

English Teacher Motivation in Japanese Secondary Schools: A Longitudinal Qualitative Study
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Motivation is one of the most common research topics in SLA, and studies have been conducted extensively to understand learner motivation in various learning contexts. The studies have been conducted, for instance, to develop the scale to investigate learner motivation (e.g., Dörnyei, 2009) and to understand the tendency of motivators and demotivators (e.g., Kikuchi & Sakai, 2016). A study with quantitative approach has been common in general, but these days, qualitative approach has been widely used (Boo et al. 2015). One of the reasons is that concepts such as self and complex dynamic systems theory were adopted (Ushioda, 2020). By using qualitative approach, it became possible to focus on individual learners' motivation, experiences, and realities more in depth (Ushioda, 2020).

One of the important findings in motivation research is teachers can be crucial factors for student motivation and achievements (e.g., Dörnyei & Ushioda, 2011; Kikuchi & Sakai, 2016). The studies on motivators and demotivators showed that teachers can be both motivators and demotivators for students (e.g., Kikuchi & Sakai, 2016). It is also said when teachers are motivated to teach, their students are also likely to be motivated to learn (Dörnyei & Ushioda, 2011). Although teachers can influence student motivation greatly, the number of studies focusing on teachers is very limited in motivation research (Mercer & Kostoulas, 2018). This study, therefore, focused on teacher motivation to enhance the understanding of teacher motivation itself and to see the relationship between teacher motivation and student motivation. Research questions for this study are as follow.

- 1 How do Japanese teacher of English (JTEs) perceive factors that shape their teacher motivation and demotivation?
- 2 What are the salient concepts that shapes teacher motivation as they engage in work in secondary schools?
- 3 How is teacher motivation reflected in classroom teaching?
- 4 What kind of examples can be seen concerning the relationship between teacher motivation and student motivation in secondary schools?

This dissertation is divided into eight chapters. First, Chapter 1 examines the importance of teacher motivation research and shows the structure of dissertation. Then Chapter 2 covers previous studies of learner motivation and teacher motivation. Chapter 3 focuses on methodology of this study. This study was a qualitative longitudinal study, and it was conducted with seven JTEs in secondary schools in Japan. With these participants, semi-structured interviews were conducted individually three to four times through one academic year. Two teachers, Haruto and Jun, also participated in classroom observations and focus group interviews. Classroom observations were

conducted twice in the academic year. Focus group interviews were also conducted with Haruto and Jun's students twice.

Chapter 4 discusses what kind of perceptions two teachers have toward motivating and demotivating factors for two teachers. Chapter 5 and Chapter 6 focused on one participant and illustrates the findings of interviews, classroom observations, and focus group interviews. The findings indicated that ideal L2 teacher self can be the important factor for teacher motivation. Teachers have goals based on their ideal L2 teacher self, and they behave to achieve them. Their motivation was reflected in the classroom teaching, and it, for instance, influenced teachers' use of L1 and L2 in the classroom. The study also showed that teacher motivation and student motivation can influence one another. Teachers and students interact both inside and outside of the classroom, and they seem to accumulate contact moments. This seems to influence both teacher motivation and student motivation.

Chapter 7 explains the connection between the findings of the study and research questions, and Chapter 8 concludes the study including the limitations and implications. The findings of this small-scale study have deepened the understanding of the relatively uninvestigated area of teacher motivation overall. These teachers' perceptions of motivators and demotivators seem to be closely related to their personal histories, and motivators for some teachers can be demotivators for others. One of the crucial concepts that seems to shape teacher motivation is the ideal L2 teacher self. With a clear and plausible ideal L2 teacher self, teachers may be able to work hard to achieve their personal and pedagogical goals. This was reflected in how they conducted their classes, for example. As a result, students also seem to be influenced by their teachers.

This study has the following three implications. First, teachers can influence students greatly, and it is important for teachers to learn teacher motivation in pre- and in-service teacher training. It is also necessary for teacher educators to understand what they teach in teacher training can greatly influence pre-service teachers. Teachers might teach based on what they study in teacher training, and this can influence students, too. It is also important for schools to clarify the goals and share them with teachers. Teachers can clarify how they can contribute if they can understand the schools' goals. When teachers do not know the schools' goals, they might suffer from the gap between what they would like to teach and what they have to teach.