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Foreign Language Teachers' Motivation: a Study in Italy

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ABSTRACT

A considerable amount of literature has been published on foreign language learners' motivation while, although it is acknowledged that teachers play a crucial role in handling students' motivation and it is proved that motivated teachers positively influence learners' engagement in the learning process, far too little attention has been paid to language teachers' motivation.

This quantitative research is an attempt to explore foreign language teachers' motivation in Italy. The study was conducted in the form of a survey, with data being gathered through an online questionnaire. Specifically, on the one hand, it has been investigated initial job motivation by asking teachers to indicate reasons for choosing this career. On the other hand, as we think that the match between values and rewards may impact on motivation, we have asked to indicate what values and what rewards are considered to be important for their teaching career.

Eventually, values and rewards have been grouped into specific factors in order to highlight the possible cores of foreign language teachers' motivation.

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INTRODUCTION

*There are three things to remember about education.
The first one is motivation. The second one is
motivation. The third one is motivation.
(Terrell H. Bell, Secretary of Education in the
Cabinet of President Ronald Reagan)*

Terrell H. Bell's words strongly emphasise the priority of motivation in education, a relevance that is clearly demonstrated by the large quantity of literature dedicated to this topic in many different fields. As regards the glottodidactic sphere, researchers have mainly focussed their studies on learners' motivation, while, surprisingly, far too little is known about teachers' motivation.

In light of this evidence, the main purpose of this study is to draw attention to foreign language teachers' motivation. Specifically, this research seeks to explore the impact that the main reasons why teachers entered their career, and a set of values and rewards related to teaching might have on their current career satisfaction and motivation.

There is plenty of literature that highlights not only the crucial role teachers have in the learning process – if we may use a metaphor, like orchestra leaders, they are responsible for the 'harmony' between many different 'parts' such as methods, contents, didactic materials and relationships, aiming at creating a successful 'learning symphony' –, but also the influence teachers' motivation has on students' motivation. Indeed, "it is experienced that students whose teachers are highly motivated are more engaged in the learning process" (Koran, 2015: 72). Moreover, teachers are also role models for future teachers.

According to a recent study, several reports reveal "that a great proportion of teachers in many countries are *not* motivated to teach and that this tendency is actually getting worse" (Dörnyei, Ushioda, 2011: 167-168, italics in the original). Therefore, it becomes imperative that further research is needed in order to oppose this trend, as a deeper knowledge of aspects that affect language teachers' motivation may help to find some strategies and solutions to facilitate teachers' work, and improve the whole learning process.

Our study is an attempt to explore foreign language teachers' motivation in Italy, as there seems to be a great lack of research on this issue as regards this country.

Bearing in mind that motivation is an extremely broad topic, in order to achieve our objective we have taken into account several scientific principles, theories, and models concerning motivation, and we have conducted a survey among foreign language teachers in Italy.

This dissertation is divided into two parts; the first part, which is composed by two chapters, is dedicated to the literature review, while the second part presents the survey and its results in detail.

The first chapter focuses on the bond between motivation and emotion. The first section seeks to provide a definition of motivation assembling interpretations given by scholars of different fields (Rheinberg, 1997; Dörnyei, 1998; Ushioda, 2008); the following two sections underline the two main peculiarities that characterise this element: instability and complexity.

Subsequently, taking into account some neuroscientific studies (LeDoux, 1996; Damasio, 2003; Franks, 2006), some light is shed on the terms ‘emotion’, ‘feeling’, and ‘mood’ (1.4). In order to highlight the impact of affective factors on behaviour and decision-making, the fifth section presents several perspectives coming from different disciplines (Arnold, 1960; Averill, 1980; Damasio, 1994; Fabbro, 1996; Ekman, 2003; Franks, 2006; Dolcos *et al.* 2011; van Deurzen 2012; Oxford, 2015). The sixth section underlines the close interconnection between emotion and cognition, and its repercussions in the language-learning context (Dörnyei, 2009; Freddi, 2012; Balboni, 2012, 2013).

The following section highlights the role of emotion in the intrinsic and the extrinsic motivation, while sections 1.8 and 1.9 emphasise the recurring presence of affective factors in some popular models of motivation (Gardner, Lambert, 1972; Schumann, 1976, 1999; Titone, 1977; Clément, 1980; Gardner, 1985; Dörnyei, 1994; Balboni, 2008), which have been previously adopted to analyse language learners’ motivation, in order to further underline the relevance of emotion in motivational dynamics (1.10).

The second chapter, which explores the issue of foreign language teachers’ motivation, opens with stressing the lack and the urgency of research on this topic, considering the crucial role teachers play in handling students’ motivation (2.1).

First of all, teachers’ emotion, cognition and decision-making are taken into account (2.2) referring to Borg’s (2003), Zembylas’s (2007), and Balboni’s (2013) studies.

While the third section tackles the subject of initial job motivation that drives individuals to enter the teaching career, the fourth section presents a set of theories regarding motivation (Bandura, 1977; Deci, Ryan, 1985; Locke and Latham, 1994; Dörnyei, 1998;)

that may be adopted to analyse foreign language teachers' motivation, in addition to job satisfaction and demotivating factors.

Eventually, the last section (2.5) briefly illustrates the usefulness of a reflective attitude that may lead to a greater awareness, and confer a benefit on the motivational process.

The third chapter presents the survey and its findings referring to the key points that have been treated in the literature review, in addition to some recent works on language teachers' motivation (Kassabgy *et al.*, 2001; Praver, Oga-Baldwin, 2008; Sugino, 2010; Baleghizadeh, Gordani, 2012; Tsutsumi, 2013; Ghenghesh, 2013; Wyatt, 2013, 2015a, 2015b; Bier, 2014; Koran, 2015)

Data for this study were collected using an online questionnaire that has been filled in by 232 foreign language teachers throughout Italy.

The main objective is to understand whether, and which kind of initial job motivation, values, and rewards might impact teachers' current career satisfaction and motivation.

After the main research questions are stated, the questionnaire is described in all its parts with several references to the literature, and all its questions are listed. Subsequently, procedures and analysis are indicated.

A detailed presentation of the results follows, and findings are discussed before mentioning the limitations of this study and implications for further research.

This work is exploratory in nature. Nevertheless, it contributes to research by providing an important opportunity to advance the understanding of foreign language teachers' motivation.

1. MOTIVATION: THE ROLE OF EMOTION

In this chapter we will give our definition of motivation and we will briefly tackle with some of the most relevant aspects of this element, such as its instability and its complexity. As we believe emotion crucially influences motivation, we will discuss the impact of affective factors on behaviour and decision-making. Hence, we will see how emotion and cognition are strictly intertwined, and what the repercussions are in the glottodidactic context. Finally, we will emphasise the recurring presence of affective factors, which is sometimes hidden, in some popular motivation models that have been previously used in order to analyse language learners' motivation.

1.1 Motivation in foreign language learning: studies and definition

Testament to the importance of the motivational factor within the glottodidactic field is the large number of studies carried out both at national level (Titone, 1977, 1987, 1993; Freddi, 1987, 1994; Balboni, 1994, 2012, 2013; Coppola, 1993; Cardona, 2001; Caon, 2005, 2006; Coonan, 2011) and international level (Clément, Kruidenier, 1985; Crookes, Schmidt, 1991; Oxford, Shearin, 1994, 1996; Schumann, 1976, 1999; Dörnyei, 1994, 1998, 2001, 2007; MacIntyre, 2002; Ushioda, 2003, 2006, 2008; Coonan, 2012). The common basis of these researches are the numerous contributions coming from the psychological and psycho-pedagogical fields (Gardner, Lambert, 1959, 1972; Gardner, 1985; Deci, Ryan, 1985, 2000; Stipek, 1996; Boscolo, 1997; Damasio, 1994; Rheinberg, 1997; De Beni, Moè, 2000; Cisotto, 2005).

Since motivation is an element that has been widely investigated, we will just mention some aspects, which are useful for the purposes of this research.

Considering the multiplicity of fields that have investigated this factor, we will give a definition of motivation in order to clarify the further references. Our outcome is the merging of three different interpretations: in relation to the Latin verb *movere*, Ema Ushioda states that “motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action” (Ushioda, 2008: 19); Zoltàn Dörnyei refers to motivation as responsible “for determining human behaviour by energising it and giving it direction” (Dörnyei, 1998: 117); willing to match a description coming from the psychological studies, in Falko Rheinberg's (1997: 14) view, motivation is “l'orientamento

attivante il momento di vita attuale verso un oggetto-meta valutato positivamente”. Therefore, considering the purposes of this work, we see motivation as *the drive that determines the choices and the behaviour of a person, spurring them into action, fostering their persistence to act, and directing them towards a target which has been positively evaluated*.

1.2 Motivation: an unstable element

Taking into account another definition of motivation proposed by De Beni e Moè (2000: 37) according to which motivation is “una configurazione organizzata di esperienze soggettive che consente di spiegare l’inizio, la direzione, l’intensità e la persistenza di un comportamento diretto a uno scopo”, two variables come to light: intensity and persistence. Therefore, it is possible to deduce that motivation is an *unstable* factor. We find confirmation of this view in MacIntyre’s words, for he declares that “motives wax and wane as time moves along” (in Robinson, 2002: 46). Schumann and Wood (in Schumann et al., 2004) agree on this principle by focussing on the connection between the degree of variability and the given stimulus. Similarly, Spratt, Humphreys and Chan (2002) talk about motivation intensity alteration. Moreover, they correlate dynamism to the mutual relationship between motivation and autonomy, the latter depending on the kind of motivation involved.

Considering these studies, it becomes indispensable to identify a set of strategies in order to keep motivation at a high level in a glottodidactic context. The efficacy of the stimulus and the autonomy of the learner should be taken into account in the interest of achieving the prefixed goal. Along the learning pathway, the teacher plays a fundamental role in managing motivation in the classroom, especially when the students are young and are ‘forced’ to learn a foreign language.

Dörnyei (1994, 1998) proposes a series of strategies in order to generate, foster and sustain motivation in a foreign language learning context. Referring to his studies done in 1994, he divides these strategies into three levels (*language level, learner level, learning situation level*, about which we will talk in 1.6) underlining the importance of the teacher function in managing motivation. At a later time, following an empirical research carried out together with Csizér, the two scholars introduce the *Ten commandments for motivating language learners*, being aware and specifying that these strategies may not be suitable in some learning contexts (Dörnyei, Csizér, 1998). This is due to the understanding that

motivational components depend on several factors which are related to the personality of each learner, that of the teacher, and the group structure. Consequently, this complexity will always affect the efficacy of the strategies and therefore the intensity and persistence of motivation. Another essential aspect that has to be taken into consideration is the cultural context within which the teacher operates.

The choices the teacher makes become crucial at all levels, particularly with regard to what Caon (2012) writes. He claims it is possible to promote motivation in the classroom through contents, methodologies, and paying attention to relationships, among classmates and with the teacher.

1.3 Complexity, dichotomies, and our point of view

One of the fundamental characteristics that has been highlighted in most of the works previously quoted is the complexity that marks motivation. Defined by Dörnyei (1998: 117) as “a complex, multi-faceted construct”, it is considered as a “*categoria collettiva, entro la quale sono riassunti molti processi parziali e fenomeni diversi tra loro*” (Rheinberg, 1997: 13). It follows that “there are a multitude of motives present in every person” (MacIntyre, 2002: 46). MacIntyre, together with Gardner, concludes that “there are probably as many factors [...] as there are individuals” (MacIntyre, 2002: 47).

What supports this view is the tendency of distinguishing several types of motivation through antithetical couples: intrinsic/extrinsic, integrative/instrumental (see De Beni, Moè, 2000).

Being aware of this complexity, we believe that, among all the factors that influence motivation, the affective component, emotion in particular, plays a pivotal role within the motivational dynamics. What leads us to this thesis is the notable resonance of the affective component and its incidence on foreign language learning that have emerged during the study we have done. Despite the glottodidactic humanistic perspective does take into account the emotional aspects of the learner, and although motivation is considered to be a key factor in foreign language learning, its close relationship with emotions seems not to receive as much attention as it has been dedicated to specific factors such as anxiety, attitudes and learner’s beliefs towards foreign language learning (Méndez López, 2011). The same models of motivation (among the most cited in the literature), which we will cover later, refer to several affective factors. Nonetheless, we believe these aspects sometimes seem to remain in the shadows. Consequently, the feeling is that some of these

complex models do not sufficiently emphasize how the affective component determines the motivational drive and the resulting quality of the foreign language learning.

In order to make the relationship between motivation and emotion clear, we consider it appropriate to firstly deal briefly with the latter, and then proceed with highlighting the relationship between these two elements.

1.4 Emotions, feelings and moods

Emotions have been studied in many fields such as psychology, sociology, history, and they have been recently put under the spotlight of neuroscience studies as well. It is precisely because there have been attempts to define emotions from so many viewpoints that it is difficult to give a precise definition of this concept. We will try at least to give a list of characteristics that emerge from the combination of several studies.

In foreign language learning research, when talking about emotions, you mostly come across terms such as anxiety, self-esteem and learner's beliefs which all go under the umbrella term of *affective factors*. Actually, emotions, feelings and moods are also essential components of affect (Méndez López, 2011).

While in education literature the first two terms are often used interchangeably, there is a big difference between emotions and feelings from a neuroscientific point of view. Indeed, the former are considered to be unconscious, while the latter are always conscious (Damasio, 2003). Starting from this distinction, it is possible to state that emotions are involuntary, and consequently involve behavioural impulses that cause conscious feelings (Franks, 2006). The evolutionary perspective seems to confirm this view as it claims that consciousness is a late development, therefore feelings came up later than emotions (Franks, 2006). Consequently, we can think of two different but interdependent systems that regulate emotions and feelings. This interrelation is underlined both by LeDoux (1996) and Damasio (2003), who add that feelings loop back on emotions; in other words, emotions influence feelings and feelings influence the original emotion. It is therefore understandable that this strong correlation between feelings and emotions makes it difficult to separate the two concepts.

Feelings are also a component of moods. Moods are considered to be quite ambiguous because they “can last for hours or even days and cannot always be attributable to a specific situation” (Méndez López, 2011: 108-109). As emotions are considered depending on a precise event (see Arnold, 1960), it seems to be easier to distinguish moods from

emotions.

1.5 On emotions: several perspectives

In order to expand our view of emotions, we will briefly go through several outcomes coming from different disciplines researches.

From the beginning of life on Earth, organisms have been endowed with mechanisms to automatically maintain life processes. These include immune responses, basic reflexes, and metabolic regulation that maintains interior chemical balance. Working up to the more complex of these devices are systems of pain and pleasure, which automatically determine what is to be sought and avoided. Further up this ladder are the appetites, including hunger, thirst, curiosity, and sex. The crown jewel of such life regulation is emotion (Franks, 2006: 53).

From an evolutionary point of view, emotions are reactions to specific events and they are aimed at determining whether the situation is dangerous or not. It is basically a matter of survival.

Psychologist Magda Arnold (1960) developed the concept of *appraisal*, that is an immediate evaluation of anything that surrounds us in order to avert what we find 'bad', approach anything we judge as 'good', and ignore what is 'neutral'. Therefore, appraisal induces action. Arnold's theory is considered to be cognitive as it involves judgment, which is a rational process.

On the basis of the *Appraisal theory*, it is argued that

all emotional states can be described by two dimensions: *valence* and *arousal*. The valence dimension represents the pleasantness/unpleasantness of a stimulus, while the arousal dimension shows the level of intensity (Deak, 2011: 75).

As a result, actions are also influenced by the combination of these two parameters.

Furthermore, Ekman mentions a connection between the appraisal and the previous experiences. He states that emotions are

a process, a particular kind of automatic appraisal influenced by our evolutionary and personal past, in which we sense that something important to our welfare is occurring, and a set of physiological changes and emotional behaviors begin to deal with the situation (Ekman, 2003: 13).

This view is consistent with Damasio's (1994) *somatic marker hypothesis*, which illustrates how emotional stimuli provoke bodily changes. These feelings are 'marked' (somatic markers) and retrieved when similar events reoccur. Hence, based on past

experiences, somatic markers particularly contribute to decision-making. Dolcos and his colleagues (2011) underline that memory-enhancement driven by emotions is more related to the intensity of the emotional event, regardless of whether it is positive or negative. Therefore, it is more a matter of arousal rather than valence.

It seems to be evident that memory influences appraisal and vice versa. Indeed, Franco Fabbro writes that “le strutture emotive del sistema nervoso sono fortemente coinvolte nei processi di fissazione dei ricordi nella memoria [...]; le situazioni che coinvolgono il sistema emozionale, sia in senso piacevole che negativo” are more useful for the human being compared to the neutral ones in order to “evitare ciò che è pericoloso e ripetere ciò che è piacevole” (Fabbro, 1996: 110).

As emotions are connected to the personal past, we can assert that they are consequently individually experienced. In other words, every single event can provoke different reactions in individuals. According to the humanistic glottodidactic perspective, this aspect becomes very important inside (and outside) the classroom, as students can be differently influenced by any emotional event that occur along the language learning experience, and consequently behave in very different ways.

At this point, given that individuals live within a society, we feel the need to take into account the socialconstructivist perspective as well. Socialconstructivists believe emotions are cultural products. Averill states that

emotions are not just remnants of our phylogenetic past, nor can they be explained in strictly physiological terms. Rather, they are social constructions, and they can be *fully* understood only on a social level of analysis (Averill, 1980: 309).

Social context and culture, therefore, play an important role in determining those behaviours driven by emotions.

Living in a society generally implies interaction. From an existential point of view, it is argued that one’s emotions influence, and in turn are influenced by, social interactions. Rebecca Oxford has adapted van Deurzen’s emotional compass (fig. 1 and 2) gathering emotions into four main groups. She explains:

Exhilaration and happiness are at the high-tension apex of the ‘compass’ or circle of emotion, while despondency, depression, and sadness are at the low-tension, release-based nadir. The emotions located in between occur in relation to our wanting something important (our value) (Oxford, 2015: 383).

The four groups and their relative emotions, indeed, are related to value:

- a. threat to value: pride, jealousy, anger (in the upper right quarter);
- b. loss of value: despair, fear, sorrow (in the lower right quarter);
- c. aspiration to value: desire, envy, shame (in the lower left quarter);
- d. achieving of value: joy, love, hope (in the upper left quarter).

Van Deurzen (2012) argues that the four quarters, the apex and the nadir follow a cycle, and, as a consequence, it is possible to transform negative emotions into positive ones. Although it may recall positive psychology principles, following the humanistic approach, we believe that focussing on students' values and on feelings towards their values can help restructuring perspectives and the beliefs, leading to a better learning and teaching. Van Deurzen states:

the emotional cycle swings downwards from possession of something that is deeply valued, and considered essential, to its loss and eventual absence. The emotional cycle swings upwards from the sense of emptiness of existence through a lack of what is valued to an aspiration to obtain what is desired and to fulfilment in its ultimate possession (van Deurzen, 2012: 153).

In the end, we find interesting to point out her opinion on anxiety, as it is one of the most studied emotions in glottodidactics. The Dutch psychologist considers anxiety as “a more general and basic experience” that “has a negative expression in angst or anguish and a positive one in excitement and anticipation” (van Deurzen, 2012: 153), therefore it can be experienced in both ways, destructively and constructively.

Putting together all these views, we can summarise saying that emotions are:

- a. evaluative personal responses to a specific event, person or object;
- b. automatic, therefore unconscious, fast, unintentional, not subject to control;
- c. appraised according to parameters of valence and arousal;
- d. influenced by our own past and values;
- e. context-dependent, both on an environmental, social and relational scale.

1.6 Emotion and cognition: a glottodidactic perspective

With respect to what we have illustrated up to now, it is evident that there is a strong connection between emotion and cognition. We will not examine this theme in depth, but we will take into consideration some aspects, which we find useful for our purposes.

We have made the argument that emotions enable rational decisions therefore influencing cognition. In addition, the cognitive *Appraisal theory* (1.5) has pointed out the continuum between emotional and cognitive processes through the judgment the brain operates over an emotion. According to the value given to the latter, whether it is good, bad or neutral, the individual makes decisions and acts in the world.

On top of that, with reference to Damasio's theory, somatic markers

can be related to either primary inducers (e.g., seeing a snake or losing a large sum of money) or secondary inducers (e.g., the perspective of losing a large sum of money), which send a biasing signal that crudely affects choice (Dolcos et al., 2011).

Consequently, somatic markers can even evoke emotions and feelings that are connected to foreseen outcomes in the future, therefore leading to different behaviours. From a glottodidactic point of view, this passage is quite significant as students normally make predictions about outcomes and consequences, which can be crucial in decision-making and lead to bias building.

On the one hand,

Emotional arousal has powerful influences over cognitive processing. Attention, perception, memory, decision-making and the conscious concomitants of each are all swayed in emotional states. The reason for this is simple: emotional arousal organizes and coordinates brain activity (LeDoux, 2000: 225).

On the other hand,

Emotion processing is also susceptible to cognitive influences, as complex behaviour involves reciprocal interactions between affective and cognitive processes. Indeed, the neurobiological theories of cognitive-affective interactions would not be complete without an account of the mechanisms underlying the effect of cognitive processes on emotional processing (Dolcos et al. 2011: 670).

It is the case in which the individual has to force a cognitive control over emotions in order not to be distracted by an emotional stimulus, or when they have to handle emotional responses retrieved by memories of displeasing situations.

For this reason, it is stated that emotion and cognition are distinct brain processes but at the same time they are inseparably intertwined. To use Franks's words, "emotion and cognition are best thought of as separate but interacting mental functions mediated by separate but interacting brain systems" (Franks, 2006: 59).

From a glottodidactic perspective, Dörnyei (2009) talks about a 'cognition-emotion interface' with reference to foreign language learning. This interrelation is determinant

because not only does it condition individuals' choices and therefore actions, but, as we have seen in 1.5, it also plays a great role in storing and fixing information in memory. Krashen's (1981) affective filter hypothesis and Damasio's (1994) somatic marker hypothesis seem to confirm the tight bound between emotion, cognition, memory and learning. Emotions, then, are crucial to foreign language learning. Indeed, (foreign) language learning triggers emotional and affective-relational arousal phenomena (Freddi, 2012) which should be taken into consideration in order to increase awareness and create the best conditions for a better learning – and teaching.

Freddi states:

The acquisition of a language, native or foreign, initiates a complex process that introduces cognitive and emotional elements in each person. Besides the typically cognitive characteristics, psycho-emotional components play an important role that end up being determinant for an individual's future adaptation to school and to interpersonal relationships (Freddi, 2012: 619).

The focus goes back onto emotion, which, together with cognitive processes, has an impact not only on language learning, but also on the entire development of the individual. Many elements are involved:

l'atteggiamento verso una lingua, la relazione con l'insegnante e con i compagni, la motivazione, o il piacere di apprendere o l'ansia da prestazione, perfino il piacere derivato dal layout grafico del manuale contribuiscono al successo o all'insuccesso del processo di acquisizione di una lingua (Balboni, 2012: 36).

On the basis of Arnold's *Appraisal theory*, its principles have been applied to the language learning context, thus considering those events which develop in the classroom such as a listening activity, a group work, a test, etc. (Balboni, 2013). The evaluation of an event is based on some parameters through which the input is intuitively appraised:

- a. newness: input and events that have been already experienced do not generate as many 'fresh' emotions as a new stimulus may do;
- b. attractiveness: the aesthetic aspect influence the pleasure in dealing with the materials;
- c. functionality: the perception of the usefulness of the intake coming from the input;
- d. feasibility: the perception that the task is doable;
- e. psychological and social security: the perception that the task doesn't threaten one's image and self-esteem.

As the theory implies, the outcome of these series of evaluations leads to a consequent behaviour. Therefore, Balboni (2013) suggests following these parameters when planning the activities, as they may help teachers arouse students' emotions in order to foster a positive attitude towards language learning.

After this brief but essential overview of emotion impact on decision-making, memory and learning, we will proceed underlying the relationship between emotion and motivation more in detail. We will start from the above-mentioned dichotomies related to motivation (1.3), and then we will examine some of the most quoted motivation models, highlighting the role of emotion.

In order to do this, we will not make reference to wide and accurate codifications of emotions, as we don't find them particularly useful for the purposes of this study. Instead, we will refer to a simple classification of emotions suggested by Balboni (2013) recalling Plato's view: Eros, Pathos (two emotions *in praesentia*) and Epithymia (emotion *in absentia*), that is, pleasure, displeasure and desire.

Furthermore, as we have stated that emotions affect feelings and feelings loop back on emotions (1.4), whenever we will refer to any type of feeling from now on, we will be accordingly referring to emotions.

Before proceeding with the next paragraph, we want to draw the first parallel between motivation and emotion, which is quite relevant: comparing the definition of motivation (1.1) and the studies we have mentioned on emotions, it emerges that both are *drives* which *determine individuals' choice and behaviour*, they both *induce action* and *undergo an appraisal process*.

In order not to leave out the importance of the aim, which is a fundamental factor bound to motivation, emotions have a(n indirect) relationship with it, as "emotional information [...] impacts [...] higher level processes, such as working memory and decision making, which are essential to *goal-directed* [emphasis added] behaviour" (Dolcos *et al.*, 2011: 675).

1.7 The role of emotion in the intrinsic and the extrinsic motivation

We talk about extrinsic motivation when "the individual performs to receive some extrinsic reward (e.g. good grades) or to avoid punishment" (Dörnyei, 1994: 275). The reasons that lie at the root of learning a foreign language are therefore constrained by other-directed factors.

On the other hand, one can speak of intrinsic motivation “quando si crea una situazione per cui lo studente prova autonomamente interesse, bisogno, desiderio, curiosità, piacere per e nell’imparare” (Caon, 2011:20), i.e. when the factors that drive learning are self-directed.

On the basis of these two definitions, it is possible to identify the role of emotion in both cases. For what concerns extrinsic motivation, the reference goes back to what Dolcos and his colleagues (2011) argue about how a projection of a situation in the future, defined as a secondary inducer, can influence choice (1.6). The goal of the promotion, the success, the good grade or the avoidance of punishment, are directly connected to a series of emotions that can be attributable, for example, to the gratification of one’s ego, to satisfaction, to the pleasure generated by the recognition by others, and to the relief following a previous fear of being punished (Cardona, 2001). In the case of intrinsic motivation, *pleasure* is mentioned in its definition as an emotion itself, but also the fulfilment of one’s own interest, need, desire and curiosity, generates emotions.

Extrinsic motivation can lead to a loss of intrinsic interest (Dörnyei, 1994) and raise the risk of a strong dependency between the teacher (who reinforces) and the student (who is reinforced). This may result in a lack of development both of cognitive and metacognitive strategies, and of learner’s autonomous judgement criteria (Cardona, 2001). Nevertheless, Dörnyei (1994) reports that recent studies on motivation have shown that extrinsic awards, in certain circumstances, can be combined with, or even lead to, an intrinsic motivation. Moreover, he cites Bandura and Schunk who, within the *Proximal goal-setting theory*, underline how tests and exams can contribute to the reinforcement of an intrinsic interest.

