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**Choosing the
FL/L2 teaching
career: initial
motivation of
students of
Italian
Universities.**

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ABSTRACT

After the mushrooming of studies and research about language students' motivation, in the last decades language teacher motivation has started being investigated more thoroughly; however, some of its aspects remain for the most part unexplored, such as prospective teachers' motivations to pursue the FL/L2 teaching career. Drawing from research studies on motivational matters carried out in various contexts, the present study sought to understand what motivates student enrolled in two Italian universities (Venice and Bologna) to prospect for and embark on a career as FL/L2 teachers. Moreover, the study aimed at understanding whether respondents' personality traits correspond to those that, according to Holland's theory about the personality-occupation compatibility, are held most compatible to the teaching career. 103 students were asked to complete an online questionnaire created by taking as example Watt & Richardson's (2007) FIT-choice scale survey and adding elements drawn from Kyriacou & Koberi (1998), Kyriacou & Benmansour (1999) and Barnes (2005). Results showed that among the various personality codes of the prospective teachers in exam the most prominent are SOCIAL, INVESTIGATIVE and ARTISTIC, partly in line with those hypothesized by the leading theory. For what concerns their choice to teach the FL/L2, *international posture* is the leading motivational factor, followed by *intrinsic value* (passion for the FL/L2 and interest for the career) and *social utility value* (also known as altruistic motivation); such findings are in line with those revealed by most of teacher's entry motivation literature carried out in western countries up to the moment.

PART 1

Introduction

The presumably forthcoming competitive exam for State school employment will bring about a great teacher-turnover: thousands of new teachers will officially be able start their career in State education. Such forecast spots a light on the motivations that foster students to pursue the teaching career, since initial motivation has been proved to be of pivotal importance for the attitude with which they will approach their job and the future commitment to it; moreover teachers' motivation is in turn a strongly influential factor in students' motivation. Expectations and perceptions about the role teachers are going to fulfill are important aspects that need to be taken into account along with motivation in order to perfect their training and make it more effective. In addition, given the ever more central role of foreign and second language education in the globalized society, special attention must be paid to the motivation of prospective language teachers. Chapter 1 of this work provides a thorough description of motivation and its applications to the educational context.

Research on motivational matter has generally relied upon the *intrinsic*, *extrinsic*, *altruistic* classification: this classification sees *intrinsic* and *altruistic* reasons as more positively impacting than *extrinsic* ones. For what concerns prospective teacher's motivation, recently Watt & Richardson (2007) have given an important contribution to the classification by applying expectancy-value theory framework to it: their work resulted in the elaboration of the factors-influencing-teaching-choice scale (FIT-choice scale). The FIT-choice scale deepens and refines the classic taxonomy providing it with scientific reliability; however, it addresses teachers in general. For what specifically concerns language teachers, previous studies (Kyriacou & Kobori, 1998; Spezzini & Oxford, 1998; Kyriacou & Benmansour, 1999; Barnes, 2005) identified *passion for the language and culture* as one of the prominent motivating factors in career choice. In chapter 2 we mentioned some of the literature that has contributed to the debate both on general and language teachers' motivation.

The bureaucratic difficulties of Italian State school's recruitment as well as the apparent carelessness of Italian government towards any improvement of the former, led the author to wonder about the reasons push the students of Italian Universities to pursue the language teaching career and how strong such motivations must be to survive in spite of all the potential obstacles.

A questionnaire was created by adapting Watt & Richardson's FIT-choice questionnaire to the context of language education: items were drawn from studies that specifically assessed FL/L2 teachers' motivation (Barnes, 2005; Kyriacou & Kobori, 1998; Kyriacou & Benmansour, 1999) and personality (Holland, 1966; Swanson, 2012); it was then submitted to students of the universities of Venice and Bologna who are considering the idea of becoming teachers of a foreign or second language.

Specifically, the research questions addressed were:

- i. What is the main motivation of students of the two Italian Universities considered for pursuing a career as foreign or second language teachers?
- ii. Do their personalities correspond to Holland's personality codes for language teachers revealed by Swanson (2012)?

Items were also included about the participants' plans and desires for their future so as to get to know their opinions about the choice they have made and the state of Italian educational institutions; by so doing, the author could also get an idea of how these perceptions influence their motivation. A detailed description of the study is provided in chapter 3.

103 responses were collected from a heterogeneous sample of students: the analysis is reported in chapter 4. For the most part in line with previous literature research, results reveal that students are motivated by *intrinsic* and *altruistic* reasons and, even more importantly, they seem to possess what Yashima (2012) named *international posture*, which is considered in this study as a source of motivation to teach foreign and second languages. Taken together, the sample shows mainly *social*, *artistic* and *investigative* personality traits, which make them compatible with the career they have chosen. As regards their opinions and expectations, it appears that the participants are really satisfied with their choice; however they do not seem to believe in the possibility of

finding a stable job in Italian State school which leads them to add working for private educational institutions and moving to other countries to their options. Findings are further discussed in chapter 5.

As reported in the conclusions, the study provides useful information to policy makers, who could verify it and possibly consider simplifying access to the educational system institutions: eliminating the insecurity that results from bureaucratic difficulties would help keeping motivation and commitment high and would positively influence prospective and novice teachers' attitudes. Furthermore, teachers' rejuvenation would be undoubtedly beneficial for language education itself.

Chapter 1: Essentials of motivation

1.1 Defining motivation

As Ryan and Deci (2000) state «To be motivated means *to be moved* to do something». However, the term “motivation” has been defined in several ways ever since it started being investigated. What is commonly agreed upon is that it constitutes the force that initiates action and that it defines the effort people will make in pursuing an activity as well as the amount of time they are willing to invest in it. From the psychological point of view, motivation is a circle in which the thoughts and actions of individuals mutually influence each other.

1.2 Origins of motivational studies

Motivational psychology studies date back to the decades between the 1930s and the 1950s. At that time, however, they were still not associated with human behavior and their claims were made on the observation of rats. Initially, psychologists’ aim was that of understanding what moved a resting organism to a state of activity. To do so, they investigated concepts such as instinct, drive, arousal, need and energization. According to J. Seward (1956), “drive” refers to an excitatory state produced by a homeostatic disturbance, a need closely related to instinct that can modify behavior, often provoked by the lack of something necessary. The term remained at the core of motivational psychology until the 1960s, decade in which the field of study shifted from mechanist/behaviorist approaches towards more cognitivist ones.

The active role of the individual spot a light on concepts such as choice and persistence; in addition, given the increased number of researches on humans in particular, individual differences of people became relevant variables (e.g. achievement needs, locus of control, anxiety).

The decades that followed witnessed a clear continuation with the trends of the 1960s: the concept of *Self* made its debut in the field. The *Self* construct owes its importance in personality psychology to its capacity of connecting people thoughts and reflections to their actions with the aim of maintaining self-images (Leary, 2007). Since motivational

studies focus on human action, in the 1980s “*Self*-motives” mushroomed in the field and the *Self* became the prominent element dominating motivation. Goal-theory appeared as a result of the importance of achievement strivings associated to individual cognitive variables.

Eventually, in the 1990s, what had remained of the behaviorist theories that still had some relevance in the sixties lost their importance while cognitive approaches survived.

1.3 Characteristics

A first fundamental distinction must be made when talking about the source of motivation, namely that between intrinsic and extrinsic motivation: *Intrinsic motivation* refers to doing something because it is inherently interesting or enjoyable; on the other hand, *extrinsic motivation* refers to doing something because it leads to a separable outcome (Ryan & Deci; 2000). As far as intrinsic motivation is concerned, it is considered to originate either from the activity itself (Skinner’s operant theory, 1953)¹ or from the satisfaction of a physiological need through the completion of a given task (Hull’s drive reduction learning theory, 1943).

The theorists of the distinction between intrinsic and extrinsic motivation, Edward Deci and Richard Ryan, elaborated self-determination theory (accepted in 1985) on two pivotal basic distinctions: one is that between intrinsic and extrinsic motivation described above, the second distinction is that between *autonomous motivation* and *controlled motivation*. Although the four terms could be confused, their meanings are distinct. Autonomous motivation refers to feeling a full sense of willingness and volition and to the completion of a task being guided by interest, enjoyment and choice. People are autonomously motivated also when motivational sources are external, but the value of the task is in line with their sense of *Self*. Controlled motivation, in turn, involves only external sources of motivation such as getting rewards or avoiding punishments; individuals who experience controlled motivation feel pressured and obliged to do something and are not involved in the activity.

¹Operant conditioning consists in changing behavior through the use of reinforcements given after the achievement of a desired response.

One additional internal distinction regarding motivation deserves to be noticed: Williams and Burden (1997) differentiated between *initiating motivation* and *sustaining motivation*. The former compels the reason for doing something, in other words what ignites a behavior; the second regards the effort in the continuation of such behavior.

Before proceeding to the next chapter, it will be useful to mention another differentiation that has been detected in the field of motivation, namely in the L2 learning context: between the 1950s and the 1980s Gardner and Lambert elaborated and theorized the distinction between *integrative* and *instrumental* motivation. Starting from the assumption that “in order to learn another language well, an individual has to have some reason for doing so that involved the other-language community” (Gardner, 2009) they developed the idea of *integrative* motivation: it is the drive to learn an L2 to be accepted in the L2-community and become part of it. Often perceived as a form of intrinsic motivation, it is very strong, and lasts for prolonged periods; it involves a true interest towards the language and the language-speaking community and a certain willingness to communicate. On the other hand, *instrumental* motivation is very similar to extrinsic or autonomous motivation since it is goal-oriented, and even though it can be very strong and focused it will be exhausted by the time the purpose is achieved. To be clear, the two scholars referred in particular to learning a language because of external impositions, feeling no other spur than the material necessity.

As far as the FL context is concerned, there are some problems with the application of Gardner and Lambert’s theory. Due to the lack of effective contact, rarely do students choose to study a foreign language pushed by the desire to be part of a FL-speaking community; it is through the teaching of cultural and societal aspects related to the language, that teachers try to foster *integrative* motivation also in FL-learning contexts (Coonan, 2011). In any case, it is a feeling that has a minor entity.

However, with the diffusion of English as a Lingua Franca, a new kind of motivation has been detected. Again, Coonan (2011) makes the point by claiming: “Si è di fronte ad una espansione del concetto della motivazione integrativa perché il gruppo di riferimento esterno è la comunità globale e non più una sola specifica realtà linguistica”. In Yashima (2002) such expansion of the concept of integrative motivation is referred to as

international posture or intercultural friendship orientation. Yashima investigated the reasons for Japanese university students to study EFL; the respondents demonstrated to be projected and open towards the world, both for what concerns their future occupation, plans or interpersonal relations. English was the means to their ends; the same is true for students of many other countries whose socio-cultural and economic context allows them to do so². Thus, Italy is one of those countries in which motivation to learn EFL might take the form of *international posture*.

1.4 Motivational studies in the academic context: focus on the teacher

Studies on motivation have always been linked to the academic context. Most of their attention tended to focus on students and the pivotal role that motivation has on their learning process and its quality. It is now clear that motivation is necessary for learning and it is widely recognized that different kinds of motivation will result in different learning outcomes.

In the language teaching sphere, with the prominent focus having been shifted from the language to the learner (1940s – 1960s), motivational studies found ground to build upon and scholars worked to apply the main theories to second language and foreign language (L2/FL) learning context.

Even though up to the half of the 20th century education (and language teaching as well) had been characterized by top-down approaches and methodologies in which the teacher was given indisputable authority, it was not until the 1990s that teachers' own motivation started being investigated since it was recognized as one of the main elements to impact students' motivation. There is not abundance of material on such matter compared to the amount regarding students' motivation. Nonetheless, studies have addressed teacher motivation from different perspectives, applying diverse pre-

² According to Yashima (2012), one of the characteristic aspects of individuals who have an international posture is a non-ethnocentric attitude.

existent theories: goal theories, expectancy theory, self-determination theory, self-efficacy theory, motivation and job satisfaction, analysis of demotivational factors.

Of *goal theories*, both goal-orientation and goal-setting have been used as variables in the investigation about teacher motivation: generally speaking, setting goals helps people have a direction, be initiated and energized towards an end. Teachers who set their goals are more likely to have positive feelings about their job and about themselves; as a consequence, they will positively affect students' perception of the learning experience (Woolfolk Hoy, 2008 p. 496).

Different but closely related to the concept of goal is that of *vision*. As stated by Dornyei and Kubanyiova (2014) even though a "goal" represents the directional intention to reach a future state, it substantially differs from *vision* insofar as the latter encompasses a *sensory representation* that permits the creation of actual images of a goal being achieved. Citing Taylor et al. (1998), Dornyei & Kubanyiova conclude that the addition of sensory information to a desired future goal enhances people's motivation to achieve it. Thus, they invite teachers (in the specific, language teachers) to visualize the kind of professional they want to become.

Earlier, in 1986, Markus & Nurius introduced what profoundly influenced many of the theories on motivation and related literature: the notion of *possible Self* as opposed to the actual *Self* (Markus & Nurius, 1986). According to the scholars, the notion includes the ideas of what individuals would like to become (*ideal Self*), what they think they should become (*ought-to Self*) and what they are afraid of becoming (*feared Self*). It was applied to the second language education domain first by Dornyei (2005), who proposed the '*L2 Motivational Self System*' for L2 learners, and subsequently by Kubanyiova (2012) in her Language Teacher Conceptual Change (LTCC) theoretical model that seeks to explain how teachers' future visions impact on their professional development. She claimed that to understand what motivates teachers, we need to look into their images of who they wish to become.

Eccles et al.'s (1983) *expectancy-value theory* has been found to be relevant in the field of teacher motivation: when Watt & Richardson developed the FIT-choice (factors influencing teaching) model, they pointed at expectancy/ability beliefs (along with task

values and perceived task difficulty) as factors that motivate the choice of pursuing the teaching career (the study by Watt and Richardson will be treated more in detail in a further chapter since the present research will draw from it, specifically). In addition, when a teacher knows that his/her effort will lead to the desired outcome (namely, positive results/feeling of the pupils), he/she has a reward in terms of intrinsic motivation. In other words, individuals not only give a value to the task of teaching but also do an appraisal of the commitment demand and workload of the profession; they then compare the appraisal result against their own ability to be effective teachers.

Albert Bandura's *Self-efficacy theory* has also been applied to teaching: possessing strong beliefs about one's own efficacy implies high effort and persistence in completing a task. Therefore, a teacher with strong self-efficacy will be more motivated in teaching. Ryan and Deci's *Self-determination theory* applied to teachers explores the interaction between their internal drives, their practice and the instructional context. When the context is pleasant, stimulating and provides them with constructive feedback, teachers perceive their basic needs of competence, relatedness and autonomy as satisfied and will reflect their sense of well-being on their students and colleagues. Bier (2014), includes under this positive trend the process of "flow experience" discussed by Csikszentmihalyi (1997), which is "a deep involvement in teaching, activity for which the teacher shows commitment and passion and where intrinsic motivation is both the instrument and the product of the teacher's practice" (Bier, 2014). On this fashion, several studies have focused on teachers' *job satisfaction*: it consists in a job's capability to meet the needs and improve the performance of the individuals employed in it. Such capability comes mostly from characteristics of the job itself that impact on teachers' internal motivation such as working conditions, chance of growth, the relation with colleagues, superiors, students -what Deci & Ryan (1985) classified as *pressures from above* and *pressures from below*- but also from merely external spurs like salary and holidays.

