in the action phase; the first pertained to EFL teachers with 1 to 6 years of English teaching performance; the second, to EFL teachers with 7 to 20 years of English teaching performance and the third, to EFL teachers with 21 to 22 years of English teaching performance. Therefore, each category had its own classification of the study measured dimensions; then to find the difference, which might be presented between male and female English teachers, each category was divided in terms of gender.

Moreover, by means of the likert scale, which was the main component of the questionnaires each statement was given a number; 5, when people strongly agreed with the statement; 4 when people agreed with the statement; 3, when people found the statement as neutral; 2, when people did not agree with the statement; and finally 1, when people strongly disagreed with the statement.

Finally, the results were compared and classified according to the background information in order to find some commonalities that could lead establish some patron to

explain the reason why some people have some kinds of interests, or to attain certain goals.

Regarding the qualitative part of the study, a data matrix was created in order to classify respondents' answers to each one of the statements and these were classified according to Boraie et al (2001) proposed categories. After that, some commonalities between what the interviewed people answered were found. Finally these results were compared with the literature review in the same way as it was done in the quantitative part of the study.

In order to establish some factors affecting EFL teachers' motivation some categories were created according to the literature review, these were, relatedness, self-efficacy, inadequate career structure, lack of intellectual challenge and stressful situations. These were classified in the same way Boraie et al (2001) categories in order to draw some conclusions apart of the study.

Ethical Issues

In this part of the study, some steps given by Bastidas (2003) were followed.

Permission: not only to the institution, but also to teachers, students and future EFL teachers were asked for permission and explained the research characteristics and aims.

Voluntary participation: both the willingness and unwillingness to participate in this research were respected.

Neither the interviews, nor the questionnaires interfered with neither with the academic life of the students nor with the EFL teachers' performance.

Confidentiality: The results of the interviews and the questionnaires were treated as strictly confidential.

This research caused neither physical nor psychological harm to the collaborators.

Thankfulness: all the institutions which were involved within the development of the study were thanked for the help they provided for the accomplishment of this study aims.

Chapter IV: Results and Discussion

To start with the analysis of the data which this study pursued to find it is important to clarify that to validate this research an already designed questionnaire was used, which was applied by Boraie, D., Kassabgy, O., & Shmidt, R. (2001) to 70 English teachers from Egypt and 37 from Hawaii who were expected to answer some statements according to a Likert Scale. The motivation construct was addressed by the questionnaire through the following categories.

First: The need for affiliation or relationship orientation which concerns statements like; being treated fairly in my organization, working with other teachers as a team, having good relationships with colleagues, having a friendly relationship with students, having a good relationship with my students' parents, having contact with professionals in the field of English language teaching, and having a good relationship with my supervisor among other assertions. All these statements are socially mediated

Second: Self-realization and personal growth, which is related with statements such as having a challenging job, having a job which I can learn and develop my abilities to my full potential, having a job which I can perform to the best of my ability and having a job which is enjoyable and stimulating. These factors involve cognitive processes.

Third: The need for autonomy and self-determination relates to the need each human being has of being the origin of one's behavior, while self-determination regards all those aspects of work which lead people to create either a positive or negative self-image. These concern items such as; having a job that is fun, having the freedom to do what's necessary in my teaching to do a good job, being allowed to deal creatively with students' problems and being recognized for my teaching accomplishments.

Fourth: External motivation; which include, having fringe benefits, having job security, earning a good salary, having a prestigious job title, being promoted to a senior supervisory job at some point of my career, having a prestigious job title and so forth. Items, which as stated by Boraie et al (2001), are external to the classroom.

Fifth: Institutional support which involves having a prestigious job title, having a supervisor who gives clear guidance, being evaluated positively by my supervisors, having clear rules and procedures, having a prestigious job title, having flexible working

hours, having a profession that is prestigious, and working for a reputable educational organization. These factors are primary fulfilled by the institution.

As it can be seen the first three factors load on intrinsic motivation while the two latest load on extrinsic motivation. These statements were measured by means of the excel computer program which helped organized the information gotten through the questionnaires as well as do all the required mathematical operations.

In keeping with Dörnyei's (2001) suggestion of not creating new terms, which would enlarge the motivation dimensions list, the categories Boraie et al (2001) identified remained in the present study. Therefore, the value as well as the reward components of the motivation construct were regarded through the categories above. The importance of studying these two aspects lies in the fact that every single motivation perspective has values and therefore rewards as an essential part of their conception of motivation; what differs from each one are the types of needs they recognized. Behaviorists, for example, would have recognized only the basic needs as the ones, which could have an influence on motivation. While the cognitive perspective would have prioritized inner needs which are related to personal growth and self-fulfillment. Finally, the socially oriented perspective, as its name implies, would have recognized in a better way socially influenced needs. Consequently, the present study includes information about all the types of needs.

In order to approach in a better way the results it is important to refer to all the objectives the present study sought to accomplish.

Values in the pre-action phase of motivation

To analyze what work aspects are most important to future EFL teachers in the pre-action phase of motivation 22 students of both English programs, i.e. English and French/ licenciatura en educación básica con énfasis en humanidades, lengua castellana e inglés, of the University of Nariño answered a questionnaire made up of 40 statements which regarded individual self-report on the value part of the motivation concept.



Figure 1. Extrinsic vs. intrinsic pre-service teachers' values

Regarding future EFL teachers' values, what seems to have the biggest range of importance are extrinsic factors to the classroom as they were ranked 4.43 out of 5 points while intrinsic needs were scored (4.4). The inclusion of extrinsic rewards on a higher degree might be oriented to the fact that one has to have guaranteed these needs in order to seek the achievement of the other ones. Because "ultimate attainment of goals is possible only by passing through a hierarchy of needs" (Brown, 2000) in which the basic needs would be represented by the safety needs and biological needs which can be satisfied and guaranteed in some degree by the earning of a good salary and having fringe benefits as well as having job security which would fill the person with a certain feeling of security and avoid worrying about having to find another job or get some extra money to get children to the dentist. Pre-service teachers with no experience on the teaching field seem to be the ones with a higher degree of valence placed on extrinsic rewards. Qualitative data supports these results as the university-interviewed teacher claimed that most university students did not want to follow the EFL teaching career but decided to do so because of the impossibility to enter another career. Therefore, the reasons to be EFL teachers they might have encountered before experiencing teaching might involve extrinsic factors but when experiencing teaching these might change.

Institutional support needs, which are included in this category, were given the least degree of importance (4.16). This situation might exemplify what Gill & Cankova, (2002) declare regarding teachers ability to use whatever resource they have and make their class more interesting to their students; then, the lack of institutional support is not something to worry about because this is a question of creativity.

Future English teachers might want to ensure these needs first to continue in the search of their growing needs, autonomy and affiliation needs, which are at the top of Maslow's

pyramid and require the person to free the mind of personal problems in order to continue advancing along the knowledge way. As a result of this situation, the growing needs category was ranked the second in level of importance (4.5) showing the need students have to continue learning.

The social nature of the career was found in a third degree of importance, the reason might be that students want to get experience, they want to confront themselves with the classroom and actually do a good job, to do so, they believe it is important to have a better preparation which can only be gotten by means of money. Then, having some kind of guarantee of the attainment of the former needs, they might want to follow needs that are related to love and feeling like being part of a group. Human beings are social in nature then that is the reason why this category got a relatively high range (4.33).

The autonomy and self-determination factor was found in the fourth place of importance (4.32) with not too much difference from the proceeding category.

To sum up, it can be concluded that future English teachers give more importance to external, followed by self-realization and personal growth needs, as well as affiliation and relationship orientation needs. The two lowest ranged categories were the autonomy and self-determination needs and the institutional support as shown in the following figure:

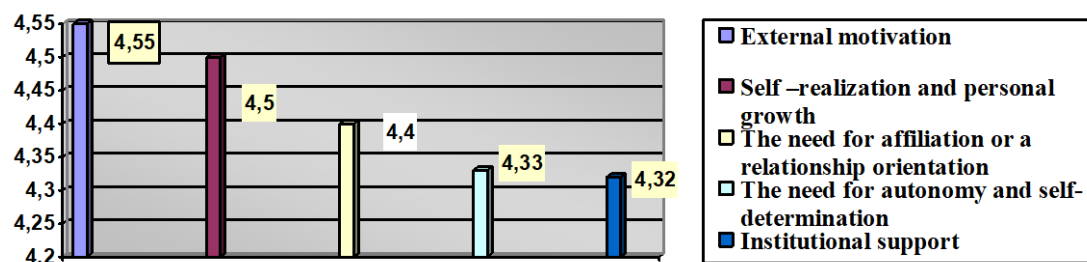


Figure 2. Future English teachers' specific values.

Values in the action phase of motivation

In order to accomplish the objective of analyzing what work aspects are most important to young EFL teachers, teachers with a range of experience between 7 and 20 years and experienced ones, a total of 69 teachers were asked to develop a questionnaire of 40 statements which they had to rank according to the level of importance they would give to them.

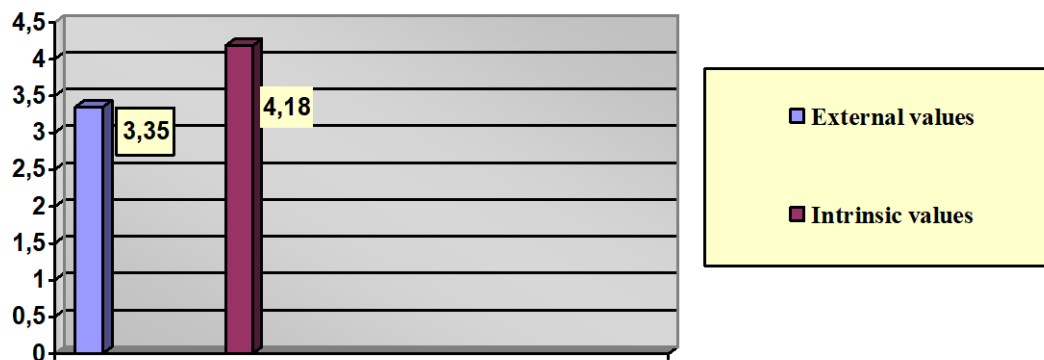


Figure 3. English teachers', with 1 to 6 years of experience, values.

Figure 3 shows that when stating performing the EFL teaching career and getting closer with this process, EFL teachers become intrinsically driven to the action. EFL teachers with experience ranging from one to 6 years recognized autonomy and self determination needs as the most important for them (4.26). This proves they would like to be the origin of their own behavior and not just be ordered by someone else to do something they do not find a purpose to do. The category, which was given a second level of importance, corresponds to self-realization and personal growing needs which was scored 4.22. The fourth category in level of importance was the need of affiliation and relationship orientation which was scored (4.07) number which do not differ too much from the given to external needs, which attain the third place in the general ranking, as there is only a difference of 0.02.

External values, which attained 3.35, seem to be valued because of the possibility to make a living they offer and not for the reputation, the EFL teacher might get. This is stated because the third category in order of importance was external values (4.09) while the least important need according to teachers with an experience ranging from 1 to 6

years is the institutional support need. This; might show teachers' great level of creativity to cope with all those deficiencies they have within their working institution provided that it was labeled 3.81.

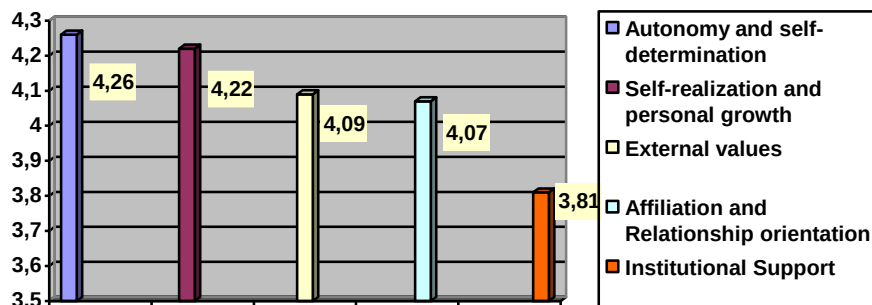


Figure 4. EFL teachers with 1 to 6 years of experience specific values.

As it can be seen teachers with 1 to 6 years of experience ranked autonomy and self-realization as the most important needs undergirding the motivational construct. The third place was occupied by extrinsic needs followed, at not a very long distance by the need of affiliation and relationship orientation. The least important category was found to be the institutional support category.

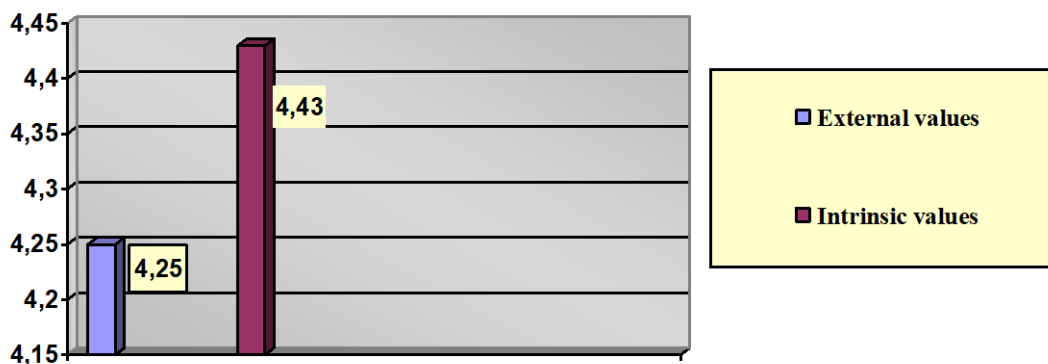


Figure 5. English teachers', with 7 to 20 years of experience, values.

The following group of teachers under study was made of 24 teachers with 7 to 20 years of experience who just like the former group of teachers had to answer a

questionnaire made up of 40 questions regarding the value issue of motivation. In contrast to the last studied group, all the teachers in this category pertain to state schools. What this group determined as the most important regarding motivation values involves intrinsic factors. Therefore, all the highest scores given to each category stated by Boraie et al (2001) regard motives that make more interesting the job itself. For example, autonomy was scored (4.46) out of 5 points, the self-realization and personal growing needs factor was scored 4.46 and affiliation (4.38) needs as the third most important values.

Extrinsic factors were given a 0.18 lower score in comparison to intrinsic values. Then, EFL teachers with 7 to 20 years of experience answers established extrinsic values on the fourth place with not a really deep degree of difference when contrasting it to institutional support needs because the first got 4.28 and the second 4.22 which represents a difference of just 0.06.

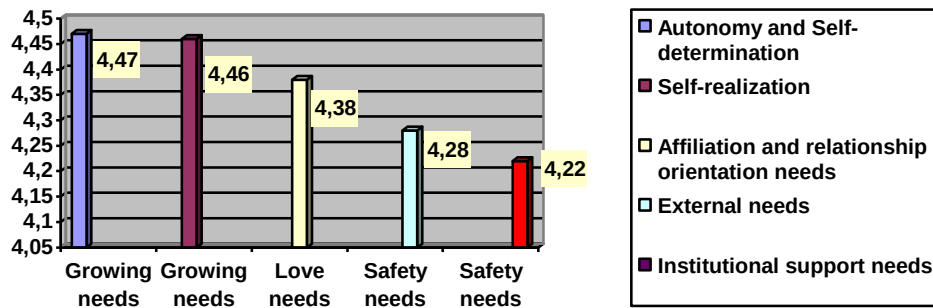


Figure 6. EFL teachers with 7 to 20 years of experience specific values.

To finish with this category, it can be said that teachers with 7 to 20 years of experience give more importance to growing needs and love needs than to safety needs.



Figure 7. English teachers', with 21 to 42 years of experience, values.

The fourth category of teachers was made up of 23 teachers with experience ranging from 21 to 42 years of experience in the English teaching field. Like in the second group, all these teachers work within public schools as it is difficult to find an English experienced teacher working at a private school because generally they tend to look for safety needs and look for a job with the state which guarantees some degree of working stability. Teachers at this category gave more importance to intrinsic needs, such as self-realization needs, some higher degree of importance. Therefore, self-realization needs obtained 4.48; while the second place was occupied by the autonomy and affiliation factors because they both obtained 4.33.

Extrinsic needs attained a 0.37 lower score; then these needs obtained 4.01. The two leading factors on this side of motivation were placed at the lowest positions. The third level of importance regarding values was given to extrinsic needs (4.12) and the least important factor was encountered to be the institutional support needs, which got 4.08.

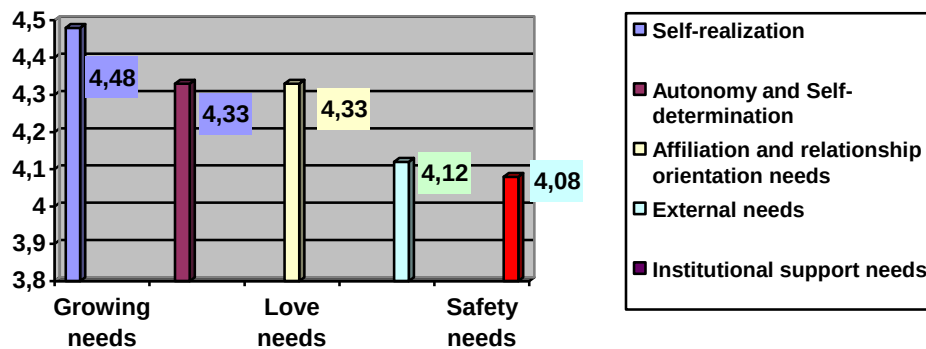


Figure 8. EFL teachers with 21 to 42 years of experience specific values.

