Why stay in TESOL? A mixed-methods study into in-service English language teacher motivation in the private sector

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I wish to dedicate this dissertation to my oldest friend, Sam Jamie Alan Parker, who sadly passed away this year. Since primary school, Sam provided me with a lifetime of unconditional support in all of my various schemes and projects, from the silly to the sublime, and he is indeed sadly missed.

Abstract

In-service English language teacher motivation is a relatively unexamined area. There is no shortage of literature relating to mainstream teaching or university contexts yet there is a distinct lack relating to in-service private sector teacher motivation. It is generally accepted that motivated teachers motivate learners hence this study has clear real-world application. Consequently, it aims to explore why teachers opt to remain in TESOL through gauging motivation levels, considering the nature of teachers' relationship to work and motivating and demotivating factors.

The findings of this mixed-methods study are based on 232 questionnaire responses and 8 follow-up interviews. It found that teachers were generally motivated and find their jobs both meaningful and fulfilling. Motivation was found to be mostly intrinsic, in support of previous studies, resulting from the nature of teaching itself. Teachers found their relationship with students most motivating, closely followed by autonomy and 'flow' when experienced by teachers, or by learners, as a result of teaching.

High intrinsic motivation, however, does not necessarily negate extrinsic factors; in fact, pay was identified as a top priority for teachers' second only to their rapport with students. Moreover, extrinsic factors were found to be largely demotivating including job security, contract type, and relationship with management resulting in 'alienation'. COVID-19 was also found to exasperate existing issues. Therefore, teachers can be thought of as being motivated *despite* extrinsic factors.

This study found motivation to be a complex phenomenon with factors both motivating and demotivating, such as contract type and CPD. A distinction between 'teaching' and 'teaching English' emerged with some motivated to teach generally yet were only teaching English due to the low barriers to entry in terms of qualification. Tension resulted from differing perceptions of status, with teachers viewing 'teaching as art' while outsiders consider TESOL an 'extended gap year'.

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Word count: 16,415

Key terms

CELTA = Cambridge Certificate in English Language Teaching

CertTESOL/CertT = Trinity Certificate in English Language Teaching

CPD = Continuing professional development

DELTA = Cambridge Diplomas in English Language Teaching

DipTESOL = Trinity Diploma in English Language Teaching

DoS = Director of Studies

EL = English language

ESL = English as a second language

GTP = Graduate Teacher Programme

ISEL teacher = In-service English language teacher

ITT = Initial teacher training

PGCE = Postgraduate Certificate in Education

RQ = Research question

TEFL = Teaching English as a Foreign Language

TESOL = Teaching English to Speakers of Other languages

1. Introduction

1.1 Aims and scope

This dissertation aims to explore in-service English language (ISEL) teacher motivation. It aims to focus specifically on 'current' teachers in the hopes of understanding why they opt to remain in the field of Teaching English to Speakers of Other languages (TESOL). In order to examine this, firstly, I will consider to what extent teachers are motivated. Moreover, I will consider the nature of teacher's relationship to work. Furthermore, this dissertation also aims to identify and examine which factors motivate and demotivate teachers to provide a fuller understanding of the issue. It is hoped that providing an enhanced understanding of ISEL teacher motivation will have a positive impact on the TESOL industry, particularly in terms of assisting managers and business owners to recruit and retain teachers.

1.2 My personal reasons for selecting this topic

My choice of topic has predominantly been informed by my career path and experiences as a teacher. I started my professional life as a secondary state school teacher. I quickly became disillusioned with the realities of state teaching, chiefly due to its ever-changing, metamorphic nature and Kafkaesque bureaucratic demands. After a chance encounter, I transitioned into TESOL. While this transition was entirely unexpected, it was a positive one that resulted in much reflection and roused my initial interest in teacher motivation.

As I embraced my serendipitous transition, I couldn't help but draw comparisons to state teaching. I considered my own motivation for making and maintaining the move and soon discovered that I was far from alone in such a course of action. I subsequently discovered that a number of colleagues had also made a similar transition, which piqued my interest into what motivated teachers to make the move: were their reasons similar to mine?

My career rapidly progressed and I found myself in an initial management position after only 6 weeks. Subsequently, as a Director of Studies (DoS), I managed teams of teachers, overseeing short-courses (typically one or two weeks in duration) in overseas state schools. I spend a lot of time with colleagues, given the international nature of my role, not only working but also travelling and living together. Long train journeys frequently facilitated

opportunities to discuss career paths and motivation with a significant number of colleagues over a 7-year period.

Managing teachers not only provided an interest in teachers and their careers, but also an interest in motivation from the standpoints of productivity and efficiency. Throughout my career, I observed little to no understanding of teacher motivation from management (or indeed business owners). When I myself became a manager, I noticed that teacher motivation failed to feature in my (albeit limited) management training. Therefore, I hope an increased understanding of teacher motivation can assist managers and business owners alike; thereby enhancing positive outcomes for both teachers and students.

1.3 Importance

Teacher motivation has always been a topic worthy of examination due to the simple common-sense assertion that motivated teachers deliver better learning outcomes for students. That is, understanding motivation is advantageous for both teachers and learners. Therefore, it is clear that an enhanced comprehension of teacher motivation is useful for all stakeholders in the learning process.

Is TESOL the same as state teaching? Clearly, these are distinct vocations and teaching in one domain does not ensure proficiency in the other. Moreover, a cursory investigation reveals that TESOL qualifications are insufficient for state school teaching (although interestingly the converse is possible). So, if we accept the two types of teaching as distinct, it logically follows that ESL (English as a second language) teacher motivation deserves its own separate research. Why then is there so little distinct ESL teacher motivation research? That is to say, there is a clear gap in the literature (see 2.3), specifically relating to ISEL teacher motivation, and so the topic is indeed worthy of further investigation.

At the time of writing the world is in the grips of the global COVID-19 pandemic. While speculating on its longer-term effects would be difficult, to say the least, it is uncontroversial to assert that it represents a substantial existential threat. The pandemic raises several pressing questions for TESOL although these would require a separate dissertation to adequately address. What then does COVID-19 mean for teacher motivation? Its impact is yet to find its way into literature but will likely be significant in terms of teacher recruitment and retention. Many teachers, some of which may have found themselves redundant, will

have in all probability questioned their career choices. Thus, an understanding of ISEL teacher motivation will be an essential component in assisting with private sector teacher retainment so that the industry can emerge from the fallout of COVID-19 as intact as possible.

1.4 Structure

This dissertation is organised into five parts. These parts consist of this introduction, a literature review, research methodology, findings and conclusion. Sections will be further divided into subsections in order to enhance clarity and readability. The literature review examines a range of relevant scholarship, drawing on interdisciplinary material to provide a comprehensive and far-reaching overview of the topic. Research methodology critically explores the design of this study. Subsequently, results and findings were integrated and discussed simultaneously. Finally, conclusions and practical implications are considered along with recommendations for further research.

2. Literature Review

Student motivation has been the subject of much literature yet teacher motivation, specifically within TESOL, remains relatively unexplored (Kassabgy, Boraie & Schmidt 2001; Dörnyei & Ushioda, 2011). Han & Yin (2016) note that a large portion of related literature is concerned only with initial uptake. As a result, this literature review will adopt an interdisciplinary approach drawing upon: (1) philosophy of work, (2) business and management studies, and (3) social psychology, as well as literature directly relating to ISEL teacher motivation, to illuminate the issue from multiple standpoints.

2.1 Definitions

Motivation features in the lexicon of many fields. Dörnyei & Ushioda (2011: 3) posit "while intuitively we may know what we mean by the term 'motivation', there seems little consensus on its conceptual range or reference". Despite being seemingly straightforward McDonough (2007: 369) suggests it is only "deceptively simple". Therefore, it is particularly important to provide clear definitions.

2.1.1 Motivation

The term 'motivation' derives from the Latin verb 'movere' meaning to move. Richards & Schmidt, (2010: 377) define it as "the driving force in any situation that leads to action". Dörnyei & Ushioda (2011: 3) assert that motivation is "what moves a person to make certain choices, to engage in action, to expend effort and persist in action". Evans (1998: 34) describes motivation as "a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in an activity". This dissertation will consider motivation in this broad sense to encompass a full range of reasons.

2.1.2 Types of motivation

Motivation can further be sub-divided into types. Deci & Ryan (1985) draw a distinction between 'intrinsic', from the self, and 'extrinsic' motivation, from external factors. Katzell & Thompson (1990: 144) uses the terms 'endogenous' and 'exogenous'. Moreover, Williams & Burden (1997) and Sinclair (2008) differentiate between 'initial' and 'on-going' motivation. Dörnyei & Ushioda (2011) posit three characteristics: 'choice', i.e. why people decide to do something; 'persistence', i.e. how long it will be sustained, and, 'effort', i.e. 'why', 'how

long' and 'how hard'. Thus, 'sustaining' or 'persistence' and 'effort' motivation will be focused on.

2.1.3 Motivation and demotivation

Deci & Ryan (1985) refer to 'amotivation' which can be understood as a lack of motivation resulting from the realities of a task. Dörnyei & Ushioda (2011: 139) offer definition of demotivation directly in reference to negative influences: they define demotivation as the "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action". Thus, this dissertation will consider demotivation in terms of factors which detract from motivation.

2.1.4 Motivation and satisfaction

There is some confusion over 'motivation' and 'satisfaction' and as a result, the terms are used somewhat synonymously. This confusion seemingly originates with early motivational theory. Herzberg's (1966) 'two-factor theory' considered 'motivation' as one of two key factors and he subsequently referred to five 'motivational factors' as providing 'satisfaction'. Literature often neglects to distinguish between these such as Evans (1998) who uses the terms 'motivation', 'satisfaction' and 'morale', seemingly interchangeably. This dissertation will favour the term 'motivation' throughout.

2.2 Importance

Christopher (2010) posits that several studies have connected teacher and student motivation. Dörnyei & Ushioda (2011: 158) explain the importance that "if a teacher is motivated to teach there is a good chance that his or her students will be motivated to learn". Furthermore, Praver & Oga-Baldwin (2008: 1-2) argue: "teachers that are motivated will work harder… and in general do more for the sake of the students all of which contribute to smoother classes and more efficient learning". Understanding teacher motivation is beneficial not only in terms of improving teacher quality of life, but also in terms of improving the student learning experience. Thus, a greater understanding of teacher motivation benefits all stakeholders.

2.3 Literature gap

Given the seemingly self-evident benefits of having motivated teachers, it is surprising that so little research has considered motivation in relation to TESOL. Dörnyei & Ushioda (2011: 158) posit that "until very recently the issue of teacher motivation had received rather little

attention". Moreover, Watt & Richardson (2008a: 405) noted a 'zeitgeist of interest' in their preface to the article 'motivation for teaching'. Despite some recent interest in the field Han & Yin (2016: 12) argue there is much scope for further research "to develop instruments for teacher motivation which could facilitate an in-depth understanding of teacher motivation from various perspectives", as this review illustrates.

The lack of research is particularly evident concerning ISEL teacher's motivation for continuing in the profession. Han & Yin (2016:3) highlight this problem: "Only in recent years research in in-service teachers' motivation to remain teaching has developed". Specifically, the literature is limited in three salient and significant ways:

(1) Limited by relevance: research is either dated, non-teaching or non-TESOL specific e.g. Maslow (1943), Herzberg (1966) and Vroom (1964).

(2) Limited by context: research predominantly relates to state education e.g. Tschannen-Moran & Hoy (2001) and Richardson & Watt (2008b), or higher education e.g. Csikszentmihalyi (1988), Mowday & Nam (1997) and Deci, Kasser & Ryan (1997).

(3) Limited by location: existing ISEL specific research is geographically limited to USA, and Taiwan, (Pennington & Riley (1991), Saudi Arabia (Shoaib, 2004), Turkey (Tardy & Snyder, 2004; Han & Mahzoun, 2017) and Jordan (Dweik & Awajan, 2013).

2.4 Philosophy of work

Humanity has long considered its relationship to work, dating back to the ancient Greeks, if not further. The relationship between people and work has been a contentious one, as discussed below, and the subject of much thought and literature since time immemorial, even if it has been seldom applied to TESOL.

2.4.1 Meaningful work and teacher retention

The notion of work being meaningful is more pronounced than ever, especially in the face of COVID-19 (see 1.3). Recent YouGov (2020) polling found that 26% of British workers regarded their job as meaningless. The survey defined meaningful as 'serious', 'important' or 'worthwhile' as it will be considered hereafter. Mei (2019) identifies and explains two

distinct branches of thought on meaningful work: it is either necessary in that it allows for the pursuit of other activities, or, work in itself is key to defining human existence. Mei attributes these positions to Aristotle and Marx respectively.

How does this relate to TESOL? Teaching seems uniquely placed to provide meaningful work, in that teaching itself is consistently cited as highly motivating (as is apparent from subsequent sections). The meaningful nature of work has implications for teacher retention. If work, i.e. teaching, isn't meaningful or fulfilling then teachers are unlikely to remain in the profession which could have a seriously detrimental impact on retention, if it does not already. State school retention is in decline as the *National Foundation for Educational Research* (2018) reveals: "the three-year retention rate has dropped from 80 per cent in 2011 to 73 per cent in 2017 and the five-year rate has dropped from 73 per cent in 2011 to 67 per cent in 2017". Unfortunately, equivalent statistics for TESOL remain elusive; however, in my experience, this is also significant.

2.4.2 Teaching as 'techne'

The ancient Greeks distinguished between *episteme*, knowledge, and *techne*, art or craft. *Episteme* concerns knowledge such as pure mathematics, while *techne* is concerned with practical applications. Plato's *Republic* refers to several sources of *techne* which includes pottery (Parry, 2020) yet makes no explicit reference to teaching. Several subsequent writers; however, have linked *techne* to teaching in general (Eisner, 1979) and specifically TESOL (Lutzker, 2007; Almond, 2019), thereby regarding (ESL) teaching as an art form. This has some interesting implications for teacher motivation and the status of teaching. Regardless of how others view TESOL, if practitioners themselves regard it as an art form then this could indeed be motivating. Perhaps this contributes or underpins the strong 'intrinsic' motivation which features prominently in subsequent theories.

2.4.3 Fulfilment and 'alienation'

Marx (1844), following in the tradition of Hegel's dialectic model, examined work from a historical approach. He coined his methodology 'dialectic materialism'. In his earlier work, *Economic and Philosophical Manuscripts,* Marx hypothesised that work ought to be fulfilling, as Sayers (2005: 61) succinctly summarises: "labour is the main means by which human beings develop and become fully human". While Marx's philosophical methods might

not be considered ‘scientific’ by today’s standards, the notion that work ought to be fulfilling features as self-evident in subsequent theories.

Marx found that work failed to fulfil, as he argued: “labour is external to the worker, i.e. does not belong to his essential being; that he therefore does not confirm himself in his work” (Marx, 1844: 324). In other words, for Marx, the worker is removed from the product of their labour and as a result, becomes ‘alienated’. That is not to say Marx thought work was necessarily negative, as a superficial reading might suggest, rather he subsequently stated in *Grundrisse* that “given the necessary conditions, labour can be ‘a liberating activity’, it can become ‘attractive work, the individual’s self-realization’” (Marx, 1858: 611).

While today’s ESL teacher is very different from the industrial worker of the 1800s, that Marx had in mind, the concept of ‘alienation’ has direct application. Moreover, alienation has been considered specifically in relation to ESL and teacher motivation (Doyle & Kim, 1999). Auerbach (1991: 7) applies alienation and argues that: "We are workers in a system that doesn't value our work”. Teachers could then be thought of as ‘alienated’ in the sense that they often lack autonomy, receive a relatively low wage, and have minimal job security – with students paying thousands of pounds per week for tuition – while business owners retain most of the proceeds.

2.5 Work motivation

Work motivation has played a significant part in business and management studies. Katzell and Thompson (1990: 146) define it as “a broad construct pertaining to the conditions and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person’s job”. This section examines three prominent theorists: Maslow, Herzberg and Vroom.

2.5.1 Maslow’s hierarchy of needs

Modern motivation theory starts with Maslow’s (1943) seminal, ‘a theory of human motivation’. Maslow’s work focused on the central research question (RQ): what motivates human behaviour? In answer, he developed a five-level model of motivation in which he organises human needs hierarchically. These are often displayed as a pyramid (see Figure 1) although Maslow does not make use of this imagery. Maslow’s five-levels are: physiological needs, safety needs, love and belonging, esteem needs and self-actualisation, respectively.

Starting with the most ‘basic needs’, i.e. ‘physiological needs’ and culminating in the more ‘complex needs’, the needs of each level must be met before individuals ‘progress’ to the next.

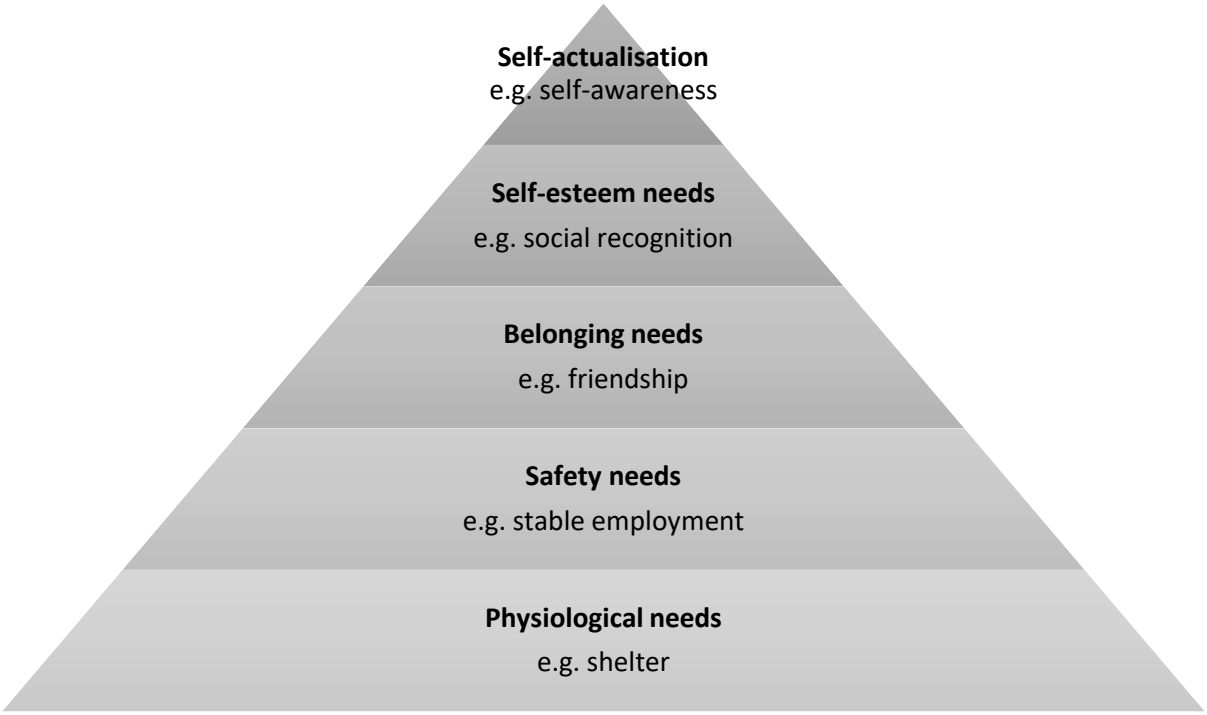


Figure 1. Maslow’s ‘hierarchy of needs’

Maslow’s theory has had some recent replication support with Taormina & Gao (2013). It has also attracted criticism, as Graham & Messner (1998) summarise, in terms of: (1) universality – does it apply outside of the USA or to teaching? (2) linearity – are needs really so linear? Maslow (2013: 26) subsequently questioned linearity concluding that “most members of our society who are normal are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time” which may well be the case for TESOL.

Maslow did not explicitly consider teaching yet his theory has some interesting implications. This theory states that ‘physiological’, e.g. the need for water and shelter, should be met first. Here, an issue has arisen already: given the nature of TESOL, in terms of contract types and pay, to what extent are teachers’ ‘basic’ needs met? Perhaps teachers are more focused on ‘higher’ needs or the desire for fulfilling and meaningful work? Interestingly, Maslow’s concept of ‘self-actualisation’ is not dissimilar to Marx’s concept of ‘self-realisation’, as Sayers (2007: 41) notes. This suggests that similar factors emerge from both a philosophical and psychological perspective.

