"Why do I (no longer) love teaching?" Investigating (de)motivation of EFL teachers in Chinese middle schools

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EFL teachers in Chinese middle schools

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Abstract

This is a sequential mixed-methods study to investigate the EFL teachers' motivation and demotivation in Chinese middle schools based on Activity Theory and Possible Language Teacher Selves. After two phases of data collection, altogether 671 valid questionnaire responses were obtained and nine survey participants were interviewed. The key findings are as follows. First, the participating middle school English teachers in China had a central need to improve their English teaching proficiency and sustain their passion towards teaching, and they tended to be obliged by expectations from the students and the society. Second, the key sociocultural factors that influenced the participants' teaching motivation were some demographic factors (i.e., the professional life phase, concurrent posts and school location) and contextual factors (i.e., community, labour division, outcome, rules and tools). Last, the reasons behind these influential factors might be their interplay with each other, which engenders mediation and contradiction. Theoretically, this study offers a new possible conceptual framework to investigate language teacher motivation which combines Activity Theory and Possible Language Teacher Selves. Methodologically, the study deploys a mixed-methods approach and presents corresponding research instruments. Although the instruments (i.e., the motivation questionnaire and the interview protocol) were proved to be valid and reliable statistically and practically in this study, since motivational patterns may vary in different contexts, further studies are encouraged to apply these instruments to different sociocultural backgrounds to elicit refinement to the instruments. Policy-wise, several measures can be taken to enhance EFL teachers' motivation in Chinese middle school, including balancing educational resources in different areas and reform the evaluation system both for teachers and students.

Keywords: teacher motivation, Possible Language Teacher Selves, Activity Theory, Chinese middle school, EFL teachers

Declaration of Originality

This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except where specifically indicated in the text. This dissertation does not exceed 15,000 words in length.

Signature *(hard copy submission only)*…………………………………………………………………

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Last, I am glad that I have been brave and persistent and never gave up despite great difficulty. I will bring what I have learnt with me and try my best to make further contributions.

Contents

Tables and Figures

Glossary of Terms

AT: Activity Theory

CFA: Confirmatory Factor Analysis

EFL: English as a Foreign Language

ESISMP: Expected Self: Institute/School Managers' Perspectives

ESSoP: Expected Self: Society's Perspective

ESStuP: Expected Self: Students' Perspectives

FLTS: Feared L2 Teacher Self

ILTS: Ideal L2 Teacher Self

L2MSS: the L2 Motivational Self System

MMR: Mixed-methods research

OLTS: Ought-to L2 Teacher Self

PLTS: Possible L2 Teacher Selves/Possible Language Teacher Selves

SEM: Structural Equation Modelling

SEMLT: Self as an Expert and Motivated Language Teacher

SEP: Self as an Expert in Pedagogy

SIUT: Self as an Uncaring/Demotivated Teacher

SLA: Second Language Acquisition

SPFT: Self as a Professionally Fatigued Teacher

SSPRT: Self as a Socially/Professionally Recognized Teacher

SUDT: Self as an Inexpert/Unknowledgeable Teacher

TPD: teacher professional development

Chapter 1: Introduction

"No matter how hard you try, I just wouldn't love English." This is a remark from one of my previous Senior One students, claiming that he had resolved to "hate" English forever because his efforts to learn English were once depreciated by his English teacher in junior high school. Being his second English teacher, I failed to get him involved in the class at the beginning due to his bias against English. However, with my constant encouragement and great patience, he altered his attitude, commenting that he would "give it a try" because he was enlightened by my efforts. The case of this student resonates with Dörnyei and Ushioda's (2021) quote that "teachers' behaviours, practices and relationships with language learners in the classroom play a hugely significant role in what happens to the motivation of these learners" (p. 152). It also provoked my interest in investigating teacher motivation as an influential factor associated with student learning motivation.

Studies have shown that teacher-related factors are important in the discussion of student motivation (Jodaei et al., 2021; Yunus et al., 2011). As stated by Han and Yin (2016), teacher motivation is "a crucial factor closely related to a number of variables in education such as student motivation, educational reform, teaching practice and teachers' psychological fulfilment and well-being" (p. 2). This is also the case with middle school English teaching in China. However, positive effects are not always observed in teacher behaviour. For example, the demotivated English teachers tend to be slack and reluctant to professional development (Hiver, 2013), which may, in turn, hinder the cultivation of students' motivation. Ever since the implementation of the new senior high school English curriculum standard in China (Ministry of Education of People's Republic of China, 2018), educators and English teaching practitioners have placed increasing emphasis on comprehensive competence. The call for more motivated middle school English teachers makes it necessary to conduct research focusing on the motivation and demotivation of EFL teachers in the Chinese context, aiming to generalise their motivational patterns and identify the key sociocultural factors associated with their motivation and the reasons behind any correlations. This is precisely the aim of the current mixed methods study. Findings of this study will first present researchers and policy-makers a detailed picture of the EFL teachers' motivation and its influential factors. It is hoped that measures can then be taken accordingly to enhance their motivation which may, in turn, ultimately benefit students' learning

motivation. Second, the conceptual frameworks and research methods used in the study can serve as an attempt to study motivation from a transdisciplinary perspective, which may contribute to the refinement of the current theories and help to fit them better into the context of English teaching.

The thesis has six chapters. After the brief introduction to the topic, a thorough review of related literature closely follows. In this chapter, key terms will first be defined. Then by comparing and contrasting different frameworks pertaining to motivation research, the conceptual framework of the study is presented. By identifying the research gaps, research questions are put forward. The third chapter outlines the research paradigm and the research design. In addition, the ethical issues and validity will also be addressed in this chapter. In the fourth chapter, the findings of the study are presented from the quantitative data and qualitative data. Based on findings and related literature, Chapter 5 provides answers to the research questions and discusses important issues that emerged during the process. Finally, the thesis ends with the conclusion chapter, which involves a summary of findings, limitations and implications.

Chapter 2: Literature Review

To better locate the current study, a review of related literature will be presented. To start with, the working definitions of key terms (i.e., motivation, demotivation, amotivation, and language teacher motivation) will be summarised, followed by an overview of the frequently applied theories of motivation and language teacher motivation in particular. Then, through the analysis of the existing empirical studies on middle school EFL teacher motivation, the research gaps in language teacher motivation will be identified. Last, to address the research gaps, the conceptual framework of the present study will be proposed.

2.1 Understanding Motivation

2.1.1 L2 Learner Motivation

The research on motivation in second language acquisition (SLA) was first formally proposed by social psychologists Gardner and Lambert (1959) by recognizing that previous research in SLA focused mainly on linguistic abilities and paid little attention to the important role motivation and attitude might play in SLA. The concept of integrative motivation was then postulated as a composite construct with three components, namely, integrativeness, attitudes towards the learning situation, and motivation (Gardner & Maclntyre, 1993). After that, many scholars made efforts to further define motivation from different perspectives.

For example, in an attempt to address the non-distinctiveness of the model of integrative motivation, Dörnyei (1994) conceptualised L2 motivation within a framework of three distinct levels (i.e. language level, learner level, and learner situation level) from a cognitive-situated perspective. The juxtaposition of the cognitive and situated perspectives contributed to the field by drawing closer attention to motivation in the classroom setting as well as to the concerns and needs of teachers (Dörnyei & Ushioda, 2021). However, it was admitted by Dörnyei (1994) himself that the model made no attempt to portray the interconnection among the three components. A later example that addressed the diverse character of motivation was Dörnyei and Ottó's (1998) process model of L2 motivation, which saw motivation from a process-oriented perspective. It divided motivation into three phases: the pre-actional phase, actional phase, and post-actional phase, with the aim of organizing the motivational influence of L2 learning along a sequence of separate actional events. Nonetheless, as commented by

Dörnyei and Ushioda (2021), this model had little concern with social context other than the learning environment. Therefore, since the beginning of the 21st century, researchers in the field of L2 motivation turned to socio-dynamic perspectives, which underlined the complex interrelationship of motivational factors and the integration of motivation and social context.

Despite great efforts by previous researchers, it was deemed unrealistic to elaborate an overarching fit-for-all theory of motivation given its multifaceted, dynamic, and complex nature (Dörnyei & Ushioda, 2021). In this study, the definition provided by Dörnyei and Ushioda (2021) is adopted as the working definition of motivation, since rather than attempting to be comprehensive, it points out three common traits agreed on by most researchers. As summarized: "motivation concerns the direction and magnitude of human behaviour, that is a) the choice of a particular action, b) the persistence with it, c) and the effort expended on it" (Dörnyei & Ushioda, 2021, p. 4). Demotivation, as can be predicted from the word-formation, is considered here as the opposite of motivation (Kikuchi, 2015). It can be defined as "the negative process that pulls learners down" (Kikuchi, 2015, p. 4). Therefore, in this study, motivation and demotivation are regarded as being situated at opposing ends of the same continuum. While (de)motivators exert a positive or negative influence on motivation, a similar term – amotivation – concerns a lack of motivation (Kikuchi, 2015). As defined by Deci and Ryan (1985), amotivation refers to the relative absence of motivation that occurs when "one perceives oneself to be incompetent to achieve intended outcomes" (p. 72). For example, L2 learners who are demotivated may undergo a decline in motivation and become less motivated in their learning in the face of some demotivators; however, L2 learners who are amotivated may feel it meaningless to progress with their L2 learning and even quit learning when they finally perceive themselves to be incompetent to achieve their intended learning goals. Even though amotivation is not the main focus of this study, I fully acknowledge the existence of amotivated participants. The relationship between motivation, demotivation, and amotivation can be visualised in Figure 2.1.
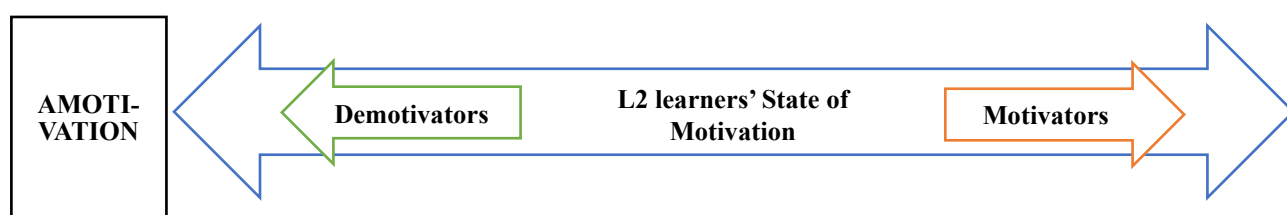
Figure 2.1 *L2 learners' state of motivation*

To summarize the conceptualisation of motivation, demotivation, and amotivation, they exist along different stages of a continuum of language learner motivation. With motivators motivating a learner, s/he will be motivated and therefore attains a high level of motivation. On the contrary, with demotivators, the learner will be demotivated and finally s/he may reach the stage of amotivation, which indicates an absence of motivation.

2.1.2 L2 Teacher Motivation

In a general sense, teacher motivation is a subtype of motivation that differs from other subtypes only in its potential targets (i.e., language teachers). That is to say, teacher motivation is, like motivation in general, a multidimensional construct (Dörnyei & Ushioda, 2021). Akin to the conceptualisation of L2 learner's motivation (as shown in Figure 2.1), teacher motivation can be elaborated through the continuum of motivation, demotivation, and amotivation. Theoretically, the approaches in motivation research are all applicable in studies on teacher motivation. Watt and her colleagues (2017) concluded that "the field of teacher motivation has blossomed as researchers began to draw on prominent motivational theories including expectancy value, achievement goal, and self-determination" (p. 2). However, on the other hand, teaching being a special professional activity, teacher motivation may bear with itself some unique motivational characteristics. After reviewing related literature, Dörnyei and Ushioda (2011) summarised that four motivational aspects were especially featured in terms of teacher motivation: intrinsic motivation, contextual factors, temporal dimension, and negative influences. It is especially noteworthy that teachers' motivation is not formed in a sociocultural vacuum and it is influenced by a complex interplay of sociocultural factors (Watt et al., 2017). Börü (2018) conducted a qualitative study of 14 teachers in the Turkish national schools where gifted students were educated, aiming to determine the factors affecting their teaching motivation. Results showed that participants were most motivated with the desire to successfully fulfil their goals. But the potential of being successful in their teaching was influenced by school policies, along with students', school principals' and colleagues' attitudes and behaviours. Apart from the desire to be successful, autonomy in managing their curriculum and consistency in national education policies were also found related to their teaching motivation. Börü's (2018) findings resonated with Watt and her colleagues' (2017) ideas that teacher motivation is closely aligned with sociocultural factors and

there is an interaction between different factors. In summary, in an attempt to interrogate teacher motivation, its multi-faceted nature and its interplay with the sociocultural context should be taken into consideration.

In terms of L2 teacher motivation, related studies are not new to the field (e.g., Gao & Xu, 2014; Yaghoubinejad et al., 2017). In general, research has been involved with "questions of what brings people into the language teaching profession and what keeps them in it" (Kubanyiova, 2019, p. 390), which lies in accordance with the research on teacher motivation. It is tempting to draw a direct conclusion that L2 teacher motivation is generally identical to teacher motivation except for its specific subject focus. However, as averred by Dörnyei and Ushioda (2021), when applied to the subject-specific domain of language teacher motivation, the relational and interpersonal dimensions of general teacher motivation may need revisiting and reconceptualising because, unique to L2 teachers, the teaching content (i.e., the target language) is the focus as well as the medium of classroom communication. Despite the necessity of viewing L2 teacher motivation as distinct from general teacher motivation, scant attention was paid to subject-specific interest (Butler, 2017). Based on a review of previous studies, Hiver and his colleagues (2018) identified part of the current challenge as "exploring how established theories could be adopted and adapted to explain L2 language teacher motivation specifically" and "developing an empirical programme to systematically establish the usefulness and relevance of existing frameworks from more mainstream teacher motivation research for L2 teachers and teaching" (p. 28). Among a variety of motivation frameworks (e.g., Self-determination Theory), the theory of Possible Language Teacher Selves bears a specific focus on language teacher motivation, and therefore will be elaborated on in the following section.

2.2 Possible L2 Teacher Selves – Theoretical Framework

The concept of possible selves, which shared the same origin from psychology as the concept of motivation, was first introduced by Markus and Nurius (1986), representing individuals' perceptions of what they might become, what they would like to become, and what they are afraid of becoming. Possible selves, according to Markus and Nurius (1986), were both incentives for future behaviour and interpretive contexts for current behaviour. In this case, the concept of possible selves drew a conceptual connection between people's cognition and motivation. Inspired by the concept, Dörnyei

(2005) first proposed the L2 Motivational Self System (L2MSS) as a part of an individual's self-system. The L2MSS denoted a motivational self-system consisting of the ideal L2 self, the ought-to L2 self, and the L2 learning experience (Dornyei, 2009). It synthesized previous influential approaches in the field of motivation and in particular enriched the L2 motivation theory to make it applicable in various language learning environments (Dornyei, 2009). Dörnyei and Ryan (2015) revisited the L2MSS and after reviewing recent studies in the field, they summarised that the findings of an increasing number of empirical studies using the L2MSS verified the effectiveness of the model and attention should be paid to its dynamic features in subsequent studies.

Teachers, like learners, hold diverse personalised and socially constructed images of their future selves (Dörnyei & Kubanyiova, 2014). Since the possible selves theory has been extensively applied to the investigation of language learners' motivation, it is hence not surprising that the same lens has more recently been directed to interrogate the motivation of language teachers (Dörnyei & Ushioda, 2021). The theory of Possible Language Teacher Selves, by definition, "embraces language teachers' cognitive representations of their ideal, ought-to and feared selves concerning their work as language teachers" (Kubanyiova, 2009, p. 315). Based on the theory of Possible Language Teacher Selves, Dornyei and Kubanyiova (2014) further developed Possible L2 Teacher Selves (PLTS), which specifically focused on L2 teachers. The PLTS is comprised of three components. First, the Ideal L2 Teacher Self (ILTS) indicates "the language teachers' self-images of identity goals, hopes, and aspirations, and the motivation to engage with new ideas"; second, the Ought-to L2 Teacher Self (OLTS) concerns "the teachers' images of who they should become", which may succumb to responsibilities or obligations; third, the Feared L2 Teacher Self (FLTS) "represents a deterrent vision of who the teacher might become" if he/she fails to fulfil his/her ideal or ought-to self (Dornyei & Kubanyiova, 2014, p. 26).

The theory of Possible L2 Teacher Selves has been found to be a useful construct to investigate language teachers' motivation, such as motivation for participation in professional development (e.g., Hiver, 2013; Tao et al., 2019). And the theory is especially significant for its focus on L2 teachers' selves not only as a subjective mental construct but simultaneously as a social contextualised system. The following sections aim to delineate the complexity of the PLTS from these two perspectives.

2.2.1 Self as a Subjective Mental Construct

As mentioned at the beginning of Section 2.2, the concept of possible selves originated from the field of psychology. "There is hardly any concept that is intuitively more individualistic than the self" (Stetsenko & Arievitch, 2004, p. 477). This concept of "self" emphasises the idea that humans are separate and autonomous individuals bearing with themselves their uniqueness. Although humans are social animals, "the capacity for self-reflection, and especially for self-concept formation, distinguishes humans from virtually every other species" (Nowak et al., 2005, p. 368). In respect of L2 teachers, according to the Possible L2 Teacher Selves theory, L2 teachers may have visions of their future selves, namely ideal L2 teacher self, ought-to L2 teacher self, and feared L2 teacher self. Self-regulatory efforts to narrow the discrepancy between the actual-versus-possible L2 teacher selves are likely to increase when teachers have "balanced" possible selves (Kubanyiova, 2009). That is to say, when the teachers' three possible selves coexist and are well-defined, it is more likely for them to engender motivation towards their career (i.e., L2 teaching). The whole interplay process happens within individuals with great subjectivity. However, the problem arises when it comes to the discussion about factors influencing the process. As stated by Ushioda (2003), motivation is an individual concept but at the same time a socially mediated phenomenon. This is also the case with the Possible L2 Teacher Selves.

2.2.2 Self as a Socially Contextualised Construct

Despite being a subjective mental construct, which relies heavily on people's perception, the concept of self – to be more specific, possible L2 teacher selves in this case – is also a socially contextualised construct. It has been confirmed by empirical studies that language teachers' possible selves may be affected by contextual factors (Dörnyei & Ushioda, 2021). To investigate the relationship between classroom community and possible selves, Holbert (2015) conducted a qualitative exploratory study examining classroom community development across three graduate seminars for midcareer teachers. Results showed that increased classroom community was connected to course structures and instructor actions which supported teachers' envisioning of possible selves. The findings coincide with the social contextualised nature of the L2 teacher self. As quoted from Stetsenko and Arievitch (2004), "social discourse is taken to be an autonomous and omnipotent realm

that produces human subjectivity and the self" (p. 476). It could be summarised from the previous discussion that the PLTS entails the multiple L2 teacher selves, which can be personal as well as socially constructed. Therefore, to gain better insights into the Possible L2 Teacher Selves, a conceptual framework congruent with its multidimensional nature will be adopted in this study.

2.2.3 Previous Studies

Drawing upon the vision of the ideal self, Gao and Xu (2014) conducted a qualitative inquiry into the teaching experiences of 10 secondary school English teachers. With reference to their visions of self, they revealed that the participants' social mobility and their ideal self-image as a proficient English user pushed them to join the teaching profession. However, when their pursuit of idealised professional self was hindered by contextual realities, their motivation fluctuated. Despite a successful application of ideal self to language teacher motivation research, the study neglected the other two components of the PLTS (i.e., the FLTS and the OLTS), and it relied totally on participants' qualitative self-reports. In recent years, more empirical studies pertaining to language teacher motivation have been conducted, in which the language teacher motivation has been understood through the PLTS (e.g., Demirezen & ÿzönder, 2016; Eren & Yeşilbursa, 2019; Tao et al., 2019).