To have a conclusion of the results of this category it must be reminded that English teachers with more than 21 years of experience have shown to value growing needs the most; they also value the social relationships they might have with all the learning community.

Value Dimension Change since the pre-action phase of motivation

In order to accomplish the aim of identifying the change the value dimension of motivation suffers since the pre-action phase of the construct, an amount of 90 people were asked to develop a questionnaire of 40 questions, teachers also had to answer a sum of 10 statements which required them to think about other teachers what as Dörnyei (2001) claims is called social judgment. Future English teachers also had to do the same but the number of questions they had to answer changed to 40.

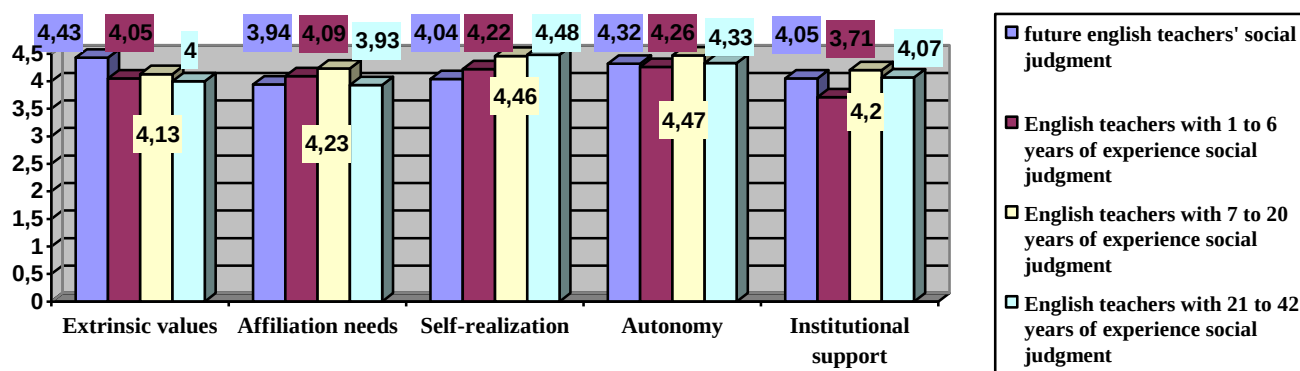


Figure 9. English teachers and future English teachers' social judgment regarding values

Teachers who answered these questions thought about teachers with the same range of experience, while future English teachers thought about the teachers who taught them at school. Future English teachers' answers show that they thought their teachers to be extrinsically moved for doing their job as they gave 4.43 points to this issue placing it at what is thought to be the most important thing for English teachers. Dörnyei's (2001) report about a study, which sought to establish the influence of teachers' extrinsic and intrinsic motivation effects on students learning, showed that students who found their teacher to be extrinsically motivated would not make deep efforts to learn as they thought their teachers were working just for money and not because they had any interest on them. Then being extrinsically motivated at a deep level should be avoided or at least hidden in order not to worsen language learning/teaching situations because "if all the teachers students are exposed to are extrinsically motivated, students might well conclude that learning in general is worthless in and of itself" (Csikszentmihalyi, 1997).

Future English teachers' answers show they conceive English teachers not to care at a deep level about students or not even other teachers' feelings or lives, then according to

future teachers' answers they would only care about making money to fulfill their safety and growing needs without taking into account the image they might convey to others.

According to teachers who have 1 to 6 years of experience and teachers with 7 to 20 years of experience, English teachers seek to get autonomy needs (4.26) which might allow them to be the origin of their own behavior. Brown (2000) establishes, in this respect, that "many of our present systems of education, in prescribing curricular goals and dictating what shall be learnt deny persons dignity and freedom". Not really important categories for English teachers in general were found to be institutional support needs for the former group and extrinsic motives for the second which were scored 3.71 and 4.17 respectively.

According to teachers with a level of experience ranging from 21 to 42 years, teachers do not prioritize affiliation needs (3.93), which are in the middle of Abraham Maslow's needs, but seek to fulfill self-realization needs (4.48), which are on top of the pyramid. Therefore, teachers would struggle to get to "see the other side of the mountain" (Brown 2000) this situation might be contradicted in some degree by these teachers background information which establishes that most of them do not have masters, specializations and obviously Ph. Ds. degrees.

Regarding these situations, it can be concluded that future English teachers social judgment outcomes might have been predicted in a better way by the behaviorist perspective as in this perspective external influences are prioritized, then teachers would teach in order to get money or have fringe benefits. English teachers' social judgment results, on the other hand, would prioritize cognitive development and inner feelings. These results might give their needs and essentially cognitive shade.

English teachers' motivation, as any kind of motivation, is a construct that is influenced by many factors such as a temporal dimension, the feelings one can have, the parallel and contextual influences and some unconscious actions (Dörnyei 2001). Due to the influence these factors have on the construct of motivation change, obviously then the value dimension of motivation might change too not only over the time of experience of the activity but also in the phase which precedes teaching (figure 10). Teachers' challenge on values starts with a high valence on extrinsic needs (4.55) in the pre-action phase to have a completely new shade when getting involved in the learning/teaching process as

teachers with experience ranging from 1 to 6 years value the most to have the autonomy (4.26) to do whatever they think is needed to improve or to have a good teaching. This interest is remained in the first place until teachers get 21 years of experience when it gets a second place of importance. After those years the interest is centred on self-realization needs (4.48), which had a second place of importance since the pre-action phase of English teaching. Then EFL teachers need to have a stronger feeling of doing well on their tasks at the end of their careers, they want to get certain signs of doing a good job to ensure a positive view of their self-efficacy. Experienced teachers might conceive professional errors as a proof of inefficacy while inexperienced teachers might think they are just learning from their mistakes.

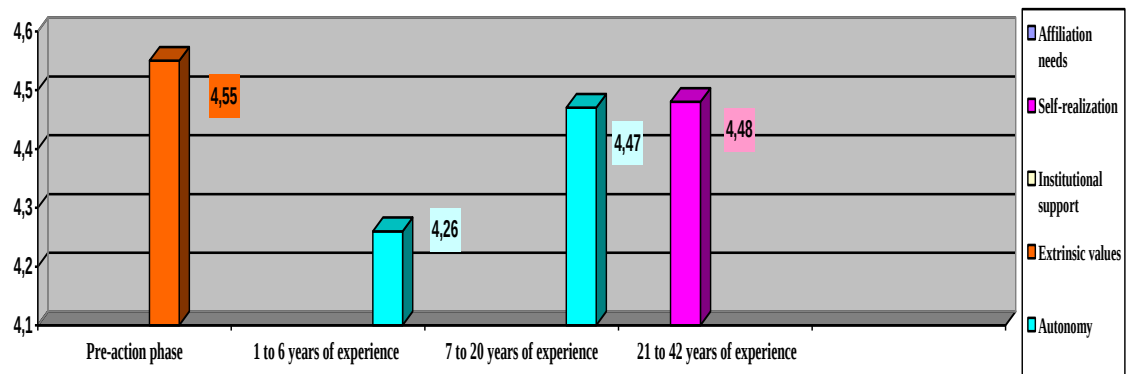


Figure 10. Experienced English teachers and future English teachers' specific values

As it can be seen in the graphic, there is no inclusion of affiliation needs or institutional support needs within the most valued dimensions. Moreover, by the example of autonomy needs, it can be concluded that each factor also experiences a change in its given degree of importance. External needs, for example, have a deep change at the beginning as when teachers have not had a deep involvement within the teaching life. First, they have an interest to fulfill this need (4.55) but when they confront themselves with the classroom and all the learning stuff they come to low the conception of importance these needs used to have so it goes to a third place with a score of 4.09 when having from 1 to 6 years of experience. This represents a decrease of 0.46 regarding the initial score. Then it has a few points increment (0.19) but goes to the fourth place concerning when EFL teachers have more than 7 years of experience (4.28). Finally, it

remains its place but the degree to which it is viewed as important gets lower diminishing 0.16 as it gets a score of 4.12. For a better understanding, see figure 11.

Regarding self-realization and personal growing needs, it can be said that they experience almost the same situation. It has a second place at the beginning and a relatively high score (4.5) but then it continues to go up and down in the following way. In the category of teachers with 1 to 6 years of experience it gets down 0.28 getting 4.22; then, it goes up having an increase of 0.24 getting 4.46. Finally with the group of teachers with 21 to 42 years of experience this factor experiments a little increase (0.02) but placing it in the first place for these teachers as shown in figure 11.

With regards to autonomy, it can be stated that it was conceived as important because it was two times at the first place. At the beginning, it was given a fourth place by future English teachers, with a score of 4.32 to get even a lower (4.26) with teachers with 1 to 6 years of experience but getting the first position. This score represents a difference of 0.06 which is increased by 7 to 20 years experienced teachers 0.15 being scored 4.47. Then its level of importance is diminished again (0.14) to get a score of 4.33.

The affiliation and relationship orientation of values had a third place at the pre-action phase of the teaching profession getting 4.37. Then, when teachers have from 1 to 6 years of experience, it goes to a fourth place and gets 4.07; 0.30 less than at the beginning. When teachers come to have 7 to 20 years of experience this factor gets 0.31 more being 4.38 and goes back to its third place in importance to share a second place with autonomy needs. In this last phase of teachers experience it gets 4.33; 0.05 lower than when teachers got 7 to 20 years of experience (figure, 11)

Finally, the last value category, institutional support did not get higher degrees of importance as it remains in the fifth place over all the time of experience as well as the pre-action phase. Then the view one has about the institutional support does not change but varies in degrees of importance, getting 4.16 in the pre-action phase, 3.81 when having experience ranging between 1 years and 6, 4.22 when having more than 7 years of experience and (4.08) when having more than 21 years of experience (figure 11) . This situation might be caused by the fact that teachers' best material and resource are teachers themselves.

It is important to state that future English teachers were the ones who scored each perspective higher and the reason might be that “the young are in general less resigned than adults to the prospect of a meaningless life” (Csikszentmihalyi 1997) and as a result they would show high expectations.

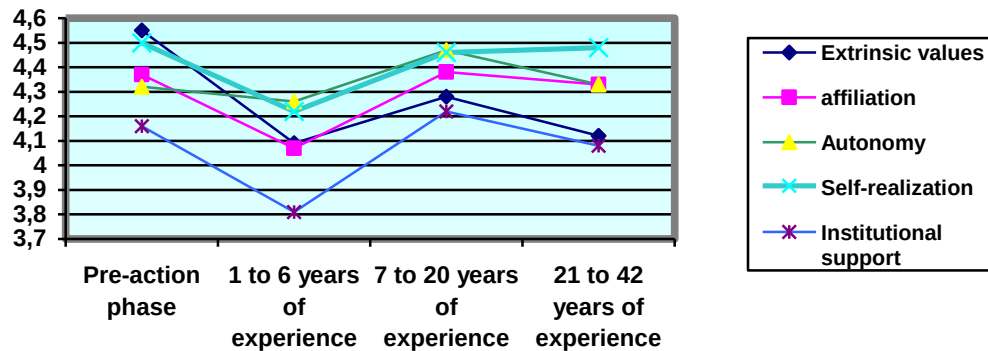


Figure 11. Value categories change according to the participants' experience.

Finally, it is important to identify the statements that got the highest scores and the ones that got the lowest. The questionnaire was made up of 40 questions nine questions loading on extrinsic values, five on autonomy and self-determination statements, six on self-realization statements, eight on autonomy statements, and twelve on affiliation and relationship orientation statements. Regarding self-realization and personal growth interests, the statement which was scored highly was “having a challenging job” which clearly reflects the need of teachers of learning and being each day better. This statement got a constant score along the pre-action phase as well as during the time of experience, 4.84-4.79-4.83 and 4.71 respectively, having a general score of 4.79 over time.

The statement which was given a second degree of importance 4.67 in total was social in nature “Having contact with professionals in the field of English language teaching” which might also cause a self-realization and personal growth change as getting in contact with other teachers might keep the professional updated.

“Having a job which I can perform to the best of my ability” was given the next range of importance with variations between the pre-action phase and the years of performance of the activity in the following way; pre-action phase 4.62 (third place), 1 to

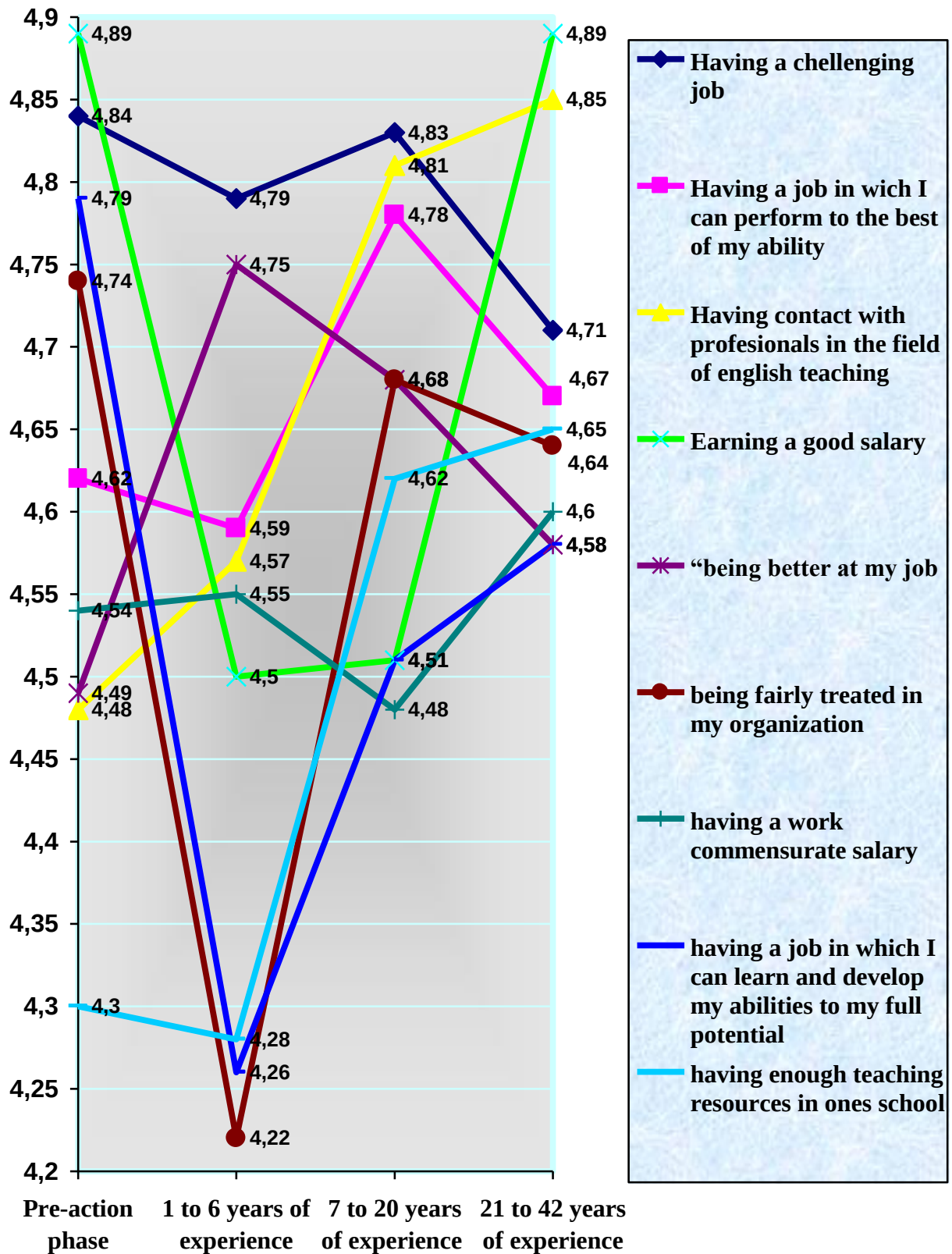


Figure # 14. EFL teachers' value challenge.

6 years of experience 4.59 (second place), 7 to 20 years of experience 4.78 (second place) and in the category of 21 to 42 years of experience 4.67 (second place); to get a total of 4.665.

The most important statement regarding external needs was “earning a good salary” which occupied the fourth place in the general ranking of statements importance (4.602) to be followed by an autonomy and self determination factor “being better at my job” (4.62). The former statement was ranked 4.9 in the pre-action phase to lower almost 0.4 in the first 20 years of experience and recover its initial score after 21 years of performing teaching. The second got an initial score of 4.49 in the pre-action phase, 4.75 in the phase regarding 1 to 6 years, 4.68 in the phase pertaining to 7 to 20 years and finally 4.58. As it can be seen, this statement is highly valued when starting teaching life to low down when getting more practice in the English learning/teaching field.