Teaching often implies negative motivational outcomes. The application of *learned helplessness model* to the profession hypothesizes that a stressed teacher might have attributed the causes of his/her possible failures to internal/stable factors over which

he/she believes to have no control³ or b) explained any professional success as not depending from his/her actions.

Lack of control belief leads the teacher to a sense of hopelessness. “The helpless teacher expects the same (negative or low) results whether she tries hard or whether she tries little, and this forms the basis for her reduced effort which makes further professional failure more likely” (Jesus et al, 2005).

Studies on teachers’ stress led to the distinction between teachers’ *burnout* and *wornout* (Stephenson, 1990). Teachers with *burnout* are those who persist in their effort despite their dissatisfaction; instead, teachers who are *wornout* reduce their effort in the profession due to the lack of satisfaction. The main difference between the two categories resides in the amount of *professional engagement* and *commitment* to the job: low-engaged teachers are less likely to develop depression, while more committed ones are more prone to serious negative emotional consequences.

As stated by Koran (2015), commitment – the amount of time and energy that one is willing to spend in teaching – is profoundly influenced by the reasons for undertaking the career.

As will be better explained in the following chapter, the motives to become teachers define how engaged one will be and how long one will last in the profession. Through the years these motives were ordered under various classifications but generally the main distinction is, once again, the one between intrinsic and extrinsic: in the general discourse, intrinsic drives characterize future highly-committed teachers, whereas extrinsic drives are associated to less motivated ones. Internal motivations such as making a difference in other people life, working with children and youth, draw beginning teachers into the profession, but enticements like salary, benefits and community standing, play their role when it comes to keeping them into teaching (Hellsten & Prytula, 2011).

³ In such cases, despite any possible personal action that could be taken, a sense of externalization and lack of mastery over the causes will develop.

In 1997, Holland stated that the act of choosing an occupation is an expensive one and that it reflects a person's knowledge, ability as well as his/her motivation and personality.

The scholar elaborated a theory to research what personality traits were best suited to different careers. According to his theory, the Hexagon Theory represented in figure 1, people's personalities cluster into six types, imaginatively positioned on the angles of a hexagon: realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C); opposite angles mean opposite personalities types. According to Holland, individuals do not solely belong to one or another category, rather they show characteristics associated with each of the types to different degrees. The three types/edges to which they are more closely associated represent their personality code: if traits are positioned on adjacent angles, the personality is categorized as consistent, otherwise it is inconsistent. The vertical and horizontal bidirectional arrows in the left hexagon indicate what each of the four type prefer to deal with: once again, opposite arrows indicate positive or negative attitude towards given subjects. The oblique arrows instead represent sociability/unsociability and conformity/nonconformity.

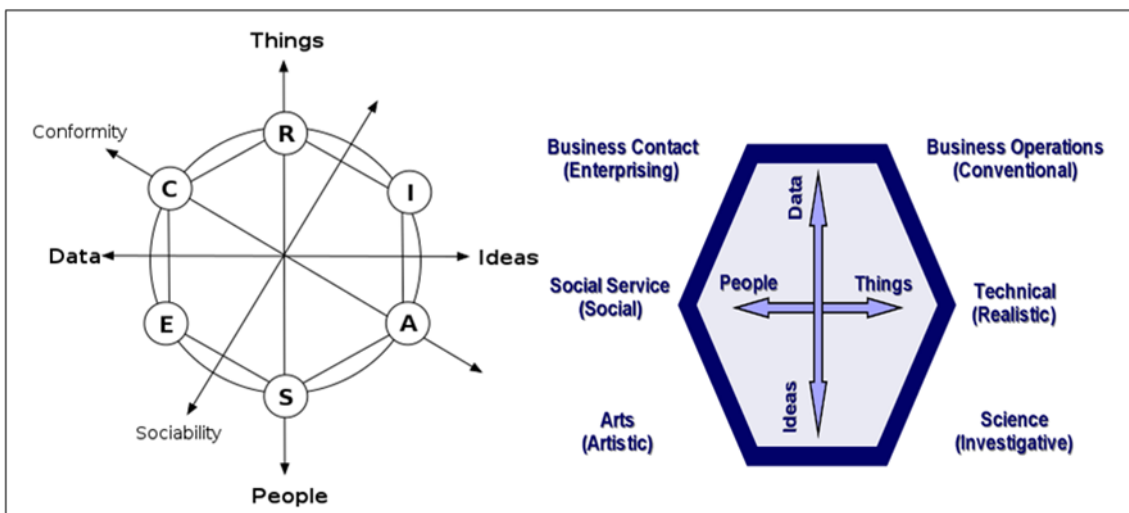


Figure 1: Holland's RIASEC Hexagon Theory

What emerged from the theory's first application in a study on career inclination and compatibility was that individuals who were interested in becoming FL teachers (134 people) showed to possess personality traits related mainly to three categories: S, A, E (Holland, 1966).

However, the scholar did not investigate whether those individuals entered or remained in the FL-T career. Further applications of the theory showed consistent results (Swanson, 2008; Swanson, 2012) and, in addition, it evinced that in-service teachers' coherence with Holland's S, A, E categories was reflected in their commitment to and longevity in the profession (Swanson, 2012).

The theories mentioned above have been applied to teacher motivation with the aim of investigating a broad scope of domains, such as student motivation, educational reform, recruitment and teacher shortages, teaching practice, teacher psychological fulfilment and well-being.

The areas specifically related to teacher research are the following: factors that influence teacher motivation; teacher motivation and teaching effectiveness; teacher motivation and student motivation; teacher motivation research across different disciplines; teacher motivation assessment instruments (Han & Yin, 2016).

In 2008, Hayes interestingly noted that despite Zoltan Dornyei, one of the pioneers of language learning/teaching motivational literature, sustained that "the literature on the motivation of language teachers [was] even more scarce than on teacher motivation in general" (Dornyei, 2001), he did not make any mention at all in his work about *motivation for entering* the L2/FL teaching profession.

Indeed, seldom before studies were conducted on the reasons why individuals choose the language teaching career (Kyriacou & Kobori, 1998; Kyriacou & Benmansour, 1999; Barnes 2005). Thus, Hayes decided to take advantage of that fallacy. Since then the matter has been increasingly investigated (Hayes, 2008; Zhao, 2008; Gao & Xu, 2014; Koran, 2015; Pezzot, 2015; Hiver, Kim & Kim, 2018).

The author believes that Gardner & Lambert's *integrative/instrumental* dichotomy, which was created for FL/L2 *learning* motivation, can be adapted to language *teaching* motivation and more specifically it could also account for and constitute a valid classification of the reasons why individuals choose to pursue the language teaching career.

In a study of 1959 the two scholars investigated the correlation between attitude, orientation (integrative or instrumental), and motivational intensity of a group of Canadian English-speaking high-school students who were studying French.

The indexes were obtained through the completion of a questionnaire that asked the students about:

- i. the perceived utility of French for their purposes (1. obtaining a job; 2. understanding Canadian-French people and their way of life; 3. conversing with many and various people; 4. having a better education);
- ii. their opinion of the French-Canadian community;
- iii. the effort they made in the study of French as a second language.

They concluded that factors such as one's attitude towards a community, the willingness to be part of it and to communicate with its members profoundly influence their motivation in learning that community's language. As a matter of fact, students who selected purposes n° 1 and 4 were classified as driven by *instrumental motivation*, while those who chose n° 2 and 3 by *integrative motivation*. The latter showed stronger intensity in their effort than the former.

The opinion of the author is that in a similar manner, the positive attitude towards a FL/L2-speaking community, or towards a foreign/second language, can be a spur to become a teacher of given language; whereas indifference or negative opinion may result in a choice motivated by instrumental reasons (provided that it results in such choice at all).

Some additional considerations, however, must be done about English as a FL since not only it is the language through which people can communicate with English-speaking communities (English, Irish, American, Australian and so on) but also a means of communication recognized and understood world-wide (and/but increasingly often taken for granted).

On this regard, the author wishes to advance the following possibility: prospective teachers of English as a foreign language might choose to pursue this career because of the position held by English Language itself. To be clear, the status of lingua franca,

which in most cases makes English a compulsory requirement, have undeniably increased the marketability of the Language, of those who speak it and of those who teach it. As a consequence, the motivation that pushes individuals to choose a career as English teachers could be more instrumental than for other languages. For example, it could be chosen as a fallback, a way to earn additional income or yet because there is a desire to travel and it is easy to find a job in this position in other countries.

Far is it from the author to stigmatize all prospective English teachers as merely moved by material forces. Indeed, just like in paragraph 1.3 we talked about *international posture* in learners of English (an evolution of *integrative motivation* applicable to students who manifest particular openness towards the world), the author believes that the characteristics of such construct should be found in teachers too (and not only of English).

To cite an example, especially in rural areas of developing countries (south-east Asia, south America, Africa, eastern Europe) the request for EFL teachers attracts English speakers, native and non-native alike, from all over the world. The humanitarian effort of NGOs and associations in these lands seeks equality and greater progress for the peoples living in these regions.

Teaching English is one of the ways through which these institutions operate, since it helps people overcome the cultural boundaries and broaden the scope of their possibilities.

Increasingly often, young people from developed countries, after completing their studies or during their holidays, decide to spend a period there teaching EFL (both to K-12 or adult learners); in a sense we could say that they try to “import” *international posture* in poor and inevitably narrow-minded realities.

The author agrees with Coonan (2011) that the attributes of *international posture* represent an inestimable didactic and educational goal since they make part of a kind of motivation that is particularly suitable to the global, post-modern society in which we live. Individuals who possess this inclination and openness towards the global community and are willing to convey it to future generations or underdeveloped communities are much welcome and needed.

By bearing in mind the abovementioned studies, the purpose of this work is that of understanding what kind of motivation leads language students in Italy to pursue a career as FL/L2 teachers. It is different from the previous ones conducted in this country in that for the first time pre-service language students' motivations, rather than in-service language teachers', are considered. Moreover, it seeks to understand whether the personalities of the subject examined correspond with those detected by Holland (1997) as most suitable to the teaching career. A correspondence between students' suitable personalities and their claims about motivation will be sought.

Watt & Richardson's FIT-choice model, Kyriacou & Kabori (1998), Kyriacou & Benmansour (1999) and Barnes (2005) are used as guidelines in the creation of the questionnaire administered to 56 students enrolled in Ca Foscari University of Venice masters' degrees in Language Sciences (especially those attending the language teaching curriculum) or European, American and Postcolonial Language and Literature and 47 students enrolled in the University of Bologna masters' degrees in Italian Language and Culture to Foreigners or Modern, Comparative and Postcolonial Literature) wishing to become FL/L2 teachers after completing their studies.

Holland's hexagon model and personality types descriptions, instead, were employed as guidelines for creating a quick test for the investigation of prospective teachers' personalities.

1.5 Why investigating personality?

The role of teachers is recognized as one of the most stressful and psychologically demanding.

As we said earlier, Ryan and Deci (1985) stated that teachers are subject to pressures both from above and below; therefore, it takes a good amount of motivation to sustain the effort to remain in the profession. Holland (1997) instead, talked about how hard it is to choose one's profession since such choice mirrors the individual's personality, along with his/her knowledge and abilities; he also claimed that there must be relatedness between the person's and the work place's characteristics: "the more similar an

individual's abilities, interests, and competencies are to the occupational environment, the more vocational stability and satisfaction will be realized" (Holland; 1997).

Swanson (2012) employed Holland's SDS⁴ assessment (based on the RIASEC Hexagon Theory, figure 1) to reveal what the preponderant personality traits of American FL teachers were; this made part of a greater scope study through which he aimed to understand whether the respondents' personality traits and their way of coping in stressful situations proved to reflect whether they could be classified as *stayers* or *leavers* in the teaching profession.

"Using the number of years the participants reported having taught languages and their professional plans for the next school year (i.e. remain in the profession, retire, or quit), [Swanson] examined the participants' Holland codes for those reported to be remaining as a language teacher and for those who declared that they would be leaving the profession" (Swanson, 2012, p 530). Respondents with S-A-E codes (*social, artistic and enterprising* traits, indicated by Holland as typical of teachers) proved to be *stayers*. In addition, these S-A-E individuals got high CISS⁵ scores for *task-* and *emotion-oriented* coping skills (whereas, *avoidance-oriented* scores were low). Being particularly difficult social environments, schools and educational institutions need people who choose to proactively react to problems instead of avoiding them, and it was evinced that individuals with certain personality characteristics are more prone than others to do so. This is the reason why the author of this research decided to get an overview of the personality traits of the next generation of Italian FL/L2 teachers.

⁴ Self-directed search: a self-taken personality assessment.

⁵ Coping in Stressful Situation: a commercial instrument consisting of 48 self-reported items that ask respondents to indicate how much they engage in various coping activities during a stressful situation.

Chapter 2: Literature Review

2.1 Reasons for becoming schoolteachers

The reasons why teachers choose to enter the profession strongly influence their commitment to the job and the quality of their teaching, which, consequently, have an impact on the students' learning experience.

Only recently has research on teachers' initial motivation addressed FL/L2 teachers specifically; however, the motivation for entering teaching in general was subject of study starting from the 1960s (Richards, 1960; Fox, 1961).

Among the motives for which individuals decide to become teachers, Lortie (1975) differentiated between *attractors* and *facilitators*. The former encompass reasons that relate to the fulfillment of needs, such as the desire to work with young people, the idea that teaching is a mission to accomplish, the wish to perpetuate positive learning experiences; on the other hand, the latter are more bound to socio-environmental factors i.e. non-elitist admission to the career, family job tradition, pressure and encouragement from relatives and/or friends.

Other more varied classifications were proposed in later years:

- Brookhart and Freeman (1992) grouped the most commonly observed variables according to four clusters: i) demographic and high-school background; ii) motivation to teach and career expectations; iii) confidence/optimism or anxiety/concerns about teaching; and iv) perception of the roles and responsibilities related to the profession;
- Huberman (1993) developed a tripartite classification of motivation as *active*, *material* and *passive*, which meant respectively: a deliberate choice, a way of making a living and gaining financial independence; being into the profession by chance or for lack of better opportunities.

Successive literature classified the reasons for entering the profession according to *intrinsic*, *extrinsic* and *altruistic* factors and since then, the mainstream distinction has

been grounded on that classification. Nonetheless, as Watt and Richardson claimed, studies had never been clear about what those clusters really meant. The creation of survey instruments of no certain reliability as well as the lack of agreement upon the theoretical and analytical framework to apply, resulted in little precision in the definition of *intrinsic*, *extrinsic* and *altruistic* reasons.