However, few studies have focused on middle school in-service teachers in the Chinese context. In addition, most existing studies have taken either a quantitative approach, which emphasised the generalisation of the motivational patterns of certain groups and paid little attention to the dynamic interplay between motivation and social contexts, or a qualitative approach, which underlined individual differences and normally lacked a fixed conceptual framework for data analysis. To reiterate, few studies have made attempts to address the representativeness and depth of language teacher motivation at the same time. Last, there exists a dearth of fixed analytical lenses through which the complexity of interpersonal and intrapersonal dynamics of the PLTS can be observed and analysed.

2.3 Activity Theory – Analytical Framework

Activity Theory (AT) is "a psychological theory that offers a fresh cultural and mediational angle on cognition and language" (Engeström, 2000, p. 301). It is applied around the world in educational investigations serving as a conceptual lens through which educational activities are interpreted (Engeström, 2016). In the following sections, first, different models of Activity Theory

will be reviewed, followed by the discussion on the relationship between Activity Theory and the current study on Possible L2 Teacher Selves. Last, the conceptual framework of the study will be presented, which applies Activity Theory to the specific L2 teaching context.

2.3.1 Models of Activity Theory

There are, to date, four generations of Activity Theory. The first model of Activity Theory was initially proposed by Leont've (1978) and focused on the mediation of the triad – the subject, object, and tools as indicated in Figure 2.2 (Mwalongo, 2016). However, it has been criticised for not explaining "the collective nature of activity" (Gedera, 2016, pp. 53–54). And this led to the second generation of Activity Theory developed by Engeström (1987).
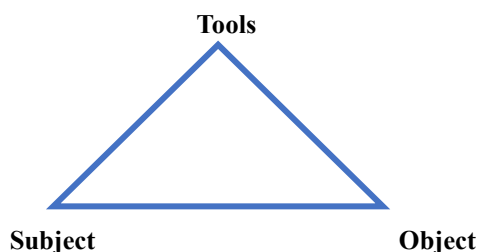
Figure 2.2 First generation of Activity Theory – Mediation of the triad (Leont'ev, 1978)

According to Engeström's complex model of an activity system (1987) (see Figure 2.3), there are six essential elements of human activity: subjects, mediating artefacts, objects, rules, communities, and division of labour. And the outcome is the projection of objects in contexts. The connotations of these elements will be fleshed out in the context of EFL teaching practice in China for the purpose of this study in the following section.
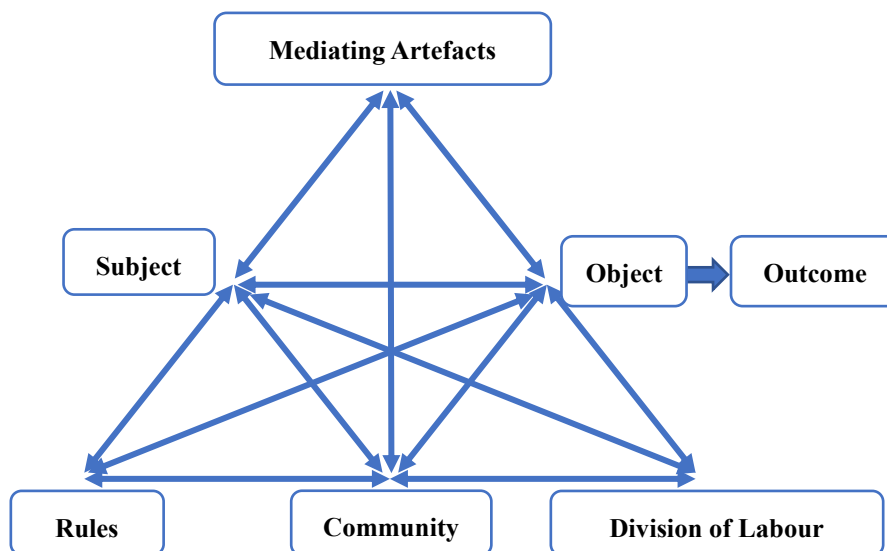
Figure 2.3 Second generation of Activity Theory – Activity system (Engeström, 1987)

According to Engeström's (1987) model, these elements in an activity system serve as mediators reciprocally and the relationships between them are dynamic, in other words, constantly mediated (Gedera, 2016). The dynamics of the activity system result from "contradictions" (Bakhurst, 2009). In Activity Theory, contradictions may be obstacles, interruptions, conflicts, and gaps between different elements, and they help develop the system (Gedera, 2016). For example, in the educational context, when the school introduces new rules on teacher assessment, tensions may occur if the teachers find the new rules laying extra burdens (e.g., longer working hours) on their teaching practice. Such teachers are likely to get demotivated and therefore they will be deterred from achieving their teaching objectives. By identifying contradictions and tensions, researchers can demonstrate how contextual changes within complex human activities can bring new changes to the subjects' activities (Yamagata-Lynch, 2010). Contradictions may occur within an element, between elements within the same activity system, or even between activity systems, and analysing the contradictions in activity system helps in better conceptualising its dynamics (Engeström, 2000; Engeström, 1999; Gedera, 2016). Although models of Activity Theory have further refinements (i.e., the third-generation and fourth-generation of activity system) which involve more than one activity system and even remove the boundaries between different systems in order to address the complex real-life activities (Engeström, 2001, 2009; Spinuzzi & Guile, 2019), for the current study, only one activity – English teaching – is involved, and therefore, the second-generation activity theory is most congruent and later generations will not be emphasised.

2.3.2 Different Focuses: Activity Theory and Possible L2 Teacher Selves

Activity Theory helps researchers understand the sophisticated real-world datasets in a manageable and meaningful way by providing a valid framework that can be applied in data interpretation (Yamagata-Lynch, 2010), and part of its gist is to see activity as the foundation of the self (Stetsenko & Arievitch, 2004). The AT's simultaneous concentration on the subject (self), community (social ground), and context (tools, rules, labour division) coincides with the multidimensional feature of Possible L2 Teacher Selves (Rahmati et al., 2019). As indicated by Kubanyiova (2019) in her critical analysis of the current landscape of teacher motivation research, the contemporary language teacher motivation research should expand its traditionally psychological

boundaries and fit into a transdisciplinary framework to make firmer connections with students' lives. In this study, while the PLTS focuses more on psychology, the AT lends itself to the sociocultural tradition. In addition, language teaching, by nature, can be regarded as a sociocultural activity. The sociocultural perspective of language teaching, on the one hand, allows us to understand language teachers' behaviour and psychology with reference to sociological agents, and on the other hand, it provides a means to better understand the contradictions within cognition (Cross, 2010). Specifically, motivation should be viewed "as emergent from relations between real persons, with particular social identities, and the unfolding cultural context of activity" (Ushioda, 2009, p. 215). Based on the review of related theories and an in-depth analysis of a previous study as an example, Kim and Zhang (2013) concluded that "using the AT for research on L2 teachers' motivation can provide a better understanding of its complexities and multiple relationships" (p. 21). The juxtaposition of the AT and PLTS frameworks in the present study is due to their similarity in terms of adopting intrapersonal, interpersonal, and contextual views on self, and in the meantime, their disparity in focuses (i.e., the PLTS emphasises psychology while the AT has a sociocultural background). Therefore, in this study, AT is deployed to situate the language teacher motivation in the sociocultural context.

2.4 Conceptual Framework of the Study

Though the AT model is well-established, it needs to be adapted to fit in the context of L2 education. Enlightened by Gedera's (2016) terminology adaptations concerning the elements of AT in educational contexts, researchers concluded L2 teacher research equivalents of AT terminologies (Rahmati et al., 2019). In this study, the AT will be drawn upon to gain insights into L2 teacher motivation. The conceptual framework is visualised in Figure 2.4. As shown in Figure 2.4, in this study, the main focus is the "subject", namely, middle school EFL teachers in China. To be specific, the study will mainly examine the motivation of the "subjects" and its correlation with other elements in the AT model. The conceptual framework of this study brings together the AT (shown in blue) and the PLTS (shown in orange) with the subject (i.e., language teacher motivation) in the centre (see Figure 2.4). Since the object is projected to the outcome, in this study, "outcome" will be measured instead.
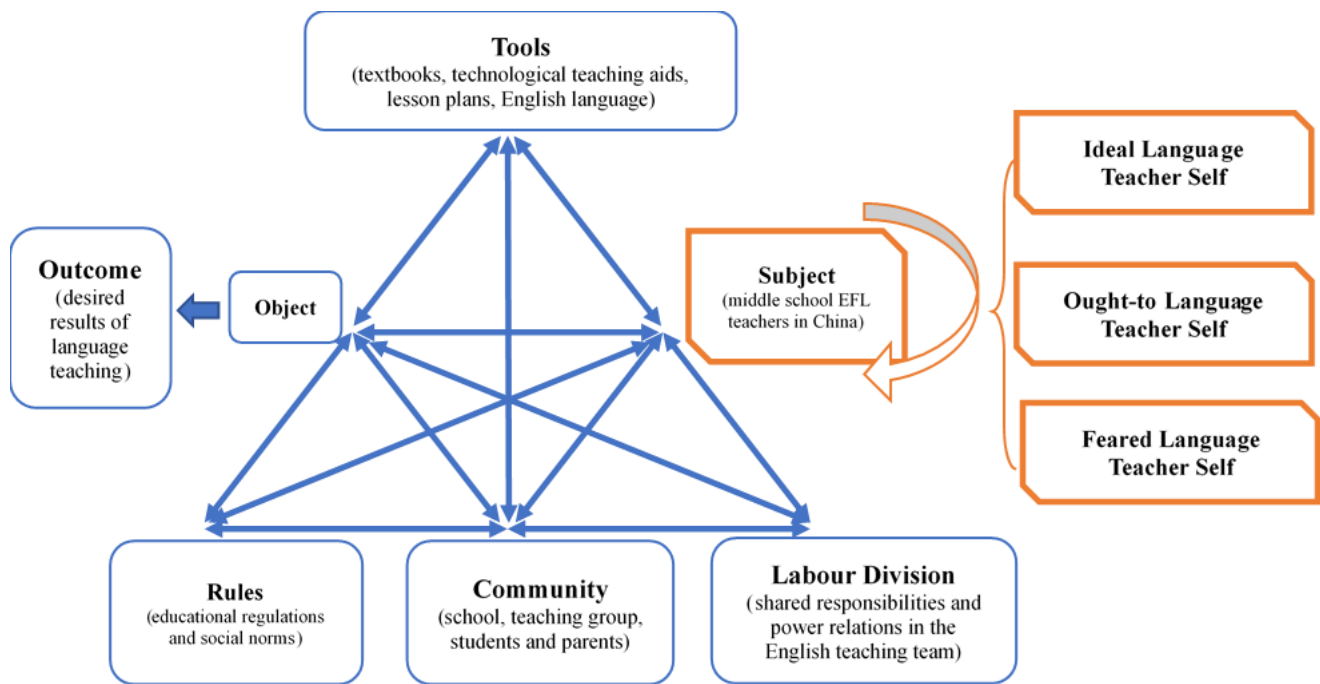
Figure 2.4 *Conceptual framework of the study*

As a well-established theory, Activity Theory has been widely employed in various research fields, but few studies have applied the AT to explore L2 teacher motivation (Zhang, 2016). Among the studies, most are qualitative studies that viewed motivation as a holistic feature and analysed it using the AT (e.g. Kim & Zhang, 2013; Song & Kim, 2016), while Rahmati and his colleagues (2019) employed a mixed-methods study drawing on the PLTS and the AT, exploring language teacher vision and its relationship with motivation in the Iranian state sector language education context. The study indicated that some contradictions among the AT elements mediated the motivational force of vision. This study represents an attempt to combine different existing frameworks to explore language teacher motivation, and its mixed-methods approach sheds light on employing various methods in motivational research. However, despite the mixed-methods nature of the study, the AT is only applied in the questionnaires, and as summarised by Rahmati and his colleagues (2019), "the use of questionnaires in AT-informed studies naturally posits the risk of presenting the participants with statements devoid of their contexts" (p. 472). To address this limitation, in this study, Activity Theory should also be referred to in the qualitative interviews, which will be more contextualised.

2.5 Research Questions

In the light of the literature review, despite the abundance of studies on Possible L2 Teacher Selves and Activity Theory, there are some gaps in existing studies. First, in terms of the conceptual

lens, Possible L2 Teacher Selves has been applied in many studies as the theoretical framework to understand motivation. However, most studies using the theory of PLTS were exploratory qualitative studies which lacked a structured analytical framework like Activity Theory. Second, regarding research design, most previous studies fell into either the quantitative or qualitative tradition, with few using a mixed-method approach. Last, concerning the research context, middle school English teachers in China have been under-investigated. Therefore, in order to address these research gaps, by drawing on a mixed-method approach and a conceptual framework based on Activity Theory and Possible Language Teacher Selves, the current study will address the following research questions:

(1) What are the patterns of (de)motivation among EFL teachers in Chinese middle schools?

(2) What are the key sociocultural factors associated with (de)motivation among EFL teachers in Chinese middle schools?

(3) Why do the key sociocultural factors identified in Research Question 2 influence the (de)motivation among EFL teachers in Chinese middle schools?

Chapter 3: Methodology

In this chapter, the research paradigm which the current study fits into will be introduced first. In the light of the chosen research paradigm, the research design will be detailed in terms of research context, sampling methods, data collection and data analysis. The rationale of the research design is outlined in this section as well. Last, the ethical considerations will be addressed, followed by the justification of the validity and reliability of the current study.

3.1 Research Paradigm

Pragmatism is adopted as the research paradigm of the current study. Pragmatism, by definition, is a worldview "in which the research focuses on framing and answering the research question or problem" (Cohen et al., 2018, p. 34). Different paradigms embrace differences in ontology (what is considered to be a reality in the world), epistemology (how we understand and know about that reality), and axiology (what is valued in the research) (Creswell & Clark, 2018). Therefore, pragmatism will be discussed in these three aspects in the following paragraphs to reveal its fitness for the current study.

Ontologically, pragmatism is not confined to any one system of philosophy and it is largely practice-driven (Cohen et al., 2018) and pragmatists always view research in contexts (Creswell, 2014). In this study, the main focus is on EFL teachers' motivation, which is understood through the conceptual framework – a juxtaposition of the PLTS and the AT. To reiterate, while the PLTS lends itself to obtaining insights into teacher motivation from language teachers' point of view, drawing on the AT makes it possible to examine the issue from a sociocultural perspective, taking account of objective factors (e.g., gender, school location and regulatory system) rather than relying absolutely on teachers' subjective self-reports. Therefore, pragmatism suits the study in the sense that it allows for a combination of both subjective and objective knowledge to address the topic of motivation.

With regard to epistemology, pragmatism is interpreted as what works for research purposes, involving a combination of deductive and inductive thinking (Cohen et al., 2018). In other words, pragmatist researchers work on what and how to research based on the intended consequences (Creswell, 2014). In the current study, in order to address the research questions, rigid scales (i.e., the motivation questionnaire) and comparatively open explorations into participants' perceptions (i.e., semi-structured interviews) are involved. Besides, the current study is both inductive and deductive.

While there is a pre-identified conceptual framework, the study is not completely deductive; in contrast, inductive data analysis is conducted when it comes to the qualitative data so as to capture the complexity of the concept of motivation and make an effort to expand the current framework. In this case, pragmatism is appropriate for the study.

Last, in terms of axiology, the underpinned principle of pragmatism is that "thought should lead to action, to prediction and problem solving" (Cohen et al., 2018, p. 35). Thus, different research methods are deployed by pragmatists. As averred by Tashakkori and Teddlie (2009), pragmatism advocates the use of mixed methods in the research and refuses to choose the either/or choices of methodology. The current study embraces both quantitative and qualitative research methods with the aim of both generalisation and in-depth investigation. In this sense, only pragmatism fits the study well. To summarize, pragmatism is the most appropriate paradigm for the current study as it addresses the objective and social facets of language teacher motivation and allows for a combination of different research methods to deal with the research questions.

3.2 Research Design

The study mainly deploys a sequential QUAN→QUAL approach underpinned by the paradigm of pragmatism. Table 3.1 presents the general design of the study. In this study, in response to the research questions, motivation questionnaires were administered first to a range of EFL teachers in Chinese middle schools, where 671 valid responses were retrieved. Based on the quantitative findings, 9 EFL teachers were invited to participate in the second phase of the study – semi-structured interviews.

Data collection	Sampling	Participants	Data analysis	Research questions that were addressed
Motivational questionnaire	Convenience sampling	671 EFL teachers in Chinese middle schools	Descriptive analysis	RQ 1
			Inferential analysis: Structural equation modelling and Kruskal-Wallis H Test	RQ 2
Semi-structured interview	Purposive sampling	9 EFL teachers who have been surveyed by the questionnaire	Thematic coding	RQ 1 + RQ 2 + RQ 3

Table 3.1 Research design

Mixed-methods research (MMR) mainly has five purposes, among which are triangulation and expansion (Riazi & Candlin, 2014), and these are the purposes of the mixed-methods design in the current study. Triangulation in this study means the combination of quantitative and qualitative data to

gain an in-depth understanding of the phenomenon in question (Denzin, 2012). Through triangulation, both convergence and divergence of different types of data might emerge (Morgan, 2019), and this coexistence adds to the significance of MMR studies, which addresses the rigour, depth and complexity of the issue at hand (Flick, 2007). For the purpose of expansion, researchers would sometimes desire to expand the scope and breadth of the study by deploying a mixed-methods approach to interrogate different components of the same issue (Dörnyei, 2007). In this study, the third research questions that why certain sociocultural factors were influential on the EFL teachers' motivation was addressed by qualitative data from interviews. In this case, a broader understanding of the motivation of EFL teachers in Chinese middle schools was gained. To sum up, although, admittedly, mixed-methods approach would require additional time and efforts as it would involve the collection and analysis of two different types of data (Creswell & Clark, 2018), the use of mixed methods ensures the depth and breadth of the current study.

3.3 Context and Sampling

3.3.1 Context

In accordance with the research questions, the study was situated in the context of middle schools in China. In this study, middle schools serve as an umbrella term for junior and senior high schools, where secondary education takes place. The middle schools in China can be divided into public (i.e., state-owned) and private schools. Teachers' proficiency also varies according to school location (e.g., Ji & Wang, 2014; Wang, 2016; Wang et al., 2017; D. Yu & Yu, 2016). For example, after surveying 240 middle school English teachers in a rural area in Western China, Yu and Yu (2016) concluded that the technological pedagogical and content knowledge proficiency of the middle school English teachers in Yunnan and Guizhou Provinces was lower than the average level across China. Due to the diversity of middle schools in China, in this study, the school type and school location were both included as sociocultural factors to be considered.

As for the subject-related issues, in China, parallel with Chinese and math, English is one of the three core subjects in the middle school curriculum. Despite policymakers' efforts to reform the education system in China, the current test-oriented system to some extent encourages English teachers and students to emphasize academic scores, which may act as gatekeepers for better education rather

than serving a role in evaluating English proficiency (X. Yu & Liu, 2021). The overemphasis on tests and scores in middle school English teaching practice may lead to anxiety in language teachers and therefore have an impact on their teaching motivation. In the current study, the exam-oriented English teaching practice will be referred to in later discussion.