Other statements, which got high scores; pertained to affiliation, extrinsic and personal growing needs. The former got 4.57 and suffered almost the same change “having a challenging job” statement did, from 4.74 to 4.22 then 4.68 and finally 4.64. These scores pertain to the pre-action phase of EFL teaching, when starting teaching life, from seven to 20 years of performing the activity and finally from 21 to 42 years of experience. The statement “being fairly treated in my organization” relates a certain degree of justice and equity among workers. The second “having a work commensurate salary” also involves a sense of fairness; it is not just getting a good salary but getting a fair salary, a salary which recognizes teachers work and efforts and the extend to which they struggle for doing their best. The pre-action phase ranked this factor 4.54 while in the ranges of experience from 1 to 6 and 7 to 20 scored 4.55 and 4.48; respectively, at the end this statement gets higher with a 4.6 score. The last factor which got an amount of importance higher than 4.5 was “having a job in which I can learn and develop my abilities to my full potential”, which got a general rank of 4.53 and evolved over time being scored 4.79, 4.26, 4.51 and 4.58 in each pre-established phases. This involves a job that might give scope to learning and any kind of cognitive development to take place.

Institutional support needs were generally ranked with low scores but “having enough teaching resources in ones school” was marked as what might represent the ninth most important statement (4.46). There are others with upper grades but as this statement does

do not reach 4.5 which is the minimum score to consider them relevant to EFL teachers ; as a result, the present proposition might not be one of the most valued statements provided that it did not get an upper to 4,5 score. In the pre-action phase it was marked 4.3, while in the phase which pertains to teachers with 1 to 6 years of experience it 4.28. Then it continues getting higher scores 4.62 and 4.65 when having 7 to 20 years of experience and when 21 to 42 years of experience respectively. The challenge of value each statement suffers is shown in figure 24.

English teachers differ quite a lot all over the world; it is proved by the study results, which do not cope with Boraie et al (2001) findings. For example, their highest statement got 4.88 while according to the results of this study the highest score was 4.79. The reason why English teachers in Pasto got lower scores in comparison to English teachers from Hawaii and Egypt is that most teachers find it pointless to dream about what they might want, when confronted themselves with questionnaires. They argued that even if they would like to fulfill some values, such as a better salary, this will not happen.

The highest scored statements for Egyptian and Hawaiian teachers were 15 statements that got upper scores to 4.5 while this study pointed out only eight statements which got scores ranging from 4.5 to 4.79. Not any extrinsic value was included on the list of the Hawaiian and Egyptian EFL teachers most valued needs while in the list of EFL teachers from Pasto most valued needs not a single factor representing institutional support was loaded. "Having a job which I can perform to the best of my ability" was placed in the first position in the of Boraie's et al study (2001) while in the present research it obtained a third place. Although teachers from Pasto got high scores on extrinsic rewards, this does not mean they might not be intrinsically motivated because "teaching is a profession whose pursuit is fuelled primarily by intrinsic motives and there exist a number of detrimental factors that systematically undermine and erode the intrinsic character of intrinsic motivation" (Dörnyei, 2001) and then get teachers attention' to other factors.

Regarding the lowest scores value statements got "working for a reputable educational organization", an institutionally supplied need obtained 3.65 situation that might not differ much from Egyptian and Hawaiian teachers who ranked this need 4.4. Then EFL teachers in both settings do not care much about their prestige. The second lowest proposition was "being recognized and accepted in my social structure" with 3.71 and the

last less important statement was “having a manageable work load” which obtained 3.78. This statement represents a contradiction as it was in the highest score values list for Hawaiian and Egyptian teachers (4.59). Boraie et al (2001) identified five least important statements while this study identified three; all these statements had as a requirement to get less than 4 points.

The least important statements also suffer a change in their valence over time; then, the statement loading institutional support got firstly 3.65, then 3.28 and 3.77, and finally 3.9 in the pre-action phase and in the ranges of English teachers' experience, which cover 1 to 6 years, 7 to 20 years and 21 to 42 years respectively. The second statement, which regarded affiliation needs, obtained 3.98, 3.29, 3.77 and 3.82 in each one of the English experience categories. Finally the statement “having a manageable work load” which also has an institutional support nature got an initial score of 4.08 remaining almost constant since the first year of teaching life until 20 years (3.69 3.7) and being diminished 0.2 at the end (3.5).

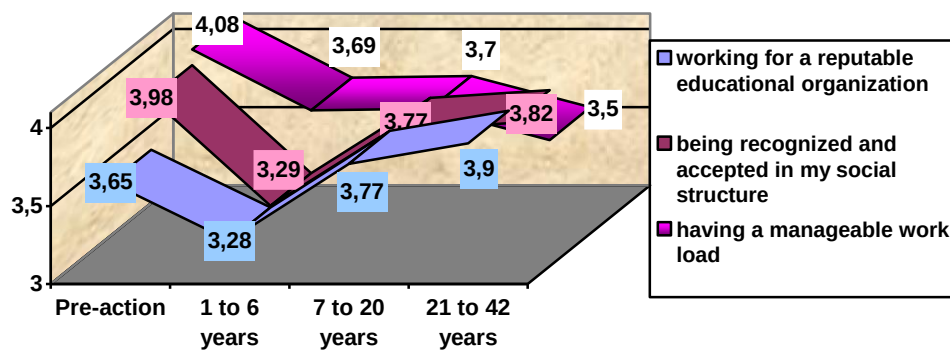


Figure 15. The least valued statements over time.

EFL teachers rewards attainment.

Motivation was defined as quite simply the anticipation of reward (Brown, 2000) then a view of rewards was held since people started conceptualizing motivation what differs, as it does in the value aspect of the concept, is the kind of rewards that are attained. In the behaviorist perspective, for example, there is not actually a sense of rewards but punishments that lead a person act in a certain way in order to avoid being hurt or damaged, in this case maybe the avoidance of losing ones job. Cognitive rewards; on the other hand, as their name implies would be cognitive in nature and involve people doing

something in order to have a better understanding of things and increasing ones knowledge. Concerning the constructivist perspective it can be said that the social nature of rewards would have been prioritized as it is held that social relationships lead us learn and achieve other goals. To accomplish the purpose of analyzing what sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers a total of 90 questionnaires were applied. These questionnaires involved social judgment and an individual self-report by English teachers in the pre-established ranges of experience years and only social judgement by future English teachers account.

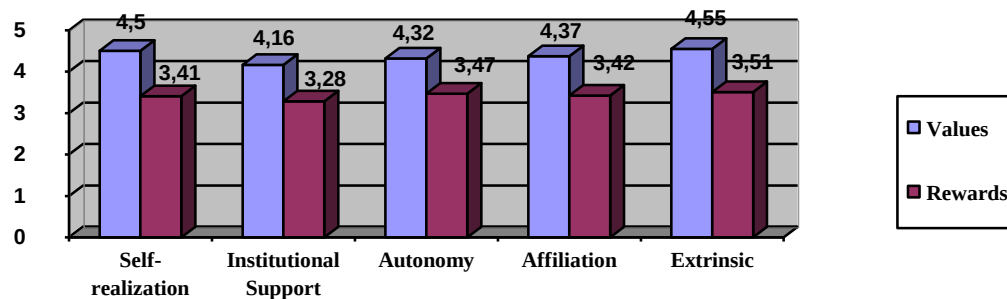


Figure 16. Future English teachers' rewards possibility of achievement in relation to values.

The social account future English teachers gave might lead conclude the conception of the rewards they will probably get. External rewards obtained 3.51; then, these would be the only ones which might not have a negative effect on students motivation but it must be accepted that it is a low score regarding the extend to which it was expected to be obtained 4.55 a score which might exceed the achieved punctuation 1.01. While institutional support, which also pertains to this category, got 3.28, 0.8 less than in the values category (4.08). The external category of motivation obtained 3.39 fact that might impel the conclusion that EFL teaching does not foster either promotion possibilities nor safety needs.

Regarding the intrinsic category of motivation, the three subcategories that pertain to it obtain almost constant grades. Autonomy rewards, for example, which got 4.32 points in the need shade of the motivation construct, obtained 3.47 a total of 0.85 less than the point at which they were expected to be achieved. Affiliation needs which were placed in the third place regarding future English teachers' values obtained 0.95 less in the reward

category (3.42) while self-realization needs got 3.41, 1.09 less than in the values category what might reflect future English teachers worrying about doing well at school.

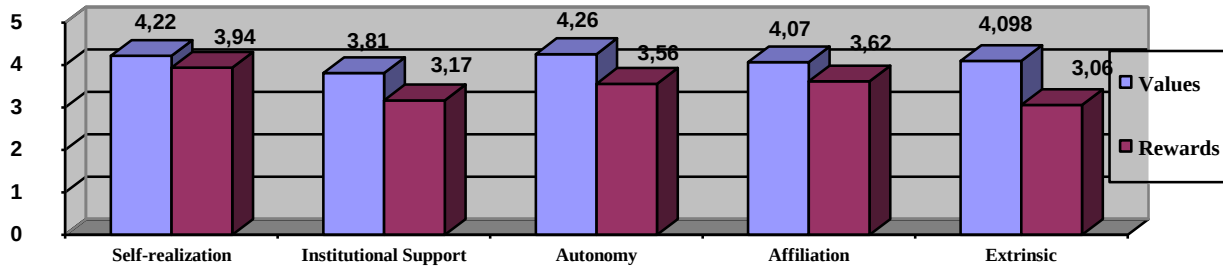


Figure 17 English teachers, with 1 to 6 years of experience, rewards possibility of achievement in relation to values

English teachers with up to one year of experience but less than 7 scored all reward categories less than 4. These teachers who might be intrinsically laden encounter on intrinsic factors not a source of demotivation. The highest score, relating the three subcategories, was the self-realization and personal growth category which was placed in a second level in the value component of the motivation construct. This might be because most self-realization factors are on English teachers' hands. The affiliation and relationship orientation factor was given the second place regarding rewards attainment, it was scored 3.62. Then it can be concluded that teachers who start facing teaching life do not have really good social relationships, maybe they are still learning how to approach the students as well as the student's parents.

Autonomy and self-determination was the third factor in the reward category which was ranked 3.56 what might not constitute a negative grade. This was the most valued value category (4.26), then it is a source of sadness to notice that the rewards, which this category involves, are not fully obtained by teachers with 1 to 7 years of experience.

External rewards, on the other hand, do constitute a source of demotivation as being ranged less than 3.5. The institutional rewards subcategory, which was always placed at the last position of importance by new English teachers has a fourth place regarding the extend to which it is gotten. There is a difference of 0.64 between the value placed on them and their possibility of achievement. Finally the needs new teachers find not to be

successfully fulfilled by their profession, not successfully rewarded are those regarding factors which are external to the classroom but which might influence teachers' performance provided that if one has many debts one cannot free the mind to do a good job. This category got a third place in the value part of the motivation construct what might allow infer that it has some kind of importance, it was ranked up to 4 fairly 4.1. Unfortunately, this category gets a 3.06 when it was expected to be obtained at a 1.04 higher score.

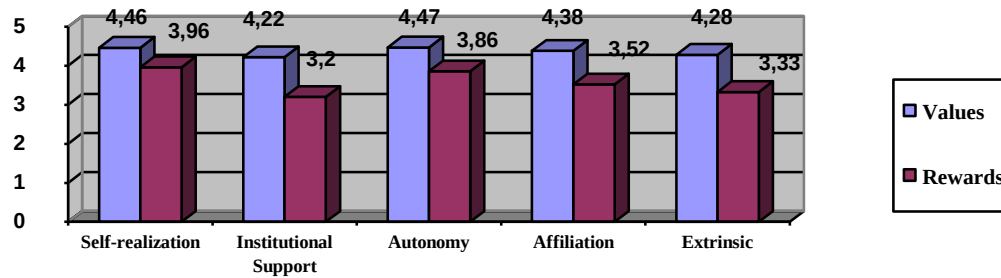


Figure 18. English teachers (7-20) rewards possibility of achievement in relation to values.

What teachers with experience ranging from 7 to 20 years placed in a second position of importance, “self-realization and personal growth”, is the reward they have more option to get because, as happening in the last category, this might be caused by the fact that these rewards directly lie on the teachers' back. The extend to which this category is obtained (3.96) differs 0.5 from the extend to which this factor was pursued to be attained (4.46) by the participants. This factor might not represent a source of demotivation as a whole its result pertains to an upper than 3.5 score.

The extend to which autonomy and self-determination needs are obtained would be more from a positive motivating perspective than from a negative one. The most valued factor; by teachers under this range of experience years, was encountered to have a quite high degree of reward possibility 3.86 what is just 0.61 lower than the degree of expectation it had (4.47). While in the other category “Affiliation and relationship orientation” there was a less distance, this factor do not represent a source of demotivation provided that it got a score that exceeded 3.5. Therefore, it can be

established that the intrinsic rewards teachers have might cope with the desire they have of them (3,78)

Factors which got a quite negative score for EFL female as well as for male teachers regard institutional support, which got the lowest score 3.20, and external rewards, which got 3.33. The former scores also got the last place in the value section of the study what might lead establish that teachers do not care much about them and then the low achieved score would not be a source of trouble. This category got 1.02 less than the range to which teachers in this category expected to achieve (4.22).

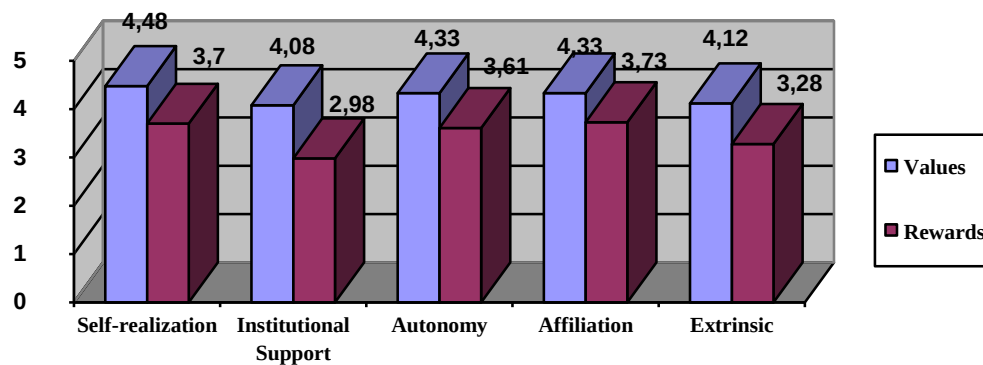


Figure 19. 21 to 42 years experienced English teachers rewards possibility of achievement in relation to values.

Teachers with up to 21 years of experience and who are about to get retired are the people who gave the most pessimistic view of institutional support rewards provided that it got 2.98 in the score which reports EFL male as well as female English teachers account. This is 1.1 less than the range at which this factor was expected to be attained (4.089).

Factors which obtained upper scores to 3.5 involve autonomy and self-determination, self-realization and personal growth and affiliation and relationship orientation, which are intrinsic in nature. The last two obtained up to 3.7 scores while the first was scored 3.61.

As the given information reflects there is a change in the degree of accomplishment of each category of needs change which is reflected in the following figure.

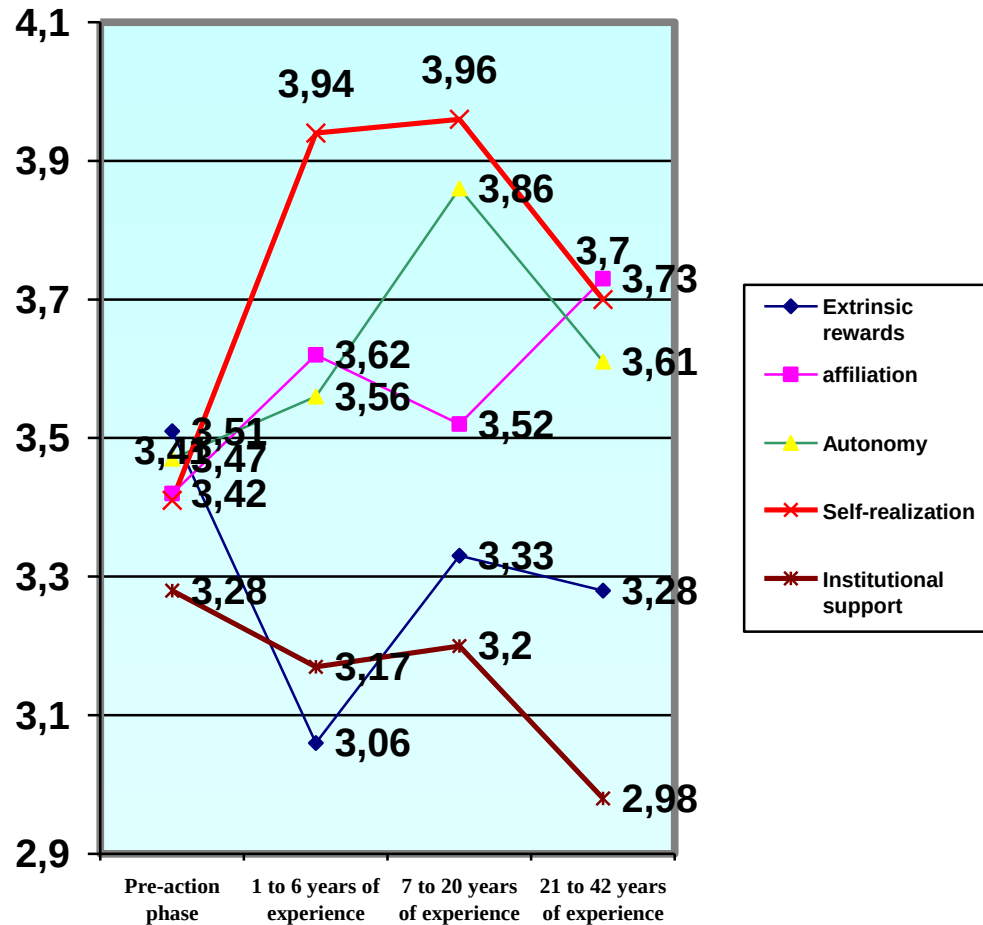


Figure 20. Rewards categories change according to the participants' experience.