2.5.2 Herzberg's two-factor theory

Herzberg (1966) was concerned with motivation and productivity. To this end, he interviewed 200 engineers and accountants in Pittsburgh, USA. As a result, his 'motivation-hygiene' theory hypothesised that two distinct factors "involved in producing job satisfaction were separate and distinct from the factors that lead to a lack of job satisfaction", i.e. 'motivation' and 'hygiene' factors (Herzberg, 1966: 75-76). That is, 'motivation factors' lead to satisfaction, and, 'hygiene factors' lead to dissatisfaction. Herzberg stated that a lack of 'motivation' factors results in a lack of satisfaction as opposed to resulting in dissatisfaction. The converse also holds, i.e. that a lack of 'hygiene' factors results in a lack of dissatisfaction as opposed to satisfaction.

'Motivation' factors:	**'Hygiene' factors:**
• achievement	• pay
• recognition	• job security
• responsibility	• organisational policy
• professional advancement	• supervision
• nature of the work itself	• interpersonal relations
• promotion	• working conditions

Figure 2. Herzberg's 'motivation-hygiene' factors

Herzberg helps us to frame the issue; he favoured the terms 'satisfaction' and 'dissatisfaction', over 'motivation' and 'demotivation', thereby differentiating between the two. Herzberg, much like Maslow, attracted criticism as Yusoff, et al. (2013) point out issues over replicability. However, a key distinction between Maslow and Herzberg emerges: whereas for Maslow meeting a need contributes to motivation, Herzberg argues that meeting certain needs simply leads to a lack of motivation rather than demotivation, i.e. has a negative impact. This implies that motivational and demotational factors, and the extent of both, should be considered discretely. As a result, RQ3 makes this distinction.

2.5.3 Vroom's expectancy theory

Vroom's (1964) expectancy theory differs from Maslow's and Herzberg's ideas in that it is more interested in cognitive considerations rather than extrinsic factors. Vroom considers motivation in terms of the connection between effort, reward and success, i.e. motivation can

be understood in terms of a self-assessment calculation. In this way, expectancy theory can be expressed as an equation.

Motivation (M) = Expectancy (E) x Instrumentality (I) x Valence (V)

Figure 3. Vroom's expectancy calculation

'Expectancy' considers how likely expending effort is to result in a successful outcome. 'Instrumentality' is concerned with how likely it is to result in a reward (or avoid a negative outcome). 'Valence' accounts for how highly the individual values said outcome. The individual then considers these factors based on their own assessment of the situation which makes the calculation decidedly subjective. Moreover, the calculation multiples expectancy, instrumentality and valence. That means that all three factors must be rated highly for motivation to be high. If one factor is low then motivation will also be low, furthermore, a value of zero would also result in zero motivation. Thus, for Vroom, motivation can be improved by reference to expectancy, instrumentality and valence.

2.6 Application of psychology models

Psychology has developed many models to account for motivation and several of these have been applied to teacher motivation (Dörnyei & Ushioda, 2011). To that end, this section will briefly discuss the following theories: expectancy, self-determination, flow and self-efficacy, before considering their application to ISEL teacher motivation.

2.6.1 Expectancy theory

Vroom's (1964) expectancy theory was examined by Mowday & Nam (1997) in relation to university professors. They examined the role of rewards and suggested a correlation between reward and performance "if rewards do not follow for high levels of teaching performance, or if the rewards that follow are not valued, it is unrealistic to expect that most faculty members will invest time in the classroom" (ibid: 119). Furthermore, they found intrinsic rewards to be more effective and so advocate measures such as appreciative comments and letters of acknowledgement. Richardson & Watt (2008b) also explored expectancy and posited that a gap exists between reality and expectation. They explain that "for those already teaching the demands and rewards are not necessarily sufficient to sustain them in the profession" (ibid:

410). This raises the question: does this tension between reality and reward persist for those who opt to remain in the profession?

2.6.2 Self-determination theory

Deci & Ryan's (1985) self-determination theory distinguishes between 'intrinsic' and 'extrinsic' motivation. The former considers motivation in terms of internal factors, i.e. innate interest and enjoyment and so the task itself is its own reward. In contrast, extrinsic motivation is derived from external factors, rather than the task itself, such as external rewards e.g. pay. Deci & Ryan (1985) characterise intrinsic motivation in relation to three needs: 'autonomy', 'relatedness' and 'competence'. Autonomy relates to behaviour originating from oneself. Relatedness equates to feeling connected to other individuals. Lastly, competence is understood by feeling a sense of accomplishment and efficaciousness. Deci & Ryan (1985: 58) explain "for a high level of intrinsic motivation people must experience satisfaction of the needs both for competence and autonomy" which suggests that teacher ability and autonomy are significant factors.

Deci, Kasser & Ryan (1997) considered self-determination in American university professors. They found that professors were intrinsically motivated and found working at university level particularly engaging. They also discovered that some teachers preferred the non-teaching aspects and were only extrinsically motivated to teach. Deci, Kasser & Ryan (1997: 68) favoured intrinsically motivated educators as they were "an inspiration and a resource – a guide for students' active and self-initiated learning", further highlighting the importance of intrinsic motivation.

Autonomy is key for self-determination and its absence can be detrimental as Dörnyei & Ushioda (2011: 170) explain "perhaps even more potent in undermining teacher motivation is the restriction of teacher autonomy". Moreover, Pelletier et al. (2002) note that reduced teacher autonomy resulted in reduced student autonomy. Kieschke & Schaarschmidt (2008: 435) also advocate increased teacher autonomy stating "teachers have lost the joy in their occupation because too much regimentation and external interference complicates their pedagogic targets and self-determined professional goals". Thus, restricted autonomy could be a significantly demotivating factor.

2.6.3 Flow theory

Csikszentmihalyi's (1988) examined motivation in university professors. He found that they experienced a deep enjoyment when immersed in a challenging yet manageable task, resulting in 'optimal experience'. Furthermore, flow theory postulated that teachers instil intrinsic motivation when intrinsically motivated themselves. Csikszentmihalyi (1997: 78) states that the teachers' role is "to demonstrate by their own example that being an educated adult is a goal worth striving for" as opposed to mere knowledge transfer. Intrinsic motivation is crucial for teachers as it conveys the importance of a subject for its own sake and results in intrinsic motivation in learners. Csikszentmihalyi (1997: 77) explains: "if a teacher does not believe in his job, does not enjoy the learning he is trying to transmit the student will sense this and derive the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake" in contrast to learners who "look around them for adults who seem to enjoy their jobs, who believe in what they are doing, and take them as models". Thus, flow is possible for both students and teachers and experiencing it can be motivating.

Tardy & Snyder (2004) deployed Csikszentmihalyi's (1988) flow theory in interviews with ten Turkish university professors. They found that all participants experienced flow to some degree. Flow was experienced in four distinct ways when: (a) teachers are interested and involved in their work, (b) students are engaged to a high degree, (c) students appear to be learning, (d) students communicate authentically. Notably, flow was experienced spontaneously rather than on-demand. Moreover, Tardy & Snyder (2004: 124), argue that flow could explain why teachers continue teaching "flow experiences are likely to be crucial moments for teachers because it is here that they feel most positive about their teaching" and so "experiencing flow in their work may help to explain why teachers 'stick with it'", noting this occurrence "despite the often minimal external rewards". This suggests that flow could be highly significant and supersede extrinsic factors.

2.6.4 Self-efficacy theory

Bandura (1994) considered how individuals judge their abilities. He asserted that "the higher the level of people's perceived self-efficacy… the greater is their success" (Bandura, 1994: 78) and so motivation derives from a positive self-assessment of one's abilities. Tschannen-Moran & Hoy (2001) examined self-efficacy in teachers. They state that "there is also work to be done to understand efficacy beliefs among inservice teachers" and further note that "the

collective efficacy of a faculty can be a stronger predictor of student achievement than the socioeconomic level of the students" (ibid: 802). This suggests that self-efficacy is significant and worth investigating in the context of this study.

A lack of self-efficacy could be particularly detrimental. This can be considered in relation to Deci & Ryan's (1985) self-determination and competence. Dörnyei & Ushioda (2011: 171) pose the question: "Do teachers have sufficient competence to go about their jobs with confidence?" to which they respond "the answer is usually negative". Additionally, Alexander (2008: 490) coins insufficient self-efficacy as 'fragile competence', noting that it may be a "particular concern within the teaching profession". These findings further support the notion that self-efficacy could play a key part in teachers deciding to stay in TESOL.

2.7 ISEL teacher motivation

Can existing motivational theories adequately account for ISEL teacher motivation? Dörnyei & Ushioda (2011: 160) question this notion: "with such a specific professional activity as teaching it might be realistic to expect to find certain unique motivational characteristics". Despite a relative increase in interest, "literature on teacher motivation remains scarce" and so "it is clear that this is a field that merits much more attention" (Dörnyei & Ushioda, 2011: 176). This section will pay special attention to relevant research.

2.7.1 Pennington (1991; 1992; 1995)

Pennington (1991; 1992; 1995) pioneered investigation into ISEL teacher motivation through several studies. Pennington & Riley (1991) compared ISEL teacher motivation between American and Taiwanese primary (and secondary) school teachers. This comparison was made using the well-established 'Minnesota Satisfaction Questionnaire' which is used to examine motivation in different domains. This is a landmark study in the field although only 37 of 200 ESL teachers responded giving it a relatively small sample size. Pennington & Riley (1991) found that teachers were generally satisfied with their jobs overall.

The main factors found to motivate teachers were "for personal satisfaction" (Pennington & Riley, 1991: 50), that is: 'moral values' and 'social service' followed by 'creativity', 'achievement' and 'ability utilisation'. Conversely, they identified several factors which detracted from satisfaction namely: 'advancement', 'compensation' (including financial), 'job security' as well as institutional 'administration policy'. Furthermore, particular

reference to pecuniary compensation was made. They found that “those who work in the ESL profession, like other educators but unlike those who work in some other fields, do so for personal satisfactions and are generally not well compensated financially” (Pennington & Riley, 1991: 50). These results were supported by a subsequent study which used the established ‘Job Descriptive Index’ (Pennington, 1992). Therefore, these studies further support the case for intrinsic motivation.

Pennington (1995) discusses two particular sources of demotivation that appear acutely relevant to ISEL teacher motivation, namely: (1) a lack of intellectual challenge for teachers and (2) issues relating to the ESL teacher career structure. Firstly, Pennington (1995) notes a lack of intellectual challenge could be demotivating. That is, covering a prescribed curriculum does not allow teachers the possibility of ‘intellectual detours’. Secondly, Pennington (1995: 19-20) discusses the lack of clear career structure and its associated negative impact: “where an employee's future-oriented, long-term outlook is positive, there is less attention to the more immediate, quotidian framework”, and conversely, “where the broad outlook is unsatisfactory and there seems little chance of career aspirations being met in a given work context, the employee's attention shifts to the immediate frame of reference, which assumes comparatively greater importance.” Pennington (1995) notes that career dissatisfaction increases over time. In this way, we might expect to find intellectual challenge and progression demotivating factors.

2.7.2 Doyle & Kim (1999)

Doyle & Kim (1999) conducted a mixed-methods study using questionnaires and interviews. This study included 99 Korean and 100 American ISEL teacher questionnaire responses, as well as nine and five follow-up interviews, respectively. Doyle and Kim considered motivation from a social, cultural and political point of view. Their work focused on three key themes: intrinsic motivation, dissatisfaction factors and mandated curricula and testing.

Firstly, they found intrinsic motivation was the most significant factor in terms of interest level and making a difference through helping students. Secondly, demotivation resulted from low pay, as well as a lack of progression and respect for the job role. Moreover, the burden of administration featured and some participants felt that their institution had taken advantage of their high intrinsic motivation. Notably, 43% of American and 34% of Korean teachers reported pay had a negative impact. Dissatisfaction results from a lack of autonomy,

rigid curriculum, imposed assessment, including standardised tests, in addition to external influence such as governmental interference. In short, the factors Doyle & Kim (1999) identify are broadly similar to Pennington & Riley (1991). Additionally, these findings highlight the issue of status, particularly regarding negative external influences.

2.7.3 Shoaib (2004)

Shoaib (2004) utilised semi-structured interviews with 30 female ESL teachers from Saudi Arabia. She argues that teacher motivation is a complex phenomenon that works on several levels and she identified distinct areas of dissatisfaction for improvement. Her detailed recommendations come at three levels: teacher, managerial and institutional. She suggests managers provide in-service training and institutions should provide greater autonomy and involvement in the decision-making. Shoaib (2004) makes some specific teacher recommendations. She suggests teachers should be offered, while on paid leave, more in-service training and CPD (continuing professional development). By way of sustaining motivation, she suggests a rewards system featuring financial incentives for training and the introduction of a system of titles. These findings particularly highlight the importance of autonomy and CPD.

2.7.4 Dweik & Awajan (2013)

Dweik & Awajan (2013) examined motivation in Amman, Jordan. They utilised a five-point Likert scale questionnaire and received 77 of 100 responses from public secondary school teachers. Their findings revealed that English teachers were not highly motivated. Moreover, they stated that this was primarily due to government interference, management in terms of the school principal and supervision. Conversely, they found the factors that motivated teachers the most were: job enjoyment, job security, future use and prestige. That is, teachers were motivated "because they like their jobs; because teaching will help them in their future, teaching gives them security… it is prestigious to be an English language teacher" (Dweik & Awajan, 2013: 37). Thus, this study highlights job security and status as key factors.

2.7.5 Han & Mahzoun (2017)

Han & Mahzoun (2017) conducted a case study, examining demotivational factors for foreign ESL teachers in Turkey. They utilised interviews, profile forms, field notes and diaries. Participants consisted of two (British and American) native teachers, from a primary/secondary school in Eastern Turkey. Participants held a degree in addition to TESOL

qualifications and over two years of teaching experience. They found that a lack of communication with school administration and colleagues to be demotivating. Additionally, they found the students themselves were demotivating in terms of lack of interest, attention and respect. Perhaps surprisingly, these findings point to teaching itself as being demotivating which is in stark contrast to previous studies.

3. Research Methodology

This chapter outlines my research methods as well as critically considering their limitations. My research paradigm will be discussed in relation to aims, research questions and methodological choices. Research instruments will be explained and considered concerning design, procedure, ethical considerations and analysis respectively.

3.1 Aims

This research aims to examine why teachers stay in TESOL. That is, to examine motivation levels, relationship to work and motivational factors. Firstly, it is necessary to deem to what extent ISEL teachers are indeed motivated. Secondly, this study aims to consider the nature of ISEL teacher's relationship to work in reference to the literature. Thirdly, this study aims to explore which specific factors motivate and demotivate teachers. Several factors which could be particularly pertinent emerged from the literature review including teaching as an art, meaningfulness, alienation and flow which this study considers. In this way, the study aims to provide results with a real-world practical application benefiting managers and teachers alike.

3.2 Research questions

In order to address these aims, four research questions have been drafted:

RQ1: To what extent are in-service English language (ISEL) teachers motivated?

RQ2: What is the nature of ISEL teachers' relationship to work, according to definitions in the literature, in terms of 'meaningfulness' and 'fulfilment'?

RQ3: Which factors motivate and demotivate teachers?

RQ4: Which factors do teachers consider most important?

3.3 Participants

I introduced the term ISEL teachers in the introduction to clarify the focus is on 'current' or 'in-service' teachers. In order to differentiate between 'new' and 'current' (ISEL) teachers, a minimum level of experience is required to allow teachers sufficient time to familiarise themselves with the demands and realities of TESOL. The literature review noted distinct differences between public and private sectors and this study will confine itself to the private sector.

3.3.1 Participation requirements

Major providers of post-initial teacher training courses, such as the Cambridge Diploma in Teaching English to Speakers of Other Language (DELTA), only accept 'experienced' teachers. Such qualifications stipulate that teachers have "2-3 years of teaching experience" (Bell English, 2020) or "at least two years' full-time teaching experience" (Norwich Institute for Language Education, 2020). Therefore, this study considers ISEL teachers to be those with a minimum of two years teaching experience.

This dissertation confines itself to an examination of motivation in the private sector as opposed to state schools or universities. In 2018, it alone accounted for 470,073 English language students (English UK, 2019) in private organisations and language schools. Clearly, the private sector differs in several respects, notably remuneration, job security and prestige. Besides, participants must also be qualified in order to consider professional teachers rather than unqualified amateurs. These requirements were clearly specified in questionnaire advertisements as well as in the participant information (see Appendix A).

3.3.2 Demographic information

The questionnaire was completed by 232 respondents. Table 1 shows participant information below.

Table 1. Questionnaire participant demographics

Years teaching		Age range		Gender		Employment type		Highest qualification	
2-3	14%	18-24	3%	Female	61%	Zero-hour	7%	Cert (other)	9%
4-5	10%	25-34	34%	Male	39%	Fixed-term	32%	CertT/CELTA	30%
6-7	13%	35-44	31%	Non-binary	0%	Self	28%	Degree	34%
8-9	10%	45-54	19%			Permanent	29%	PGCE	8%
10-14	21%	55+	14%			Furlough	5%	Postgrad dip	16%
15+	31%					Unemployed	10%	Master's	35%
								PhD	5%

3.3.3 Sampling

Given that it is impossible to survey the entire ISEL teacher population, it is necessary to sample a cross-section (Nunan, 1992). Wagner (2015: 85) posits that "it is actually very difficult to obtain a truly random sample and the representativeness of the sample will always be affected by sampling error" and this certainly seems to hold in this context. Clearly, the

number of ISEL teachers in the private sector is substantial, as an indication there are 360 private centres with English UK membership (English UK, 2019).

Dörnyei (2007: 99) suggests between 1% and 10% of the entire population are required for the 'magic sampling fraction'. In this context such a number would likely be in the thousands which is an unfeasible target. As a result of these considerations and logistical limitations, probability sampling proved impossible to undertake. Moreover, given COVID-19, a focus on any single institution would likely not be representative either and so this multi-institution approach seems most appropriate.

No comprehensive 'list' of the ISEL teacher population exists and so it is necessary to use non-probability sampling. This is not necessarily detrimental as Dörnyei (2007: 98) acknowledges: "it needs to be reiterated that in most applied linguistic research it is unrealistic or simply not feasible to aim for perfect representativeness", as in this context. Non-probability sampling poses issues of generalisation to a larger population; however, non-probability "samples can be informative and can yield interesting and informative results" (Wagner, 2015: 86) even if these cannot be generalised.

The lack of generalisability is compensated by the exploratory nature of qualitative components. Dörnyei (2007: 126) asserts that the qualitative dimension "is not concerned with how representative the respondent sample is… the main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation" and so the lack of probability sampling in the questionnaire is somewhat mitigated by follow-up interviews.

Follow-up interview sampling aims to provide a representative and bias-reduced sample. Participants were selected through stratified random sampling. Sub-groups were selected from those who opted-in based on a balance of years teaching, age and gender, ensuring each bracket was accounted for as representatively as possible (see Table 2). Eligible participants were randomly selected by a random generator then invited via email. In this way, as representative a sample as logistically possible was selected. This also yielded a range of employment types and qualifications.

Table 2. Interview participant demographics

Pseudonym		Years teaching	Age range	Gender	Employment type	Qualifications
1	Natalie	2-5	25-34	Female	Unemployed	Degree, CELTA
2	Johnathan	2-5	25-34	Male	Permanent	Degree, CELTA
3	Katie	6-9	25-34	Female	Unemployed	Degree, Master's
4	Sarah	6-9	35-44	Female	Zero-hour	Degree
5	Martin	10-14	35-44	Male	Self-employed	Degree, Master's
6	Jane	10-14	35-44	Female	Fixed-term	CELTA
7	Anna	15+	55+	Female	Self-employed	Degree, CELTA
8	Tom	15+	55+	Male	Permanent	PGCE

3.3.4 Recruitment

Participants were recruited using social media. Recruitment was conducted through messages posted in dedicated TESOL teacher pages and groups. This strategy was partly due to ease of access and partly out of necessity owing to lockdowns and institution closures caused by COVID-19. Consequently, a sizeable number of teachers had the opportunity to take part with advertisements placed in groups with thousands of members, thereby making the sample as 'random' as possible without the ability to ensure randomness through probability sample.

3.4 Research paradigm and philosophical perspective

Pragmatism has been adopted as this studies research paradigm. Pragmatism has been selected principally for its real-world focus (Croker, 2009) and problem-solving nature (Paltridge & Phakiti, 2015). The link between research and application is important for teachers too, as suggested by Borg (2013: 66): "[an] additional characteristic of good quality research noted by teachers was that it needed to have practical value". Thus, this study aims to positively improve teacher management and retention which has been a recurrent personal problem (see 1.2).

This pragmatic approach has determined direction in two key respects: (1) it is forward-looking considering ISEL teacher motivation only, and, (2) it considers several models of motivation rather than assuming any one 'best' model. Thus, this is a study into ISEL teacher motivation, rather than a comparison between reasons for initially teaching as opposed to reasons for remaining, so as to keep the research useful and forward-looking. Secondly, this

paradigm aims to address the issues and questions raised in the literature rather than relying on any one theory or perspective.