In Low et al. (2011), for example, *intrinsic factors* are identified as job-related factors (i.e. the chance for life-long learning, the perceived good job fit, the many opportunities that the job offers and so on); *extrinsic factors* include benefits and perks (i.e. good salary, having coincident holidays with one's own children, sufficient time to spend with the family); *altruistic factors*, instead, go beyond any tangible benefits and encompass deep passion for teaching, love for children, and desire to make a difference in the lives of students» (Low et al., 2011)⁶. In other studies (e.g., Young, 1995⁷; Sinclair et al., 2006), the desire to work with children was classified as an intrinsic reason, instead. Even the items that more often emerge from surveys - such as working with children/adolescents, making a social contribution, making a difference, job security, job benefits, enjoyment of teaching, compatibility with other interests and activities, compatibility with family life, self-education (OECD, 2005) - have been classified differently across various studies (Watt & Richardson, 2007).

To the internal/external dichotomy already in use, Sinclair, Dawson and McInerney added another possible classification for motives and motivation (both for choosing the career of educator and perseverating in teaching): based on the extent to which they promote lasting and effective engagement, motives/motivation can be either *adaptive* or *maladaptive*⁸. Adaptive motivations ensure a profound and lasting involvement in a given activity, whereas maladaptive motivations give space to the loss of engagement and are insufficient to counterbalance the "reality-check" at the beginning of the professional experience. Such a distinction is useful to explain the reasons for early drop-outs: "[...] preservice teacher who enters teaching primarily because he or she perceives that "teaching is an easy profession" may experience a substantial decrement in

⁶ For the complete list of factors and items identified by Low et al. (2011) see Table 3, page 201.

⁷ For the complete list of factors and items identified by Young (1995) see Table 1, page 285.

⁸ For Sinclair et al.'s (2006) classification of motivating factors see Table 1, page 1139.

motivation, and hence drop out, if and when he or she discovers that teaching is not an easy profession!” (Sinclair et al., 2006).

The absence of psychometric framework was witnessed by Sinclair and colleagues who adapted the only valid psychometric motivation measurement instrument at their time (Orientation for Teaching Survey or OTS).

The same fallacy, as well as the lack of unanimity in the classification of motivational surges, had been perceived by Watt and Richardson. It led the scholars to elaborate the first empirically-based instrument to measure factors influencing the choice to teach for beginning pre-service teacher-education candidates. The FIT-choice scale adopts as theoretical foundation expectancy-value theory by Eccles et al. (1983). It was validated in 2007 (a representation of the model is reported in Figure 2).

In the formulation of expectancy-value theory, Eccles and colleagues identified *values* and *ability beliefs/expectancies for success* as the most impacting factors as far academic choices and behaviors (and thus motivation) are concerned. Values comprise: *intrinsic value*, which refers to the enjoyment one gets from carrying out a given task; *utility value* or the task’s usefulness in the future; *attainment value* that refers to the subjective importance of succeeding on the task; and *cost*, which means the sacrifice and effort required to complete it.

Ability beliefs and expectancies for success are the perceptions of one’s current competence at a given activity and beliefs about how well one will perform on upcoming tasks, respectively. As a result of exploratory and confirmatory factor analysis, Eccles and Wigfield proposed three constructs:

- i. expectancy/ability beliefs (in Watt & Richardson, 2007: *Self perception*);
- ii. subjective task value (*Value perception*);
- iii. perceived task difficulty (*Task perception*).

In the development of their model, Watt & Richardson, created multiple items for each of the *Self*, *Value* and *Task* perception constructs. Moreover, they included items for *antecedent socialization/perception of previous experience* and choosing teaching as a *fallback career* (Figure 2).

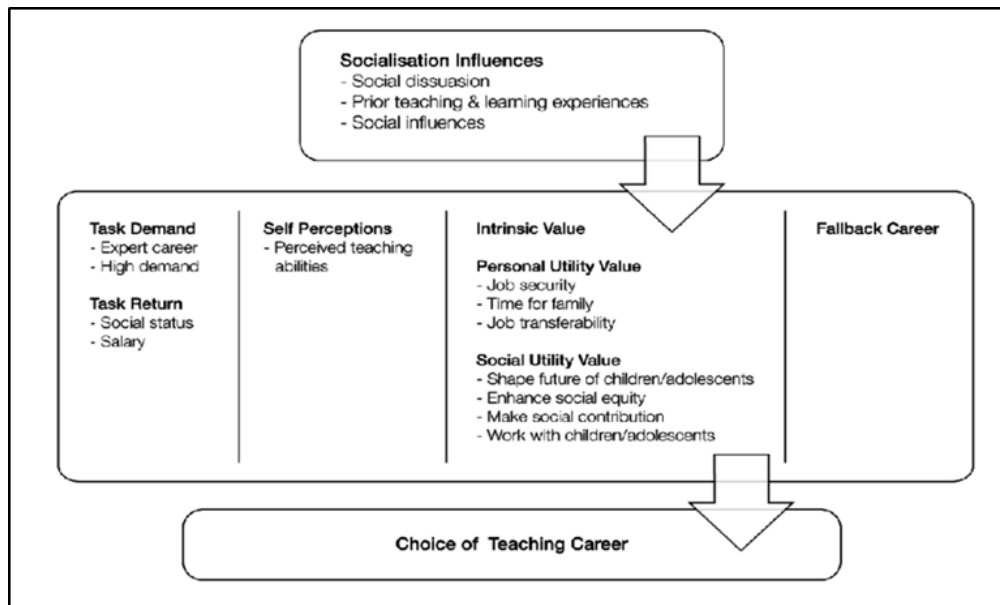


Figure 2: Watt & Richardson's FIT-Choice Scale Model validated in 2007.

	HIGHER ORDER FACTORS (WHERE APPLICABLE)	FACTORS
SELF PERCEPTION		Ability beliefs
VALUES PERCEPTION	Personal utility values	Time for family
		Job transferability
		Job security
		Bludging*
	Social utility values	Make social contribution
		Enhance social equity
		Shape future of children/adolescents
//	Work with children/adolescents	
TASK PERCEPTION	Task demand	Intrinsic career values
		Expert career
	Task return	High demand
		Social status
		Teacher morale
//	Salary	
//	Prior teaching/learning experience	
//	Social influence	
//	Social dissuasion	
//	Fallback career	

Table 0-1: Factors and higher-order factors included in Watt & Richardson's FIT-Choice Scale Model (2007).

*Bludging: "Australian colloquialism [that] relates to people's adopting the laziest approach possible and choosing what they think will be an easy option. In the context of teaching, bludging could be based on people's perceptions about the length of the teacher's working day, as well as school holidays" (Watt & Richardson, 2007).

Table 1 summarizes the factors that the two scholars included in the FIT-Choice scale theoretical model⁹.

Their first study was conducted in Sydney, Australia, and was administered to two cohorts of university students enrolled to get their education degree (one group was tested in 2002, the other in 2003). The questionnaire was divided into four parts: the first collected background and demographic information; the second employed Likert scale items to assess the influence of each constructs in choosing to become teachers; the third section investigated the candidates' beliefs about teaching and the fourth aimed at assessing the experiences of social dissuasion and the satisfaction with the choice. The results of the research were consistent between the two institutions and ranked *intrinsic* and *social utility* values together with *ability beliefs* as top reasons for choosing the teaching career, immediately followed by *positive prior learning/teaching experiences* and *personal utility* values. The findings were also consistent with those of previous career-motivation literature (Book & Freeman, 1986; Brown, 1992; Fielstra, 1955; Fox, 1961; Joseph & Green, 1986; Lortie, 1975; Richards, 1960; Robertson et al., 1983; Serow, Eaker, & Ciechalski, 1992; Wright, 1977). Successively, the study was replicated in other countries such as the USA, Netherlands, China, Switzerland and Turkey (Kilinç et al., 2012)¹⁰.

An interesting perspective was proposed by König & Rothland in Germany. They claimed that “research on motivations for choosing teaching should [...] not only investigate the question why people enroll in preservice teacher education, but also take into consideration the significance of motivations for preservice teachers' professional development such as their learning gains during preservice teacher education, their teaching performance during in-school opportunities to learn and possible effects on the learning of students they will teach in the future” (König & Rothland, 2012; p. 290). Inspired by earlier studies (Brouwer & Brinker, 1995; Brühwiler, 2001), they examined how entering motivations relate to general pedagogical knowledge (GPK)

⁹ For the complete list of items included in the FIT-choice questionnaire see appendix (Tab. 1a, b and c).

¹⁰For more information refer to Watt & Richardson (2012); for links to articles visit www.fitchoiceproject.org.

as a central cognitive component of preservice teachers' professional knowledge. They were convinced of the fact that, just like highly intrinsically motivated learners generally outperform extrinsically or less intrinsically motivated ones, similarly, intrinsically motivated pre-service teachers get better evaluations and higher learning gains in terms of pedagogical competence during teacher-education courses as compared to their extrinsically motivated course-mates.

König & Rothland first employed Watt & Richardson's FIT-choice scale on a cohort of 130 subjects to have an overview of the student's reasons for choosing the teaching career; then, at the beginning of the first semester, they administered the TEDS-M¹¹ instrument to measure GPK for the first time; later during the same academic year, they administered a modified version of the TEDS-M instrument (with different items) in order to check if the students who declared to be motivated by intrinsic reasons had any more learning gains than the extrinsically motivated ones.

The results were not completely consistent with the thesis the two scholars sustained. Learning gains were testified by one point of standard deviation difference between the first and the second measurement; however, motivations did not seem to play such a fundamental role in the change as they were expected to. "The clearest correlations were between the highest motivation 'work with children' and knowledge, at both occasions of measurement. [...] the two extrinsic motivations 'job security' and 'salary', as well as the motivation of selecting a teaching career as 'fallback', were negatively correlated with knowledge at t1 [...]" (König & Rothland, 2012, p 303). So far, their thesis is still sustained but, as they continued, some results constituted a crucial element of variance: "[...] it was most interesting to observe that the *job security* motivation showed a significant effect on the learning gain between the two occasions of measurement, whereas the other scales did not" (ibid. p 303). An increase of 0.18 points in the GPK of students motivated by the extrinsic factor *job security* was detected as well as a

¹¹ Teacher Education and Development Study – Learning to teach Mathematics: a comprehensive plan for a cross-national study of primary and secondary mathematics teacher education sponsored by the International Association for the Evaluation of Educational Achievement.

decrease of 0.07 points in those who were motivated by the extrinsic *work with children/adolescents*.¹²

The 0.11 points of GPK difference between the first and second measurement in students who chose teaching as a *fallback* career could demonstrate that such negatively-perceived motivation does not have enduring negative effects, insofar as “once [student-teachers] become familiar with their teacher education program, they might overcome this motivation which could even turn into an intrinsic motivation” (ibid. p 306). ‘*Love for children/adolescents*’ motivation, instead, proved to be strong enough to enter teacher education and successively the profession but in many cases, it co-varies with previous pedagogical experiences, thus it might be explained by the memory of those past occasions instead of being an ongoing sentiment.

2.2 Reasons for becoming FL/L2 teachers

Studies about initial motivation of FL/L2 teachers date back to before 2008.

In 1999 Kyriacou & Benmansour affirmed that the reasons for becoming schoolteachers in general are in large measure valid for becoming a teacher of a specific subject as well; however, they sustained before Hayes that the reasons for becoming modern language teacher had still not been investigated. Therefore, drawing from a study that reported the reasons of a group of UK foreign language teachers to remain in the career, they created a questionnaire that aimed at filling that gap.

The results of their research showed that the reasons indicated by perspective language teachers (of EFL in Morocco and French FL in the UK) were in line with those that had emerged from previous studies regarding prospective schoolteachers in general: primarily altruistic (*helping children succeed*) and intrinsic (*enjoy teaching*). The highest-rated reason was *love of the subject*, which had emerged also for general teaching; what makes the difference is that Kyriacou and Benmansour made clear how the distinctive characteristic of a FL teacher is the love for the FL he/she chooses to teach and its related culture (we will go through the specificities of FL teachers/teaching, in a further paragraph).

¹² For full results see König & Rothland (2012), table 6, page 304.

Among the survey-items, the scholars included: *English/French is important to me; English/French is an important subject for pupils; it enables me to use English/French language; it enables me to be involved in the culture of another country; it can help me get a teaching job in another country*¹³. These items obtained important scores showing that the foreign language plays a primary role in conditioning future teachers' choice both for the chances it provides, the importance the foreign culture has to them and their personal enjoyment of the language.

A similar study was previously conducted in the recently independent Slovenia¹⁴ by Kyriacou & Kobori (1998) with the aim of understanding both the reasons of pupils to learn English (85% of them chose EFL over DAF or ITALS¹⁵) and those of student teachers for choosing to become EFL teachers. The survey submitted to 95 prospective teachers consisted in twenty items (instead of twenty-two¹⁶) they had to rate 1 (not important) to 3 (very important).

The items that obtained the highest rankings were: *I enjoy the subject I will teach; English is important to me; I want to help children succeed; The job has a varied work pattern*. Even in this case the prospective teachers appeared to be moved by intrinsic and altruistic motivation. As we can see from the two top-score items, the role played by the love for the FL (in this instance English) is even more pivotal than what Kyriacou and Benmansour's study found the year after (1999). Also, it is interesting to notice how item 9 (*It helps the pupils become more internationally minded*) was marked as very important by 58% of the participants (in Kyriacou & Benmansour, it obtained 48% and 55% in Morocco and UK respectively). The item related to international mobility (*It can help me get a teaching job in another country*) obtained a slightly higher score with Slovenian prospective teachers than with Moroccans and British ones (respectively 31%, 24%, 23%).

¹³ For the complete list of items and results see Kyriacou & Benmansour (1999), table 1, page 71.

¹⁴ The break away and independence from Yugoslavia happened in 1991 and at the time of the study, English was the most studied FL in the country, followed by German and Italian.

¹⁵ Deutsch als Fremdsprache (German as a foreign language), Italiano Lingua Straniera (Italian as a foreign language).

¹⁶ Items "*My experience as a pupil gave me a positive image of the job*" and "*It enables me to be involved in the culture of another country*", were added in Kyriacou & Benmansour (1999).

In 1997 Spezzini & Oxford in their attempt to understand north American prospective teachers' reasons to study a FL well enough to be able to teach it, had found out that the second most important motivation reported was *"I like the culture and I want to share it with others"*; the top reason was *"to improve career possibilities"* whereas, *"I like the language and I want to share it"* and *"to travel internationally"* ranked fourth. The relevance of the chosen language's culture itself in T-Ed (teacher education) and in language teachers' identity establishment was also signaled by the answers given to the question *"Why have you spent (or will you be spending) time in countries where this language is spoken?"*; perspective teachers indicated as two top reasons : *"to communicate better in the language and to learn more about this culture"*; *"to live immersed in another culture"*.

Getting in contact with the foreign culture was considered as a fundamental requirement for FL teacher education (insofar as it helped finding a teaching job and, in general, improved career possibilities) by all the subjects of their investigation. *"Through such an experience, they will then gain additional motivation for continuing to learn the target language as well as for visiting other target countries and cultures"*. (Spezzini & Oxford, 1998).