Despite the fact that future English teachers did not give a personal account of the rewards they might get, their social judgment accounts were included to reflect the extent to which they think it is possible to obtain certain rewards.

The last figure shows the way each dimension of the reward aspect of motivation changes, not any dimension remained constant but changed along the time of performance of the activity. The only aspect that seems to have an ascendant perspective is the affiliation and relationship orientation category as if with the pass of time teachers would learn better how to deal with other people. The self-realization needs seem to be obtained in the middle of the career. This might be caused by the fact that future English teachers do not feel really confident about group management. 21 to 42 year experienced teachers are who also experimented lower scores than the ones 1 to 6 and 7 to 20 experienced EFL

teachers got. Values are predicted to be good at the beginning but when getting experience they tend to get low.

Regarding specific statements, only two got upper scores to 4 while in the study of Hawaiian and Egyptian English teachers Boraie et al could establish 14 upper to 4 statements which got sums between 4 and 4.49. This study highest score, in contrast, was 4 and did not have any range provided that there were only two statements getting that grade "I have good relationships with colleagues" and "I have a challenging job". The former statement suffers some changes because teachers' perception of things is under constant challenge because "one continuously evaluates the multitude of stimuli coming from the environment and the progress one has made towards the action outcome" (Dörnyei, 2000) then the rewards one gets at a stage of the teaching performance would shape future interests EFL teachers might have. This statement is social in nature and had a certain degree of value (4.34) and therefore a difference of 0.34 regarding its possibility of achievement (4). Teachers in the action phase regarding 1 to 6 years were who obtained the lowest scores. This might be caused by old teachers' fear of being replaced, as in the affiliation category with the pass of time English teachers seem to get to know others and establish better social relationships. These results contrast to Boraie et al findings which did not get such low scores and which establish this statement as the most attainable but with 0.49 more. These results show English teachers lack of environmental motives to continue in the search of their goals due to the fact that when they compare actual events with predicted ones, they might find non purposeful to continue struggling for something impossible. The second statement remains almost constant along all the stages of EFL teaching performance; while it is given a low score by prospective EFL teachers. More than 18 statements were found to have a neutral procedure as they are neither totally obtained nor totally lacked.

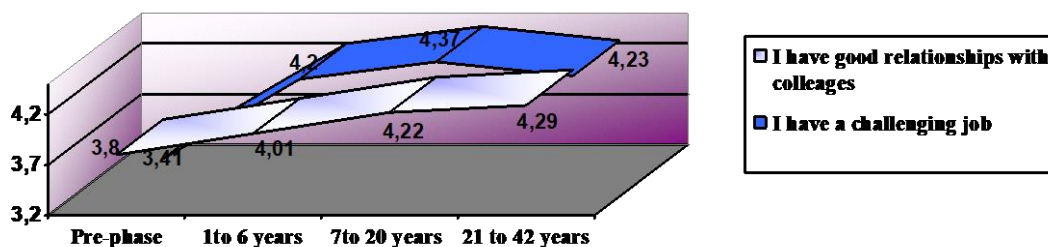


Figure 21. EFL teachers' rewards attainment

The social judgment part of the study did not offer many differences provided that all reward categories remained their place with a cipher change because English teachers' conception about the achievement of rewards of other English teachers was higher. The only contrast to this situation might be teachers' judgment results when thinking about future teachers who according to their answers have less possibility of an adequate salary and many other extrinsic rewards but more regarding teachers' self-efficacy. Scores relating the first statements are 3.13 in the social judgment in contrast to 3.26 in the personal self-report. The second scores have a difference of 0.31 concerning both kinds of account.

To finish with the analysis of teachers' rewards it is important to regard the incidence these have on teacher values. As it could be noticed in the value section, teachers' level of importance towards each statement varies provided that if teachers continue to focus on unattainable goals they might end up losing their motivation. Thus, they review their progress towards the achievement of each value to define whether teachers find it controllable or beyond their power what would make them give up continuing in its search. Then the fact that they lower their interest in the range of 1 to 6 years, which were evaluated to be gotten at a low range, is a way to protect their motivation because "goals should be challenging and difficult, but not outside the range of" (Dörnyei, 2001) teachers' capabilities since that would make them find those interests uncontrollable and unachievable.

Some factors affecting EFL teachers' motivation

With the purpose of identifying some factors affecting EFL teachers' motivation to teach English in the group of teachers with years of experience ranging from 21 to 40 years, as well as in the group of whose experience ranges from 7 to 20 years and a third group conformed by teachers who have less than 6 years of experience, more than 90 questionnaires were applied to teachers within all the pre-established categories.

Dörnyei (2001) asserts that all those negative influences on certain people's motivation become demotives. Then all those rewards which were ranked less than 3.5 points would be a source of demotivation. The same author establishes some categories of

demotivating factors, such as the stressful nature of teaching, for example, which involves all those situations that made impossible for teachers to live with peace of mind. The lowest scored reward statements are included in this section; due to the fact that they might cause teachers' over exhaustion and burn out.

The first lowest scored statement also regards teachers-self efficacy treats, "I have an adequate student's number and place to teach". Teachers often confront themselves with more than 45 students who most of the times are disrespectful and cause discipline problems. In this statement the lowest scores were achieved by new teachers (2.97) and the ones who are about to retire (2.8).

"I have a job in which I am relaxed and have peace of mind" is the second most negative statement which got the same low score as the first one but with some differences regarding the pre-action as well as the action phase. Regarding Hawaiian and Egyptian English teachers' conception of this statement, it can be established that it was not included neither in the category of the sort of rewards EFL teachers get nor in the category of the rewards EFL teachers do not get in their work then it only got 3.6 to 3.9 points.

The third statement related to sources of stress was "I have flexible working hours" which also involves a sense of relatedness; the degree to which employers get involved within teachers activities, care about them and as a result help them with a manageable working load. This statement was scored 3.02, getting the 5th position in the general negative rewards ranking and was included in the rewards EFL teachers actually get section of Boraei et al (2001) work. While the fourth proposition (7th in the general ranking) was included in the rewards EFL teachers do not get from their job (2.66) keeping with, in some degree, the results about this aspect, "I have good fringe benefits" got in the present study (3.18).

"I have a good salary" and "I have job security" represent the other two driving stress factors, which were also included in the authors above study getting lower scores than in the present study 3.16 and 2.64, respectively, in contrast to 3.36 and 3.34 in the present study.

The last statements, as stated before, are stressful in nature and might cause EFL teachers to get sicknesses, or maybe just not struggle much for doing a good job. External

factors have been established in this category provided that they might be teachers' source of concern. Regarding institutional support rewards, it is stated that "minimal support from authorities result in teacher conservatism, lack of complexity in the teachers' discourse, a tendency to orthodoxy and reduction in a search for better ways to teach". (Dörnyei, 2001:pg.187). This consequence also regards relatedness statements because employers' involvement within the teachers' career is a matter of this category. Five statements foster negatively teachers' conception of relatedness. "I have a well known profession" was the lowest scored statement (2.97) followed by "I have fair superiors" (3.33) "I am recognized for my teaching accomplishments" (3.35) "I work with other teachers as a team" (3.4) and "I have students parents help for students learning"(3.44). These two last statements were not included in Boraie's account for rewards that is to say that they got from 3.6 to 3.99. The statement "I have fair superiors" was included in the stated study but in the rewards side with an amount of 4.09. These statements have to do with people's conception of teachers and the degree to which they get involved within their tasks, the way they relate to their activity and the teachers themselves. A good relatedness within teachers' activities let employers allow them be autonomous within their classes and be considerate about their responsibilities. Unluckily, autonomy might be confused with total isolation and therefore, administrators would discharge all responsibility on teachers and completely not care about both their self-efficacy and career development.

Teachers' self-efficacy sense is not only mediated by their own abilities, it is also influenced by the context where teaching takes place, the condition under which teachers perform and so forth. Although teachers' view of self-efficacy is relatively high, there are some statements that might affect it: "I have an adequate students number and place to teach and "I have students parents help for students learning" seem to be the factors that affect teachers motivation, in this respect, the most. Parents help should not be, as rule, from a cognitive source but from a motivational one because "parental encouragement is associated with the development of attitudes towards the learning situation and with the language-learning efforts of the" (Gardner, 1999 quoted by Dörnyei, 2001) students. Regarding the former negative influence on EFL teachers' motivation, it is stated that discipline should not be in teachers' hands in order to free their minds and best perform.

As a result, the same way writing helped people free their minds to get more knowledge, some organism should be created in order for teachers not to worry about these problems and focus on teaching. Although this mechanism might be created, the reality shows teachers confronting themselves to huge groups with discipline problems, students who find no reason to learn the given subject and who to worsen the situation, “are going through the most turbulent phases of their lives”, (Dörnyei, 2001) in which they experiment character ups and downs what would weaken EFL teachers effectiveness.

The inadequate career structure of EFL teaching has been exemplified by the low scores this category got in the value part of the study. Teachers' scores might lead conclude they cannot achieve all their goals through their job, they cannot be promoted to a more prestigious job or have any kind of promotion and finally they cannot cope with all their expectations through their job. Thus, EFL teachers contingency path is truncated by some government designed variables. This circumstance make teachers find these goals beyond their control because “if a career path is closed, that is, present achievements do not create future career steps, this will have a marked negative impact in the individuals work morale” (Dörnyei, 2001), they would find pointless to even think or wonder what they would like. The fact that this statement got really low scores on the value category might be caused by the teachers' continual evaluation of their motivation which would have let them conclude this factor not worthy to look for.

Some factors affecting teachers' motivation over time.

The constant challenge under which motivation is, lets people change their interest according to the rewards they get as a protective barrier against the lost of their motivation. Thus, it is important to compare the factors affecting the motivation to teach English each group has i.e. the young EFL teachers group, the experience EFL teachers group and the group of teachers whose experience ranges between 7 and 20 years. In order to find a reason why their interest suffers an upside down perspective as well as to identify some factors affecting EFL teachers' motivation over time.

Future English teachers, who judged teachers' rewards according to the rewards they think they might get or the rewards their school EFL teachers obtained, were encountered

to have a negative conception of the rewards EFL teachers get provided that they scored an amount of 24 statements lower than 3.5. They scored more than a half of the whole statements negatively. Despite this negative view of the factors affecting EFL teachers' motivation, future EFL teachers do not lower the range of interest they place on each category because as it was stated before in keeping with Csikszentmihalyi's words (1997) "the young are in general less resigned than adults to the prospect of a meaningless life". As a result, these respondents were who placed the highest degree of valence on each statement, having many ranked negatively statements, though.

The following statements constitute a source of demotivation for future EFL teachers while for EFL teachers, in the action phase, they remain neutral. "I have good relationships with colleagues", "I have a good relationship with my students' parents", and "I have contact with professionals in the field of English language teaching". These three statements are social in nature, subsequently; they would pertain to the relatedness negative factor. Other lower scored statements include "I am better at my work", "my students evaluate me positively" and "I really help my students to learn English". These statements regard the self-efficacy conception teachers have. Autonomy and personal growth threats include, "I am allowed to deal creatively with students' problems" and "I have a job in which I can learn and develop my abilities to my full potential".

It is important to notice that future EFL teachers do not recognize any other extrinsic rewards, apart of the ones that have already been established by the action phases as well as by the pre-action phase, to be of a negative sort. Moreover, not having future career steps was not encountered to be a demotive according to the same participants but it certainly is for EFL teachers in the action phase.

Before starting to report what teachers in the action phase conceived as a demotive for their teaching motivation it is important to clarify what each negative factor refers to and afterward establish the way its demotivational influences work over time.

Relatedness is the first factor that is encountered to have a negative sort on teachers' motivation. It "has two components; involvement" (Woolfolk, 1998:pg.372) which is the degree to which students, parents and administrators are interested in and involved with the teachers activity; and "autonomy" which is the degree to which teachers are allowed to make their own decisions. This last factor has a negative influence on teachers

motivation because “education is an area that has a high social profile, and governments, educational authorities and various district school boards regularly impose normative constraints on schools” (Dörnyei, 2001) so that teachers follow this criteria to achieve what government conceives as effectiveness. Teachers as every human being need to self-determine their action experience choice in what they do and the way they do it. While self-determination allow people be the origin of their own behavior other-determination impel them be pawns. Unluckily, our education system does not allow teachers introduce greater changes, as it will be seen in the qualitative part of the study, but force them be “powerless participants in the game controlled by others” (Woolfolk 1998:pg 375). Despite of the statements which were recognized by EFL future teachers to be demotives on teachers' autonomy, there is one statement which regards this factor and was pointed as having a negative sort by new EFL teachers and about to retire EFL teachers “I have the freedom to do what is necessary in my teaching to do a good job”. This statement was scored in a lower range by teachers in the first and third groups of the action phases i.e. EFL teachers with 1 to 6 and 21 to 42 years of experience, being ranked 3.4 by both groups. The motivation protection strategies; then, let them lower their interest on this statement 4.29 and 4.17 so that no high expectations experiment a hard chock with reality.

Regarding the former component of relatedness, involvement, three statements achieved low scores by EFL teachers in either phase of the study. These statements are; I work for a reputable educational organization, which was ranged lowly by EFL teachers in the action phase which pertains to 1 to 6 years of experience. I work with other teachers as a team and I have my students parents help for my students learning were statements that obtained low scores by all the groups of participants in each phase of experience.

Lack of intellectual challenge. Another negative influence autonomy might have is the impossibility to advance through the content a teacher might want to provided students learning level. This factor refers to the content repetitiveness a teacher might be exposed to both because of the course to be taught and because of the sponge minds effect students suffer. This factor was not found to have too many negative statements which might be due to the resourcefulness successful teachers show in making the time spent in the classroom rewarding for the students and for themselves (Dörnyei, 2001).EFL teachers

claim not to be able to reach all their goals through their job, only EFL teachers in the action phase which regards 1 to 6 years of performance do not share this conception.

Inadequate career structure. This is the effect of a closed contingency path. Closed contingency paths do not offer opportunity for people to have further steps in their career, this situation might lead “achievement- related motivation decrease with advancement, whereas open paths sustain persistence and prolonged effort” (Raynor, 1974 quoted by Dörnyei, 2001:pg.171). There is a total of five statements out of 7 which relate this factor negatively. Then it can be concluded that EFL teaching in Pasto is not a career with advancement opportunities. “Being promoted to a more prestigious job at one point of my career” was scored at a low range by the first and the third groups of EFL teachers in the action phase. This statement regards within the institution promotion stages, if there exist but unluckily this might not be so. “I am recognized for my teaching accomplishments” is another proposition pertaining to this factor which got a low score by the same groups than the last statement. EFL teachers neither are recognized for their additional work nor have an important role in their working place according to the first and second group of EFL teachers. “I have promotion opportunities in the escalafón” was the fifth statement that got a low score on this factor with the difference that this does not properly lay on institutions but on government decisions.

Stress all those negative influences EFL teachers suffer which might cause anxiety and burn out. It “is only a symptom of more fundamental problems which have a psychological basis. In other words, if basic emotional, social and intellectual needs are unmet, teachers are unable to function effectively” (Bloch et al, 1991:pg.23). Statements like “I have a job in which I have peace of mind”, “I have a job that is enjoyable and stimulating”, “I have a manageable work load”, “I have fringe benefits” and “I am treated fairly in my organization” were the components of this factor which got a low score within all the groups of the action as well as pre-action phases. The three former statements involve intrinsic characteristics that might make the job itself more appealing unluckily, not a single group marked these of a positive influence as a result of the huge number of students they are faced to and the requirements administrators place on them.

The following statements involve extrinsic components and a sense of justice respectively. “I earn a good salary” and “I have job security”, which are extrinsic

statements in nature, are important provided that teachers' debts and worries about money lack might cause stress. As it can be seen stress "is due to the combination of various reasons (e.g. bureaucratic pleasure, lack of adequate facilities, low salaries", among other causes of teachers over exhaustion) (Dörnyei, 2001:pg.174).

Self-efficacy: this factor regards all those situations that shape EFL teachers view of their own efficacy in the teaching performance. It is "a teacher's belief that he or she can reach even difficult students to help them learn"; therefore, it "appears to be one of the few personal characteristics of teachers that is correlated with student achievement" (Guskey & Pasaro, 1994 quoted by Woolfolk, 1998:pg.393). Therefore, statements such as; my students evaluate me positively, I really help my students to learn English, which were negatively ranked by EFL future teachers; I have clear rules and procedures; which was ranked negatively by teachers who have between 1 and 6 years of experience; I have enough teaching resources in my school, I have an adequate students number and classroom; which were scored negatively by teachers in all the phases of experience; are included here.