3.5 Particular considerations for motivation research

Motivation is a particular phenomenon with special research considerations. Dörnyei & Ushioda (2011) identify three inherent problems in motivation research. They posit that the "unobservable, multifaceted and dynamically changing nature of motivation makes its study admittedly complicated" (ibid: 198) and so special attention must be placed on these particular properties of motivation. Firstly, motivation is an *abstract phenomenon* comprising mental states and processes; therefore, it cannot be directly observed. Secondly, motivation is a *multidimensional construct*, i.e. one that cannot be represented by simple measures alone. Thirdly, motivation is *inconstant and dynamic*. This means motivation changes over time as a result of 'multi-level interactions with environmental factors' and 'individual difference variables' and so the representative nature of any study is questionable.

3.6 Research approach

The literature review revealed research has utilised a mixture of methodologies. Much motivation research has been quantitative in nature (Han & Yin, 2016: 13) while qualitative research has become more prevalent (Ushioda, 1994; 1996). Dörnyei & Ushioda (2011: 201) assert: "there is no 'best' method for researching motivation". However, given the nature of motivation research, and the exploratory nature of ISEL teacher motivation, mixed-methods seems most suitable.

3.6.1 Mixed-method approach

While there may be no 'best method', the case for mixed-methods is compelling. Early studies into teacher motivation have been criticised for an overreliance on quantitative questionnaire data, particularly concerning design and sample size (Brookhart & Freeman, 1992). The landscape, however, is changing as Boo, et al. (2015: 152) assert "the dominance of quantitative approaches has been diminishing" prompting more qualitative and mixed-methods research.

Given the particular nature of motivation, namely that it is an abstract phenomenon and multidimensional construct, combining quantitative and qualitative elements seems most desirable. Han & Yin (2016: 13) advise that "to gain a more comprehensive picture of teacher

motivation, research method should be extended beyond numerical data to involve a full range of data collection such as observation and interviews". In this way, mixed-methods provides an indication of frequency as well as considering the 'why'.

Woodrow (2015: 416) speculates that "the best approach is perhaps a mixed-methods approach". This seems to hold as this approach ties in particularly well with my research questions. Quantitative data can determine to what extent teachers are motivated (RQ1), gauge 'meaningfulness' and 'fulfilment' levels (RQ2) identify motivating and demotivating factors (RQ3) and rank their importance (RQ4). Moreover, qualitative data provides additional depth "putting flesh on the bones" (Dörnyei, 2007:45) of quantitative findings, thereby resulting in a fuller understanding.

Qualitative elements hold particular appeal in this context as they help overcome limitations of quantitative questionnaires which "can be superficial" as Munn & Drever (1990: 6) highlight. Qualitative data from interviews have the advantage of providing 'rich' data (Creswell, 2015). Thus, qualitative data provides greater depth, considering to 'what extent', beyond that of limited quantitative means, as Richards (2009) explains, thereby ensuring a more detailed understanding. Paltridge (2015) posits qualitative approaches are particularly well suited to fields with relatively little research. Therefore, given the 'exploratory nature' of this field it seems particularly fitting.

Mixed-methods research has several specific advantages. Sandelowski (2003) identifies two significant attributes: to provide greater depth of understanding, as stated above, and, to provide greater reliability through verifying one set of data against the other. Small sample size has been a particular issue for teacher motivation questionnaires with Pennington & Riley (1991) featuring only 37 and Dweik & Awajan (2013) only 77 participants.
A mixed-methods approach helps to mitigate issues arising from using quantitative or qualitative methods alone, thus increasing overall reliability.

3.6.2 Mixed-method design

A sequential explanatory design was selected with a quantitative component followed by a qualitative component. This study features two chronological strands, completed one after another while interpreted and discussed together. This design (see Figure 4) has been adapted from Ivankova & Greer (2015). Such a design is advantageous in that the two data sets

complement each other as “this design also provides an opportunity for the exploration of the initial quantitative results in more detail”. This provides additional benefits, “especially when unexpected results arise” as Ivankova & Greer (2015: 72) note which further assists its explanatory nature. Moreover, this design is particularly suitable as it is simpler for a single researcher to conduct (Creswell & Plano Clark, 2011).

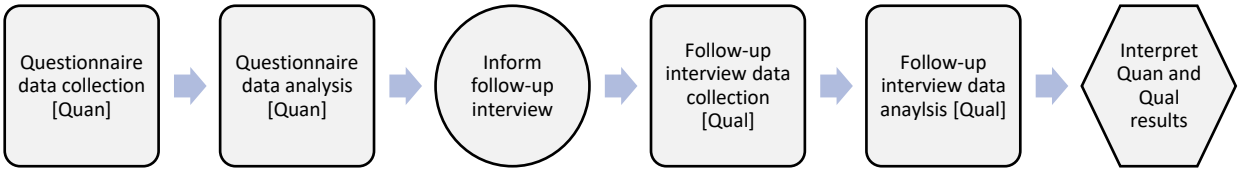


Figure 4. Sequential mixed-methods design

3.7 Instruments

In selecting instruments, the nature of motivation must be considered. Woodrow (2015: 406) states that “since motivation is a latent construct it cannot be observed directly and so depends upon self-report measure” and, therefore, he recommends questionnaires and interviews. This study makes use of both a quantitative questionnaire survey and qualitative semi-structured interviews.

3.7.1 Instrument 1: questionnaire design

Questionnaires are a popular research instrument (Borg, 2013) particularly in motivation research (Han & Yin, 2016). Several teacher motivation studies have utilised questionnaires. These studies used established instruments such as the ‘Minnesota Satisfaction Questionnaire’ (Pennington & Riley, 1991) and purpose-made questionnaires such as those used by Dweik & Awajan (2013). Moreover, questionnaires offer several logistical advantages Dörnyei (2010: 6) explains “their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources”.

The questionnaire (see Appendix B) has been designed to be user-friendly and simple to complete. A professional, yet attractive, design has been employed, through the use of well-established online questionnaire client, SurveyMonkey, which offers customisable design. Care was taken to avoid “obvious desirable answers” (Woodrow, 2015: 407) so participants would express how they are rather than how they would like to appear (Oller, 1982). Questions were included as a direct result of the literature review or research questions to

"avoid making the questionnaire too long by covering every possible angle" (Dörnyei & Csizér, 2012: 76). Special consideration has been paid to length, thus, a 10-15 minute completion time was chosen to avoid discouraging participation.

In order to ascertain attitudes, a closed-ended multi-item Likert-scale was employed to assess 'to what extent' rather than simply providing binary data. Wagner (2015) notes that opinion is divided on the use a 'neutral' option. However, evidence of absence of motivation is not the same as evidence of demotivation, therefore, a 'neutral' option has been included to maximise the significance of non-neutral answers. Given that this study aims to identify motivational and demotivational factors (RQ3), forcing an arbitrary choice could distort data even if it is less convenient for analysis (Wagner, 2015: 88). For variety a selection of items were used including a matrix scale, a ranking scale and open-ended questions.

Care was taken with respect to wording such as the use of short and simple questions as well as avoidance of ambiguous words, and negative constructions, which Dörnyei (2007: 109) recommends. The questionnaire begins with simple questions relating to teaching experience. Open questions feature at the end, providing participants with the opportunity to add additional factors. Personal demographic data was confined to the end to avoid ringing 'privacy alarm bells' (Dörnyei & Csizér, 2012: 78), would otherwise could dissuade participants from completing the questionnaire.

3.7.2 Instrument 2: interview design

Interviews have been used by several teacher motivation studies such as Shoaib (2004) and Tardy & Snyder (2004). Doyle and Kim (1999) favoured mixed-methods using a questionnaire and follow-up interviews. Dörnyei (2007: 171) posits that a qualitative element is advantageous as interviews "benefit almost every quantitative study". Thus, semi-structured interviews seem best suited to answer research questions.

Semi-structured interviews (see Appendix E) allows for flexibility (Paltridge & Phakiti, 2015: 90). This flexibility is useful in terms of follow-up questions enhancing comprehension without sacrificing structure (Burns, 1999). Richards (2009: 184-185) explains the advantages of such an approach as "the interviewer has a clear picture of the topics that need to be covered but is prepared to allow the interview to develop in unexpected directions", thus allowing for the possibility to explore unexpected elements as and when they emerge. A

selection of potential follow-up question prompts were created (see Appendix F) to assist understanding as "one needs to be prepared to ask more specific questions when others are found to elicit only generalities" (Hermanowicz, 2002: 485), thereby enhancing depth.

The interview process begins with an opening statement outlining aims, ethical considerations and data protection. Interviews themselves were designed to start with simple factual questions relating to teaching experience to help put participants at ease. Content questions were written specifically for each respondent to add substance with particular reference to answers given at either end of the Likert scale. Moreover, questions were derived from questionnaire responses, similar to Egbert (2003), thereby "all questions asked, wherever placed, should relate to the overall research question" (Hermanowicz, 2002: 489). The interview ends with an opportunity to add any additional information which "permits the interviewee to have the final say" (Dörnyei, 2007: 138) in addition to providing an opportunity for questions.

3.7.3 Pilot

Dörnyei (2007: 75) argues that pilot studies are often neglected yet essential, especially for novice researchers, suggesting to "always pilot your research instruments and procedures before launching your project. Just like theatre performances, a research study also needs a dress rehearsal to ensure high quality". Thus, a two-stage pilot was used with three and ten participants, sequentially. The pilot proved invaluable and as a result, instructions were clarified, items reordered and examples added. The pilot revealed ambiguity, e.g. over what teaching as art meant, and so a definition was added. Feedback resulted in design changes as a matrix became a ranking scale instead to avoid repetition. The second round of piloting was particularly valuable in modifying the ranking items from top 10 to 5. Also, the pilot found that there were too many question items and as a result, the number was reduced by a quarter.

3.8 Limitations

Mixed-methods is a hybrid technique in that "researchers can bring out the best of both paradigms while also compensating for their weakness" (Dörnyei & Ushioda, 2011: 205). However, by the same token, it also faces the same challenges as both. That is to say, "mixed-methods research has a severe 'shortcoming' where it requires the competent handling of both qualitative and quantitative research" (Dörnyei, 2007: 174). Therefore, it is important to consider the limitations of both instruments.

Qualitative interviews have specific limitations. Hermanowicz (2002: 479) highlights difficulties in relation to reliance on the researcher and their skills and abilities, noting "great interviewing is deceptively difficult… it is an acquired ability that takes time to develop". Interviewing is time-consuming (Silverman, 2010) particularly in terms of data collection and processing, i.e. coding (Dörnyei, 2007). Qualitative data attracts criticism for smaller sample size which Croker (2009) suggests can limit generalisation and reliability. Additionally, finding willing participants is challenging as it requires a time investment from them (Savin-Baden & Howell Major, 2013: 317) and so this study features only eight follow-up interviews.

Munn & Drever (1990: 6) posit that questionnaire data "can be superficial". Previous studies illustrate issues with sample size: Pennington & Riley (1991) and Dweik & Awajan (2013) feature only 37 and 77 participants, respectively. This demonstrates that questionnaires by no means guarantees significant sample size although this was not an issue for this study with its 232 questionnaire responses. Moreover, it is important to keep in mind the specific challenges of motivation research (see 3.5). That is, motivation is complex as well as *inconstant and dynamic* (Dörnyei & Ushioda, 2011). Thus, even with such a sample, this study has temporal limitations in that it only represents motivation at this point in time.

The issues of reliability and replicability has plagued motivation research since inception. Maslow's (1943) and Herzberg's (1966) theories have both been brought into question as Graham & Messner (1998) and Yusoff et al., (2013) note, respectively. These limitations are somewhat mitigated due to the triangulation mixed-methods research affords (Creswell & Plano Clark, 2011). That said, questionnaire sample limitations certainly cause issues in terms of generalisation. However, extensive piloting combined with the mixed-methods nature of this study helps to mitigate the aforementioned limitations as much as possible.

3.9 Ethical considerations

Ethical considerations are of paramount importance, particularly in light of the impact of COVID-19; therefore, the researcher has a crucial duty of 'beneficence' (King et al., 2018). Moreover, Dörnyei (2007: 64) reminds us that "there is more to life than research and if there is a possibility for a clash between the researcher's and the participant's interests, it is clear where the priorities should lie", thus it is essential to put ethical considerations first.

This research has been conducted during a global pandemic. At the time of writing it is too early to fully appreciate the severity of the situation. That said, the 'TEFL Industry Survey' (TEFL Workers' Union, 2020) found that approximately 20% of teachers in London have been made redundant as a direct result of COVID-19. Moreover, the modest sample size of 51 suggests that teachers may be unwilling or reluctant to share their opinions during these difficult times.

Several factors were considered thoroughly to minimise any potential issues. It was made clear from the outset, via advertisement and in the opening statement, that participation was optional and participants were free to withdraw at any time as King et al. (2018) suggest is best practice. Also, Bell (2010) states the importance of data storage and security and this information was also clearly displayed in the opening statement. Furthermore, anonymity was assured via anonymous online questionnaire submissions.

Special care was taken while conducting interviews given participants may have been adversely affected by COVID-19 while considering issues related to what participants are "prepared to say or how they are prepared to appear" (Holliday, 2017: 56). Moreover, semi-structured interviews were chosen to allow for "a more equal balance" (Burns, 1999: 120) and "some natural conversation" (Wragg, 2012: 110) helping to establish rapport and put participants at ease. Additionally, anonymity on follow-up interviews was ensured as real names were replaced with pseudonyms as Cohen et al. (2011) advocate.

3.10 Procedure

Firstly, participants were clearly defined and suitable subjects were invited through social media, as stated above. Both the 'advertisement' and opening statement displayed eligibility requirements and key information in plain English. This provided participants with 'informed consent' (Rallis & Rossman, 2009) through explaining the broad aims of the study, what is required of them as well as ethical considerations such as voluntary participation and the right to withdraw at any time (and how to go about this). Furthermore, contact details for the researcher and supervisor were included in the event that further clarity was sought.

Social media 'advertisements' contained a direct link to the online questionnaire. Participants completed 23 closed-questions on a 5-point Likert scale as well as three open-questions so that they could freely add any additional comments. As no questions were compulsory they

were free to omit any as they wished. In this way, participants were able to complete the questionnaire anonymously, at their own pace and convenience.

Participants were invited to 'opt-in' for follow-up interviews after completing the questionnaire. From those who opted-in, making use of sampling as discussed above, semi-structured interviews were conducted by mutual agreement over video conferencing applications. They concluded with an opportunity for participants to add any additional information. Subsequently, interviews were then transcribed and all names were anonymised before coding began.

3.11 Data analysis

Questionnaires were completed directly on the website. Due to the online format completed questionnaire responses were received immediately which helped to build up a picture of developing trends. Data was exported, analysed and tabulated using tools offered by SurveyMonkey and SPSS. Due to the exploratory design of this study, less emphasis was placed on statistical analysis as it aims to identify significant factors rather than to make a comparison between sub-group such as gender or age.

Follow-up interviews were conducted on separate occasions and so were initially considered separately. Coding was utilised to identify key themes cross-referenced with the literature review. Interviews were transcribed word for word including verbal and non-verbal elements, observing coding convention. Full details can be found in the transcription key in Appendix G and a sample interview can be found in Appendix H. Notably, as Laserna et al. (2014: 328) suggest, fillers which do not detract from meaning have been removed, e.g. 'um' and 'you know'. In order to maximise space '…' indicates removed words. Additionally, company names and details have been redacted.

Unique codes were identified and issued through: recurring items, i.e. mentioned more than once, those relating to literature, and new or unexpected items. That is, 'descriptive coding' was used which "summarises in a word or short phrase the basic topic of a passage of qualitative data" (Saldana, 2016: 102). This process was repeated several times to refine codes, identify themes and sub-themes. Coding was conducted using NVivo which facilitated coding and re-coding. Once follow-up interviews had been completed, quantitative and qualitative data were analysed and evaluated together.

4. Findings and Discussion

This chapter provides the findings from the quantitative and qualitative components. That is, questionnaire results (which can be found in full in Appendix C) will be enhanced with 'rich' data from open-question and interview responses as "reality is better determined by different individual perspectives" (Creswell, 2015: 16). Questionnaire and semi-structured interview data will be analysed and discussed together thematically and in relation to research questions.

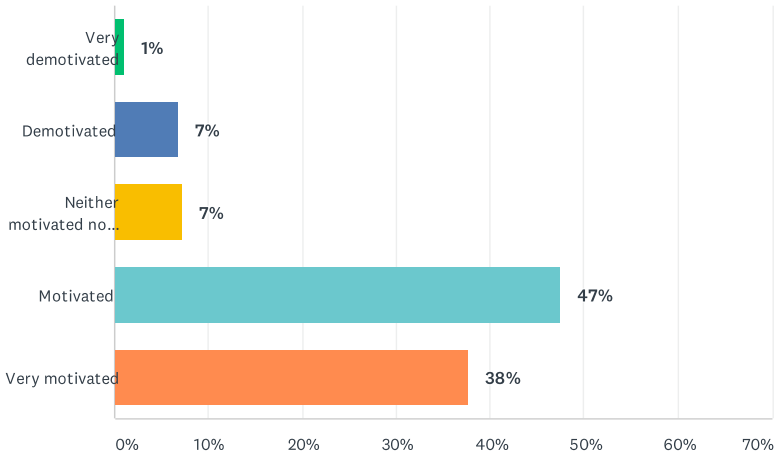
4.1 Teacher relationship to work

RQ1 asks to what extent teachers are motivated. RQ2 seeks to provide an understanding of the relationship between ISEL teachers and work, thus the questionnaire also contemplated whether teaching is 'meaningful' and 'fulfilling'. These components will be considered individually.

4.1.1 Motivation levels

Simply asking teachers what motivates them is difficult and so this question is featured at the end of the questionnaire allowing an opportunity to reflect on motivation levels. The questionnaire found that teachers were motivated with a total of 85% consider themselves to be motivated. These findings were broadly in-line with previous studies such as Pennington & Riley's (1991).

Table 3. Motivation level results



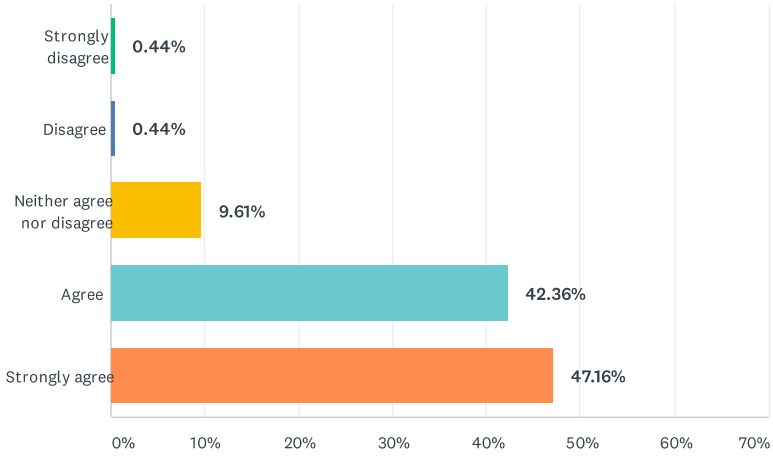
Generally, teachers commented on being motivated intrinsically yet many highlighted this level of motivation was *despite* external factors as this questionnaire response exemplifies:

> *Motivation is not a substitute for a reasonable income. Self-serving arguments constantly made by people who don't teach for why not being paid enough is infuriating!*

4.1.2 Teaching as meaningful

The literature review discussed YouGov's (2020) findings that 26% of British workers regarded their job as meaningless. In comparison, this questionnaire asked a similar question and found that only 0.88% of teachers disagreed that their work was meaningful. That is, a combined total of 89% of teachers agree that teaching is indeed meaningful.