3.3.2 Sampling

3.3.2.1 Convenience Sampling. At the first stage of the study, quantitative data were obtained through convenience sampling. As a rough estimate, around 350 individuals are needed for a survey study (Creswell, 2012; Creswell & Clark, 2018). Although random samples are more representative than non-random samples as they minimise the effects of subjective factors (Dörnyei, 2007), in this study, it was unrealistic to conduct rigorous random sampling across China. Therefore, in order to engender a large sample size, convenience sampling was conducted.

Convenience sampling, by definition, means selecting individuals who are willing and available to be studied (Creswell, 2012; Creswell & Clark, 2018). In this study, sampling was conducted through 11 WeChat groups[1] (with around 3000 group members) and two QQ groups[2] (with around 1200 group members) of middle school English teachers across the country, and a WeChat Public Account[3] with a specific focus on middle school English teachers in China (with around 2300 followers). After the six-day administration, in total 738 questionnaire responses were returned. The data were further screened in terms of invariability, response time and consistency (Curran, 2016; Huang et al., 2015; Leiner, 2019). First, the longest string of identical answers in the responses was calculated using R. As suggested by Curran (2016), the threshold of long-string analysis is half the length of the entire scale. 58 were identified as careless responses and therefore were removed. Second, response time was examined. Despite the great difficulty in setting a clear cut-off point for response time due to the survey type, survey objectives, and other factors (Bertling & Weeks, 2018; Soland et

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[1] WeChat is one of the largest messaging apps in China. WeChat groups are social groups where people who share the same background or interests assemble and have conversations together. The maximum size of a WeChat group is 500 people.

[2] Similar to WeChat, QQ is another large messaging app in China and QQ groups are social groups based on QQ. The maximum size of a QQ group is 5,000 people.

[3] A WeChat Public Account is a platform where the account owner could send texts and images to its followers. The followers of certain Public Account have the right to follow or unfollow it at any time depending on their own preferences.

al., 2019), Huang and colleagues (2015) recommend two seconds for each item to be the minimum response time. Five participants were found to finish the questionnaire quicker than the minimum time. Third, based on the even-odd consistency coefficient, the inter-consistency was screened using R and four responses were deleted. After three rounds of data cleaning, 671 valid responses remained. See Table 3.2 for a detailed account of the demographic information of the valid responses.

	Item	n	Percentage (%)
Gender	Male	88	13.1
	Female	573	85.4
	Prefer not to say	10	1.5
Academic degree	Vocational diploma	6	0.9
	Bachelor's degree	453	67.5
	Master's degree or higher	211	31.4
	Other	1	0.1
Professional life phase	0-3 years	82	12.2
	4-7 years	152	22.7
	8-15 years	180	26.8
	16-23 years	148	22.1
	24-30 years	75	11.2
	more than 31years (31 included)	34	5.1
Concurrent posts[4]	None	328	48.9
	Posts related to teaching	102	15.2
	Posts related to management	169	25.2
	Posts related to both teaching and management	57	8.5
	Prefer not to say	15	2.2
Current grade	Junior high	200	29.8
	Senior high	447	66.6
	Both	24	3.6
School type	Public school	545	81.2
	Private school	106	15.8
	Uncertain or prefer not to say	20	3.0
School location	Urban area in Tier-1&2 cities[5]	225	33.5
	Urban area in other cities	182	27.1
	Rural area in Tier-1&2 cities	101	15.1
	Rural area in other cities	163	24.3

Note. N=671 (n=the sample size for each condition); the percentages were rounded off to one decimal place.

Table 3.2 Demographic information of convenience sampling

Admittedly, as a means of non-probability sampling, convenience sampling in this study is deemed as a less-than-perfect compromise of representativeness (Dörnyei, 2007). Another limitation

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[4] "Concurrent posts" in this study refer to the posts that participants undertake in their schools other than being English teacher. Posts related to teaching can be leader of English teaching team, director of teaching and research department. Frequently mentioned management-related posts are class mentor and director of the grade.

[5] According to the Chinese national bureau of statistics, although there are no official definitions on the hierarchies of cities, scholars in China commonly divide the cities into four tiers based on the socioeconomic status, with Tier-1 being the most developed. Examples of "Tier 1&2 cities" are Beijing, Shanghai, Guangzhou, Shenzhen and capital cities of most provinces.

is that there might be a systematic sampling bias that the teachers who chose to join in the teaching groups or follow the WeChat Public Account might be more motivated than those who have not. This limitation will be revisited in the following chapters of findings and discussion.

3.3.2.2 Purposive Sampling. After convenience sampling, maximal variation sampling was conducted to select the participants to take part in the qualitative phase. Maximal variation sampling is a purposive sampling strategy through which the researcher samples diverse cases that differ on some characteristics intending to develop different perspectives on the pertaining issue (Cohen et al., 2018; Creswell, 2012; Creswell & Clark, 2018). In this study, diverse perspectives from the participants on the issue were expected in order to delineate a complex picture of the dynamic changes in the teachers' teaching motivation as well as underscore the commonalities with quantitative analysis (Dörnyei, 2007). Among the 671 valid questionnaire respondents, 90 volunteered to be further contacted for the study. Nine participants were invited to be interviewed in the second stage. Interviewees were selected to get a balance of sociocultural factors (e.g., gender, professional life phase, school location). An overview of the interviewees' demographic information is presented in Table 3.3. Overall, there was a balance within sociocultural factors among the chosen interview participants.

Pseudonym		Eric	Steven	Roger	Caden	Scofield	Kay	Lizzy	Eileen	Jennifer
Gender		Male	Male	Male	Male	Male	Female	Female	Female	Female
Professional life phase		4-7 years	16-23 years	16-23 years	4-7 years	8-15 years	0-3 years	16-23 years	8-15 years	4-7 years
Academic degree		Master	Bachelor	Master	Master	Master	Master	Vocational diploma	Bachelor	Master
Concurrent job		None	Teach-ing-related	Both	None	Teach-ing-related	Manage-ment-related	None	Both	None
Grade		Senior high	Senior high	Senior high	Junior high	Senior high	Junior high	Senior high	Senior high	Senior high
School location	**Area**	Urban area	Other area	Urban area	Urban area	Urban area	Urban area	Other area	Other area	Urban area
	city	Other cities	Tier-1&2 cities	Other cities	Tier-1&2 cities	Tier-1&2 cities	Tier-1&2 cities	Other cities	Other cities	Tier-1&2 cities
School type		Public school	Public school	Private school	Private school	Public school	Public school	Public school	Public school	Public school

* All the numbers in the table were rounded off to two decimal places.

Table 3.3 Demographic information of purposive sampling

3.4 Data Collection

By adopting a mixed-methods approach, in this study, data were first collected quantitatively through an online motivation questionnaire developed in the light of the conceptual framework. Then,

nine participants were invited to participate an online semi-structured interview respectively. The data collection instruments and procedures will be detailed in the following paragraphs.

3.4.1 Questionnaire

3.4.1.1 Design of the Motivation Questionnaire. Questionnaires are one of the most popular research instruments in social sciences because of its nature to address questions in a systematic manner (Dörnyei & Taguchi, 2009). In this study, a motivation questionnaire (see Appendix A) was administered to answer the first two research questions. Accordingly, there were two main parts of the questionnaire in addition to the demographic section. Part One was the AT Scale developed in this study to interrogate the participants' self-reports on their teaching environment. In line with the five elements in the AT part of the conceptual framework, the AT Scale consisted of five subscales, namely, rules, labour division, outcome, tools and community. Part Two (i.e., the PLTS Scale) was an adaptation of an existing motivation scale by Karimi and Norouzi (2019). Drawing upon the PLTS, Karimi and Norouzi (2019) developed a motivation scale and administered it to 1601 English teachers. Through exploratory and confirmatory factor analysis, the scale was proved to be reliable and valid. In this study, the scale by Karimi and Norouzi (2019) was adapted to fit into the Chinese context. The adaptations involved combination of subscales, addition of a subscale (ESSoP = Expected Self: Society's Perspective), and changes to the wording and order of items. Both the AT Scale and the PLTS Scale were seven-point Likert scales, as seven-point scales seem to be preferable with regard to reliability (Krosnick, 2018).

The design of the Motivation Questionnaire in this study strictly followed the procedures suggested by Dörnyei and Taguchi (2009). First, an item pool was created in the light of the conceptual framework, and then the preliminary draft was piloted with three peers respectively, who were middle school English teachers in China of different professional life phases. Based on their elaborate feedback, the wording and order of the items were adjusted. Next, the revised questionnaire was administered to 51 middle school English teachers for a second-round piloting. With the data collected, the validity and reliability of the questionnaire were tested using SPSS. The AT Scale was then condensed to a 20-item scale, and the PLTS Scale was adapted into a 31-item scale. Last, because the final version of the questionnaire was in Chinese (see Appendix B), the questionnaire was reviewed

by a Chinese teacher in the final piloting stage to ensure the authenticity of the language.

3.4.1.2 Validity and Reliability of the Questionnaire. Despite careful scrutinization during piloting, due to the enlarged sample size, it was still necessary to test the validity and reliability of the questionnaire with the final dataset. First, to confirm the validity of the questionnaire, confirmatory factor analysis (CFA) was conducted in Stata. CFA is "useful in assessing a prior belief or an empirical models structure of items" (Humble, 2020, p. 79). Second, the Cronbach's Alpha coefficients were calculated using SPSS to justify the reliability of the questionnaire.

For the AT Scale, as shown in Table 3.4, results of CFA showed that the original version failed to reach the recommended threshold value of a good model. Drawing on the modified indices, three items (i.e., Questions 1, 7 and 20) were deleted, and based on the recommended threshold value (Byrne, 2016; Hu & Bentler, 1999), the revised 17-item version of the AT Scale was tested to have good validity. See Appendix C for the graphic presentation of the AT Scale's confirmatory factor analysis results.

	χ^2	RMSEA	CFI
Recommended threshold value		*<0.08*	*>0.9*
the AT Scale – original	1094.653***	0.096	0.802
the AT Scale – revised	486.755***	0.075	0.906

Note. RMSEA = Root Mean Square Residual; CFI = Comparative Fit Index.
***$p<.001$.

Table 3.4 *Results of confirmatory factor analysis for the AT Scale*

Then, the reliability of the 17-item AT Scale was calculated in the SPSS (see Table 3.5). Altogether there were five subscales, focusing on five key elements in Activity Theory. Statistics showed the Cronbach's Alpha coefficient of each subscale was larger than 0.5, which is a cut-off point of reliability. Therefore, the AT Scale was tested to be reliable.

Subscales	Cronbach's Alpha	Num. of Items	Items
Subscale1: Rules	0.715	4	Q1, Q4, Q10, Q16
Subscale2: Labour division	0.763	3	Q6, Q12, Q14
Subscale3: Outcome	0.814	4	Q2, Q11, Q15, Q19
Subscale4: Tools	0.610	3	Q8, Q13, Q17
Subscale5: Community	0.672	3	Q3, Q5, Q18

Table 3.5 *Results of reliability test for the AT Scale*

Similarly, the validity and reliability of the PLTS Scale were tested in two steps. First, CFA was conducted to test its validity. The PLTS scale had three subscales – Ideal Language Teacher Selves Scale (the ILTS Scale), Ought-to Language Teacher Selves Scale (the OLTS Scale), and Feared

Language Teacher Selves Scale (the FLTS Scale). Table 3.6 holds an explicit display for the confirmatory factor analysis of the PLTS scale (See Appendix D for the graphic presentations). Conclusion could be drawn that the values are all acceptable and the models adequately reproduce the relations of indicators.

	$\chi 2/df$	RMSEA	CFI
Recommended threshold value		*<0.08*	*>0.9*
ILTS	4.308***	0.070	0.956
OLTS	3.870***	0.065	0.945
FLTS	4.218***	0.069	0.955

Note. ILTS = Ideal Language Teacher Selves; OLTS = Ought-to Language Teacher Selves; FLTS = Feared Language Teacher Selves; RMSEA = Root Mean Square Residual; CFI = Comparative Fit Index.
***p<.001.

Table 3.6 *Results of confirmatory factor analysis for the PLTS Scale*

Akin to the reliability test for the AT Scale, the Cronbach's Alpha coefficients of the subscales were calculated in SPSS (see Table 3.7). Results showed that the Cronbach's Alpha coefficients of subscales were larger than 0.5. Therefore, the PLTS Scale was tested to be reliable, and no item needed to be deleted.

Subscales		Cronbach's Alpha	Num. of Items	Items
Subscale1: ILTS	SEMLT	0.738	4	Q2, Q5, Q15, Q20
	SSPRT	0.808	4	Q12, Q22, Q25, Q30
	SEP	0.776	4	Q7, Q13, Q18, Q23
Subscale2: OLTS	ESStuP	0.788	4	Q3, Q9, Q19, Q31
	ESISMP	0.680	4	Q1, Q4, Q6, Q24
	ESSoP	0.803	4	Q8, Q16, Q27, Q29
Subscale3: FLTS	SIUT	0.579	2	Q26, Q28
	SUDT	0.590	3	Q14, Q17, Q21
	SPFT	0.674	2	Q10, Q11

Note. SEMLT = Self as an Expert and Motivated Language Teacher; SSPRT =Self as a Socially / Professionally Recognized Teacher; SEP = Self as an Expert in Pedagogy; ESStuP = Expected Self: Students' Perspectives; ESISMP = Expected Self: Institute/School Managers' Perspectives; ESSoP = Expected Self: Society's Perspective; SIUT = Self as an Uncaring/Demotivated Teacher; SUDT = Self as an Inexpert/Unknowledgeable Teacher; SPFT = Self as a Professionally Fatigued Teacher.

Table 3.7 *Results of reliability test for the PLTS Scale*

To sum up, after the validity and reliability tests, items with unacceptable factor loadings (i.e., Q 1, 7 and 20 in the AT Scale) were deleted, leaving the final version of AT Scale with 17 items and PLTS Scale with 31 items, and the validity and reliability of the whole questionnaire were secured. However, it is noteworthy that although questionnaires are straightforward and convenient in capturing the characteristics of the target population (Dörnyei, 2007), there are inherent limitations on the

instrument. First, due to the complex dynamics of motivation, the rigid-structured questionnaire may be inadequate in elaborating the complexity of the issue. Second, as mentioned in the literature review, the AT-informed questionnaire may fall into the pitfall of decontextualization. Thus, follow-up semi-structured interviews were included in the study.

3.4.2 Semi-structured Interview

Different from the questionnaire, which aims at representativeness, the interview is the most often used method in qualitative inquiries to explore issues in depth (Dörnyei, 2007). It is an elaborate method to investigate an issue from a comparative perspective and interviews allow for triangulation with different methods (Flick, 2007). Among different types of the interview, the semi-structured interview was adopted in this study as it encourages interviewees to elaborate on the issue in an exploratory manner under the guidance of a set of pre-prepared questions (Dörnyei, 2007).

The interview protocol was developed based on the conceptual framework (see Appendix E) and it mainly contained four parts. In Part One (i.e., Informed Consent of the Interview), the interviewees were given a brief introduction to the interview again and reassured about the ethical issues of the study (e.g., the interview would be recorded and transcribed, and the transcription would be confidential). Following the introduction, Part Two concerned the interviewees' background information, the design of which was based on the five elements identified in the AT. Part Three, developed in the light of the PLTS, aimed to interrogate interviewees' perceptions of their possible selves and the factors that they thought influenced their perceptions. In the end, Part Four was the conclusion, in which the researcher expressed her gratitude for the interviewees' cooperation and confirmed again their rights to withdraw from the study at any time. The interview protocol was piloted with two middle school English teachers respectively. Based on their feedback, the wording of the questions was adjusted to make the expressions more explicit.

The interviews were conducted in a one-on-one manner via Tencent Meeting[6] in Chinese (see Appendix F) as people might refuse to be interviewed in a foreign language, and on the other hand, using a non-native language might create a different sociocultural context and therefore exert an influence on the interviewees (Cohen et al., 2018). The interviews were no more than one hour each

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[6] Tencent Meeting is a free audio/video conferencing software which is widely used in China.

to avoid cyber fatigue. It is noteworthy that although the one-on-one semi-structured interview has the potential to yield in-depth data, the interview format indicated an absence of anonymity from the interviewer, which may prevent the interviewees from displaying themselves candidly (Dörnyei, 2007). In order to encourage the interviewees to express themselves freely, a clear introduction and some chit-chats were involved at the beginning of the interviews to create a reliable and relaxing atmosphere.

3.5 Data Analysis

The data analysis of MMR involved "the integration of statistical and thematic data analytic techniques" (Teddlie & Tashakkori, 2009, p. 14). In terms of quantitative data, first, to answer the first research question, the descriptive analysis of the PLTS Scale was conducted. Drawing on the means and standard deviations of different subscales, the general patterns of EFL teachers' motivation were summarised. Then, to address Research Question Two, inferential analysis was done. First, Structural Equation Modelling (SEM) was performed, which is "a statistical methodology that takes a confirmatory (i.e., hypothesis-testing) approach to the analysis of a structural theory bearing on some phenomenon" (Byrne, 2016, p. 3). In this study, the conceptual framework identified the literature review was viewed as the hypothesised model, which aimed to account for the interplays between language teachers' possible selves and the sociocultural factors. Therefore, SEM was conducted to verify the model in the English teaching context. Nonetheless, it is worth pointing out that although SEM has the capacity to handle multiple factors in one single system, its potential pitfall is the oversimplification of causal relationships (Dörnyei & Ushioda, 2021). Therefore, a follow-up qualitative analysis for triangulation appears to be necessary in addressing the dynamically evolving relationships among factors. Besides, the correlations between the PLTS Scale and demographics were calculated using the Kruskal-Wallis H Test, which is a nonparametric substitute for ANOVA (Creswell, 2012). The aim was to explore the possible influential factors related to possible language teacher selves other than those identified in the AT Scale.

With respect to qualitative analysis, the interview recordings were first transcribed verbatim into Chinese. Then the transcriptions were sent to the interviewees for review. In the current study, altogether nine online video interviews were conducted, taking 8 hours 16 minutes 57 seconds in total. A transcription report of 128,466 Chinese characters was generated. Since the interview protocol was

developed under the conceptual framework identified in the literature review, the coding of transcripts was theoretical coding in which "codes come from pre-existing or emergent theories, together with the core category" (Cohen et al., 2018, p. 673). Under each category, thematic coding was further conducted using NVivo. The coding mainly focused on three parts in accordance with the three research questions. First, interviewees' self-reports on their Possible Language Teacher Selves were summarised. Second, following the themes identified in the conceptual framework, the sociocultural factors that the interviewees perceived to be influential were summarised. Last, the reasons accounting for the influential sociocultural factors were presented based on interviewees' remarks, which addressed the third research question.

3.6 Ethics

To ensure the ethical integrity of the research, the British Educational Research Association's (2018) ethical guidelines were strictly observed in the study. Drawing upon the recommendations of the guidelines, five factors were taken into consideration, namely, autonomy, beneficence, nonmaleficence, justice and anonymity.

First, the study respected the autonomy of prospective participants. All of the participants were adults, and they were given information on the study and the freedom to retrieve their consent at any stage. Besides, there was no interference in the participants' decisions or thoughts at any stage of the study. Second, the study aimed to benefit the possible participants by rendering them an opportunity to reflect on their language teaching motivation systematically and therefore having a better knowledge of what might be done next to maintain or enhance their motivation. In addition, the research findings contributed to the language teacher education system in China, which in turn benefited the participants. Third, the study did not harm the participants or others. The work was done through the Internet. Considering the time difference between the U.K. and China, the online interviews were conducted at the convenience of the participants, and each interview lasted around one hour, aiming to avoid cyber fatigue. Fourth, the study treated all participants equally and fairly. Data were collected based on the expression of participants' true feelings and thoughts. Fifth, anonymity was promised during the whole study, and the raw data (i.e., responses from questionnaires and interview recordings) were not available to people other than the researcher.