That intrinsic motivation is considered the key element to a favourable learning is already widely shared by scholars. In order to bring out a further influence of the emotional component on motivation, we consider it interesting to quote Deci and Ryan (1985) who, in illustrating their *Self-determination theory*, write: “When highly intrinsically motivated, organisms will be extremely interested in what they are doing and experience a sense of flow” (Deci, Ryan, 1985: 29). The same *Theory of flow* of psychologist Mihály Csíkszentmihályi (1996) specifically provides for the combination of focussing on the target, intrinsic motivation and immediate and unambiguous feedback that powers the *gratification* in performing a given task. Without gratification, which is in fact an additional emotional state, that experience described as ‘optimal’ does not occur.

1.8 The role of emotion in the integrative and the instrumental motivation: Gardner and Lambert's model

What highlights the dichotomy between integrative and instrumental motivation is the socio-psychological model of Gardner and Lambert (1972), which was one of the starting points of glottodidactic studies on motivation in the last thirty years.

Instrumental motivation, which is linked to practical values that learning a foreign language can encourage (for example, in professional, educational, academic contexts, etc.), leads back to those features related to extrinsic motivation, of which we have already pointed out the relationship with the emotional sphere (1.7).

In contrast, referring to the communication social matrix, the model sees integrative motivation as generated by the desire to integrate into the community of speakers of the foreign language, and therefore by the availability and susceptibility to an interest in the language, people and culture of the foreign language. Two elements that are deemed essential to support this kind of motivation are:

- a. the importance of the learner's attitude towards the foreign language;
- b. the value of the *milieu* that generates more or less integrative attitudes.

In this case, the concepts that are bound to the emotional aspects are the will of integration, which can be translated as *desire* in terms of affection, and the learner's attitude towards the foreign language which implies a *feeling*, caused by a process of appraisal, in respect of the language and its related community. We can go back to the concepts of *valence* and *arousal*, which in this case affect the degree of motivation.

The model, revised by Gardner (1985) and integrated with psycho-affective aspects, describes motivation as a result of setting a goal that determines the will to make an effort in order to reach the target, thus generating positive attitudes. In Gardner's view, a motivated student will experience pleasure, will want to learn the language, and will strive to learn it. Again, we find reference to the words *pleasure* and the concept of *desire* (willingness to learn).

As evidence of this, we report the contribution of an Erasmus student written in the forum of Psychological Aspects of Language Education course (Università Ca' Foscari di Venezia, academic year 2015/2016): "Now I speak Italian without any effort, although sometimes I make mistakes, obviously. The main reason why I managed to learn it so

quickly was the desire to integrate into Italian community as quickly as possible. I had a great desire to be able to speak during the university lectures in Italian without being ashamed of my accent or mistakes. I also wanted to make friends and feel comfortable while interacting with Italians.” (V. P.).

References to the emotional component that fostered motivation in learning Italian are evident: the student mentions twice the term *desire* in relation to the reasons why she wanted to learn the language, and adds a further will to *feel comfortable* when interacting with Italians.

1.9 The affective component in other motivation models

In support of the impact of emotion on motivation, there are references in other models that give voice to both international and national studies. We will highlight in italics some terms linked to emotional factors.

In the international sphere, recalling the social aspect described by Gardner, Schumann (1976) develops an intercultural model that features the concepts of social distance and psychological distance as main elements. Specifically, the scholar investigates the influence that some factors may have on learning a foreign language. These factors are:

- a. dominance and subordination degree of two communities of different speakers;
- b. desire for inclusion and preservation;
- c. congruence between cultures;
- d. degree of cohesion and density.

From a psychological point of view, the components are the cultural shock, the linguistic shock, the ego incidence, and motivation. Even in this case, there are references to psycho-emotional aspects, in particular the *desire* for inclusion and the effects of cultural shock, both determining the degree of motivation. In addition, the evaluation of the degree of dominance and subordination of the two different communities can implicitly determine the feelings towards both of cultures. Similarly, the congruence between the cultures and the degree of cohesion may also impact on an emotional level.

In the '90s, special recognition was given to an additional model of Schumann (1999) who, from a neuro-biological perspective, links motivation to a process of *stimulus appraisal*. In short, consistent with several studies mentioned above (Arnold 1960; Damasio, 1994;

LeDoux 1996; Ekman 2003), the individual assesses the stimuli in terms of emotional and motivational relevance in relation to the information stored as a result of previous experiences. Although the focus is directed on those parameters by which the stimulus is evaluated, attention is still placed on the consequences of emotional nature arising from the process of appraisal. This evaluation, which according to Schumann is based on criteria of novelty, attractiveness, functionality, feasibility, and psychological and social security (1.6), generates emotions (joy, happiness, fear, anger, etc.) which determine the tendency to act, at both kinetic and mental level (Schumann et al., 2004).

Richard Clément (1980), another scholar who investigated motivation, claims that the willingness to learn a foreign language is directly proportional to the combination of the *attitude towards integration*, which may be either positive or negative, together with the degree of *fear of assimilation* (MacIntyre et al., 1998). By examining the social context variables, he believes that:

Positive integrative attitude	+	No fear	=	Propensity to learn a L2
Negative intergrative attitude	+	Fear	=	No propensity to learn a L2

Then, he illustrates a secondary process, which may affect motivational factors. This process refers to:

- a. the frequency of contact with the foreign language community;
- b. the quality of the contact, translated into terms of self-confidence (in being able to produce communicative results);
- c. the level of anxiety in using the foreign language (Dörnyei, 1998).

Fear, self-confidence and anxiety are additional emotional factors.

Finally, Dörnyei (1994) recognises three main levels within which the components that affect motivation in learning a foreign language can be arranged. Recalling Gardner's proposal, the first level (*Language level*) is related to the concepts of instrumental and integrative motivation.

The *Learner level* refers to the learner's affective and cognitive components, such as need for achievement, anxiety in using the foreign language, self-confidence, etc. This level includes those states of mind arising from both the perception of one's own foreign

language competence, and the level of communicative effectiveness that the learner attributes to themselves.

The third level is associated with the learning context (*Learning situation level*). This level is divided into three subcategories within which components are grouped. Precisely: components related to the *course*, components related to the *teacher* and components related to the *group of learners*.

It is interesting to note the variety of elements Dörnyei considers to be influential on the motivational factor:

- the course itself, through the program, materials and methodology, determines the degree of motivation. Crookes & Schmidt (1991) describe these items on the basis of the degree of interest, relevance, expectations and *satisfaction*;
- the role of the teacher assumes great importance as they are considered to be the leader, thus the conductor of the course as well as of the group. In the role of facilitator, motivation is dictated by their ability to arouse students' interest, by the type of authority they employ, and by the relationship they establish (which generally involves the affective level);
- among the motivational components related to the group of learners, we find goal-orientation, rule system, recognition by others, group cohesion and goal-structuring. In this case too, interaction as well as peer exchange involve the emotional sphere, which affects relationships.

We can therefore say emotion is present and crucial, both for each of the three levels and their subgroups.

Among the national studies are those of Renzo Titone (1977), which introduce his ego-dynamic model. He describes how motivation is connected to a project dictated by one's own ego (i.e. *the self*), and it operates through the choice of a strategy, from which a tactic will follow and confirm whether the strategy is a good one or not. If the results produce *satisfaction*, the ego will receive a positive feedback, which will boost motivation and keep the process flowing (Balboni, 2008). The degree of satisfaction, which reverberates on the emotional level, becomes crucial to choices and subsequent actions.

Another model which has been proposed in the glottodidactic field, is Balboni's (2008) tri-polar one. The three components related to motivation are duty, need and pleasure. In our opinion, it seems that this model is the one that better highlights the relationship between

the emotional factor and motivation. In line with Schumann's (1999) thought, the Venetian scholar sees in 'pleasure' the key element that can generate cognitive processes which enable a longlasting foreign language acquisition. In addition, considering the positive meaning of 'duty' reinterpreted by Caon as 'sense of duty', we find references to a "profondo investimento intellettuale ed affettivo" (Caon, 2012: 87), determined by a significant relationship between student and teacher, which entails emotional involvement. Finally, Freddi too, describing his model of Didactic Unit (1970, 1979), attributes a global and affective nature to motivation. More specifically, he sees motivation as included "nella sfera affettiva globale del soggetto, con la sua personalità, con i suoi sentimenti, le emozioni e gli atteggiamenti nei riguardi della LS e del popolo che la parla" (Freddi, 1994: 113).

1.10 The importance of emotion in motivational dynamics

As it has been pointed out, the affective component, i.e. emotion, takes on decisive importance in activating and maintaining motivation in foreign language learning.

To further confirm what we claim is the fact that the emotional factor is treated, more or less in detail, by all the authors mentioned. To quote some of them, MacIntyre declares that, from a glottodidactic point of view, there is an essential connection between motivation and emotion and that "emotion can be seen as a fundamental motivator of behavior" (2002: 62); Schumann and colleagues, on neurobiological basis, attest that emotion and cognition are not separated, and therefore "the cognition involved in effective learning and behavior would be impossible without emotion, affect, or motivation to initiate and sustain it" (Schumann et al., 2004: 28-29); Gardner (1985) restructures his motivational model adding psycho-affective aspects; Deci and Ryan (1985: 34) state that "emotions are integrally related to intrinsic motivation"; Titone (1977) focuses on the fulfilment of the ego of the individual; Balboni (2008) stresses the importance of 'pleasure' in learning; Coonan (2012) combines emotional factors and motivation in applying CLIL (Content and Language Integrated Learning) methodology; Dörnyei shares Williams and Burden's thought claiming that, in foreign language learning, "motivation may be constructed as a state of cognitive and emotional arousal" (Dörnyei, 1998: 126).

In agreement with the idea that sees emotion with a pivotal role in motivational processes, are Damasio's (1994) neuroscientific studies. Through his *Somatic marker theory*, the scholar claims that choices towards action would be determined by emotions first. Later,

Mary Helen Immordino-Yang and Damasio state that “learning, attention, memory, decision making, motivation and social functioning, are both profoundly affected by emotion and in fact subsumed within the processes of emotion” (Immordino-Yang, Damasio, 2007: 3).

On the basis of the principles of the Portuguese neuroscientist, Scano states that

le emozioni appaiono [...] elemento cruciale della regolazione biologica, processi, per lo più inconsapevoli, di valutazione e attribuzione di significato, strettamente connesse alla cognizione e alla motivazione (Scano, 2015: 61).

2. FOREIGN LANGUAGE TEACHERS' MOTIVATION

Much attention has been paid to foreign language learners' motivation while, although it is acknowledged that teachers play a crucial role in handling students' motivation, there is a lack of research on language teachers' motivation. In this section we will first take into account teachers' emotion, cognition and decision-making. Secondly, we will consider initial job motivation and analyse a set of theories that may shed light on language teachers' motivation. We will conclude with a brief paragraph on the usefulness of a reflective attitude that may lead to a greater awareness and confer a benefit on the motivational process.

2.1 Motivation and the need of more research on that of foreign language teachers

In the previous chapter we have mentioned the importance of motivation when learning a foreign language. Seen as the drive that determines behaviour and influences choice, motivation is one of the basic conditions that may lead to a meaningful learning.

It is strictly connected to a goal, and it is not stable over time as it depends on the perception of the arousal and the level of autonomy in acting. Consequently, it turns out to be indispensable to develop some strategies that can revive and support motivation in order to achieve the desired aims.

In addition, motivation is influenced by a multitude of factors (both intrinsic and extrinsic) which depend on the single individual. This aspect reveals the complexity that characterises motivation as these factors are utterly intersected within the personal sphere, which in turn is influenced by external and internal components. Among the former we have mentioned the context, the environment and the relationship with others; among the latter, we have underlined the relevant impact of emotion (and the affective factors in general) on motivation. Valence and arousal are the two dimensions by which emotions can be described, i.e. they undergo an assessment, an *appraisal*, which lies on parameters of pleasantness and intensity. It is this last one what counts more and, hence, conditions decision-making.

If on the one hand emotion influences decision-making, i.e. cognition, on the other hand cognition influences emotion processing. It is stated that emotion and cognition are inseparably entwined (1.6). Not only does emotion become a crucial element for

motivational dynamics, but also for memory operations, both along the learning process and throughout the whole life.

As we have highlighted, the relevance of emotion emerges in every motivational model that has been quoted and had been previously taken into account in order to study foreign language learners' motivation. The large number of studies dedicated to this latter topic (1.1) confirms the great attention given to learners' motivation, and consequently its great importance.

On the contrary, it must be said that although researchers agree that teachers play a key role in managing motivation in class and that motivated teachers affect students' motivation (Dörnyei, 1998; Guilloteaux, Dörnyei, 2008; Kassabgy *et al.*, 2001; Baleghizadeh, Gordani, 2012; Tsutsumi, 2013; Ghenghesh, 2013; Praver, Oga-Baldwin, 2008; Wyatt, 2015a; Koran, 2015), they also declare there is a lack of studies on teachers' motivation, especially on language teachers' motivation (Dörnyei, 2003; Kassabgy *et al.*, 2001; Woolfolk Hoy, 2008; Baleghizadeh, Gordani, 2012; Tsutsumi, 2013; Wyatt, 2013). It is our will to contribute to investigating this issue in order to foster the research on it.

2.2 Teacher affect and teacher cognition

At this point, since it has emerged that there is a close interaction between emotion, cognition and motivation, we will briefly examine the first two dimensions in relation to teachers before analysing language teachers' motivation more in detail.

With regard to the affective factor, appraisal theories (Arnold, 1960; Schumann, 1999) and the somatic marker theory (Damasio, 1994) were first adopted to investigate language learners' motivation. As teachers are human beings just like students are, such theories, and consequently all the others we have mentioned, can be applied in order to focus on those emotional stimuli that condition language teachers' decision-making and behaviour. Along the same lines, Zembylas states that a particular attention to the emotional aspects "will contribute to a fuller understanding of the impact of emotions on the personal well-being and motivation of teachers" (Zembylas, 2007: 336). Moreover, emphasising once again the interconnection between emotion, cognition and motivation, Balboni attests that

le emozioni influenzano la motivazione dell'insegnante, la sua gestione della classe, ma anche la sua capacità cognitiva, ad esempio nel classificare gli studenti e nel valutarne i risultati (Balboni, 2013: 23).

Therefore, teachers' emotions *must* be taken into consideration as they strongly influence

decision-making, behaviour and cognition.

Consistent with this view, Zembylas believes that

[...] it is important that teachers identify how their emotions expand or limit possibilities in their teaching, and how these emotions enable them to think and act differently (Zembylas, 2003: 122).

Teacher cognition is described as “the unobservable cognitive dimension of teaching – what teachers know, believe, and think” (Borg, 2003: 81). Knowledge comes from past experiences and therefore it embodies what teachers have learnt inside and outside the class, not only throughout their career and years of training, but also through their own experience as students.

Bier (2014) reports that past experiences in class, especially as student and as trainee, profoundly mark teachers’ way of planning, behaving and making decisions, which are the concrete realisation of thoughts and beliefs. Thus, the role models a future teacher encounters deeply condition the behaviour that will be adopted in class, and therefore future teachers’ cognition as a whole.

Considering that knowledge, thought and belief merge, it is through their interacting that teachers become more aware of “themselves as teachers, their vision, and their limits” (Bier, 2014: 511).

2.3 Initial job motivation

Working as a teacher is normally a matter of choice, and, as it has been said, what underlies choice is motivation (which in turn is shaped by emotion). Thus, there must be some original intrinsic and/or extrinsic motives that lead an individual to deciding to become a teacher.

In this context, intrinsic factors are those linked to internal craving, passion, love for the subject taught, features of the job itself such as “internal desire to educate people in a language, to pass on linguistic as well as cultural knowledge to help learners to communicate” (Praver, Oga-Baldwin, 2008: 2). Differently, extrinsic factors depend on features that are outside the job (such as job stability, salary, autonomy and freedom in adopting materials and methods, positive working relationships, etc.), and are strictly interrelated with the context in which a teacher operates.

Research states that not only does intrinsic motivation favour learning, but it also increases the level of interest towards what the individual is doing (Bess, 1996). We are allowed to

suppose, then, that intrinsically motivated teachers will perform involving a greater devotion to duty.

Referring to intrinsic motivation, Wyatt (2013) reports that it can lead to a psychological sense of well-being, because the individual may get closer to their *ideal self* (see Dörnyei, 2009). Nonetheless, extrinsic factors need to be taken into account. Knowles (2007), states that, in some cases, they can even be stronger motivators than intrinsic ones. Therefore, teachers may be motivated by both intrinsic and extrinsic drives.

As important is understanding which specific elements affect learners' motivation, so is knowing which ones influence teachers' motivation, especially considering that the reasons for taking up this career have significant impact on teachers' commitment to the job. Indeed, "a motivated teacher will work harder, try new approaches and do a lot for the sake of students which will in turn contribute to effective learning" (Koran, 2015: 75).

Although intrinsic motives are seen as motivation's amplifiers,

language teachers often find it difficult to maintain their intrinsic motivation to teach due to the numerous external factors, such as the work environment and student response to instruction (Praver, Oga-Baldwin, 2008: 1).

This takes us back to the concepts of complexity and instability that are characteristic of motivation. Then, it is important to identify which aspects are considered as positive influences and which ones as negative influences in order to be aware of what can either boost or lower teachers' motivational level.

Another aspect that must be taken into account is the perspective of beginning teachers related to their career. As we have stated, behaviour (and therefore motivation) is also influenced by foreseen outcomes in the future (1.6). Perceptions about the value of teaching, rewards, satisfaction and future plans may be crucial for beginning teachers who have no past experience which they can refer to.

According to this view, three types of beginning teachers have been identified:

[...] highly engaged persisters who were planning a lifetime of teaching and continuing professional development; highly engaged switchers who planned to teach for a while or "fallback" on teaching if necessary, but already were contemplating other careers, perhaps to satisfy their needs for challenge and change; and lower engaged desisters who seemed to be disappointed with teaching as a career choice and increasingly negative about the demands of teaching (Woolfolk Hoy, 2008: 493).

Therefore, once an individual decide to commit herself/himself to teaching it is due to several different reasons which determine behaviour and effort. Once in service, in order to

perform to the best, it is essential to cope with those aspects that can undermine motivation.

2.4 Analysing teachers' motivation: a set of theories

Teachers' motivation has been investigated by mostly applying several theories that have been used to explore students' motivation. In literature, we mainly find references to *goal theories*, *expectancy theory*, *self-determination theory*, and *self-efficacy theory*. Furthermore, (language) teachers' motivation has been examined by measuring the level of *job satisfaction*, using scales of values and rewards (Kassabgy *et al.*, 2001) and some studies focussed on *demotivational factors* in order to discuss the main causes of motivation and demotivation among teachers.

We will briefly tackle these theories and parameters, reporting some results of previous studies on teachers' motivation, in order to have a clearer picture of the ways through which it has been analysed.

2.4.1 Goal theories

Maslow's (1970) *hierarchy of needs* has been widely used in order to investigate human motivation. It illustrates five classes of needs the human being has:

- a. physiological needs (food, shelter, rest, pay, good and comfortable work conditions, etc.);
- b. security needs (security of body, of employment, of health, of property, etc.);
- c. love/belonging needs (friendship, family, being loved, being accepted, etc.);
- d. esteem needs (respect, independence, autonomy, recognition, achievement, etc.);
- e. self-actualization needs (achieving one's full potential, including creative activities).

Currently, the concept of 'need' in research has been substituted with the notion of *goal*, which is considered a fundamental element affecting decision-making, thus motivation. Specifically in goal theories, the characteristics of the goal are considered to be the basis of the whole motivational process.

Two are the theories that more influenced the research: *goal-setting theory* and *goal orientation theory*.

Locke and Latham's (1994) *goal-setting theory* argues that goals generate a sense of purpose, are intentional (therefore driven by choice), and are mediated by our values, which discriminate between the 'good' and the 'bad'.

There are two specific characteristics through which a goal is described: content (i.e. the chosen achievement) and intensity (i.e. the effort needed to accomplish the content). In particular, the content features two more factors: difficulty and specificity. The two scholars claim that the harder and the more specific goal, the harder an individual will perform in order to achieve it. It has to be said that, consistent with the expectancy-value principles (2.4.2), the goal has to be perceived as possible and important, otherwise it will not trigger motivation.

There are four mechanisms by which goals affect performance: (a) they direct attention and effort towards goal-relevant activities at the expense of actions that are not relevant; (b) they regulate effort expenditure in that people adjust their effort to the difficulty level required by the task; (c) they encourage persistence until the goal is accomplished; (d) they promote the search for relevant action plans or task strategies (Dörnyei, 1998: 120).

In addition, goals are also a means to evaluate one's performance, therefore feedback becomes essential in order to state whether there is progress towards the aim.

Goal orientation theory is characterised by two different goal constructs based on the criteria of 'why' and 'how' a person is directed towards an aim. Ames (1992) identifies them as *mastery orientation* and *performance orientation*. The former "refers to an individual's purpose of *developing* competence" (Kaplan, Maehr, 2007: 142, italics in the original), i.e. focussing on learning and content, developing skills, and mastering information. It is associated with personal improvement and growth.

On the other hand, performance orientation is in relation with *demonstrating* competence, that is, obtaining good marks or outdoing the others, and therefore it is related with gaining others' recognition through an impression of high ability.

Between the two, mastery orientation is considered to be more efficient than performance orientation, as it involves goals that imply intrinsic interest, preference for challenging activities and positive attitudes towards learning (Dörnyei, 1998).

Research on teachers' motivation takes strongly into consideration the influence of goal-achievement (Bess, 1996; Knowles, 2007; Woolfolk Hoy, 2008; Praver, Oga-Baldwin, 2008; Butler, Shibaz 2008; Malmberg 2008; Wyatt, 2013). An example of confirmation of

the importance of such element in language teachers' motivational process is found in Knowles's (2007) work. He investigated a group of foreign language teachers of a Japanese university and came to the conclusion that

[...] what was very clear was that all the teachers did have goals, and no matter how they were expressed, or how attainable they were, these goals were important to them. Furthermore, in the absence of any goals set by the establishment, the teachers were well able and willing to set their own goals (Knowles, 2007: 8).

2.4.2 Expectancy theory

Expectancy theory suggests that motivation depends on two key factors:

[...] the individual's *expectancy of success* in a given task and the *value* the individual attaches to success in that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (Dörnyei, 1998: 119, italics in the original).

In other words, it is the relation between the implied effort and performance, and the expected outcomes of a specific behaviour. Therefore, the selection of the behaviour is established by the desirability of the outcome. It is important, thus, that the individual perceives the task as doable and valuable in order to invest effective effort and performance.

The theory is basically based on the cognitive process of processing motivational elements in order to make decisions. While undergoing this operation, the individual elaborates past experiences, judges their own skills and competences, and attempts to preserve their self-esteem (Dörnyei, 1998).

As regards teachers' motivation, Ololube (2006) relies on the expectancy theory (together with other theories) in order to investigate teachers' job satisfaction and motivation. He states that:

[...] educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers' needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair (Ololube, 2006: 8).

In relation to language teachers' motivation, it is worth quoting the recent work of Koran (2015) who conducted a study in Iraq analysing EFL teachers' job satisfaction and

motivation. He attests

The study also suggests that many teachers feel motivated when their efforts are fairly recognized and praised by the administration, parents and students. This finding supports the Expectancy Theory. Individuals will respond favorably if they perceive their goals are realistic, achievable and a reward comes with them. Teachers are known to be more motivated when their efforts are rewarded and they are not sufficiently productive if their attempts are not equally compensated. Thus, teachers are more likely to be motivated if their goals seem achievable and a particular “prize” is expected (Koran, 2015: 79).

2.4.3 *Self-determination theory*

Based on the studies on intrinsic and extrinsic motivation, the *self-determination theory* was elaborated by Deci and Ryan (1985). After having pointed out the power of intrinsic motivation in decision-making, they demonstrate how extrinsic motivation may be seen even as an alley of intrinsic motivation. Indeed, they interpret it as a part of a continuum of the motivational process, which is considered to be based on self-initiated and self-regulated actions.

In this sense, they individuated four stages of the extrinsic stimuli processing:

- a. *external regulation*, seen as the least self-determined type of extrinsic motivation generated by external factors, such as threats or rewards;
- b. *introjected regulation*, the acceptance of externally imposed rules which discriminate the feeling of being guilty (e.g., social norms, cultural norms, etc.);
- c. *identified regulation*, strictly connected to the value of the behaviour and the perception of the usefulness of the regulatory process;
- d. *integrated regulation*, by which behaviours are chosen taking into account all the individual’s values, needs and identities.

Through this view, the two scholars argue that, when sufficiently self-determined, extrinsic rewards may even lead to intrinsic motivation.

Three are the conditions that are necessary in order to process extrinsic sources: autonomy, competence and relatedness.

Relating to foreign language teachers’ motivation, Wyatt explains:

One important condition for intrinsic motivation is a feeling of competence. This

suggests that if, for example, teachers gain feedback on their work that helps them grow and rise to fresh challenges, their intrinsic motivation will increase. A second condition is a sense of autonomy. So, if teachers feel able, for example, to adjust the curriculum they are using to meet the needs of their learners, they will feel more intrinsically motivated. A third condition is a sense of relatedness. So, feeling psychologically close to people associated with the school environment (colleagues, learners and their families) will also increase intrinsic motivation (Wyatt, 2013: 221).

Analysing language teachers of English in Oman adopting self-determination theory, Wyatt (2013) concludes that creating the conditions that can satisfy those psychological needs which trigger intrinsic motivation (i.e. autonomy, competence, and relatedness) is vitally needed for the well-being of teachers, and consequently for the well-being of their students. When those needs are satisfied, teachers will engage more enthusiastically in teaching, perform driven by intrinsic motivation, and therefore feel closer to their ideal self.

2.4.4 Self-efficacy theory

Self-efficacy beliefs are another parameter through which teacher motivation has been analysed (Caprara *et al.*, 2006; Wyatt, 2015b).

Self-efficacy is described as one's judgement of their own ability to carry out a specific action. It follows that the perceived sense of efficacy affects choice, aspiration, effort and persistence (Dörnyei, 1998).

Comparison with past experience, observing peers, evaluation and reinforcement by others, contribute in the appraisal and development (or decrease) of self-efficacy. Those who believe to have little self-efficacy see difficult tasks as personal threats. As a consequence, they tend to lose faith in their abilities and often give up. On the contrary, those who sense a high level of self-efficacy are likely to feel confident when dealing with threatening situations, maintain a task, and involvement, and easily cope with failure sustaining effort. Bandura (1977) explains there are four sources from which self-efficacy beliefs derive:

- a. mastery experiences (i.e. past successful experiences);
- b. vicarious experiences (i.e. watching a more talented individual carrying out the task) ;
- c. verbal persuasion (i.e. being supported and assured of one's skills and abilities to apply oneself to the task);
- d. emotional, affective and psychological stimulation provoked by the senses.