Table 4. Teaching as meaningful results



Sarah views teaching as meaningful in terms of its impact on 'every day' student life:

> *You make a direct difference to someone's everyday life. You can see that it's actually allowed them to get a better job or they've made friends because they can speak the language a bit more. I think it's so important.*

Similarly, Natalie finds teaching meaningful as it 'opens doors' for students while providing 'real-time' results:

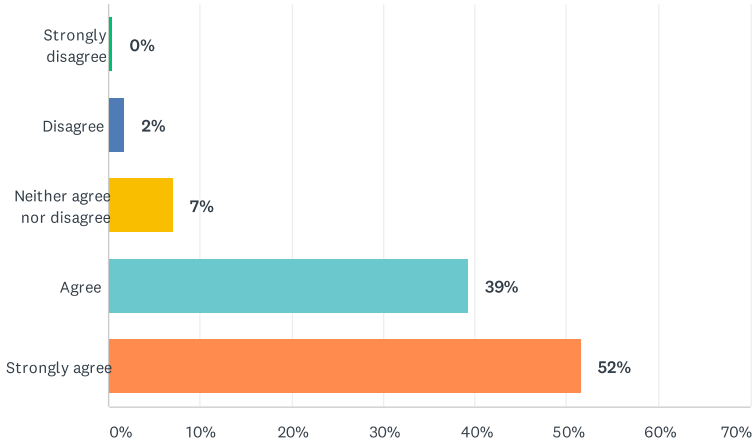
> *You're opening up a lot of doors for people. That's really rewarding. Some people might struggle to see what the impact of their job is. Whereas you can see it in real-time --- you can be like, I told them this phrase and they're using it now!*

Thus, work is meaningful in relation to the direct impact on students' lives that results from teacher input. Specifically, teaching something that is directly impactful to the lives of students. This suggests that teachers find their work significantly more meaningful than average, particularly in comparison to the aforementioned YouGov (2020) survey.

4.1.3 Teaching as fulfilling

Teachers overwhelmingly found teaching fulfilling. The questionnaire revealed a combined total of 91% of teachers responding in agreement. Interestingly, these findings are far more in-line with a Marxist (rather than Aristotelian) concept of work being an essential part of human existence and means of fulfilment in itself.

Table 5. Teaching as fulfilling results



Anna finds fulfilment through student progress and feedback:

> *It gives me a sense of pride when they actually finish the course and they say thank you, I've learned a lot from you.*

Johnathan finds teaching fulfilling as it provides a sense of happiness, both in the moment and through reflection:

> *It's fulfilling because you're happy in the moment. It doesn't matter what's going on in your life… At the end of the day, you look back and relive some of the successes you've had… So, in retrospect, you're happy. I think if you can be happy in the moment and you can be proud of what's happened during the day, and if you can look forward to tomorrow, that's fulfilment.*

Both Johnathan and Anna consider fulfilment in the moment, although they also describe fulfilment at the end of the school day (Johnathan) or the end of the course (Anna). This suggests that fulfilment is, to an extent, lasting rather than merely fleeting. Interviewees note fulfilment relating to 'pride'. Additionally, this section reveals that respondents' level of motivation correlates with their response to teaching as fulfilling and meaningful with all three questions providing very similar results.

4.2 Motivational and demotivational factors

This study aimed to identify motivational factors (RQ3) and then consider their importance (RQ4). It would, however, be an oversimplification to simply list factors as motivating or demotivating, due to the complexity of motivation research (see 3.5.3), especially without the inclusion of 'rich' interview data. Additionally, many factors contain both aspects, e.g. contract types. These factors can be seen in table form. Table 6 shows the extent each factor motivates and demotivates. Table 7 shows said factors in order of importance, i.e. ranked in order of preference (1-5) to reveal teacher priorities.

In answer to research questions, this study as well as reference to the literature, identified several overarching themes: nature of teaching itself, school policy, teacher perceptions, remuneration, job security, employer relations, and external factors. While these themes seem to fit best, these groupings are arbitrary, therefore, discussion will focus on individual aspects rather than the themes as a whole. Thus, themes are further divided into sub-themes which are discussed in turn.

Table 6. Factors impacting motivation and demotivation (percentages)

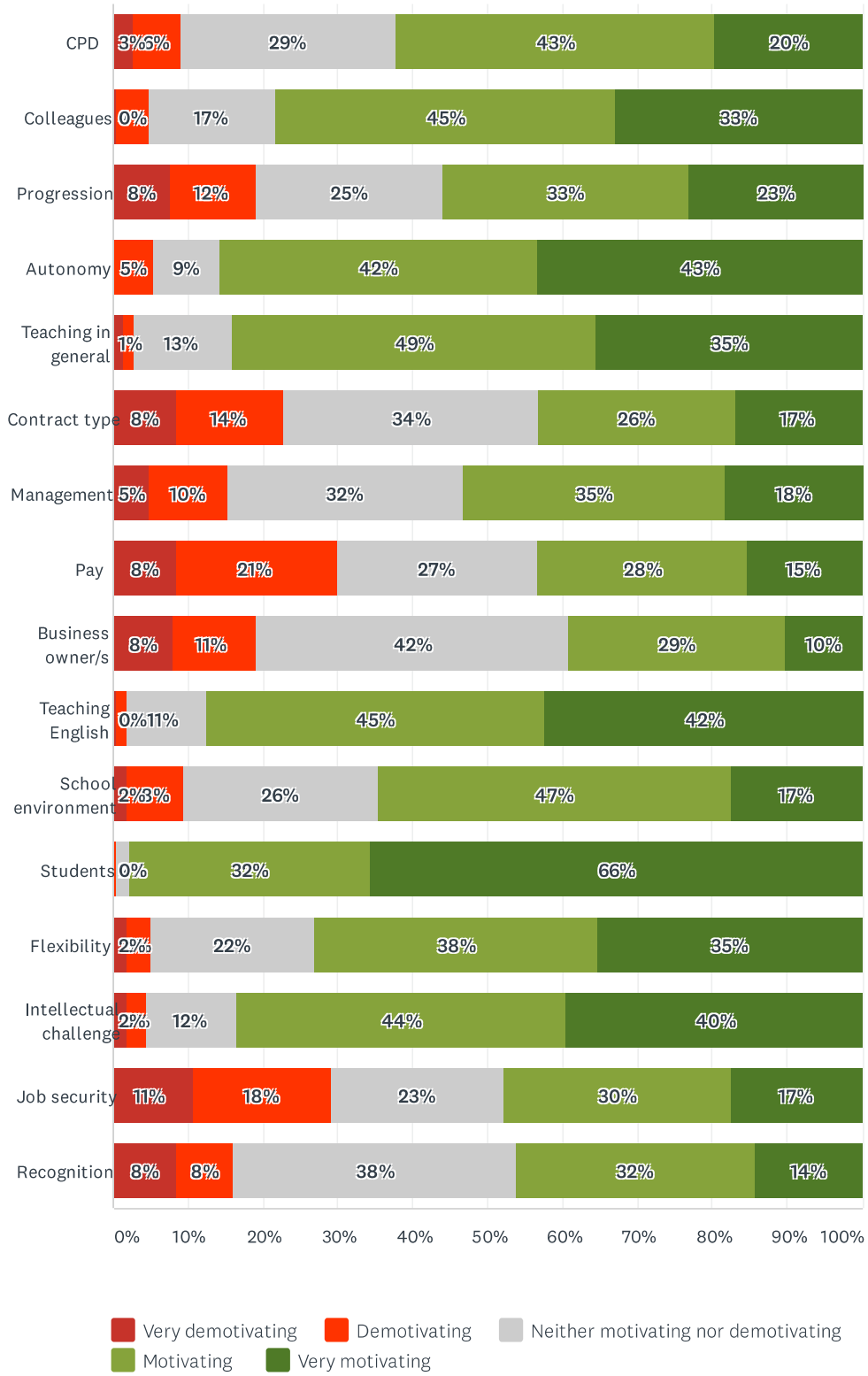
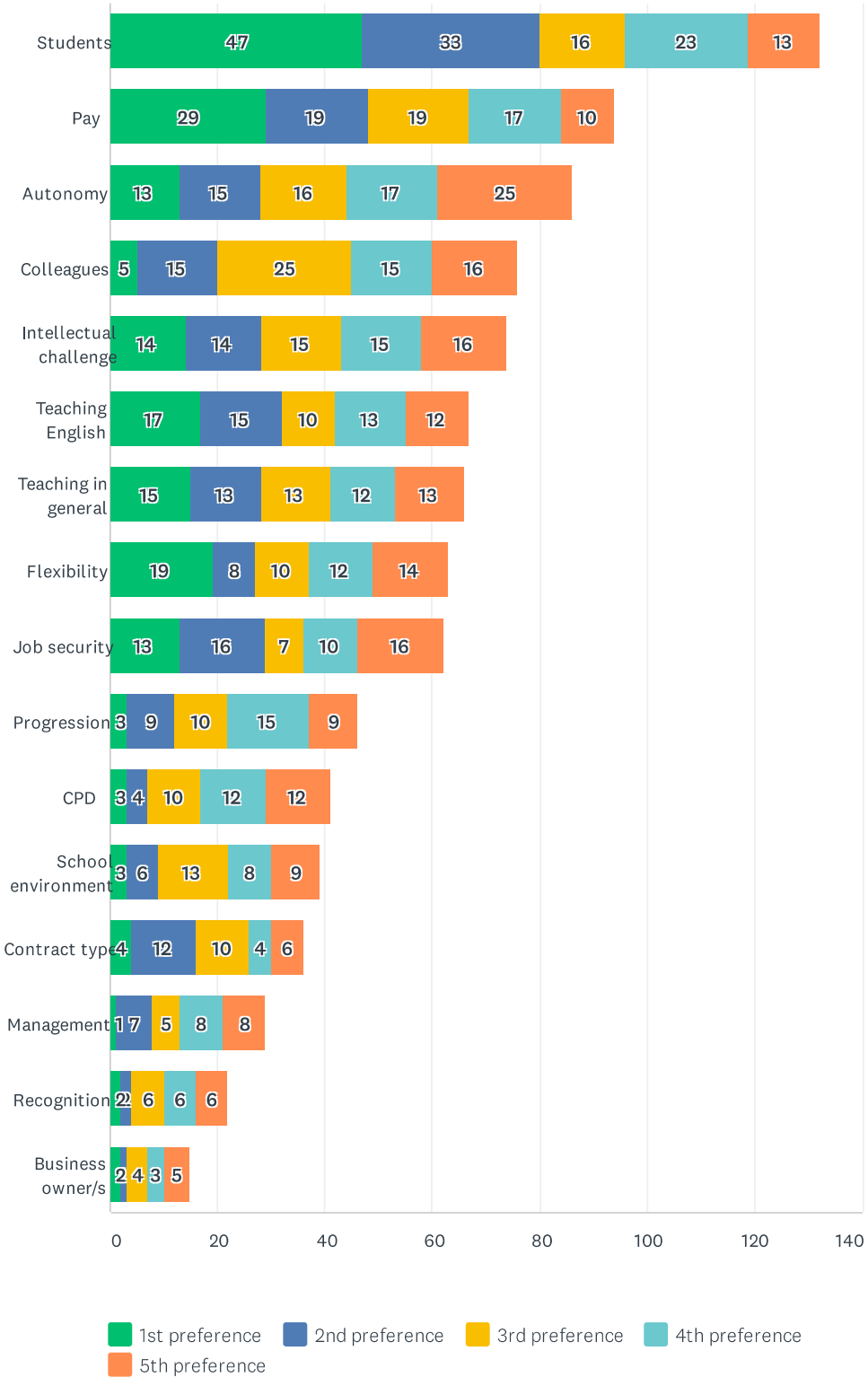


Table 7. Motivation factors by importance (absolute values)



4.3 Nature of teaching

4.3.1 Relationship with students

Questionnaire data revealed 66% of respondents found their 'relationship with students' to be 'very motivating' – giving a huge combined total of 98% finding it motivating. Also, 27% of respondents identified it as the most important motivational factor. What, however, is the motivational nature of this 'relationship' with students'?

Natalie found student interactions themselves motivating:

> *It's very motivating. You can have fantastic students that just make you want to come into school every day… I think it's rare not to say generally students are one of the things that consistently makes me want to go into school.*

Tom is motivated by witnessing students learn from him:

> *I would say the aha moments, the penny drops and they get it… Because you see them struggle and struggle, and then suddenly --- they understand it!*

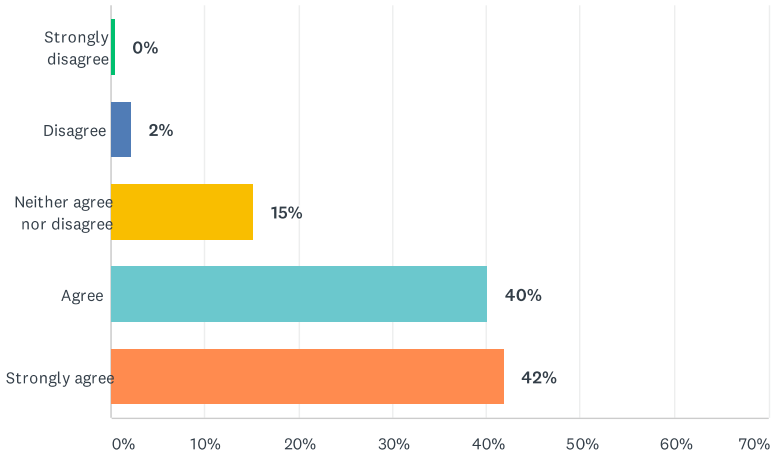
This sentiment also appeared in open-question survey answers, with respondents referring to 'cha ching', 'get it', and 'lightbulb' moments.

These findings suggest a significant aspect of teacher motivation is centred around the positive impact their teaching has on students, almost altruistically in some cases. These findings are in contrast to Han & Mahzoun (2017), who identified student relationships as demotivating in Turkey, suggesting the importance of context. However, these findings are consistent with Pennington & Riley (1991), Doyle & Kim (1999), and Richardson & Watt (2006) who also identify student relationships as highly motivating. Thus, it is the visual representation of this impact – seeing direct results – that ISEL teachers identify as particularly motivating.

4.3.2 Flow

Csikszentmihalyi's (1988) notion of flow featured in the questionnaire. Respondents replied positively: 42% 'strongly agree' giving a total of 82% reporting experiencing flow. This is in contrast to only 2% who disagreed. Moreover, 79% of those who identified as 'very motivated' also 'strongly agree' that they experienced flow indicating that it is highly motivating. Interviewees identified experiencing a deep sense of joy at times while noting limits in frequency.

Table 8. Teachers experiencing flow



Jane reported flow as a result of student engagement:

> *When you're doing an activity that the students are really, really into and it makes you feel happy that they're enjoying it.*

Johnathan reported flow in terms of feeling 'euphoria' while also noting its limits:

> *When you're in the classroom, you forget everything, and you just focus on your students and the lesson you're teaching, which is a wonderful thing... Experiencing a deep sense of joy... Kind of euphoria. It's those moments when the whole class is just 100% focused on the task, and you can see they're also engaged and that feels like nothing else… I think you can't experience deep joy too regularly -- It's the minority of times.*

The questionnaire shows that flow is particularly prevalent when: (1) teachers are absorbed in teaching, and (2) students are highly engaged. Teachers are motivated by bringing out this state in students which respondents noted as a two-way process: Johnathan and Jane's sense of flow derived from a student sense of flow. These findings are consistent with Tardy & Snyder (2004) who found that flow motivated Turkish university professors. This suggests that flow is a significant motivational factor irrespective of the educational sector.

4.3.3 Teaching and teaching English

The questionnaire results yielded a difference between teaching per se and teaching English specifically. The data revealed that 35% found teaching, in general, to be 'very motivating' while 42% found the same for teaching English. While 7% may not be a statistically significant difference, interview data revealed tension between the two.

Some were motivated by teaching English including Anna and Sarah. Martin explains:

> *I love the English language itself – it is endlessly fascinating, as is comparing the language to others, and learning about the etymology of our words.*

However, others have no particular love of teaching English, as Natalie explains:

> *As a subject, I'm not particularly passionate about it... Ultimately, to me, the importance is helping the students... I don't care if someone says, 'you and me' rather than 'you and I' and I don't care if you're spelling things a little bit wrong.*

Johnathan explains teaching English for 'convenience' as a result of a low barrier to entry:

> *The fact I'm teaching English is just for convenience… I like History and Music. I'm teaching English because it was a one-month CELTA course to get into the industry.*

This implies that for some teaching is in itself motivating while for others it is the subject

itself that motivates. This supports the notion of teaching as an art, in-line with Plato's notion of techne, that it is a specific 'craft' or art. This suggests that teaching is a skill in itself over and beyond mere 'knowledge transfer'. Natalie states the importance is 'helping students' rather than imparting subject knowledge. This could account for the meaningful and fulfilling nature of teaching, as identified in this study, i.e. teaching English is motivating in that it is a particularly useful subject for students rather than a subject that teachers necessarily love.

4.4 School policy

4.4.1 Intellectual challenge

40% declared that the intellectual challenge of teaching was 'very motivating' with a further 44% declaring it 'motivating'. Moreover, 9% identified 'intellectual challenge' as the most important and it was identified as the fourth most significant factor with a weighted average of 4.17. Interview data reveals that some teachers found the logistical problem-solving elements to be particularly motivating.

Sarah finds intellectual challenge in the demands of teaching:

> *You're always challenged by 'oh, how do I work with this problem? How do I adapt to the situation? How do I put this across the best?'*

These findings suggest that school policy is significant, in that policy dictates classroom realities, therefore, the intellectual challenge can be impacted at the school level. Pennington (1995) identified a lack of intellectual challenge as demotivating. These finds are in contrast to this research, although Pennington identifies this in terms of 'prescribed curriculum' (while autonomy features separately in this study) whereas questionnaire respondents viewed the problem-solving nature of teaching, challenges of differentiation, and intellectually stimulating discussions as motivating.

4.4.2 Autonomy

Autonomy was identified as a highly motivational factor. 85% regard it as motivating to some degree. Furthermore, autonomy was identified as teachers' third priority with a significant weighted average of 4.24. It also features prominently in questionnaire comments and interview responses.

Interviewees consistently refer to autonomy in terms of freedom. Tom notes the importance of autonomy stating: “You don't want to have to teach from page one to 200”. Similarly, Anna asserts that “I prefer freedom… and I don't like prescriptive classes” a sentiment frequently expressed by respondents.

Sarah preferred making her own judgments:

> *Being able to decide what materials you use, what you focus on --- when you're really in control of what you're doing.*

Martin states that autonomy is a key part of his professional ‘teacher identity’:

> *The idea of teacher identity has grown in importance for me. But wrapped up in the idea of identity is the idea that I am doing what I believe is right for my students, and that my actions are based on my experience, my reflections on that experience, and my learning/research outside of the classroom.*

These findings confirm Pennington (1995) in terms of teachers finding ‘prescribed curriculum’ demotivating. This is also consistent with Dörnyei & Ushioda (2011) in terms of ‘restricted autonomy’ having a negative impact on motivation. This study finds that ISEL teachers highly value freedom in the classroom as is consistent with Pelletier et al. (2002), Shoaib (2004), and Kieschke & Schaarschmidt (2008). Respondents found intellectual challenges emerged as a result of autonomy. Thus, a link emerges between autonomy and intellectual challenge in that greater autonomy provides greater intellectual challenge, both of which increase motivation.

4.4.3 CPD

CPD emerged as a key consideration with 63% finding it motivating. A further 29% found it neither motivating nor demotivating possibly indicating that availability and quality are at issue which emerged in interviews. CPD was found to be particularly motivating and this sentiment was frequently expressed in interviews and questionnaire answers.

Martin noted that CPD is vital given the limited nature of initial teacher training and suggested that it is motivating as a means of achieving future success:

> *Initial qualification – if they even have one – took only four weeks to complete (i.e. CELTA). That is not enough to prepare a teacher for a whole career in teaching… So CPD and training are of importance… The opportunities that I see ahead of me motivate me in many ways.*

Interviewees, Tom and Jane, were critical of the quantity of CPD. Anna highlighted these concerns in terms of inconsistency:

> *<laughs> I would like to see regular staff training on a regular basis --- not just before a British Council inspection!*

Sarah discusses a desire for CPD but noted a lack in quality:

> *I love CPD, I love research, and that kind of thing… [company] CPD is just not even worth talking about. It's just a joke!*

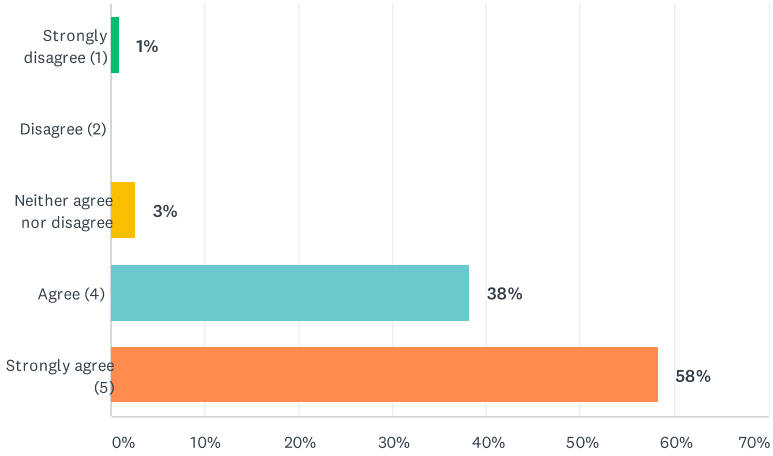
Teachers found CPD motivating when done well; however, the availability and quality of existing opportunities seem to be more of a 'hygiene' factor (Herzberg, 1966) in that it doesn't necessarily cause demotivation, simply no motivation. Perhaps this is why only 9% found it demotivating. Moreover, these findings also support Shoaib (2004) who suggests that teachers should be offered enhanced training opportunities.