3.7 Trustworthiness

Validity, by definition, is "the development of sound evidence to demonstrate that the intended test interpretation matches the proposed purpose of the test" (Creswell, 2012, p. 630). To achieve high validity, in this study, first, the questionnaire developed in the study was piloted twice, and as discussed in the data collection section, after revision confirmatory factor analysis was conducted on the updated questionnaire. Results showed that the instrument was of good validity. Similarly, the interview protocol was piloted as well to guarantee validity. Reliability, as defined by Creswell (2012), indicates that "individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent" (p. 627). In other words, a reliable study is a study that is replicable in different contexts, which can be a valuable feature of a sound study. To ensure reliability, first, before quantitative data analysis, the questionnaire responses were screened to eliminate responses from careless participants. Besides, the coding of interview transcriptions was reviewed by the interviewees to make sure that the interpretations were consistent with their candid expressions.

Chapter 4: Findings

As mentioned in the previous chapter, after the two sequential stages of data collection, elaborate data cleaning on quantitative data, 671 valid survey responses were retained and nine interviews with chosen participants were transcribed and thematically coded. In this chapter, the results of data analysis will be presented according to data sources. For the quantitative data from questionnaires, the findings of the descriptive analysis will first be shown, followed by the findings of inferential analysis. For the qualitative data from interviews, the coding results will be delineated.

4.1 Quantitative Data

4.1.1 Descriptive Analysis of the PLTS Scale

In this section, descriptive statistics for the PLTS Scale (see Table 4.1) are analysed to address the first research question: *What are the patterns of (de)motivation among EFL teachers in Chinese middle schools?* As mentioned before, the PLTS Scale consists of three subscales (i.e., the ILTS Scale, the OLTS Scale and the FLTS Scale).

First, it could be seen from the table that for all 12 items in the ILTS Scale, the mean scores were higher than 6. Therefore, results showed that the survey participants, in general, had a very positive image of the ideal L2 teacher self, and this applied to all three subscales of the ILTS. Second, part of the OLTS Scale revealed a similar pattern to the ILTS Scale. That is, for the ESStuP (Expected Self: Students' Perspectives) and the ESSoP (Expected Self: Society's Perspective), participants scored higher than 6 on average, indicating a strong ought-to self-image from the perspectives of students and society. However, for all of the four items in the ESISMP (Expected Self: Institute/School Managers' Perspectives), participants obtained scores lower than 3.5, showing that on average, the survey participants did not possess a strong ought-to self-image pertaining to the school managers' perspectives. Besides, it is noteworthy that the standard deviation scores of all 12 items were high, which might indicate a wider range of individual differences on the OLTS. Last, akin to the pattern of the OLTS, the descriptive analysis of the FLTS demonstrated that the participants of the survey held a very strong feared image of self as an inexpert or unknowledgeable teacher and self as a professionally fatigued teacher, as the mean scores for the items in these two subscales were all higher than 6. Nonetheless, for the two items in the SIUT (Self as an Uncaring/Demotivated Teacher), participants

	Items	Min	Max	Mean	SD
Scale 1: the ILTS Scale					
SEP-1	7) I can imagine myself as a creative teacher who can adopt various strategies to facilitate the learning process.	3	7	**6.75**	0.548
SEMLT-1	5) I wish to have a native-like accent because I think that English teachers must be role models for their students in accent / pronunciation.	3	7	**6.71**	0.587
SEMLT-2	15) I have a strong desire to have a perfect command of English vocabulary/idioms.	2	7	**6.69**	0.604
SSPRT-4	30) I would like to become a teacher who is admired by his/her students.	2	7	**6.68**	0.618
SEP-4	23) I can imagine myself as a teacher who can develop the ability to masterfully use technology in his/her classes.	1	7	**6.64**	0.645
SSPRT-3	25) I would feel great if students remember me as an energetic teacher.	2	7	**6.61**	0.692
SEMLT-4	20) To keep up with innovations in teaching, I would like to participate in workshops and conferences on pedagogical issues.	1	7	**6.56**	**0.839**
SEP-3	18) I can imagine myself as a teacher who can create various learning opportunities in his classes.	2	7	**6.53**	0.724
SSPRT-2	22) I would feel great if others respect me for my profession.	1	7	**6.52**	**0.869**
SEP-2	13) I imagine myself as a teacher who has his own repertoire of supplementary teaching materials.	2	7	**6.47**	0.787
SEMLT-3	2) I would like to work in a school where there is a motivating atmosphere for teaching-related research.	2	7	**6.44**	**0.825**
SSPRT-1	12) I would feel great if students appreciate my patience.	1	7	**6.42**	**0.863**
Scale 2: the OLTS Scale					
ESStuP-4	31) I think my students would expect me to give equal attention to them.	1	7	**6.44**	**0.941**
ESStuP-1	3) I think my students would expect me to be a knowledgeable teacher.	1	7	**6.44**	**0.984**
ESStuP-3	19) I would like to have a native-like accent because I think my students would expect me to do so.	1	7	**6.42**	**1.065**
ESStuP-2	9) I think my students would expect me to take into account their needs.	1	7	**6.37**	**1.083**
ESSoP-2	4) I would like to treat students equally because I think the society would expect me to do so.	1	7	**6.35**	**1.018**
ESSoP-4	29) I would like to enhance my teaching proficiency because I think the society would expect me to do so.	1	7	**6.34**	**1.091**
ESSoP-1	8) I would like to prepare lessons plans because I think the society would expect me as a teacher to be prepared.	1	7	**6.13**	**1.327**
ESSoP-3	27) I would adhere to a stricter moral code because I think the society would expect me to do so.	1	7	**6.11**	**1.320**
ESISMP-2	4) I think my students would expect me to be a knowledgeable teacher.	1	7	3.50	**1.915**
ESISMP-4	24) I think the school/institute managers would expect me to participate in teaching research activities.	1	7	3.44	**1.914**
ESISMP-3	6) I would like to prepare lesson plans every session because I think institute/school managers would expect me to be prepared.	1	7	3.01	**1.775**
ESISMP-1	1) I think institute/school managers would expect me to use various strategies to keep students motivated.	1	7	2.96	**1.796**
Scale 3: the FLTS Scale					
SPFT-1	10) I am afraid of becoming a teacher who feels exhausted by the thought of another day at work.	2	7	**6.61**	0.699
SUDT-3	21) I am afraid of becoming a teacher who treats students as objects.	1	7	**6.48**	0.936
SUDT-1	14) I am afraid of becoming an uncaring teacher.	1	7	**6.45**	1.007
SPFT-2	11) I am afraid of becoming a teacher who is tired of preparing lesson plans for every class.	1	7	**6.31**	1.022
SUDT-2	17) I am afraid of becoming a teacher whose classes are known as stressful.	1	7	**6.29**	1.144
SIUT-2	28) It worries me if I become a teacher whose students make fun of his/her English accent.	1	7	5.42	**1.817**
SIUT-1	26) I do not like to become a teacher whose students have a greater command of English than she/he does.	1	7	5.22	**2.024**

Note. SEMLT = Self as an Expert and Motivated Language Teacher; SSPRT =Self as a Socially/Professionally Recognized Teacher; SEP = Self as an Expert in Pedagogy; ESStuP = Expected Self: Students' Perspectives; ESISMP = Expected Self: Institute/School Managers' Perspectives; ESSoP = Expected Self: Society's Perspective; SIUT = Self as an Uncaring/Demotivated Teacher; SUDT = Self as an Inexpert/Unknowledgeable Teacher; SPFT = Self as a Professionally Fatigued Teacher.

Table 4.1 Descriptive analysis for the PLTS Scale

gained mean scores lower than 6, demonstrating that participants held a weaker image of self as an uncaring/demotivated teacher. Last, six of the 7-item subscale were calculated to have large standard deviation scores, suggesting a wider spread range of the participants' perceptions in the OLTS.

In conclusion of the descriptive analysis, despite large standard deviation scores, participants on average held strong self-images in the whole scale. Nevertheless, two exceptions were the ESISMP (Expected Self: Institute/School Managers' Perspectives) and the SIUT (Self as an Uncaring/Demotivated Teacher), in which participants scored comparatively lower. This might indicate an absence of certain parts of self-image and will be explained in the following chapter.

4.1.2 Inferential Analysis

In this section, the inferential analysis is detailed in order to address Research Question Two: *What are the key sociocultural factors associated with (de)motivation among EFL teachers in Chinese middle schools?* First, the correlations between the AT Scale and PLTS Scale were calculated using Structural Equation Modelling. Then, the correlations between the PLTS Scale and other demographic information were calculated using the Kruskal-Wallis H Test.

4.1.2.1 Structural Equation Modelling. First, three SEM Models were produced based on the conceptual framework, which suggests that all the elements in a sociocultural activity (i.e., language teaching activities in this study) correlate with each other. Since the data were not normally distributed, the default estimator of SEM was not applicable (Finney & DiStefano, 2006). In this study, the Satorra-Bentler rescaling method (Satorra & Bentler, 1994) was used, which was a robust estimate method for nonparametric data. To be specific, the models in this study were fitted using standard maximum likelihood to estimate the model parameters, but along with standard errors and a Satorra-Bentler scaled test to test statistics (Yashima et al., 2017).

	χ^2/df	CFI	SMR	RMSEA
Recommended threshold value		*>0.9*	*<0.08*	*<0.08*
SEM Model 1 – AT & ILTS	775.995***	0.925	0.047	0.043
SEM Model 2 – AT & OLTS	774.549***	0.916	0.054	0.043
SEM Model 3 – AT & FLTS	560.966***	0.916	0.052	0.047

Note. CFI = Comparative Fit Index; SMR = Squared Multiple Correlation; RMSEA = Root Mean Square Residual.
***p<.001.

***Table 4.2** Goodness of fit indices for the SEM models*

The three SEM Models are Model 1 – AT & ILTS, Model 2 – AT & OLTS and Model 3 – AT & FLTS. Three goodness of fit indices for these models were reported (In'nami & Koizumi, 2011). As can be seen from Table 4.2, all the reported indices for the SEM models were fit to the threshold values. The results confirmed that the models fitted the data well. The full results of the SEM analyses are presented in Appendix G. The models revealed several significant paths. In the three SEM models, the covariance measurements between the AT elements and the PLTS components were statistically significant ($p<0.01$), and the coefficients for all the measurements were above zero. Therefore, it could be concluded that the five AT elements examined in the SEM models were all correlated with the language teachers' ideal self, ought-to self, and feared self. In other words, according to the SEM analyses, outcome, rules, labour division, community, and tools were the key sociocultural factors associated with the possible selves of the English teachers who participated in the survey. Nonetheless, as pointed out in the previous chapter, despite its inclusiveness, SEM has the potential limitation of oversimplification of causal relationships. Therefore, qualitative analysis is needed as well to address the complexity of real-life activities.

4.1.2.2 Kruskal-Wallis H Test. Apart from the SEM analysis mentioned above, the correlations between demographic information and the PLTS Scale were examined using the Kruskal-Wallis H Test. Results showed that in the current study, the gender, academic degree, professional life phase, concurrent posts, grade and school type were not significantly correlated with the PLTS. However, there was a statistically significant difference in the PLTS between different school locations, $\chi 2 = 6.091$, $p = 0.014$, with a mean rank PLTS of 353.95 for Tier 1&2 cities, 317.01 for other cities. It could be interpreted from the statistics that among all the demographic factors surveyed in the questionnaire, the school location was the only one that correlated with EFL teachers' possible selves, with working in Tier 1&2 cities being a motivator and working in other cities being a demotivator.

To summarise the findings of quantitative data, first, despite large standard deviation scores, participants held strong self-images in the whole scale on average, with only two subscales (i.e., Expected Self: Institute/School Managers' Perspectives and Self as an Uncaring/Demotivated Teacher) as exceptions. This showed that, in general, the EFL teachers in Chinese middle schools surveyed in this study held strong images of ideal self, ought-to self and feared self, but the three images were not

in perfect balance. Second, outcome, rules, labour division, community, and tools were the key sociocultural factors associated with the EFL teachers' possible selves. But different factors exerted different levels of influence on the PLTS. Apart from these factors, school location was also calculated to be an influential factor on the PLTS.

4.2 Qualitative Data

4.2.1 Possible Language Teacher Selves

The following subsections offer a detailed account of the interviewees' perceptions of their possible language teacher selves. The coding themes will first be explained with sample quotes and then be compared to the findings of descriptive quantitative analysis to draw a comprehensive picture of the possible language teacher selves of Chinese middle school EFL teachers (Research Question 1).

4.2.1.1 Ideal Language Teacher Self. In respect to the interviewees' ideal self-image as an English teacher, five themes emerged after coding (see Table 4.3). The first three coding themes were in line with the components of the ILTS Scale, and the last two coding themes were the unique findings of the qualitative data.

Code	Example quote	No. of participants	References[7]
Self as an expert in pedagogy	"I think I need to work harder on motivating students to get them involved in the English classrooms. Besides, I want to be able guide students in their thinking." (Jennifer)	8	19
Self as an expert / motivated language teacher	"I'd prefer to be adept at subject knowledge. If my students or peers comment me as such, I would be very happy." (Eric)	4	9
Self as a socially / professionally recognised teacher	"I want to be recognised by the society." (Roger)	2	2
Self as a professionally developing teacher	"I think my publications are not enough, especially those published in high-quality journals. … For me to be an ideal English teacher, the very first thing to do is make progress in my profession and publish more articles. I want to do more in teaching research and undertake more research projects." (Roger)	4	8
Self as a score-oriented teacher	"For teachers who worked at the bottom level like me, I think it is the best thing for yourself, students, their parents and even their whole family that you could perform exam-oriented teaching practice successfully." (Eileen)	4	5

Table 4.3 *Coding of the Ideal Language Teacher Self*

First, eight participants mentioned they wanted to be an expert in pedagogy (19 total references).

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[7] "References" refer to the pieces of transcripts that fell into certain themes.

"Being an education major, I think I am still hoping that education can be a long-term and high-quality cause," said Kay, who, as a novice teacher, suffered lots of pressure from the exam-oriented teaching system in her working place. When talking about her ideal language teaching self, the first thing that came to her mind was the art of teaching pedagogy. She further explained, "an ideal English teacher should be able to develop a good relationship with students. She should be dignified and, in the meantime, approachable in her class." The concern on teaching pedagogy was shared by other seven interviewees, who made comments like "I hope to be a teacher with charm in pedagogy" (Eileen). Similarly, in the descriptive analysis of survey responses, the survey participants scored highly in the SEP Subscale (Self as an Expert in Pedagogy), indicating consistency in quantitative and qualitative findings. Divergence of two datasets also emerged in terms of perceptions of an ideal self as an expert/motivated language teacher. However, for the SSPRT Subscale (Self as a Socially/Professionally Recognised Teacher) which also produced high mean scores in the previous analysis, its counterpart in the qualitative coding was only mentioned by two participants.

Interestingly, four participants stated they would want to be a teacher keen on teacher development, and another four interviewees said ideally, they would be a teacher who could help students raise their academic scores. As said by Caden, "a teacher should at least enjoy his work and help students achieve high scores in exams." This was of particular interest given that the emphasis on academic achievement was expected to occur when talking about Ought-to Language Teacher Self. It seemed that there existed an interplay between the ILTS and the OLTS.

4.2.1.2 Ought-to Language Teacher Self. Akin to the categorization in the OLTS Scale, the interviewees' self-images on what they were expected to be like could be divided into three themes from three different perspectives: students' perspectives, school managers' perspectives and society's perspectives (see Table 4.4).

Nine participants reported an expected self which was formed by students' expectations 23 times altogether, saying "you need to be humorous, knowledgeable and understanding" (Roger) to be loved by students. Besides, six participants reported a strong self-image expected by society. As Lizzy said, "when you stand in the classroom, you may feel the pressure. It is not only an issue of scores. It is because of society's expectations and parents' expectations that you feel a sense of responsibility.

You must do a perfect job." The descriptive analysis of the quantitative data also confirmed strong expected self-images from both the students' and the society's perspectives. However, contradictions occurred when it came to the expected self from the school managers' perspectives. In the interviews, all of the nine participants stated that they would be influenced by the expectations from the school managers. Many of them mentioned school managers' emphasis on academic scores (Eric, Steven, Lizzy, etc.). Nonetheless, according to the descriptive analysis, survey participants presented weak ought-to self-image from the school managers' perspectives. Again, this may indicate an interplay between the ideal self and ought-to self.

Code	Example quote	No. of participants	References
Expected self: students' perspectives	"From students' perspective, I think they are quite practical. All they want is to learn something useful in the class, be it subject knowledge or learning strategies. If they learn things, they will be satisfied." (Lizzy)	9	23
Expected Self: Institute/School Managers' Perspectives	"From school's perspective, I think the school leaders may attach the greatest value to academic scores… yes, especially teaching scores." (Scofield)	9	10
Expected self: society's perspectives	"Due to the society's expectations on teachers, first we should pay more attention to our behaviour and conversations. … Especially when punishing students, we need to be more cautious." (Kay)	6	6

Table 4.4 Coding of the Ought-to Language Teacher Self

4.2.1.3 Feared Language Teacher Self. In regard to the Feared Language Teacher Self, the coding themes in the qualitative data followed the same three subtypes identified in the FLTS Scale in quantitative data, and no new types of feared selves were observed (see Table 4.5).

Code	Example quote	No. of participants	References
Self as a professionally fatigued teacher	"I don't want to be a teacher who stops learning. Some teachers teach identically for thirty years. They start their classes by dictation and then go through the answers in the exam papers. They don't learn new things because they don't want to. These are the teachers I fear to be." (Eric)	9	11
Self as an uncaring / demotivated Teacher	"I don't want to be a teacher who is indifferent with his students, colleagues and his teaching practice. That is to say, a state of being demotivated. Let me rephrase again. It is just like waiting for retirement." (Scofield)	5	5
Self as an inexpert/ unknowledgeable teacher	"I don't want to be a teacher from whom the students can learn nothing in the class." (Jennifer)	1	1

Table 4.5 Coding of the Feared Language Teacher Self

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Nine participants said that they were afraid of becoming a professionally fatigued teacher. That is to say, all the teachers interviewed in this study believed that they didn't want to be a teacher who was not making any progress throughout the teaching career. When talking about his FLTS, Steven said, "I am afraid of becoming a teacher who only knows about exams. For those teachers, all he does every day is to ask students to recite more vocabulary. Every day is repetitive." Besides, five participants did not want to be a demotivated or uncaring teacher. As Eric said, "some teachers just do not care about their students or even their jobs. I don't want to be that kind of people." Last, only one teacher mentioned in the interview that she "did not want to be a teacher from whom students can learn nothing in the class" (Jennifer). This finding is in line with the finding from the descriptive analysis, where there seemed to be an absence of the SIUT (Self as an Inexpert/Unknowledgeable Teacher). This may be explained through the sampling, a majority of whom were experienced teachers (i.e., teachers who had worked for at least 3 years) and highly educated teachers (i.e., teachers who owned at least a bachelor's degree), as they were believed to be more knowledgeable and skilful.

4.2.1.4 Summary of Findings on the PLTS. Through comparison between the descriptive analysis of quantitative data and the coding of interview data, both convergence and divergence between two types of data were observed (see Table 4.6), and some conclusions could be drawn based on two datasets.