All this kind of information, then, is cognitively processed, resulting in a specific behaviour and determining effort.

It is quite clear that “self-efficacy beliefs [...] might vary in strength within individuals and fluctuate in relation to task difficulty and the extent to which generalization to other tasks can occur” (Wyatt, 2015b: 115). Moreover, also contextual factors, “including the social, situational and temporal circumstances under which events occur” (Bandura, 1977: 200), have a great impact on the process.

Caprara and his colleagues (2006) analysed Italian teachers’ self-efficacy beliefs as determinants of job satisfaction (which is tightly bound to motivation) and learners’ academic achievement¹. Their conclusions state that

[...] teachers’ beliefs in their capacity to efficaciously manage class situations, didactical tasks, and interpersonal relationships with the other school members strongly influences their level of satisfaction with job conditions and likely, the morale of the whole school as resulting from aggregated teachers’ job satisfaction (Caprara *et al.*, 2006: 485).

Moreover, they claim that

Teachers with high levels of self-efficacy beliefs are more likely to be able to create the conditions and to promote the interpersonal networks that nourish and sustain their work satisfaction. [...] [I]t is likely that teachers’ perceived sense of competence is a primary source of intrinsic motivation and satisfaction. The relation between teachers’ self-efficacy beliefs and their job satisfaction further corroborate this reasoning (Caprara *et al.*, 2006: 485).

At this point, we find appropriate to briefly mention a study of Wyatt (2015b) who examined language teachers’ self-efficacy beliefs in order to propose a conceptual model (fig. 3) depicting how they might grow.

Through his longitudinal multi-case research, he comes to the following conclusions:

- a. the increase of TSE (teachers’ self-efficacy) beliefs is strictly correlated to knowledge growth;
- b. TSE beliefs affect each stage of a reflective process (2.5), i.e. during planning, teaching, reflecting and conceptualising;
- c. numerous dimensions of practical knowledge (e.g. referring to teaching approaches, learners and learning, the subject matter, the curriculum, the school context, etc.)

¹ As our study concentrates on teachers’ motivation, we will consider only the reference to the results concerning the relationship between self-efficacy beliefs and job satisfaction.

- are implied in every stage of the reflective cycle and interact with TSE beliefs;
- d. TSE beliefs have to be analysed in relation to other beliefs and all those elements that impact on the quantity and the quality of effort involved;
 - e. TSE beliefs and other factors that influence effort need to be examined concerning practical knowledge, as this reasoning can impact on education strategies engaged;
 - f. contexts which foster enhanced reflection can develop TSE beliefs and practical knowledge;
 - g. reflection and self-doubt, therefore introspection, strongly help to develop TSE beliefs and practical knowledge;
 - h. TSE beliefs contribute to developing of more stable general self-efficacy beliefs;
 - i. solid general self-efficacy beliefs may help to undertake new tasks (especially if they tend to be quite similar to anterior ones), when the sense of TSE is perceived as low;
 - j. teacher education can impact more on TSE beliefs rather than on general self-efficacy beliefs.

Concluding, Wyatt (2015b) underlines the importance of reflection and sees it as the key element of the whole TSE beliefs growth process.

2.4.5 Job satisfaction

Many studies (Pennington, 1995; Kassabgy *et al.*, 2001; Ololube, 2006; Baleghizadeh, Gordani, 2012; Ghenghesh, 2013; Koran, 2015) have investigated teachers' motivation correlating it to *job satisfaction*. Some of these researches concentrated specifically on language teachers' motivation (Pennington, 1995; Kassabgy *et al.*, 2001; Baleghizadeh, Gordani, 2012; Zarisfizadeh, 2012; Koran, 2015).

Teachers' job satisfaction is described as "the ability of the teaching job to meet teachers' needs and improve their job/teaching performance" (Ololube, 2006: 1). In other words, while motivation is meant as a *drive* for a particular behaviour/action within a specific context, satisfaction is identified as the *product* of a certain behaviour/action within a specific context (Baleghizadeh, Gordani, 2012).

Motivation and job satisfaction have been reciprocally associated because of the great influence each has on the other. On the one hand, the quality of work life depends on a multitude of factors (both internal and external) that shape the context, and as already

explained in the previous chapter, motivation is affected by the context and its elements. Moreover, job satisfaction also generates emotions that in turn affect motivation.

On the other hand, motivation, and therefore behaviours and actions, influence the perception of job satisfaction, as the latter is seen as a consequence of a performance. Accordingly, job satisfaction is considered as being a part of the (teachers') motivational process. Moreover, it becomes evident that it is a subjective element, for it is personally appraised.

Factors that can influence job satisfaction are many. We will go through some results of the above-mentioned studies in order to look closer at the elements that are involved in determining job satisfaction.

All the authors agree that the influent factors are a combination of intrinsic and extrinsic elements, and therefore they may be either internal or external. In addition, in all the works we find references to job security, salary, relationship, autonomy, and feedback.

Some other factors that come to light are: fringe benefits, promotion and training opportunities, workload, working conditions, curriculum, administration, leadership, management, attitudes of colleagues and learners, encouragement, recognition by the boss and the others.

More in detail, taking into account the studies related to language teachers' motivation, Koran (2015), who conducted a study on EFL teachers' in Iraq, claims that reasonable salaries are not always associated with job satisfaction, while the most important factor is having a good relationship with students. Moreover, he points out that other decisive aspects that lead to job satisfaction are: possibilities of professional skills improvement, self-growth opportunities, and recognition and estimation of efforts by students, parents and the administration.

Baleghizadeh and Gordani (2012) investigated EFL teachers' motivation in Iran. They argue that the main motivational aspects connected to quality of work life are:

- a. work conditions;
- b. chance of growth;
- c. social integration in the organisation;
- d. use and development of abilities.

Furthermore, they highlight the importance of being rewarded, and of participating in decision-making processes within the institutional organisation.

The last – but not least – work we will take into account is Kassagby and his colleagues' (2001). Their research was conducted among ESL/EFL teachers in Egypt and Hawai'i. They proposed a questionnaire in order to evaluate values and rewards related to the participants' job conditions. Among the 36 values listed, the most important ones came out to be:

1. Having a job in which I can perform to the best of my ability
2. Really helping my students to learn English
3. Having a job that is enjoyable and stimulating (Kassagby *et al.*, 2001: 218).

While among the 36 rewards, teachers found the following as those that currently sustained their job satisfaction:

1. I have good relationships with colleagues
2. I know that I am really helping my students to learn English
3. I work for a reputable educational organization (Kassagby *et al.*, 2001: 218; see this volume for further details.).

After a deeper reasoning, the scholars saw the possibility to divide the results into five groups of values corresponding to basic needs: relationship, extrinsic motivation, autonomy, self-realisation, and institutional support. They also divided rewards into four groups that, to a certain extent, overlap with those concerning values: institution management, professional position, students and classroom, challenging job.

Through the analysis it becomes evident that teachers have different needs and wants, and at the same time are differently rewarded. One of the essential outcomes of this study is that job satisfaction is more determined by rewards rather than values.

2.4.6 Demotivational factors

Another way to explore motivation is through the analysis of what have been described as *demotivational factors* (Sugino, 2010; Zarisfzadeh, 2012; Bier, 2014). It is stated that demotivation is just as important as motivation in second language acquisition research (Sugino, 2010), and the same is in foreign language teachers' motivation field, as not only does it affect teachers' behaviour but it also influence learners' motivation.

Moreover, as every person is unique and unrepeatable, demotivated teachers can react in very different way when they lost their motivation, to the extreme case in which they may be even disruptive (Ololube, 2006).

As research studies (Koran, 2015; Ghenghesh, 2013; Sugino, 2010) indicate,

demotivational factors often depend on external elements, such as salary, job security, administration, etc., on which teachers do not have direct control.

In order to increase teachers' motivation, Pennington (1995) claims that demotivating factors need to be eliminated from the work environment. Koran (2015), quoting Doyle and Kim (1999), reports a list of the factors that arise dissatisfaction among ESL and EFL teachers:

- Lack of respect from administration
- Lack of advancement opportunities
- Lack of long term employment and job security
- Overly heavy work loads
- Separation and alienation of teachers
- Lack of rewards for creativity
- The malfunctioning of the educational system
- Lack of funding for projects
- Lack of autonomy in the teaching and evaluation
- Lack of appropriate teaching environment
- Over-commercializing textbooks
- Discrepancies in teaching philosophies
- Lack of teacher training
- Institution of team teaching and foreign assistant teacher (Koran, 2015: 74).

Other kind of evidence is given by Sugino (2010) who investigated demotivation among language teachers in Japan. He found that the most crucial source of demotivation is students' attitudes, among which there is using cell-phones in classroom, sleeping during class, taking rebellious attitude, and not being interested in studying.

Once again, the spotlight is on the relationship between teachers and students. It is undeniable that it plays a key role from several perspectives (motivation, demotivation, emotion, cognition).

Although there is a lack of research on demotivation as well (Sugino, 2010), other studies identified additional factors that cause demotivation, such as lack of encouragement, attitudes of colleagues, students' lack of interest towards learning, low motivational levels of students, and more (see Ghenghesh, 2013 for further details).

Eventually, we cannot neglect that dissatisfaction and demotivation may cause high levels of stress that can lead to exhaustion and burnout if teachers are not able to cope and regulate their emotional sphere (Woolfolk Hoy, 2008).

2.5 The meaning of reflection and the reflective cycle

We have previously mentioned the word *reflection* when tackling self-efficacy beliefs

(2.4.5). We will dwell on this matter, as we believe it is an essential aspect that may lead teachers to a greater awareness, and contribute to their motivational process. Furthermore, we agree with the teacher educator Ur (1996: 319) who argues: “reflection is the first and most important basis for professional progress”.

Rodgers (2002), in line with Kolb’s (1984) thought, claims that “transformative growth comes through reflection on experience where such ideas and practices illuminate teachers’ practice rather than usurp it” (Rodgers, 2002: 232). Reflection can occur both *during* the experience, and *before* or *after* the experience. The former case refers to *reflection-in-action*, i.e. basically solving problems instantly, managing unexpected students behaviours, and adjusting the itinerary taking them into consideration; the latter case, instead, alludes to *reflection-on-action*, and therefore it happens before or after class (Rodgers, 2002).

The main purpose of reflection is learning from the experience, and this can happen only after having understood it. In order to develop a reflective attitude and come to what Dewey (1938) defines as ‘intelligent action’, Rodgers, revoking the concept of ‘enriched reflection’ of Ur (1996)², proposes a four-phase *reflective cycle*.

The power of the reflective cycle seems to rest in its ability first to slow down teachers’ thinking so that they can attend to what is rather than what they wish were so, and then to shift the weight of that thinking from their own teaching to their students’ learning (Rodgers, 2002: 231).

(These words take us back to the concept humanistic glottodidactics is based on, i.e. the centrality of the student.)

The first stage of the process is described as *Presence in Experience* and aims at ‘learning to see’, developing the ability to be ‘present’. In other words, “a teacher observes what the learner is doing and responds in a way that serves the continuity of that learning” (Rodgers, 2002: 236).

The second step is *Description*. Through this phase the teacher describes the situation observed being aware of the distinction between ‘describing’ and ‘interpreting’. It is considered to be the hardest passage, for people tend to interpret rather than make objective descriptions. Moreover, the need to solve the problem as fast as possible rows against the slow process of description.

Once descriptions have been made, teachers come to the next stage: *Analysis*. This is the phase in which meaning-making arises, as the process requires a range of possible

² Ur (1996) explains her concept of ‘enriched reflexion’ claiming that Kolb’s (1984) theory of experimental learning should be *enriched* by external elements such as vicarious experience, other people’s observation, input from professional research, and other people’s experimentation (fig. 4).

explanations about what happened (or is happening), and formulate hypothesis or theories that will be tested in action.

In the end, *Experimentation* leads to learning to take intelligent actions. This stage closes the loop and at the same time it becomes the ‘new experience’ to be observed, therefore it generates another initial phase. “In fact, experience and experiment have the same Latin root, *experiri*, which means to try or to test” (Rodgers, 2002: 249, italics in the original).

Teachers following this process are more likely to learn by their experiences, for they are focussed on the events and especially on students’ reactions (which we can consider as the outcomes of the teaching-learning situation) rather than on their teaching only. This means giving a greater value to students and their learning, and, as we have highlighted in chapter 1 according to Oxford (2015), values influence emotions, which in turn influence learning and motivation.

It is believed that reflection is an essential means to improve practical knowledge and teacher self-efficacy beliefs as well. Indeed, recalling Wyatt’s (2015b) model of TSE beliefs growth (fig. 3), an integral reflective cycle is involved. This one too takes into consideration Ur’s (1996) concept of ‘enriched reflection’, and it is adopted in each of the four stages, i.e. planning, performing, reflecting and conceptualising, which are all elements connected to practical experience and TSE beliefs.

Other researchers (Woolfolk Hoy, 2008; Baleghizadeh, Gordani, 2012; Praver, Oga-Baldwin, 2008; Bier 2014) refer to the importance of reflection, and underline the need of encouraging it in order to develop personal growth, therefore improve professional teaching and thus a better learning.

The program should also set opportunities for teachers to be able to write and reflect on their practice through provision of necessary resources. This will truly help teachers reflect on their professional practice and believe in their personal growth (Baleghizadeh, Gordani, 2012: 41).

By doing so, reflection becomes an element which (indirectly) has an impact on motivation too, as the increase of TSE belief and the personal growth do strongly influence teachers’ decision-making and behaviour.

3. A STUDY IN ITALY

In this second part of our thesis we will present in detail the research we have conducted aiming at exploring foreign language teachers' motivation in Italy. We will refer to what we have pointed out in the previous literature review in order to analyse the collected data in depth.

3.1 Purpose of the study

We have underlined that reasons for entering the teaching career have a great influence on teachers' commitment to the job (2.3). Motives can be either intrinsic, extrinsic or both, and can be driven either by pleasure, need or duty (Balboni, 2008). In any case, they are affected by perspectives beginning teachers have towards their career.

Once in service, it is important to maintain a high level of motivation in order to perform at one's own best.

As a teacher, it is not just important but rather imperative to be both intrinsically and extrinsically motivated and satisfied in order to maintain the motivation to teach over the course of one's career (Praver, Oga-Balwin, 2008: 2).

For motivation is an unstable element, on the one hand it is indispensable to cope with those external factors that can mine it, while on the other hand it is necessary to develop some strategies in order to keep it high.

Through the theories we have presented in the previous chapter (2.4), we have highlighted how goals, expectation, self-determination and self-efficacy beliefs play a decisive role on motivation.

Moreover, we have pointed out that quality of work-life turns to be crucial when talking about motivation, so much so that "Job satisfaction has been the most frequently investigated variable in organizational behaviour" (Ololube, 2006: 8).

In addition, we have also shed a light on those 'demotivational' factors (2.4.6.) that need to be avoided in order to increase teachers' motivation.

Within the working environment, teachers' needs, interpreted as values, can also be seen as goals; therefore, they become essential within the motivational process as long as they are perceived as possible and important. Moreover, if a reward comes when goals are achieved, teacher will respond more favourably (Koran, 2015).

On the basis of these premises, the purposes of our research are:

- a. investigating the main reasons that motivated Italian foreign language teachers to enter their job;
- b. examining the values that are most important to Italian foreign language teachers;
- c. examining what kind of rewards Italian foreign language teachers get from their current job;
- d. analysing how satisfied Italian foreign language teachers are with their career and job;
- e. seeking to explore whether there is a correlation between career satisfaction, initial motivation, values and rewards.

As surveys always have immediate and indirect aims, in this case the latter are:

- a. give future researchers an instrument which can be improved in order to complete and expand the research;
- b. give future researchers data that may be useful in order to develop some strategies to keep motivation at a high level;
- c. spread information on foreign language teachers' motivation in order to foster and broaden the research in this field.

3.2 Participants

Participants of this study are 232 foreign language teachers of several types and levels, from all over Italy.

We mostly aimed for schoolteachers, but as we involved members of ANILS (Associazione Nazionale Insegnanti Lingue Straniere – which consists of foreign language teachers at all levels) and some other personal contacts, we decided not to restrict the sample.

3.3 Instruments

In order to investigate our research questions, we have used an anonymous questionnaire

opting for a quantitative study.

We decided to adopt closed questions believing that this choice would facilitate the participants, especially by reducing the time needed for the completion.

We will now describe the questionnaire in detail.

The questionnaire

Among all the literary works we have consulted, we came across two questionnaires that caught our attention for the particular congruence with our research questions:

- a. the questionnaire used by Koran (2015) which investigates reasons for choosing teaching as a career;
- b. the questionnaire used by Kassabgy *et al.* (2001) which investigates language teachers' job satisfaction in terms of values and rewards.

We decided to adopt both of them, and adapt some questions to our context.

The result is a single questionnaire divided into four parts. The first part collects teachers' general information, the second one is dedicated to the initial job motivation, the third one focuses on values, and the fourth one deals with rewards.

All the four parts are presented in detail and commented below.

For “un questionario lungo viene cestinato” (Balboni, 2003: 24), we indicated the approximate time to completion in every part of the questionnaire (which may be considered as little, as each part takes from about 1 to a maximum of 5 minutes), aiming at avoiding the decrease of participants' motivation.

We opted for an anonymous survey because, as it is commonly shared, respondents tend to answer more honestly, and therefore it is possible to gather more reliable data.

Moreover, we specified we would not have collected any sort of personal contact information in order to avoid any implication with the privacy policy.

All the questions are compulsory.

Part 1: general information

In this section of the questionnaire we ask participants to mark their age, years of experience in foreign language teaching, and the type of school in which they are working at the moment.

The purpose is to identify the sample that participated in the survey.

Età

- 20 – 29
- 30 – 39
- 40 – 49
- 50 o più

Insegno lingue da (indicare il numero totale di anni di esperienza nell'insegnamento delle lingue)

- Meno di 1 anno
- 1 - 5 anni
- Più di 5 anni

Attualmente insegno presso

- Scuola primaria
- Scuola secondaria di I grado
- Scuola secondaria di II grado
- Altro...

Part 2: initial job motivation

Part 2 aims at identifying which are the main reasons why participants chose to work as teachers. As we have previously stressed, the initial motivation has a great impact on the attitude towards the job. Therefore, in agreement with Koran, we believe there may be “a close relationship between the reasons behind opting for this job and their current job motivation” (Koran, 2015: 75).

The scholar proposed a set of ten yes/no questions that we have adopted. We have changed only one of them (‘social status of teacher’), as in our opinion it was strictly connected to the particular context in which Koran operated (English teachers working in Fezalar Educational Institutions in Iraq). In fact, he himself admits “teaching is still highly valued in this culture” (Koran, 2015: 75).

Therefore, we substituted that question with ‘proportion between salary and number of working hours’, as we wanted to verify whether this reason could have had an impact on initial motivation, taking into consideration the Italian school system.

In the original work, Koran (2015) distinguishes three types of motivation represented by the questions: intrinsic, extrinsic and altruistic. More precisely, he groups questions ‘teaching fitting my lifestyle’ (our item n. 1) and ‘being born to teach’ (which we have translated as ‘vocazione’, item n. 5) under the first kind. ‘Potential of changing students’

lives' and 'contributing to society' are labelled as altruistic factors, while all the other items mirror extrinsic reasons.

Another purpose of this part of the questionnaire is to identify which kind of motivation was mainly involved when choosing the teaching career.

<i>Indica i motivi principali che ti hanno spinto a scegliere di fare l'insegnante</i>		
<i>Rispondi si o no a ogni voce.</i>		
	Si	No
1. Insegnare si adegua al mio stile di vita		
2. La proporzione tra salario e numero di ore lavorative		
3. Mancata realizzazione nel settore desiderato		
4. Possibilità di cambiare le vite degli studenti		
5. Vocazione		
6. Autonomia in classe		
7. Sicurezza del posto di lavoro		
8. La quantità e distribuzione delle vacanze		
9. Pressioni esterne		
10. Contribuire alla società		

Part 3: values

When you attribute importance to something, you are assigning a value to it. Oxford (2015) highlighted how values and emotions are strictly connected to each other. Particularly, she analyses emotions in relation to *threat to value*, which generates pride, jealousy and anger, *loss of value*, which generates despair, fear and sorrow, *aspiration to value*, which generates desire, envy and shame, and *achieving of value*, which generates joy, love and hope.

As “Job satisfaction refers to an overall affective orientation on the part of individuals toward work roles which they are presently occupying” (Kalleberg, 1977: 126), hence it can be considered as an affective factor, we can assume that what teachers consider to be important to their job may impact on job satisfaction, and therefore on motivation.

We found Kassabgy and his colleagues’ (2001) work remarkably interesting, as not only, in line with our belief, did they take values into account in order to investigate language teachers’ motivation, but they also divided them into five macro-areas related to basic needs that mirror some of the theories and aspects we have previously illustrated.

Moreover, taking into consideration (teachers’) needs, it is implied that they have a level of importance; therefore they can be seen as values. According to this parallel and to Maslow’s (1970) and Balboni’s (2008) models, needs do influence motivation. Further testaments to this view are the expectancy theory and goal theories, which link motivation to value. The former takes into consideration the value of the success in a given task, while, in the latter, it is the value given to the target that determines motivation.

For these reasons, we decided to adopt this part of Kassabgy and colleagues’ (2001) questionnaire and adapt it to our context.

A 5-point Likert scale has been used in order to rate each statement, expressing how important that specific aspect of work is to the respondent. The scale reflects the following answers:

- 1 = not important at all
- 2 = not particularly important
- 3 = no opinion
- 4 = quite important
- 5 = very important

We have reorganised the sequence of the questions used by Kassabgy *et al.* (2001) according to the five macro-areas that we will present below. Participants were not informed about this subdivision.

Moreover, we added three more questions. The result is a section made up of 39 items.

In detail, questions 1 to 6 are concerned with *extrinsic factors*.

In her teachers’ job satisfaction and motivation analysis, Ghenghesh (2013: 457) concludes stating that “teachers are likely to be satisfied and motivated if a number of intrinsic and

extrinsic [emphasis added] factors were present in their job”. Moreover, referring to several researches, she specifies that

the causes of dissatisfaction and demotivation stem from a number of factors which are outside of the control of the teachers such as ‘salary’ and ‘fringe benefits’ [...], ‘job security’ [...], ‘promotion opportunities’ [...], and ‘training opportunities’ (Ghengesh, 2013: 458).

As many other scholars claim, extrinsic factors play a crucial role in determining teachers’ job satisfaction and motivation (Kassabgy *et al.*, 2001; Ololube, 2006; Knowles, 2007; Prayer, Oga-Balwin, 2008; Tsutsumi, 2013; Koran, 2015).

In addition, we have to bear in mind that, although it is widely demonstrated that intrinsic motivation favours a greater commitment to the task, Deci and Ryan (1985) illustrated how extrinsic motivation may lead to intrinsic motivation. Therefore it becomes necessary not to exclude the influence of extrinsic factors on job satisfaction and motivation.

The first six questions are an attempt to investigate the level of importance of the following extrinsic aspects:

Assegna un valore per ciascuno dei fattori indicati esprimendo personalmente quanto è importante quell’aspetto per il tuo lavoro.

1. Sicurezza del posto di lavoro
2. Esercitare una professione che è prestigiosa
3. Avere benefici accessori
4. Percepire una buona retribuzione
5. Avere un titolo prestigioso
6. Essere promossi ad una posizione superiore a un certo punto della propria carriera

Questions 7 to 13 focus on needs linked to the *institutional support*.

Koran (2015), and Prayer and Oga-Balwin (2008) affirm that there are several external elements that can mine teachers’ intrinsic motivation. Among these, they also refer to the work environment.

Along similar lines, we find in Ghengesh (2013: 462) that “a number of extrinsic factors related to the job context have been found to play a key role in determining a teacher’s job satisfaction and motivation”.

For what concerns the national literature, Balboni (2006: 26) had already highlighted that “il piacere di svolgere la professione dipende anche dal contesto professionale, cioè in parte dalla scuola, in parte dalla Scuola”.

Considering the abovementioned statements, the following questions may give a response to the value of some work environment aspects.

7. Avere un orario di lavoro flessibile
8. Avere regole e procedure chiare
9. Avere un carico di lavoro gestibile
10. Avere un superiore che dà indicazioni chiare
11. Lavorare in un istituto rispettabile
12. Essere valutati positivamente dal proprio superiore
13. Avere un lavoro nel quale si è rilassati e tranquilli

The next five questions are related to *self-realisation* and *personal growth*.

“Self-realization includes efficacy and personal growth leading to the intrinsic rewards that many teachers find in teaching” (Praver, Oga-Baldwin, 2008: 5). We have previously dealt with teacher self-efficacy beliefs (2.4.4) highlighting how a positive judgement of their own abilities to carry out a specific action may influence motivation.

In addition, self-realization and personal growth may contribute to that psychological sense of well-being expressed by Wyatt (2013), as they may lead the individual to get closer to their *ideal self*, hence to their self-actualisation.

As the last Italian school reform, known as La Buona Scuola (for a brief summary see https://labuonascuola.gov.it/documenti/LA_BUONA_SCUOLA_SINTESI_SCHEDE.pdf?v=1859424), has shed a light on the importance and value of a constant teacher training (it has become compulsory, and tenured teachers have been provided with a five-hundred-euro bonus to be spent on professional updating), we decided to add an extra question regarding the importance of attending training courses for teachers.

14. Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità
15. Avere un lavoro ambizioso
16. Partecipare a corsi di formazione
17. Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità

18. Avere un lavoro piacevole e stimolante

Autonomy and *self-determination* are two more aspects that are considered to be impacting on motivation. In addition, the two elements are interlaced. Deci and Ryan (2000) explain, in their *self-determination theory*, that autonomy is one of the three essential conditions for intrinsic motivation. The other two are competence and relatedness.

We find confirmation about the importance of autonomy in Koran's (2015) work when he reports Doyle and Kim's (1999) list of 'demotivational' factors. Among them we find the item "Lack of autonomy in the teaching and evaluation" (Koran, 2015: 74).

Autonomy is also a basic need among the esteem needs described in Maslow's (1970) *hierarchy of needs*.

For what concerns self-determination, its relevance is supported by the fact that Deci and Ryan's (1985, 2000) theory has been commonly taken into consideration by scholars also when investigating language teachers' motivation (Kassabgy *et al.*, 2001; Baleghizadeh, Gordani, 2012; Wyatt, 2013; Bier, 2014).