4.5 Teacher perceptions

4.5.1 Self-efficacy

Respondents overwhelmingly responded positively when questioned about their teaching abilities. Well over half, 58%, 'strongly agree' that 'I am confident in my ability to teach'. In fact, only two respondents disagreed with the statement. That is, a staggering 96% of respondents identified as confident providing a significant weighted average of 4.55.

Table 9. Teacher self-efficacy results



Katie explains her self-efficacy derives from experience:

> *I've had experience with so many different levels and ages as well as many different countries... That doesn't throw me 'cuz it's very unusual that I get put in a situation where I haven't experienced whatever challenges before.*

Martin's self-efficacy derives from tangible exam results:

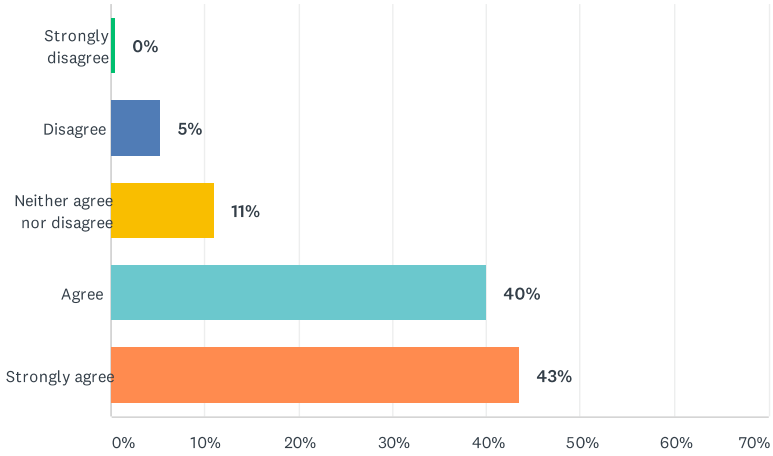
> *I have been a teacher for over a decade now, and I have seen the results of my teaching… in the recent Cambridge English exams, all of my individual students achieved passes.*

Dörnyei & Ushioda (2011: 171) questioned whether teachers have the necessary competence to teach with confidence and speculate that the answer is often 'negative' which contradicts these results. On the contrary, this study suggests that a high self-efficacy could be motivating in itself, as Alexander (2008) notes. This suggests that a key component in why ISEL teachers remain in the industry simply results from confidence in their teaching ability.

4.5.2 Teaching as art

Section 2.3.2 speculated that considering teaching an as art (Eisner, 1979; Lutzker, 2007; Almond, 2019) could be motivating. The questionnaire found that respondents overwhelmingly did regard teaching as an art: 43% 'strongly agree' while only 5% disagreed.

Table 10. Teaching as art results



Natalie views teaching as an art in terms of adapting to classroom dynamics:

> *Like art, teaching is very intuitive. I think you have to get a feel for your class and you need to try out things. Sometimes you can change things, especially like the planning process and adaption as you go... I would say that's all very artistic.*

Katie uses a performance analogy and explains the skill of adapting:

> *I do feel like it's quite a performance… You're in control of a room and a space. Like with comedy and theatre, timing is so important... You have to really be able to adapt. You have to be flexible and able to read people quickly. At the same time. I think that is a difficult thing.*

It is clear from the questionnaire that teachers overwhelmingly agree that teaching is an art. Moreover, the theme of teaching as sculpture emerges, Anna states "it's as if you have a piece of playdough to mould". Several comparisons with drama emerged, as Tom asserts "teaching to a large part is acting, you assume a role". The skill is then in the performance – i.e. successful management of a class – adapting as appropriate, that seems to be a key motivating factor. Thus, motivation results from skilfully overcoming all of these 'difficult' factors.

4.5.3 Status

The study highlighted a striking difference between how teachers view teaching and how it is perceived in the wider community. When asked for additional demotivational factors, many teachers identified ‘status’ as demotivating and this theme also featured prominently in interviews.

Katie noted a difference between teacher and societal perceptions:

> *I don't feel very proud of myself often, and might also be from how other people perceive the job... I mean, my dad thinks I'm still taking what a 7-year gap year <laughs>.*

Questionnaire responses yielded similar results:

> *Being qualified to teach EFL is something that is often overlooked - I feel that people don't see EFL as a serious career, and that can be very demotivating.*

As identified previously, 83% agreed that teaching was an art and yet ‘status’ was a recurring theme for respondents. In this way, the issue here seems to result from the conflicting perceptions of teachers and those outside the industry. Respondents frequently refer to an extended ‘gap year’ rather than a serious career, even after teaching for 7 years as in Katie’s case. While it is clear that teachers consider their work meaningful – and even an art – this view is not shared with those outside of the profession and so the resulting disparity causes demotivation.

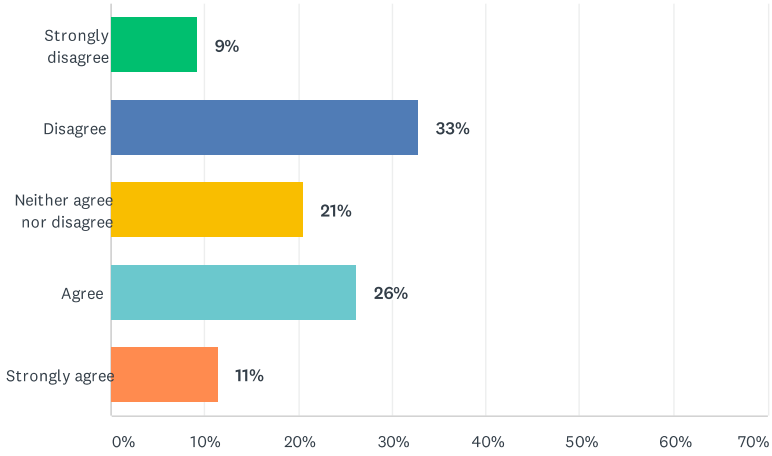
4.6 Remuneration

4.6.1 Financial compensation

Teachers marginally felt that they were not fairly financial compensated with 7% more disagreeing. Moreover, pay was teachers' second priority and 31% identified pay as demotivating. Pay also emerged as a significant factor in both interview and questionnaire comments in-line with Doyle & Kim (1999) who found that 43% of American teachers

surveyed viewed their pay negatively.

Table 11. Fair financial compensation results



For many, including Anna, pay emerged as the most important factor, taking an Aristotelean view of work as a 'means to an end':

> *When it comes down to it, it's so important what you take home... Because at the end of the day, that's why we work.*

Katie raises issues over pay correlating to effort:

> *You can teach quite badly and get the same amount of pay and get away with that really easily. So, there doesn't always seem to be a thing where the people who put in more effort or have more qualifications or the more experience get compensated financially.*

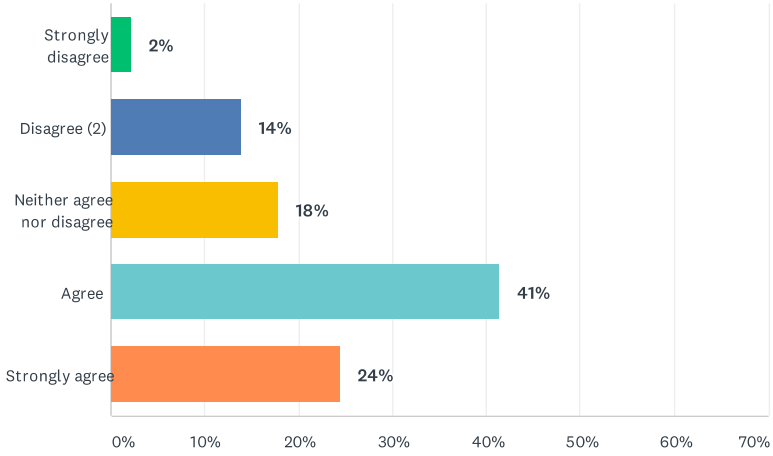
In this way, Katie's motivation could be thought of in terms of Vroom's (1964) expectancy theory: she does not link her 'effort' to 'reward'; therefore, her 'instrumentality' would be low, resulting in her comments expressing demotivation. Katie, as well as Anna and Sarah, unfavourably remark on the link between qualification and remuneration which is "worse than those of other service professions with comparable qualifications" (Dörnyei & Ushioda, 2011: 174). These results are similar to Doyle & Kim (1999) found that low pay was demotivating. In comparison, research featuring university professors, such as Mowday & Nam (1997), found that pay was a less significant factor which further highlights the unique

nature of the private sector.

4.6.2 Pay and basic needs

65% agree to an extent that teaching allows them to provide for basic needs. Only 16% disagreed; however, interviews revealed some financial hardships which affected participants' abilities to provide for basic needs.

Table 12. Providing for basic needs results



Martin notes his pay does not allow for travel let alone savings:

> *I invest a lot of myself in teaching, but I have no savings despite having worked in the field for over ten years. I have a wife… and I have two young children; I would love to show them the world, but that will not be easy on my salary.*

Natalie explains experiencing hardship:

> *You can't rely on consistent work... When you've got the money, you put it aside. If the worst comes to worst, you've got a roof over your head, and then you just buy your food on your credit card. Yeah, that was happening to me this year.*

It seems that while teachers are employed, they do feel able to meet their ‘basic needs’. However, due to the nature of their employment they feel that these basic needs are not

consistently met. Maslow's (1943) hierarchy of needs, thus, has limited application and these 'basic needs' may not be met yet it appears other (higher) considerations, such as finding teaching fulfilling and meaningful, perhaps somewhat compensate for this.

4.7 Job security

4.7.1 Contract types

Contract type came through as a factor of significance with 11% identifying it as the most important factor. Moreover, 32% of respondents identified contract type as demotivating and 29% found job security demotivating. This seemed to have further implications when it comes to 'basic needs', particularly concerning accommodation.

Sarah notes contract type impacted her ability to provide herself with shelter:

> *I actually had to stop teaching for [company]. I didn't want to. Because I was on a zero-hour contract and I needed to rent somewhere… because your contract says zero-hours, therefore, you look insecure so they wouldn't rent anywhere to me, which was a massive life problem.*

Both Sarah and Katie note their contract types have had a detrimental impact on their ability to meet basic needs, particularly concerning accommodation. Zero-hour contracts did not exist at the time of Maslow's model; however, stability and job security feature prominently here suggesting the consistency in which teachers can fulfil basic needs has become a factor. Pennington & Riley (1991) found that 'job security' detracted from satisfaction and Dweik & Awajan (2013) found job security as especially motivating. This study suggests that contract type is particularly significant, moreover, zero-hour contracts to be particularly demotivating.

4.7.2 Employment flexibility

Flexibility was identified as a source of motivation by 73% of teachers. Moreover, teachers identified it as their third top priority factor, with 12% considering it most important. Teachers reported teaching in 70 different countries, including (by popularity) the UK, Austria, Germany, Spain, Italy, Japan and China, which suggests many have taken advantage of this flexibility.

Katie describes how she enjoyed flexibility in terms of travel and interpersonal relationships:

> *For me, that's the best part of TEFL really. I've worked in 20 countries now... I wouldn't have been able to do that in other jobs, have that flexibility… work with a lot of different people, students and colleagues.*

Johnathan finds employment flexibility provides 'freedom':

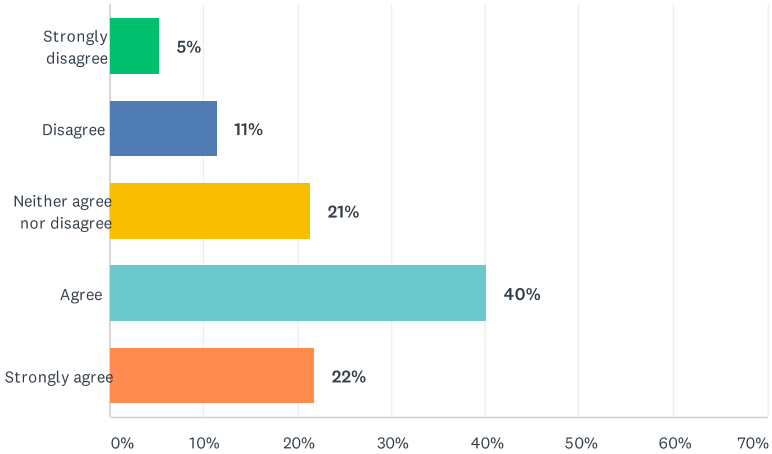
> *It's a feeling of freedom, isn't it? If something came up I could just drop [company] just like that and go and do it. At the same time, if I needed some work most of the time I could find it… So it's motivated me to stay because it's flexible.*

Here you have a 'double-edged sword', as Jane notes, between enjoying flexibility while also desiring increased job security through employment contracts. However, for Johnathan as well as Katie and Jane, there is also a motivational element in the flexible nature of their employment. This element of flexibility seems to be particularly motivating to ISEL teachers.

4.8 Employer relationships

4.8.1 Valued by employer

Table 13. Valued by employer results



62% of respondents ‘agree’ or ‘strongly agree’ that their work is valued by their employer. In contrast, only 16% disagreed. However, these figures don’t quite seem to represent the full picture as interview data reveals how employer relationships are far from simple. This further highlights the complex nature of motivation.

Katie notes that she is valued by her line-manager yet not the organisation generally:

> *I didn't feel super valued. My DOS was excellent. With her I did feel kind of valued. But the larger company, I would say --- no!*

Martin states the rarity of tangibly feeling valued:

> *The school owner thanks me for my work on an annual basis… but if I had to give evidence of why or how my employer valued my work, I would struggle.*

Sarah strongly feels that her pay determines her sense of being valued:

> *I wouldn't say I ever felt any time [company] really valued what we're doing. I got very much the sense it was about making money for them. I don't think they gave much of a shit about the teachers, which is why we had such crap wages.*

Respondents note a different level of feeling ‘valued’ by various groups with direct line-managers relationships being motivating and relationships with other elements having a converse effect. Furthermore, respondents link how they are valued to their employment conditions, particularly concerning pay as Sarah is in no means alone in expressing.

4.8.2 Relationship with business owners, management, and alienation

Respondents reported an uneasy relationship with the school hierarchy. The questionnaire revealed that 19% identified ‘relationship with business owner’ as demotivating while 15% were demotivated by ‘relationship with management’.

Johnathan feels that teachers are treated as replaceable commodities:

> *You're a commodity… As if you're a commodity on a ship, say a bag of rice. If that bag of rice arrives and it's got seawater on it, you're just going to chuck it out. And if it's a good bag of rice you're going to take it off the ship and deliver it to the customer. But if while you're taking that good bag of rice off the ship, you trip and it drops in the sea, you're not going to jump in after it because it's just not worth it. Just go and get another bag of rice from the ship.*

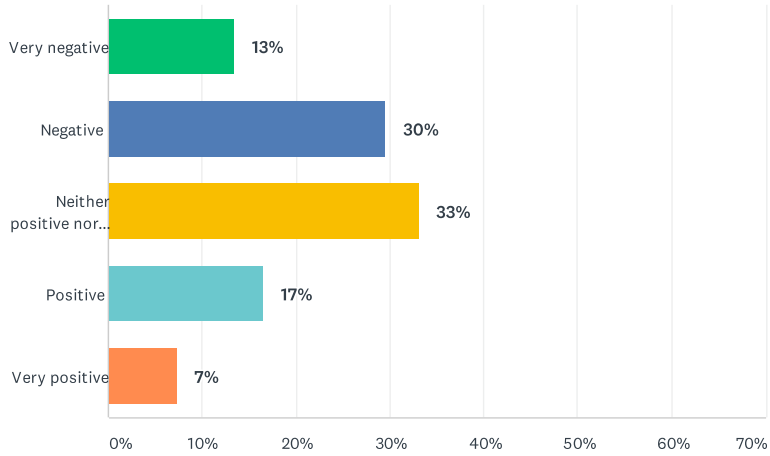
Martin noted tensions between himself and his employer stating: "I don't feel that my employer sees me necessarily as a team member, but rather as a potential competitor". He identifies conflict with the 'business manager' over scheduling and contract conditions. Moreover, he posits "my recommendations are often ignored or overruled", all of which combined to reveal for him "how little I actually enjoy working for or at my school; if there was a way I could go it alone, I certainly would".

These responses certainly point to the notion of 'profit over pay' - thereby teachers are removed from the product of their labour while the business owner receives a large share of teachers labour, i.e. at the expense of the teacher, who feels ignored (Katie), or reports conflict (Martin), or feels like a mere commodity (Johnathan). In this way, teachers could be said to be alienated as Auerbach (1991) and Doyle & Kim (1999) report. Moreover, teachers could then be thought of as alienated in a wider sense: teaching prescriptive lessons, with low pay and little job security – while students pay thousands of pounds for a single week – most of which goes to business owners. Incidentally, as discussed above, autonomy, pay, contract type and employer relationships all emerged as key considerations for teachers which certainly seems to suggest alienation is at play.

4.9 Key external factor: COVID-19

Given the timing of this study, it is unsurprising that COVID-19 features heavily. 15% of teachers reported being 'furloughed' or 'unemployed' which is slightly below the 20% figure that the TEFL Teachers' Union (2020) survey reported. In terms of the impact of COVID-19, 43% of respondents describe its impact as 'negative' or 'very negative' while 24% reported it as 'positive' to an extent.

Table 14. COVID-19 impact results



Positive responses largely consisted of teachers preferring to work from home and the benefits this brings. However, many questionnaire responses noted and detailed the negative impact on motivation in relation to job loss:

> *Losing three jobs due to COVID-19 tends to make one more Eeyore-ish than Tigger-ish. The uncertainty has a negative effect on my motivation. The drop in income has a negative effect on motivation in general.*

For many COVID-19 is "highlighting pre-existing problems in the industry" as Anna notes and she is not alone in this assertion with some seriously reconsidering their career choices:

> *It made me realise once again the value of working in a profession which has a positive impact on people and society, as well as the benefits of a relatively safe and stable job supported by professional bodies and regulations to protect employees… mainstream teaching, not EFL! (Questionnaire)*

Katie detailed the difficulties she (and others) faced:

> *[company] just haven't treated us very well… They haven't communicated effectively. They've really made people feel undervalued in quite a few different ways. For example, we were made to teach through holidays, which were in our contract that we had off. They told us on Thursday, the*

> *holiday was meant to start on Friday. Knowing that we couldn't leave because we were in lockdown… And we weren't paid for it. And we were sent threatening emails… They fired some people on the spot.*

It is clear that COVID-19 has had a significant impact on teacher motivation. It should be noted that the questionnaire was completed in July/August, i.e. post 'lockdown' and after economies 'reopened', which makes these findings all the more striking and indicative of its longer-term impact. While it is too early to speculate on its long-term impacts, it has revealed or highlighted the problems with staying in TESOL and has already had a profound impact on teachers' motivation.

5. Implications and Conclusion

In this chapter, I conclude the findings of my research and consider practical implications for ISEL teachers and TESOL in general. These findings should be regarded as exploratory rather than offered as a comprehensive guide with universal application. That said, my findings have implications for teachers, managers, and school owners, in the hope of raising understanding and thereby standards in the private sector. To this end, further recommendations for research are also included.

5.1 Research questions

RQ1 asked to what extent are ISEL teachers motivated? Results found that ISEL teachers were indeed motivated – broadly in line with previous research – although this is perhaps unsurprising given that they have opted to remain in the industry. That said, at the time of research, teachers face unprecedented existential challenges concerning COVID-19 and its longer-term impact. Given that participants are experiencing challenging circumstances, particularly a loss of job or income, it is surprising that motivation levels are as high as they are.

RQ2 aimed to explore the complex relationship teachers have with work, in terms of 'meaningfulness' and 'fulfilment'. Here, teachers overwhelmingly reported finding their work meaningful and fulfilling. These findings suggest that it is the nature of teaching itself which is a key source of (intrinsic) motivation, consistent with reviewed literature. This implies that teachers are innately motivated by the act of teaching which is indeed fulfilling and meaningful. This is even more so with ISEL teachers as several noted an almost 'instant' feedback or even gratification, e.g. through seeing students use language they have just been taught, resulting from their effort.

For many teachers, work, i.e. teaching, is itself a core part of their being or identity. Incidentally, the majority of teachers seem to take a view consistent with Marx, that work is indeed a crucial aspect of their life and identity rather than a simple means to an end. If teachers viewed work as merely a means to an end (as in the Aristotelian concept) – especially given problematic aspects identified by this study, such as job security, pay, and contract types – then teachers would be far better off seeking alternative employment, yet they remain in TESOL. This strongly implies that it is the work itself that is key for teachers.