First, both quantitative and qualitative data confirmed that the EFL teachers in this study had positive images of ideal selves as pedagogy experts and motivated language teachers, ought-to selves based on both students' and society's expectations, and feared selves as professionally fatigued teachers and uncaring/demotivated teachers. In addition, both datasets confirmed a weak image of feared self as an uncaring/demotivated Teacher. Second, in terms of some sub-types of possible selves (i.e., the SSPRT and ESISMP), quantitative and qualitative data revealed different patterns. The reasons why divergence emerged will be further elaborated on in the following chapter. Last, qualitative data contributed to the understanding of the PLTS by adding two subtypes of ideal language teacher selves to the general patterns, and the complementarity of the patterns of PLTS warrant future adjustments to the PLTS Scale.

Theme	Qualitative findings	Quantitative findings	Comparison between quant & qual findings
Ideal Language Teacher Self (ILTS)			
Self as an expert in pedagogy (SEP)	Strong	Strong	Convergent
Self as an expert/motivated language teacher (SEMLT)	Strong	Strong	Convergent
Self as a socially/professionally recognised teacher (SSPRT)	Weak	Strong	Divergent
Self as a professionally developing teacher	Strong	N/A	N/A
Self as a score-oriented teacher	Strong	N/A	N/A
Ought-to Language Teacher Self (OLTS)			
Expected self: students' perspectives (ESStuP)	Strong	Strong	Convergent
Expected Self: Institute/School Managers' Perspectives (ESISMP)	Strong	Weak	Divergent
Expected self: society's perspectives (ESSoP)	Strong	Strong	Convergent
Feared Language Teacher Self (FLTS)			
Self as a professionally fatigued teacher (SPFT)	Strong	Strong	Convergent
Self as an uncaring/demotivated Teacher (SUDT)	Strong	Strong	Convergent
Self as an inexpert/unknowledgeable teacher (SIUT)	Weak	Weak	Convergent

***Table 4.6** Integrated results matrix for the PLTS*

4.2.2 Influential Demographic Factors

Corresponding to the inferential analysis of the quantitative data, factors that might influence participants' teaching motivation were interrogated in the interviews for triangulation. Akin to the analysis in the previous section, the comparison between quantitative and qualitative findings will be discussed (see Table 4.7). Drawing on the qualitative data, among the seven demographic factors in question, three factors were found to be important influential factors on the language teachers' motivation, which are the professional life phase, concurrent jobs and school location. As can be seen from the table, the qualitative findings were not completely consistent with the quantitative findings.

First, although showing no statistical significance in the quantitative analysis, whether the EFL teachers had concurrent posts was considered to be an influential factor for all interviewees. It is noteworthy that according to the qualitative data, the influences concurrent posts had on interviewees' teaching motivation were twofold. They could be a demotivator and in the meantime a motivation. The quotes from Kay, a novice class mentor, gave an explicit explanation of the issue.

> *On the one hand, concurrent posts have some positive effects. For me, being a class mentor means a closer relationship with students. Besides, students tend to attach greater importance to the subject I teach. The fact is that my class ranks top in English exams comparing with other classes. On the other hand, because much time has been spent on fulfilling the extra tasks, I seldom have time to reflect on my teaching practice, and this makes me very anxious. (Kay)*

Theme	Qualitative findings			Quantitative findings	Comparison between quant & qual findings
	Example quote	Parti-cipants	Refer-ences		
Concurrent posts	"Being a class mentor can be very tedious. There are so many trifles to care about. For example, my schedule for lesson planning is often spoiled by unexpected meetings. Much time has been spent on mentoring. I sometimes even feel that teaching English is my sideline." (Eileen)	9	25	Concurrent posts & the PLTS: No significant correlation	Divergent
Professional life phase	"At first, I felt an unrealistic passion for teaching. I desired to participate in as many different things as possible and aim for perfection in them. However, later I got exhausted and slack in my work because of the overload of work." (Jennifer)	6	8	Professional life phase & the PLTS: No significant correlation	Divergent
School location	"School location may have great influences in many aspects. For example, teachers may be reluctant to work in rural areas. Besides, some parents prefer to send their children to larger cities where they can have access to better education resources." (Lizzy)	6	7	School location & the PLTS: Significant correlation	Convergent
Gender	"Female teachers need to bear children. To some extent, once female teachers get married, it will be unlikely for them to put much efforts in their teaching practice." (Roger)	3	8	Gender & the PLTS: No significant correlation	Convergent
School type	"Some public schools attach great importance to the closeness between teachers and school leaders when they evaluate the teachers, which will worsen the school's teaching atmosphere. However, in private schools, scores are the most important criteria. Therefore, as long as you make efforts, you will be valued by the school." (Roger)	2	3	School type & the PLTS: No significant correlation	Convergent
Grade	"I shifted from junior high to senior high one year before I gave birth to my child. I felt it was a motivator for my teaching. … Like one of my colleagues, he said because the teaching in senior high was more complex than that in junior high, he would be more motivated in improving his teaching proficiency." (Eileen)	1	2	Grade & the PLTS: No significant correlation	Convergent
Academic degree	N/A	0	0	Academic degree & the PLTS: No significant correlation	Convergent

Table 4.7 *Integrated results matrix for the inferential analysis between demographics and the PLTS*

In Kay's case, the reason for concurrent posts' mixed influences on her motivation was that concurrent posts promoted her relationship with students but in the meantime increased her workload. That is to say, although concurrent posts were believed to be an influential demographic factor, the influences were not direct. Instead, they were mediated by other factors like student-teacher relationship and workload. Hence, the statistical non-significance shown by quantitative analysis did not contradict interviewees' perceptions of concurrent posts. When the mediators were taken into consideration, an indirect correlation between concurrent posts and teaching motivation could be observed (see Figure 4.1).
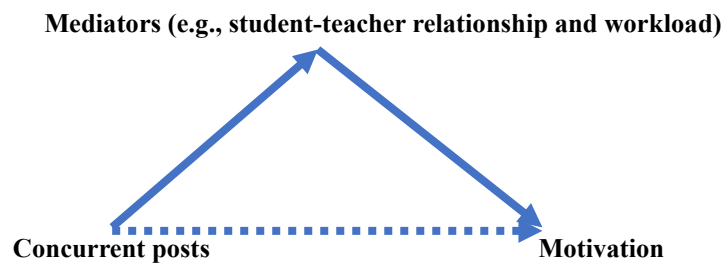
Mediators (e.g., student-teacher relationship and workload)

Concurrent posts ····························▶ **Motivation**

***Figure 4.1** Mediation model of concurrent posts and motivation*

Second, although showing no statistical significance in the quantitative analysis, the professional life phase was considered to be an influential factor for most interviewees. Six participants reported that they had high motivation at the beginning stage of their teaching profession. However, their motivation fluctuated with time going by, and often the fluctuation was accompanied by some other factors, for example, the increase of workload. Depending on different countermeasures, the participants' current language teaching motivation varied. As concluded by Scofield, a teacher with a teaching experience of 8-15 years:

> *At different stages, my motivation varied a lot. Personally, during the first three years of teaching, my motivation was pretty high. In the third year, I became a class mentor. It was very exhausting and laborious. Then my teaching motivation declined. The fourth year was very tough. Luckily, I was then offered an opportunity to participate in a one-year teaching training program, in which I learnt more about the art of teaching and management. After that, I became more adept and I am now able to maintain a high level of motivation in my teaching. (Scofield)*

In Scofield's case, he perceived a direct link between the professional life phase and his teaching motivation. Notwithstanding, when probing into the reasons behind it, it could be summarised from his quote that the influential factors were the increased workload in his third year and the teacher professional development (TPD) programme in his fourth year. To reiterate, the factors served as the mediators in the causal relationship between the professional life phase and motivation (see Figure 4.2). Besides, since the mediational effect among factors could not be identified by the inferential analysis, this also accounted for the divergence between quantitative and qualitative analysis.
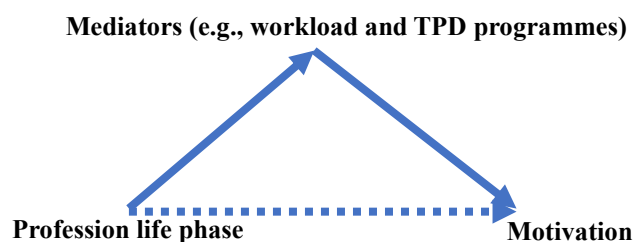
Figure 4.2 *Mediation model of professional life phase and motivation*

Last, school location was believed by most of the interviewees (i.e., six out of nine) to be an influential factor in their teaching motivation, which was consistent with the quantitative findings. Therefore, it could be first concluded that there was a direct correlation between school location and language teachers' motivation. As said by Lizzy, "teachers may be reluctant to work in rural areas". Besides, students' English proficiency was another factor that mediated the correlation. Eileen, a high school English teacher in the rural area of a small town, explained the reason.

> *I teach in a town in an underdeveloped area. ... Because of the student recruiting policy, in this*
> *area, students in my school were the least proficient in the whole city. In my teaching practice,*
> *because the students were incompetent in English, I often have the feeling that my efforts have*
> *not paid off. And this is quite demotivating. (Eileen)*

To sum up, school location had both direct and indirect influence on EFL teachers' motivation (see Figure 4.3). In general, teachers working in more developed areas tended to have higher motivation. Besides, based on the qualitative analysis, the indirect influence was mainly mediated by students' proficiency. With the schools located in less developed areas, students there correspondingly tended to be less competent in school performances and therefore hindered teachers' motivation.
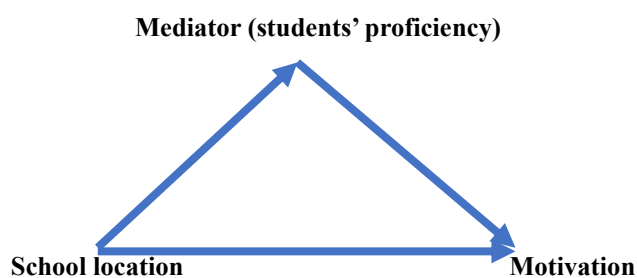

Figure 4.3 *Mediation model of school location and motivation*

4.2.3 Influential Contextual Factors

Apart from the demographics, it has been suggested by SEM analysis that the five elements in the AT were tested to be correlated with EFL teacher motivation. Therefore, when it comes to the qualitative data analysis, the coding followed the same conceptual framework. The coding was both inductive with a pre-set framework, and deductive with subthemes emerging along the coding process. See Table 4.8 for detailed coding of the influential sociocultural factors based on the AT.

	Theme	Example quote	Partici-pants	Refer-ences
(1) Community				
	colleagues	The relationship among colleagues is good. We share resources and discuss problems together. I feel comfortable with that. (Steven)	9	29
	parents	In my school, I think in general parents are supportive of English learning. … But we cannot rely too much on parents. Because our school is a boarding school, parents are of very limited help. Besides, most parents are not good at English. Therefore, they can do nothing. (Roger)	9	16
students	recognition	After class, students might follow me and walk me back to the office, talking about their study. This will make me happy. (Lizzy)	7	15
	English proficiency	Students do not have adequate prior knowledge. In this case, it will be very difficult for teachers to help them improve themselves. … Teachers in my school are exhausted both physically and psychologically. (Lizzy)	5	9
	leaders	The principal sets herself as an example to us. This is very important. She often visits the classes in Senior Grade 3. Every day she is the first one to arrive at the school. Her passion for work is very motivating. (Scofield)	4	5
(2) Labour Division				
	Helpful	We have weekly meetings in our teaching group. … I think the meetings help me accomplish the tasks assigned by the school. I will be clearer about what to do. (Kay)	3	5
	Unhelpful	At present, we all work on our own. We seldom share resources or thoughts, if ever. (Caden)	4	8
(3) Outcome				
	Scores	I think (my motivation) is related to teaching achievements. If my students get high scores and they appreciate my efforts, I think this is a virtuous circle. (Eileen)	9	18
(4) Rules				
	Salary-related	The salary and the efforts do not match at all. For example, we get 30 yuan for the three-hour evening self-study session. (Lizzy)	4	14
	Professional-development-related	It is hard for me to get higher professional titles. … This is great pressure for me. (Eric)	4	9
	Working-hour-related	The demotivating factors are many. For example, the rules, the meaningless rules. Take exam invigilation as an example. Every time we are asked to arrive 40 minutes before the exam to participate in a meaningless training session. It does no good to me. (Caden)	4	6
(5) Tools				
	Teaching aids	Of course (teaching aids) can limit my teaching practice, especially for English teachers. We need many videos and listening materials. It will be very convenient if we can have access to the teaching aids. (Roger)	9	11
	professional development	In the fully packed routine, I can still find some time to improve myself and broaden my horizons. This is my source of happiness. (Caden)	7	15

***Table 4.8** Coding of the influential sociocultural factors based on the AT*

First, the community-related factors were colleagues, parents, students (to be more specific, students' recognition and students' English proficiency) and school leaders. On the one hand, these factors might influence teachers' psychological state directly. When talking about community-related factors, interviewees used expressions such as "supportive" (Roger), "make me happy" (Lizzy) and "the principal's passion towards work is very motivating" (Scofield). On the other hand, some indirect correlations were also observed when interrogating the reasons why these factors were influential. Take students' English proficiency as an example (see Figure 4.4). When students had inadequate English proficiency, it was very likely that their academic scores were low. This created tension between community and teaching outcome (i.e., students' academic achievements). The tension in turn exerted influences on EFL teachers' motivation. As said by Lizzy, "Students do not have adequate prior knowledge. In this case, it will be very difficult for teachers to help them improve themselves. … Teachers in my school are exhausted both physically and psychologically".
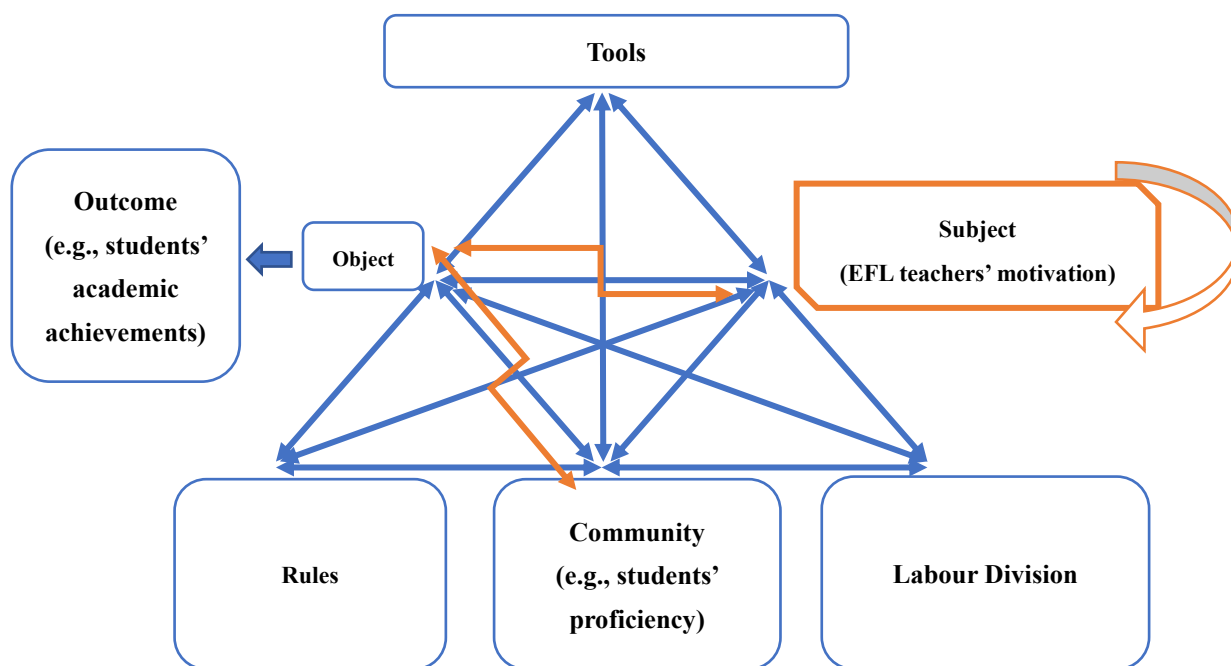

Figure 4.4 Sample activity system of the community-related factors

Second, concerning labour division, three interviewees thought the labour division was helpful because it helped them lessen burdens on lesson planning and improve their teaching practice. As Kay put it, "I think the meetings help me accomplish the tasks assigned by the school. I will be clearer about what to do." However, although admitting that labour division was desirable, four interviewees reported the labour division in their schools were unhelpful. For example, Caden commented that "at

present we all work on our own. We seldom share resources or thoughts, if ever". To conclude, a well-organized labour division serves as a motivator, while a bad one might be a demotivator.

Third, with regard to outcome, although there might exist various types of teaching outcomes, in this study, all interviewees mentioned students' academic scores as their teaching objectives (i.e., their desired teaching outcomes). The reason was also straightforward as high academic scores were "the requirement from the schools and the parents" (Eric) and "scores are one of the main criteria by which teachers are evaluated" (Eileen).

Fourth, three types of rules were believed by the interviewees to be influential on their teaching motivation. They were rules related to salary, professional development and working hours. The main reason why these factors were important was that they were representations of their value and affected their sense of achievement. As Eric said, "it is so hard for me to get promoted. It makes me feel that I am incompetent and useless." Another example is Lizzy's comments on the salary.

I worked for the whole evening self-study session but I was only paid 30 yuan for it. I had barbecue takeaways one night with three of my colleagues. We earned 120 yuan altogether, but the meal took us 300 yuan. I felt that my efforts were not appreciated. (Lizzy)

Last, the factors related to tools were mainly teaching aids and access to professional development opportunities. For teaching aids, it was mentioned by all the interviewees that adequate access to teaching aids (e.g., technological equipment, reference books and multimedia resources) would help them facilitate their teaching, and therefore enhance their motivation. For professional development, seven interviewees referred to it as a motivator because they expected it could help them improve their teaching skills.

To sum up, drawing upon both quantitative inferential analysis and qualitative thematic coding, the key sociocultural factors that influenced the participants' teaching motivation were some demographic factors (i.e., the professional life phase, concurrent posts and school location) and AT-based factors (i.e., community, labour division, outcome, rules and tools). And their influences on EFL teacher motivation were mainly fulfilled through mediation and contraction.

Chapter 5: Discussion

5.1 RQ 1: Patterns of (De)motivation

To delineate the general patterns of motivation and demotivation among EFL teachers in Chinese middle schools through the lens of PLTS, both quantitative descriptive analysis and qualitative thematic analysis were drawn upon. First, the EFL teachers participating in this study, in general, had positive images of ideal selves as pedagogy experts and motivated language teachers, ought-to selves based on the expectations of students and society, and feared selves as professionally fatigued teachers and uncaring/demotivated teachers. However, both datasets confirmed that the participants had a weak image of the feared self as an uncaring/demotivated teacher. Second, data showed different patterns in some sub-types of possible selves. Last, qualitative data contributed to the understanding of Possible Language Teacher Selves by adding two subtypes of ideal language teacher selves to the general patterns (i.e., ideal self as a professionally developing teacher and ideal self as a score-oriented teacher).

5.1.1 Context: Motivational Patterns in Different Sociocultural Backgrounds

In the light of the findings, three key motivational patterns of the participants' possible language teacher selves emerged. First, the participating middle school English teachers in China were guided by a central need to improve their English teaching proficiency and maintain their passion for teaching. This pattern is in line with the findings of Hiver's (2013) qualitative study on seven EFL teachers in Korean public schools, which suggested that the participants were driven by a desire to repair the inadequacies of the self and a tendency towards self-enhancement. As corroborated by Kubanyiova's (2009) longitudinal classroom-based study on eight EFL teachers in Slovakia, the discrepancy between actual and ideal selves serves as a motivator for teachers, and when desired selves are accompanied by well-defined feared counterparts, teachers will be more motivated. However, fully-fledged self-images are not always observed in different contexts (e.g., Rahmati et al., 2019), where there might be either ambiguity in participants' ideal self-images or an absence of their feared selves. In this case, the language teachers might lack teaching motivation and measures need to be taken to assist them in forming their possible selves and finally sustain their efforts in teaching (Rahmati et al., 2019).