In this part of the questionnaire we thought it could be interesting having some data regarding the importance of respecting and reaching the objectives of the curriculum. In Italy, the school system expects a specific program to be fulfilled by teachers. This goal may be seen as a complicit in influencing teachers' motivation, as they "spesso hanno la preoccupazione di dover finire il programma, perciò procedono con nuove cognizioni, anche se gli obiettivi degli apprendimenti precedenti non sono stati raggiunti" (Mattucci, 2005: 91). In doing so, the risk is that students may lose their motivation and pleasure to learn, impacting on teachers' pleasure and motivation to teach. Indeed,

Il piacere di insegnare è intimamente legato all'evitare il dis-piacere dello studente: insegnare in una classe ostile, psicologicamente indisponibile, rende molto più spiacevole la giornata lavorativa di un docente (Balboni, 2006: 23).

19. Avere la libertà di fare ciò che è necessario quando si insegna, per fare un buon lavoro

20. Avere il permesso di gestire i problemi degli studenti in modo creativo

21. Ricevere feedback frequenti sull'efficacia del proprio operato

22. Poter lavorare in modo indipendente e sulla base della propria iniziativa

23. Essere riconosciuti per i propri traguardi raggiunti nell'insegnamento

24. Rispettare e raggiungere gli obiettivi previsti dal programma/modulo

25. Avere un lavoro divertente

The following set of items regards needs that reveal an orientation towards *relationships* or need of affiliation.

The significance of relationships as an external factor that impacts on motivation and job satisfaction has emerged in most of the works we have previously cited. Praver and Oga-Balwin (2008) focus their attention on working relationships among teachers. They even sustain that positive relationships between teachers reflect on all the other relationships concerned with the school environment.

If the relationships between teachers are trustful, generous, helpful, and cooperative, then the relationships between teachers and students, students and students, and teachers and parents are also likely to have the same qualities (Praver, Oga-Balwin, 2008: 4)

The relationship between teachers and students is also essential in relation to motivation. “Positive relationships with students will certainly lead teachers to better deal with students’ problems or needs which will in turn lead to improved teacher motivation” (Koran, 2015: 78). From another perspective, but still in accordance with what we have just reported, Sugino stresses how students’ attitudes are crucial in terms of teachers’ motivation.

The present study which investigated teacher demotivation among 97 college teachers in Japan demonstrated that among 37 items, the top seven items include five items related to the factor of students’ attitudes (Sugino, 2010: 223).

Another relationship that has a great impact on teachers’ job satisfaction, and consequently on motivation, is the one with their supervisor (Ololube, 2006). In addition, it is claimed that a good relationship with students’ parents can have a positive influence on motivation (Caprara *et al.*, 2006)

Eventually, the ability to manage interpersonal relationships can affect teachers’ self-efficacy beliefs and hence motivation (Caprara *et al.*, 2006).

26. Essere trattati correttamente dalla propria struttura

27. Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele

28. Avere una sufficiente varietà di compiti e tipo di attività

29. Essere inclusi nel processo di definizione degli obiettivi
30. Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia
31. Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere
32. Essere valutati positivamente dai propri studenti
33. Aiutare concretamente gli studenti a imparare una lingua straniera
34. Avere una buona relazione con i colleghi
35. Avere una relazione amichevole con gli studenti
36. Avere una buona relazione con il proprio superiore
37. Avere una buona relazione con i genitori dei propri studenti
38. Lavorare in squadra con gli altri insegnanti

In the end, we added another extra question that is particularly related to the Italian context.

We met the current headmaster (Dirigente Scolastica) of the Istituto Vescovile 'Guglielmo Marconi' of Portogruaro (VE) E. G., who showed a great interest in our research. During the conversation, she shed a light on the correlation between motivation and the possibility of teaching the same students for several consecutive years. She claims: "Credo che la continuità, cioè la possibilità per un docente di poter insegnare la propria disciplina nella stessa classe per un periodo che vada oltre al singolo anno scolastico (almeno la garanzia di un biennio o triennio), sia un fattore che incide sulla motivazione di insegnanti e studenti.

Intanto perché c'è la possibilità di costruire una relazione – fondamentale in ogni azione di insegnamento-apprendimento – ma anche la possibilità di realizzare insieme qualcosa a lungo termine (penso ad esempio alle certificazioni linguistiche), senza quella sensazione di lavorare 'navigando a vista', senza una prospettiva che talvolta induce le persone a non impegnarsi completamente perché 'tanto poi si cambia, chissà chi arriva, chissà dove vado.'

Per questo credo sia importante che venga garantita il più possibile la continuità didattica che, per quanto riguarda la mia esperienza, può portare solo benefici e vantaggi."

Therefore, as we found her point of view quite intriguing, we took the advantage of this study to investigate the level of importance given to this aspect, and its possible relation with motivation.

Part 4: rewards

Some scholars (Ellis, 1984; Frase, 1992) agree saying that teachers are especially motivated by intrinsic rewards. Praver and Oga-Baldwin (2008: 2) claim:

The educational process itself where the teacher is positively affected by working with students and watching them grow and improve, could be possibly be the intrinsic rewards that make teachers forgo high salaries and social recognition.

On the other hand, as the working environment plays a crucial role on teachers' job satisfaction and motivation, extrinsic rewards need to be taken into account.

Today quality of work life is a dynamic multidimensional concept that includes such concepts as job security, rewarding systems, promotional opportunities, and involvement in decision-making processes (Baleghizadeh, Gordani, 2012: 33).

Koran (2015: 73) states:

Teachers are known to be more motivated when their efforts are rewarded and they are not sufficiently productive if their attempts are not equally compensated. Thus, teachers are more likely to be motivated if their goals seem achievable and a particular "prize" is expected. We also believe that teachers should be provided with feedbacks to realize their weaknesses and strengths and positive efforts should be rewarded by the administration.

On the basis of these premises, together with the belief that a match between values and rewards may increase teachers' motivation, we found another part of Kassabgy and his colleagues' (2001) questionnaire in line with our point of view.

Inspired by it, we proposed the same items we have presented in the 'values section' in the key of rewards, maintaining the same question order, asking the participants to which extend they are fulfilled in their current job. Again, we have adopted a 5-point Likert scale:

- 1 = definitely no
- 2 = more no than yes
- 3 = neither yes nor no
- 4 = more yes than no
- 5 = definitely yes

In the original questionnaire, the items have been grouped into four categories. We decided to maintain the five we adopted in the ‘values section’ in order to be able to make a more suitable comparison when analysing the collected data.

In addition, the section ends with four more questions, coming from Kassabgy and colleagues’ (2001) work, that investigate the level of job satisfaction of the respondents. More precisely, the participants are asked to indicate whether they are satisfied with their current profession and job, and whether they would change profession and/or institution they work for. We found this ending perfectly consistent with Balboni’s (2003: 24) view: “le domande conclusive ricevono un’attenzione inferiore a quelle iniziali, quindi devono essere più stimolanti”. Indeed, the last four questions investigate the most intriguing key point of this research.

The total of the items is 43.

Leggi le seguenti affermazioni e pensale in relazione al tuo lavoro attuale

1. Ho un posto di lavoro sicuro
2. Insegnare le lingue è una professione prestigiosa
3. Ho dei benefici accessori vantaggiosi
4. Percepisco una buona retribuzione
5. Il mio titolo di lavoro è soddisfacente
6. Ho prospettive di promozione
7. Ho un orario di lavoro flessibile
8. Al lavoro ci sono regole e procedure chiare
9. Ho un carico di lavoro gestibile
10. Il mio superiore dà indicazioni chiare
11. Lavoro in un istituto rispettabile
12. Sono valutato positivamente dal proprio superiore
13. Al lavoro sono tranquillo/a e rilassato/a
14. Ho un lavoro nel quale posso agire impiegando il meglio delle mie abilità
15. Il mio lavoro è ambizioso
16. Partecipo ai corsi di formazione
17. Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità
18. Il mio lavoro è piacevole e stimolante
19. Mi è concessa sufficiente libertà per fare ciò che è necessario quando insegno, per fare un buon lavoro
20. La creatività è messa in risalto e riconosciuta positivamente

21. Ricevo feedback frequenti sull'efficacia del mio operato
22. L'indipendenza e lo spirito di iniziativa sono riconosciuti positivamente
23. I traguardi raggiunti nell'insegnamento vengono riconosciuti
24. Rispetto e raggiungo gli obiettivi previsti dal programma/modulo
25. Il mio lavoro è divertente
26. Sono trattata/o correttamente dalla mia struttura
27. Il mio superiore è sensibile e reattivo nei confronti di suggerimenti e lamentele
28. Il mio lavoro fornisce una sufficiente varietà di compiti e tipo di attività
29. Sono inclusa/o nel processo di definizione degli obiettivi
30. Sono in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia
31. Ho sufficienti opportunità di contatto con professionisti nel campo dell'insegnamento delle lingue straniere
32. Sono valutata/o positivamente dai miei studenti
33. Sono certa/o ch'io stia aiutando concretamente i miei studenti a imparare una lingua straniera
34. Ho buone relazioni con i colleghi
35. Ho una relazione amichevole con i miei studenti
36. Ho una buona relazione con il mio superiore
37. Ho una buona relazione con i genitori dei miei studenti
38. L'enfasi è posta sul lavoro di squadra
39. Seguo gli stessi studenti per più anni/corsi
40. Sono completamente soddisfatta/o della mia professione di insegnante
41. Sono completamente soddisfatta/o del mio attuale lavoro
42. Cambierei la mia professione se ne avessi l'opportunità
43. Cambierei posto di lavoro se ne avessi l'opportunità

3.4 Procedures

In order to facilitate the sending of the questionnaire, we created an online version of it using Google Drive tools. Moreover, the current common use of smartphones and tablets permits to easily answer the questions, anywhere and at any time, without being bound to the use of computers. We thought this might avoid the decrease of motivation in filling in the form.

Another reason why we opted for Google Drive tools is that the application we used can produce a worksheet showing all the responses, allowing us to easily carry on the following analysis.

The link to the questionnaire has been sent via e-mail, both to institutional school addresses all over Italy and, with the help of some collaborators of the Centro di Ricerca sulla Didattica delle Lingue of the Università Ca' Foscari di Venezia, to some personal contacts (including members of ANILS), asking them to forward the questionnaire to any foreign language teacher.

Since the current Italian school system provides that first-grade secondary schools, primary schools and pre-schools are grouped into Istituti Comprensivi, we searched for a list of second-grade secondary schools and Istituti Comprensivi institutional e-mail addresses on the Internet. Eventually, we found a recently updated (25th November 2015) list on the website of ACLIS (Associazione del Comparto Lavoratori Istruzione Scolastica – www.aclis.it).

We opted for selecting a number of schools in proportion to the number of inhabitants of every Italian region. More precisely, we decided to adopt a coefficient of 1/100.000 (1 school every 100.000 inhabitants, rounded to units – see table 1), and chose a balanced number of schools between different types of second-grade secondary schools (such as Istituto Tecnico, Istituto Professionale, Liceo, ecc.) and Istituti Comprensivi for every region.

For those regions that have a small number of inhabitants (Molise and Valle d'Aosta), we opted for choosing four different second-grade secondary schools and two Istituti Comprensivi. This decision was led by the assumption that an Istituto Comprensivo might spread the questionnaire to at least three different schools (in most cases) although foreign language learning is not compulsory in Italian pre-schools, but it is sometimes present.

When any of the e-mails sent had produced a notification of delivery failure, we provided for sending the questionnaire to another same kind of school.

The survey was conducted between November and December 2016.

3.5 Analysis

In order to pinpoint the main reasons that motivated Italian foreign language teachers to enter their job, we have considered percentage values greater than 50%, as the items of this section are all yes/no questions. Numbers have been rounded to tenths.

Moreover we have analysed the ten motives considering the kind of motivation involved: intrinsic, extrinsic, and altruistic. This has allowed us to identify not only the main drives, but also the kind of motivation implicated.

For the classification of aspects that are most important to Italian foreign language teachers, we have used a 5-point Likert scale. The advantage of adopting this method is that it is possible to analyse the results both in terms of tendency, and in terms of extremes. To calculate the average of every item, we have multiplied the number of respondents of each possible answer by the level of importance they indicated. We summed the outcomes, and then divided the result by the total of the participants (232). Means have been rounded to thousandths.

As an example we will consider the responses of the first item concerning job security.

Mark	Degree of importance	Respondents
1	not important at all	6
2	not particularly important	49
3	no opinion	13
4	quite important	99
5	very important	65
		232

In order to obtain the mean, the calculation is:

$$[(6 \times 1) + (49 \times 2) + (13 \times 3) + (99 \times 4) + (65 \times 5)] \div 232 = 3,724$$

We have considered values that show a mean greater than 4,0 as significant, being 4 the threshold that represents a 'quite important' aspect.

Values equal to or exceeding 4,5 are considered as 'very important'.

Means that are between 3,999 and 3,0 represent 'not particularly important' aspects; those that are between 2,999 and 2,0 indicate 'unimportant' aspects, while those that are lower than 2,0 mirror conditions that are 'not important at all'.

As values are divided into five macro-areas that are linked to basic needs, we have first analysed the aspects of every single macro-area and, at a later stage, we have produced a chart indicating the general classification of all the items.

The same has been done as regards rewards. Means that show a score greater than or equal to 4,5 are reflect aspects that are 'fully rewarded'; those between 4,0 and 4,499 represent 'fulfilled' conditions; means between 3,999 and 3,0 indicate aspects that are 'partially fulfilled', numbers between 2,999 and 2,0 mirror conditions that are 'not rewarded', while

those that are lower than 2,0 represent aspects that are 'not rewarded at all'.

With respect to the last four questions concerning career and job satisfaction, we have first calculated the means. Secondly, we have proposed a table that intersects results regarding career satisfaction, job satisfaction and the willingness to change career/job. Median answers (3) have been excluded.

Eventually, in the interest of exploring whether there is a correlation between career satisfaction, initial motivation, values and rewards, we have analysed and compared the results (in terms of means) of four groups of respondents. Specifically:

- a. teachers that *tend to be satisfied* with their profession (i.e. they marked either 4 or 5 in question n. 40) and would generally keep it (i.e. they marked either 1 or 2 in question n. 42);
- b. teachers that *are definitely satisfied* with their profession (i.e. they marked 5 in question n. 40) and would generally keep it;
- c. teachers that *tend not to be satisfied* with their profession (i.e. they marked either 1 or 2 in question n. 40) and would generally change it (i.e. they marked either 4 or 5 in question n. 42);
- d. teachers that *are definitely not satisfied* with their profession (i.e. they marked 1 in question n. 40) and would generally change it.

In other words, we have only varied the parameter of career satisfaction and maintained the tendency concerning either keeping or changing career.

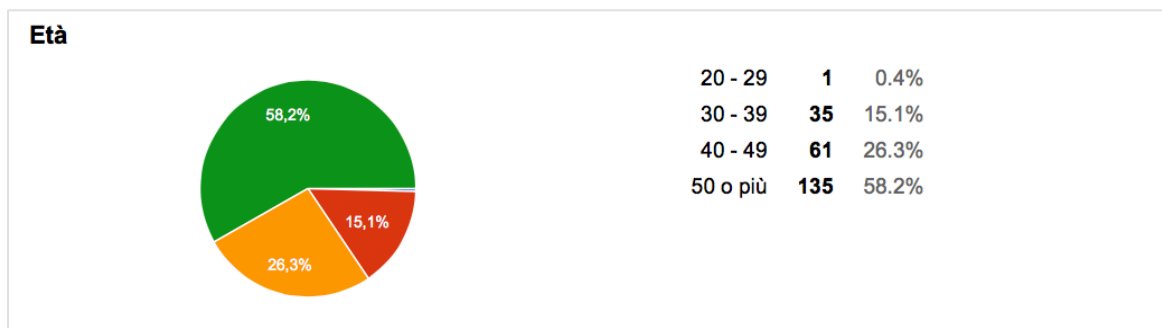
Discrepancy has also been taken into account as regards aspects that are not rewarded (showing a rate that is less than 3,0) in order to highlight the lack of some conditions in relation to their importance. More precisely, we have subtracted the reward score from its corresponding value score. The higher the discrepancy, the greater the lack.

3.6 Results

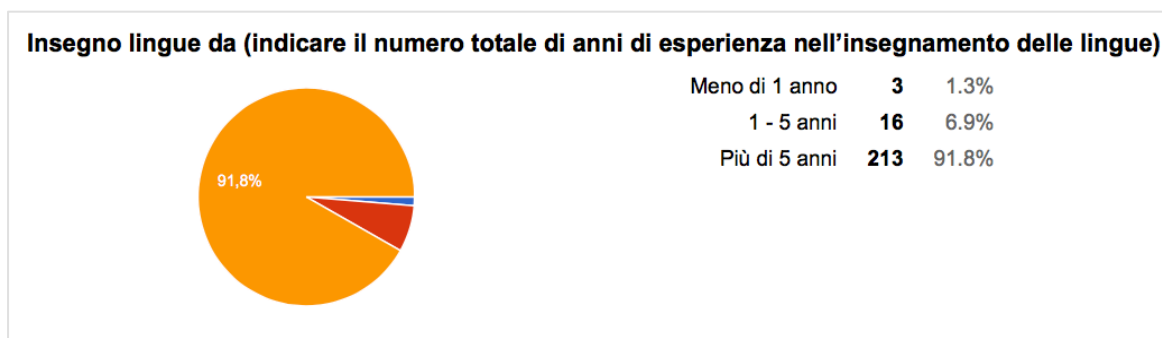
In this paragraph, we will report the results of the survey. We will briefly remark some aspects that emerge from the outcomes, which we will discuss more in depth later (3.7). Therefore, in order not to weigh this paragraph down, we will only highlight those results that, in our view, may be considered as significant for the purposes of this research.

3.6.1 General Information

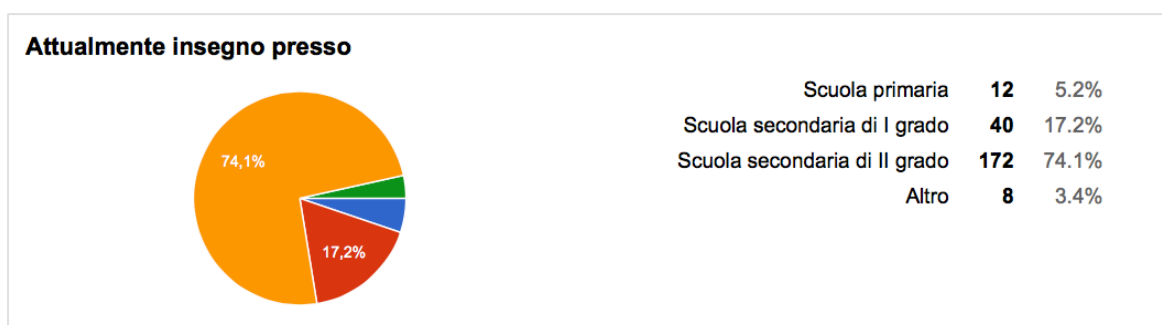
The data of this section define our sample.



The total number of respondents is 232, among which 1 is in their 20s (0,4%), 35 are in their 30s (15,1%), 61 are in their 40s (26,3%) and 135 are in their 50s or over (58,2%).



Most of the participants (213, i.e. 91,8%) have a foreign language teaching experience of over five years. 16 participants (6,9%) have taught a foreign language for a period of time between one and five years, while only 3 teachers (1,3%) have taught a foreign language for less than one year.



Teachers who are currently working in a second-grade secondary school mainly took part in the questionnaire (172, i.e. 74,1%). 40 of the participants (i.e. 17,2%) are teaching in a first-grade secondary school, and 12 (i.e. 5,2%) in a primary school.

Two of the respondents (0,8%) are teaching both in a first- and a second-grade secondary school. One of the possible reasons for this answer is that they might work for a public fully recognised institute, which usually consists of a primary and both grades of secondary schools.

Two university professors (0,8%) took part in the survey too; one participant (0,4%) is currently working for the Alliance Francaise preparing students for both DELF (Diplôme d'Etudes de Langue Française) and DALF (Diplôme Approfondi de Langue Française) certifications; another respondent (0,4%) is working for a CPIA (Centro Provinciale Istruzione Adulti); one (0,4%) for private parties, and one (0,4%) answered 'docenti' (teachers) which make us think she/he might be a teacher trainer.

3.6.2 Initial job motivation

The following table indicates the main motives that influenced participants' choice to become a foreign language teacher.

n.	Principali motivi	SI
1.	Insegnare si adegua al mio stile di vita	84,9%
10.	Contribuire alla società	78,4%
5.	Vocazione	76,7%
6.	Autonomia in classe	75,9%
4.	Possibilità di cambiare la vita degli studenti	65,9%
7.	Sicurezza del posto di lavoro	34,9%
8.	Quantità e distribuzione delle vacanze	23,7%
2.	La proporzione tra salario e numero di ore lavorative	13,8%
3.	Mancata realizzazione nel settore desiderato	8,6%
9.	Pressioni esterne	7,3%

The first column of the table indicates the numbers of the questions as they appeared in the questionnaire (this applies to all the next charts). The second column presents the list of items sorted on the basis of the percentage values displayed in the third column. In this way, we have a clear classification of the main reasons why respondents decided to commit to the teaching career.

As the chart shows, intrinsic and altruistic factors occupy the first five positions and have a value that exceeds 50%. In particular, the largest part of the respondents perceives teaching as fitting their lifestyle (84,9%), and most of them are willing to contribute to society (78,4%). Another robust segment of participants (76,7%) chose the teaching career for they have a vocation. In the fourth place we find the first extrinsic factor: autonomy. It definitely stands out as it presents a very high percentage (75,9%) compared to the other extrinsic items (34,9% or less). Possibility of changing students' lives is found in the following place (65,9%).

Job security (34,9%), amount and distribution of holidays throughout the year (23,7%), proportion between salary and working hours (13,8%), and failure to pursue one's own desired career (8,6%) are all extrinsic reasons that appear at the bottom of the chart. External pressure occupies the last place in the chart (7,3%).

3.6.3 Values

As the number of questions of this section is quite large, we will not show all the diagrams produced by the software we used. Instead, we will go straight to the point reporting the charts that indicate the means for every item. Outcomes has been analysed considering the macro-areas we have previously presented (3.2.1), and have already been arranged in descending order.

Questions 1 to 6 investigate the value given to *extrinsic factors* in relation to respondents' current job.

n.	Valori estrinseci	Media
1.	Sicurezza del posto di lavoro	3,724
4.	Percepire una buona retribuzione	3,021
2.	Esercitare una professione che è prestigiosa	2,806
6.	Essere promossi ad una posizione superiore a un certo punto delle propria carriera	2,612
5.	Avere un titolo prestigioso	2,552
3.	Avere benefici accessori	2,181

What is interesting about the data in this table is that none of the items reaches the minimum threshold (4,0) in order to be considered as important to teachers.

Job security (3,724) is the one that gets closest to the limit, with 99 teachers that rated it as

a quite important aspect, and 65 that marked it as a very important need.

Earning a good salary follows in the chart, with less than 50% of the respondents considering it as relevant (48,3%).

According to the numbers, participants consider having a prestigious career (2,806), being promoted to a superior position (2,612), having a prestigious job title (2,552), and fringe benefits (2,181) as unimportant, for means lower than 3,0 (neutral 'no opinion') mirror answers 'not particularly important' and 'not important at all'. It is interesting to notice that, among all the items of this macro-area, these four latter aspects reveal the highest numbers of 'no opinion' answer, ranging from 32 individuals (13,8%) to 54 (23,3%).

In the next set of questions, respondents are asked to indicate the value they give to needs linked to the *institutional support*.

n.	Bisogni legati al supporto istituzionale	Media
12.	Essere valutati positivamente dal proprio superiore	3,974
9.	Avere un carico di lavoro gestibile	3,927
11.	Lavorare in un istituto rispettabile	3,840
10.	Avere un superiore che dà indicazioni chiare	3,832
13.	Avere un lavoro nel quale si è rilassati e tranquilli	3,828
8.	Avere regole e procedure chiare	3,694
7.	Avere un orario di lavoro flessibile	3,573

From the chart, it is apparent that even these outcomes do not reach the minimum level in order to be considered as important values. Nonetheless, being positively evaluated by the supervisor/headmaster (3,974) and having a manageable workload (3,927) are the closest to the threshold. Indeed, 36,6% of the participants perceive the need of being positively evaluated by their supervisor/headmaster as quite important, while 40.1% of them as very important, meaning a total of 178 teachers out of 232. For what concerns workload, a higher number of teachers (184) marked this item as essential, but in different proportions (46.6% rated it as quite important, and 32,6% as very important), resulting in a lower mean.

Working for a reputable institute (3,840), having a supervisor/headmaster that gives clear guidance (3,832), and having a job in which teachers feel relaxed (3,828) are needs that still surpass a mean of 3,8. In other words, a range between 160 and 165 teachers, representing more than 68% of the surveyed, see these aspects as crucial.

According to the scale, the least important aspects of this macro-area are: having clear

rules and procedure (3,694), and having flexible working hours (3,573).

Interestingly, outcomes related to *self-realisation* and *personal growth* are quite significant.

n.	Realizzazione e crescita personale	Media
14.	Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità	4,694
18.	Avere un lavoro che piacevole e stimolante	4,694
17.	Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità	4,569
16.	Partecipare a corsi di formazione	3,974
15.	Avere un lavoro ambizioso	2,866

Three out of five factors are perceived as very important to foreign language teachers, for means exceed 4,5. Having the possibility to perform to the best of their abilities at work and having an enjoyable and stimulating job received the same and the highest rank of importance (4,694). Surveyed have clear ideas as regards these aspects, for only very few of them marked the ‘no opinion’ answer (3 in the former, and 2 in the latter). Effectively, 76,7% of the participants valued question n. 14 as very important and the 19,4% as quite important, representing a total of 223 teachers, while 76,3% of the individuals marked question n. 18 as very important and the 20,3% as quite important, meaning a total of 224 teachers.

In addition, respondents feel a great need of having a job in which they can learn and develop their abilities to their full potential (4,569). Only one participant answered this question ranking it as not important at all, while 218 people believe it is a critical aspect. Teachers also feel the need to attend training courses (3,974), but not sufficiently to be considered as an important value, although the mean is very close to the threshold and 185 respondents see this point as essential.

On the other hand, what is less in participants’ interests is having a challenging job (2,866). Moreover, many of them (57) do not have an opinion about this aspect.