RQ3 asked which factors motivate and demotivate teachers? These can be discussed separately. To uncover what it is that specifically that motivates teachers, several factors were identified from the literature review (although by no means an exhaustive list). The questionnaire then helped to identify to what extent these hold. Results revealed some significantly motivating factors, the top five 'very motivating' factors being: relationship with students, autonomy, teaching English, intellectual challenge, and teaching in general – all relating directly to the classroom. Moreover, teachers overwhelmingly reported experiencing flow and regarded teaching as an art, reinforcing the notion that teachers are intrinsically motivated. Interview data illustrated that having autonomy, and being able to exercise professional judgement, motivated most. Teachers reported a high level of self-efficacy which further accounts for their strong desire for control and self-determination within the classroom.

In answer to the second part of RQ3, this study found that extrinsic factors tended to be detrimental to motivation. Significant areas of demotivation emerged, although teachers generally identified as motivated. The five most demotivating factors overall: pay, job security, contract type, relationship with management, and progression, all relate to teacher's employment and conditions. Teachers reported frustrations with the realities of TESOL being a business, lucrative for employers, but one that has not afforded teachers the benefits, suggesting that teachers very much feel alienated by the realities of their employment. It is worth noting, however, that while contract type demotivates, its associated flexibility also motivates. This highlights the complex non-binary aspect of motivation and serves as a reminder that these lists should not be considered fixed or absolute. Additionally, vulnerability to major external factors were found to be demotivating, especially concerning COVID-19 which has had a significantly detrimental impact on teachers' motivation (and lives in general).

RQ4 asked which factors do teachers consider most important? Teacher priorities confirmed the significance of previously identified factors. The most motivating factor also being teachers' top priority and the most demotivating being teachers' second priority. Given the aforementioned intrinsic motivation it is easy to assume that remuneration is of little consequence, and yet pay features as a priority over autonomy and a whole host of other motivating factors. This suggests that ISEL teachers do desire a decent wage and this priority is more important for ISEL teachers than factors such as flexibility and recognition.

5.2 Implications for ISEL teacher motivation

This study has kept the notion of real-world application at its core, resulting in direct practical usage for TESOL. Given the complexity of teacher motivation and its many contributing factors, it is certainly possible to draw additional or indeed different conclusions and implications. As no universality is claimed by this study its implications ought to be considered on a case by case basis for individual private sector institutions. The following implications result from the quantitative and qualitative components of this study's 232 teacher sample.

5.2.1 In-classroom implications

This study illustrates that teachers overwhelmingly value autonomy, that is, freedom in the classroom. They appreciate being able to exercise their professional judgements. ISEL teachers also tend to have a higher level of qualification and as such value opportunity to apply theory and technique as they see fit. Interestingly, autonomy was found to increase the intellectual challenge which further served to motivate. In this way, more experienced teachers ought to be afforded more autonomy, perhaps commensurate to their experience or qualification level. Providing such autonomy will thus create an environment for flow to flourish for both teachers and students alike. In this way, a teacher's classrooms ought to be regarded as an independent city-state in which the teacher reigns as sovereign. Practically, this means minimal interference from management, as much as logistically possible, thereby providing teachers with the freedom to choose teaching techniques as well as recourse and materials.

5.2.2 Training and CPD

Somewhat surprisingly, CPD emerged as a key consideration with the ability to motivate, as well as increase intellectual challenge and self-efficacy. What came across, however, was that teachers found 'good' CPD motivating, and perhaps unsurprisingly, 'bad' CPD a demotivating 'waste of time'. Teachers also expressed a desire for regular CPD. That is, quality and quantity of CPD were found to be motivating, and so managers must ensure these criteria are both met when offering training. It should not simply be a way of 'box-ticking before an inspection' but a meaningful means of self and professional enhancement. Given ISEL teachers are by definition not new – and so already have a reasonably high-self efficacy – it is important that training does not simply 'lecture birds how to fly'. Teachers frequently discussed a desire for CPD in terms of peer observation, shared best practice as well as

external input, and indeed a mixture of these would likely increase teacher motivation. Perhaps novice and ISEL teachers could be separated for (some) CPD activities to ensure sessions are relevant and useful for both groups.

5.2.3 Employment conditions

This study points towards an inescapable reality: that teachers are motivated *despite* extrinsic (and external factors). The most demotivating of these relate to employment conditions, i.e. remuneration and job security. Market conditions unavoidably impact profitability but, given that ISEL teachers do indeed value pay highly, it would be prudent to review and increase pay as much as balance sheets allow. Moreover, some teachers noted that they were unable to consistently provide for 'basic needs', especially shelter, as a result of a lack of regular 'year-round' work. Contract type was found to be demotivating, particularly zero-hour contracts. Employers should be realistic in terms of the amount of work on offer and allow teachers to find alternatives or combine teaching for several organisations. Institutions cannot expect anything close to exclusivity if they are unwilling to offer it themselves. Thus, employer fear of 'conflict of interest' should not overshadow ISEL teacher's ability to provide for their basic needs. Additionally, some teachers were motivated by employment flexibility and the ability to work for different institutions and indeed in different countries. This further supports the importance of employers managing work quantity expectations as contract type is not necessarily demotivating.

5.2.4 Business owners and managers

Employers ought not to take advantage of the fact that teachers are highly intrinsically motivated. They should trust ISEL teacher's judgement and treat them as professionals, as masters of their classrooms. Part of the issue seems to relate to 'poor communication' which institutions should aim to improve. The issue is, however, more deeply rooted in that teachers must contend with the inescapable fact: TESOL is a business. That said, business owners and managers should communicate the rationale for business imperatives and procedures wherever possible. This means including and informing teachers, helping to remove the 'shroud of secrecy' over policy and business practice, all without revealing any company 'secrets'. While this may not be sufficient to dispel alienation, it will at least promote understanding and communication between the two groups.

5.2.5 Status and perceptions

This study revealed tension between teacher and societal perceptions. Teachers largely viewed themselves as ‘artists’ yet many were demotivated by external perceptions. These perceptions brought into question the validity of a career in TESOL with the notion of an extended ‘gap year’ frequently reappearing. This is demotivating for ISEL teachers who are actively pursuing a career, particularly in terms of justifying this choice to family and loved ones. While it is difficult for any single private institution to change these perceptions, institutions could help raise status through referring to teachers as ‘teachers’ rather than ‘instructors’ or any other lesser status title. Status could also be enhanced through uniform requirements, e.g. not insisting on the wearing of branded t-shirts. Additionally, professional bodies must promote and campaign for an improved status.

5.2.6 External influences

TESOL is particularly vulnerable to external influences and geopolitical events. The negative impact of COVID-19 cannot be disregarded as it has emerged as a highly significant factor. However, a deeper examination reveals that, although COVID has brought about new challenges, it has actually served to ‘highlight pre-existing problems’ within the industry, providing a further source of alienation. This is causing many teachers to re-evaluate their career choices as the negative implications of their longer-term employment prospects appear to outweigh the intrinsically motivating nature of teaching itself. Intervention is needed at the governmental level to provide financial support for TESOL which has been particularly afflicted. Despite pre-existing schemes supporting the service and tourism industries, none have been forthcoming to aid TESOL. Judging by the detrimental impact of COVID-19 that participants have reported, it seems that the industry needs specific and urgent national and local governmental support.

5.3 Further research recommendations

Chapter two highlighted the lack of relevant literature relating to ISEL teacher motivation, hence providing several opportunities for further research. There is certainly no shortage of fruitful research routes and I suggest the following areas for further research:

I. A comparison between TESOL and mainstream teacher motivation could yield interesting results from both perspectives. In my experience, many teachers change between the two professions and so a comparison could be illuminating. Moreover,

investigating motivation for switching from mainstream to TESOL and vice versa as well as considering specific or unique aspects of both.

II. Research, including this study, has noted remuneration as significantly motivating. Further research into this area could be particularly useful as previous studies have fallen short of delving beyond simply identifying pay as significant. Although this study has attempted to shed some light on the issue, there is scope for research with a firm financial focus, including consideration of pay data and in comparison, to sectors with similar qualification demands.

III. My results provide only a snapshot of ISEL teacher motivation at a fixed-time; however, qualitative longitudinal research charting motivation over the course of a teacher's career could be illuminating. Such research could chart ISEL teacher motivation at different stages of their career and further examine the interplay between intrinsic and extrinsic motivational factors.

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Appendices

Appendix A: Questionnaire participant information

A research study is being conducted at X by X.

I would like to invite you to participate in this questionnaire survey. By taking part you will help contribute to a better understanding of teacher motivation.

To participate in this research you must

- Be a qualified English as a foreign or second language teacher (TEFL/TESOL)
- Have at least two years teaching experience
- Work (or have been working) in the private sector (primarily for a private company e.g. language school)

Procedure
You will be asked to complete a questionnaire. You will have the option to opt in for a follow-up interview going into more depth about your opinions. Optional follow-up interviews will be conducted separately through video conferencing at a later date.

Confidentiality and data protection
All data and personal information will be stored securely and used in accordance with the General Data Protection Regulation (GDPR) and the University's own policies. Data will be kept completely confidential and made anonymous.

Prior to your participation please read the following
There are no known or anticipated risks to you as a participant in this research which has been approved by the Ethics Committee. You may choose whether or not to answer any or all of the questions. You are free to withdraw from this research at any time without having to give a reason. If you wish to do so after completing the survey please use the contact details below.

Any questions?
If you have any questions regarding this research or would like to know any additional information, please contact the researcher using the following details:

Researcher: X
Supervisor: X

By clicking 'next' you begin the survey and acknowledge that you have read and understood the participant information above and give your consent for your responses to be used in this study. Finally, I would like to thank you personally for your participation.

Appendix B: Questionnaire survey questions

Below are a series of questions and statements relating to you and your motivation as a teacher.

For each item please select the box which best fits.

1. Which best describes your current (or most recent) teaching role?
   - ☐ Teacher
   - ☐ Senior teacher
   - ☐ Co-ordinator/Director of studies/Manager
   - ☐ Other (please specify)

2. How many years have you been teaching for?
   - ☐ 2-3
   - ☐ 4-5
   - ☐ 6-7
   - ☐ 8-9
   - ☐ 10-14
   - ☐ 15+

3. Which country or countries do you regularly teach in? Please select from the dropdown list.

Country 1 _____ Country 4 _____
Country 2 _____ Country 5 _____
Country 3 _____ Country 6 _____

4. What is your current employment contract type? (Please tick all that apply)
   - ☐ Zero-hour
   - ☐ Fixed-term contract
   - ☐ Self-employed
   - ☐ Permanent
   - ☐ Furloughed
   - ☐ Unemployed

5. I am confident in my ability to teach
   - ☐ Strongly disagree
   - ☐ Disagree
   - ☐ Neither agree nor disagree
   - ☐ Agree
   - ☐ Strongly agree

6. I find teaching fulfilling
   - ☐ Strongly disagree
   - ☐ Disagree
   - ☐ Neither agree nor disagree
   - ☐ Agree
   - ☐ Strongly agree

7. I experience a deep sense of joy or enjoyment when teaching
   - ☐ Strongly disagree
   - ☐ Disagree
   - ☐ Neither agree nor disagree
   - ☐ Agree
   - ☐ Strongly agree

8. I find my work meaningful (i.e. serious, important or worthwhile)
   - ☐ Strongly disagree
   - ☐ Disagree
   - ☐ Neither agree nor disagree
   - ☐ Agree
   - ☐ Strongly agree

9. I think teaching is an art (i.e. teachers decide on a range of tools and methods to create a conducive learning environment - in a similar way to how a painter or sculptor creates art)

- □ Strongly disagree
- □ Disagree
- □ Neither agree nor disagree
- □ Agree
- □ Strongly agree

10. My work is valued by my employer
    - □ Strongly disagree
    - □ Disagree
    - □ Neither agree nor disagree
    - □ Agree
    - □ Strongly agree

11. I am fairly financially compensated for the work I do
    - □ Strongly disagree
    - □ Disagree
    - □ Neither agree nor disagree
    - □ Agree
    - □ Strongly agree

12. Working as a teacher allows me to provide for my basic needs (e.g. food and shelter)
    - □ Strongly disagree
    - □ Disagree
    - □ Neither agree nor disagree
    - □ Agree
    - □ Strongly agree

13. Below are a number of factors which could impact teacher motivation.

How does each of these factors affect your motivation in your current (or most recent) position?

Please select the most suitable box on the scale for each item.

For example: If 'free tea and biscuits' motivates you a great deal then you would select 'very motivating'.

	Very demotivating	Demotivating	Neither motivating nor demotivating	Motivating	Very motivating
CPD (continuing professional development) and teacher training opportunities available					
My relationship with colleagues					
Opportunities for progression or promotion					
Autonomy (i.e. being left to get on with the job)					
Teaching in general					
My contract type (i.e. zero-hour, fixed-term, permanent etc.)					
My relationship with management (ST/DOS)					

My pay					
My relationship with business owner/s					
Teaching English					
School environment (e.g. classrooms)					
My relationship with students					
Flexibility (i.e. working in different institutions and/or different countries)					
Intellectual challenge of teaching					
Job security					
Recognition (e.g. awards, nominations, comme ndations)					

14. Which factors are most important to you in general?

Please select your **five most important** factors in order of preference by selecting a number from the dropdown list.

You do **not** need to rank every item.

For example: If you think 'free biscuits' are the most important factor then you would select number 1 from the dropdown list and so on.

- Job security
- Flexibility (i.e. working in different institutions and/or different countries)
- CPD (continuing professional development) and teacher training opportunities
- My relationship with students
- Opportunities for progression or promotion
- My relationship with management (ST/DOS)
- My relationship with business owner/s
- Recognition (e.g. awards, nominations, commendations)
- Contract type (i.e. zero-hour, fixed-term, permanent etc.)
- Intellectual challenge of teaching
- My pay
- Teaching in general
- My relationship with colleagues
- Teaching English
- Autonomy (i.e. being left to get on with the job)
- School environment (e.g. classrooms)

15. Broadly speaking, how motivated are you as a teacher?

- Very demotivated
- Demotivated
- Neither motivated nor demotivated
- Motivated
- Very motivated

16. How would you describe the impact of COVID-19 on your motivation as a teacher?

- □ Very negative
- □ Negative
- □ Neither positive nor negative
- □ Positive
- □ Very positive

Please explain below (if relevant):

17. Are there any other factors which strongly motivate you?

18. Are there any other factors which strongly demotivate you?

19. Is there anything else relating to teacher motivation you would like to add?

Demographic information questions:

Please complete the following questions about yourself.

20. What is your age?

- □ 18-24
- □ 25-34
- □ 35-44
- □ 45-54
- □ 55-64
- □ 65+

21. What is your gender?

- □ Female
- □ Male
- □ Non-binary

22. What is your nationality? Please specify from the list below.

23. If you are from the UK, please specify your region from the list below.

24. Please indicate your highest level of qualification.

- □ PhD
- □ Master's degree
- □ DELTA/DipTESOL
- □ PGCE/GTP
- □ Undergraduate degree
- □ Initial teacher training certificate (CELTA/CertTESOL)
- □ Initial teacher training certificate (other - please specify)
  _____

Thank you!

Thank you for your time answering the questionnaire and your contribution to this study!

Finally, please indicate below if you are happy to be contacted about a follow-up interview.

Participation is entirely optional.

If you would like to participate in a follow-up interview, please add your name and email:

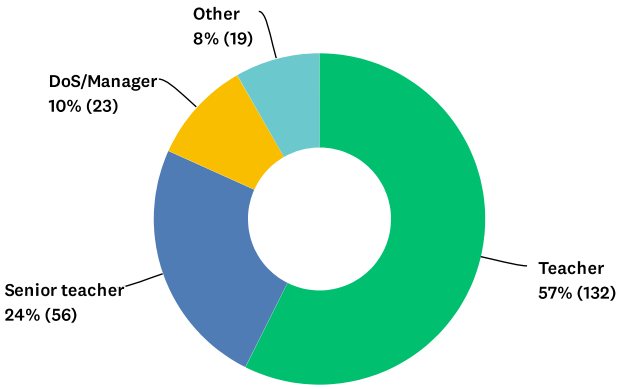
Name: _____ Email: _____

If you would like to receive further information or ask any questions please email: X

Appendix C: Questionnaire results

Q1 Which best describes your current (or most recent) teaching role?

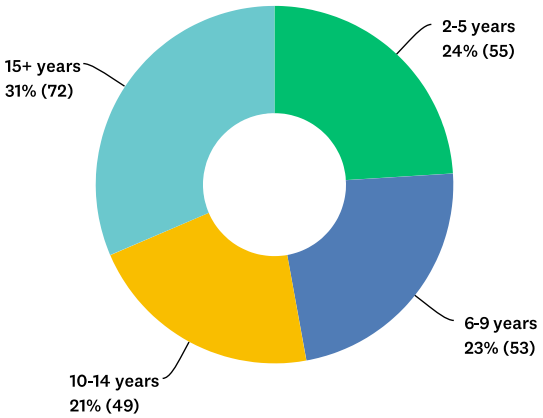
Answered: 230 Skipped: 2



ANSWER CHOICES	RESPONSES	
Teacher	57%	132
Senior teacher	24%	56
DoS/Manager	10%	23
Other	8%	19
TOTAL		230

Q2 How many years have you been teaching for?

Answered: 229 Skipped: 3



ANSWER CHOICES	RESPONSES	
2-5 years	24%	55
6-9 years	23%	53
10-14 years	21%	49
15+ years	31%	72
TOTAL		229

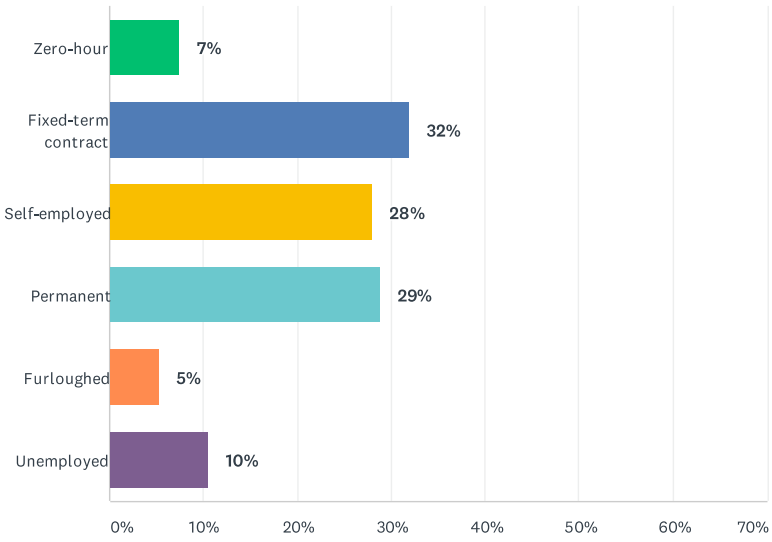
Q3 Which country or countries do you regularly teach in? Please select from the dropdown list.