From 1995 to 2003 Barnes carried out an investigation employing as subjects a different cohort of prospective language teachers each year. In her study altruistic and intrinsic factors appeared to be the main motivators for MFL (Modern Foreign Language) prospective teachers; in particular, *'love for the subject'* was the most cited motivation from the beginning of teacher education until the moment of qualification, in which monetary reasons were tentatively mentioned by some¹⁷.

The scholar reported how *'love for the subject'* also emerged from previous studies as a real *'passion for the target language'*, which the respondents developed before starting T-Ed and during experiences in the target-language country. In addition, she crucially noted that, although for the majority of the participants such passion had been fostered

¹⁷ For the list of reasons given by participants to her study, see Barnes (2005), Table 3, page 354.

or nourished by previous teachers, for others it was innate and self-sustained against all difficulties (Barnes, 2005, p. 355). Moreover, when Barnes asked the respondents in which way they envisaged themselves as good teachers¹⁸, love for the language and the willingness to convey it to pupils exceeded competence in the target language (both knowledge and skills): in fact, it was not rare to read answers about how respondents knew they lacked some grammatical knowledge, speaking skills or basic vocabulary; however, they felt that language teaching was not all about competence but most importantly about passion. This idea had come from previous learning experiences: they believed that, given the communicative nature of language, the classic focus on grammar would discourage students whereas alternative methods such as group-work, conversation and audio-visual activities would be better welcome and useful.

Thus, from Barnes's study it emerged that the strongest motivating factors influencing the choice to become FL teachers are: the enjoyment of languages; the importance of the cultural aspects related to the FL; the pre-eminence of communication (Barnes, 2005).

From 2008 onwards, studies such as the ones reported above were increasingly carried out in Asian (i.e. China, Korea and Singapore) and middle eastern countries (Iraq and Iran). This is particularly relevant since evidence started to grow that "[...] sociocultural contexts play a significant role in shaping individuals' initial teaching motivations, and that these teaching motivations impact teachers' performance, effort and persistence in the profession" (Alexander et al., 2014). The impact of intrinsic, extrinsic and altruistic motivations varies across geographical and cultural boundaries.

In 2008 Hayes carried out an investigation in Thailand seeking to understand why Thai NNS (Non-Native Speakers) of English decided to become EFL teachers; he did it through in-depth interviews to seven informants who had all been educated and trained to teach in secondary schools in north-east Thailand and who were all in mid-career at the time of the interview.

¹⁸ For the complete list of responses to this question, see Barnes (2005), table 4, page 356.

The influences revealed by the interviewees were: *influence of schooling, aptitude and intrinsic liking of the language, socio-cultural and economic influences.*

Influence of previous school experience can operate in two ways: an individual can choose to become a teacher either because a previous teacher posed a positive example and therefore he/she is willing to emulate the role-model and replicate the positive experience for other children (2 out of 7 respondents mentioned to have been fostered towards teaching EFL by the passion conveyed by their previous teacher), or for the very opposite reason, which is to try improving something that in their view the system had failed (2/7 respondents). However, these seldom constitute the unique reasons why someone enters teaching, rather, they are part of a larger array of influences.

Aptitude and intrinsic liking of the language was mentioned as a motivating factor for the choice of EFL teaching by two respondents: these could cluster under positive influence of prior teaching/ learning.

The socio-cultural and economic group is a more heterogeneous one. Hayes here grouped: pressures from families and immediate environment (neighbors, acquaintances); the image of teaching as specifically a female career; the lack of opportunities in the immediate geographic area; the family's socio-economic background.

Throughout his whole work, Hayes underlined how the context of rural Thailand played a primary role in the results: pressures from parents to take up the teaching career because of the financial security it would provide; to continue a family tradition; lack of other educational institutions near their home; insufficient monetary means to provide education elsewhere; preference given to male children that leads girls to no other possibility than teaching; the fact that teaching is chosen as a career mostly by students of lower socio-economic background (this last factor was observed in other developing countries such as China and Africa).

Such answers would be improbable in Western Countries but in the context of the study they were perfectly plausible and did not surprise the researcher.

In an attempt to understand the motivations to become EFL teachers in China, Zhao (2008) employed life-history narrative examination with 17 teachers of English from 24 to 55 years old.

Chinese radical economic and socio-cultural development is believed to have played a primary part in the escalating demand for English proficiency of the 1980s; scarcity of EFL teachers somehow justified low employment requirements and therefore brought about generations of unqualified personnel.

The results of Zhao's analysis report that the three eldest respondents did not get sufficient language instruction – actually, they did not get any language instruction at all – and got into teaching English by default, because of the need for EFL teachers after the Cultural revolution (at the end of the 1960s).

Three other younger teachers got into the profession not by deliberate choice but because of parents' pressures, lack of other job opportunities, or as a fallback career. Nonetheless the majority of them expressed some kind of intrinsic motivation, especially the enjoyment of the language as well as of aspects of the English culture; they also expressed *integrative* and *instrumental* kinds of motivations such as the perceived utility of English in order to have access to global information (*integrative*) or to other jobs (*instrumental*).

Just as in Thailand (Hayes, 2008), teaching is perceived as particularly suitable for women in China too. More than half of the interviewee described it as a secure, not risky job which is one of the reasons why they chose it; with China's economy undergoing important changes at the time the study was conducted (2000s), Zhao was not surprised of such finding.

Altruistic reasons were also detected: some teachers stated that they wanted to have influence on children and ameliorate the educational system (concerns were expressed on the excessive importance given to the teaching of grammar instead of the communicative competence).

Another study carried out in China by Gao & Xu (2014) contributed to the information provided by Zhao (2008). In a similar manner as the studies mentioned above, the two

scholars acquired their data through biographical interview; in this case the participants were 10 secondary school EFL teachers (8 females and 2 males) of China's hinterland regions who had taught English since the end of 1990s/early 2000.

Most of the respondents entered an EFL teaching career moved by instrumental motivation: teacher education program was the only opportunity for them to leave their rural villages and become urban citizens. Teaching was not part of their *'future Self'* vision but they were forced to choose it as a *fallback* career since either they had had low scores at university entrance/senior secondary examination or their means were insufficient for providing them the desired education. "They probably treated teaching as a compromise between what they 'ideally' wanted to do and what they 'actually' could achieve" (Gao & Xu, 2014, p. 159). Since teaching itself was not their final aim and they aimed at the perks provided by the profession, most of them wished to get a teaching job in secondary or tertiary schools to be closer to the urban reality as well as having better working conditions and a more challenging job.

Results also showed that teaching was seen by some of the respondents as a demanding job with too low a salary, thus did not make part of their future vision.

In contrast with the generally negative consideration of the prospective EFL career, the opportunity to acquire better language skills through teacher education program was regarded very positively by all participants as mastery of English was an aspect in line with their *"future Self"*: in China, good command of English brings good career prospects and social mobility.

The only intrinsic motivation Gao and Xu detected was the positive influence of prior teachers and successful learning experiences: 9 out of 10 participants declared having been influenced by good and caring teachers or by relatives who knew the language and exposed them to it.

In conclusion, the participants did not show intrinsic or altruistic motivations in their choice to become teachers of English, they rather accepted it as an opportunity to increase their social position.

The different economic and social environment of middle-eastern Europe (with respect to that of Asian countries) was reflected in the results.

Koran (2015) researched the reasons for taking up the EFL teaching career in Iraq. The participants were 37 Iraqi teachers of English working at Fezalar Educational Institution (FEI) in Iraq; the age of the teachers varied from under 25 to over 41 years old; the years of teaching experience varied too (from less than 5 to older than 21).

What is interesting to note is that, unlike the studies carried out in Asian countries, in which the majority of the respondents were females, in the present study 69.9% of the teachers were males: this mirrors a fundamental difference in the social fabric and in the conception of the teaching career.

One of Koran's research questions was: what motivated FEI English teachers enter the job?

Teachers' Job Satisfaction and Motivation Questionnaire (TEJOSAMOQU) was adapted and employed. It consisted of four parts: general information, yes/no questions to highlight the reasons for choosing EFL teaching career, teachers' current level of motivation based mainly on extrinsic factors and last, the relevance of intrinsic factors in the preservation of their motivation.

Results showed that mainly altruistic motives pushed FEI's teachers towards the profession (potential of changing students' life 70%; contributing to society 65%; being born to teach 32,4%); however extrinsic motivation responses were observed too (teaching fitting the lifestyle 67.6%; job security 32.4%; summers off 29.7%). As far as the profession perception is concerned, the social status of teachers was also considered relevant by 55.1% of the respondents and the degree of autonomy in the class by 32.4%. The fallback option was indicated by 18.9%.

A very interesting digression on the topic that is worth of mentioning is a study recently conducted in Iran by Zarrinabadi & Tavakoli (2016). The scholars investigated if and to what extent Direct Motivational Current (DMC) was present in Iranian EFL teacher trainees, trying to provide empirical data to confirm the validity and the core characteristics of the construct.

First of all, let us make clear what DMC is: Dörnyei et al. (2015) define DMC as “a prolonged process of engagement in a series of tasks which are rewarding primarily because they transport the individual towards a highly valued end”. In other words, DMC is characteristic of those situations in which a person is autonomously motivated to do something¹⁹, it comprehends a greater sense of necessity and could be compared to a real “injection of motivation into the system” (Dörnyei et al., 2014).

The essential aspects that distinguish DMCs from common motivation are:

- i. goal/vision-orientedness;
- ii. the presence of a prominent identifiable structure (organizing a series of sub-goals, confirmed by the subject’s methodical progress check, in order to get to the desired target);
- iii. experiencing supportive and positive feelings that fuel the motivation.

Zarrinabadi & Tavakoli recruited the participants through an interview. These were two female EFL teacher trainees in whose words the three characteristics of DMC above described were detected. They were further asked to provide in-depth descriptions of the moments of high motivation and expand some of the claims they had made during the first conversation.

Both the respondents stated that their aim in life had always been that of becoming language teachers. Furthermore, they talked about having visions of themselves in the future as teachers; they even reported of experiencing the sensory representation of their future *Self* in a classroom, surrounded by children, explaining tasks and doing activities (the concept of *vision* and its key role in motivation have been described in paragraph 1.3).

As for the salient facilitative structure, both the trainees developed study routines that required changes in their usual habits. They gave detailed descriptions of their daily schedules, which witnessed how devoted they were to their aim. Moreover, they both stated that the progress checks, either from others or themselves, provided energy to continue their effort at such pace.

¹⁹ See Ryan & Deci’s distinction between autonomous and controlled motivation in paragraph 1.2.

From the data gathered, it appeared that the two respondents experienced feelings of happiness, self-confidence, excitement and self-efficacy. Moreover, the scholars report statements of the Iranian trainees to clearly convey how positive their emotional loading was. One of them said: "I really enjoyed everything which helped me to become a language teacher. I was happy because I was trying to achieve my goal"; she then commented over getting positive feedback by others: "Whenever others commented on my work [...], I felt excited and happy". The other respondent, instead, affirmed: "Everything was great! I enjoyed watching videos. I loved reading the books. Whenever I learned something new, I became more confident to pursue my goal".

Zarrinabadi & Tavakoli, thus, provided an example of the positive interaction between planning, effort, action and feedback for prospective language teachers. Their research was also useful to render clear how Language teachers' motivation builds itself on concepts such as vision, self-efficacy, goal-setting and orientedness and the *possible Selves* construct.

As regards Italy, very recently a study was carried out based on previous studies like Koran's (2015). In 2016 Pezzot (2018) conducted a quantitative study about Foreign Language Teachers' motivation in Italy.

The aims of investigation were various (we will mainly consider the first and last as they are more closely related to our research):

- i. Getting to know the reasons that motivated FL teachers to enter their job;
- ii. Understanding what values are the most important to them;
- iii. Identifying what reward they get from their current job;
- iv. Assessing their degree of satisfaction with the chosen career;
- v. Discovering whether there is correlation between career satisfaction and initial motivation.

Of the 232 in-service FL teachers coming from institutions of different types and levels all over Italy who responded to the questionnaire administered by Pezzot, 84.5% were

over forty years old and 91.8% had more than five years of teaching experience (thus, less than 9% of the participants were novice teachers).

The results of the first part of the questionnaire were for the most part consistent with the findings of Koran (2015). In-service FL teachers in Italy chose the profession principally for intrinsic and altruistic reasons: either they wished to contribute to society (78.4%), had a vocation for teaching (76.7%), or wanted a chance to change students' lives (65.9%).

Although from the second part of the analysis extrinsic values did not emerge as very important, the most rated reason for becoming FL teachers was "*teaching fit my lifestyle*"²⁰ (84.9%); other extrinsic surges did not rank as highly ("*quantity and scheduling of holidays*" was chosen by the 23.7% of the respondents, "*job security*" by 34.9%, "*salary/working-hours proportion*" by 13.8%). Just as in Koran, the high degree of autonomy permitted by teaching with respect to other professions, was also considered important (75.9% of the participants said it was a motivating factor). The *fallback* option was only selected by 8.6% of the respondents, and just 7.3% admitted having been subjected external pressures.

As regards the correlation between initial motivation and satisfaction it emerged that teachers who had been pushed towards the profession by intrinsic and altruistic kinds of motivation claimed to be generally or definitely satisfied with their profession and would not change it, whereas those who chose it moved by extrinsic reasons were dissatisfied and would rather leave the teaching post²¹.

Although Pezzot did an invaluable job by examining the motivation of a wide range of FL teachers in Italy, her study could be broadly applied to teachers in general since she did not include in the questionnaire options concerning neither the passion for the foreign language nor for the foreign culture. Given the relevance that such aspects obtained in Kyriacou & Koboli (1998), Kyriacou & Benmansour (1999), Spezzini & Oxford (1998), Barnes (2005) and in minor part also in Gao & Xu (2014), Hayes (2008) and Zhao (2008),

²⁰ We consider this motivation as merely utilitarian: in our view, there are no references to personal inclinations or altruistic tendencies.

²¹ For the complete list of results see Pezzot (2018).

the author believes it is right and proper to compensate for this deficiency in the present research.

Further motives to remedy to such lack and elicit data about the attitude towards the language and culture comes from a research by Borg, from which emerged that there are indeed some specificities that distinguish FL teachers and FL teaching from teachers in general and the teaching of any other subjects.

2.3 Distinctive characteristics of FL teachers

Borg's enquiry, carried out in 2006, addressed specifically the distinctive characteristics of FL teachers and the aspects that make teaching a foreign language different from teaching other subjects.

According to Hammadou and Bernhardt (1987) the nature of FL teaching and learning itself is significant insofar as:

- i. to begin with, FL teaching is the only subject in which the medium is not understood by the pupils and it constitutes the actual target of their learning effort;
- ii. the patterns of interactions required by FL instruction are different from those of other subjects;
- iii. the acquisition and maintenance of knowledge of the FL is substantially different from those of subjects whose matters are facts. FL teachers teach communication and acquiring communicative knowledge, in turn, requires having the chance to communicate in the FL;
- iv. teaching a FL needs the support of activities that ideally displace the class from the classroom environment to project it into a naturalistic learning environment (for example: authentic material).