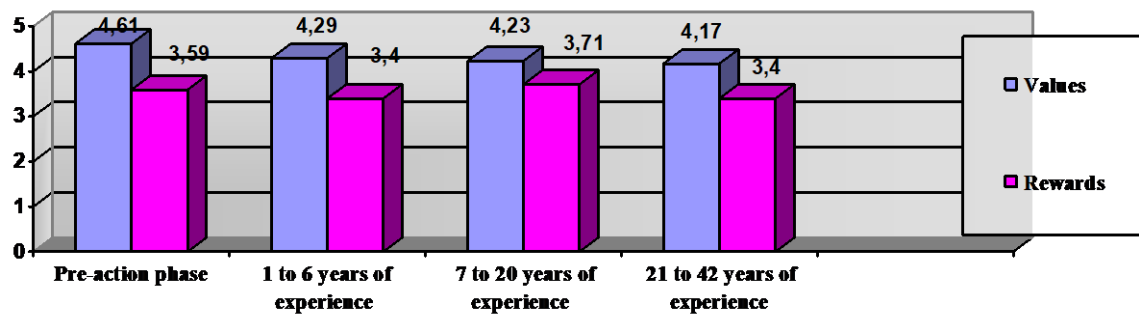


Figure 22. "I have the freedom to do what is necessary in my teaching to do a good job"
Level of value according to its attainment.

Some Factors Affecting English Teachers' Motivation...

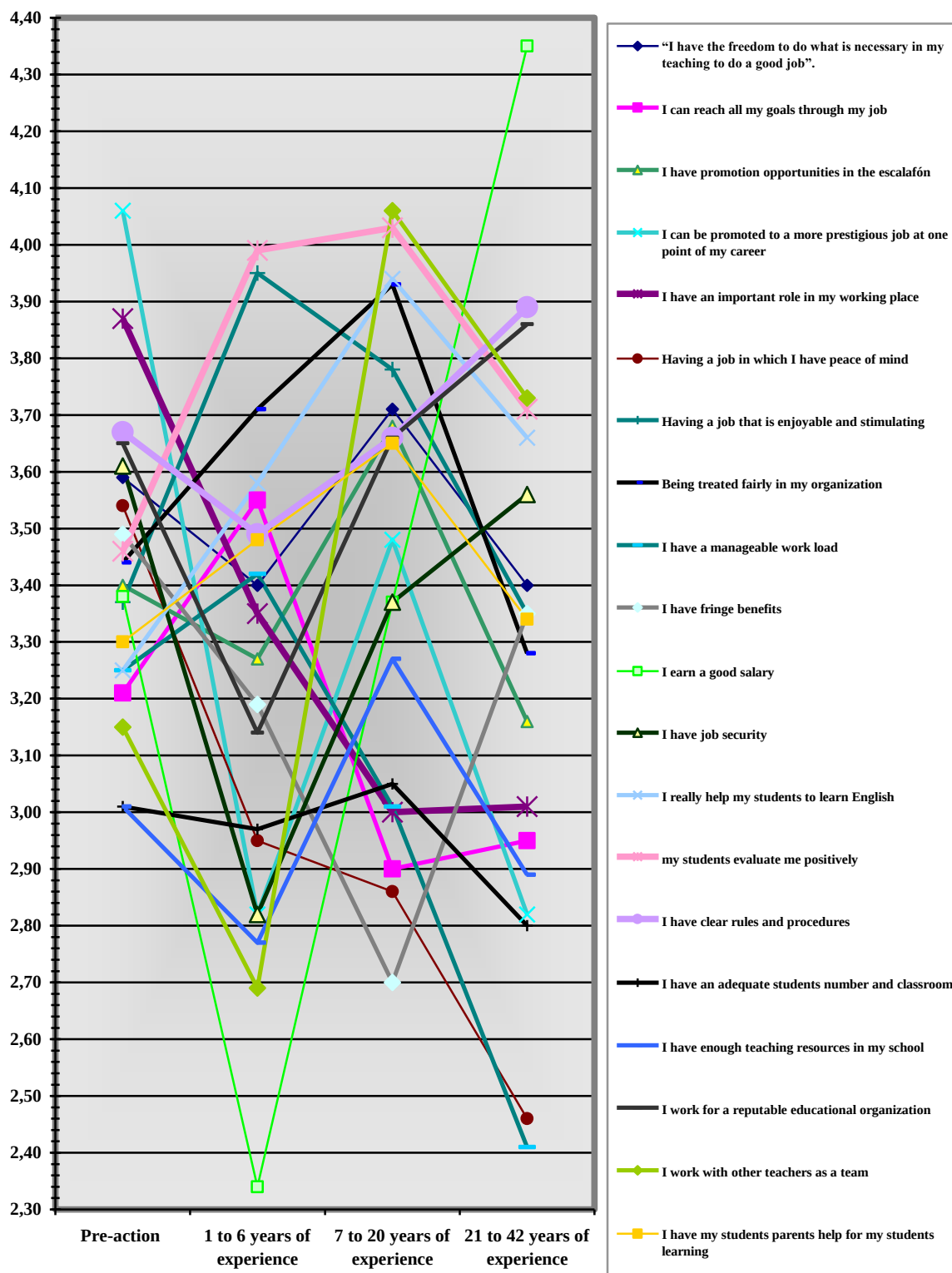


Figure 23. EFL teachers demotives change over time

As it can be seen teachers, experience more than 25 demotives along their career. The way some of these demotives act can be better understood in figure 23. These changes these negative factors suffer lead EFL teachers modify their interest and the degree they had as a way to protect EFL motivation, because if they persist to seek for unattainable goals they might find them as “uncontrollable causes” (Woolfolk, 1998) which diminish motivation. Therefore, “I have the freedom to do what is necessary in my teaching to do a good job” has low to 4.5 scores, being ranked highly by the youngest participants of the study; EFL future teachers in the pre-action phase to whom this statement was not a demotive.

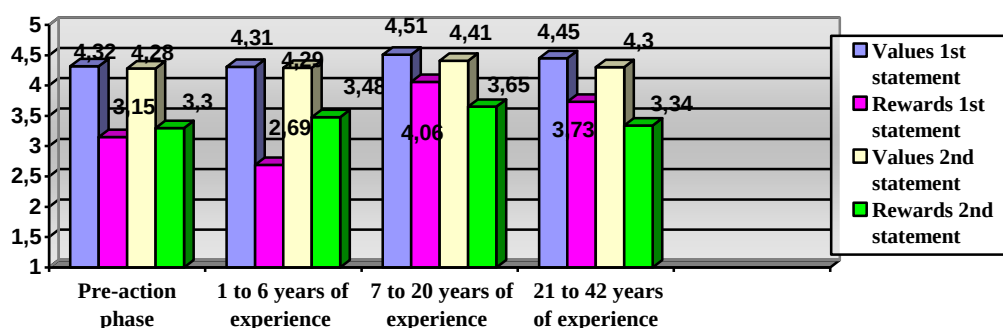


Figure 24. “I work with other teachers as a team” and “I have my students parents help for my students” valence according to their attainment.

“I work with other teachers as a team” and “I have my students parents help for my students” constitute two lack of involvement statements which have influences on EFL teachers value of the same. As it can be seen by the graphic the highest the reward the highest the value, the lowest the reward the lowest the value.

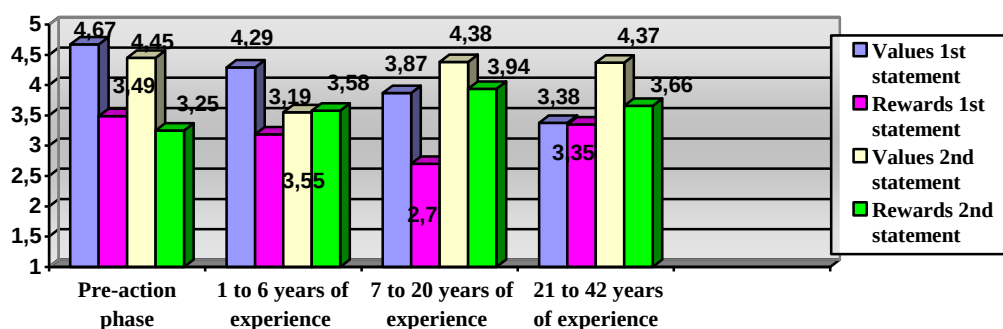


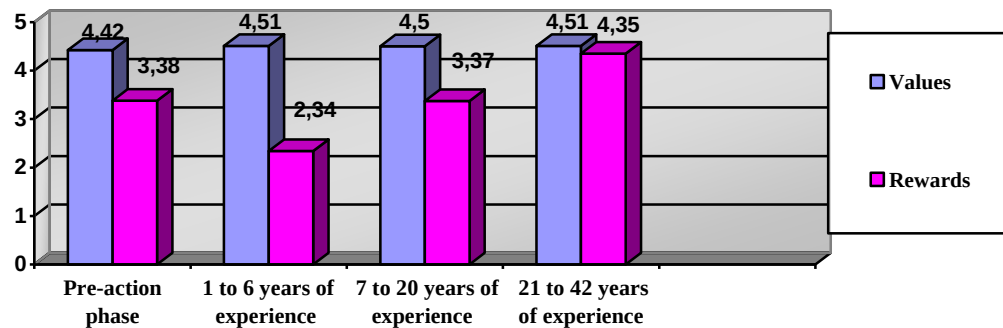
Figure 25. “I have fringe benefits” and “I really help my students to learn English” valence according to their attainment.

The same situation is experienced by “I have fringe benefits”, “I really help my students to learn English” among other demotives. EFL teachers modulate their value level according to what they actually get.

Despite EFL teachers in the action phase which relates 1 to 6 years of experience attain students learning at non negative level they label its valence negatively. That might be because the reality shock young EFL teachers suffer is reflected by their given low scores to both values and rewards, the contrast between theory and reality might let them see things in a more pessimistic way as a result of being “hit hard by the harsh reality of everyday classroom life” (Dörnyei, 2001:pg.170).

While most demotives lead EFL teachers diminish the valence they find in them; the statement “I earn a good salary” resists to be diminished in level of importance. Therefore; even though teachers find it as a strong demotive they continue in its search. This fact might have negative consequences provided that if one sets unattainable goals these would work as “time bombs” “because of the inevitable disappointment that is to follow” (Dörnyei, 2001:pg.89)

Figure 26 “I earn a good salary” statement level of valence despite of its reward level.



The last results cope with already established factors but do not offer any novelty about the factors which are most important and highly rewarded for EFL teachers in the pre-action phase as well as the action phase of EFL teaching performance. In order to search for more detailed information about the aims of this study it was necessary to work also within the qualitative paradigm that let confront individuals' information.

Some changes according to gender

Despite there was not the proposal to compare EFL female teachers and EFL male teachers' values, rewards and factors affecting teachers motivation. There are some interesting findings, which deserve to be discussed, regarding this variable.

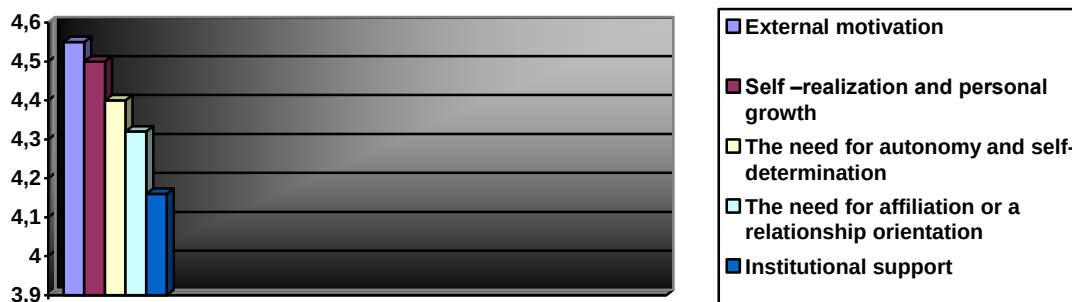


Figure 27. Female future English teachers given importance to values.

Some differences are present regarding female and male future English teachers. The order of importance would change for women who loaded external motivation followed by self-realization and personal growth needs what might represent no change but the third category in levels of importance autonomy and self-determination needs certainly might as it was ranked in a higher degree than affiliation and relationship orientation needs. Finally, the institutional support category remained its place as shown in the figure.

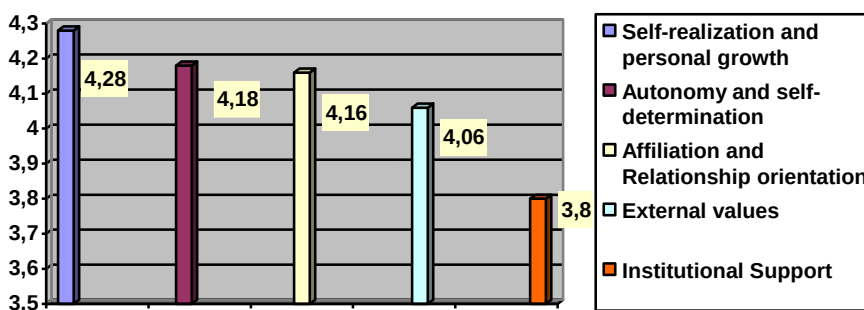


Figure 28. Female English teachers most important values

Moreover, there is also a graphical difference regarding EFL female teachers with 1 to 6 years of experience that might cope with pre-service female teachers' results of prioritizing inner drives in contrast to social. They were found to place more value on

self-realization and personal growth needs than on autonomy and self-determination needs as well as on affiliation than on external needs.

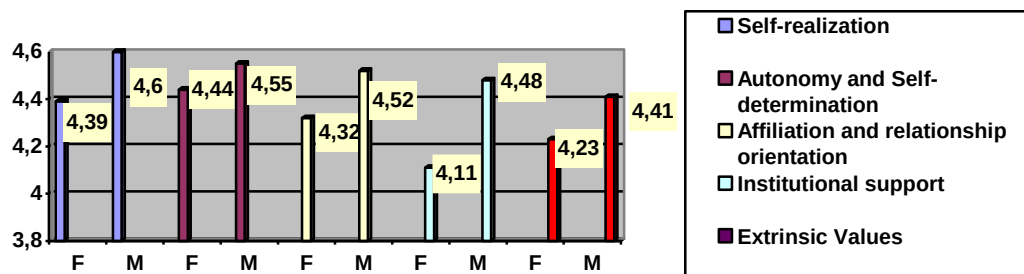


Figure 29. Male and Female teachers with 7 to 20 years of experience difference on values.

The level of valence female and EFL male teachers give to each value also changes being scored in a lower range by women.

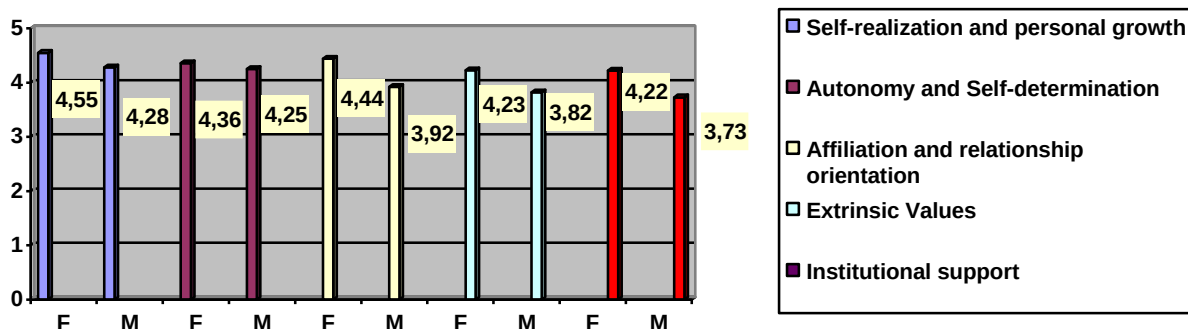


Figure 30. Male and Female teachers with 21 to 42 years of experience values.

This situation contrasts to results shown in the phase of action, which pertains to 21 to 42 years of experience, since in this case EFL male teachers instead of EFL female teachers placed a lower level of importance on these values.

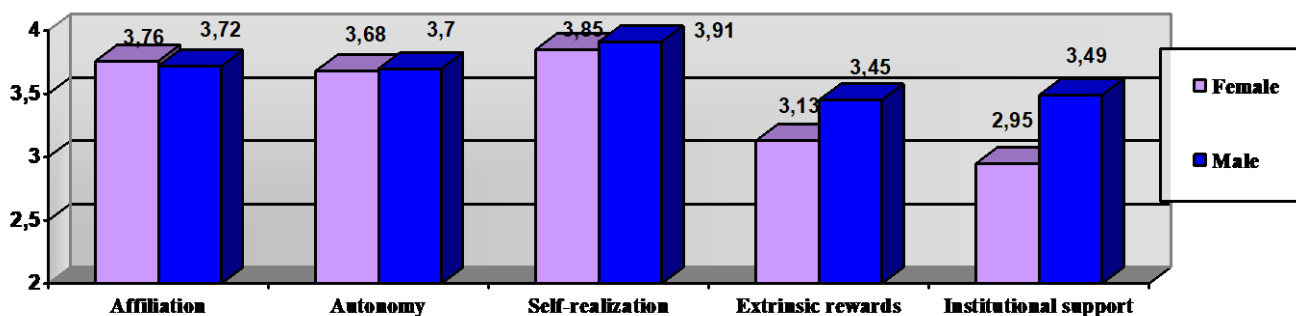


Figure 31. EFL female and male teachers difference on rewards attainment.