Second, it is noteworthy that in this study, the expansion to the ILTS (i.e., an ideal self as a

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score-oriented teacher) is highly dependent on the Chinese context. In China, there has been a long tradition of valuing academic achievement, which is marked by exam performances, as the means for upward social mobility (Ho & Hau, 2014). Despite policymakers' recent efforts in transferring the focus from exam-oriented education to quality-oriented education (Chen & Day, 2014), there exists a gap between the requirements of educational reform and teachers' classroom practice, which is partly because of the backwash effect of the long-lasting examination culture in China (Yan, 2015). It is socially believed that teachers should help students obtain academic success to promote students' social mobility (Gao & Xu, 2014). Therefore, in this current study, the interviewees mentioned being able to promote students' exam performances as their ideal self-image.

Third, for the ought-to language teacher self (OLTS), the participants in the current study tended to be obliged by expectations from the students and the society, and the emphasis on societal expectations is worth further discussion. As mentioned in the chapter on methodology, the PLTS Scale used in this study was adapted from an existing instrument, with an addition of the ESSoP Subscale (i.e., Expected Self: Society's Perspective). Although little previous literature in other contexts mentioned the importance of societal expectations on the OLTS, in China, due to its unique Confucian-collectivist culture, teachers, as key figures in education, are subject to the social obligations and responsibilities (Chen & Day, 2014; Ho & Hau, 2014). In the current study, both quantitative and qualitative data confirmed a strong ought-to self from the society's perspective, and this resonated with the uniqueness of Chinese sociocultural background and in the meantime proved the validity of the questionnaire adaptation.

5.1.2 Methodology: Adopting a Mixed-methods Approach

Different from previous studies investigating the PLTS, which were either quantitative or qualitative, the current study adopted a mixed-methods approach. Findings revealed both resonance and dissonance between different types of data, and qualitative analysis also complemented the understanding of the PLTS patterns by introducing two new subtypes. These representations of the PLTS through both quantitative and qualitative data exactly confirmed the feasibility and significance of adopting MMR to address the complexity of the issue and explore it in a more in-depth manner. While the quantitative data from Motivation Questionnaire aim for generalisability but bear the defect

of decontextualization, the qualitative data from interviews are more contextualised and allow for more flexibility to delve into participants' thoughts. Nevertheless, despite the successful application of MMR in this study, the research instruments need more careful scrutinization. As discussed before, motivational patterns may vary in different contexts. Therefore, further studies are encouraged to apply the questionnaire and the interview protocol developed in this study to different sociocultural backgrounds to elicit refinement to the instruments.

5.2 RQ 2: Influential Sociocultural Factors

Similar to the first research question, Research Question 2 was answered by both quantitative and qualitative data. The key sociocultural factors that influenced the participants' teaching motivation were some demographic factors (i.e., the professional life phase, concurrent posts and school location) and AT-based factors (i.e., community, labour division, outcome, rules and tools). To be more specific, first, the community-related factors were colleagues, school atmosphere, parents, students (i.e., students' recognition and students' English proficiency) and school leaders. Second, labour division can be a motivator or a demotivator depending on its explicitness. Third, concerning the outcome, in this study, only students' academic scores were mentioned as a motivator. Fourth, three types of rules were influential on EFL teachers' motivation (i.e., rules related to salary, professional development and working hours). Last, the factors related to tools were mainly teaching aids and access to professional development opportunities.

5.2.1 Context: Influential Factors in Different Sociocultural Backgrounds

Drawing on the findings, there are some striking points worth further discussing. First, school location (i.e., whether the school is in Tier-1&2 cities) was found by both quantitative and qualitative data to be an influential factor for the participants' motivation. Previous studies have shown that there is a gap between rural and urban education in China, which is marked by the discrepancy of enrolment opportunities, educational funds and access to teacher development programmes (Bao, 2006; Gao & Xu, 2014). And the imbalance of educational resources hinders teachers' motivation in rural areas, where an invisible loss of teachers have been witnessed (Wang et al., 2017). The term "invisible loss of teachers" here indicates the psychological absence of teachers as being professionally fatigued and demotivated. As mentioned by the interviewees of the study, a similar imbalance of educational

resources was observed between different tiers of cities, so it is then not surprising to identify a significant correlation between teacher motivation and school location. Another assumption can be that English as a subject is of less practical significance in less developed cities, since students there tend to learn English for the purpose of exams, rather than out of intrinsic motivation. It can be hypothesised that students' demotivation may in turn weaken English teachers' teaching motivation.

Second, colleagues, school atmosphere, students and parents were all found to be influential on the EFL teachers' motivation surveyed in this study. In previous studies, attention has mainly been paid to the school atmosphere as an influential factor. For example, Klassen and his colleagues (2008) conducted a mixed-methods study on the motivation beliefs of secondary school teachers in Canada and Singapore, and teachers in both countries mentioned school climate's influence on their motivation. Similarly, in the Chinese context, Li and her colleagues (2019) proved that work conditions and relational trust can significantly predict teacher resilience, one component of which is teaching motivation. However, in this study, in addition to the school atmosphere, parents were shown to be influential as well. This could be understood by the emphasis on school-family cooperation in the Chinese education system, where equal importance has been attached to school education and family education.

Third, concerning the outcome of their teaching, participants in the current study were reported to lay great emphasis on students' academic achievement. This coincided with their ideal self as score-oriented teachers. As discussed before, it is believed that good academic performances can help students achieve social mobility (Chen & Day, 2014; Ho & Hau, 2014). In addition, several other factors may deter the teachers from transforming their teaching focus. They are the professional and psychological challenges they might face, the resistance from the students, the English proficiency of both teachers and students and probably the lack of support from the school (Yan, 2015). Therefore, when suggesting there is a gap between the policy and teachers' teaching practice, more constraints from the perspective of teaching practitioners need to be considered, and it is the policymakers' responsibility to formulate feasible educational reform plans.

5.2.2 Theory: A Comprehensive Framework towards Understanding Motivation

In this study, when interrogating the participants' possible language teacher selves, the Activity

Theory was adopted as an analytical framework. It could be seen from the previous discussion that the application of the Activity Theory in this study made it possible to investigate the issue in a more systematic manner, and it is because of the systematic analytical lens that nearly all the sociocultural factors related to the English teaching practice can be taken into consideration. Besides, the conceptual framework which combines the PLTS and the AT addresses the interplay between different factors, which has scarcely been mentioned by previous studies. Last, the sociocultural factors summarised above can help to refine the classroom-based activity system model. Combined with the expansion of the PLTS, an enhanced version of the conceptual framework is presented (see Figure 5.1). Future research might be performed to further expand the framework and fit it into different contexts.
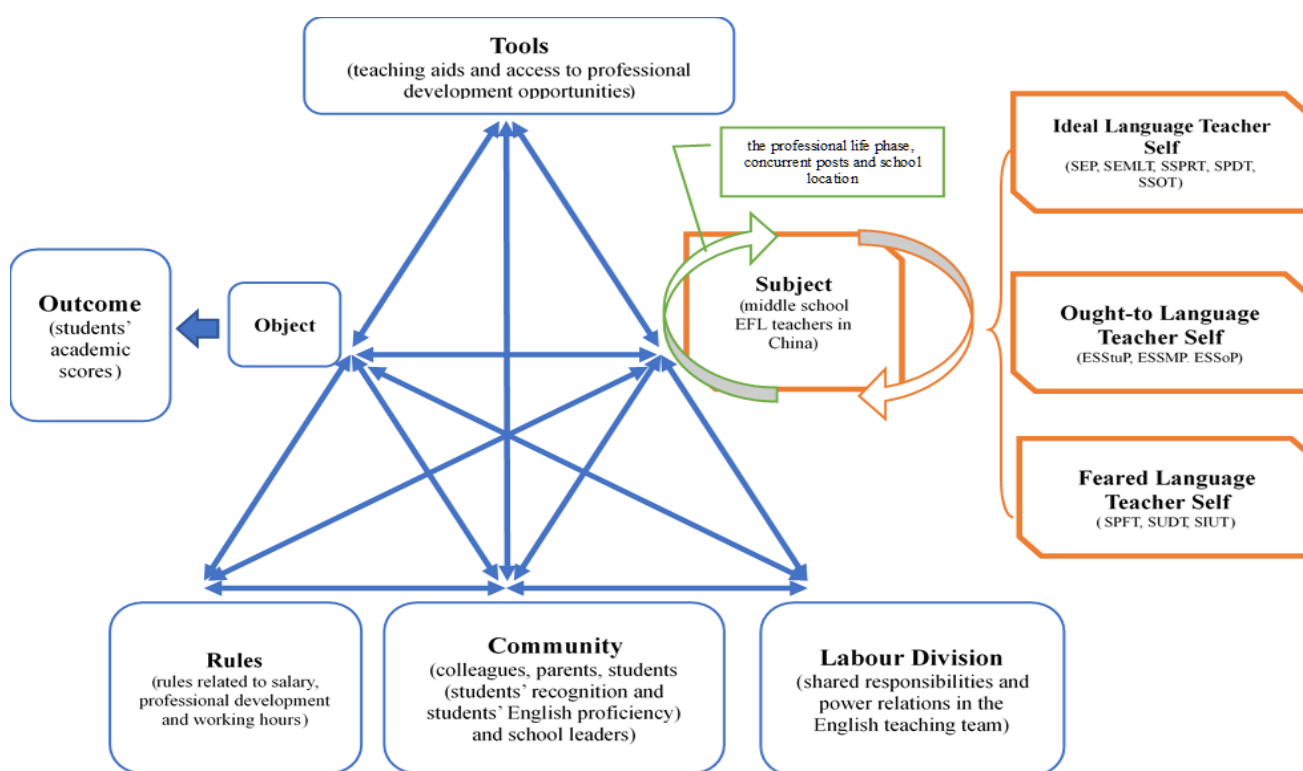

Figure 5.1 Enhanced conceptual framework for analysing the PLTS through the AT

5.3 RQ 3: Understanding the Influential Factors

To investigate the reasons accounting for the influential sociocultural factors identified in the second research question, qualitative data were drawn upon. As can be seen in the previous chapter, detailed reasons varied a lot from factor to factor, but in general, most sociocultural factors exerted influences on EFL teachers' motivation through the mediation of other factors or the tension and contradiction caused within the activity system. On the on hand, this warrants the juxtaposition of the

PLTS and the AT in the current study, as the combination of these two allows for a perspective to investigate the interplay among different factors. On the other hand, the interrelationships between factors call for better-planned education reform to promote the EFL teachers' motivation in Chinese middle schools. Some possible measures are as follows.

First, efforts should be made to balance the educational resources of schools in different areas. The educational resources do not only mean the physical teaching aids but also indicate opportunities for further development. For example, as suggested by Cirocki and Farrell (2019), EFL teacher training programmes should combine both pedagogical training and language enhancement; besides, teachers should be provided with quality and practice-based training programmes both inside and outside schools. Second, the curriculum reform should be closely followed by the reform of the evaluation system. That is to say, only when students are not evaluated by academic scores will teachers be evaluated differently, and in that case, the teachers will be more likely to fulfil their ideal selves and be more motivated in their teaching. Third, rules and regulations are desirable as long as they are well established and strictly enforced, including rules on working hours, labour division, promotion and salary.

Chapter 6: Conclusion

6.1 Summary of Study

This is a sequential mixed-methods study to investigate the EFL teachers' motivation and demotivation in Chinese middle schools. After two phases of data collection, altogether 671 valid questionnaire responses were obtained and nine survey participants were interviewed. Drawing on both quantitative and qualitative data analysis, the EFL teachers' motivational patterns and the sociocultural factors influencing their motivation were summarised. Last, attempts were made to explore the reasons why such factors were influential. The key findings are as follows.

First, the participating middle school English teachers in China had a central need to improve their English teaching proficiency and sustain their passion towards teaching, and they tended to be obliged by expectations from the students and the society, with the obedience to social expectations being unique to the collectivist culture in China. Besides, the participants presented a highly contextualised type of ideal language teacher self (i.e., an ideal self as a score-oriented teacher), which can be explained by the exam orientation in Chinese education. Second, the key sociocultural factors that influenced the participants' teaching motivation were some demographic factors (i.e., the professional life phase, concurrent posts and school location) and AT-based factors (i.e., community, labour division, outcome, rules and tools). Last, the reasons behind these influential factors might be their interplay with each other, which engenders mediation and contradiction.

6.2 Limitations and Implications

Despite careful design and detailed analysis of the study, it has some limitations. First, although the study managed to obtain an ample sample size, due to the large population of middle school English teachers in China, the quantitative data were obtained through convenience sampling. The possible sampling bias might influence the motivational patterns. Second, due to the limit of one single study, the reasons why the factors are influential have not been fully investigated. Further studies might explore the issue.

Last, the study has some implications as well. Theoretically, this study offers a new possible conceptual framework to investigate language teacher motivation. It is a juxtaposition of Activity Theory and Possible Language Teacher Selves, which addressed both the sociocultural contexts and

the subjective perceptions of teacher selves. Methodologically, the study deploys a mixed-methods approach and presents corresponding research instruments. Although the instruments (i.e., the motivation questionnaire and the interview protocol) were proved to be valid and reliable statistically and practically in this study, since motivational patterns may vary in different contexts, further studies are encouraged to apply these instruments to different sociocultural backgrounds to elicit refinement to the instruments. Policy-wise, several measures can be taken to enhance EFL teachers' motivation in Chinese middle school. First, efforts should be made to balance the educational resources of schools in different areas and teachers should be provided with quality and practice-based training programmes both inside and outside schools. Second, the curriculum reform should be closely followed by the reform of the evaluation system. Third, rules and regulations are needed as long as they are well established and strictly enforced.

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Appendix A: Motivation Questionnaire (Annotated) (English Version)

Dear teacher/colleague,

Thank you for accessing this online questionnaire!

This is a motivation questionnaire for my MPhil thesis project "'Why do I (no longer) love teaching?' Investigating (de)motivation of EFL teachers in Chinese middle schools". It can be an opportunity for you, as an in-service middle school language teaching practitioner, to reflect on your motivation towards your career. More importantly, its data will help me to picture the current situation of Chinese middle school EFL teachers' motivation, and identify some factors that may be possibly associated with (de)motivating Chinese middle school EFL teachers.

The questionnaire contains two parts and will take roughly 8 minutes to complete. By completing the questionnaire, you are consenting to participate in the study. It will be totally anonymous, and the data will only be used for my study and will not be accessed by anyone other than my supervisor and me. Therefore, please be as candid as possible when completing the questionnaire!

If you are interested in the study and willing to be further contacted, you are more than welcomed to leave your WeChat number (or other contact information) at the end of the questionnaire. I may contact you based on certain selection criteria. You have the right to withdraw from the interview at any time. If you have any uncertainties or pertinent concerns, feel free to contact me at zl463@cam.ac.uk by email or missluo_cam on WeChat.

Yours,

Zhengqing Luo

[Demographic Information]

1. If you consent to participate in the survey, please select "agree".

    ○Agree   ○Disagree (Jump to the end of the questionnaire and submit)

    ○I'm not an in-service middle school English teacher

        (Jump to the end of the questionnaire and submit)

2. You are:

    ○Male   ○Female   ○Prefer not to say

3. Your education background:

    ○Vocational degree   ○Bachelor   ○Master

    ○Doctor   ○Postdoctoral researcher ○Other (please specify)

4. You have been teaching for：

    ○0-3 years   ○4-7 years   ○8-15 years

    ○16-23 years   ○24-30 years   ○more than 31years (31 included)

5. Do you hold other positions：

    □None   □Mentor   □English teaching team leader of the grade

    □English teaching team leader of the school   □Other (please specify)

    □Prefer not to say

6. You are teaching in：
    ○Junior high school   ○Senior high school   ○Both

7. The school where you work is located: _____ (province); _____ (city)

8. The school where you work is located:
    ○Urban area   ○Other

9. The school where you work is：
    ○Public school   ○Private school   ○Uncertain or prefer not to say

10. The best score you have obtained in an English proficiency test is:
    ○TEM-4   ○TEM-8   ○Other (Jump to 16)

11. Your grade for the test is:
    ○PASS (Jump to 17)   ○GOOD (Jump to 17) ○EXCELLENT (Jump to 17)

12. If you select "Other" for 14, please specify the test and your score (e.g. IELTS 7)

<mark>[AT Scale]</mark>
13. In the following section please answer the questions by simply giving marks from 1 to 7.

1	2	3	4	5	6	7
Strongly disagree	Disagree	More or less disagree	Undecided	More or less agree	Agree	Strongly agree

For example, if you like "apples" very much, "pears" not at all, select the following numbers:

I like apples.	1	2	3	4	5	6	7
I like pears.	1	2	3	4	5	6	7

Please select a number **you think** appropriate for each item, and please don't leave out any of them. Thanks.

    1)   [Rules] There is strict performance appraisal mechanism in my school.
    2)   [Outcome] My courses can enhance students' cultural self-confidence.
    3)   [Community] I feel comfortable to work with my colleagues.
    4)   [Rules] There are strict rules for meetings in my school.
    5)   [Community] Students' parents provide me with great support in my teaching.
    6)   [Labour Division] I can express my opinions freely within my English teaching team.
    7)   ~~Students' scores are closely relatedly to my salary.~~
    8)   [Tools] The school where I work is equipped with multi-media facilities which I need for my teaching.
    9)   ~~There are is strict management hierarchy in my school.~~
    10)   [Rules] There are strict rules for teaching behaviour in my school.
    11)   [Outcome] My courses can boost students' national pride.

12) [Labour Division] My colleagues perform their responsibility for the English teaching team very well.
13) [Tools] I have access to various teaching resources (e.g. textbooks, slides) to facilitate my teaching.
14) [Labour Division] My English team leader gives me clear instructions on labour division.
15) [Outcome] My courses can help students improve their academic scores.
16) [Rules] There are strict rules for working hours in my school.
17) [Tools] I have feasible teaching plans before class.
18) [Community] There is a motivating teaching atmosphere in my class.
19) [Outcome] My courses can broaden students' horizons.
20) ~~Students' scores are closely relatedly to my promotion.~~

This will be the last section for the questionnaire. The questionnaire can be resumed in case you quit in the middle. So please feel free to take a rest if you would love to. Thanks.

[Motivation Scale]
14. In the following section please answer the questions by simply giving marks from 1 to 7.

1	2	3	4	5	6	7
Strongly disagree	Disagree	More or less disagree	Undecided	More or less agree	Agree	Strongly agree

For example, if you like "apples" very much, "pears" not at all, select the following numbers:

I like apples.	1	2	3	4	5	6	7
I like pears.	1	2	3	4	5	6	7

Please select a number **you think** appropriate for each item, and please don't leave out any of them. Thanks.

1) I think institute/school managers would expect me to use various strategies to keep students motivated.
2) I would like to work in a school where there is a motivating atmosphere for teaching-related research.
3) I think my students would expect me to be a knowledgeable teacher.
4) I think institute/school managers would expect me to care about students' academic scores.
5) I wish to have a native-like accent because I think that English teachers must be role models for their students in accent/pronunciation.
6) I would like to prepare lesson plans every session because I think institute/school managers would expect me to be prepared.
7) I can imagine myself as a creative teacher who can adopt various strategies to facilitate the learning process.
8) I would like to prepare lessons plans because I think the society would expect me as a teacher to be prepared.
9) I think my students would expect me to take into account their needs.