In addition, according to the two scholars, FL teachers are more subject to isolation than their co-workers since no other teaches the same subject (whether this is true in the Italian context nowadays, is questionable).

Inspired by this and other studies, Borg gathered the opinions of heterogeneous cohorts of professionals and prospective teachers (teachers on a postgraduate TESOL course,

language teacher conference delegates, specialists of science, mathematics, chemistry and history, Hungarian preservice English teachers and Slovene undergraduates in English) and sought to identify the peculiarities of FL teaching/teachers.

According to the subjects involved in the enquiry, the characterizing aspects mainly pertain to eleven themes (Borg, 2006):

- i. *Nature of the subject* (for the dynamism of language and its applicability in real life contexts);
- ii. *Content of teaching* (in addition to grammar, vocabulary and literacy, it includes a wide range of other issues such as culture, communication and learning skills);
- iii. *Methodology* (it differs from that of other subjects' in that it seeks to create communicative contexts and maximize students' active participation);
- iv. *Teacher-learner relationship* (there is more communication between teachers and pupils and greater scope for the latter to suggest topics of interest to work on);
- v. *Non-native issues* (neither teachers nor learners work with their native language, however teachers are often compared to native speakers);
- vi. *Teachers' characteristics* (creativity, flexibility and enthusiasm are essential for FL teachers)²²;
- vii. *Training* (wide variety of FLT qualifications are offered);
- viii. *Status* (FL teachers and FL teaching in general are recognized a lower status than other subjects and professionals);
- ix. *Errors* (erroneous outputs are more acceptable in FL education);
- x. *Student body* (heterogeneity of age and aims of learners);
- xi. *Commercialization* (more than other subjects, FL education is driven by commercial forces given the proliferation of teaching and learning resources accessible to users).

²² It is interesting to mention that according to Prodromou (1991) in the list of FL-teachers' desirable characteristics also appears that the language teacher is "more like a comedian".

For our purpose of understanding the motivation of prospective FL teachers (rather than prospective teachers' in general), these characteristics are important to bear in mind, especially nature of the subject, content and methodology of teaching: teachers who properly teach the FL and are motivated to do so are aware of these differences, which must somehow be reflected in their passion for the subject as well as in the importance and usefulness they attribute to it.

We will also take into special consideration teachers' personality characteristics given that one of our aims consists in determining whether the personality traits of the subjects who take part in the research are consistent with those found in Holland (1966) and Swanson (2008; 2012) for FL teachers.

PART 2

Chapter 3: The study

3.1 Inspirations and novelty

As already said, the aim of the present study is that of understanding the reasons that motivate students of Italian universities to pursue a career as teachers of a foreign or second language.

As we have seen, similar studies were previously conducted in other countries as well as in Italy; none of them, however, have ever addressed students wishing to start a language-teaching career. On the contrary, so far, the focus has always been placed on in-service teachers (with few or many years of teaching experience) or teacher trainees. The novelty of this research resides exactly in its perspective: there is little or no influence of past *teaching-as-a-real-work* experience in the answers of the respondents (over 94% of prospective teachers taking part in this study claimed to have experienced FL/L2 teaching; however, only 12 can be classified as actual work experiences – in schools, language institutions, being official tutors at their or hosting universities²³ – ; the majority of these respondents, instead, affirmed to have done internships in their countries or abroad, private lessons, volunteering jobs in the home country or abroad, all experiences that the author does not consider as official, although doubtlessly valuable). Their replies are based on their present feelings, hopes and expectations.

Due to its scientific reliability, Watt and Richardson's FIT-Choice scale (2007) was employed as guideline for the creation of a questionnaire to understand initial motivations of 103 students enrolled in language courses in two Italian universities: Ca' Foscari University of Venice and the University of Bologna.

The FIT-choice scale was designed for teachers in general, whereas for the aim of this enquiry, items were needed that expressly referred to the first and most distinctive

²³ The author realized afterwards that it would have been useful to ask about the duration of such experiences to understand whether it could be sufficient for the formation of a clear perspective of teaching as a real job.

aspects of language teaching: *the language and its culture*. For this reason, the author drew from the earlier studies of Kyriacou and Kobori (1998), Kyriacou & Benmansour (1999) and Barnes (2005) and made arrangements by adding items that specifically targeted those distinctive characteristics.

Initially, the intention was to adhere as much as possible to the FIT-choice questionnaire (apart from the few added items, only substitute 'teaching' with 'FL/L2 teaching' and 'teacher' with 'FL/L2 teacher'). Given the length that the new questionnaire was beginning to show, some of the sections contained in Watt & Richardson's survey (namely sections C and D) were removed after careful consideration that held them irrelevant to our research questions. Also, for the sake of brevity, items that were similar in meaning were synthesized in one or two comprehensive items.

However, Watt and Richardson's classification of motivations – *intrinsic, personal utility, social utility, socialization* (to which *international posture* was added by the author) – was used instead of the common *intrinsic/extrinsic/altruistic* one.

In addition, inspired by Swanson (2012) who employed Holland's theory of personality and vocational interest to assess the longevity of FL teachers in the profession, the author drew from the same theory and from the descriptions of the RIASEC personalities (realistic, investigative, artistic, social, enterprising, conventional) to elicit another short questionnaire to submit to the participants. The aim was that of assessing whether their personality codes were consistent with those of the FL teachers who demonstrated greater longevity into the profession in Swanson (2012), namely: social, artistic and enterprising.

The society in which we live is increasingly interconnected and culturally-mixed; therefore, the importance of foreign and second languages can no longer be denied or underestimated.

The author believes that the point of view of potential next generations of FL/L2 teachers, who are likely to fulfill an ever more delicate political act, is a valuable resource upon which to build for the sake of national growth and international relations.

By now it is widely recognized that language teaching approaches and methods need constant change and that teachers should undergo periodic updates; for this reason, in

the author's opinion, teachers' turnover should be accelerated and recruitment methods revised.

Hoping to provide some useful information or at least some cues to responsible parties, a section of the questionnaire collected opinions about Italian educational institutions and the perspectives of the next generations of language educators (last section of the questionnaire)²⁴.

3.2 Research Questions

The research questions posed before beginning the survey were:

- i. What is the main motivation of students of two Italian Universities for pursuing a career as foreign or second language teachers?
- ii. Do their personalities correspond to Holland's personality codes for language teachers revealed by Swanson (2012)?

During the creation of the questionnaire, the author included some items about future teachers' perspectives and desires for their future so that some information could be collected on their opinion about the state of the profession and Italian educational institutions in general.

3.3: Subjects involved

The subjects involved in the survey were 103 students of Ca' Foscari University of Venice and of the University of Bologna. All the students were enrolled in courses of Laurea Magistrale²⁵ that directly involve foreign languages (or ITALS/L2) and cultures. More specifically, the courses were:

- Language Sciences (Ca' Foscari University of Venice): 48 students (46.6%);
- European, American and Post-colonial Languages and Literatures (Ca' Foscari University of Venice): 8 students (7.76%);

²⁴ A blank Italian version of the questionnaire can be found in the appendix.

²⁵ Master's degree.

- Modern, Comparative and Post-colonial Literatures (University of Bologna): 13 students (12.2%);
- Italian Language and Culture for Foreigners (University of Bologna): 33 students (more than 32%)

The range of age went from 22 to over 35 years old: sixty-eight students (66.01%) were 22-25 years old, twenty-six (25.24%) 26-30, four 31-35 and four over 35 (7.76% taken together).

Among the whole sample, ninety-six prospective language teachers were female (93.2%) and seven were males (6.7%).

The majority of the respondents were Italian (ninety-six students, 93.2%); of the remaining 6.7%, two were Russian, two Iranian, one Polish, one Rumanian and one Italo-Argentinian.

The academic background of the participant is quite homogeneous: Foreign Languages and Literatures, Italian Language and Literature for foreigners, Translation, Cultural and Linguistic Mediation, Linguistics.

Fifteen respondents stated they already possessed a Laurea Magistrale/ Specialistica / a ciclo unico²⁷ in one of the abovementioned areas, which all pertain to languages or linguistics²⁶.

Three of them also mentioned to have attended a specialization course: Specialized Translation, Didactics and Educational Psychology for Students with Sensory Disability (the third did not specify the field of specialization).

When asked to specify the chosen FL/L2(s), fifty-eight students indicated *English* (56.3%) and eighteen more indicated *English + another language* (17.5% ca.): thus, English was selected by the great majority of prospective language teachers (this will require additional considerations on the perceived role of English Language for Italian students). Along with English, the cohort indicated as selected languages: Spanish (14 students),

²⁶ It should be noted that many of the questions' instructions were misread therefore it is opinion of the author that some of these fifteen respondents - those who affirmed to be 22-25 years old - might in fact be *currently* attending a master's degree.

German (10 students), Russian (9 students), French (9 students), Arabic (3 students), Italian, Italian Sign Language, Romanian and Portuguese (1 student each)²⁷.

3.4: Kind of data required

The kind of data collected was mainly quantitative data that, in case the respondents wished to do so, could optionally be supported by qualitative data in the form of a few lines of additional comments.

3.5: Instruments

The questionnaire was realized with Google Forms.

Initially two separate questionnaires were created: one investigated the respondents' personality traits and their career inclination based on Holland's Hexagon theory; the other, based on Watt & Richardson's FIT-choice scale assessment, aimed at eliciting what motivated the participants in choosing to pursue a language teaching career.

For the ease of data analysis they were eventually united in one single questionnaire (of which exist an Italian as well as an English version).

The final, definitive survey consisted of three sections:

- i. The **RIASEC section** for assessing the respondents' personality traits and career inclination.

It contained two sub-sections²⁸: the first consisted of two multiple-choice items in which the respondents had to choose one or two among six groups of adjectives to describe themselves ("*I am...*" or "*Sono una persona...*") and one or

²⁷ Please note that the course *Lingua e Cultura Italiana a Stranieri* of the University of Bologna, apart from Italian Language and grammar, Italian literature and Didactics of Italian LS/L2, requires the students to study two languages different from Italian during the first year and the literature of one of these FL during the second year. Therefore we assume that the 33 students attending that master's degree have chosen to become teachers of ITALS/2 and not of the other FL(s) they have indicated in their responses to question 23. Indeed, one of these respondents specified: "Le risposte date sono in relazione al mio desiderio di insegnare itaL2 e non un'altra lingua straniera a italiani".

²⁸ There were three initially but due to the high number of mistakes in the compilation the last section was not considered in the phase of analysis. In the section removed from data analysis, respondents were supposed to rank from 1 to 6, according to their preference, what they preferred to deal with among: things, ideas and things, ideas and people, people, data and people or data and things (see item 15 of the questionnaire in the appendix)

two among six short lists of activities/situations they identified as their strengths (“*I am particularly good at...*” or “*Sono particolarmente bravo/a...*”)²⁹. The second consisted in twelve Likert-scale items (two for each of the R.I.A.S.E.C. personalities, in that order) the respondents had to grade from 1 to 5 depending on how much they enjoyed the situations or activities³⁰ presented therein.

- ii. The **prospective teachers’ motivation questionnaire** based on the format of Watt & Richardson FIT-choice scale. Its first part collected the personal data of the respondents (sex, age, nationality), information about their education (i.e. degree possessed, course they are enrolled in) and record of possible teaching experience. The second part was titled “*I would like to become a FL/L2 teacher because...*” (in the Italian version “*Vorrei diventare insegnante di LS/L2 perchè...*”), it specifically targeted the first research question and constituted the core of the study. By giving a score from 1 (totally disagree) to 5 (totally agree) to a list of different reasons for choosing to pursue the career, the respondents would indicate what kind of motivation fostered them the most. The majority of these 36 Likert-scale items were translated from section B of Watt and Richardson’s assessment (2007) and replicated in random order. They pertain to most of the factors there presented: *perceived teaching ability* (item 35), *intrinsic career value* (items 26, 27, 28), *job security* (36, 43), *time for family* (38, 41), *job transferability* (42, 45, 47), *bludging* (44, 46), *salary* (39), *fallback* (37, 40), *shape children’s future* (48, 50, 53), *enhance social equity* (52), *make social contribution* (49), *work with youth* (51), *prior learning experiences* (55, 57), *social influence* (54). Two items of Watt and Richardson’s section D concerning *satisfaction with choice* were included, as well (62, 63)³¹. The rest of the items of this part of the

²⁹These adjectives and activities/situations were chosen among those listed in the Holland Codes Resource Center© as the characteristics or strengths of respectively Realistic, Investigative, Artistic, Social, Enterprising and Conventional types of personalities.

³⁰ These were derived from the “Areas of interest” section of the RIASEC inventory sheet purchased from <https://www.hollandcodes.com/>

³¹ The initial idea was to replicate the whole FIT-Choice assessment; however, for the sake of brevity and consistency with the research questions, section C (beliefs about teaching) was left out and sections B and D were reduced.

survey were taken from Kyriacou & Kobori (1998), Kyriacou & Benmansour (1999) and Barnes (2005): as it was largely explained in earlier paragraphs, since the present study deals with language teachers rather than with teachers in general, the author believed it necessary to give due importance to the aspect concerning the passion for the language and its culture which will be classified under *intrinsic career value* (items 29 to 33); moreover, some items (56, 58, 59, 60, 61) tackle the perceived importance of foreign and second language teaching and learning in the global society; these items will be labelled as *international posture motivation*.

- iii. The **third and last part** of the questionnaire, entitled "*Prospettive*" ("*Italian Perspectives*" in the English version), consisted in a short list of Likert-scale items that aimed at understanding what students studying and living in Italy believe about the role of FL/L2 teachers in Italy; more specifically, whether they see differences among public and private institutions, whether they are aware of the procedures to enter into the career and how they plan to proceed at the end of their Laurea Magistrale.

The satisfaction with their choice of becoming FL/L2 teachers was investigated, too.

3.6: Analysis methods adopted

Google Forms organized the responses in graphs, schemes and permitted their tabulation in Excel sheets; the author used the program's data organization to start the analysis.

3.6.1: Personality traits analysis method

The first part of the questionnaire, which investigated personality, was analyzed singularly for each of the 103 responses since the purpose was that of discovering to which of the six Holland's categories the individuals resembled the most; due to errors in the compilation of items 1 and 2, four responses could not be classified, therefore the number of personality assessments held valid amounts to 99 responses.

To simplify the analysis, the items of this part were all ordered following the RIASEC acronym: to be clear, for items 1 and 2, the eligible options classified the subjects' personality as (in order): Realistic, Investigative, Artistic, Social, Enterprising, Conventional; the selected option(s) assigned one point to the correspondent type(s) of personality.

Items 3 to 14 were ordered by twos following the same acronym (R, R, I, I, A, A, S, S, E, E, C, C); according to the Likert-scale score given by the respondents to the situation/activity, the personality type could obtain 2 to 10 points.

As we previously said, given the high percentage of errors in its compilation, item 15 was not analyzed.