Results on EFL female and male teachers' rewards attainment show that female teachers get affiliation rewards the most. Despite of this general result, EFL female teachers with 7 to 42 years of experience labeled this subcategory of intrinsic rewards less than male teachers. This situation is supported by not by qualitative results, because teachers told to have good relationships, but by the visits, which were carried out with the purpose of making the interviews obtained, since there was the opportunity to be present within an EFL female teachers' argument.

Moreover, the graphic above shows a higher degree of difference on institutional support rewards attainment. These extrinsic factors have a difference of (0.54) fairly a whole point less than the score male teachers achieved. Therefore, it can be concluded that EFL female teachers do not have as much possibilities of promotion or getting a better role. Then, there is a source of doubt: Are there institutions where there are preferences and then advantages for EFL male workers?

This question might be answered by the qualitative part of the study through which it was possible to realize the gender preferences as the new EFL female teacher, who was interviewed, was sacked of the institution of working because the administrator of the institution wanted more EFL male teachers in the institution staff.

Qualitative analysis

Following the suggestion Boraie et al (2001) made regarding the need of a qualitative study regarding this theme; some semi-structured interviews were applied, with open to change questions which sought not to influence participators' answers. The questions were paraphrased when needed in order to get a better understanding and as a result of the benefit open questions give, some other questions were made to clarify some doubts or some thoughts which left way to ambiguity. To analyze the collected information a data matrix was needed with its respective code book which pursued to show the meaning of every column of information, the dimension that was measured by each statement, the participants, and the kind of school where they work, among others.

The data collected through the interviews were transcribed first, so that some common patrons could be found through the underlining of some key words; then, classified

according to the experience teachers have, their gender, and the kind of institution where they work, private or state schools, and finally, the number of repetitiveness each statement had was established to triangulate, the information which was obtained. Every declaration had its respective symbol within the code book and was classified by means of the literature review to make it easier to identify each factor and to remain the classification given by some authors such as Dörnyei (2001) and Woolkfolk (1998) avoiding, in this way, contributing to the problem the motivation construct has regarding the variety of names that exist to identify the same dimension or component of this issue.

For a better understanding of the data collected through this study, this information has been organized by means of the objectives of the study, which allowed having some categories apart from them according to the subjects who answered the interviews. Moreover, in order to validate this study it was important to follow some pre-established guidelines and avoid falling in most motivation researchers' habit of creating new terms for some meaning which already exist, as it was stated before.

Pre-service teachers report of values

In order to accomplish the objective of analyzing what work aspects are most important to future EFL teachers in the pre- action phase of motivation, two future EFL teachers were interviewed: one female EFL teacher and one male. Moreover a university teacher gave her opinions about the values which are sought in the pre-action phase. All three questioned people claimed that the main interest future EFL teacher have involves what in the quantitative study was classified as "Self-realization and personal growth" ;then, they expressed that future EFL teachers search to accomplish those needs which regard continuing learning and improving their pronunciation and language proficiency, being updated, maybe through the achievement of scholarships and teaching in a good way applying as much as they have learnt about methods and techniques; as a licenciatura student claims "I would like to improve my English and also my pronunciation. To be updated because if we do so we know new things in relation with TESOL". Therefore, it is imperative for EFL teachers to continue learning along their career.

Moreover the university teacher who was interviewed claims that some students before getting involved with the learning teaching process might have other reasons to study the career, they did not enter the career they wanted or maybe they thought of money, but then when they get into contact with the learning and teaching actors they become interested with the process in and itself as the interviewed teacher claims "When they do the practicum they start to take the program seriously" therefore, the practicum should be conceived as not mere part of the licenciatura study protocol but as a serious practice that might define whether to continue or not being teachers. This situation might explain better the results gotten through the quantitative part of the study which revealed that future EFL teachers who had no degrees of contact with the EFL teaching were the ones who gave more importance to extrinsic values while students who had some experience in the teaching performance valued growing needs the most. She also regards the importance of travelling abroad so that teachers can report in a better way the culture of the language they are teaching.

EFL teachers in the action phase of motivation most important values

In order to accomplish the objective of analyzing what work aspects are most important to young EFL teachers, teachers with a range of experience between 7 and 20 years and experienced ones, two EFL teachers: a female and a male teacher were interviewed in order to get some report about their values.

New EFL teachers' answers do not differ much from what future EFL teachers express, they stated that they would like to use all their knowledge to teach English in an adequate way, applying all the methodologies they have learned in order for students to learn and have a new conception of the English subject. They also address extrinsic factors such as earning a good salary and having job stability or security, they find these two aspects important because of their families as one of them said, "my family tells find another place to work, in that school they pay you a really low salary". He continued telling, "It's important to satisfy the basic needs it's important to have a stable job that is because it is a good way focus on teaching only without thinking about solving the basic needs; then, is not just important it's necessary". They also address another characteristic

of personal growth: knowledge, which according to them can only be increased by getting enough experience. A female private school administrator, who was the only person who claimed to have experience with new teachers, supported new EFL teachers level of relevance to get experience claiming that “in this moment the experience they can get is more important because it can serve for future jobs and opportunities”. She also addresses self-efficacy needs, stating that for them it is important to have, in Boraie’s words (2001), clear procedures as she claims that it is imperative for them to have an induction period so that they can work in a good way. Moreover, it is important to receive some kind of recognition because this information goes to the curriculum vitae of teachers and serves to strength their profession; according to the administrator another aspect that has this effect, is the fact of being promoted or having a better teaching role. She also addresses the possibility of letting them get experience as she claims that the opportunity of working there gives them enough experience for applying then to a state job. As it can be seen, for new teachers it is important to acquire experience and in the searching of it, they do not care much about the payment situation which is taken as an advantage by employers who do not pay teachers a commensurate salary as Dörnyei (2001) establishes

EFL teachers with up to 7 years of experience but less than 20 seem to share the same self-efficacy interests as teachers with up to 21 have “students learning to talk in English” they want to accomplish government requirements and that is why it was not uncommon to listen to them talking in English to their class. Both groups of teachers address extrinsic needs also but in a different way. EFL teachers with less years of experience thought about the unfairness of their salary regarding other professional incomes while the last regret not having paid enough attention and care about their fringe benefits which despite of the bad salary they found to be of a negative sort.

State administrators support the view of experienced teachers’ extrinsic interests telling that they want to ensure their old-age, and find a place to live when being retired.

EFL teachers’ degree of valence change over time

In order to accomplish the aim of identifying the change the value dimension of motivation suffers since the pre-action phase of the construct a total of two EFL future

teachers, six EFL teachers, Five administrators and more than twenty students were interviewed. New English teachers i.e. teachers who have been teaching for less than six years are found by state school administrators to share the same interest and values experienced teachers have what differs here is that “they are under evaluation” they would show their best in order to remain themselves working within a certain institution. Another state school administrator claims that new English teachers who were linked through the national exam implemented by ICFES, have a deeper degree of commitment to work maybe, as he states, because they are young and “less experienced teachers are under constant evaluation to be able to continue with their work; that is the reason why they show greater efforts” for accomplishing their goal not to lose their job, in this case.

When asked, EFL teachers share the value placed on a self-efficacy need “students learning” which seems to have a deep level of valence since the Pre-action phase of the career and up to the end because teachers need to have the feeling efficient so that “they work harder and persist longer even when students are difficult to teach” (Woolkfolk, 1998:pg.394). This situation seems to be the constant EFL teachers experiment because as they claim “students are disrespectful and rude”.

EFL teachers in the pre-action phase and first phase of teaching seem to want to guarantee some level of experience finding to be really important “start teaching” as it is claimed by future EFL teachers, and EFL teachers two first group of teachers in the action phase i.e. teachers with 1 to 6 years of experience and teachers with 7 to 20 years of experience. This view is also supported by the university teacher who was interviewed who claimed that “if we are good teachers we can find jobs” addressing the importance of being well prepared. She revealed that most teachers start working in other places, not in their hometown, this situation is not shared by the new EFL teachers who were interviewed but by the experienced ones who claimed having to move at the beginning of their careers in order to find a job. Then getting to work in their city became an interest which might be classified in the affiliation and relationship orientation category of Boraie et al (2001). According to teachers with a level of experience ranging from 21 to 42 years teachers do not prioritize extrinsic interests at the beginning because they do not have enough knowledge about them and might not have a strong need of them provided that most new English teachers do not have a family and just have to look after themselves.

When getting from 7 to 20 years of experience teachers seem to keep their interest for accomplishing self-efficacy needs. Teachers who have experienced this stage i.e. EFL teachers in the action phase with 7 to 20 years and 21 to 42 years of experience, claimed to have some degree of valence in the “challenge of students’ way of thinking”. Teachers in the first group are just in this stage of experience and claim to have students who do not care about learning who are violent and prefer other activities to learning; then, the change they want to cause regards students becoming involved within the learning activity. Teachers who have lived this stage before, who have 21 to 42 years of experience, nowadays, experienced this stage in rural places where students were not willing at a deep level to study; then, the challenge they refer to is students’ conception of either worth or worthless to study.

Regarding experienced teachers, who are about to retire, they give the same valence EFL teachers in other stages give to self-efficacy needs. What changes is the view they have of extrinsic needs because they give more importance to fringe benefits than when they started their career. As they claimed “a medida que se va avanzando en edad se piensa en las pensiones” the EFL female teacher regrets not having given importance to this aspects as she feels some of her rights are not respected “Importancia a las pensiones que antes no le di y permití que no se me reconocieran ciertos beneficios”.

For both; private and state school administrators all English teachers, no matter their years of experience, share the same interest then the aspects of work which are most important for them are of intrinsic nature as they claim that the main reason they have to work is the love they feel for their career. The basic needs are important because these are “an already earned right obtained through their job”, like the female administrator of a school claims. A state school administrator supports this idea telling that the basic needs are important provided that “no one can live without food, without a place for living” but when one becomes a professional, these needs are not as important as before because they are supposedly already supplied and start being in a second degree of importance, having the first place aspects such as the personal satisfaction of fulfilling ones desires and giving knowledge to students. As it can be seen some many aspects which have been addressed by some motivation theories are focused by the interviewed school administrators such as the intrinsic values importance stated by Boraie et al (2001).

State school students contradict this position arguing that what is most important for EFL teachers regards extrinsic values, they did not want to study to be teachers, they just did not find something else to get money from so they became teachers. This idea might be supported at some degree by the university teacher, who was interviewed, who claimed that most of the EFL future teachers wanted to study something else before entering the career but when they get to learn about methodology they come to know that teaching means something more “than standing in front of a classroom reciting the verb to be”. Situation that might lead private school students have a different view of teachers which is intrinsic in nature.

Another contrast offered by school administrators regarding the English teachers values and interests, involves the evolution or change English teaching has experimented lately. They claim that the focus English teaching has; has evolved from a grammatical perspective to a communicative one. Then; some years ago, since the Colombia bilingüe movement was established, teachers of English started having a new interest “student’s speaking English and communicating in such a way to commensurate with the government requirements” as a school administrator claims. Two female administrators of state schools in the city give some idea of the way teachers get aware of this change stating that what is to be done is stated within an initial meeting where all teachers highlight the most important aspects regarding the government requirements for the coming academic year. The female administrator of the private school claims that this evolution or change in the English teaching is due to the problems her school started facing. “The students from 11 grade did not get good results in the ICFES exam because the English teaching was limited to the learning of some words not even grammar”, as she reports, just some isolated words. Therefore in the searching for the excellence teachers nowadays have as an important goal to correlate writing, speaking, grammar and English comprehension so that students are able to communicate in the foreign language because that is part of the “Cambio de la concepción de la materia de inglés” as the private school administrator claims.

This point of view is supported by the interviewed teachers who claim that their main objective has changed over time. It has evolved from a grammar translation perspective to a communicative one. A male teacher in the category of 21 to 42 years of experience who

was found to have been working for more than 35 years explains the change his main interest has suffered “Que los estudiantes pudieran comprender el material impreso, que los estudiantes aprendieran a pronunciar a hablar a leer y escribir el material impreso, a ahora que los estudiantes aprendan a hablar el idioma ingles”. What this teacher value the most is students learning according to what it is required; therefore, at the beginning of his teaching life his main interest was centered on instructing to translate English literacy texts so that students could interpret and understand them. Fifteen years later his focus changed as the focal point government had changed, adjustment which was known by the teachers through the courses and meetings they had to go to; as a result, what this teacher value the most, having students learn English, had a new shade because the end was not just translating and understanding written material it went beyond with the aim that students could pronounce, read and write some material. Nowadays, as this teacher reports, the achromatic objective goes towards having students speak and communicate in the language that is the reason why this teachers struggles to speak the foreign language in class.

Moreover there is a change in the students' number and way of being. The number of students was relatively small in comparison to now and more when they had to work in small towns, as most of them did at the beginning of their career. Even though students where not really interested on studying and did not really struggle for doing so more advancement was obtained provided that they respected their teacher and the teacher's labour. As a male teacher with 17 years of experience claims “se tenía respeto de los estudiantes. Los padres, con lo poco que sabían, ayudaban con las tareas de los hijos y se tenía el agradecimiento de los padres”.

As it can be noticed by the given information, teachers interest are view as self-efficacy oriented by almost every actor of the learning teaching process. The view of the signs of EFL teachers' self-efficacy has changed over time being, twenty years ago, the students learning to translate foreign texts; then, 10 years ago, the student translating words, grammar and also learning vocabulary and finally; nowadays, the symptom of self-efficacy involves the student communicating in the foreign language. Reports on teachers' motivation let conclude they are extrinsically as well as intrinsically motivated. The intrinsic level of their motivation seems to appear at a deep range since the beginning

of their teaching performance when they search top Maslow's needs and do not care much about anything as long as they get enough experience, but then when getting experience a feeling of wishing fairness seems to arise and make them think of a better salary and desire some increment as well as fringe benefits improvement.

EFL teachers' rewards attainment

To analyze what sorts of rewards young EFL teachers get from their current jobs in comparison to experienced teachers two EFL future English teachers, six EFL teachers, one university teacher, 4 state school administrators, one private school administrator, and more than 20 state school as well as private school students were interviewed.

State school administrators thought generally about teachers to point the rewards they get. They claim that teaching is a deign job which let people be updated through the "escalafón" so that their incomes get higher. They also stated that EFL students have travel opportunities and different sorts of institutional support. Moreover, there is the students' recognition when having learnt. This last reward is also regarded by the private school administrator who claimed that not only students but also parents recognize teachers' progress in their children education. This administrator also addressed promotion aspects such as salary increment for the best teacher of the year and the attainment of other work titles such as, coordinator and group director. State school students regarded the extrinsic rewards EFL teachers might get such as a good salary, which they conceive to high. Students conception of teachers is extrinsically driven. This situation might be harmful for their performance and motivation in the English classroom because teachers are who "should act as an inspiration and resource, encouraging and supporting students' intrinsic motivation" (Csikszentmihalyi, 1997 pg. 69) which might be a difficult task when students conceive them not to be truly interested in their learning. These students also regard affiliation aspects such as peers good relationships, and learning from their students, which might be understood as getting experience, propositions which were also addressed by private school students who reported the number of students and quantity of instruction hours as advantages their EFL teachers have in the search of their self-efficacy. Unfortunately, these last rewards might be experienced by new EFL teachers who are the ones who tend to work within private schools as the background information permitted conclude.

The university interviewed teacher stated that EFL teachers have an advantage regarding the possibility of getting an employment in contrast to other professionals who might experiment unemployment as she stated "From the moment we graduated we found a job we are the ones who always have an option"

Concrete rewards each group of EFL teachers in the action phase of teaching get include; according to the private school administrator, getting experience to be able to apply for a state job or better job titles ("el estar aquí les da la experiencia de pronto para adquirir una plaza del magisterio"). New EFL teachers were found to be better qualified in comparison to experienced ones in aspects such as the proficiency of the language and new methodologies, as experienced about to retire teachers claimed. Moreover they are thought of to approach in a friendlier way students; then, they have better relationships with them. According to the university teacher who was interviewed EFL teaching allows people keep updated, because one cannot keep on teaching the same thing in the same way over years because content repetitiveness would damage ones motivation, view which is supported by EFL teachers in the action phase of EFL teaching who claimed that starting teaching led them learn more how to manage a classroom and other teaching related factors as they claimed "tuve la oportunidad de incrementar conocimiento a medida que enseñaba". Teachers in all stages of the action phase of teaching claimed getting experience as the most rewarding thing when starting teaching; besides, it was rewarding for them to have the feeling of doing well in teaching, of getting some students to learn.

New English teachers, nowadays, claimed to have the advantage of having small groups and possibilities of external rewards which are given to the best teachers, as these teachers work within private schools. Experienced teachers, who report their rewards in this stage, claimed to have respectful students and also a lower quantity of students in comparison to what they have at the present time, they also regarded the view English teaching had as a prestigious occupation, the respect students as well as parents gave to educators. Another reward all teachers in the action phase of teaching motivation identified was the fact of starting performing teaching and being recognized as a teacher by their family as well by society. One of them claimed, "I studied for a long time to be a teacher and the fact people recognize me like a teacher is something to be proud of and more when they recognize me as a good teacher".

When teachers come to have between 7 and 20 years of experience they come to get some more recognized job titles as two teachers claimed, being coordinators title which was obtained by a EFL female teacher being at this stage and EFL male teachers who had 35 years of experience.