Items 19 to 25 give information on the need for *self-determination* and *autonomy*.

n.	Autodeterminazione e autonomia	Media
19.	Avere la libertà di fare ciò che è necessario quando si insegna per fare un buon lavoro	4,646

22.	Poter lavorare in modo indipendente e sulla base della propria iniziativa	4,263
21.	Ricevere feedback frequenti sull'efficacia del proprio operato	4,172
20.	Avere il permesso di gestire i problemi degli studenti in modo creativo	4,142
23.	Essere riconosciuti per i propri traguardi raggiunti nell'insegnamento	4,138
25.	Avere un lavoro divertente	3,922
24.	Rispettare e raggiungere gli obiettivi previsti dal programma/modulo	3,784

As can be seen from the table above, a very significant condition is freedom to do what is necessary in order to do a good job (4,646). 166 teachers (71,6%) consider this aspect as very important, and 56 as quite important, for a total of 95,7% of the surveyed. Independence and own initiative are two other essential factors (4,263). Also in this case, the vast majority of the participants (88,8%) perceive these conditions as important.

Receiving recurring feedback on the effectiveness of one's own performance is in the third place of the chart (4,172), with 197 individuals finding this item influential, while being allowed to deal with students' problems resorting to their creativity is another aspect teachers positively evaluate (4,142), together with being recognised when accomplishing teaching goals (4,138).

On the other hand, they feel less the need to have a job that is fun (3,922), and the need to achieve the targets set by the curriculum or module (3,784). About this latter point, in order to discuss more in depth the results later, only 4 respondents (1,7%) think this aspect is not important at all, 36 perceive it as not particularly important (15,5%), 23 do not have an opinion (9,9%), 112 ranked it as quite important (48,3%), and 57 as very important (24,6%).

The largest number of questions in the questionnaire focuses on an orientation towards *relationships* or need of affiliation.

n.	Relazione e affiliazione	Media
33.	Aiutare concretamente gli studenti a imparare una lingua straniera	4,836
32.	Essere valutati positivamente dai propri studenti	4,651
26.	Essere trattati correttamente dalla propria struttura	4,582
31.	Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere	4,496
34.	Avere una buona relazione con i colleghi	4,461
38.	Lavorare in squadra con gli altri insegnanti	4,461
27.	Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele	4,444

30.	Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,379
36.	Avere una buona relazione con il proprio superiore	4,207
28.	Avere una sufficiente varietà di compiti e tipo di attività	4,056
29.	Essere inclusi nel processo di definizione degli obiettivi	4,000
37.	Avere una buona relazione con i genitori dei propri studenti	3,996
35.	Avere una relazione amichevole con gli studenti	3,763

The most striking result to emerge from the data is that question n 33 (i.e. concretely helping students to learn a foreign language) is the only aspect about which none of the participants has doubts. In fact, 202 teachers ranked this item as very important, 26 as quite important, and 4 as not particularly important. None of the respondent considers this element as not important at all, and the same is for being positively evaluated by their students. In effect, 8 of the teachers think this latter point is not particularly important, 2 have no opinion, while 53 believe it is quite important, and 169 very important.

Another aspect that is very influential is being fairly treated by the institutional organisation (4,582), showing a total of 158 participants agreeing with this view, and 59 considering it quite important.

Teachers also feel the need of having contacts with experts in the field of foreign language teaching (4,496).

In the next position, displaying an equal mean, we find having good relationships with colleagues, and working as a team (4,461).

More than 200 teachers perceive the following three aspects as essential: having supervisor/headmaster that is responsive to suggestions and complaints (211 teachers); being able to introduce changes without having to go through too much bureaucracy (202 teachers); having a good relationship with their supervisor/headmaster (206 teachers).

Close to the threshold, but still above it, participants feel the need to have a sufficient range of different tasks and activities (4,056). Moreover, they want to be included in the goal setting process (4,0).

Despite the fact that the means are barely below 4,0, 79.7% of the teachers care about having a good relationship with their students' parents (3,996), and 69% of them are in favour of having a friendly relationship with their students (3,763).

In the end, there is the question we added taking into consideration the point of view of the current headmaster (Dirigente Scolastica) of the Istituto Vescovile 'Guglielmo Marconi' of Portogruaro (VE) (see *Part 3: values* in 3.2.1).

n.	Domanda extra	Media
39.	Poter seguire gli stessi studenti per più anni/corsi	4,457

The vast majority of the participants (142) evaluate the possibility of teaching the same students for several consecutive years as very important, and 69 of them as quite important, reaching a sum of 70,9% of the respondents. 9 respondents do not have an opinion about this item, while other 9 teachers think it is not particularly important. Only 3 of them consider this factor as not important at all.

3.6.4 Rewards

The next section of the survey was concerned with rewards provided by teaching. As we aimed at a parallel with the questions on values, the first set of items considers *extrinsic rewards*.

n.	Gratificazioni estrinseche	Media
1.	Ho un posto di lavoro sicuro	3,991
5.	Il mio titolo di lavoro è soddisfacente	3,599
2.	Insegnare le lingue è una professione prestigiosa	3,332
3.	Ho dei benefici accessori vantaggiosi	2,125
6.	Ho prospettive di promozione	2,073
4.	Percepisco una buona retribuzione	2,034

Although most of the participants (94) have a guaranteed work, and other 83 of them answered ‘more yes than no’, the mean do not reach the grade 4,0. Among those who definitely do not have a guaranteed job (15), 14 are younger than 50 years old, 2 of which have a language teaching experience of less than 1 year, other 4 have an experience of 1-5 years, and other 6 have taught a foreign language for more than 5 years. The only respondent who is 50 or over, works for a private language institute (Alliance Francaise), while all the others work in secondary schools, both first- and second-grade.

Informants perceive their job title is somehow prestigious (3,599), indeed the vast majority (94) answered ‘more yes than no’, and the same is for seeing teaching as a prestigious profession (3,332). This latter aspect is the one that reveals the highest level of uncertainty, as the total of answers ‘neither yes nor no’ is 82.

Only 5 teachers are happy with their fringe benefits. Indeed the mean (2,125) shows that respondents do not get many fringe benefits. Moreover, they do not have many possibilities to be promoted (2,073).

What is definitely striking is that only 2 teachers are fully satisfied with their salary, while 87 are definitely not, and 77 marked ‘more no than yes’.

Let us analyse the results linked to rewards related to the *institutional support*.

n.	Gratificazioni legate al supporto istituzionale	Media
11.	Lavoro in un istituto rispettabile	4,310
12.	Sono valutato positivamente dal proprio superiore	3,965
13.	Al lavoro sono tranquilla/o e rilassata/o	3,810
10.	Il mio superiore dà indicazioni chiare	3,547
8.	Al lavoro ci sono regole e procedure chiare	3,409
9.	Ho un carico di lavoro gestibile	3,358
7.	Ho un orario di lavoro flessibile	2,944

Most of the teachers consider theirs as a reputable institute: 122 teachers answered ‘definitely yes’, and other 73 answered ‘more yes than no’. Indeed, these numbers produce a mean that is greater than 4,0 (4,310).

With respect to being positively evaluated by their supervisor/headmaster, most of the respondents (68,1%) answered this question quite positively, while 26.7% of them, which means 62 individuals, marked the ‘neither yes nor no’ answer.

As the mean (3,810) reveals, not many teachers feel totally relaxed at work, 6 of which do not feel relaxed at all.

Participants do not completely receive clear directions from their supervisor/headmaster (3,547), and think rules and procedures at work are not so clear (3,409).

The workload is considered as not fully manageable (3,358), and the working hours are not so flexible (2,944).

Coming to *self-realisation* and *personal growth*, the results are the following.

n.	Realizzazione e crescita personale	Media
18.	Il mio lavoro è piacevole e stimolante	4,224
16.	Partecipo ai corsi di formazione	4,215
14.	Ho un lavoro nel quale posso agire impiegando il meglio delle mie abilità	4,181

17.	Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità	3,616
15.	Il mio lavoro è ambizioso	3,082

Teachers perceive their work as enjoyable and stimulating (4,224). In fact, 85,3% of the participants marked this question either 4 or 5. They also keep themselves updated by attending training courses (4,215), and most of them feel they can perform to the best of their abilities at work (4,181).

Diversely, numbers reveal that respondents are not given sufficient means in order to learn and develop abilities to their full potential (3,616), as they would like to. Moreover, they do not really believe their job is ambitious (3,082). A large number of teachers (86) marked this question ‘neither yes nor no’.

The next table shows the means of rewards connected to *self-determination* and *autonomy*.

n.	Autodeterminazione e autonomia	Media
19.	Mi è concessa sufficiente libertà per fare ciò che è necessario quando insegno, per fare un buon lavoro	4,190
24.	Rispetto e raggiungo gli obiettivi previsti dal programma/modulo	4,129
25.	Il mio lavoro è divertente	3,935
20.	La creatività è messa in risalto e riconosciuta positivamente	3,668
21.	Ricevo feedback frequenti sull’efficacia del mio operato	3,500
22.	L’indipendenza e lo spirito di iniziativa sono riconosciuti positivamente	3,440
23.	I traguardi raggiunti nell’insegnamento vengono riconosciuti	2,991

What stands out in the table is that only two of the seven aspects are rewards that most teachers obtain: being sufficiently free to do what is necessary in order to do a good job in class (4,190), and achieving the goals provided for by the curriculum (4,129). As regards this latter aspect, it is worth highlighting that none of the respondents answered ‘definitely not’, only 6 of them answered ‘more no than yes’, and 21 individuals answered ‘neither yes nor no’.

On the contrary, participants do not completely identify their job as fun (3,935), creativity is not really rewarded (3,668), and independence and initiative even less (3,440). There is a lack of sufficient feedback (3,500) too, and teaching accomplishments are not recognised (2,991).

The questions below asked the informants to evaluate rewards concerning *relationships* and affiliation.

n.	Relazione e affiliazione	Media
34.	Ho buone relazioni con i colleghi	4,340
33.	Sono certa/o ch'io stia aiutando concretamente i miei studenti a imparare una lingua straniera	4,250
32.	Sono valutata/o positivamente dai miei studenti	4,211
37.	Ho una buona relazione con i genitori dei miei studenti	4,090
26.	Sono trattata/o correttamente dalla mia struttura	4,060
35.	Ho una relazione amichevole con i miei studenti	4,021
28.	Il mio lavoro fornisce una sufficiente varietà di compiti e tipo di attività	4,017
36.	Ho una buona relazione con il mio superiore	3,961
29.	Sono inclusa/o nel processo di definizione degli obiettivi	3,621
27.	Il mio superiore è sensibile e reattivo nei confronti di suggerimenti e lamentele	3,599
31.	Ho sufficienti opportunità di contatto con professionisti nel campo dell'insegnamento delle lingue straniere	3,315
38.	L'enfasi è posta sul lavoro di squadra	3,172
30.	Sono in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	2,927

The vast majority of the teachers (215) have either decent or good relationships with their colleagues, and none of them has bad relationships (4,340). Only 2 respondents showed to have some problems with their colleagues answering 'more no than yes' to the question, and 15 are in a neutral position.

Not all the teachers are completely sure they are concretely helping the students to learn a foreign language (4,250). Indeed, 6 of them answered 'more no than yes', and 22 participants ticked 'neither yes nor no'. Nonetheless, nobody marked 'definitely not'.

Participants are mainly positively evaluated by their students (4,211). Only one of the informants stated the contrary, marking this aspect 'more no than yes'.

In general, teachers have quite good relationships with students' parents (4,090) and a friendly one with their students (4,021). They feel to be treated fairly by their organisation (4,060), and they carry out different kind of tasks and activities (4,017).

Many of the respondents have either an acceptable or an excellent relationship with their supervisor/headmaster (3,961); nevertheless, the mean does not reach 4,0. Among all the marks, 8 mirror a completely unsatisfying relationship, and 9 marked 'more no than yes'.

Although the highest percentage of the surveyed (138) reported they are in some way included in the goal setting process, there is still a large part of the teacher who is not fairly involved in this procedure (3,621).

Supervisors/headmasters seem not to be responsive enough to suggestions and complaints (3,599), and the opportunities of having contacts with professionals in the foreign language teaching field appears not to be so decisive (3,315).

Teamwork seems not to be fostered abundantly (3,172), and the last mean (2,927) suggests it is not easy to introduce changes without having to go through too much bureaucracy.

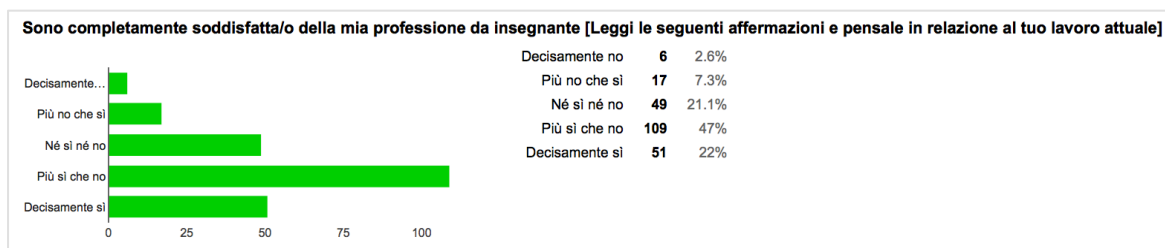
As regards the question concerning the possibility to teach the same students for several years in a row, even though 90 informants do have this opportunity and 76 usually have it, the mean (3,840) is not sufficiently high enough to consider this aspect as adequately fulfilled, as it is lower than 4,0.

n.	Domanda extra	Media
39.	Seguo gli stessi studenti per più anni/corsi	3,840

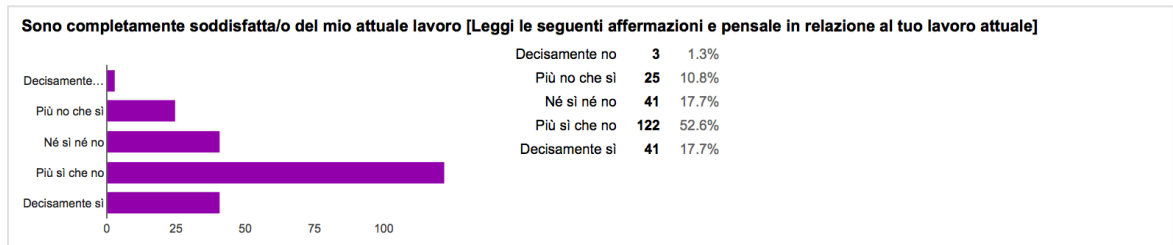
3.6.5 Career and job satisfaction

In the final part of the survey, respondents were asked to indicate their level of satisfaction concerning their career (i.e. the profession as a foreign language teacher) and their job (i.e. teaching within the context they are teaching at the moment). In addition, informants were asked to express whether they would change their career and/or their current working situation.

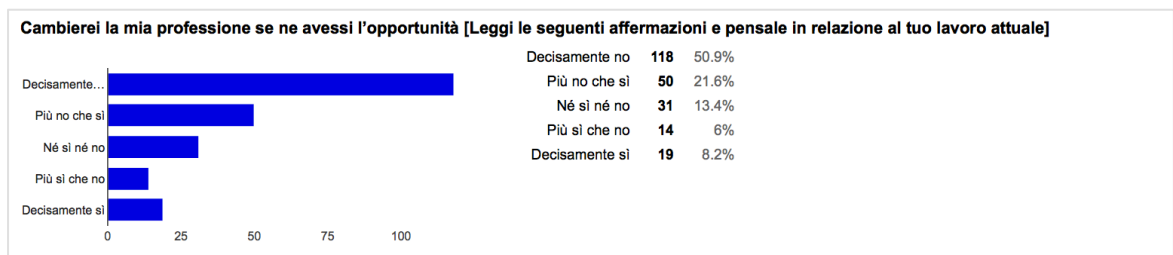
As these four last questions basically represent the core of our research, we will insert the specific diagrams of the results below.



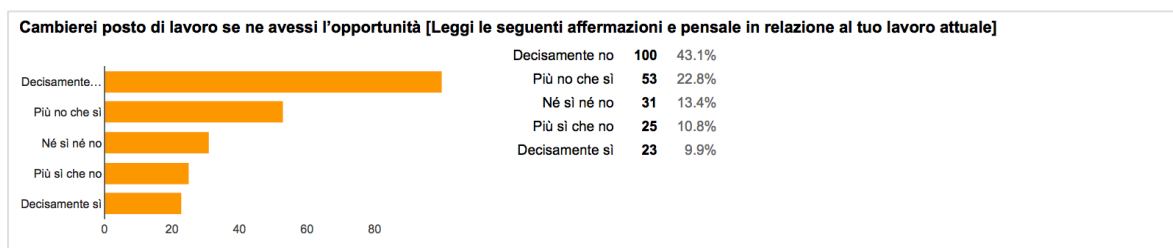
The most striking outcome of these data is that only 22% of the respondents is totally satisfied with their career. Following, 109 teachers are quite satisfied, 49 expressed uncertainty, while the rest is not satisfied.



Concerning their current job, and in comparison to the abovementioned results, there are fewer teachers who are utterly satisfied with it (41). In addition, the diagram shows a higher number of those who marked ‘more no than yes’ (25), but, at the same time, there are fewer teachers who are completely not satisfied with their present job (3).



More than 50% of the informants (50,9%) expressed they would absolutely not change their career, and another 21,6% prefers to keep it rather than change it. 19 teachers would definitely change their career, and 14 more would better do it rather than not.



Most of the participants (100) are happy with their current workplace, while 23 are definitely not. Another 10,8% of the respondents would change their workplace if they could, while 22,8% of the answers indicate a tendency of keeping on working for the same organisation rather than change workplace.

The means obtained from the last four questions are shown in the table below.

n.	Grado di soddisfazione	Media
40.	Sono completamente soddisfatta/o della mia professione di insegnante	3,784
41.	Sono completamente soddisfatta/o del mio attuale lavoro	3,746
42.	Cambierei la mia professione se ne avessi l'opportunità	1,991
43.	Cambierei posto di lavoro se ne avessi l'opportunità	2,215

Considering 4,0 as the minimum number that can express a sufficient degree of satisfaction, as regards questions n. 40 and n. 41, we cannot say that teachers are satisfied on average, neither with their career (3,784), nor with their current job (3,746).

Concerning the very last two questions of the questionnaire, as the scale is reversed compared to all the other questions, we need to consider means lower than 2,0 as reflecting a significant result. Hence, as regards changing their career, respondents mainly answered they would keep teaching languages (1,991), while with reference to workplace, numbers reveal a tendency of willing to change job if possible (2,215).

In order to give a more detailed view of the responses, we have build a chart in which we have inserted the number of participants who marked a certain degree of career and job satisfaction (first column on the left) and the corresponding degree of job satisfaction, willing to change their career, and willing to change their current job. We discarded all answers that were marked 3.

			Job satisfaction				Change career				Change job			
			1	2	4	5	1	2	4	5	1	2	4	5
Career satisfaction	5	51	-	1	14	34	41	5	-	3	38	2	4	5
	4	109	-	6	89	6	55	27	4	5	44	30	12	7
	2	17	1	12	2	-	5	6	2	2	5	3	1	3
	1	6	2	2	-	-	-	-	1	5	-	1	1	4
Total		183	3	21	105	40	101	38	7	15	87	36	18	19
Job satisfaction	5	41					31	4	-	3	32	2	1	3
	4	122					70	28	5	4	57	32	10	8
	2	25					9	7	1	5	7	4	2	5
	1	3					-	1	-	2	-	1	-	2
Total		191					110	40	6	14	96	39	13	18

Data in the table show a general correspondence between levels of job satisfaction (green column) and career satisfaction.

As regards changing career, it can be seen that 139 out of 183 respondents would rather keep their career, even both when they tend to be less satisfied with their career, and when they tend to be less satisfied with their job. On the other hand, 12 informants (6,6%) would rather not keep on teaching foreign languages although they tend to be satisfied with their career. In addition, other 12 teachers (6,6%) would rather change their career even though they are quite satisfied with their current job.

As far as changing job is concerned, 28 teachers who tend to be pleased with their career expressed a willing to change their current job (17,5%). On the contrary, 9 out of the 23 participants who tend to be dissatisfied with their career would keep their current job anyway (39,1%).

Finally, among the 163 informants who are quite satisfied with their current job, 22 of them would change it (13,5%). On the other hand, 12 of the 28 teachers who are generally dissatisfied with their job would keep it (42,9%), while 9 would change it (32,1%).

3.6.6 Values and rewards' match

We will now match every value with its correspondent reward in order to verify whether what teachers consider to be important for their work and career is mainly fulfilled.

We have already sorted the items into descendent order of values' mean in the interest of revealing the degree of importance of every aspect.

Moreover, we have used different colours in favour of clearly indicating which of the values are satisfied, and which are not. Specifically, we used the colour

- green: to indicate values that are considered as important and are fulfilled;
- blue: for values that are fulfilled but are not considered as important;
- red: for values that are considered as important but are not fulfilled;
- black: for values that are neither considered as important nor are fulfilled.

Furthermore, we highlighted the kind of value (and reward) to which the items belong to, as indicated in the following legend:

Extrinsic values/rewards (n. 1-6)

Values/rewards related to institutional support (n. 7-13)
Values/rewards related to self-realization and personal growth (n. 14-18)
Values/rewards related to self-determination and autonomy (n. 19-25)
Values/rewards related to relationships and affiliation (n. 26-38)
Extra question (n. 39)

n.		Valori	Gratificazioni
33.	Aiutare concretamente gli studenti a imparare una lingua straniera	4,836	4,250
14.	Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità	4,694	4,181
18.	Avere un lavoro che piacevole e stimolante	4,694	4,224
32.	Essere valutati positivamente dai propri studenti	4,651	4,211
19.	Avere la libertà di fare ciò che è necessario quando si insegna per fare un buon lavoro	4,646	4,190
26.	Essere trattati correttamente dalla propria struttura	4,582	4,060
17.	Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità	4,569	3,616
31.	Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere	4,496	3,315
34.	Avere una buona relazione con i colleghi	4,461	4,340
38.	Lavorare in squadra con gli altri insegnanti	4,461	3,172
39.	Poter seguire gli stessi studenti per più anni/corsi	4,457	3,840
27.	Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele	4,444	3,599
30.	Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,379	2,927
22.	Poter lavorare in modo indipendente e sulla base della propria iniziativa	4,263	3,440
36.	Avere una buona relazione con il proprio superiore	4,207	3,961
21.	Ricevere feedback frequenti sull'efficacia del proprio operato	4,172	3,500
20.	Avere il permesso di gestire i problemi degli studenti in modo creativo	4,142	3,668
23.	Essere riconosciuti per i propri traguardi raggiunti nell'insegnamento	4,138	2,991
28.	Avere una sufficiente varietà di compiti e tipo di attività	4,056	4,017
29.	Essere inclusi nel processo di definizione degli obiettivi	4,000	3,621
37.	Avere una buona relazione con i genitori dei propri studenti	3,996	4,090
12.	Essere valutati positivamente dal proprio superiore	3,974	3,965
16.	Partecipare a corsi di formazione	3,974	4,215
9.	Avere un carico di lavoro gestibile	3,927	3,358
25.	Avere un lavoro divertente	3,922	3,935
11.	Lavorare in un istituto rispettabile	3,840	4,310

10.	Avere un superiore che dà indicazioni chiare	3,832	3,547
13.	Avere un lavoro nel quale si è rilassati e tranquilli	3,828	3,810
24.	Rispettare e raggiungere gli obiettivi previsti dal programma/modulo	3,784	4,129
35.	Avere una relazione amichevole con gli studenti	3,763	4,021
1.	Sicurezza del posto di lavoro	3,724	3,991
8.	Avere regole e procedure chiare	3,694	3,409
7.	Avere un orario di lavoro flessibile	3,573	2,944
4.	Percepire una buona retribuzione	3,021	2,034
15.	Avere un lavoro ambizioso	2,866	3,082
2.	Esercitare una professione che è prestigiosa	2,806	3,332
6.	Essere promossi ad una posizione superiore a un certo punto della propria carriera	2,612	2,073
5.	Avere un titolo prestigioso	2,552	3,599
3.	Avere benefici accessori	2,181	2,125

This table is quite revealing in several ways. First, it shows that only 8 values out of the 20 that are considered to be important to teachers are satisfied. On the other hand, among the very important values (with a mean greater than or equal to 4,5), only one of them is not satisfied, i.e. ‘having a job in which teachers can learn and develop their abilities to their full potential’.

Secondly, the chart displays the kinds of essential values (with a mean greater than or equal to 4,0), in respondents’ view. 11 of the 20 items are linked to relational aspects, with one of them, ‘concretely helping students to learn a foreign language’, at the top of the list (4,836). Other 5 values are connected to self-determination and autonomy, 3 more are related to self-realization and personal growth, and there is also the extra question on teaching the same students for several consecutive years. If we consider only the very important values, 3 of them are linked to relational aspects, other 3 are linked to self-realization and personal growth, and only one item is linked to self-determination and autonomy.

Thirdly, the table brings to light also those aspects that are evaluated as not important (with means below 3,0). Except for one of the items, which belongs to the self-realization and personal growth cluster, all the other 4 are extrinsic elements, with ‘having fringe benefits’ at the very bottom.

Then, we have sorted the items into descending order of rewards’ mean. This allows us to shed a light on which kinds of aspects are rewarded (and to which extend), and which are not (and to which extend).

n.		Valori	Gratificazioni
34.	Ho buone relazioni con i colleghi	4,461	4,340
11.	Lavoro in un istituto rispettabile	3,840	4,310
33.	Sono certa/o ch'io stia aiutando concretamente i miei studenti a imparare una lingua straniera	4,836	4,250
18.	Il mio lavoro è piacevole e stimolante	4,694	4,224
16.	Partecipo ai corsi di formazione	3,974	4,215
32.	Sono valutata/o positivamente dai miei studenti	4,651	4,211
19.	Mi è concessa sufficiente libertà per fare ciò che è necessario quando insegno, per fare un buon lavoro	4,646	4,190
14.	Ho un lavoro nel quale posso agire impiegando il meglio delle mie abilità	4,694	4,181
24.	Rispetto e raggiungo gli obiettivi previsti dal programma/modulo	3,784	4,129
37.	Ho una buona relazione con i genitori dei miei studenti	3,996	4,090
26.	Sono trattata/o correttamente dalla mia struttura	4,582	4,060
35.	Ho una relazione amichevole con i miei studenti	3,763	4,021
28.	Il mio lavoro fornisce una sufficiente varietà di compiti e tipo di attività	4,056	4,017
1.	Ho un posto di lavoro sicuro	3,724	3,991
12.	Sono valutato positivamente dal proprio superiore	3,974	3,965
36.	Ho una buona relazione con il mio superiore	4,207	3,961
25.	Il mio lavoro è divertente	3,922	3,935
39.	Seguo gli stessi studenti per più anni/corsi	4,457	3,840
13.	Al lavoro sono tranquilla/o e rilassata/o	3,828	3,810
20.	La creatività è messa in risalto e riconosciuta positivamente	4,142	3,668
29.	Sono inclusa/o nel processo di definizione degli obiettivi	4,000	3,621
17.	Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità	4,569	3,616
5.	Il mio titolo di lavoro è soddisfacente	2,552	3,599
27.	Il mio superiore è sensibile e reattivo nei confronti di suggerimenti e lamentele	4,444	3,599
10.	Il mio superiore dà indicazioni chiare	3,832	3,547
21.	Ricevo feedback frequenti sull'efficacia del mio operato	4,172	3,500
22.	L'indipendenza e lo spirito di iniziativa sono riconosciuti positivamente	4,263	3,440
8.	Al lavoro ci sono regole e procedure chiare	3,694	3,409
9.	Ho un carico di lavoro gestibile	3,927	3,358
2.	Insegnare le lingue è una professione prestigiosa	2,806	3,332
31.	Ho sufficienti opportunità di contatto con professionisti nel campo dell'insegnamento delle lingue straniere	4,496	3,315

38.	L'enfasi è posto sul lavoro di squadra	4,461	3,172
15.	Il mio lavoro è ambizioso	2,866	3,082
23.	I traguardi raggiunti nell'insegnamento vengono riconosciuti	4,138	2,991
7.	Ho un orario di lavoro flessibile	3,573	2,944
30.	Sono in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,379	2,927
3.	Ho dei benefici accessori vantaggiosi	2,181	2,125
6.	Ho prospettive di promozione	2,612	2,073
4.	Percepisco una buona retribuzione	3,021	2,034

From the chart, it can be seen that teachers get 13 out of 39 rewards, meaning a third of the total items. Among these 13 aspects, 5 are not considered as so important, although two of these latter show a mean that is very close to 4,0 in the column of the values: 'having a good relationship with students' parents' (3,996), and 'attending teacher training courses' (3,974).