10) I am afraid of becoming a teacher who feels exhausted by the thought of another day at work.

11) I am afraid of becoming a teacher who is tired of preparing lesson plans for every class.

12) I would feel great if students appreciate my patience.

13) I imagine myself as a teacher who has his own repertoire of supplementary teaching materials.

14) I am afraid of becoming an uncaring teacher.

15) I have a strong desire to have a perfect command of English vocabulary/idioms.

16) I would like to treat students equally because I think the society would expect me to do so.

17) I am afraid of becoming a teacher whose classes are known as stressful.

18) I can imagine myself as a teacher who can create various learning opportunities in his classes.

19) I would like to have a native-like accent because I think my students would expect me to do so.

20) To keep up with innovations in teaching, I would like to participate in workshops and conferences on pedagogical issues.

21) I am afraid of becoming a teacher who treats students as objects.

22) I would feel great if others respect me for my profession.

23) I can imagine myself as a teacher who can develop the ability to masterfully use technology in his/her classes.

24) I think the school/institute managers would expect me to participate in teaching research activities.

25) I would feel great if students remember me as an energetic teacher.

26) I do not like to become a teacher whose students have a greater command of English than she/he does.

27) I would adhere to a stricter moral code because I think the society would expect me to do so.

28) It worries me if I become a teacher whose students make fun of his/her English accent.

29) I would like to enhance my teaching proficiency because I think the society would expect me to do so.

30) I would like to become a teacher whose proficiency is admired by his/her students.

31) I think my students would expect me to give equal attention to them.

15. If you are interested in the study and willing to be contacted further for an online interview of about 50 minutes, please leave your WeChat number (or other contact information):_____.

If you have any uncertainties or pertinent concerns,
feel free to contact me at zl463@cam.ac.uk by email or missluo_cam on WeChat.
😊
Thank you for your corporation!

<div align="center">中学英语教师动机调查</div>

亲爱的老师：

您好！感谢您点击进入问卷。

此次问卷调查的数据收集将用于本人论文课题《我为什么（不再）热爱教学？》的调研。这份问卷一方面可以帮助作为一线中学英语教师的您思考自己的教学动机；另一方面可以帮助我了解中国中学英语教师的教学动机现状，并据此分析出可能影响教师教学动机的有关因素。

问卷分为两部分，大约耗时 8 分钟。填写调查即表示您同意参加该项调研。本次问卷调查完全匿名，数据仅用于研究，请根据您的实际情况如实填写，期待您最真诚的反馈！

如果您对这项研究感兴趣并愿意进一步交流，期待您在问卷的末尾留下您的微信号码或其他联系方式。我会根据某些选择标准开展下一阶段的访谈沟通，届时将会与您联系，您也可以随时退出访谈。如果您有任何疑虑或问题，欢迎随时与我联系！微信：missluo_cam；邮箱：zl463@cam.ac.uk。

<div align="right">罗正清
剑桥大学教育系</div>

1. 如果您确认参加此次研究，请点击下方"同意"按钮：

　　○同意　　　　　　　　　　○不同意 (请跳至第问卷末尾，提交答卷)

　　○我不是"在职中学英语教师" (请跳至第问卷末尾，提交答卷)

2. 您的性别为：

　　○男　　　　　　　　　　○女　　　　　　　　　○不愿透露

3. 您的最高学历是：

　　○专科　　　　　　　　　○本科　　　　　　　　○硕士

　　○博士　　　　　　　　　○博士后　　　　　　　○其他 _____

4. 您的教龄为：

　　○0-3 年　　　　　　　　○4-7 年　　　　　　　○8-15 年

　　○16-23 年　　　　　　　○24-30 年　　　　　　○31 年及以上

5. 您目前是否有其他兼职：

□无   □班主任   □备课组长
□教研组长   □其他(请说明)   □不便透露

6. 您目前任教年级为：
　　○初中   ○高中   ○均有

7. 您任教的学校位于：_____

8. 您所任教的学校位于：
　　○市区   ○县及其他

9. 您所任教的学校为：
　　○公立学校   ○私立学校   ○不确定或不愿透露

10. 您所取得的英语能力测试最高等级为：
　　○英语专业四级   ○英语专业八级   ○其他 (请跳至第 16 题)

11. 该考试您所取得的等级为：
　　○合格**填写完该题，请跳至第 17 题。
　　○良好**填写完该题，请跳至第 17 题。
　　○优秀**填写完该题，请跳至第 17 题。

12. 如选择"其他"，请说明考试名称及等级（如：雅思 7 分）：_____

13. 请阅读以下每一条陈述，逐一选择你认为适当的数字。感谢！

1	2	3	4	5	6	7
非常不同意	不同意	有点不同意	不确定	有点同意	同意	非常同意

例如，如果你十分喜欢苹果、非常不喜欢梨，你将会做出如下选择：

我喜欢吃苹果。	1	2	3	4	5	6	⑦
我喜欢吃梨。	①	2	3	4	5	6	7

　　1)　　我所在的学校对老师有严格的优胜劣汰机制。
　　2)　　我的教学可以增强学生的文化自信。
　　3)　　我和备课组的同事们一起工作感觉很舒服。
　　4)　　我所在的学校有严格的会议制度。

5) 我所任教班级的家长都比较支持我的工作。

6) 我可以在备课组中充分表达自己的意见。

7) 学生的成绩与我的薪酬密切相关。

8) 我所在的学校拥有教学所需的多媒体设备。

9) 我所在的学校下属对领导必须言听计从。

10) 我所在的学校对教学行为有严格的规定。

11) 我的教学可以增进学生的民族自豪感。

12) 备课组的同事们能很好地履行自己在组内的职责。

13) 我拥有丰富的教学资源（包括课本、课件等）来辅助教学。

14) 我的备课组长分工明确。

15) 我的教学可以提升学生的英语成绩。

16) 我所在的学校对工作时间有严格的规定。

17) 在课前，我会针对课堂有合理的教学设计（可以是书面的或是脑海中的）。

18) 我所任课的班级有良好的教学氛围。

19) 我的教学可以帮助学生拓展国际视野。

20) 学生的成绩与我的晋升密切相关。

这里是问卷的最后一部分，辛苦您！本问卷有断点续答功能，若感到疲惫，您也可以稍事休息后继续作答，感谢！

14. 请阅读以下每一条陈述，逐一选择你认为适当的数字。感谢！

1	2	3	4	5	6	7
非常不同意	不同意	有点不同意	不确定	有点同意	同意	非常同意

例如，如果你十分喜欢苹果、非常不喜欢梨，你将会做出如下选择：

我喜欢吃苹果。	1	2	3	4	5	6	⑦
我喜欢吃梨。	①	2	3	4	5	6	7

1) 我想让自己的课堂气氛活跃是因为学校的相关要求。

2) 我希望可以在一个教研氛围浓厚的集体中。

3) 由于学生的期待，我想成为一名英语知识丰富的老师。

4) 我在意学生的成绩是因为学校的相关要求。

5) 作为一名英语教师，我希望自己拥有标准的发音。

6) 我备课是因为学校的相关要求。

7) 我希望成为一名富有创造力的老师，采取丰富多样的策略来促进学生学习。

8) 由于社会对教师职业的期许，我会更加认真备课。

9) 由于学生的期待，我想因材施教。

10) 我不愿自己成为一名提起工作就厌烦的老师。

11) 我不愿自己成为一名讨厌备课的老师。

12) 如果学生们称赞我有耐心，我会感到非常高兴。

13) 我希望在自己的教学过程中构建起个人的教学资源库。

14) 我不想成为一名冷漠的老师。

15) 作为一名英语教师，我希望自己能熟练掌握英语词汇/习惯用法。

16) 由于社会对教师职业的期许，我会更想平等对待每一个学生。

17) 我害怕成为一名课堂氛围压抑的老师。

18) 我希望自己在课堂上能为学生提供更多自主学习的机会。

19) 由于学生的期待，我想成为一名发音标准的老师。

20) 我希望可以参加更多的提升英语教学能力的讲座和培训。

21) 我不想成为一名灌输式教学的老师。

22) 如果他人因为我的职业对我表示尊敬，我会感到非常高兴。

23) 我希望成为一名能在课堂上熟练使用多媒体技术的老师。

24) 我参加教研活动是因为学校的相关要求。

25) 如果学生们评价我是一名充满活力的老师，我会感到非常高兴。

26) 我害怕自己成为英语水平不如学生的老师。

27) 由于社会对教师职业的期许，我会以更高的道德标准要求自己。

28) 如果我的学生嘲笑我的英语口音，这会让我感到非常担忧。

29) 由于社会对教师职业的期许，我会更想提升自己的教学水平。

30) 如果学生们称赞我是一名专业过硬的老师，我会感到非常高兴。

31) 由于学生的期待，我想同等关注每一个学生。

15. 如果您对这项研究感兴趣，并且愿意进行大约 50 分钟的在线访谈，请留下您的微信号码（或其他联系方式），期待您的参与！

如果您有任何相关问题，欢迎随时与我联系！
微信：missluo_cam；邮箱：zl463@cam.ac.uk
☺
感谢您的配合！

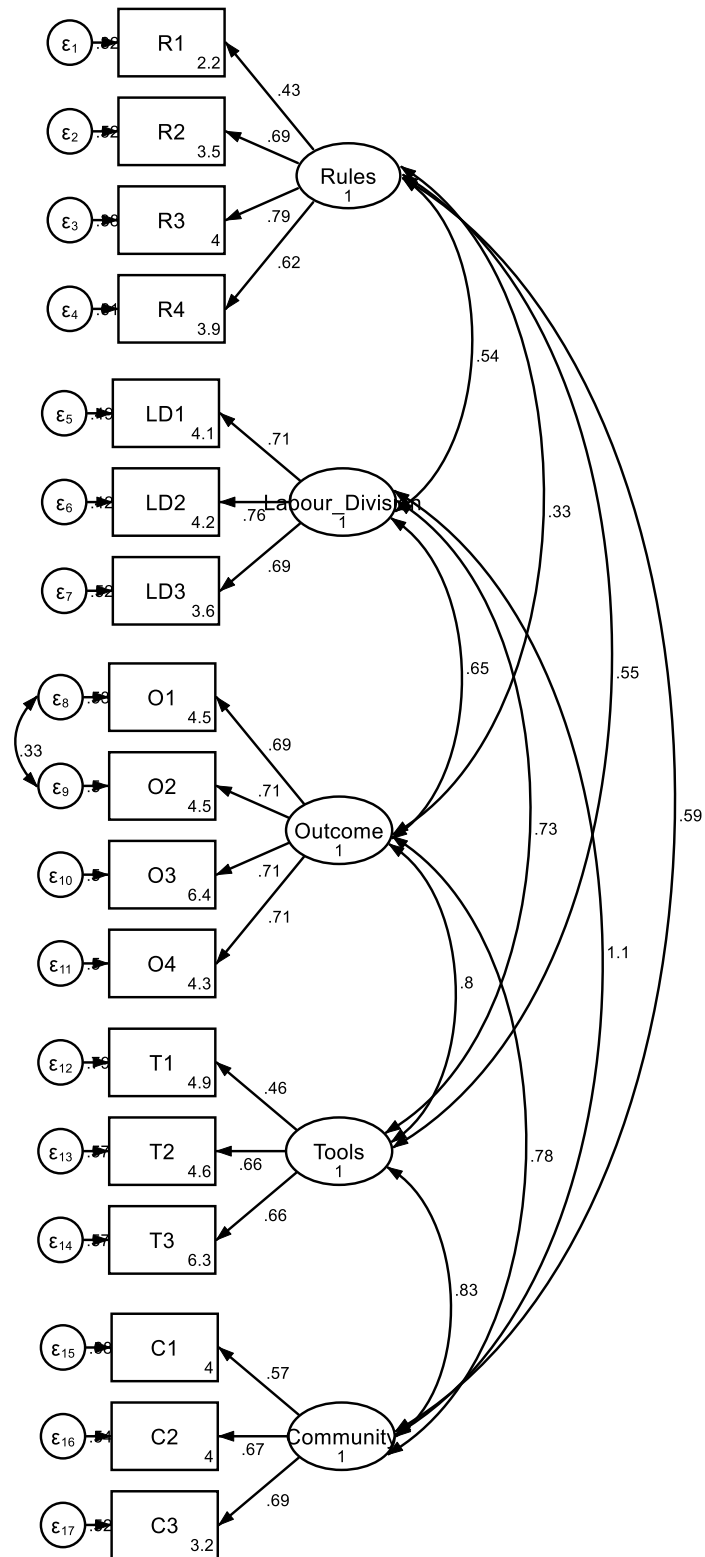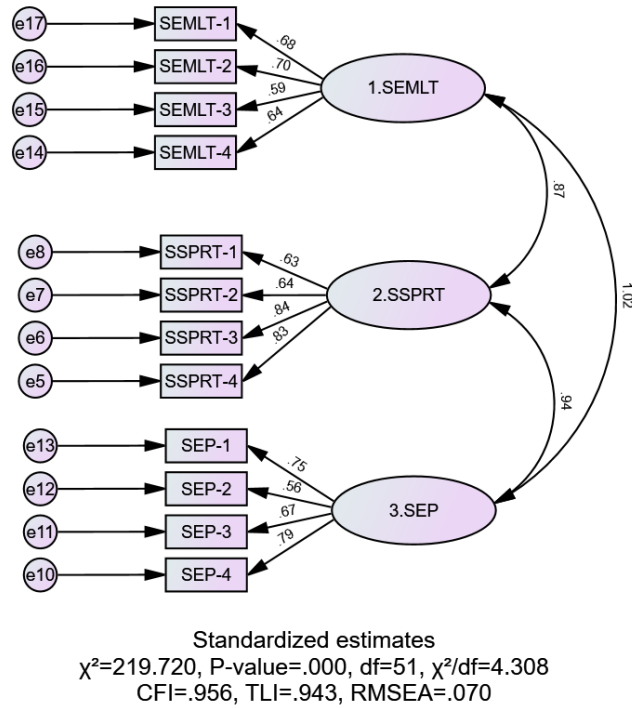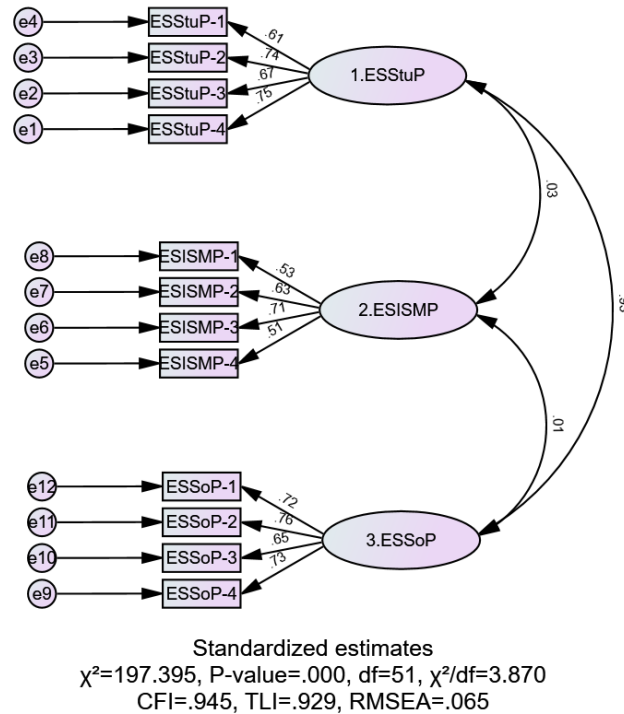**Appendix C: Confirmatory Factor Analysis of the AT Scale**

Figure C: *Confirmatory factor analysis of the revised AT Scale*

Appendix D: Confirmatory Factor Analysis of the PLTS Scale

Standardized estimates
χ²=219.720, P-value=.000, df=51, χ²/df=4.308
CFI=.956, TLI=.943, RMSEA=.070

Note: SEMLT = Self as an Expert and Motivated Language Teacher; SSPRT =Self as a Socially / Professionally Recognized Teacher; SEP = Self as an Expert in Pedagogy.

Figure D1 Confirmatory factor analysis of the ILTS Scale

Standardized estimates
χ²=197.395, P-value=.000, df=51, χ²/df=3.870
CFI=.945, TLI=.929, RMSEA=.065

Note: ESStuP = Expected Self: Students' Perspectives; ESISMP = Expected Self: Institute/School Managers' Perspectives; ESSoP = Expected Self: Society's Perspective.

Figure D2 Confirmatory factor analysis of the OLTS Scale
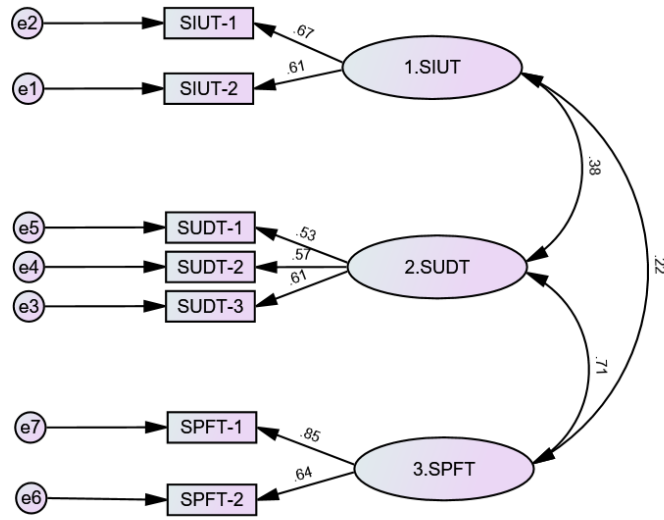
Standardized estimates
χ²=46.398, P-value=.000, df=11, χ²/df=4.218
CFI=.955, TLI=.915, RMSEA=.069

Note: SIUT = Self as an Uncaring/Demotivated Teacher; SUDT = Self as an Inexpert/Unknowledgeable Teacher; SPFT = Self as a Professionally Fatigued Teacher.

Figure D3 *Confirmatory factor analysis of the FLTS Scale*

[Words in square brackets are annotations and are invisible to respondents.]

[Part I: Confirmation of informed consent]

Hello, how may I address you? Thank you for your participation! This is a follow-up interview to the Secondary English Teachers' Motivation Survey that you participated in few days ago and will take approximately 60 minutes. I will be asking you questions about your motivation as a language teacher, based primarily on your answers to the questionnaire. Our conversation will be recorded and then transcribed into text for analysis. The data will be kept confidential from anyone other than me and my supervisor. You will always have the right to withdraw from this study at any time. Therefore, you are expected to be as frank as possible when answering questions. If you agree, I will start recording and asking questions.

[Part II: Background information]

First, to help me know you better, I will ask you some background information that has not been covered in the questionnaire.

1. If possible, could you tell me briefly about the school you work for?

    1) [Community] School background:

        i. location.

        ii. public/private

    2) [Community] Admissions:

        i. student admissions mechanism

        ii. the proficiency of students

        iii. how classes are divided/class sizes

    3) [Community] In your opinion, do the situation of the students and the school affect your teaching motivation?

        i. No: why?

        ii. Yes: why? How do you cope with this?

    4) [Tools] Does the school have multimedia equipment? Is it used in teaching practice?

        i. Yes: Does it contribute to teaching and learning?

        ii. No: does it have an impact on teaching and learning?

2. If you are going to summarise the atmosphere of your school in one or a few words, what words would you use?

    1) Adjectives:

        i. Relaxing / depressing …

            1. [Rules] Why? (rules on working hours, teacher evaluation mechanisms, etc.)