The points each personality types had obtained were then summed. Initially the intention was to consider those that obtained the three highest-scored traits as the individuals' personality profiles – in the same manner as in Holland (1977) and Swanson (2012) – ; however, changes to this analysis method were needed: Holland himself recommended working with the three highest-ranked domains when analyzing samples of limited dimensions, but in this circumstance, with a cohort of 103 respondents and in need of a questionnaire that would not be too lengthy³², the author decided to take into consideration the two highest-scored traits with the exceptions described below.

As it can be seen from Questionnaire Analysis 1 (QA1) in the appendix, several responses reported the same score for more than one trait. In some cases the highest score corresponded to multiple types, in others it was the second highest.

In those instances:

- if the second highest score was the same for more than one domain, all the traits with that score were considered part of the individual's personality profile;
- If the top score was the same for two traits and the second-highest related only to one trait, all the three highest-scored traits were held as valid;
- If both the highest and second highest scores were the same for two or more traits, only the top-score traits were included in the personality profiles.

³² For the sake of the questionnaire's brevity, many cuts were made: perhaps a questionnaire with a higher number of items would have provided a clearer distinction of prominent personality types.

3.6.2: Motivation analysis method

For the core part of the questionnaire, the one regarding motivation, the analysis method consisted in the labelling of the items of the second subsection for the most part according to Watt & Richardson classification with some specifications we drew from Barnes (2005) and the added *international posture motivation* inspired by Yashima (2012), whose items were drawn from Kyriacou & Kobori (1998) and Kyriacou & Benmansour (1999).

“Higher-order factor” and “factor” labels are maintained although no factor analysis was carried out. Table 2 summarizes the labels and the items to which they were assigned.

Higher-order factor (where applicable)	Factor	Item N
Intrinsic value	Passion for the FL/L2 and its culture	29, 30, 31, 32, 33
	Career interest	26, 27, 28, 34
Personal utility value (extrinsic)	Job security	36, 39, 43
	Job transferability	42, 45, 47
	Time for family	38, 41
	Bludging	44, 46
Social utility value (altruistic)	Social contribution/equality	49, 52, 53
	Shape children's future	48, 50
	Work with youth	51
//	Previous learning experience	55, 57
	Social influence	54
//	Fallback	37, 40
//	Perceived teaching ability	35
//	International Posture	56, 58, 59, 60, 61

Table 2: Classification of the items included in this study according to factor and higher-order factor.

The score given to each of these items assigned a value from 1 to 5 to the respective kind of motivation; the scores were summed up and divided by the number of responses (103) to obtain the mean of each item.

Factors' means were obtained by summing up the means of every single item making part of each factor and then dividing the result by the number of items there contained. Higher-order factor means were calculated in the same way: factors' means were first summed up and then divided by the number of factors making part of each higher-order factor.

For every item we employed Microsoft Excel DEV.ST. function to calculate the standard deviation.

For factors' and higher-order factors' standard deviation the same method of calculation used for the mean was employed.

In some instances we wished to calculate how many respondents assigned which scores to specific items; in others, instead we wanted to elicit the responses of just some categories of respondents (distinctions were made by age, sex, and FL/L2 subjects prospect to teach): Microsoft Excel filter function was applied for eliciting such information.

3.6.3: Perspective section analysis method

As regards the third part of the questionnaire, the mean and standard deviation of every item was calculated in the same way as for the other items.

Of items 62 and 63 the average mean was calculated to obtain a *satisfaction with choice* rate (included also in Watt & Richardson's scale).

Results of items 65 and 66 were compared between them and with those of items 64, 67 and 68, in so far as they all concern the public/private matter. As well as an overview of the general beliefs about recruitment, such comparison allows us to get an idea of the attitude of prospective FL/L2 teachers towards educational institutions. These outcomes too, were filtered, according to the language the subjects want to teach. Ratings and results of some of the items of this section (item 70, for example) were compared with those of related items included in the motivational part of the questionnaire

3.7: Limits of the study

Despite the effort employed in the realization of this survey, the author recognizes and wishes to point at its fallacies and weak points.

First of all, its scientificity: although the items were drawn for the most part from statistically well-grounded studies carried out with multiple large samples, the present questionnaire was neither created nor analyzed through the employment of any strict statistical system.

For the first section (which investigated personality traits), items were derived from information the author found on informative pamphlets and websites about Holland's RIASEC Hexagon Theory and its application. Due to limited monetary sources the purchase of the official *SDS form R* (instrument specifically created by Holland for the assessment of career inclination through analysis of personality traits) was not possible; however, through the purchase of another instrument, the *RIASEC Inventory* (similar but shorter and unsuitable since too work-oriented), we had access to some useful descriptive material and links to websites we were able to use to create our own items. For what concerns the motivational and perspectives' section, as it was mentioned in an earlier paragraph, items and *factor* and *higher-order factor* labels were drawn from Watt & Richardson (2007) without carrying out the exploratory and confirmatory factor analyses, originally employed by the scholars. Among the items included in the original study, the author selected only the ones considered most suitable and adapted them to the present research. Therefore, scientific foundation defaults in these sections as well.

Future reiterations of this research that aim at finding reliable scientific results, might consider conducting a pilot study to identify what the best items to include in the questionnaire are and whether a more proper classification of factors and higher-order factors exists.

Another limit is represented by the formulation of some of the items. Perhaps in some instances, instructions were not stated clearly enough which led to the individuation of mistakes and incompatibilities. More specifically, we are referring to:

- items 1 and 2, whose instruction was misread by some participants who selected more than the two choices allowed;
- item 15, which we had to remove from analysis since almost half of the sample assigned the same score to multiple options despite the instruction specified twice not to do it;
- items 19 and 20, in the author's opinion, were misinterpreted by a considerable number of respondents. As explained in footnote 26, subjects whose age range

was 22-25 are likely to *be currently enrolled in* a Laurea Magistrale rather than *being already in possession* of said degree. Furthermore, the fact that they declared to already possess a Laurea Magistrale in a specific field and then claimed to be currently attending the very same course, gives credit to this belief;

- item 34's factor ambiguity³³ could be resolved perhaps by adding to *perceived teaching abilities* factor an item investigating the respondents' knowledge of and skills in the chosen FL/L2. This could provide a complete vision of the subjects' perception of themselves as teachers as well as allow to concentrate on their willingness to "pass on" their knowledge to the pupils;
- an ulterior fallacy was encountered as regards *perceived teaching abilities*. Item 35 stated *I have the qualities of a good FL/L2 teacher* without specifying which these qualities are or asking to list them. It should have been explained that what the author meant by *qualities of a good teacher* was the set of unlearned characteristics respondents *believe* make an individual particularly suitable to teaching (for example: energetic, patient, a good communicator, artistic/creative etc.). As a matter of fact, we were not talking about effective teaching abilities as could be König & Rothland's GPK (2012) or skills. Because of this inattention, results of the questionnaires can be subject to misinterpretation in so far as the reader might hypothesize that respondents ascribe their teaching ability solely to innate qualities, denying any merit of the two involved Universities in teachers' education. Undoubtedly, the University of Bologna and Ca' Foscari play an important part in the creation of competent teachers;

³³ Item 34 - *I would like to pass on my knowledge of the FL/L2 to the students* – was classified as a *career related intrinsic motivation*. During the analysis, however, its answers were compared with those received by *perceived teaching ability's* item.

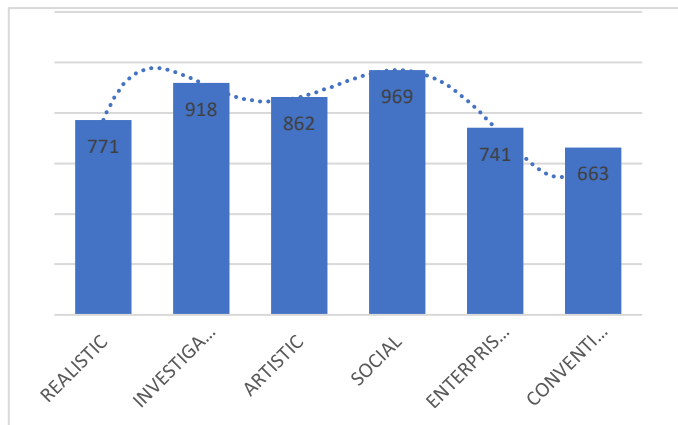
- in the final section, item 64 is a two part question which should have been split into two different items since the two characteristics it asks about (clarity and appropriateness) are distinct and do not correspond.

Chapter 4: Analysis

The results emerged from the analysis of each part of the questionnaire are presented and described in the following paragraphs.

A few graphs have been included to assist the reader in the comprehension of the report; for the complete tables of findings consult the *Questionnaire Analysis* section of the appendix.

4.1: Personality³⁴



Graph 1: Personality traits' total scores obtained by summing up the ratings given to items of the RIASEC part of the questionnaire.

A first analysis of the RIASEC part of the questionnaire offers an overview of the identity of the prospective FL/L2 teachers. A visual representation is provided in graph 1. Such scores do not take into account the final “personality codes” of the respondents: for those see graph 2.

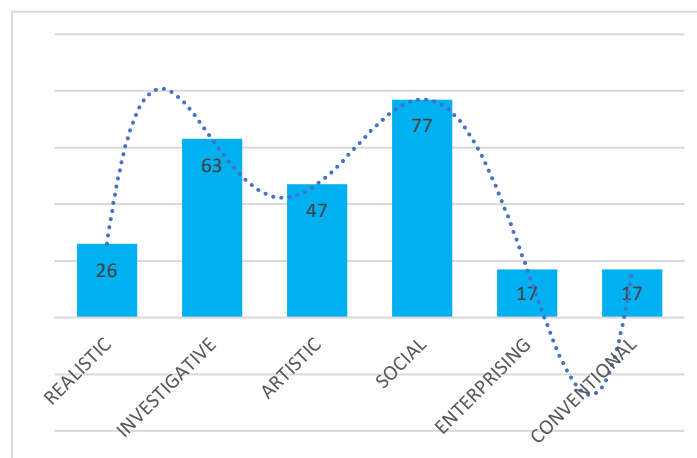
As can be seen from graph 1, the cohort appears to possess prominently the *social* trait in their personality, which was observed also among the cohorts of Holland (1977) and

³⁴ See QA1 for the complete table of scores assigned to RIASEC personality traits.

Swanson (2012): it obtained a total of 969 points; among the ninety-nine valid responses, 77.7% included it in the personality code. People with the *social* trait in their personality profiles like to work with people – informing, enlightening or curing them. *Investigative* obtained 918 points, ranking second in the classification of the personality traits (possessed by 63.6% of the respondents). People with this prominent trait in their profiles like to observe, learn, investigate, analyze and solve problems; unlike *social* profile individuals, they prefer to deal with ideas more than with people.

The third most prominent personality aspect of our respondents was *artistic* (47.4%; 862 points); this trait too, was consistent with the results of the studies mentioned above. These people are creative, have artistic and innovative abilities and like to express themselves in what they do.

Realistic (771), *enterprising* (741) and *conventional* (663) were the less prominent of the personality traits, possessed respectively by the 26.2%, 17% and 17% of the prospective teachers.



Graph 2: Number of respondents who reported each trait in the final "personality code" according to the criteria listed in paragraph 3.1.5

In Holland and Swanson the *enterprising* aspect appeared in the personality codes of the subjects in exam (S A E); people with this particular trait are prone to work with people to influence, persuade, lead or manage them for their purposes or for the goals of an organization, they enjoy holding leadership positions.

By comparing graphs 1 and 2, it clearly appears that the trend showed in the total scores each trait obtained is repeated in the final personality codes. The number of participants that report S I A traits in their code is higher than that showing R E C traits.

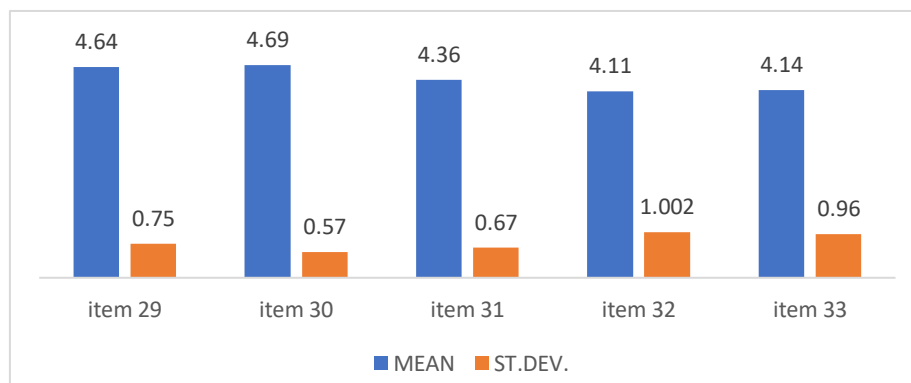
4.2: Motivation³⁵

The following paragraphs report the results of the second part of the questionnaire. Analysis was first carried out for single factors and subsequently according to higher-order factors.

4.2.1: Single factors' analysis

For what concerns the respondents' motivations, the results are mostly consistent with those of the studies we are considering.

Passion for the FL/L2 showed the second highest mean among all the fourteen factors investigated in the study (MEAN = 4.39); the average standard deviation for the five items of this factors is the lowest of all the single factors in analysis (ST.DEV. = 0.76). Such result is consistent with the findings of Kyriacou & Kobori (1998), Kyriacou and Benmansour (1999) and Barnes (2005).



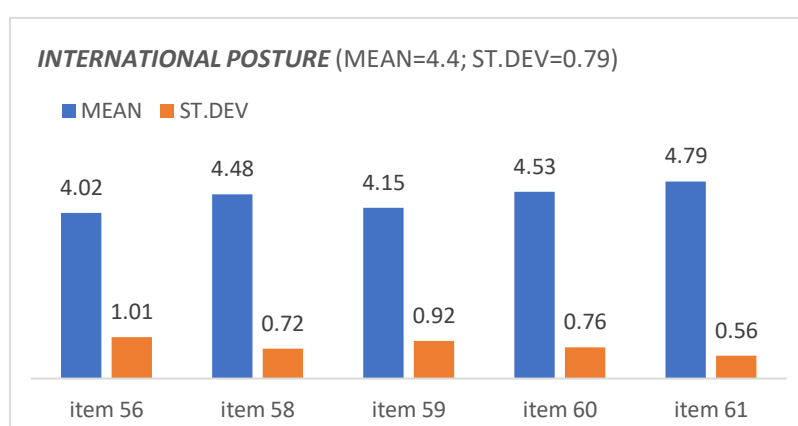
Graph 3: Means and St.Dev. of each items belonging to Passion for the FL/L2 factor.

More in detail, item 30 (*Vorrei far piacere la LS/L2 ai miei futuri studenti tanto quanto piace a me; I'd like my future students to like the FL/L2 as much as I do* for the English

³⁵ See QA 2 and 3 in the appendix for MEAN and ST.DEV. of respectively single items and higher-order factors/factors.

version) got the highest mean (=4,699) with only three and one respondents who assigned it respectively 3 and 2 on the Likert-scale.