As we have already reported the kinds of values satisfied when we analysed the previous chart, and therefore their parallel rewards, we will only add that those 5 more rewards informants gets are still of the same kinds as the very important values (relationship, self-determination and autonomy, self-realization and personal growth), except for one that belongs to rewards related to the institutional support, 'I work for a reputable institute'.

The most common reward respondents get is having good relationships with their colleagues (4,340), which is a relational kind of reward, while the aspect that is hardly satisfied is having a good salary (2,034), which is an extrinsic reward.

At the bottom of the list, we find several items showing a mean that is below 3,0: 'teaching accomplishments are recognised' (2,991), 'having flexible working hours' (2,944), 'having to go through a lot of bureaucracy in order to introduce some changes' (2,297), 'having fringe benefits' (2,125), 'being promoted' (2,073), and finally 'earning a good salary' (2,034).

Among the latter aspects, two are perceived as important values (i.e. 'teaching accomplishments are recognised', and 'having to go through a lot of bureaucracy in order to introduce some changes').

The kinds of rewards the last six items in the list belong to are linked to self-determination and autonomy, institutional support, relationships, and the very last three are extrinsic rewards.

3.6.7 Further analysis of some questionnaires

Taking into consideration the results we have described so far, we will further analyse some of the participants' questionnaires in order to gather more data and attempt to answer our research question regarding the possible correlation between career satisfaction (therefore motivation) and initial job motivation, values and rewards.

Specifically we will examine the outcomes of those informants who:

- e. tend to be satisfied with their profession (i.e. they marked either 4 or 5 in question n. 40) and would generally keep it (i.e. they marked either 1 or 2 in question n. 42), who we will label as GSTs (generally satisfied teachers);
- f. are definitely satisfied with their profession (5) and would generally keep it (1 – 2), who we will label as DSTs (definitely satisfied teachers);
- g. tend not to be satisfied with their profession (i.e. they marked either 1 or 2 in question n. 40) and would generally change it (i.e. they marked either 4 or 5 in question n. 42), who we will label as GDTs (generally dissatisfied teachers);
- h. are definitely not satisfied with their profession (1) and would generally change it (1 – 2), who we will label as DDTs (definitely dissatisfied teachers).

We will only report numbers that are useful for our purposes.

a. Teachers who tend to be satisfied with their career and would generally keep it (GSTs)

This section is made up of 128 teachers. 1 of them is in their 20s (0,8%), 22 are in their 30s (17,2%), 34 are in their 40s (26,6%), while the majority is in their 50s or over (55,5%).

Most of these participants has taught a foreign language for more than five years (93%), other 7 has taught for a period of time between one and five years (5,5%), and 2 more for less than one year.

They are mostly working in a second-grade secondary school (71,1%), while the 17,2% of the section is currently working in a first-grade secondary school. 10 respondents are teaching in a primary school (7,8%), other 2 are working both in a first- and second-grade secondary school (1,6%), and 3 more do not work in a state school (2,4%).

As regards initial job motivation, here is the classification of the reasons why these respondents chose the teaching career.

n.	Principali motivi	SI
1.	Insegnare si adegua al mio stile di vita	87,5%
5.	Vocazione	87,5%
10.	Contribuire alla società	85,9%
6.	Autonomia in classe	76,6%
4.	Possibilità di cambiare la vita degli studenti	75%
7.	Sicurezza del posto di lavoro	32,8%
8.	Quantità e distribuzione delle vacanze	23,4%
2.	La proporzione tra salario e numero di ore lavorative	11,7%
3.	Mancata realizzazione nel settore desiderato	3,9%
9.	Pressioni esterne	3,1%

As the chart shows, the main reasons are the two intrinsic factors, both reporting the same percentage value (87,5%). The second position is occupied by an altruistic factor (85,9%) while the third sees autonomy one of the main reasons (76,6%). The next motive, which is the last displaying a percentage value greater than 50%, is having the chance to change students' lives (75%).

Extrinsic values follow with numbers lower than 50%.

Turning to values, we will report only the important values (mean greater than or equal to 4,0) and the less important ones (mean of less than 3,0%) in the table below. The values are arranged in descending order.

n.		Valori	Gratificazioni
33.	Aiutare concretamente gli studenti a imparare una lingua straniera	4,867	4,383
14.	Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità	4,750	4,477
17.	Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità	4,672	4,008
19.	Avere la libertà di fare ciò che è necessario quando si insegna per fare un buon lavoro	4,672	4,461
32.	Essere valutati positivamente dai propri studenti	4,664	4,281
26.	Essere trattati correttamente dalla propria struttura	4,625	4,242
39.	Poter seguire gli stessi studenti per più anni/corsi	4,609	4,000
31.	Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere	4,594	3,461
38.	Lavorare in squadra con gli altri insegnanti	4,594	3,391
34.	Avere una buona relazione con i colleghi	4,555	4,391
27.	Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele	4,516	3,852

30.	Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,414	3,172
21.	Ricevere feedback frequenti sull'efficacia del proprio operato	4,281	3,812
22.	Poter lavorare in modo indipendente e sulla base della propria iniziativa	4,258	3,719
36.	Avere una buona relazione con il proprio superiore	4,250	4,148
23.	Essere riconosciuti per i propri traguardi raggiunti nell'insegnamento	4,195	3,383
18.	Avere un lavoro che piacevole e stimolante	4,148	4,586
20.	Avere il permesso di gestire i problemi degli studenti in modo creativo	4,148	4,000
37.	Avere una buona relazione con i genitori dei propri studenti	4,141	4,250
28.	Avere una sufficiente varietà di compiti e tipo di attività	4,125	4,305
29.	Essere inclusi nel processo di definizione degli obiettivi	4,102	3,875
16.	Partecipare a corsi di formazione	4,062	4,383
15.	Avere un lavoro ambizioso	2,836	3,359
2.	Esercitare una professione che è prestigiosa	2,828	3,609
5.	Avere un titolo prestigioso	2,555	3,812
6.	Essere promossi ad una posizione superiore a un certo punto della propria carriera	2,539	2,195
4.	Percepire una buona retribuzione	2,180	2,148
3.	Avere benefici accessori	2,062	2,281

It can be seen that the total number of aspect GSTs consider as important is 22, 14 of which are fulfilled.

At the top of the list there is the need of concretely helping students to learn a foreign language, which is a relational factor (4,867). Then, a self-realization and personal growth value follows (4,750), and, both with the same mean (4,672), another aspect related to self-realization and personal growth, and one linked to self-determination and autonomy follow.

The next very important values (mean greater than or equal to 4,5) are all linked to relationships, except for the need of teaching the same students for several consecutive years, which is our extra question. Of these items, 8 out of 11 are fulfilled.

The hardest condition to be satisfied is the possibility to make changes without going through too much bureaucracy.

At the bottom of the list we find 5 out of the 6 extrinsic factors and 'having a challenging job', which is part of the self-realization and personal growth category.

Let us now examine the results looking at rewards.

n.		Valori	Gratificazioni
18.	Il mio lavoro è piacevole e stimolante	4,148	4,586
14.	Ho un lavoro nel quale posso agire impiegando il meglio delle mie abilità	4,750	4,477
11.	Lavoro in un istituto rispettabile	3,891	4,461
19.	Mi è concessa sufficiente libertà per fare ciò che è necessario quando insegno, per fare un buon lavoro	4,672	4,461
34.	Ho buone relazioni con i colleghi	4,555	4,391
16.	Partecipo ai corsi di formazione	4,062	4,383
33.	Sono certa/o ch'io stia aiutando concretamente i miei studenti a imparare una lingua straniera	4,867	4,383
28.	Il mio lavoro fornisce una sufficiente varietà di compiti e tipo di attività	4,125	4,305
32.	Sono valutata/o positivamente dai miei studenti	4,664	4,281
25.	Il mio lavoro è divertente	3,984	4,273
37.	Ho una buona relazione con i genitori dei miei studenti	4,141	4,250
24.	Rispetto e raggiungo gli obiettivi previsti dal programma/modulo	3,945	4,242
26.	Sono trattata/o correttamente dalla mia struttura	4,625	4,242
1.	Ho un posto di lavoro sicuro	3,750	4,203
36.	Ho una buona relazione con il mio superiore	4,250	4,148
13.	Al lavoro sono tranquilla/o e rilassata/o	3,898	4,133
35.	Ho una relazione amichevole con i miei studenti	3,859	4,117
12.	Sono valutato positivamente dal proprio superiore	3,984	4,109
17.	Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità	4,672	4,008
20.	La creatività è messa in risalto e riconosciuta positivamente	4,148	4,000
39.	Seguo gli stessi studenti per più anni/corsi	4,609	4,000
3.	Ho dei benefici accessori vantaggiosi	2,062	2,281
6.	Ho prospettive di promozione	2,539	2,195
4.	Percepisco una buona retribuzione	2,180	2,148

One of the interesting aspects the table above reveals is that there are 7 more fulfilled values in addition to the 14 we have previously mentioned. Although they are not considered important, they all display a mean that is quite close to 4,0.

The only aspect we can consider as definitely rewarded (mean greater than 4,5) is having a job that is enjoyable and stimulating (4,586), which appears at the top of the list.

Another reward belonging to the self-realization and personal growth category follows: teachers have a job in which they can perform to the best of their abilities (4,477).

Then, we find two different rewards occupying the third position: GSTs work for a reputable institute (4,461), and they are free to do what is necessary to do a good job (4,461). The following rewards are mainly of the relational kind.

Eventually, what is less rewarded are extrinsic factors such as fringe benefits (2,281), promotion perspectives (2,195) and a good salary (2,148).

b. Teachers who are definitely satisfied with their career and would generally keep it (DSTs)

The total number of DSTs is 46.

This section is represented by 5 teachers who are in their 30s (10,9%), 13 who are in their 40s (28,3%), and 28 who are 50 or over (60,9%).

The vast majority of this group has taught foreign languages for more than five years (95,7%), only 1 has taught for a period of time between one and five years (2,2%), and another 1 has taught for less than one year (2,2%).

These informants mainly work in a second-grade secondary school (69,6%), another 15,2% teaches in a first-grade secondary school, and 1 teaches both in a first- and a second-grade secondary school (2,2%). Teachers of the primary school represent the 8,7% of the section, while a 4,4% is represented by 2 teachers that work for private parties.

Regarding initial job motivation, the rank is the following:

n.	Principali motivi	SI
1.	Insegnare si adegua al mio stile di vita	97,8%
5.	Vocazione	93,5%
10.	Contribuire alla società	89,1%
4.	Possibilità di cambiare la vita degli studenti	71,7%
6.	Autonomia in classe	67,4%
7.	Sicurezza del posto di lavoro	26,1%
2.	La proporzione tra salario e numero di ore lavorative	17,4%
8.	Quantità e distribuzione delle vacanze	15,2%
3.	Mancata realizzazione nel settore desiderato	6,5%
9.	Pressioni esterne	2,2%

The first two places of the charts are occupied by both the intrinsic factors, followed by both the altruistic factors.

At the fifth place we find a matter of autonomy in the classroom, which is also the last item displaying a percentage that is greater than 50%. All the other extrinsic factors have values that are quite low.

As regards values, here are the results sorted in descending order.

n.		Valori	Gratificazioni
18.	Avere un lavoro che piacevole e stimolante	4,956	4,783
33.	Aiutare concretamente gli studenti a imparare una lingua straniera	4,956	4,652
14.	Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità	4,826	4,761
26.	Essere trattati correttamente dalla propria struttura	4,761	4,435
31.	Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere	4,739	3,739
38.	Lavorare in squadra con gli altri insegnanti	4,739	3,500
39.	Poter seguire gli stessi studenti per più anni/corsi	4,717	4,304
17.	Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità	4,696	4,196
32.	Essere valutati positivamente dai propri studenti	4,696	4,522
19.	Avere la libertà di fare ciò che è necessario quando si insegna per fare un buon lavoro	4,652	4,652
30.	Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,609	3,348
27.	Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele	4,565	3,891
34.	Avere una buona relazione con i colleghi	4,543	4,522
21.	Ricevere feedback frequenti sull'efficacia del proprio operato	4,478	4,087
28.	Avere una sufficiente varietà di compiti e tipo di attività	4,478	4,456
22.	Poter lavorare in modo indipendente e sulla base della propria iniziativa	4,370	3,956
20.	Avere il permesso di gestire i problemi degli studenti in modo creativo	4,304	4,217
36.	Avere una buona relazione con il proprio superiore	4,239	4,326
23.	Essere riconosciuti per i propri traguardi raggiunti nell'insegnamento	4,217	3,848
25.	Avere un lavoro divertente	4,217	4,456
37.	Avere una buona relazione con i genitori dei propri studenti	4,196	4,478
29.	Essere inclusi nel processo di definizione degli obiettivi	4,174	4,152
16.	Partecipare a corsi di formazione	4,152	4,500
9.	Avere un carico di lavoro gestibile	4,109	3,696
11.	Lavorare in un istituto rispettabile	4,065	4,652
13.	Avere un lavoro nel quale si è rilassati e tranquilli	4,022	4,456

2.	Esercitare una professione che è prestigiosa	2,956	3,891
15.	Avere un lavoro ambizioso	2,956	3,696
4.	Percepire una buona retribuzione	2,804	2,152
5.	Avere un titolo prestigioso	2,609	4,152
6.	Essere promossi ad una posizione superiore a un certo punto della propria carriera	2,543	2,174
3.	Avere benefici accessori	2,056	2,435

Compared to the values' charts we have previously analysed, DSTs reveal a wider range of values: 26 items in total. Moreover, they consider 13 of these elements to be very important. Of these latter, 8 refer to relationships, 3 to self-realisation and personal growth, 1 to self-determination and autonomy, and 1 is teaching the same students for several consecutive years.

At the top of the list we find two items with the same very high mean (4,956). One is related to relationships ('concretely helping students to learn a foreign language'), and the other one is linked to self-realisation and personal growth ('having a job that is enjoyable and stimulating'). Another value of this category follows, i.e. 'having a job in which they can perform to the best of their abilities'.

What is most striking is that 19 of the 26 essential values are fulfilled.

Extrinsic values are those that reveal the lowest means. Nonetheless, DSTs perceive their job title as prestigious.

Turning now to rewards, the next table shows the descending order of aspects that are satisfied.

n.		Valori	Gratificazioni
18.	Il mio lavoro è piacevole e stimolante	4,956	4,783
14.	Ho un lavoro nel quale posso agire impiegando il meglio delle mie abilità	4,826	4,761
11.	Lavoro in un istituto rispettabile	4,065	4,652
19.	Mi è concessa sufficiente libertà per fare ciò che è necessario quando insegno, per fare un buon lavoro	4,652	4,652
33.	Sono certa/o ch'io stia aiutando concretamente i miei studenti a imparare una lingua straniera	4,956	4,652
32.	Sono valutata/o positivamente dai miei studenti	4,696	4,522
34.	Ho buone relazioni con i colleghi	4,543	4,522
16.	Partecipo ai corsi di formazione	4,152	4,500
37.	Ho una buona relazione con i genitori dei miei studenti	4,196	4,478
13.	Al lavoro sono tranquilla/o e rilassata/o	4,022	4,456

25.	Il mio lavoro è divertente	4,217	4,456
28.	Il mio lavoro fornisce una sufficiente varietà di compiti e tipo di attività	4,478	4,456
24.	Rispetto e raggiungo gli obiettivi previsti dal programma/modulo	3,891	4,435
26.	Sono trattata/o correttamente dalla mia struttura	4,761	4,435
1.	Ho un posto di lavoro sicuro	3,848	4,370
12.	Sono valutato positivamente dal proprio superiore	3,978	4,326
36.	Ho una buona relazione con il mio superiore	4,239	4,326
39.	Seguo gli stessi studenti per più anni/corsi	4,717	4,304
20.	La creatività è messa in risalto e riconosciuta positivamente	4,304	4,217
17.	Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità	4,696	4,196
5.	Il mio titolo di lavoro è soddisfacente	2,609	4,152
29.	Sono inclusa/o nel processo di definizione degli obiettivi	4,174	4,152
35.	Ho una relazione amichevole con i miei studenti	3,913	4,130
21.	Ricevo feedback frequenti sull'efficacia del mio operato	4,478	4,087
3.	Ho dei benefici accessori vantaggiosi	2,056	2,435
6.	Ho prospettive di promozione	2,543	2,174
4.	Percepisco una buona retribuzione	2,804	2,152

Besides the fulfilment of the 19 important aspects reported in the previous table, data reveal that other 5 conditions are satisfied, although they are not considered as exceptionally significant. Therefore, the total of the rewards is 24.

Of all these items, 8 display a mean that is greater than or equal to 4,5. Thus we could say that they are certainly fulfilled. Moreover, 6 out of these 8 are perceived as very important values.

What is less rewarded (means lower than 3,0) are 3 extrinsic aspects: DSTs expressed they do not receive fringe benefits (2,435), do not get the chance to be promoted (2,174) and, in the end, they do not earn a good salary (2,152).

c. Teachers who tend to be not satisfied with their career and would generally change it (GDTs)

We will now move on to consider data related to GTD. They are 10 in total.

The 20% of them is in their 30s, another 40% is in their 40s, and the remaining 40% is 50 or over. All of them have had a teaching experience for more than five years.

8 of the teachers are currently teaching in a second-grade secondary school, while the other 2 are working in a first-grade secondary school.

With respect to initial job motivation, the classification of the reasons why they chose the teaching career is presented in the following table.

n.	Principali motivi	SI
6.	Autonomia in classe	80%
7.	Sicurezza del posto di lavoro	60%
1.	Insegnare si adegua al mio stile di vita	50%
4.	Possibilità di cambiare la vita degli studenti	50%
5.	Vocazione	50%
10.	Contribuire alla società	50%
3.	Mancata realizzazione nel settore desiderato	40%
8.	Quantità e distribuzione delle vacanze	30%
2.	La proporzione tra salario e numero di ore lavorative	20%
9.	Pressioni esterne	10%

Only two motives show a mean greater than 50%, and they are both of an extrinsic nature.

Autonomy in the classroom is on top of the list.

Both intrinsic and altruistic aspects are on the borderline (50%).

With respect to values, the table below reports their order in terms of importance.

n.		Valori	Gratificazioni
33.	Aiutare concretamente gli studenti a imparare una lingua straniera	4,800	3,400
19.	Avere la libertà di fare ciò che è necessario quando si insegna per fare un buon lavoro	4,600	3,800
17.	Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità	4,500	2,400
22.	Poter lavorare in modo indipendente e sulla base della propria iniziativa	4,500	3,300
32.	Essere valutati positivamente dai propri studenti	4,500	3,800
9.	Avere un carico di lavoro gestibile	4,400	3,400
26.	Essere trattati correttamente dalla propria struttura	4,400	3,600
27.	Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele	4,400	3,100
36.	Avere una buona relazione con il proprio superiore	4,400	3,900
34.	Avere una buona relazione con i colleghi	4,300	4,200
14.	Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità	4,200	3,500
28.	Avere una sufficiente varietà di compiti e tipo di attività	4,200	3,200
31.	Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere	4,200	2,200

12.	Essere valutati positivamente dal proprio superiore	4,100	3,500
18.	Avere un lavoro che piacevole e stimolante	4,100	2,800
20.	Avere il permesso di gestire i problemi degli studenti in modo creativo	4,100	3,200
37.	Avere una buona relazione con i genitori dei propri studenti	4,100	4,100
38.	Lavorare in squadra con gli altri insegnanti	4,100	3,200
30.	Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,000	2,200
2.	Esercitare una professione che è prestigiosa	2,500	2,700
6.	Essere promossi ad una posizione superiore a un certo punto della propria carriera	2,200	1,200
3.	Avere benefici accessori	2,000	2,300
5.	Avere un titolo prestigioso	2,000	2,600

The total number of values that are considered as crucial is 19, most of which are linked to relationships. 5 items show a mean exceeding or equal to 4,5; 2 are connected to relationship, 2 are related to a matter of self-determination and autonomy, and 1 refers to self-realisation and personal growth.

GDTs consider concretely helping students to learn a foreign language as the most important value (4,800).

The less essential values are all extrinsic items.

The most surprising fact is that not only is none of the very important factors fulfilled, but also only 2 out of the 19 important aspects are satisfied.

Let us analyse rewards.

n.		Valori	Gratificazioni
34.	Ho buone relazioni con i colleghi	4,300	4,200
37.	Ho una buona relazione con i genitori dei miei studenti	4,100	4,100
21.	Ricevo feedback frequenti sull'efficacia del mio operato	3,900	2,900
7.	Ho un orario di lavoro flessibile	3,700	2,900
18.	Il mio lavoro è piacevole e stimolante	4,100	2,800
2.	Insegnare le lingue è una professione prestigiosa	2,500	2,700
5.	Il mio titolo di lavoro è soddisfacente	2,000	2,600
23.	I traguardi raggiunti nell'insegnamento vengono riconosciuti	3,800	2,500
13.	Al lavoro sono tranquilla/o e rilassata/o	3,500	2,500
17.	Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità	4,500	2,400

15.	Il mio lavoro è ambizioso	3,400	2,400
3.	Ho dei benefici accessori vantaggiosi	2,000	2,300
31.	Ho sufficienti opportunità di contatto con professionisti nel campo dell'insegnamento delle lingue straniere	4,200	2,200
30.	Sono in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,000	2,200
25.	Il mio lavoro è divertente	3,400	2,200
4.	Percepisco una buona retribuzione	3,300	2,100
6.	Ho prospettive di promozione	2,200	1,200

The only two aspects that are rewarded are of relational nature, the means are less than 4,5, therefore these values cannot be considered as fully rewarded.

Many are the rewards which report means lower than 3,0, 15 in total. Among them there are 3 important values and a very important one. Two are related to self-realization and personal growth, and the other two belong to the relational sphere.

The kinds of rewards this group of participants do not receive are mostly extrinsic rewards (5), conditions linked to self-realization and personal growth (3), 3 more are connected to self-determination and autonomy, other 2 to are related to institutional support, and 2 more deal with relationships.

Promotion is the aspect that is harder to get.

Closer inspection of the table shows that discrepancies between the values scores and the rewards scores of these latter aspects is significant. Indeed, 8 factors, 2 of which are considered as important, reveal a level of discrepancy between 1 and 2, while 2 other aspects, one of which is considered as very important and the other one as important, show a discrepancy that is greater or equal to 2. Summing the discrepancies of the aspects that are not rewarded, we come to a total of 14,600.

d. Teachers who are definitely not satisfied with their career and would generally change it (DDTs)

This section is represented by 6 teachers one of which is in their 30s (16,7%), another 33,3% is in their 40s, while the remaining 50% is 50 or older. All of them have taught a foreign language for more than five years, and the 33,3% of them is currently working in a first-grade secondary school, while the 66,7% is teaching in a second-grade secondary school.

As we did for all the other groups of informants, we will first analyse the initial motives that led these respondents to choose the teaching career.

n.	Principali motivi	SI
7.	Sicurezza del posto di lavoro	83,3%
3.	Mancata realizzazione nel settore desiderato	66,7%
6.	Autonomia in classe	66,7%
1.	Insegnare si adegua al mio stile di vita	50,0%
8.	Quantità e distribuzione delle vacanze	50,0%
5.	Vocazione	33,3%
2.	La proporzione tra salario e numero di ore lavorative	16,7%
4.	Possibilità di cambiare la vita degli studenti	16,7%
9.	Pressioni esterne	16,7%
10.	Contribuire alla società	16,7%

It can be seen from the data in the chart above that numbers exceeding 50% are all concerning extrinsic reasons. We find the first intrinsic motive in the third position, showing a rate of 50%, together with another extrinsic factor ('quantity and distribution of holidays'). Both altruistic aspects are placed in the last positions of the chart.

Regarding the aspects that DDTs consider as essential, we will report only those showing a mean greater than or equal to 4,0, or lower than 3,0.

n.		Valori	Gratificazioni
26.	Essere trattati correttamente dalla propria struttura	4,667	3,833
33.	Aiutare concretamente gli studenti a imparare una lingua straniera	4,667	3,000
9.	Avere un carico di lavoro gestibile	4,500	3,000
12.	Essere valutati positivamente dal proprio superiore	4,500	3,833
19.	Avere la libertà di fare ciò che è necessario quando si insegna per fare un buon lavoro	4,500	3,833
27.	Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele	4,500	3,500
32.	Essere valutati positivamente dai propri studenti	4,500	3,833
36.	Avere una buona relazione con il proprio superiore	4,500	4,000
14.	Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità	4,333	3,500
17.	Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità	4,333	2,000
22.	Poter lavorare in modo indipendente e sulla base della propria iniziativa	4,333	3,667
31.	Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere	4,333	2,000
34.	Avere una buona relazione con i colleghi	4,167	4,000

16.	Partecipare a corsi di formazione	4,000	4,000
23.	Essere riconosciuti per i propri traguardi raggiunti nell'insegnamento	4,000	3,167
30.	Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,000	2,167
37.	Avere una buona relazione con i genitori dei propri studenti	4,000	4,167
3.	Avere benefici accessori	2,833	2,333
2.	Esercitare una professione che è prestigiosa	2,333	2,333
6.	Essere promossi ad una posizione superiore a un certo punto della propria carriera	2,167	1,000
5.	Avere un titolo prestigioso	1,833	2,167

As the table shows, the values DDTs believe to be very important (i.e. those with a mean greater than or equal to 4,5) are related to relationships, institutional support, and self-determination and autonomy.