Most teachers at this stage got the reward of working in their hometown, moreover they have had some salary increment because of their advance in the “escalafón”; and then, they have accomplished their goal of working within a state school.

Teachers who have more than 21 years of experience claimed that when they passed this stage they received the benefit of being respected and recognized in a positive way by students. What might differ to what teachers who are living this stage claimed. Moreover the former teachers had a highest degree of autonomy regarding their class content and the way it should be taught “Tenía total autonomía para el desarrollo de mis clases”

When teachers get to have more than 21 years of experience the rewards they receive are limited to some self-efficacy signs, which as they claim are not constant. Moreover because of the bilingualism era all English teachers are passing through there is some higher degree of interest in the English subject and therefore more materials for doing so as a EFL female teacher with up to 40 years of experience claimed “Ahora hay muchos mas recursos los computadores la Internet centros de idiomas el icfes”. This situation might make it easier the English teaching in comparison to 10 years ago when getting English teaching materials was more difficult.

To finish with the analysis of this objective it can be stated that the time what teachers lived each stage is influent in the rewards they got, although this difference is present it seems that teaching 20 years ago was a more respected profession and that teachers had some degree of better conditions regardless the lack of materials they suffered. As a result the rewards teachers have gotten through their career appear to have a descendent perspective. Self-efficacy rewards seem to be constant along the English teaching activity just followed by affiliation and relationship orientation rewards, which are present in some degree until the end of the career.

Some factors affecting EFL teachers' motivation

To identify some factors affecting teachers' motivation to teach English in the group of teachers with years of experience ranging from 21 to 40 years, as well as in the group of whose experience ranges from 5 to 20 years and a third group conformed by teachers who have less than 5 years of experience some questions regarding some negative factors on teachers motivation were addressed to all the participants of the study; therefore, the relatedness concept, the stress, self-efficacy, lack of intellectual challenge and the inadequate career structure factors.

Regarding the relatedness negative factors of EFL teaching motivation it can be said that it is one of the most important sources of demotivation. New English teachers come to know neither students nor parents are interested in English learning. Moreover, they are harsh hit by the reality they experiment in relation to other teachers who as the university interviewed teacher claims most of the time are not even language teachers. These teachers put pressure on new ones not to talk in English and to teach grammar. Moreover, new EFL teachers are confronted to many “constraints as well as the constraint of time which diminish teachers expectancies” as the same teacher expresses. This situation could be correlated with quantitative results which show that lower valence on different factors are placed by new EFL teachers.

Teachers who have just started teaching claimed that the lack of involvement parents have is perceived through students because as Dörnyei (2001pg. 78) states “family characteristics and practices are linked with school achievement” then as teachers claimed their habits and contexts become a source of trouble for classroom management. This lack of interest is also reflected by parents’ supportive students’ bad behavior wish is worsen by the vision people have of EFL teaching. Another demotive new EFL teachers experiment regarding lack of involvement refers to the fact administrators, in the place where the interviewed teachers work, do not prioritize teachers’ payment as if they do not care about their necessities, “ they care about their own needs first” as the EFL male teacher claimed.

The autonomy, another component of the relatedness factor, these teachers have is threaten by cultural events and students sponge brains. The former threat force them participate in events they do not want to, with not any possibility of expressing this dissent because of unemployment fear. The second is caused by students ability to forget content in an easy way so that EFL teachers get stuck by the repetition of a certain theme being not able to advance as they would like to, as they reported.

The stressful nature of the career is established by some extrinsic factors such as not on time payments and the low satisfaction of basic needs. Moreover, the loss of teaching hours because of championships becomes another factor to generate bad feelings, which become worse with the students lack of interest just after the EFL teacher spent a long

quantity of time preparing classes. The discipline control and the classroom management are two other generating stress situations new EFL teachers have to confront.

New EFL teachers self-efficacy is influenced in a bad way discipline control problems and the lack of interest students have with respect to the English learning. Discipline problems become the biggest new English teachers' enemy because as Dörnyei (2001 pg.168) establishes "teacher-training programmes do not cover the main principles of group dynamics and effective leadership strategies".

Lack of intellectual challenge is experienced by New EFL teachers when condemned to repeat the same content each class all over again what as they claimed lead them forget other learned things "tras la continua repetición de contenido uno va perdiendo esas nociones que uno tiene acerca del inglés y con ellos no se ha podido trabajar la gran cosa".

The inadequate career structure of English teachers is not experienced by these teachers at all because they are starting and have an open leeway of dreams.

Some negative factors affecting EFL teachers with 7 to 20 years of experience include, the huge amount of students, which gets worse because of the bad classrooms conditions that are not designed to harbor too many students. The place where the school is placed become a source of stress for the teachers who claimed that students are disrespectful because they have their own gangs what let them feel they can do whatever they want in the classroom (a situación geográfica de la institución permite que los estudiantes tengan pandillas y demás, lo cual se refleja en su comportamiento).Moreover, government pressures lead them be over exhausted because of the evaluation system and the changes teachers must cope with, for example, one of the interviewed teachers claimed to have to learn how to work with a certain computer program in order to give her grades, then, her lack of ability to use the program plus the time requirement for the grading assignment to be done became a source of stress.

The involvement, relatedness concept, EFL teachers conceived learning community to have with them is not really positive but negative. Students parents do not care about the learning of the language; then, they convey a negative image of the need of the foreign language as a consequence students do not conceive the language as important and there

is not a good feeling towards the teacher provided that they conceive this person to be there with the purpose of earning a salary.

The other component of relatedness; autonomy, is not experienced in a different way. EFL teachers in this category are imposed even how to design exams; which had to have the Icfes model as a basis, moreover government standards give EFL teachers some requirements about what students should learn and the degree at which they should do it. A teacher complained about this situation arguing that all students are neither the same nor all students live under the same conditions, “el gobierno no entiende que no todos los estudiantes no son iguales”.

Self-efficacy teachers' view of this factor differs. While the EFL female teachers who was interviewed claims to be effective in her teaching because despite of the bad conditions she has to experiment she can see students learning in cultural, events above all, where they have had presentations in the foreign language. The EFL male teacher in contrast, seems not to have a high sense of self-efficacy when he claimed, “really not all students learn” the factor that contribute to this situation, as he recognized, are the lack of interest and the students number.

Inadequate career structure factors are experienced because when EFL teachers accomplish some time in the EFL teaching they might already advanced in the “escalafón” as one of the interviewed teachers did. This teacher claimed, “Do whatever y do there are no more possibilities for promotion” besides, within these teachers' intuitions, as they stated, there are no incentive systems. Situation that is also shared by the teachers with up to 21 years of experience since they do not have more promotion expectancies; only waiting to be retired as a EFL teacher claimed “I been offered better job titles but I cannot accept because in some years i am going to get retired”. The male teacher of this group gave a possible explanation for this demotive “there are no any kind of stimulus because they must be stuck to the official norms”. Then, as the teacher claimed not any institution could have its own incentive system, only what law establishes.

Lack of intellectual challenge is not experienced by these two last groups because government reforms regarding bilingualism have pushed them to not just teach grammar but speak the language as it could be verified in some of the visits to have the interviews. Even though, experienced teachers develop their classes in the foreign language they do not feel really confident about their proficiency because they did not want to have the interview in English when asked to, in fact only future EFL teacher and the EFL male

teacher were willing to develop the interview in the foreign language. Experienced EFL teachers self-efficacy is also threaten by some students characteristics that make difficult their learning. These personal characteristics include their behavior, which involves disrespectful attitudes; their motivation, which most of the times is negative provided that, they do not find purpose on language learning; their living context, their general conception of learning, among others. All these students' features lead them "not to have good grades, not to be responsible, not to bring their learning material, not to do their homework and attend classes because their parents force them to". Moreover, government worsen this situation by the low level of requirements on students because the grading system tended to let students present make up exams and not fail courses when there was not the slightest intention for avoiding so. All these situations low teachers view of self-efficacy to the point they might think, "They are not doing anything" as the EFL female teacher in this group claimed.

The autonomy side of the relatedness concept is negatively influenced by a government decision factor as they place to many requirements on teachers backs. The policy making organism of the state has imposed teachers some requirements, students English proficiency which must be accomplished through some national standards, moreover the grading system does not work as teachers might want to. Therefore, "there are some legal requirements that hinder EFL teachers performance" as a teacher in this group claimed. These requirements might show "general mistrust towards teachers" which "is reflected by the increasing administration demands" (Dörnyei, 2001)

Involvement, the other side of relatedness, has been identified to have two main sources of demotivation. The view change the EFL teaching profession has suffered over time and the change parents as well as students teacher related relationships have suffered. The EFL male teacher of this group declarations lead conclude there is a negative view of the English teaching career. This view might be caused by the tendency to think EFL teaching is an easy task, which has been "prompted by advertisements that promise lifelong employment as an English teacher in exotic places if only you'll attend someone's weekend seminar". As a result of this conception, people often undervalue this profession and more when government allows people who are not teachers to teach some subject (CNSC, 2009). EFL teachers level of experienced gratitude by students and

parents account has diminish to be almost null. Therefore, these teachers who had the opportunity to actually receive this sign of appreciation yearn for the past when they were not only appreciated but respected.

The stress level EFL teachers at this stage might experience is mediated by some extrinsic factors, which regard some fairness sense such as, fringe benefits and the salary. These two propositions have an unfair conception by about to retire EFL teachers provided that the first do not remain always the same for teachers; then, for some purposes “teachers might be viewed as nacionales but for others regionales” as the female EFL teacher of this group claimed; besides, these teachers experiment unattainable fringe benefits, as they complained. Regarding their salary teachers stated that they do not have a high acquisitive power while there are other professional with less years of performance who earn a better salary.

The government requirements are also regarded as a source of stress due to the fact that students are allowed to do so much while teachers have prohibitions, students do not have to do anything but being registered while teachers have to do make up exams, let students pass the year, teach them to accomplish the national standards, among other responsibilities.

Some factors affecting EFL teachers' motivation over time

In order to compare the factors affecting the motivation to teach English each group has; the young EFL teachers group, the experience EFL teachers group and the group of teachers conformed by teachers who are located in the middle of the two groups in terms of experience. Some questions that addressed some negative factors on teachers' motivation, which were stated by Dörnyei (2001), were answered by teachers as well as by students, administrators and future English teachers.

The self-efficacy view EFL teachers have starts being shaped since the pre-action phase when students evaluate what might be a source of trouble for them. Results lead conclude that since the pre-action phase to the first action phase, which involves 1 to 6 years of experience. EFL teachers find skills on group management to be of a negative sort, they do not feel confident enough when thinking about this aspect. In fact, all the

interviewed teachers claimed not to feel really comfortable with their group managing expertise at the beginning of their career. Moreover, teachers who started working between 10 and 42 years ago claimed not to feel confident about their whole learning, they did not speak the language provided that in that time it was not the goal, and they lacked some pedagogical skills, as they reported. This situation is also supported by state school administrators who claimed personal constraints on efficacy might be the EFL teachers' training. These results cope with what Dörnyei (2001) recognizes as reality shock, the confrontation of students reality and theory. Moreover, low self-efficacy was experienced by experienced teachers when they began their profession because of the lack of resources they experienced and the low level of importance government gave to the language. Students characteristics, on the other hand, seem to affect EFL teachers self-efficacy and then motivation at all stages of experience and at all times. The students unwillingness to study was caused by contextual factors, which regarding students living in the country side, for all teachers when thinking about their profession beginning but social factors, which regard bullies loss of power and so many attitudes which are the result of our society conception of learning

An important contribution to this factor is made by administrators who identified the way teachers used to teach as the main problem to self-efficacy. They stated that teachers who might remain just teaching grammar and isolated words would be the problem "because students would not find a purpose on that". They also recognize the lack of resources as problem by telling, "Just one bilingual room is not enough". Although the problem of the lack of resources for the English classes has been a problem many teachers faced since they started teaching, long time ago "English has been the forgotten subject regarding resources", administrators did not care about that provided that there were no government requirements. Fortunately, Lack of resources is not a source of trouble for EFL future teachers who claimed, "I have my own resources which I have been collected through the development of my career". Thus, lack of resources might be caused by lack of creativity to search them.

Students recognized their own contribution to the impossibility of experiencing self-efficacy by teachers. They claimed "We do not pay attention in class" situation that is shared by people working in private as well as state schools; the difference they might

experiment within both kinds of institutions involves students number as the students recognized. This dissimilarity between private and state schools has not always been present because when the experienced teachers of the study started teaching they did not have to face a great number of students and they were respectful and docile. Nowadays, as future EFL teachers claimed, students from private schools tend to be more respectful in comparison to state ones, while the university teacher claims that it is a matter of showing knowledge and respect to students and they will respond the same. Although the solution might be in teachers hands governments has a tendency to worse the situation be the large number of students who have not only different learning levels, as administrators state, but also different learning capabilities and limitations because “teachers have to deal Children with mental and physical disabilities”, as the university interviewed teacher claimed. Moreover, English teaching hours are not really convenient neither in terms of quantity nor in terms of distribution as state school administrators declarations let infer. A proper quantity and distribution of time is imperative is teachers want students to actually internalize input, to in take this knowledge students should be exposed to foreigner talk which includes “slow speech rate, loud speech, long pauses, simple vocabulary, repetitions and paucity” (Larsen-Freeman, 2000). As a consequence of not having enough time to let students understand the other language teachers might fall in vocabulary translation temptation. In order to avoid that, teachers need enough time to “contextualize the language by using appropriate vocabulary and linking devices” (Larsen-Freeman:pg.34) and let students have output provided that “input alone is not sufficient for acquisition”. Moreover languages require “the acquisition of skills and behavior patterns which are characteristic of other community” (Gardner, 1985 quoted by Lightboun & Spada, 1999:pg.45) and it would be unrealistic to think this acquisition would be gotten through two week spread hours of instruction which are diminish by “cultural events and championships” as the new EFL female teacher claimed.

The level of relatedness EFL teachers encountered the learning community to have has turn in a source of demotivation. In the beginning of their career, teachers who have more than 7 10 years of experience claimed, students were more respectful and involved with their learning. Even though they initially did not find a purpose on learning English, because they worked in farms, they came to be interested and some of them continued studying. These teachers had students and parents' involvement but no governments'.

Nowadays, EFL teachers in the action phase of motivation almost experience the same; reveal students who do not care about learning but about showing teachers, they have all the possibilities to learn but they simply do not want to. This level of involvement students show might change if teachers give clear signs they are interested in the students learning and not just in money, if “they demonstrate that they care about their children’s interests and well being” then , students will “show high intrinsic motivation” (Woolfolk, 1998:pg.375). Students’ parents’ lack of involvement, on the other hand, seems to be associated to social challenges which are translated by them to children as a consequence of being “the major intermediary between the cultural milieu and the students” (Gardner, 1985 quoted by Dörnyei, 2001). Therefore, it is usual to hear EFL teachers complaining “students are not interested in learning and parents even less” as they stated. Moreover, parents tend to excuse their children failure by blaming teachers as the university interviewed teacher and the EFL female teacher; whose experience is of 40 years, declared. Regarding EFL teachers relationships with teaching partners, there is not too much team work, as EFL teachers and administrator reports let infer because “The Nariñense idiosyncrasy does not lead much leeway to team work”

Government involvement, on the other hand, has changed to get more care about EFL teaching what had caused autonomy negative factors because of the imposition of goals many teachers have to live. Teachers in the action phase as well as in the pre-action phase are worried about the government standards, the most inexperienced ones because they do not find any purpose on them, the ones with 17 years of experience because they do not find them adequate to learners conditions while the ones who are about to retire do not complain and try to follow them. Government standards then are a limitation EFL teachers have regarding their autonomy, because “EFL teachers autonomy must be limited to the accomplishment of the standards” (state school administrators). The autonomy teachers had, has also be threaten by schools desire to get good results in the Icfes exam what has pushed administrators to require EFL teachers to based their classes exams on this state organism. Private school students also addressed this situation telling that administrators tell EFL teachers what to do.

New EFL teachers autonomy might be threaten by colleagues’ pressure to teach in the old way what represents one future EFL teacher fears regarding their future performance.

Fortunately not even the experienced teachers who were visited for doing the interviews remain teaching in Spanish, they teach in English because of the government requirements.

The stressful nature of the career is experienced even before EFL teachers start performing. Future EFL teachers worry about classroom management and other teachers' relationships. When they start to work they do not care about social relationships anymore, but about discipline problems and grading assignments which have to be done on time, moreover the waste of time on too many cultural activities make them be worried about not accomplishing all the year goals situation that is worsen by the students tendency to forget things easily. When getting 17 years of experience things seem not to change very much for the interviewed teachers, they also have to cope with discipline problems but also keep on learning not only the subject relating things but also computer programs in order to cope with administrators grading requirements. The grading time seems to be a source of stress for the teacher with 35 to 40 years of experience, who were interviewed, because of the large number of students they have to evaluate and then score what lead them be over exhausted. These teachers also seem to get sources of anxiety from external factor such as their unfair fringe benefits and their low payment, which does not allow them, have a really comfortable life, assertion that is supported by the interviewed private school administrator whose declarations consent to infer that when EFL teacher get more experience start thinking they deserve more. The EFL teachers with 17 years of experience who were interviewed seem to, in keeping with the last ones, worry about all the things they cannot acquire because of their low payment. Young EFL teachers know their payment is low but they do not care too much about that but about it not being on time. EFL future teachers; in contrast, worry about getting money but for creating materials purposes, as they claimed. State school administrators recognize the stressful nature of dealing with more than 45 students as well as having a low payment but they also point the view society has from the teaching profession in general which as they stated is the result of the struggle for the respect of their rights because people do not like them to do so.