With respectively 4.11 MEAN and 1.002 ST. DEV and 4.14 MEAN and 0.96 ST.DEV, the lowest-score items of *passion* factor are item 32 – *Insegnando avrei l'opportunità di utilizzare la LS/L2; Teaching would give me the opportunity to use the FL/L2* – (which is probably the most utilitarian among the five items), and item 33 – *Insegnando la LS/L2 sarei coinvolto nella cultura dei paesi in cui è parlata; Teaching the FL/L2 I would be involved in the culture of the countries in which it is spoken* – .



Graph 4: Means and St.Dev. of each item making part of International posture factor.

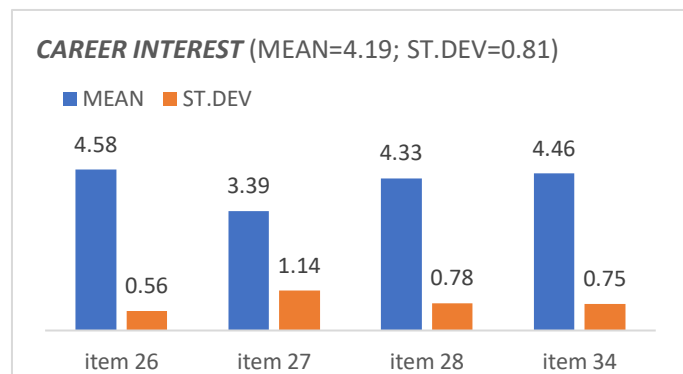
The top-rated factor was the one that was created by labelling as *International posture* five items (56, 58, 59, 60, 61) derived from Kyriacou & Kobori and Kyriacou & Benmansour (items 56 and 58) as well as from Barnes (59, 60, 61).

Factor's results differ from those of *passion for the FL/L2* by only 0,01 points higher mean (MEAN = 4.4) and 0,03 points higher standard deviation (ST.DEV = 0.79).

Its most rated item, which obtained the top-score of the whole motivation section of the questionnaire, is n° 61: *I think it is important for students to know and appreciate other cultures (Credo sia importante che gli studenti conoscano ed apprezzino altre culture)*. Immediately below it, item 60 (*I think it is necessary that more foreign languages are spoken*), with 4.53 mean and 0.76 standard deviation. Even though the difference is minimal, it allows the author to hypothesize that according to the majority of the participants language education is important more for the range of socio-cultural aspects that come along with it rather than for language learning itself.

Only three participants gave item 61 a Likert-scale score below 4 (namely 3, 3, 1) but all in all, their questionnaires on motivation did not show marked differences if compared with those of other respondents. However, *international posture* average of one single respondent (85) remained low as compared with those of the other respondents.

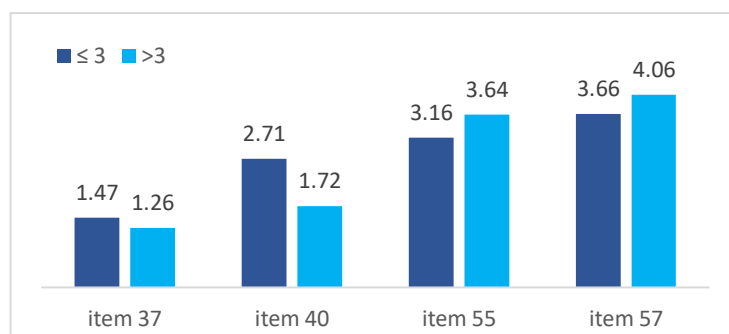
The least-rated items of *International posture* – 56 and 59 (*the language I want to teach would be important for the students; teaching a FL/L2 is exciting for it involves real communication*) – did not differ much in mean from the other three but their standard deviation exceeds of respectively 0.25 and 0.16 that of the third-ranked item – 58 (*I want to help the pupils be more internationally minded*); interestingly, a considerable amount of respondents does not seem to have been much influenced in the choice of the teaching path by the perceived importance that the chosen language would have for their pupils (26.2% of them marked item 56 less than or equal to 3). In addition, apparently 21.3% is not particularly motivated by or convinced of the fact that teaching foreign languages involves real communication. However, many of these individuals – as well as of the whole cohort – do believe it necessary that more foreign languages are spoken.



Graph 5: Mean and Standard deviation for each item of Career Interest.

Career interest ranked third among the factors: its four items assessed the interest and desire of the respondents in covering the role of FL/L2 teacher. Three items out of four were very similar in terms of average and standard deviation (26, 28, 34); however, item 27 – *I have always wanted to teach the FL/L2* – differed considerably in both values: its

0.94 lower mean and 0.36 higher standard deviation, in relation to item 28³⁶, reveal that for more than half of the respondents (fifty-three), who rated it less than or equal to 3, the desire to become language teachers has not always existed. In these cases we observe that means are slightly higher in the *fallback* options (0.21 points higher for item 37 – *I failed the admission to the first-choice career* – and 0.99 points higher for item 40 – *I was unsure what career to choose*)³⁷ and lower in *previous learning experience* (-0.48 for item 55 – *I was inspired by my own FL/L2 teachers* – and -0.4 for item 57 – *I had positive FL/L2 learning experiences in the past*)³⁷. Interestingly, neither the *previous learning experience* nor the *fallback* options seem to have much influence on the liking of the language (item 29), whose means in fact remains similar both when items 55 and 57 are rated less than 3 and items 37 and 40, instead, more than 3. Nevertheless, we will not omit to refer that in the only two instances in which item 29 – *I really like the FL/L2* – is rated less than 3, low scores are reported for item 27, as well as for the other *intrinsic* factors, and really high scores in the *fallback* options for one of the two. *Previous learning experience* options were not subject to decrease.



Graph 6: Changes in the means of items belonging to Fallback and Previous Learning Experience factors in relation to the scores assigned to item 27 "I have always wanted to teach the FL/L2".

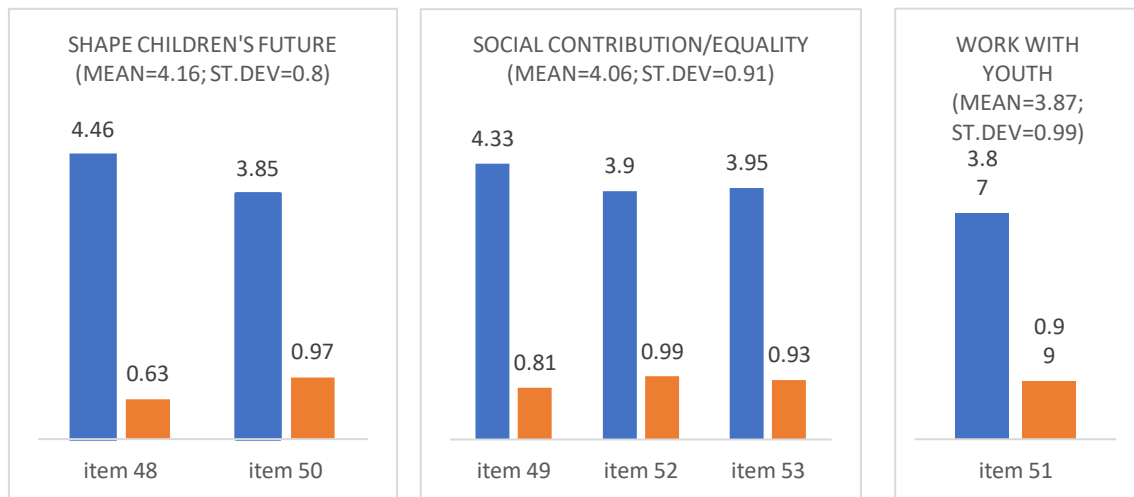
Such findings witness how the respondents' language learning history, made of both experiences and teachers, influenced them favorably or negatively in the choice of the FL/L2 teaching-career, showing how a positive approach to foreign language instruction not only enhances the perception of the language-subject itself, but also gives credit to language teaching as a profession; it can also be stated that later decisions correspond

³⁶ Whose result was the lowest of the remaining three *career interest* items (see QA3 in the appendix).

³⁷ These values derive from the differences between questionnaire responses in which item 27 was given a mark inferior or equal to three, and those in which it was marked 4 or 5.

in greater degree to a second choice or uncertainty about what career to undertake (fallback).

Shape children's future, *Social contribution/equality* and *Work with youth*, all belonging to the higher-order factor of *social utility/extrinsic value*, ranked in succession, fourth, fifth and sixth.



Graphs 7, 8, 9: Mean and St.Dev for each item belonging to Shape children's future, Social contribution/equality, Work with youth factors.

The two items making part of *shape children's future* differ significantly in average, with item 48 – *I want to help young generations learn a FL/L2* – exceeding of 0.61 item 50 – *A job as FL/L2 teacher would allow me to influence future generations*.

Social contribution/equality order is just 0.1 lower than the former, and its top-ranked item, n 49 – *FL/L2 teachers give an important contribution to society* –, is closer to SCF's item 48 (just 0.07 points lower) than it is to item 53 of its same sub-group – *I could raise the ambitions of unprivileged youth* – which differs of 0.4 points.

Work with youth with its single item³⁸ (51 – *I want a job that permits me to work with young generations* –), obtained the lowest average among the three *Social utility's* factors but not among all items (which belongs to item 50): thirty-five students assigned

³⁸ Even though Watt & Richardson (2007) generally despised single-item indicators claiming that they do not provide reliable information (their factors included at least three similar items), for a matter of brevity, in the present study, this and other factors (*Perceived Teaching Ability* and *Social Influence*) are composed of one single item.

it 5 points, twenty-nine gave it 4 and thirty-one gave it 3; of the remaining eight, only one gave it 1.

The last two factors whose average remains well above 3 are: single-item *Perceived teaching ability – 35: I have the qualities of a good FL/L2 teacher* (M=3.80; ST.DEV=0.79)³⁹ – and *Previous Learning Experience* (M=3.62; ST.DEV=1.25), about which we talked earlier in this paragraph.

Unlike König & Rothland (2012), the present study neither investigates the respondents' general pedagogical knowledge (GPK), nor is it longitudinal; however, we sought to understand whether there are any relations between respondents' perceived teaching abilities, year of attendance (item 22), degree they already possess (item 19) and possible FL/L2 teaching experience (item 24).

The seventy-four students who are currently attending the second or successive years of their Laurea Magistrale reported a mean of 3.82 for item 35 (*PTA*); item 34 – *I would like to pass on my knowledge of the FL/L2 to the students* –, which we classified under *career* factor but, in fact, has also much to do with *perceived teaching abilities*, obtained for these same students a mean of 4.48. None of the two results differed much from those of the whole sample.

Since the twenty-nine first-year respondents did not get results far from the whole sample's averages either (3.75 for item 35 and 4.41 for item 34), research criteria were further restricted: only the respondents who already possessed a Laurea Magistrale, Specialistica or a ciclo unico⁴⁰ were taken into account and results showed that the averages of both the items in analysis increased sensibly by 0.2 points.

We then analyzed the answers of only the five first-year respondents who had no previous teaching experience at all, and who were in possession of the sole bachelor's degree; these new parameters brought no changes for item 35 and a 0.2 point decrease of item 34.

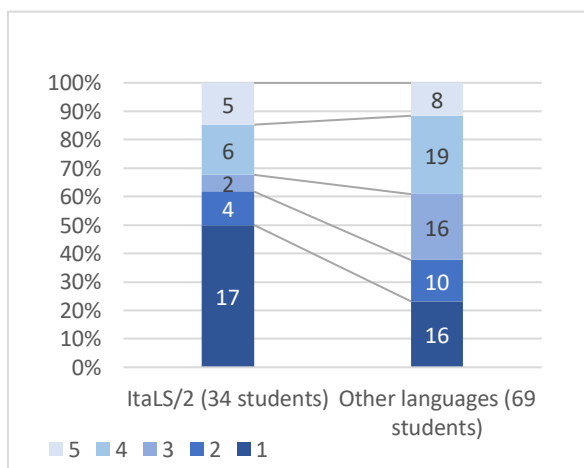
³⁹ See footnote 39 on page 50.

⁴⁰ Since the author wanted to avoid misinterpretations due to plausible errors in the filling of the questionnaire (about which we referred in footnote 26 and in paragraph 3.7), respondents who indicated to be 22-25 were not included in this group.

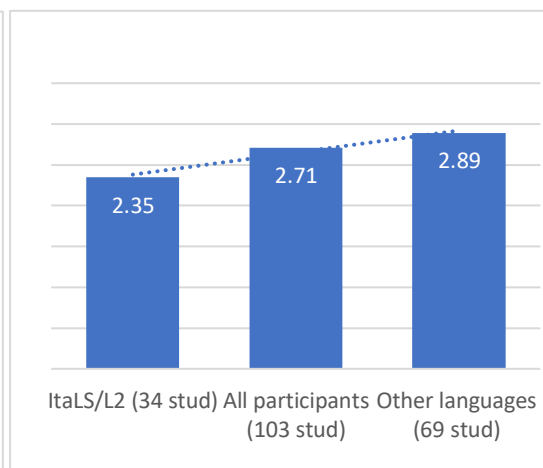
Since the abovementioned variables modifications did not produce significant differences, the questionnaires in which item 35 was given the lowest scores (2, as no one gave it 1) were isolated and considered singularly: these five participants were all Italian females and except for one, who plans to teach ITALS/L2, they have all chosen to teach ESOL. One is 26-30 years old and already possesses a master's degree, while the others are 22-25. Four of these students are studying at the university of Bologna; three are enrolled in Modern, Comparative and Post-colonial Languages and Literatures, one in Italian Language and Culture for Foreigners. Having or not having had experience in teaching an FL/L2 does not seem to be influential in their answer and neither does social influence (item 54 - *My friends/relatives/acquaintances told me that I should become a FL/L2 teacher*).

The remaining factors positioned well below 3; in order: *Social influence, Time for family, Job transferability, Job security, Bludging and Fallback*.

The criterion used for the analysis of *Social influence* factor – single item 54⁴¹ – (MEAN=2.71; ST.DEV=1.45) was that of discerning among students who plan to teach ItaLS/L2 and those who chose languages other than Italian.



Graph 10: Ratings assigned to item 54 by prospective ITALS/L2 and other FL/L2s' teachers

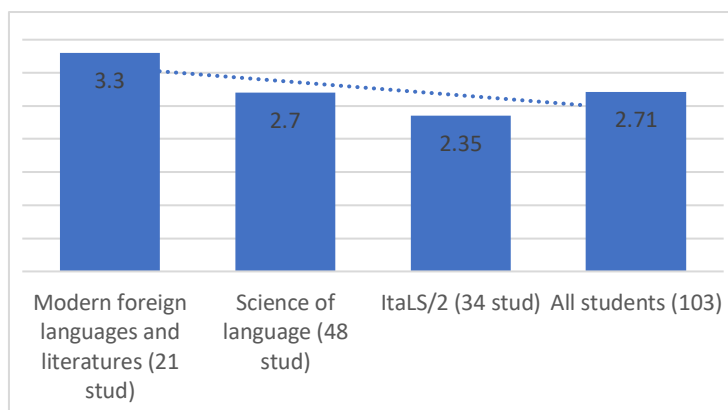


Graph 11: Differences in mean for item 54 according to sample's subdivision.