Two are the most relevant values at the top of the chart, and both involve relationship: being fairly treated by the institutional organisation, and concretely helping students to learn a foreign language.

However, the most striking result to emerge from the data is that only 4 out of 17 essential aspects are fulfilled.

What is least considered are 4 of the 6 extrinsic factors.

DDTs are definitely not interested in having a prestigious job title.

As concerns rewards, the rank is shown in the chart below.

n.		Valori	Gratificazioni
24.	Rispetto e raggiungo gli obiettivi previsti dal programma/modulo	3,667	4,167
37.	Ho una buona relazione con i genitori dei miei studenti	4,000	4,167
16.	Partecipare a corsi di formazione	4,000	4,000
34.	Ho buone relazioni con i colleghi	4,167	4,000
36.	Ho una buona relazione con il mio superiore	4,500	4,000
21.	Ricevo feedback frequenti sull'efficacia del mio operato	3,333	2,833
8.	Al lavoro ci sono regole e procedure chiare	3,000	2,667
29.	Sono inclusa/o nel processo di definizione degli obiettivi	3,667	2,667
2.	Insegnare le lingue è una professione prestigiosa	2,333	2,333
3.	Ho dei benefici accessori vantaggiosi	2,833	2,333
13.	Al lavoro sono tranquillo/a e rilassato/a	3,500	2,333

5.	Il mio titolo di lavoro è soddisfacente	1,833	2,167
18.	Il mio lavoro è piacevole e stimolante	3,667	2,167
30.	Sono in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia	4,000	2,167
15.	Il mio lavoro è ambizioso	3,333	2,000
17.	Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità	4,333	2,000
31.	Ho sufficienti opportunità di contatto con professionisti nel campo dell'insegnamento delle lingue straniere	4,333	2,000
4.	Percepisco una buona retribuzione	3,667	1,667
25.	Il mio lavoro è divertente	3,667	1,500
6.	Ho prospettive di promozione	2,167	1,000

According to data, another aspect is fulfilled: DDTs tend to respect and achieve the targets set by the curriculum or module (4,167), even though they do not consider this aspect as a particularly important value (3,667). Having a good relationship with their students' parents shows the same rewards' mean (4,167).

Essentially, the rewards DDTs get are connected to self-determination and autonomy, relationship (the majority), and self-realisation and personal growth.

What stands out in the table is the large number of rewards DDTs do not receive, 15 in total, 3 of which are perceived as important values. Moreover, they do not earn a good salary at all (1,667), definitely do not have a job that is fun (1,500), and do not have any possibility of being promoted (1,000).

Comparison between values scores and rewards scores show that there are 6 aspects that reveal a discrepancy between 1 and 2. One of these aspects is seen as an important one. Moreover, there are 4 conditions which display a discrepancy that is greater than or equal to 2. Two of these aspects are considered as important. Summing the discrepancies of the aspects that are not rewarded, we come to a total of 17,832.

3.7 Discussion

Having examined the results in the previous chapter, we will now move on to discuss them.

Before proceeding to explore the first core issue of our research, i.e. initial job motivation, we will briefly point out some main features of our sample.

Most of the teacher who participated in our study is 40 or older, hence outlining a section that might have taught a foreign language for several years. A confirmation to this may be

represented by the fact that the vast majority of all the participants has a teaching experience of more than five years. Therefore, we may say that our sample is mainly characterised by experienced teachers.

3.7.1 Initial job motivation

The first question in this study sought to determine which are the main reasons why foreign language teachers enter this career.

The results highlight that drives are mainly of an intrinsic and an altruistic nature. Indeed, participants chose to become teachers firstly because they perceived teaching as a job that fits their lifestyle, secondly because they wanted to contribute to society, and thirdly because they have had a vocation.

These results are in agreement with Koran's research. In fact, the scholar observes that

The results obtained in this study also demonstrate that there are intrinsic, extrinsic and altruistic factors that motivated teachers to enter this job. However, the most important reasons found in this study are intrinsic and altruistic factors that significantly motivated FEI teachers to make such a decision (Koran, 2015: 77).

Autonomy is the only extrinsic factor that plays a crucial role in choosing the teaching career. Nonetheless, we need to bear in mind that autonomy is considered as one of the main fundamental aspects that fosters intrinsic motivation, together with relatedness and competence (Deci, Ryan, 2000).

The last but not least main reason respondents opted for teaching is that they saw the possibility of changing their future students' lives.

Teachers do not consider extrinsic motives as decisive, including the proportion between salary and working hours, which was an aspect we were curious to analyse. However, the most important extrinsic aspect beside autonomy is job security, while the less impacting one is external pressure.

3.7.2 Values

With respect to the second research question, we will now examine values in depth. We will proceed bearing in mind their subdivision into basic needs.

As regards *extrinsic values*, the current study found that foreign language teachers believe

none of the extrinsic aspects presented in the questionnaire is so important. However, most of the participants expressed that job security is somehow relevant; after all, this aspect belongs to the security needs listed in Maslow's (1970) hierarchy of needs.

What follows is having a good salary, but with less of the half of participants considering it as important.

Italian foreign language teachers do not need a prestigious job title or a prestigious career, and they do not believe that being promoted to a superior position and having fringe benefits are important for their job.

One interesting finding is that there is a high level of uncertainty in answering these last four questions. We may suppose that uncertain answers may also reflect a stance on aspects that are conditioned by the Italian culture and school system. In fact, on the one hand teaching is generally not perceived as a particular prestigious job in the Italian culture, and, on the other hand, the Italian state school system hardly provides possibilities of promotion or fringe benefits.

Even needs connected to the *institutional support* do not reach the boundary that mirrors a discreet level of importance. However, they are quite close to the threshold.

In fact, the vast majority of the teachers think that being positively evaluated by their superior, and having a manageable workload, which are two aspects that impact on TSE beliefs, are two conditions that have some level of relevance.

Working for a reputable institute, having a superior that gives clear guidance, having a job in which teachers feel relaxed and at ease, having clear rules and procedures, and having flexible working hours follow in the list.

Significant findings are those associated with *self-realisation* and *personal growth* aspects. In fact, teachers perceive three out of the five factors as very important, and have very few doubts with regards to these entries. They think that having the possibility to perform to the best of their abilities at work and having an enjoyable and stimulating job are essential conditions to their work. This latter aspect confirms the importance of pleasure, seen as a fundamental component for teaching.

Foreign language teachers also evaluate the possibility of learning and improving their abilities to their full potential as another definitely indispensable factor. This may explain why they consider joining teacher-training courses as also somehow important.

A note of caution is due regarding having an ambitious job. In the original work the item

had been presented as “having a challenging job” (Kassabgy *et al.* 2001: 221). We decided to translate the word ‘challenging’ into Italian ‘ambizioso’, which actually can be interpreted both in a positive and in a negative way. We cannot exclude that our choice may have generated a possible misinterpretation of the term, which in turn may have conditioned the answers. The fact that a quite large number of participants expressed uncertainty towards this entry might be a sign revealing a doubt about the interpretation of the adjective.

Coming to aspects related to *self-determination* and *autonomy*, a very significant condition indicated by foreign language teachers is being free to do what is necessary in order to do a good job. Almost all the teachers marked this aspect at least as quite important, and, moreover, the vast majority of them perceives independence and own initiative as essential factors. These two factors clearly express a need for autonomy, and, as mentioned in the literature review, autonomy is fundamental in order to foster intrinsic motivation.

None of the aspects related to self-determination and autonomy is considered unimportant. On the contrary, teachers believe receiving recurring feedback on the effectiveness of one’s own performance is quite influential, together with being allowed to deal with students’ problems resorting to one’s own creativity, and being recognised when accomplishing teaching goals. All these three aspects contribute to that sense of competence that Wyatt (2013), investigating foreign language teachers’ motivation on the basis of Deci and Ryan’s (2000) self-determination theory, emphasises as essential for an intrinsic motivation increase.

Having a job that is fun is somehow important, which is another aspects that recalls pleasure, while what is less needed is achieving the targets set by the curriculum or module, although the majority of the participants ranked this latter aspect as either quite or very important. Therefore it confirms Mattucci’s (2005) view when she claims that teachers are often worried about respecting the curriculum objectives.

The last set of entries deals with values that are linked to *relationships* or need of affiliation.

The results concerning these aspects reveal that the only one about which none of the participants has doubts is the importance of concretely helping their students to learn a foreign language. Teachers consider this as the most important aspect of the whole list, which, in line with the results, can be seen as the main goal of this job. Moreover, it

reflects an altruistic motive.

Teachers also care a lot about the evaluation their students give them, hoping for it is a positive one. This can be translated as feedback that fosters not only the sense of competence, but also TSE beliefs and a sense of relatedness. Moreover, teachers expect their institutional organisation to treat them fairly, seeing this aspect one of those definitely essential ones.

Teachers also feel the need of having contacts with experts in the field of foreign language teaching, which on the one hand increases the sense of relatedness and, on the other hand, may increase their competence and favour their personal growth.

Working as a team is another crucial aspect that fosters relatedness, which in turn is essential to increase intrinsic motivation (Deci, Ryan, 2000; Wyatt, 2013).

Most of the teachers involved in the survey think it is important to have a supervisor/headmaster that is willing to deal with suggestion and complaints, and care about the quality of the relationship with their superior.

In addition, a very large portion of the informants expressed the importance of having the possibility of introducing changes without having to go through too much bureaucracy, which in some way also remarks a need of autonomy.

Teachers aim at having a job that involves a wide range of tasks and activities, which may help to develop competence and self-efficacy, and feel the need of being included in the goal setting process, which increases the sense of relatedness.

They also believe relationships with their students' parents are somehow important, as much as having a receptive relationship with their students, favouring a humanistic approach.

Eventually, confirming the viewpoint of the current headmaster of the Istituto Vescovile 'Guglielmo Marconi' of Portogruaro (VE) E. G., the vast majority of foreign language teachers believe that it is very important to have the possibility to teach the same students for several consecutive years.

In summary, the aspects that teachers consider as most important are those related to relationships, self-realisation and personal growth, and self-determination and autonomy. As we have highlighted, all these factors have an impact on intrinsic motivation.

This observation may support the hypothesis that teachers generally give more importance to conditions that may foster intrinsic motivation.

3.7.3 Rewards

In order to answer the third question of this study, we will highlight the kinds of rewards teachers get from their current job, following the five categories.

Among the rewards of an *extrinsic* nature, teachers identify job security as the one that they somehow get. This may be explained by the fact that our sample is mostly composed by teachers who are 50 or over and work for a state school. Nonetheless, many respondents do not have a guaranteed work. Those who definitely do not have a guaranteed work are mostly young teachers, and teachers who have little experience in their job.

Teachers believe their job title is somehow prestigious and so is their profession, although they are quite uncertain regarding this latter point. This might be a confirmation of what we supposed in the previous paragraph when talking about values, i.e. teaching seems not perceived as a prestigious career in the Italian culture.

Another possible confirmation of what we have previously supposed regards fringe benefits and possibilities of being promoted, as teachers generally do not get any of these two conditions in Italy. What is more striking is that the vast majority of the sample does not have a good salary and very few are those who are somehow satisfied with it.

Concerning rewards linked to the *institutional support*, on the whole teachers work for an esteemed institute. They are positively evaluated by their supervisor/headmaster in some way, and feel somehow relaxed at work.

It seems that supervisors/headmasters do not always give clear directions, and even rules and procedures may be vague in some cases.

Although workload is considered as somehow manageable, on the contrary working hours tend to be quite rigid.

Aspects regarding *self-realisation* and *personal growth* are those that are all more or less fulfilled.

Teachers perceive their work as enjoyable and stimulating, which means pleasure is a component that is present, and tend to attend training courses, thus aiming at increasing their competence and knowledge recalling a mastery orientation towards this goal. This, together with the fact that they have the concrete possibility to perform to the best of their abilities, develops TSE beliefs.

They somehow have the chance to learn and develop abilities to their full potential, and they perceive their job is ambitious in some way. Regarding this latter aspect, even in this case the level of uncertainty in answering this question was quite high. We cannot exclude the possibility that the term ‘ambizioso’ has been misunderstood. Therefore, these latter findings should be interpreted with caution.

On the question of rewards belonging to the *self-determination* and *autonomy* set, this study found that only two of the seven aspects could be considered as fulfilled. Specifically, foreign language teacher feel they have the freedom to do what is necessary in order to do a good job in class, which means they do have a certain level of autonomy. They achieve the goals provided for by the curriculum, which, according to Locke and Latham’s (1994) goal-setting theory, may trigger motivation if the objective is perceived as possible and important. In addition, it may strengthen TSE belief and sense of competence. Teachers somehow believe they job is fun (pleasure is present), and creativity, independence and initiative are fulfilled in some way. In addition, they do get some feedback but not as much as they would like to. According to Koran (2015: 79),

If sufficient feedback is not given about the task performed by teachers, it might affect teacher’s performance negatively because teachers should be aware of the results of any task implemented in the classroom.

Moreover, feedback is needed in order to develop TSE beliefs, and consequently trigger intrinsic motivation.

Teaching accomplishments tend not to be recognised, and this may mine the sense of competence and self-efficacy.

Turning to rewards that show an orientation towards *relationships* or need of affiliation, the vast majority of the teachers expressed they tend to have good relationships with their colleagues.

Moreover they are quit sure they are concretely helping their students to learn a foreign language, meaning they achieve their main goal, and motivation is therefore triggered.

Students tend to positively evaluate their foreign language teachers, which may increase the sense of competence and self-efficacy of the latter.

Teachers have quite good relationships with students’ parents in general, and they tend to be friendly with their students.

Organisations tend to treat teachers fairly, and these latter declare they generally carry out different kind of tasks and activities, once again reinforcing competence and self-efficacy. While many of the participants have either a quite good or even an excellent relationship with their supervisor/headmaster, some others do not. Indeed this reward cannot be considered as fulfilled, although it is close to the threshold.

What seems to be the hard to get is the possibility to introduce changes without having to go through too much bureaucracy, mirroring a lack of autonomy.

In the end, most teachers have the possibility to teach the same students for several continuative years, but they are not enough to consider this aspect as generally fulfilled.

To sum up, none of the conditions is completely fulfilled (means are all lower than 4,5); there is a tendency that shows that the types of rewards foreign language teachers mainly get are related to relationships and to self-realisation and personal growth.

3.7.4 Career and job satisfaction

Interesting finding are those concerning career and job satisfaction.

On average, teachers are somehow satisfied both with their career and their current job, but we cannot talk about a general satisfaction.

In detail, the vast majority of the participants is quite satisfied with their career and with their current job, while those who are definitely satisfied are a lot less.

One interesting finding is that there are more teachers who are totally satisfied with their career rather than those who are totally satisfied with their current job. Hence, it can be suggested that there are teachers who are happy with their profession although their current work-life is not completely satisfying.

On the other hand, there are small numbers of those who are completely dissatisfied with either their career or their job. As there are more people who are dissatisfied with their career than those who are dissatisfied with their job, we can suppose that there are teachers who do not enjoy teaching although their work-life is not completely dissatisfying.

Nonetheless, the results of this study show that teachers would generally keep their career, while there is a tendency to want to change their current job if they had the possibility. This might be seen as a confirmation of what we have inferred before.

Another interesting finding is that some individuals would keep their career even though

they are not very satisfied either with their career or with their job. One of the possible reasons is the passion for the profession, which is based on intrinsic motivation.

On the other hand, a small number of teachers would rather change their career although they tend to be satisfied either with it or with their job.

On the contrary, more than a third of teachers who tend to be dissatisfied with their career would keep their current job anyway. A possible explanation for this might be that some extrinsic reasons such as job security, closeness to retirement, not having other job opportunities at the moment, and other factors that may not be included among those in the questionnaire, prevail over the dissatisfaction.

Finally, among those who are quite satisfied with their current job, there are some who would change it. On the other hand, almost half of teachers who are generally dissatisfied with their job would keep it, while only a third would change it.

3.7.5 Values and rewards' match

An initial objective of the project was to identify whether there might be a correlation between career satisfaction, values and rewards.

Firstly, data show that foreign language teachers consider the majority of the items presented in the questionnaire as either quite important or very important.

Results concerning the parallel between values and rewards have highlighted that almost all the conditions that are very important to teachers (six out of seven) are fulfilled. The top three are:

- a. Concretely helping students to learn a foreign language
- b. Having a job in which teachers can perform to the best of their abilities
- c. Having a pleasant and stimulating job

The only very important factor that is not fulfilled is having a job that permits to learn and develop abilities to their full potential.

Very important values are mainly related to relationships, and to self-determination and personal growth. Only one of them regards self-determination and autonomy.

Of all the other important aspects, which are linked to relationships, self-determination and autonomy, and the need of teaching the same students for several continuative years, teachers are only rewarded by the fact that they have good relationships with their

colleagues, and they deal with a sufficient range of tasks and activities. All the other 12 remaining important values cannot be considered as satisfied.

This may suggest that on the one hand teachers are aware about the importance of some conditions that would foster intrinsic motivation, but on the other hand, not all these aspects are present in their job.

However, there are also some rewards that foreign language teachers obtain even if they are not so essential to them, but are still seen as somehow important. Consequently, one third of all the aspects is fulfilled.

The kinds of rewards teachers get mostly concern relationships, self-realisation and personal growth, and partially self-determination and autonomy. However, none of them is completely fulfilled.

The top three are:

- a. Having good relationships with colleagues
- b. Working for a reputable institute
- c. Concretely helping students to learn a foreign language

Two aspects that are evaluated as important are not rewarded. Specifically, teaching accomplishments are not recognised, and it is difficult to introduce changes without having to go through too much bureaucracy. The first condition does not help to develop TSE beliefs, while the second one can be interpreted as of a lack of autonomy.

Finally, teachers tend to give little importance to extrinsic aspects, which are also the least rewarded. On the one hand, this finding is in line with the results of initial job motivation, which tended to be of an intrinsic nature. On the other hand, also the characteristics of the Italian school system may play a crucial role.

3.7.6 Further analysis of some questionnaires

Our last research question is an attempt to explore whether there might be a correlation between career satisfaction, initial job motivation, values and rewards.

As we are dealing with some small sample sizes (especially as regards GDTs and DDTs), caution must be applied, as the findings might not be reliable.

Concerning *initial job motivation*, by comparing the results, it emerges that both GSTs and

DSTs have chosen this career for they were mainly driven by intrinsic factors (firstly because it is a job fitting their lifestyle, and secondly because they have had a vocation) and by the will of contributing to society.

While for GSTs autonomy is more important than having the possibility to change students' lives, DSTs expressed the contrary. Therefore, the latter are firstly driven by intrinsic factors, secondly by altruistic factors and lastly by autonomy.

As regards GDTs, autonomy and job security, which are both extrinsic aspects, are the two main reasons why they chose their profession. On the other hand, DDTs chose the teaching career because of job security, failure in pursuing their desired career, and autonomy.

Although we bear in mind that the sample sizes are small, these outcomes may let us suppose there is a correlation between initial job motivation and career satisfaction. Moreover, a comparison with the results of the whole sample can be an additional confirmation about the general career satisfaction of foreign language teachers. In fact, the classification of the initial motives corresponds to a career satisfaction that cannot be considered as sufficiently fulfilled, but it is still close to the threshold.

According to these findings, we may suppose that teachers who chose their career driven mainly by intrinsic and altruistic factors tend to be satisfied with their career, while those who favoured extrinsic reasons may be less satisfied.

Concerning *values*, many aspects can be considered. Firstly, the quantity of factors that are believed as important by teachers seems to be different among the four groups. Indeed, regarding GSTs, the number of both important aspects and very important aspects is larger compared to the average, and it further increases as concerns DSTs. On the other hand, it decreases as regards GDTs and even more when considering DDTs. These findings seem to be consistent with Locke and Latham's (1994) goal-setting theory, showing that satisfied teachers tend to involve a greater sense of purpose, which in turn increases their motivation. Moreover, in agreement with the expectancy theory, the more important the value, the greater the motivation.

Secondly, the types of value are also different within the four classifications. In fact, apart from the fact that concretely helping students to learn a foreign language is at the top of all the lists and relational factors are always present among both important and very important values, GSTs indicated some aspects belonging to the self-realisation and personal growth category as following. Then comes the need of freedom to do what is necessary in order to a good job, and successively other various relational factors. Moreover, they believe it is

also very important to teach the same students for several consecutive years.

One interesting finding is that, although DSTs' very important types of values are similar to GSTs', the striking difference is given by the fact that DSTs evaluate the need of having a pleasant and stimulating job as important as helping students to learn a foreign language. This finding further supports Balboni's (2008) tri-polar model, which sees pleasure as the key emotion connected to intrinsic motivation.

With respect to GDTs' very important values, it seems these teachers give a little more emphasis on self-determination and autonomy aspects and less on self-realisation and personal growth ones. Moreover, while institutional support factors are not present among GSTs' important values and are placed at the bottom of DSTs' important values list, having a manageable workload is the first of GDTs' important values and comes before some other relational and self-realisation and personal growth aspects.

DDTs instead see being fairly treated by their institutional organisation as crucial as concretely helping students to learn a foreign language, hence supporting relationships values more.

Together with having the freedom to do what is necessary in order to do a good job, they align two factors related to institutional support, i.e. having a workload that is manageable and being positively evaluated by their supervisor/headmaster.

Values connected to self-realisation and personal growth appear among the important aspects together with some of the self-determination and autonomy kind.

While all the other groups of teachers believe it is important to have a pleasant and stimulating job, DDTs seem not to share this view.

Most of GSTs and DSTs' very important values are fulfilled, while none of GDTs' very important values is. Among DDTs' ones, only having a good relationship with one's own supervisor/headmaster is satisfied.

As far as unimportant values are concerned, all the four groups indicated the same extrinsic aspects except for the fact that GSTs and DSTs believe also having a job that is ambitious and having a good salary are non-essential aspects.

Addressing the issue of *rewards*, if we consider the number of aspects that are fulfilled, we see that the greater number of rewards teachers get, the more satisfied they are. This is in accord with the expectancy theory (see Koran, 2015 in 2.4.2).

On the contrary it is not possible to say the same as regards dissatisfied teachers. Indeed, according to our results, DDTs get more rewards compared to GDTs.

Bearing in mind that the small sample size of the two latter groups may produce some bias, we will consider the types of rewards rather than the number.

Both GSTs and DSTs are fully rewarded in terms of having a pleasant and stimulating job, which confirms the relevance of pleasure in terms of motivation.

The kinds of rewards these two groups get are mainly the same although to a different extent. However, these teachers have a job in which they can perform to the best of their abilities, work for a reputable institute, and have the freedom to do what is necessary to do a good job.

GSTs have good relationships with their colleagues, which reinforces the sense of relatedness; they attend training courses aiming at a personal growth and competence improvement, and are sure they are concretely helping their students to learn a foreign language.

They are positively evaluated by their students, which may contribute to strengthening TSE beliefs, and, although they do not think it is so important, they perceive their job as fun, meaning that pleasure is involved.

Moreover, their job is guaranteed, they feel relaxed and at ease when at work, and they teach the same students for several consecutive years, hence they have the possibility to observe students' learning progress. This latter opportunity may be seen as another source of feedback about the task performed by teachers.

Generally, GSTs get rewards related to self-realisation and personal growth, self-determination and autonomy, relationships, and, although GSTs do not attribute a certain level of importance to them, they also get some rewards connected to institutional support, in addition to job security.

Along the same lines, DSTs are instead fully rewarded for what concerns almost all the abovementioned aspects. The most evident differences are that feeling relaxed and at ease at work is more easily rewarded, and that DSTs perceive their job title as satisfying. Moreover they are included in the goal setting process, which definitely increases relatedness, and they receive recurring feedback on the effectiveness of their performance, which is useful for TSE belief improvement.

Turning to GDTs, it seems the only rewards they get are having a good relationship with their colleagues and with their students' parents. On the other hand, DDTs seem also to have good relationships with their superior, they attend training courses and achieve the targets set by the curriculum or module, although the latter aspect is not considered as important.

Hence, if we consider our small size samples, it seems that the quantity of obtained rewards do not affect satisfaction.

Both GDTs and DDTs display a large number of non-rewarded aspects, and they are basically of the same kinds. Specifically, they mainly belong to extrinsic factors, self-realisation and personal growth, and self-determination and autonomy.

As regards the former group of teachers, many are the conditions that show a considerable discrepancy, therefore indicating a lack of those rewards. Particularly, the one that seems to lack most is having a job that provides means to learn and improve abilities to their full potential field, which is also considered as a very important aspect by GDTs. In addition, another important aspect that seems to dramatically lack is having opportunities of dealing with experts in the foreign language teaching field.

GDTs think it is important to have a pleasant and stimulating job but this aspect is not satisfied, thus they do not experience pleasure. Moreover, they do not receive enough recurring feedback, which in turn affects TSE beliefs; they perceive their job neither as ambitious nor as fun; their teaching achievements are not rewarded; they do not feel relax and at ease when at work, meaning they lack well-being; they do not earn a good salary, and they cannot introduce changes without going through too much bureaucracy. What is definitely not rewarded at all is the possibility of being promoted, an aspect that is shared by DDTs.

With respect to this latter group, several important aspects are not rewarded such as having the possibility to introduce changes without going through too much bureaucracy, having a job which provides the means in order to learn and develop abilities, and having sufficient contacts with expert in the foreign language teaching field. The latter two aspects seem to lack particularly, together with the chance of earning a good salary and having a job that is fun.

Moreover, DDTs are not included in the goal setting process, they do not feel relaxed and at ease at work, and they do not perceive their job neither as pleasant and stimulating, nor as ambitious.

Comparing the sums of discrepancies of the two groups, DDTs show a greater lack of rewards.

Considering Doyle and Kim's (1999) list of demotivating factors (see 2.4.2), we may find a confirmation about the impact of lacks on teachers' satisfaction, thus on teachers' motivation.

3.8 Limitations of this study and implications for further research

During the analysis of this study, some limitations emerged.

Firstly, although the sample size was quite large, some sections we have taken into consideration, which represented a small number of individuals, may not provide reliable results. Therefore, a much larger set of participants will be required in future studies.

Secondly, as we have adopted and translated some questionnaires we found in the previous literature, the use of some terms may have generated possible misinterpretations, thus influencing results.

Although we are conscious that

un questionario non rileva la realtà ma la deforma, in qualche misura, sulla base dell'idea della realtà che ha l'estensore. In altre parole, c'è il rischio che i punti che vengono inseriti nel questionario e il modo in cui sono poste le domande orientino le risposte (Balboni, 2003: 23),

the addition of some open-ended questions might better clarify respondents' points of view.

Moreover, as motivation may be influenced by a range of innumerable factors, other parameters may be taken into account in the next study, such as the language taught, gender, the specific kind of institute, the number of working hours, etc. Our choice is justified by the need of limiting our research since motivation is a very broad subject.