Answered: 231 Skipped: 1

	COUNTRY 1	COUNTRY 2	COUNTRY 3	COUNTRY 4	COUNTRY 5	COUNTRY 6	TOTAL
United Kingdom	49.40% 41	25.30% 21	16.87% 14	3.61% 3	1.20% 1	3.61% 3	83
Austria	75.56% 34	15.56% 7	6.67% 3	2.22% 1	0.00% 0	0.00% 0	45
Germany	11.90% 5	59.52% 25	9.52% 4	14.29% 6	2.38% 1	2.38% 1	42
Spain	74.29% 26	11.43% 4	5.71% 2	2.86% 1	2.86% 1	2.86% 1	35
Italy	38.46% 10	19.23% 5	30.77% 8	11.54% 3	0.00% 0	0.00% 0	26
Japan	50.00% 7	28.57% 4	14.29% 2	7.14% 1	0.00% 0	0.00% 0	14
China	38.46% 5	38.46% 5	15.38% 2	7.69% 1	0.00% 0	0.00% 0	13
Russian Federation	62.50% 5	12.50% 1	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8
Vietnam	75.00% 6	0.00% 0	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8
Poland	42.86% 3	28.57% 2	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7
Australia	100.00% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	6
Saudi Arabia	50.00% 3	16.67% 1	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6
Egypt	60.00% 3	20.00% 1	0.00% 0	20.00% 1	0.00% 0	0.00% 0	5
France	60.00% 3	20.00% 1	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5
Greece	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5
India	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5

Q4 What is your current employment contract type? (Please tick all that apply)

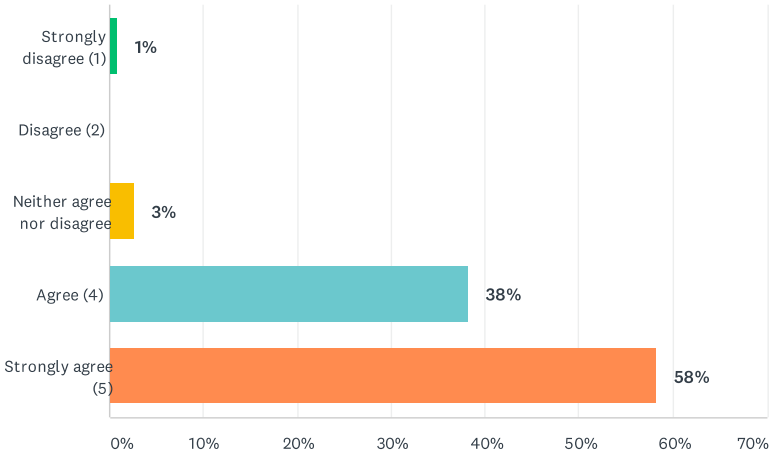
Answered: 229 Skipped: 3



ANSWER CHOICES	RESPONSES	
Zero-hour	7%	17
Fixed-term contract	32%	73
Self-employed	28%	64
Permanent	29%	66
Furloughed	5%	12
Unemployed	10%	24
Total Respondents: 229		

Q5 I am confident in my ability to teach

Answered: 230 Skipped: 2

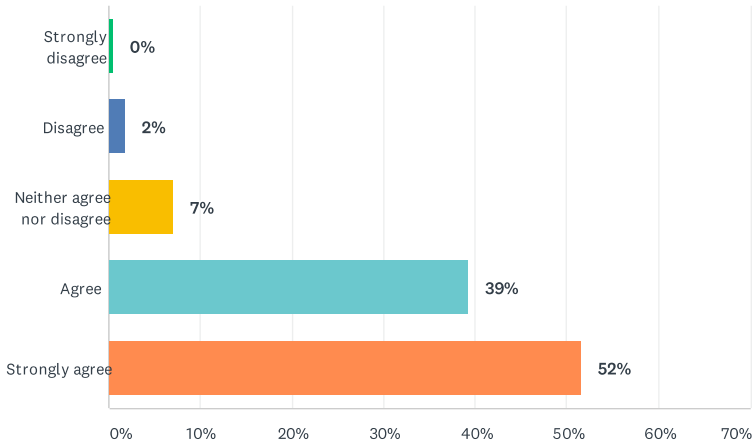


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	1%	2
Disagree (2)	0%	0
Neither agree nor disagree (3)	3%	6
Agree (4)	38%	88
Strongly agree (5)	58%	134
TOTAL		230

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	5.00	4.53	0.64

Q6 I find teaching fulfilling

Answered: 229 Skipped: 3

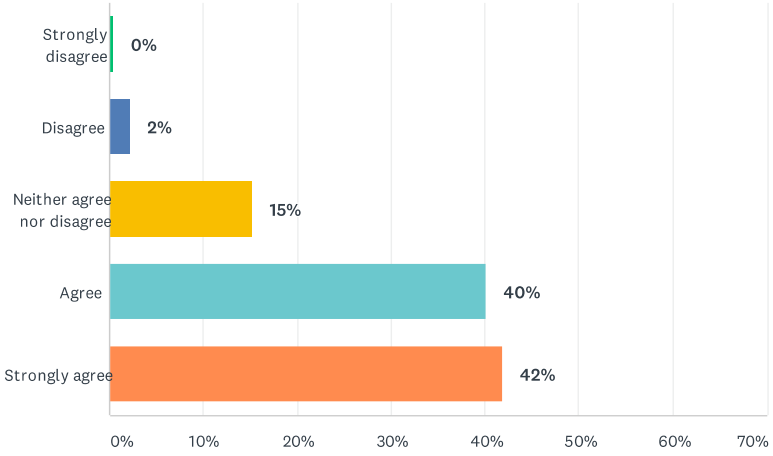


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	0%	1
Disagree (2)	2%	4
Neither agree nor disagree (3)	7%	16
Agree (4)	39%	90
Strongly agree (5)	52%	118
TOTAL		229

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	5.00	4.40	0.73

Q7 I experience a deep sense of joy or enjoyment when teaching

Answered: 229 Skipped: 3

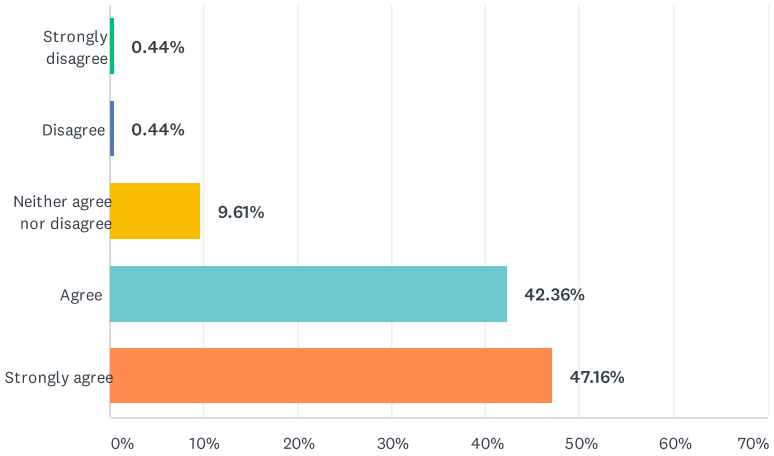


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	0%	1
Disagree (2)	2%	5
Neither agree nor disagree (3)	15%	35
Agree (4)	40%	92
Strongly agree (5)	42%	96
TOTAL		229

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	4.21	0.81

Q8 I find my work meaningful (i.e. serious, important or worthwhile)

Answered: 229 Skipped: 3

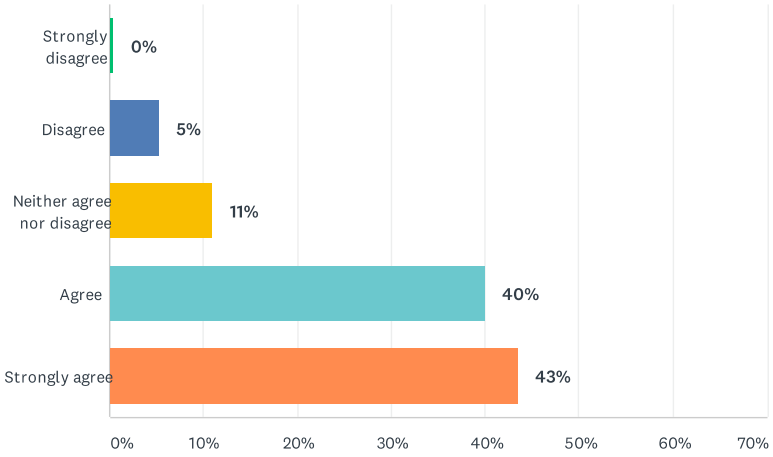


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	0.44%	1
Disagree (2)	0.44%	1
Neither agree nor disagree (3)	9.61%	22
Agree (4)	42.36%	97
Strongly agree (5)	47.16%	108
TOTAL		229

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	4.35	0.71

Q9 I think teaching is an art (i.e. teachers decide on a range of tools and methods to create a conducive learning environment - in a similar way to how a painter or sculptor creates art)

Answered: 228 Skipped: 4

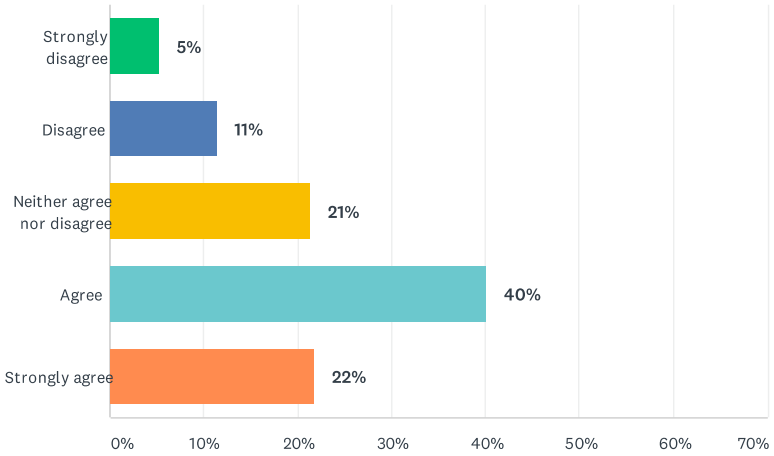


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	0%	1
Disagree (2)	5%	12
Neither agree nor disagree (3)	11%	25
Agree (4)	40%	91
Strongly agree (5)	43%	99
TOTAL		228

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	4.21	0.87

Q10 My work is valued by my employer

Answered: 229 Skipped: 3

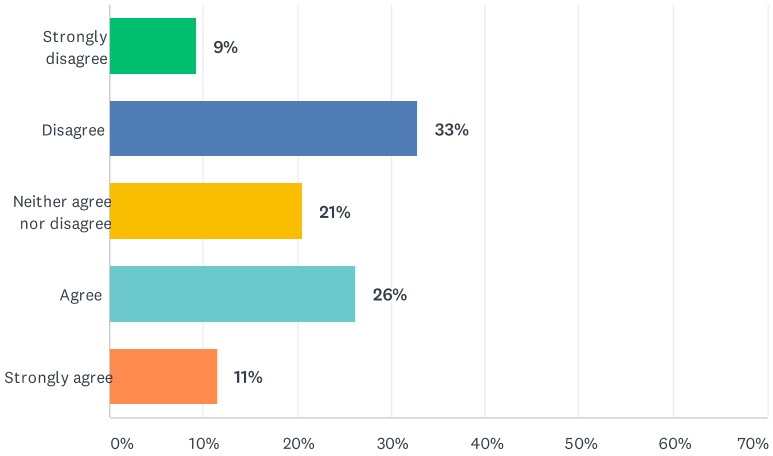


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	5%	12
Disagree (2)	11%	26
Neither agree nor disagree (3)	21%	49
Agree (4)	40%	92
Strongly agree (5)	22%	50
TOTAL		229

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	3.62	1.10

Q11 I am fairly financially compensated for the work I do

Answered: 229 Skipped: 3

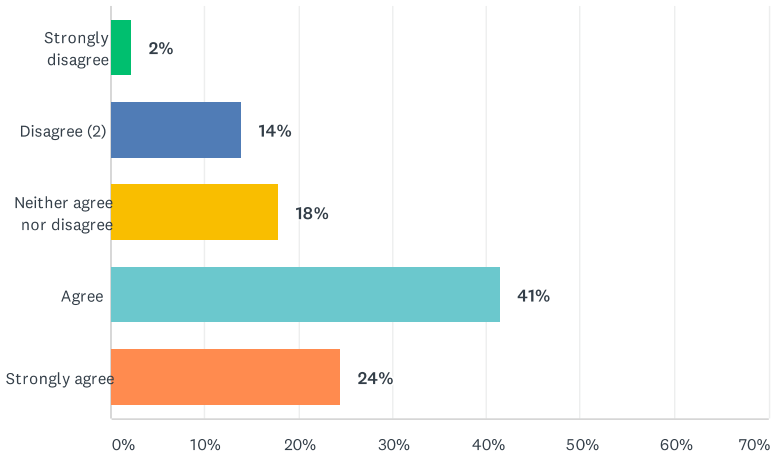


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	9%	21
Disagree (2)	33%	75
Neither agree nor disagree (3)	21%	47
Agree (4)	26%	60
Strongly agree (5)	11%	26
TOTAL		229

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.98	1.19

Q12 Working as a teacher allows me to provide for my basic needs (e.g. food and shelter)

Answered: 229 Skipped: 3

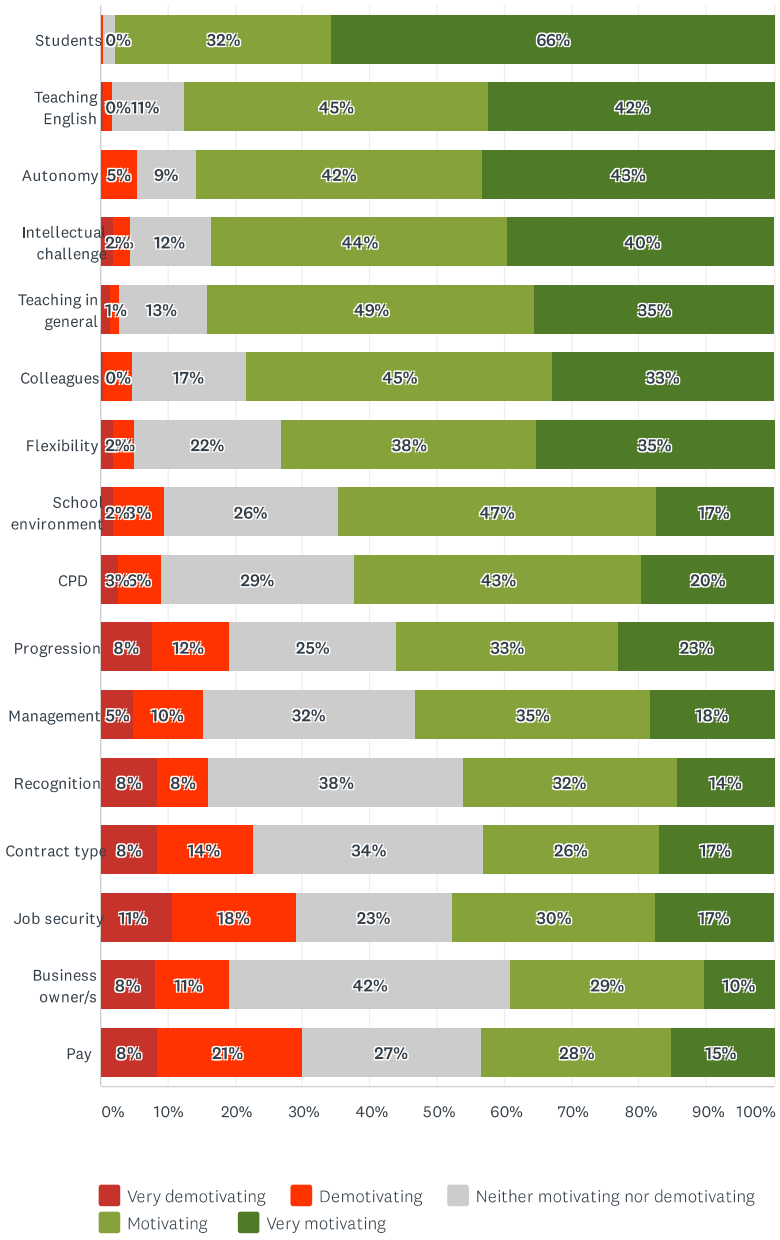


ANSWER CHOICES	RESPONSES	
Strongly disagree (1)	2%	5
Disagree (2)	14%	32
Neither agree nor disagree (3)	18%	41
Agree (4)	41%	95
Strongly agree (5)	24%	56
TOTAL		229

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	3.72	1.05

Q13 Below are a number of factors which could impact teacher motivation. How does each of these factors affect your motivation in your current (or most recent) position?

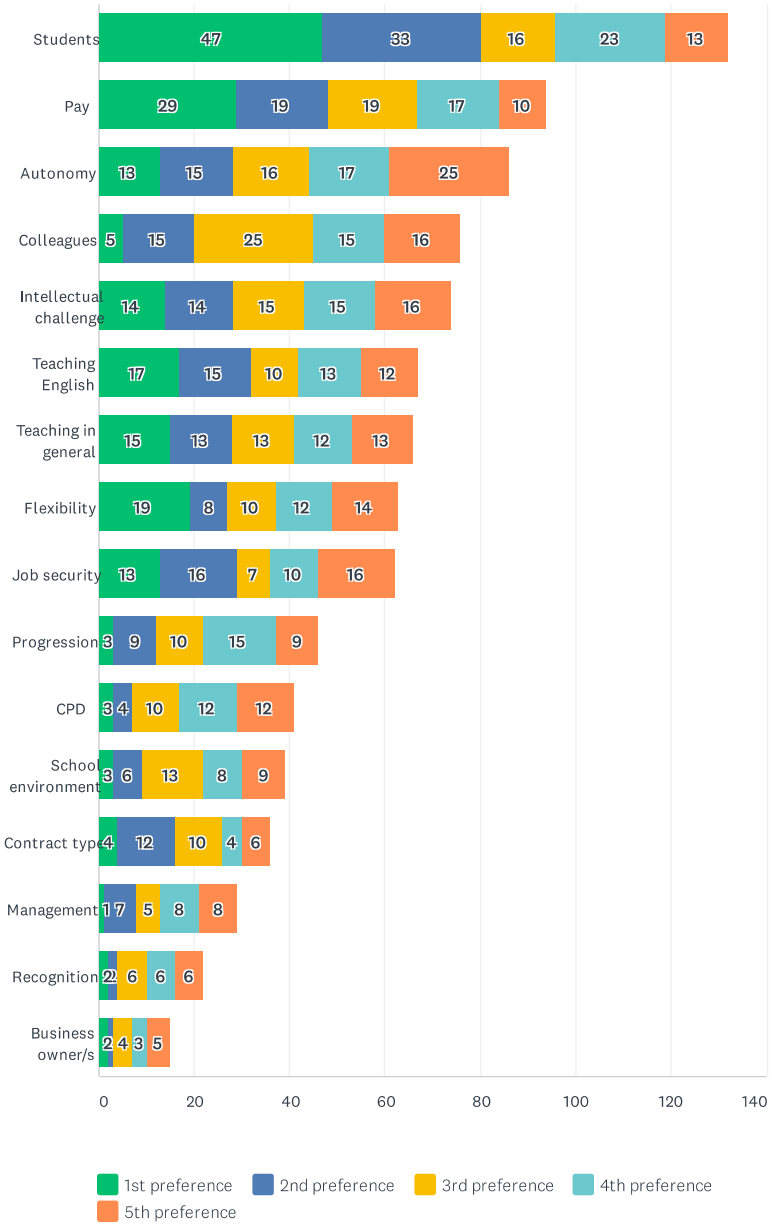
Answered: 226 Skipped: 6



	VERY DEMOTIVATING (1)	DEMOTIVATING (2)	NEITHER MOTIVATING NOR DEMOTIVATING (3)	MOTIVATING (4)	VERY MOTIVATING (5)	TOTAL	WEIGHTED AVERAGE
Students	0% 0	0% 1	2% 4	32% 72	66% 147	224	4.63
Teaching English	0% 1	1% 3	11% 24	45% 101	42% 95	224	4.28
Autonomy	0% 0	5% 12	9% 20	42% 95	43% 97	224	4.24
Intellectual challenge	2% 4	3% 6	12% 27	44% 99	40% 89	225	4.17
Teaching in general	1% 3	1% 3	13% 29	49% 107	35% 78	220	4.15
Colleagues	0% 1	4% 10	17% 38	45% 102	33% 74	225	4.06
Flexibility	2% 4	3% 7	22% 49	38% 84	35% 79	223	4.02
School environment	2% 4	8% 17	26% 58	47% 106	17% 39	224	3.71
CPD	3% 6	6% 14	29% 64	43% 95	20% 44	223	3.70
Progression	8% 17	12% 26	25% 56	33% 74	23% 52	225	3.52
Management	5% 11	10% 23	32% 71	35% 78	18% 41	224	3.51
Recognition	8% 19	8% 17	38% 85	32% 72	14% 32	225	3.36
Contract type	8% 19	14% 32	34% 77	26% 59	17% 38	225	3.29
Job security	11% 24	18% 41	23% 52	30% 68	17% 39	224	3.25
Business owner/s	8% 18	11% 25	42% 94	29% 65	10% 23	225	3.22
Pay	8% 19	21% 48	27% 60	28% 63	15% 34	224	3.20

Q14 Which factors are most important to you? Please select your five most important factors in order of preference.