2. How do you think such an atmosphere affects your motivation for teaching?

    2) [Outcome] What is the overall teaching philosophy of the school?

        i. Is there a focus on academic achievement?

        ii. Are there extra curriculum activities?

        iii. Do these have any impact on your enthusiasm for teaching?

    3) [Community] What is the position of English in your school?

        i. Does this have an impact on your motivation for teaching?

    4) [Labour Division] Would you like to tell us how the teaching and research activities are carried out in your school?

        i. Is there a motivating teaching and research atmosphere?

        ii. How is the division of labour within the group?

        iii. Does it have any impact on your teaching motivation?

3. [Community] We know that education is not only a matter for schools and teachers, but also for parents. I wonder what kind of attitude parents have towards teaching in our school? Do parents' attitudes have an impact on your teaching motivation?

[Part III: Self-reports on the PLTS]

1. [Professional life phase] I see that you have now been working for .... years. Have your attitudes towards English teaching changed in the last few years?

    1) Yes: In what ways?

    2) No: Why?

2. [Professional life phase] In retrospect, do you feel that your expectations of your career at the very beginning were different from the reality of teaching? Did this have an impact on your enthusiasm for teaching?

3. [Gender] As a male/female teacher, do you feel that gender has had an impact on your career development?

    1) Yes: In what ways?

    2) No: Why?

4. [Concurrent posts] Does your concurrent post have an impact on your teaching motivation?

    1) Yes: In what ways?

    2) No: Why?

5. [Tools] Do you ever feel that your qualifications or expertise limit your ability to teach English?

    1) Yes: How did you cope?

    2) No: Why?

6. [Ideal Language Teacher Self] Do you have, or have you ever had, an image of your ideal language

teacher? Can you describe it in detail?

    1) Details:

        i. Would you like to be a language specialist? Why?

        ii. Would you like your profession to be recognised by your students? Why?

        iii. Are you interested in further professional development? Why?

        iv. Do you expect to become a specialist in pedagogy? Why?

    2) Have you made any efforts to achieve your desired image?

        i. Yes: expand specifically.

        ii. No: why?

7. [Ought-to Language Teacher Self] What kind of English teacher do you think students/parents/schools would expect you to be?

    1) Are their expectations consistent with your own ideal situation?

    2) Would you change your career plans because of their expectations?

    3) There has always been something special about the teaching profession and I understand that some teachers have different plans for their careers because of the expectations of society.

8. [Feared Language Teacher Self] Have you ever thought about what kind of English teacher you are afraid of becoming?

    1) Are you afraid of being a teacher with insufficient expertise? Why?

    2) Are you afraid of being an apathetic/negative teacher? Why?

    3) Are you afraid of being a teacher who is burned out? Why?

9. In your teaching environment, what do you think is the most motivating factor for you in general? Why? What is the biggest deterrent? Why?

10. Throughout your teaching career, have you ever wanted to change schools or jobs?

    1) No: Why?

    2) Yes: What were the moments? And how did you persevere?

[Part IV: Conclusion]

Thank you for your participation! Again, all the interviews are anonymous to everyone except me. After I have finished the transcription, I will also send it back to you if you wish, to make sure the transcription is true to your wishes. If you have any questions, or if there is anything I can do to help, please do not hesitate to contact me!

半结构式访谈大纲

第一部分：知情同意确认

老师您好，请问怎么称呼？感谢您的参与！ 这是您前一段时间参与的《中学英语教师教学动机调查表》的后续访谈， 大约需要 60 分钟。我将主要根据您在问卷中的回答来询问与语言教师动机有关的问题。我们的对话将被录音，然后转录成文本加以分析。数据将对我和我的导师以外的其他人保密。在访谈中途和访谈结束之后，您始终有权退出本项研究。因此，希望您在回答问题时可以尽量坦率。如果您同意， 我将开始录音和提问。

第二部分：背景信息

首先，为了帮助我更好的了解您，我会先问一些问卷中没能涉及到的背景信息，您按照事实情况来回答就好。

1. 可以的话，请您简要介绍一下您所任职的学校？
    1) 学校背景：
        i. 地理位置；
        ii. 公立/私立（在当地的整体水平）；
    2) 招生情况：
        i. 录取机制；
        ii. 学生水平；
        iii. 如何分班/班级人数
    3) 在您看来，学生和学校的整体情况，是否会影响您的教学热情？
        i. 不会：为什么？
        ii. 会：为什么？您是如何应对的呢？
    4) 硬件设施：学校是否有多媒体设备？是否在正常教学中使用？
        i. 有：对教学是否有促进？
        ii. 没有：对教学是否有影响？
2. 如果让您用一个或者几个词、概括您所在学校的整体氛围，您会用怎样的词呢？
    1) 概括：
        i. 轻松类/压抑类：
            1. 具体体现在哪些方面？（坐班规定、淘汰机制、奖励制度、会议制度、教师评价机制，等）
            2. 您觉得这样的氛围对您的教学热情有什么影响呢？
    2) 学校整体的教学理念是怎样的？

    i. 是否注重成绩？

    ii. 是否有学科活动？

    iii. 这些情况对您的教学热情是否有一点的影响呢？

  3) 在咱们学校，英语学科处于一个怎么样的地位？

    i. 这是否会对您的教学热情产生一定的影响呢？

  4) 不知道您是否方便介绍一下，咱们学校的教研活动是如何开展的？

    i. 教研氛围是否浓厚？

    ii. 组内分工协作情况如何？

    iii. 是否会对您的教学热情产生一定的影响？

3. 我们知道，教育不仅是学校和老师的事情，更是家长的事情。不知道咱们学校的家长对学校的教学是一个什么样的态度？家长的态度对您的教学热情会有影响么？

第三部分：教学动机自我评述

1. 我看到您目前已经工作了……年，您在过去的时间中，自我感觉对英语教学的态度有变化么？

  1) 有：具体体现在哪些方面？

  2) 无：为什么？

2. 现在回想起来，您是否会觉得初入职场时的预期、和教学实际有所偏差？这种情况是否对您的教学热情有一定影响呢？

3. 您作为一个 男/女 教师，您是否觉得性别会给您的职业发展带来一些影响？

  1) 有：具体体现在哪些方面呢？

  2) 无：为什么？

4. 兼职情况：您目前的兼职，对您的英语教学热情是否有影响呢？

  1) 有：具体体现在哪些方面？

  2) 无：为什么？

5. 您是否曾经觉得您的学历、或是专业知识限制了您的课堂呢？

  1) 有：您是如何应对的？

  2) 无：为什么？

6. 您是否有或曾有过对你理想的语言教师形象的想象？能详细描述一下吗？

  1) 细节

    i. 您希望自己成为语言专家吗？为什么？

    ii. 您希望您的专业得到学生的认可吗？为什么？

    iii. 您对进一步的专业发展感兴趣吗？为什么？

    iv. 您期望自己成为教学法专家吗？为什么？

  2) 您为了实现您的理想形象，是否曾经做过一些努力呢？

ⅰ. 有：具体展开；

ⅱ. 无：为什么？

7. 您觉得学生/家长/学校会期待您成为怎样的英语老师？

1) 他们的期望与您自己的理想情况是否一致？

2) 您是否会因为他们的期望而改变您的职业规划？

3) 教师这一职业一直以来都有一些特殊性，我了解到有些老师会因为社会的期许而对自己的职业有不同的规划，请问您如何看待这一问题呢？

8. 您是否想过自己害怕成为一名怎样的英语老师呢？

1) 你害怕成为一个专业知识不足的老师吗？为什么？

2) 您害怕成为一个冷漠/消极的老师吗？为什么？

3) 您害怕成为一个职业倦怠的老师吗？为什么？

9. 在您的教学环境中，总体而言，您认为对您最大的激励因素是什么？为什么？最大的阻挠因素是什么？为什么？

10. 在您整个的教学生涯中，您是否曾经想过换一个学校、或是换一份工作？

1) 无：为什么？

2) 有：什么样的时刻？又是如何坚持下来的呢？

第四部分：结语

感谢您的参与！再次说明，所有的访谈内容对除了我以外的人均为匿名状态。在我完成转录后，如果您愿意的话，我也会把内容给您看过，确定是您的真实意愿表示。如果您有任何问题、或是我可以帮得上忙的地方，也欢迎您随时与我联系！
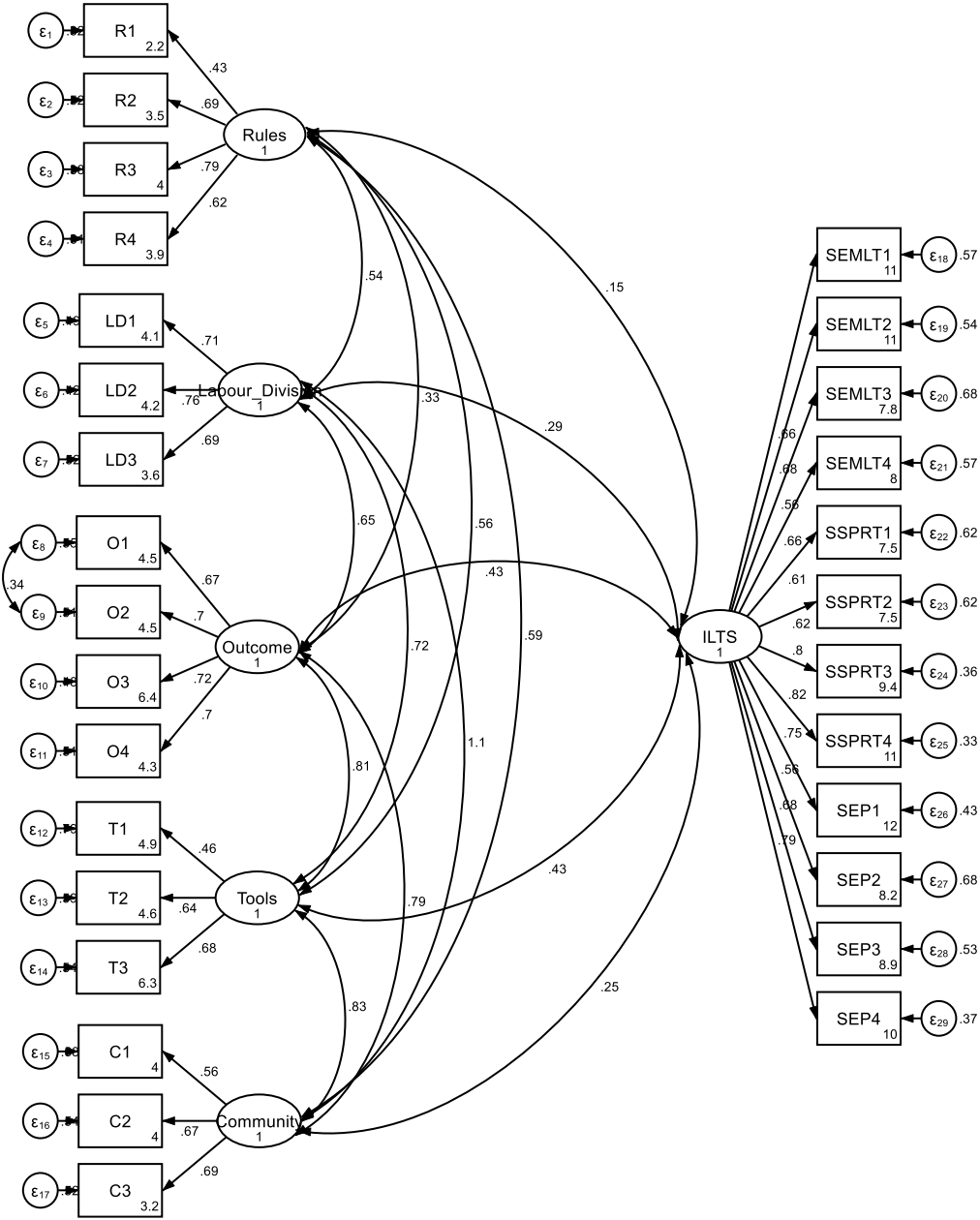
Appendix G: Results of the SEM Models
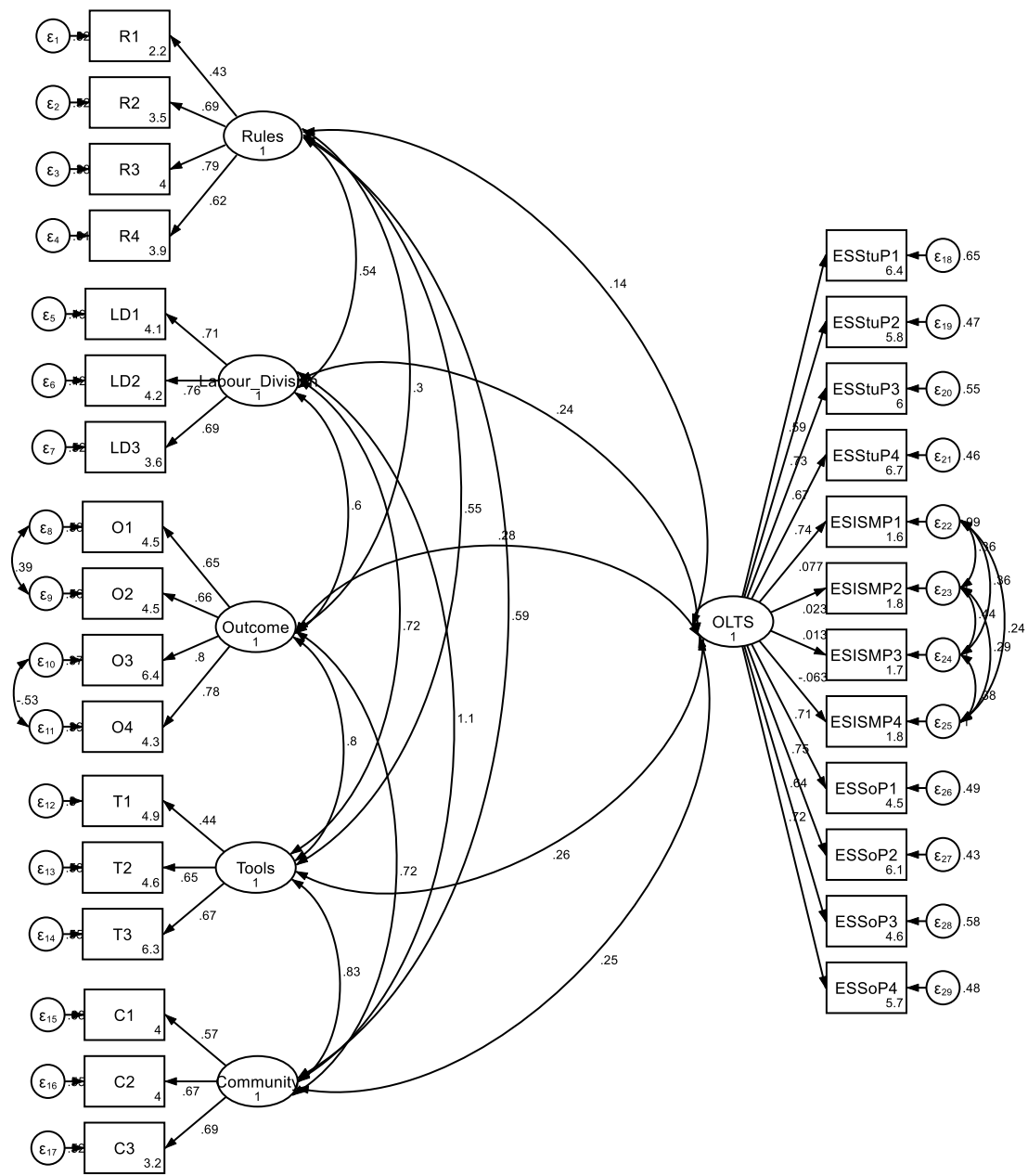

Figure G1 *SEM Model 1 – AT & ILTS*
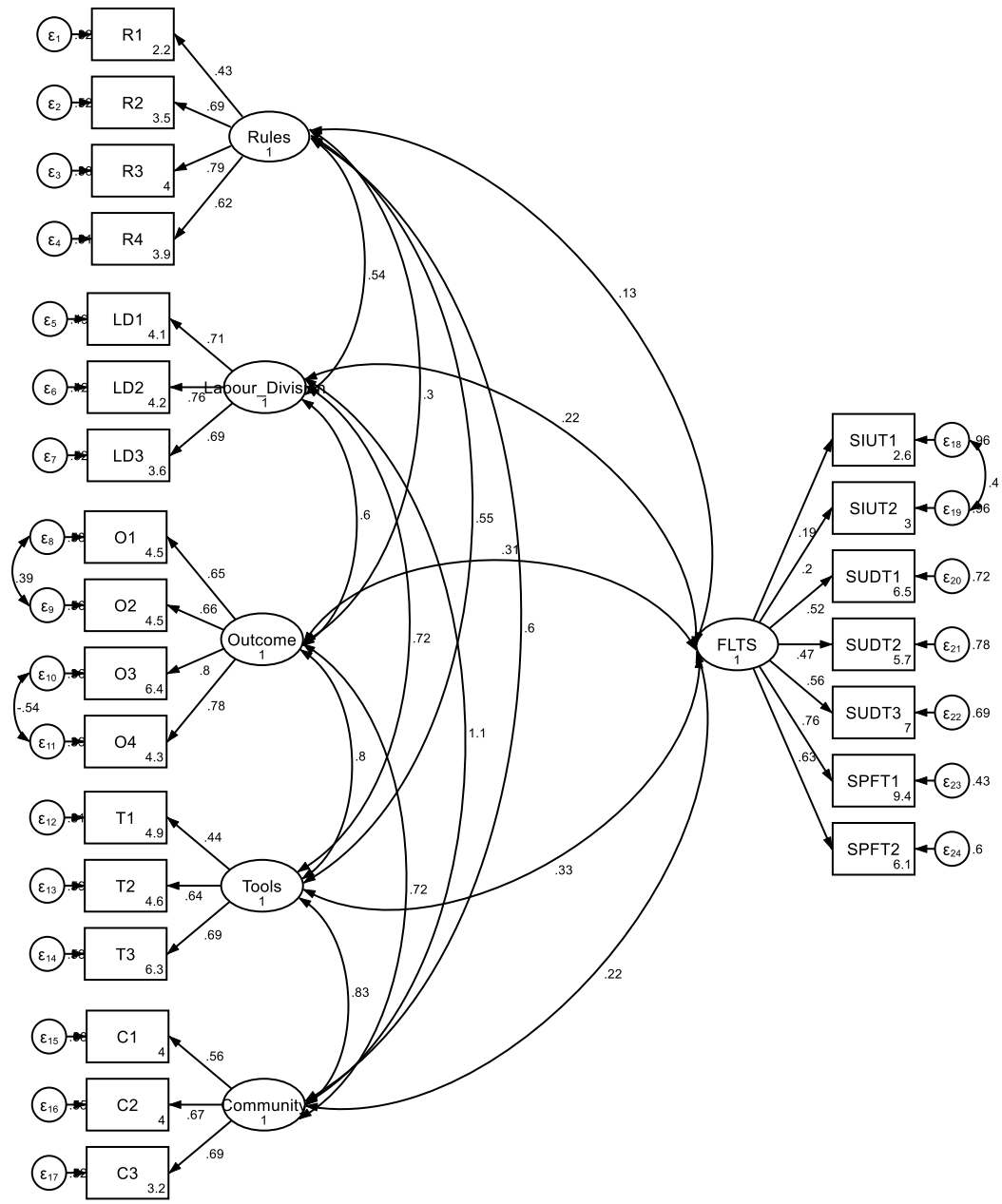
Figure G2 *SEM Model 2 – AT & OLTS*

Figure G3 *SEM Model 3 – AT & FLTS*