CONCLUSION

This quantitative study set out to explore Italian foreign language teachers' motivation through the analysis of several aspects, i.e. initial job motivation, values, rewards, job satisfaction and career satisfaction.

We have taken into account several motivational models and theories that have been presented in the literature review, and related the abovementioned factors to them in order to examine the outcomes of the online questionnaire we used.

From the answers given by 232 Italian foreign language teachers, results indicate that:

- a. the main reasons that motivated these teachers to enter their career are mainly of an intrinsic and an altruistic nature. Specifically, they chose to become teachers firstly because they perceived teaching as a job that fits their lifestyle, secondly because they wanted to contribute to society, and thirdly because they have had a vocation. Autonomy, which follows in the list, is the only main extrinsic drive that plays a crucial role. However, according to Deci and Ryan's (2000) self-determination theory, we need to bear in mind that autonomy is a fundamental component that fosters intrinsic motivation.
The last of the main reasons, which comes after autonomy, is another altruistic motive, i.e. the possibility to change students' lives;
- b. in general, foreign language teachers consider the majority of the items presented in the questionnaire as either quite important or very important. They attach a greater value to aspects related to relationships and need of affiliation, self-determination and autonomy, and to self-realisation and personal growth. Specifically, the top three values are: 1) concretely helping students to learn a foreign language, 2) having a job in which teachers can perform to the best of their abilities, 3) having a pleasant and stimulating job;
- c. factors concerning institutional support are considered as not particularly essential, while extrinsic values are believed as the least important, although most of the teachers see job security as somehow relevant. A note of cautions is due here since as regards some of the extrinsic elements such as fringe benefits, possibility of being promoted and seeing teaching as a prestigious job, we may suppose that the Italian culture and school system play a crucial role. In fact, on the one hand teaching is generally not perceived as a particular prestigious job in the Italian

- culture, and, on the other hand, the Italian state school system hardly provides possibilities of promotion or fringe benefits;
- d. all the very important values are satisfied except for one, i.e. having a job that permits to learn and develop abilities to their full potential. On the contrary, twelve of the fourteen important values are not satisfied;
 - e. none of the rewards can be considered as fully achieved. Nevertheless, the kinds of rewards these language teachers get are mostly connected to relationships, and to self-realisation and personal growth. The top three are: 1) having good relationships with colleagues, 2) working for a reputable institute, 3) concretely helping students to learn a foreign language;
 - f. rewards related to self-determination and autonomy are only partially accomplished, while, as regards rewards linked to institutional support, teachers only get the advantage of working for a reputable organisation (which, on the other hand, is not considered as an important value). Extrinsic rewards are those that are barely achieved, except for job security that is somehow common among these teachers;
 - g. while on the one hand teachers obtain some rewards although they do not consider them as so important, on the other hand there seems to be a lack of several essential aspects such as the recognition of teaching accomplishments, and the possibility of introducing some changes without having to go through too much bureaucracy;
 - h. on average, teachers are somehow satisfied both with their career and their current job, but we cannot talk about a general satisfaction. Most of the teachers are quite satisfied with either their career or their job, while those who tend to be not satisfied are less;
 - i. there are teachers who are happy with their profession although their work-life is not completely satisfying. Teachers would generally keep their career, while there is a tendency to want to change their current job if they had the possibility;
 - j. there are few teachers who do not enjoy teaching at all, although their work-life is not completely dissatisfying. On the contrary, there is a small group of teachers who would keep their career despite not being happy either with their career or with their job;
 - k. a large number of the teachers who are not satisfied either with their career or with their job, would keep their current work anyway. A possible explanation for this might be that some external elements prevail over the degree of satisfaction;

- l. there is some evidence to suggest that there may be a correlation between initial job motivation and current career satisfaction, as it seems teachers who were driven by intrinsic and altruistic motives tend to be more satisfied with their career than those who were driven by extrinsic reasons;
- m. teachers who tend to be satisfied with their career seem to attach greater importance to a larger number of values than those who tend to be not satisfied. The former tend to favour relational aspects, factors related to self-realisation and personal growth, and to self-determination and autonomy; the latter seem to give less priority to aspects of these kinds, and favour some values linked to institutional support;
- n. teachers who are definitely satisfied with their career seem to consider having a pleasant and stimulating job as the most important condition together with concretely helping students to learn a foreign language, while totally dissatisfied teachers give priority to being fairly treated by the institutional organisation and give little importance to pleasure. This may confirm the relevance of intrinsic motives, which helps maintaining a high degree of motivation;
- o. most of the values that satisfied teachers consider as either important or very important tend to be satisfied (among which having a pleasant and stimulating job), while teachers who are not satisfied show a great lack of values fulfilment;
- p. generally, satisfied teachers get rewards related to self-realisation and personal growth, self-determination and autonomy, relationships, and they also get some rewards connected to institutional support, in addition to job security, although they do not attribute a significant level of importance to these latter two kinds;
- q. teachers who are not satisfied display a large number of non-rewarded aspects. They mainly belong to extrinsic factors, self-realisation and personal growth, and self-determination and autonomy;
- r. it seems that it is not only a matter of quantity of obtained rewards that affects satisfaction. There is some evidence to suppose that the kinds of aspects and the degree of lack of rewards may be more influential.

Bearing in mind the motivational models and theories we have discussed in the previous chapters, the findings of this study suggest that:

- a. being initially driven mostly by intrinsic (and altruistic) factors, these teachers may

have responded more favourably as regards commitment to the job;

- b. giving priority to values related to relationships, self-realisation and personal growth, and to self-determination and autonomy may let us suppose that these teachers are somehow aware that fulfilling these aspects would foster their intrinsic motivation. Indeed, we have highlighted how these kinds of values are closely linked to those factors that trigger intrinsic motivation, such as autonomy, competence, relatedness, self-efficacy beliefs, and pleasure;
- c. extrinsic factors, included those connected to institutional support, play a minor role, although some of them are believed somehow important. As external factors can mine motivation (Praver, Oga-Balwin, 2008), in line with Ghenghesh's (2013) view we may suppose that those that these teachers evaluated as somehow relevant (such as job security, being positively evaluate by the superior, having a manageable workload) are those that, when fulfilled, contribute to maintain a certain degree of motivation;
- d. although almost all the very important values are fulfilled, both the fact that they are not fully satisfied and the large quantity of important aspects that are not rewarded may negatively influence the degree of motivation;
- e. if we consider the types of rewards that these teacher achieve, those related to relationships, and to self-realisation and personal growth will trigger intrinsic motivation; but the fact that those connected to self-determination and autonomy are only partially accomplished may negatively affect that sense of autonomy, competence, self-efficacy, and therefore motivation;
- f. in line with the expectancy theory, the lack of rewards connected to important values do not favour motivation. Moreover, those indicated by this sample of foreign language teachers coincide with most of the aspects Doyle and Kim (1999) presented as demotivating factors, which need to be avoided in order not to decrease the level of motivation;
- g. considering the general degree of job satisfaction and the relation between job satisfaction and motivation (Pennington, 1995; Kassabgy *et al.*, 2001; Ololube, 2006; Baleghizadeh, Gordani, 2012; Ghenghesh, 2013; Koran, 2015), it is possible that these teachers' motivation is somehow negatively affected by the abovementioned aspects;
- h. nonetheless, there is some evidence to suppose that there are some teachers whose intrinsic motivation is present, as they expressed to be happy with their profession

although their work-life is not completely satisfying. On the other hand, there is also some evidence to suggest that some other teachers are driven by some extrinsic factors, as they would keep their current job although they are not satisfied with their career or with their job;

- i. assuming there is a correlation between initial job motivation and current career satisfaction, we might say that teachers who were initially driven mostly by intrinsic (and altruistic) reasons might be currently more motivated in general than those who entered their career mainly motivated by extrinsic reasons;
- j. there is a possibility that the degree of importance attached to values and the types of values are interlaced with career satisfaction, and therefore values do influence motivation insofar as they are either fulfilled or not;
- k. rewards seem to play a crucial role both in terms of type of reward and in terms of degree of accomplishment. Lack of rewards is likely to affect both job satisfaction and career satisfaction, and therefore language teachers' motivation as well.

Despite its exploratory nature, this study offers some insight into foreign language teachers' motivation. However, we are aware that the issue of motivation is so extensive that it would be difficult to deepen all aspects.

Moreover, the questionnaire revealed some limitations that came out during the analysis:

- a. the small size of some sections of the sample that have been analysed may lead to unreliable results;
- b. some questions may be misinterpreted and therefore influence the answer;
- c. the range of aspects taken into account is limited.

Consequently, results need to be interpreted with caution. On the other hand, these limitations may be an opportunity for future research. Therefore, the researcher will undertake to make the necessary changes in order to improve the questionnaire.

Despite the limitations, this study has explored some interesting aspects of language teaching. The issue of foreign language teachers' motivation is rather new to the glottodidactic field, but we are certain that its inclusion in the literature is essential for many reasons. Some of them are:

- a. it is widely shared that teachers' motivation influence learners' motivation

- (Dörnyei, 1994, Tsutsumi, 2013; Ghenghesh, 2013; Baleghizadeh, Gordani, 2012);
- b. motivated teachers are likely to make learning stimulating and enjoyable (Wyatt, 2015a);
 - c. teachers are responsible for creating a positive learning environment, for which motivation is essential;
 - d. teachers are responsible for avoiding routine as it is seen as “a killer in the classroom” (Dewaele, 2015: 14);
 - e. teachers have to deal with their emotions and those of their students, which in turn influence and are influenced by motivation;
 - f. motivation contribute to resilience (Resnick, 2011) which helps to cope with those factors that can mine motivation;
 - g. motivation is complex and dynamic and may change over time.

Our research has gone some way towards enhancing our understanding of some possible reasons that may influence foreign language teachers’ motivation, and this information may be used to develop targetted interventions aimed at further investigating this issue and searching whether there might be a way to develop a possible set of strategies in order to foster foreign language teachers’ motivation.

In addition, we share Serragiottos’s (2006: 14) view, believing that

il piacere dell’insegnare vada trovato nell’azione quotidiana, in classe, creando l’ambiente adatto alle relazioni, allo scambio reciproco con gli studenti. Questo, però, non basta: deve essere garantito anche con azione sociale di sensibilizzazione, di impegno fattivo nell’organizzazione della singola scuola e della Scuola come sistema.

This means that both teachers and institutional organisations are responsible for the quality of the working environment, and both should find a way to cooperate aiming at improving the degree of satisfaction.

Questo comporta la creazione di un ambiente tranquillo e rilassato con i propri colleghi, con il Dirigente Scolastico, lavorando in equipe per il raggiungimento di obiettivi comuni, non è detto che questo sia facile ma il raggiungimento di certe mete prefissate può dare sicuramente piacere.

Per quanto riguarda la Scuola come sistema, purtroppo è più difficile intervenire: si tratta di affrontare una società dove molto spesso non viene valutato il lavoro dell’insegnante, a volte le riforme hanno creato confusione negli insegnanti, molto spesso non è stata chiesta la loro opinione, si è arrivati a delle imposizioni e questo non ha fatto che aumentare il senso di frustrazione degli insegnanti, senza pensare alle condizioni economiche non soddisfacenti e ai moltissimi precari nell’ambito della scuola, che non hanno certezze, che devono continuare a svolgere un lavoro educativo molto importante, senza nessuna certezza per il loro futuro (Serragiotto, 2006: 14).

In the end, as we fully agree with Ur (1996: 319) when he states that “reflection is the first and most important basis for professional progress”, one of our wishes is that our questionnaire may lead foreign language teachers to some personal reflection and awareness of their own current motivation.

Diagrams and tables

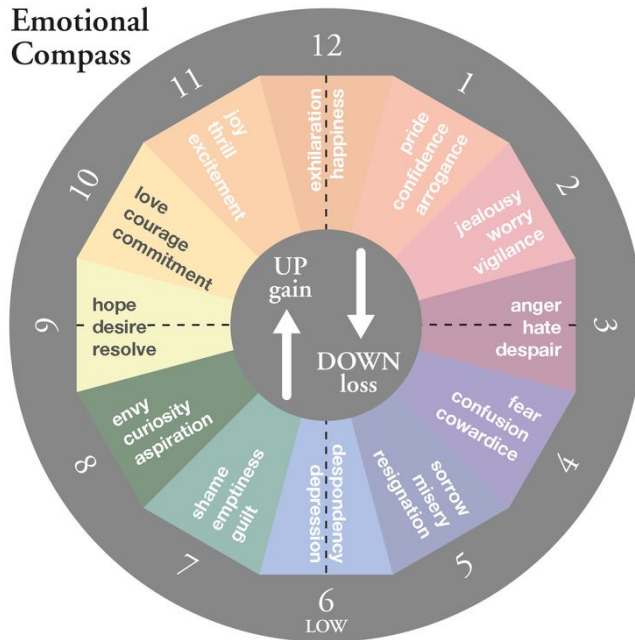


Fig. 1 Van Deurzen’s emotional compass (see 1.5). Diagram taken from <https://it.pinterest.com/pin/398287160772102671/> (2017/02/12).

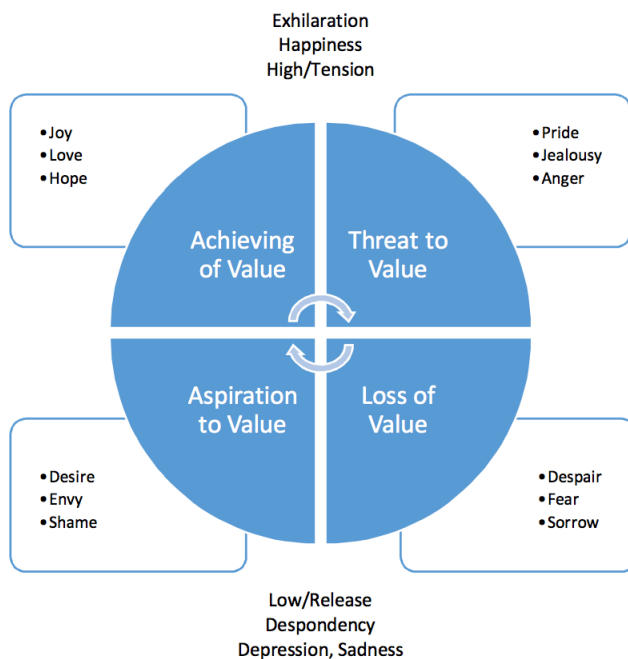


Fig. 2 Oxford’s adaptation of van Deurzen’s emotional compass (see 1.5). Diagram taken from Oxford, 2015.

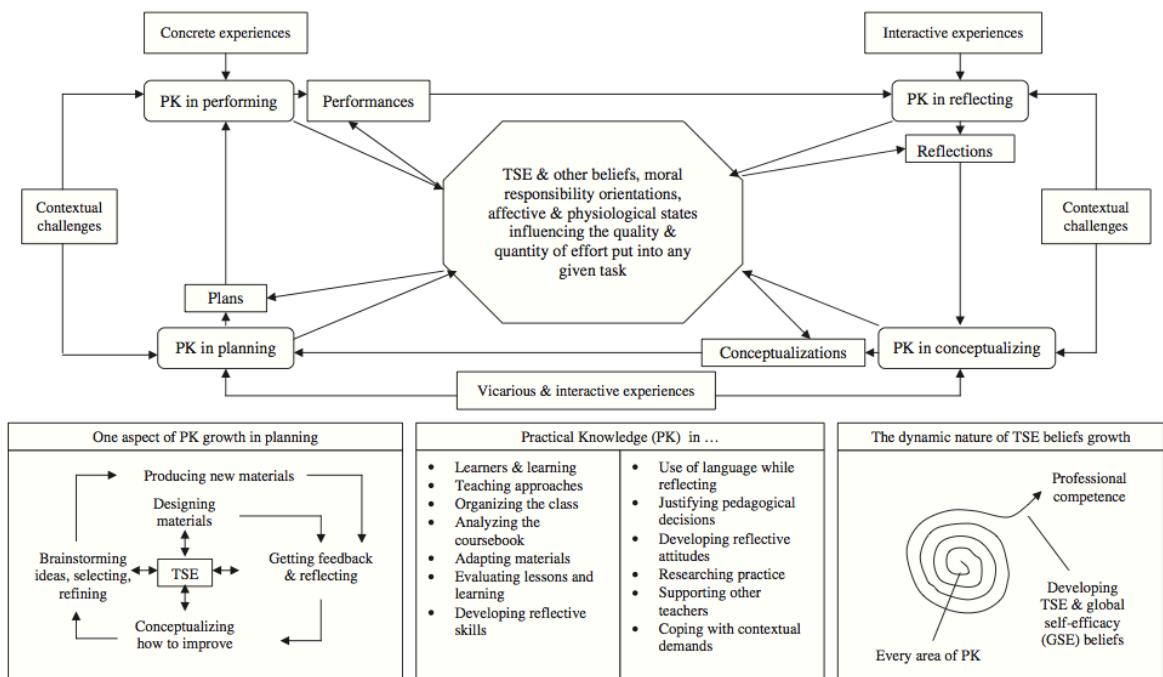


Fig. 3 Wyatt's conceptual model of TSE beliefs growth (see 2.4.4, and 2.5). Diagram taken from Wyatt, 2015b.

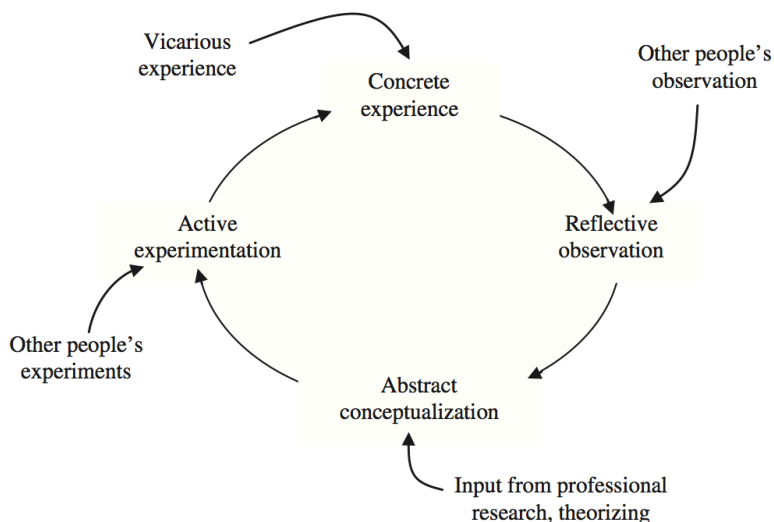


Fig. 4 Ur's model of enriched reflection (see 2.5). Diagram taken from Ur, 1996.

REGIONE	ABITANTI	PROPORZIONE	N. SCUOLE
Lombardia	10.008.349	100,08	100
Lazio	5.888.472	58,88	59
Campania	5.850.850	58,51	59
Sicilia	5.074.261	50,74	51
Veneto	4.915.123	49,15	49
Emilia-Romagna	4.448.146	44,48	44
Piemonte	4.404.246	44,04	44
Puglia	4.077.166	40,77	41
Toscana	3.744.398	37,44	37
Calabria	1.970.521	19,71	20
Sardegna	1.658.138	16,58	17
Liguria	1.571.053	15,71	16
Marche	1.543.752	15,44	15
Abruzzo	1.326.513	13,27	13
Friuli Venezia Giulia	1.221.218	12,21	12
Trentino Alto Adige	1.059.114	10,59	11
Umbria	891.181	8,91	9
Basilicata	573.694	5,74	6
Molise	312.027	3,12	6
Valle d'Aosta	127.329	1,27	6
Totale	60.665.551		615

Table 1. Data on the Italian population go back to ISTAT update of 01.01.2016 (see 3.4).

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Appendix: the questionnaire

Sezione 1 di 4

MOTIVAZIONE, VALORI E GRATIFICAZIONI

Gentile Docente di lingua straniera, grazie per la partecipazione. Il questionario è totalmente anonimo e non verranno raccolti dati sensibili.

GENERALITÀ

Tempo di compilazione indicativo: meno di 1 minuto

Età

- 20-29
- 30-39
- 40-49
- 50 o più

Insegno lingue da (indicare il numero totale di anni di esperienza nell'insegnamento delle lingue)

- Meno di 1 anno
- 1 - 5 anni
- Più di 5 anni

Attualmente insegno presso

- Scuola primaria
- Scuola secondaria di I grado
- Scuola secondaria di II grado
- Altro (specificare)

Sezione 2 di 4

LA MOTIVAZIONE ORIGINARIA

Tempo di compilazione indicativo: meno di 2 minuti

Indica i motivi principali che ti hanno spinto a scegliere di fare l'insegnante.

	SI	NO
1. Insegnare si adegua al mio stile di vita		
2. La proporzione tra salario e numero di ore lavorative		
3. Mancata realizzazione nel settore desiderato		
4. Possibilità di cambiare le vite degli studenti		
5. Vocazione		
6. Autonomia in classe		
7. Sicurezza del posto di lavoro		
8. La quantità e distribuzione delle vacanze		
9. Pressioni esterne		
10. Contribuire alla società		

Sezione 3 di 4

I VALORI

Tempo di compilazione indicativo: 5 minuti circa

Assegna un valore per ciascuno dei fattori indicati esprimendo personalmente quanto è importante quell'aspetto per il tuo lavoro.

1 = Per niente importante;

2 = Non particolarmente importante;

3 = Nessuna opinione;

4 = Abbastanza importante;

5 = Molto importante.

	1	2	3	4	5
1. Sicurezza del posto di lavoro					
2. Esercitare una professione che è prestigiosa					
3. Avere benefici accessori					
4. Percepire una buona retribuzione					
5. Avere un titolo prestigioso					
6. Essere promossi ad una posizione superiore a un					

certo punto della propria carriera					
7. Avere un orario di lavoro flessibile					
8. Avere regole e procedure chiare					
9. Avere un carico di lavoro gestibile					
10. Avere un superiore che dà indicazioni chiare					
11. Lavorare in un istituto rispettabile					
12. Essere valutati positivamente dal proprio superiore					
13. Avere un lavoro nel quale si è rilassati e tranquilli					
14. Avere un lavoro nel quale si può agire impiegando il meglio delle proprie abilità					
15. Avere un lavoro ambizioso					
16. Partecipare a corsi di formazione					
17. Avere un lavoro in cui si possono imparare e sviluppare al massimo le proprie abilità					
18. Avere un lavoro piacevole e stimolante					
19. Avere la libertà di fare ciò che è necessario quando si insegna, per fare un buon lavoro					
20. Avere il permesso di gestire i problemi degli studenti in modo creativo					
21. Ricevere feedback frequenti sull'efficacia del proprio operato					
22. Poter lavorare in modo indipendente e sulla base della propria iniziativa					
23. Essere riconosciuti per i propri traguardi raggiunti nell'insegnamento					
24. Rispettare e raggiungere gli obiettivi previsti dal programma/modulo					
25. Avere un lavoro divertente					
26. Essere trattati correttamente dalla propria struttura					
27. Avere un superiore sensibile e reattivo nei confronti di suggerimenti e lamentele					
28. Avere una sufficiente varietà di compiti e tipo di attività					
29. Essere inclusi nel processo di definizione degli obiettivi					
30. Essere in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia					
31. Avere contatti con professionisti nel campo dell'insegnamento delle lingue straniere					
32. Essere valutati positivamente dai propri studenti					
33. Aiutare concretamente gli studenti a imparare una lingua straniera					
34. Avere una buona relazione con i colleghi					

35. Avere una relazione amichevole con gli studenti					
36. Avere una buona relazione con il proprio superiore					
37. Avere una buona relazione con i genitori dei propri studenti					
38. Lavorare in squadra con gli altri insegnanti					
39. Poter seguire gli stessi studenti per più anni/corsi					

Sezione 4 di 4

LE GRATIFICAZIONI

Tempo di compilazione indicativo: 5 minuti circa

Leggi le seguenti affermazioni e pensale in relazione al tuo lavoro attuale.

1 = Decisamente no;

2 = Più no che sì;

3 = Né sì né no;

4 = Più sì che no;

5 = Decisamente sì.

	1	2	3	4	5
1. Ho un posto di lavoro sicuro					
2. Insegnare le lingue è una professione prestigiosa					
3. Ho dei benefici accessori vantaggiosi					
4. Percepisco una buona retribuzione					
5. Il mio titolo di lavoro è soddisfacente					
6. Ho prospettive di promozione					
7. Ho un orario di lavoro flessibile					
8. Al lavoro ci sono regole e procedure chiare					
9. Ho un carico di lavoro gestibile					
10. Il mio superiore dà indicazioni chiare					
11. Lavoro in un istituto rispettabile					
12. Sono valutato positivamente dal proprio superiore					
13. Al lavoro sono tranquilla/o e rilassata/o					

14. Ho un lavoro nel quale posso agire impiegando il meglio delle mie abilità					
15. Il mio lavoro è ambizioso					
16. Partecipo ai corsi di formazione					
17. Il mio lavoro fornisce mezzi per imparare e sviluppare al massimo le mie abilità					
18. Il mio lavoro è piacevole e stimolante					
19. Mi è concessa sufficiente libertà per fare ciò che è necessario quando insegno, per fare un buon lavoro					
20. La creatività è messa in risalto e riconosciuta positivamente					
21. Ricevo feedback frequenti sull'efficacia del mio operato					
22. L'indipendenza e lo spirito di iniziativa sono riconosciuti positivamente					
23. I traguardi raggiunti nell'insegnamento vengono riconosciuti					
24. Rispetto e raggiungo gli obiettivi previsti dal programma/modulo					
25. Il mio lavoro è divertente					
26. Sono trattata/o correttamente dalla mia struttura					
27. Il mio superiore è sensibile e reattivo nei confronti di suggerimenti e lamentele					
28. Il mio lavoro fornisce una sufficiente varietà di compiti e tipo di attività					
29. Sono inclusa/o nel processo di definizione degli obiettivi					
30. Sono in grado di introdurre dei cambiamenti senza dover passare attraverso troppa burocrazia					
31. Ho sufficienti opportunità di contatto con professionisti nel campo dell'insegnamento delle lingue straniere					
32. Sono valutata/o positivamente dai miei studenti					
33. Sono certa/o ch'io stia aiutando concretamente i miei studenti a imparare una lingua straniera					
34. Ho buone relazioni con i colleghi					
35. Ho una relazione amichevole con i miei studenti					
36. Ho una buona relazione con il mio superiore					
37. Ho una buona relazione con i genitori dei miei studenti					

38. L'enfasi è posto sul lavoro di squadra					
39. Seguo gli stessi studenti per più anni/corsi					
40. Sono completamente soddisfatta/o della mia professione di insegnante					
41. Sono completamente soddisfatta/o del mio attuale lavoro					
42. Cambierei la mia professione se ne avessi l'opportunità					
43. Cambierei posto di lavoro se ne avessi l'opportunità					