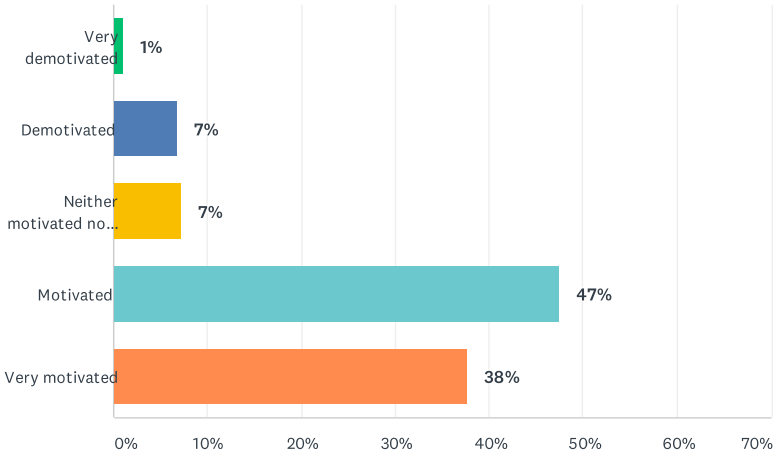
Answered: 193 Skipped: 39



	1ST PREFERENCE	2ND PREFERENCE	3RD PREFERENCE	4TH PREFERENCE	5TH PREFERENCE	TOTAL	SCORE
Students	36% 47	25% 33	12% 16	17% 23	10% 13	132	14.59
Pay	31% 29	20% 19	20% 19	18% 17	11% 10	94	14.43
Autonomy	15% 13	17% 15	19% 16	20% 17	29% 25	86	13.70
Colleagues	7% 5	20% 15	33% 25	20% 15	21% 16	76	13.71
Intellectual challenge	19% 14	19% 14	20% 15	20% 15	22% 16	74	13.93
Teaching English	25% 17	22% 15	15% 10	19% 13	18% 12	67	14.18
Teaching in general	23% 15	20% 13	20% 13	18% 12	20% 13	66	14.08
Flexibility	30% 19	13% 8	16% 10	19% 12	22% 14	63	14.10
Job security	21% 13	26% 16	11% 7	16% 10	26% 16	62	14.00
Progression	7% 3	20% 9	22% 10	33% 15	20% 9	46	13.61
CPD	7% 3	10% 4	24% 10	29% 12	29% 12	41	13.37
School environment	8% 3	15% 6	33% 13	21% 8	23% 9	39	13.64
Contract type	11% 4	33% 12	28% 10	11% 4	17% 6	36	14.11
Management	3% 1	24% 7	17% 5	28% 8	28% 8	29	13.48
Recognition	9% 2	9% 2	27% 6	27% 6	27% 6	22	13.45
Business owner/s	13% 2	7% 1	27% 4	20% 3	33% 5	15	13.47

Q15 Broadly speaking, how motivated are you as a teacher?

Answered: 194 Skipped: 38

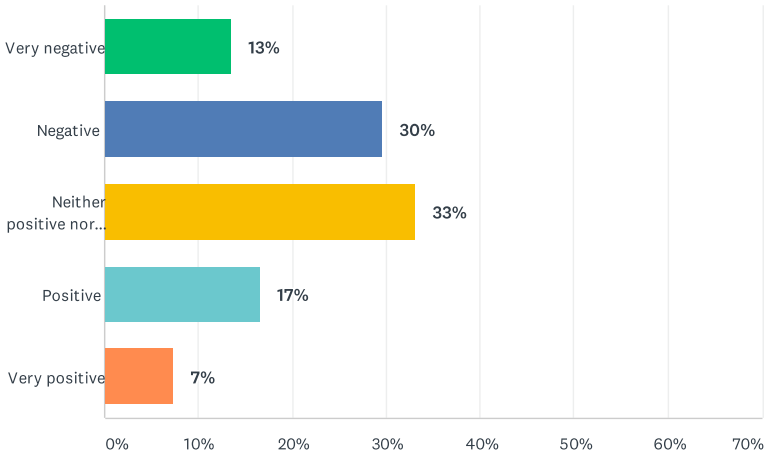


ANSWER CHOICES	RESPONSES	
Very demotivated (1)	1%	2
Demotivated (2)	7%	13
Neither motivated nor demotivated (3)	7%	14
Motivated (4)	47%	92
Very motivated (5)	38%	73
TOTAL		194

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	4.14	0.89

Q16 How would you describe the impact of COVID-19 on your motivation as a teacher?

Answered: 193 Skipped: 39



ANSWER CHOICES	RESPONSES	
Very negative (1)	13%	26
Negative (2)	30%	57
Neither positive nor negative (3)	33%	64
Positive (4)	17%	32
Very positive (5)	7%	14
TOTAL		193

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.75	1.11

Sample COVID-19 (optional) comments:

- Few good schools have closed down, large rubbish schools making everyone redundant.
- Decisions made by management cause difficulties and stress for students (4-hour online class per day) and equipment and support provided is minimal (tiny laptop screen screen).
- Anxiety of reduced opportunities.
- Jobs have shifted online, lower pay and fewer benefits.
- My employer is cutting back from 25 teachers to 4, two of those will move onto zero-hour contracts and the other two 700 hour ‘guaranteed hours’ contracts, and the expected availability for teachers is 7am to 7pm. I am not agreeing so will be made redundant.
- ESL industry has been hit very hard by COVID-19. Due to border closure we have lost students and I have been stood down in my role. There are no other ELS jobs

available as so many other ESL teachers are out of work. The future of the industry is looking very grim and I am wondering if I should retrain to protect my long-term employment.

Sample open-question answers:

17. Are there any other factors which strongly motivate you?

- Teaching English to people who didn't have great language learning opportunities when they were younger. A lot of my students are unemployed, or migrants.
- Trainings and workshops.
- What's most important to me is how my students react to my classes. If the students have learnt something then I'm happy. That most closely fits relationship with my students.
- Money.
- The ability to travel, and working in a close-knit, fun team of teachers.
- It's nice when an employer knows their arse from their elbow and can provide decent resources, opportunities for CPD, and a not-so-paltry salary. Motivated students who do their homework and turn up on time tend to help. It's good to have a staff room with a few colleagues who are interested in professional development and in their subject. It's good to have people who are willing to try new/different things.
- The feeling of exhilaration when a lesson 'flows' and the students are totally absorbed by the activity. For example when a student is able to express their feelings during a debate.

18. Are there any other factors which strongly demotivate you?

- The totality of the pay and conditions in ELT. The fact most training is unpaid. The fact the industry is largely unregulated and ununionised. For-profit education.
- The low pay, no holiday, sick pay or pensions. General precarity. Also the EFL industry in general - it's mostly a for-profit education model, and not always the most academically rigorous world. A lot of people - including myself - get away with a lot of mediocre teaching.
- Not getting paid for the amount of work done.
- Working with people in the profession for the wrong reasons, who either don't understand teaching, or teaching young learners in particular.
- Lack of autonomy.

- The pay for TEFL tutors is low, the industry relies on the motivation of the teachers and their reasoning for teaching. For many it is a stop gap or hobby but for some it is their sole income and these people struggle.

- When the owners of the school are the managers of the school and have absolutely no background in teaching English as a foreign/second language. They simply think it's an IKEA piece of furniture and that a school can run itself with zero CPD opportunities etc.

19. Is there anything else relating to teacher motivation you would like to add?

- Paid CPDs and paid peer-observations would encourage me to build up my skills - instead of resent my managers who want me to do that crap unpaid.

- We need to be treated like professionals. Like educators, not just a number.

- I feel my demotivation as a teacher has affected my wellbeing.

- I think being trusted to teach autonomously is very important as being micro-managed can be very demotivating.

- I found myself feeling a bit guilty putting my desire for pay ahead of my relationship with my students for motivation, but I feel that socially programmed guilt is in part what gives schools and companies the guts to give teachers low salaries, and I hope more teachers will put money higher up in their priorities so that the profession will more often be respected by getting the salaries it deserves.

- Teaching vocation comes and goes and it's not enough to feel motivated when working. It has to be accompanied by actual rewards.

- Job satisfaction is not a substitute for a reasonable income. Self-serving arguments constantly made by people who don't teach for why not being paid enough is infuriating.

Appendix D: Follow-up interview participant information

Why stay in TESOL? A mixed-methods study into in-service English language teacher motivation.

FOLLOW-UP INPARTICIPANT INFORMATION SHEET

A research study is being conducted at X by X.

Background

TESOL is a unique industry, offering teachers distinctive challenges and conditions. This study aims to examine in-service English Language teacher motivation. It aims to examine what motivates and demotivates teachers in the TESOL industry so as to improve the industry as a whole as well as to assist language schools and teacher managers with teacher management, recruitment and retention.

What will you be required to do?

Participants in this follow-up interview will be required to answer questions about what motivates and demotivates them as a teacher. Participants will be interviewed about their questionnaire survey answers so as to provide more detailed information relating to these answers.

To participate in this research, you must

- Be a qualified English as a foreign or second language teacher (TEFL/TESOL)
- Have at least two years teaching experience
- Work (or have been working) in the private sector (primarily for a private company e.g. language school)
- Complete a preceding online questionnaire survey
- Be willing to participate in a follow-up interview

Procedures

You have been invited to participate in this follow-up interview because you opted in after completing the prerequisite online questionnaire survey. This follow-up interview will go into more depth about your answers and opinions. Interviewers will be conducted and recorded through video conferencing app Zoom. Interviews are expected to last 60 minutes.

Feedback

If you wish to receive a copy of the research findings please email X.

Confidentiality and Data Protection

On the legal basis of consent all data and personal information will be stored securely within X premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. No unrelated or unnecessary personal data will be collected or stored.

The following categories of personal data will be processed in relation to:

- Name

- Age
- Gender
- Nationality
- Highest (relevant) qualification
- Employment status and contract type
- Contact details (email address)

Personal data will be used to inform and provide depth to the study. The collection of personal data is necessary in order to ensure that the participants have varied backgrounds to validate that the research covers people with different experiences and backgrounds. The lawful basis for collecting personal data is consent.

Data can only be accessed by the researcher, X, his supervisor, X, and the examiner.

After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and held for a maximum period of three years.

Dissemination of results

The results of this study will be published in the university library after completion. Further dissemination of results will be in journal articles and conference presentations.

Deciding whether to participate

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide to participate, you will be free to (i) withdraw consent at any time without having to give a reason, (ii) request to see all your personal data held in association with this project, (iii) request that the processing of your personal data is restricted, (iv) request that your personal data is erased and no longer used for processing.

Process for withdrawing consent

You are free to withdraw consent at any time without having to give a reason. To do this please submit your request in an email to X.

Any questions?

Please contact X
Supervisor: X

Appendix E: Follow-up interview question schedule

Opening statement:

Firstly, I would like to thank you for agreeing to talk to me. My master's dissertation is about teacher motivation. The questions I would like to talk to you about relate specifically to your experiences and opinions as a teacher. Your participation in this project is important and also strictly confidential. Interviews are recorded only for the purpose of accurately keeping track of information. Should you at any time wish to stop, you may do so without prejudice to you and at any time you should feel free to ask me questions concerning the interview or the study. Please feel free to add as much or as little detail as you would like for each question. You are welcome to ask any questions you may have at the end. Thank you very much.

Adapted from Hermanowicz (2002: 495)

Follow-up interview questions (from Tom's interview):

1. How long have you been teaching for?
2. Which qualifications do you hold?
3. You said you strongly agree that you are confident in your ability to teach, can you explain that?
4. To what extent do you think teaching is an art? Do you find this motivating?
5. You agree that teaching is fulfilling but neither agree or disagree that it is meaningful. What is the difference for you?
6. What does experiencing 'a deep sense of joy' when teaching mean to you?
7. How is your work valued by your employer?
8. You identified 'autonomy' as the most motivating factor to you. What is it about autonomy you find motivating?
9. You also identified 'CPD and training opportunities', how do these motivate you?
10. In what sense do you find pay motivating?
11. You said you were broadly 'motivated' can you explain this?
12. In relation to COVID-19, how has working online improved your work life balance?
13. You mention 'clashes' with your school as demotivating. How would you characterise your relationship with your employer?

14. Is there anything else I should have asked you?

Appendix F: Follow-up interview potential question prompts

Background questions:

1) Can you tell me about your teaching background?
   a) How long have you been teaching for?
   b) How many countries have you taught in?
   c) What qualifications do you hold?
      i) Do you have a degree?
      ii) Do you have any specific teaching qualifications?
2) Can you tell me your current (or most recent) job role?
   a) What is your exact job title?
   b) What type of employment contract do you have?
   [Zero-hour, fixed-term, permanent, freelance, self-employed]

Motivational and demotivational factors:

3) Would you say you experience a deep sense of enjoyment when teaching [flow]
   a) Can you explain this?
   b) Do you feel your contribution is significantly valued by your institution?
   c) Do you feel valued by the school/institution owners?
4) Do you feel your work provides for your basic needs?
   a) To what extent?
5) Do you consider teaching to be an art?
   a) Does this motivate you?
6) Do you feel intellectually challenged by teaching?
   a) Does this motivate you?
7) How would you describe your pay and conditions?
   a) Are your basic needs met?
8) Do you find autonomy motivating?
   a) Such as the ability to plan your own lessons?
   b) Is there anything else you would like to have more freedom with?
9) How flexible is your job?
   a) To what extent do you value this flexibility?
10) How would you characterise your relationship with the owner or manager of your school?
   a) Would you say you feel supported or alienated by this relationship?
11) What do you think about CPD (continuing professional development) and training opportunities at the school?
   a) Do you feel CPD enhances your enjoyment of the job?
12) Has COVID-19 impacted or effected your motivation?
   a) Is this a new problem?

Final question:

13) What should I have asked you that I didn't think to ask?

Appendix G: Transcription key

Transcription key	
Symbol:	**Indicating:**
F:	Speaker, interviewer
S:	Speaker, interviewee
<laughs>	Action, e.g. laughing or sighing
[company] information	Redacted information such as company/school name or
…	Shortened (due to word count limit constraints)
---	Pause, proportionate to length
[	Overlapping speech
<???>	Unintelligible utterance
Umm etc.	Fillers which clearly do not detract from meaning have been removed such as ‘um’ and ‘you know’ while utterance which convey meaning have been left in (see 3.11)

Appendix H: Sample interview extracts

Extract from Sarah’s interview:

F: So, where have you done most of your teaching?

S: -- I'd say mostly in the United Kingdom.

F: You've been teaching for eight years now?

S: Yeah, I qualified in 2012 and I've been doing it in some capacity since then.

F: Ah, yeah, that's quite a while.

S: Yeah, it feels like its been a while <laughs>

F: So, you put for your contract type as zero-hour, is that right?

S: Yeah, zero-hour contract or fixed-term with [company]. I mean there's not a great deal of difference really between a fixed-term and zero-hour in a in a lot of ways.

F: You said that you feel confident in your ability to teach?

S: Mmhmm <???>.

F: And what do you mean by that, specifically?

S: I think what with [company] it's sort of like you follow the lesson plan. So you're kind of autonomous in that they don't really check on you -- But you're not

because you're following their, their script in a way. --- At [company] I was doing my own lesson plans, I was identifying the needs of the students and planning and responding to them and I could actually see their progress. I know I can teach -- I know that I can get good outcomes from them. So yeah -- I'm confident.

F: Yeah, that makes sense. And you put that you agree that teaching is fulfilling, but not agree strongly, why is that?

S: I put that because for example in [company] I had a student who was in an entry level class, which is sort of like B1 level. Yeah - and he should not have been in that class. He was more at sort of a B1+level -- but I reported this to the management, but I was told that if they move him to a lower class, it will affect the statistics. And even though he's not a fail, he'd come up on the computer system as a fail, and we can't have our statistics affected. Therefore, he stayed in this class <sighs>.

F: Oh -- [wow.

S: [I just feel like it just dampens your enthusiasm and it feels a bit less fulfilling when you're sort of toeing the statistic line and not really doing what's best for students sometimes -- but yeah -- within as much as it's in my control, it's fulfilling because I feel like I am able to make a difference but sometimes you can't.

F: Yeah, yeah, that's interesting. So, teaching in itself is fulfilling, but it's detracted from by bureaucracy. Is that fair?

S: Yeah. Yeah. Exactly!

F: You didn't agree or disagree that you've experienced a deep sense of joy when you're teaching?

S: There's too much of a set framework and targets to meet to actually allow you to feel like you're 'in the zone' I'd say.

F: Okay, [yeah

S: [Generally, I would say I would more link a deep sense of joy to something spiritual rather than occupational, personally.

F: Ah, now you strongly agree that teaching is meaningful. What's your thought process here?

S: I think especially so -- you make a direct difference to someone's everyday life! I mean, for example, if you're teaching maths, they might use that in a particular moment. But if they've, for example, moved to the UK, being able to speak the language has such an effect on their day in day out interactions and everything. So, when you can see that it's actually allowed them to get a better job or they've made friends now because they can speak the language a bit more --- I think it's so important. You see what I mean?

Extract from Martin's interview:

F: You strongly agree you are confident in your abilities to teach; can you explain this?

M: Yes. I have been a teacher for over a decade now, and I have seen the results of my teaching – so to give one example, in the recent Cambridge English exams, all of my individual students achieved passes, from B2 all the way up to C2 level. I feel that my teaching had an impact on the students' performance in these exams. On a less substantive note, I can also say that when I consider how I might approach any given lesson, I am able to get a good idea of what I want to achieve and how I can go about it, and there is very little stress involved now as compared to ten years ago.

F: To what extent do you think teaching is an art?

M: I think that those who believe teaching is an art perhaps have not read enough of the literature on teaching methodology. Certain aspects approach the level of an art, certainly – you cannot apply scientific methodology necessarily to soft aspects such as building rapport. But there is a danger in thinking of teaching as an art as it suggests that you don't need to think ahead – you can 'feel' your way through, much as an artist might. And I have seen, in teacher observations, what that means: it results in teachers giving long-winded, on-the-spot descriptions of lexis and grammar that leaves many students confused. There is also the aspect of blind spots to consider. Take explanations of new lexis as an example. A teacher who approaches this aspect of teaching as if it was an 'art' might explain the most common use of a word or expression, but might forget to include the contexts in which it might be used, common collocations around the word, and supplemental meanings.

F: Yes, and do you find this motivating?

M: I don't find it motivating to think of teaching as an art, partly because I am not much of an artist myself. I am an EFL teacher who did not study pedagogy at university – I studied Physics, as it happens. I became an EFL teacher (properly – i.e., with a teaching qualification) five years after graduating from university, and after I had already 'tried out' a couple of other career options.

F: You agree that teaching is fulfilling but neither agree or disagree that it is meaningful. What is the difference for you?

M: Let me take the average class and use this as the context for my answer. In the average class in the EFL context, you might have ten students, of whom three or four could be there by choice, while the others have been registered for lessons by their parents. That's not to say that those six or seven students lack motivation – some might still approach the lessons with a dutiful mindset. But you always get one or two students in every class who simply should not be there.

F: I see, can you elaborate a little more?

M: So I find teaching fulfilling because I enjoy the challenge of teaching good lessons, but I know that in many cases it doesn't matter if those lessons are good or bad simply because some of the students are not motivated to engage. In foreign language lessons this issue becomes compounded over time: the content is graded up over the course of the year, as the best students progress, and those who lack motivation might end up falling behind, making it even less likely that they will become engaged. Teaching those who are motivated is meaningful; teaching those who are not, is not. Hence my 'neither' choice for that question.

F: What does experiencing 'a deep sense of joy' when teaching mean to you?

M: I don't know about 'deep' or what you mean precisely by 'joy.' I've met people who talk about the joy of teaching, but I can't say it's something I really experience. It's hard to experience 'joy' or anything quite like it in EFL teaching unless you are very lucky with the timing. I teach a range of levels and ages, and my timetable is rather varied – and variable. If I have a particularly good lesson in my last slot on a Friday, I might feel good about it for the duration of the weekend; but if that good lesson comes immediately before one that is a real drag, or that goes sour for some random reason, the sense of 'joy' is short-lived.

F: How is your work valued by your employer?

M: This is a particularly difficult question, given my employment context. I work for a private language school, so my work is probably valued commercially, but with limits. I have been working for the same school for over ten years, and I am now paid as much as the school can possibly pay me – to offer me a higher hourly rate would mean that the school made almost no profit from individual lessons. I should also note that, to save money the school expects their teachers to be self-employed; otherwise, the school would need to pay those teachers' National Insurance contributions, and again that eats into the profit margin. But what this means for the teacher is that they only get paid if they are in the classroom. The student can't make it? The teacher isn't paid. It's a national holiday? Not paid. Summer break? Winter break? Not paid. Within the nine months of the contract, I am only really paid for about seven months, and given I have a family to maintain, this is not an ideal situation. It means that I have to scramble for whatever work I can find during the summer, and I often find I'm down to my last pennies when we get into September or October. I can't afford to be ill, so I have only taken about three sick days in my whole time with the school.

F: Sure.

M: So, if I judge my 'value' to my employer in terms of my employment position, I would say that my work is not tremendously valued. I also sometimes feel that my employer is jealous of my brand penetration – I have a successful YouTube channel and a large Facebook presence, and I have heard enough comments from the administration of the school to suggest that they find this a concern. I'm sure that my teaching qualities adds value to my presence at the school, and the school owner thanks me for my work on an annual basis (i.e. in the final meeting of the school year where the teachers are each singled out for praise), but if I had to give evidence of why or how my employer valued my work, I would struggle.