In this factor there not seem to be differences while in the quantitative analysis of stressful factors certainly there were, as a consequence of female teachers lower scores

regarding extrinsic rewards. Then, a question was stated Are there still institutions where there is preference and then advantages for EFL male workers?

The answer for the stated question at the quantitative rewards analysis would be yes as one of the new teachers who was interviewed was sacked from the institution of work with the excuse that they wanted more male workers.

The sources of stress the experienced interviewed teachers seem to have changed over time. When they began to work there was no stress from the payment, which they did not care much, or the students and parents, who were respectful and keen on learning, not even because of government requirements but because of having to travel long distances to work or maybe stay in another place far away of their family.

Dörnyei (2001) states the possibility of having somebody else to manage discipline problem. The interviewed administrators stated that this was discipline coordinator's task but for having this help EFL teachers have to follow the regular conduct that involves going through a lot of red tape that might lead to stress. Then having to do to a lot of red tape in order to avoid the discipline problems of one student might lead the other 44 "heterogeneous students", as they claimed, behave in the same way. Moreover if teachers do not agree with certain procedure or activity, they can express it again following the regular conduct, through projects, letters and so forth. Then it is not uncommon to have some teachers not telling anything about their discordance regarding some cultural event as a consequence of the lack of knowledge regarding letters redaction, as a new EFL teacher expressed.

Lack of intellectual challenge is not experienced at all by the respondents because as administrators claimed they had to change the perspective to teach. The threat EFL teachers in the action phase established to have, regards students ability to forget everything in an easy way what would force remain repeating the same content over and over again.

The inadequate career structure factors that affect negatively teachers' motivation seems to get worse when teachers are about to retire, according to their answers. New EFL teachers who just started working one 4 years ago and the other 1, seem to have great expectation regarding their future they have a long term goal, getting to state school, and short term goal, being the best teacher of the year, regarding this issue. Then, the only

problem, as stated by one of them, would be the lack of information for the “escalafón” advancement. Teachers with 17 years of experience seem to differ in their views regarding this aspect; while the male EFL teacher asserted to be able to continue advancing, the female EFL teacher claimed it was not possible for her to do so because she had given all the steps she could. She claimed, “Ya estoy en el tope así que haga lo que haga ya no puedo avanzar”. About to retire interviewed teachers have a more pessimistic view of this aspect as they claimed they are only waiting to be retired.

As it can be seen the main difference EFL teachers in the action phase of motivation experience regards the time when they had the opportunity to perform the teaching activity. EFL teaching 10 years ago was viewed in a different way, students were respectful, parents were cooperative, and teachers had more autonomy and better salaries. Although not everything was perfect because EFL teaching was not as important as it is becoming today, there were not too many resources and the fringe benefits teachers had did not cover all the family. Moreover, there is a change of way of thinking regarding the importance of extrinsic rewards. Before starting the career, the respondents claimed to want to earn money in order for material develop mainly. Then, when starting the English teaching the activity the respondents claimed to just need money to start making a living from what they studied; after that, when having 17 years of experience the EFL interviewed teachers claimed to need money in order to cope with their family responsibilities.

Regarding extrinsic and intrinsic motivation, it can be stated that protective motivation barriers are applied. Therefore, EFL teachers' values change because “some factors influence the choices they make” (Lightboun & Spada, 1999:pg.75) then the value perspective might experiment some ups and downs. Self-realization, affiliation and autonomy prospects which are intrinsic in nature are searched strongly before the beginning of the career as teachers claimed that they want to apply everything they have learn into the classroom. For doing so they need a certain degree of autonomy in order to attain students learning. Affiliation relationships are also seen with certain expectancy, the relation with students above all. As a consequence of all the attained reward the value perspective might change when EFL teachers actually start the activity they continue searching the former two goals but the last one changes to be focused on the image

change of the English subject. When teachers come to get 17 years of experience according to the respondents main interests remain in the same categories with a change in the last value because they want to change students' way of thinking then there is the inclusion of extrinsic factors, the salary that is pursued to be incremented.

Finally there is still a search for the students to change their minds but, but there are no search for autonomy needs, which are uncontrollable goals, nor institutional support needs regarding promotion. The needs EFL teachers seem to struggle for, thought they are beyond teachers hands, are the extrinsic needs regarding fringe benefits and a better salary which are "external forces over which they have no control" (Lightboun & Spada, 1999:pg.77). As being uncontrollable and teachers refuse themselves to avoid thinking of them, this might be the main source of demotivation EFL teachers have.

Chapter V: Conclusions and Recommendations.

After having finished the analysis of the information collected through this study and having compared it to the literature review, the following conclusions could be drawn.

Values in the pre-action phase of motivation

It must be accepted that many people who enter the EFL teaching training program did not initially want to be teachers; consequently, initially their goals to be teachers might be just money driven. Then; the results show, when getting some practice and experiencing the humanistic perspective of the career this point of view can change to be mostly intrinsically determined.

Prospective EFL teachers, as being young, do not resign themselves to a life without great expectations. People in this category though considering most rewards almost impossible to be obtained place a higher degree of valence on each motivation dimension in comparison to EFL teachers in the action phase of motivation.

Values along the action phase of motivation.

EFL teaching is not just an activity one can choose to do for pleasure because it is a survival activity i.e. an activity that provides the means to make a living from; then, it is natural that there might be some extrinsic interests. Therefore, as a result of the findings it can be said that the view of EFL teachers motivation does not pertain to just extrinsic or intrinsic motives, but to a combination of them because “this distinction is not watertight and many of our actions are probably prompted by a mixture of both extrinsic and intrinsic reasons” (Lightboun, & Spada, 1999:pg 57) like in the EFL teaching case.

The high importance given to external needs might be caused by the capitalism under which we live because interests “take place within a social context and culture which will influence choices made at each stage” (Lightboun & Spada, 1999:pg.55). Therefore; living in a competitive context with “offer and demand” needs might drive people compete to have a better job title and wish to have commercial things that are not really

needed to live. Moreover, “even the most intrinsically motivated teacher will become discouraged if the salary doesn’t pay the mortgage” (Sebnem, 2006:pg.14). This situation might impel EFL teachers desire to evaluate the unfairness of their salary.

EFL teachers motivation, as any kind of motivation, does not remain constant it is shaped by people’s experiences and rewards achievement. Then, it is natural that what might be strongly important at a given time later would be not. This challenge is presented provided that there are some protective barriers in order to cope with unattainable rewards, which might be seen as uncontrollable and not worthy to look for, provided the failure in their attainment.

Despite the EFL teaching motivation challenge there are some aspects that remain almost the same level of importance over time. These factors include personal growing aspects such as self-realization and being the origins of ones actions. These factors are correlated since in order to do a good job, one has to have the freedom to apply what might be needed.

Results show that women, who diminish their interest level in order to protect their motivation from loss, have a lower attainment of goals in comparison to men, what might lead to think that there is still gender discrimination when contrasting these results to the qualitative ones. The only EFL female teachers who seem to obtain their goals are experienced teachers who get their goals to a higher range than men, inclusive the extrinsic ones.

EFL male teachers seem to be more socially driven than EFL female teachers who showed a lower level of importance regarding relationships aspects. This effect might take place because “much of teachers’ work is carried out in self-contained classrooms that isolate them from the support of their colleagues” (Sebnem, 2006:pg.34). Female teachers in contrast, seem to have a higher level of valence placed on inner values, which relate to being the origin of the own behavior.

Both quantitative and qualitative results show that earning a good salary as well as having fringe benefits are important values EFL teachers have along the time of their career. Teachers find these needs so important that they do not try to diminish the level of valence these needs have in order to protect their motivation, as a result of this situation the level of motivation EFL teachers have might decrease because of the high intensity of

stress and unhappiness when having some desires they cannot afford. Moreover, they cannot stand to see another professional who earns more money.

Results show that EFL teachers with 7 to 20 years of experience have the highest level of valence given to each motivation dimension and the highest level of rewards attainment. This might be the result of the intrinsic rewards they get, which involve personal growth, affiliation and self-determination, essentially lying on teachers' backs. The teachers' background information shows that they have developed further studies, regarding their profession. In addition, the possibility of innovating their teaching relies on them mainly.

EFL teachers' view of the EFL teaching guild is higher in terms of the given importance to values and the general attainment of rewards. Social judgment results demonstrate teachers are generally thought of to have better possibilities; the only case when other EFL teachers were conceived to have less possibilities of achievement was when experienced teachers took new EFL teachers as a reference. Therefore, it can be concluded that the pessimistic view of future is not only theirs but shared by other teachers who claimed that recent policies challenge has decrease new EFL teachers opportunities of attainment of both a good salary and fringe benefits.

Rewards attainment

Boredom seems not be an aspect EFL teachers might experiment in their career. Therefore, EFL teaching can be thought of as a challenging job which pushes teachers change, study, develop new activities; in fact, keep updated with the new theories of learning and teaching. The challenge EFL teaching provides was recognized as the most salient feature of this profession. Characteristic that is highly valued by EFL teachers in all the action phases.

New EFL teachers' results show that they attain autonomy rewards. This might be caused by the fact that most of them work within private institutions and under no formal contract conditions. These situations might lead them have leeway to do what they think is important. EFL teachers with more experience; in contrast to the former, are more

confident about classroom management and about their students' learning. This situation might be caused by the overcoming of the reality shock barriers after which some degree of stability is experienced as shown by the quantitative results.

About to retire teachers, who scored self-realization needs on top, seem to have a personal way to study. This assumption is supported by qualitative results and the background information, which shows their professional degree as the only title of formal education. The former support shows that EFL teachers with 21 to 42 years of experience prioritize autonomous learning which has driven them to conduct their classes in the foreign language.

Experienced teachers judgment of new EFL teachers' self-efficacy is from a positive sort. Qualitative as well as quantitative studies show that experienced teachers conceive new EFL teachers to have a better preparation regarding proficiency and methodologies knowledge.

EFL teachers do not suffer the two main factors that influence intrinsic motivation according to Reeve (1992) personal problems with people one is working with; and on the other hand, a monotonous job which does not have something new. This is stated provided that "I have good relationships with colleagues" and "I have a challenging job" were the highest scored statements regarding attainment. This might be caused because government requirements have impelled EFL teaching challenge driving teachers to develop their classes in the foreign language; therefore, not all government intervention can be thought of a negative sort.

The training of prospective EFL teachers has shown to become better each day. While at the beginning EFL teachers did not manage the foreign language in a communicative way; today things have changed as experienced teachers, future EFL teachers, administrators and university teachers have reported. The university is training students in a better way to use the language.

Some factors affecting EFL teachers' motivation

When teachers start working, the shock they experience from theory to reality defines in a deep way the level of valence they give to all the dimensions. The high expectations they

showed to have before starting their professional performance seem to be truncated by the EFL teachers' reality. Qualitative results show that the possible cause is relatedness in nature. Teachers get to notice the way all their prospect for a good class development is pruned by students lack of interest and effort, other subject teachers careless of the importance of the EFL subject time and parents slapdash view of responsibility regarding students' materials. This view of the EFL teaching of a prospective way of living is also worsened by administrators' unfairness to pay on time and prioritize EFL teachers' needs.

New EFL teachers seem to lack good relationships. This might be better explained by qualitative results. These show that new EFL teachers often confront themselves to experienced teachers jealousies and pressure to teach in the way they do. Moreover, parents might be another source of problem because of their tendency to blame others instead of their own child.

Institutional support rewards, which were generally the least valued needs, are the rewards, which are attained at the lowest degree by all the EFL teachers in the action phase. This situation shows the lack of resources EFL teachers experiment by institutions account, which include class size, discipline conditions, and availability of teaching materials.

EFL teachers' contingency path seems to have an open way in the first years of their career, or more depending on their "escalafón" advancement. While it is closed when getting more time in the English teaching performance driving teachers to find this option as impossible

Experienced EFL teachers would like to participate in the searching for institutional goals but they claim that unluckily this is not possible. They would like to have a certain degree of participation on aspects such as the curriculum design. This is not possible for them because

Qualitative results show that most new EFL teachers have to change their place of living in order to start performing teaching which might create stress problems, because of having to travel from one place to another and being far away of ones family.

Most students find teachers to be extrinsically motivated what is proved by their assumptions of the reasons why EFL teachers decided to follow that career as they state

that they could not find a better job, and as a result, they became teachers. Moreover, they affirmed that they would like to satisfy the basic needs and have a source of money. This situation might be the cause of students' low motivation since they might encounter their teachers not to care about them, not to be involved with their learning but with improving their social status.

Recommendations.

It is established that intrinsic rewards go beyond extrinsic ones. Then it would be important for policy makers to consider teachers having a say in policy making in order for them not to feel imposed things other people consider important and; in the case of about to retire teacher, out of use. Likewise, it would have a great benefit to implement activities that might increment teachers' knowledge such as, university promotions meetings, institutions staff meetings in the foreign language among other activities. Moreover investigations institutional research projects for seminars can be developed within the institutions in order to work cooperatively. This might impel social relationships, and increase ones' knowledge, this might cope with growing needs.

Self-efficacy, which can have personal as contextual influences, might be personally fostered by the EFL teachers setting of realistic and proximal students learning goals. This setting is important since "teachers tend to increase in their personal sense of efficacy as a consequence of completing students teaching" (Woolfolk, 1998:pg.393); then proximal and realistic goals give "immediate incentive and feedback" (Dörnyei, 2001) in order for teachers to continue struggling for students learning while unrealistic goals might drive EFL teachers think they are not effective. Moreover, this activity might impel EFL teachers desire to "persist longer when" they "encounter difficulties" (Woolfolk). When doing the opposite, self-efficacy will decrease and as a consequence teachers "may avoid a task altogether or give up easily when problems arise" (Bandura, 1993 quoted by Woolfolk, 1998:pg.394)

To increase EFL prospective teachers' self-confidence about classroom management it would be advisable to start the teaching practicum since earlier semesters. This activity should be observed and guided by a university teacher, not only in teaching but also in

group management, for the reason that “any experience or training that helps you succeed in the day-to-day teaching tasks will give you a foundation for developing a sense of efficacy in your career” (Woolfolk, 1998:pg.394). Otherwise when starting the English teaching activity they might decide themselves to give up and work as secretaries or translators, in fact other activities aside of EFL teaching because “many good teachers leave teaching in the first three years” (Frase 1992 quoted by Sebnem, 2006:pg.21) because of the stress a low self-efficacy feeling drives.

Regarding the uncontrollable side of EFL teachers self-efficacy, it would be from a great help for teachers to develop materials themselves because teachers are classroom main material and they can “show a remarkable resourcefulness by making the time spent in the classroom rewarding for the students and for themselves” (Dörnyei, 2001:pg.173). This resourcefulness can be shown through the preparation of classes and through the development of content material through, many sources like the internet. Likewise, if they are provided with just pre-designed materials they might face some consequences because “commercial materials deskill teachers and rob them of their capacity to think professionally and respond to their students” (Crawford, 2002:pg.45).

In an utopist world, it would be possible to suggest to increment teachers salary to be commensurate with their job. Unfortunately, in the real world we live, this is not possible neither in state nor in private schools, what actually can be done regarding external rewards involves the generation of a contingency path. Institutions can generate a way of advancement through some mutual goals, which might be rewarded in some ways which might be established by teachers. The rewards teachers might get from these activities should not be extrinsic in nature because the “National Center for Education Statistics found that teacher compensation, including salary, benefits, and supplemental income, showed little relation to long-term satisfaction with teaching as a career” (NCES 1997 quoted by Sebnem, 2006:pg.32). Therefore, the rewards teachers receive in order to have a sense of promotion and goals attainment should promote inner feelings towards the EFL teaching activity. Moreover these kinds of feelings would be generated by interchanging activities which might lead experiment, in this way all teachers would experiment a more important role.

To protect and maintain teachers' motivation some preventive steps should be followed, the better preparation for classroom management, as it was stated before, in the pre-action phase. Moreover, setting clear rules and procedures and just as EFL teachers have to generate positive attitudes towards the learning of the language administrators. otherwise they might find pointless to apply them; therefore, administrators should drive EFL teachers have good attitudes towards policy challenges and setting realistic goals. Regarding the pos-actional phase of motivation, when having finished a scholar year it is advisable to have feedback systems. These should address teachers generally, in order not to harm their self-concept.

In order to change students' view of EFL teachers' motivation, EFL teachers should show a certain degree of relatedness towards them. They should care about students' lives and learning processes as well as let students experience some level of autonomy in the activities choice.

Need for Further Research

This research was carried out in order to contribute to some sort of solution to the English learning and teaching problem. Then it would be imperative to have a research to establish the extend to which teachers' level of motivation influences students' motivation because teachers with low motivation do not struggle much for students' learning and might show bad attitudes towards them. Moreover a research to establish the view students have of teachers' motivation and the way this view shape their performance would be interesting, because theory shows that students who find their teachers extrinsically motivated do not struggle much for learning.

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