⁴¹ See footnote 39 on page 50.

At first, on the entire number of participants to the survey, the thirty-four who were enrolled in *Italian Language and Culture for Foreigners* at the University of Bologna were divided from the sixty-nine of the three other courses (graphs 10 and 11). We immediately see a difference in *Social Influence* mean: prospective ItaLS/L2 teacher reported 0.36 points lower mean than the rest of the participants.

The group of participants who chose languages other than Italian was further split in two cohorts: the forty-eight enrolled in Science of the Language (Venice) and the twenty-one studying Modern Foreign Languages and Literatures (both in Venice and Bologna). As we can see from graph 12, such division, as well, resulted in a difference in the mean of item 54 which was 0.6 points higher for the second sub-group, which turned out to be the one with the highest mean as far as social influence is concerned. In addition, the *Modern foreign languages and literatures* group alone outperforms both the groups including all the prospective teachers of languages other than Italian and the whole questionnaire's sample.

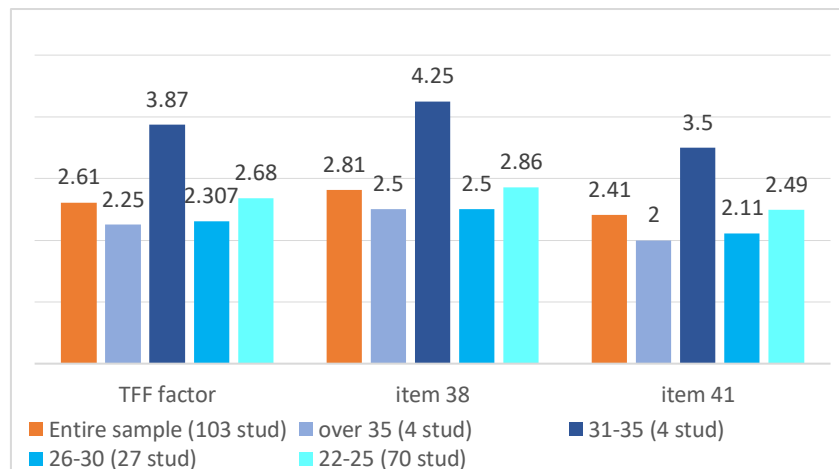


Graph 12: Differences in item 54's mean according to the course attended.

The four factors belonging to *Personal Utility value* occupy a low position in the rankings: among them *Time for Family* has a slightly higher average than the others.

Before starting the analysis of the questionnaire, the author hypothesized that considering the general young age of the respondents, provided that they held true the content of the two items – *Being a FL/L2 teacher I would have more family time* and *Holidays would be compatible with those of my family* –, they would not consider *Time*

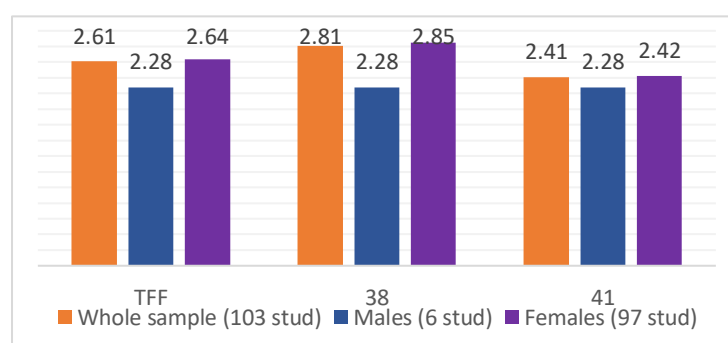
for family as a particularly influencing motivation compared to, for example, *Job Transferability* or *Job Security*.



Graph 13: Difference in Time for Family whole factor's and single items' means according to the age of the respondents.

Items 38 and 41 were analyzed by separating the diverse groups of age and, interestingly, the group of four people aged over 35 got the lowest means in both items, whereas the seventy youngest respondents (22-25 years old) even obtained averages above those of the whole sample. The four people aged 31-35 seem to consider *Time for family* as a favorable motivation to work as a teacher.

As shown in graph 14, the difference between female and male respondents answers to *Time for family's* items is minimal.



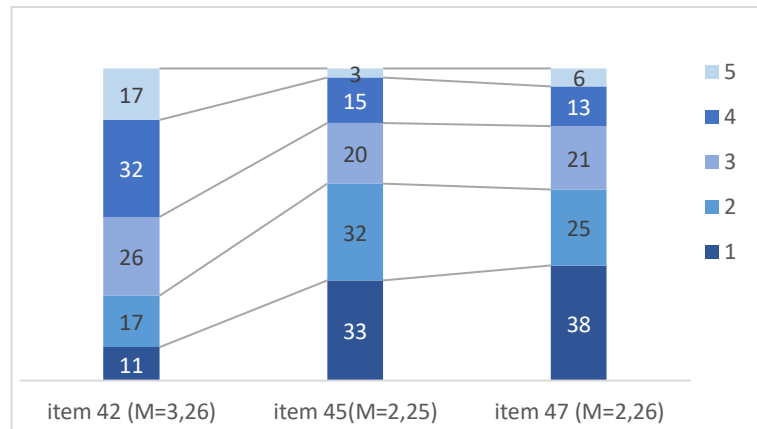
Graph 14: Difference in Time for Family factor's and single items' means according to the sex of the respondents.

Except for nineteen respondents, items 38 and 41 were assigned scores that are either equal or differ at most by one point.

Also, given the similarity between item 41 and *Bludging's* item 44 – *If I became a FL/L2 teacher I would have long holidays* – we decided to compare them. The difference between their means corresponds to 0.28 points more for item 41; however, what is interesting is that, except for ten respondents, the majority of the sample gave the two items either the same or adjacent scores. In other words, respondents who did or did not consider holidays important for what concerns their free time, did or did not consider them influential for family time either.

However, of the ten respondents who assigned item 41 and 44 scores that differ by more than one point, only two indicated *Bludging's* item as more influential than *Time for family's* one. The other eight, we deduce, are interested in lengthy holidays because of the compatibility with family commitment.

Immediately below *Time for Family* comes *Job transferability* with its three items 42, 45 and 47 – *Being a FL/L2 teacher would give me a work opportunity when I travel; An FL/L2 teaching qualification is valid everywhere; Teaching the FL/L2 would allow me to choose where to live* –.



Graph 15: Scores assigned to Job Transferability items.
The graph shows clearly how items 45 and 47 obtained a larger amount of low ratings and fewer high ratings with respect to item 42.

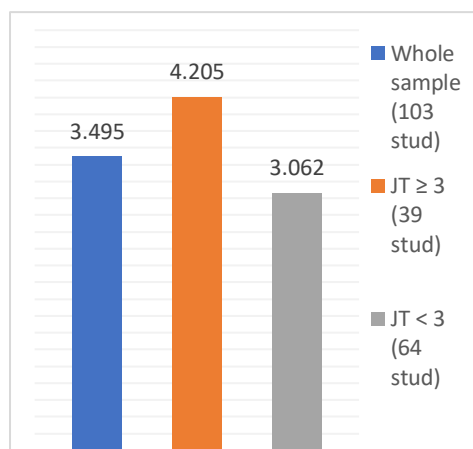
Item 42 is one point higher than 45 and 47: being qualified as a language teacher is perceived as a sustainment possibility when travelling by the majority of the respondents so much so that 47.5% of them rated the item as very influential (5-4 Likert-scale score). Much less certain are the legitimacy of a FL/L2 teaching qualification in any

part of the world and, consequently, the belief to be allowed more freedom in the choice of a future home.

Factor's standard deviation amounts to 1.2 and rarely did the respondents assign homogeneous scores to all the three items⁴².

However, on the one hand we wanted to understand whether the motivation from *Job transferability* factors corresponds to some extent to an actual desire or plan to work as a language teacher abroad; alternatively, we sought an explanation to *Job transferability's* lower relevance in to the fact that they want to teach Italian as a L2, or that they belong to an age range that might be suitable to settle down and make a family rather than travel.

To do so, we divided the responses in those whose average score of *Job transferability* was higher or equal to 3 (*fairly to highly motivated* by the possibility of moving) and those in which it remained below 3 (*not much to not at all motivated* by the possibility of moving). We then compared how the two cohorts rated item 70 – *How likely do you think it is that you will move abroad to teach a FL/L2?* –.



Graph 16: Changes in mean of item 70 "How likely do you think it is that you will move abroad to teach a FL/L2" according to the averages obtained in Job Transferability factor.

Graph 16 offers a clear image of the results: among the whole sample of prospective FL/L2 teachers, thirty-nine got a *Job transferability* average higher or equal to 3. This

⁴² By homogeneous we mean that the same or scores that differ by at most one point are assigned to the three items. In the case of this 3-items factor, for example, scores such as 4-1-1; 3-1-1; 5-2-4; 2-4-1; 3-1-4, and even though their figures are in orderly succession, also 3-2-1; 2-3-4; 3-4-5, are judged as inhomogeneous

cohort scored in item 70 a mean considerably higher than the whole sample (M= 4.2 vs 3.49). However, two of these thirty-nine subjects (A and B from now on) assigned item 70 only two points. Their answers are reported in table 3.

	subj. A	subj. B		subj. A	subj. B		subj. A	subj. B
Sex	F	F	Item 35	4	4	Item 53	3	5
Age	26-30	22-25	Item 37	1	1	Item 54	4	3
Nationality	ITA	ITA	Item 40	1	2	Item 55	5	1
Degree already possessed	LM	LT	Item 36	4	5	Item 57	5	2
Field of the possessed degree	ITALS/L2	LCS	Item 39	3	4	Item 56	4	4
Currently attended course	ITALS/L2(BO)	LLECP(BO)	Item 43	2	2	Item 58	5	5
Year of attendance	3 rd or over	1 st	Item 38	2	4	Item 59	4	3
FL/L2 chosen	ITA (Spa)	ING RUS	Item 41	2	5	Item 60	5	3
Teaching experience	NO	YES	Item 42	4	5	Item 61	5	5
Item 26	5	5	Item 45	3	3	Item 62	5	5
Item 27	5	3	Item 47	2	3	Item 63	5	5
Item 28	5	4	Item 46	2	4	Item 64	2	3
Item 34	5	4	Item 44	2	4	Item 65	5	5
Item 29	5	5	Item 48	5	5	Item 66	3	3
Item 30	5	5	Item 50	4	5	Item 67	4	3
Item 31	5	3	Item 51	5	5	Item 68	2	1
Item 32	4	2	Item 49	4	5	Item 69	3	5
Item 33	5	4	Item 52	4	4	Item 70	2	2
						Personality Code	SRI	SA

Table 3: Answers of the only two respondents who assigned two points to item 70.

Subject A is a 26-30-year-old female who is studying to become a teacher of Italian FL/L2. She assigned low scores to both *Time for family's* items, to *Bludging* and *Fallback* as well. She is more interested in getting a job in state schools rather than in private institutions. She is highly satisfied with her choice.

Subject B is a 22-25-year-old female who is studying *Lingue e Letterature Europee Comparate Post-coloniali* and plans to become a teacher of English or Russian. She assigned high scores to both *Time for family* and *Bludging*, whereas *Fallback* rating is similar to that of the other respondent. As subject A, she expresses greater interest towards working in state's rather than private schools; she is highly satisfied with her choice too.

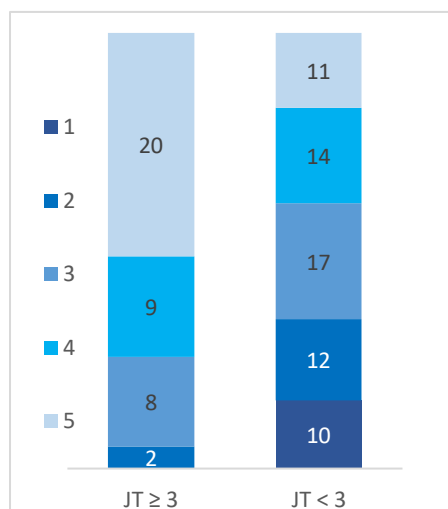
Subject B differs from Subject A also in the ratings assigned to items 31, 32, 33 pertaining to *passion*-related intrinsic motivation (B ratings to passion are slightly lower than A's)

and *job security* – only items 36 and 39 (which B rated more highly) because item 43 was assigned the same low score by both of them.

62.1% of the sample, instead, obtained a *job transferability* average lower than 3.

As it was hypothesized, for these sixty-four respondents the chance of going abroad to teach the FL/L2 is not as high as it is for the thirty-nine we mentioned above: indeed, the mean of item 70 for these respondents is 1.143 points lower than it is for the opposed group and 0.43 points lower if compared to that of the whole sample.

From graph 17, it is easily noticeable that the difference between the cohort who scored higher on *job transferability* and the one that scored lower is played on the extreme ratings: the former almost doubles the 5-points ratings of the second; the latter was assigned 1-point ten times, whereas the former did not get any minimum score. The 2-points scores of the latter exceed the former's of ten.



Graph 17: Ratings assigned to item 70 according to the means obtained in Job Transferability factor.

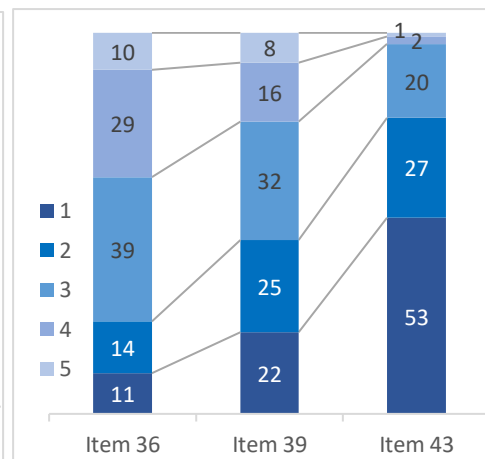
Job security, interestingly placed among the lowest positions of the ranking: whether this is due to the fact that teaching an FL/L2 does not actually offer particular monetary and workplace stability or that the participants do not consider these perks as a matter of major concern in prospecting their career, remains to be seen. To shed some light on these questions the author tried to draw a parallel between the influence of *job stability* on respondents' motivation and their opinions on Italian public school recruiting system

(item 64) as well as on the perceived difference between private and public institutions (items 65, 66, 67 and 68).

While doing such comparison, the author did not forget to consider the possibility that respondents might plan to move to another country (item 70); however, given that 93.2% of respondents are Italian and that all of them live in Italy (except for two who explicitly stated to be living abroad), the reasoning was based on the idea that their first FL/L2 teaching employment would be sought in Italy.



Graph 18: Factor's and single items' mean and standard deviation of Job Security.



Graph 19: Scores assigned to each item of Job Security factor. The numbers inside the bars indicate how many subjects assigned a certain rate.

Means of the items that constitute *Job security* factor – 36 *Teaching FL/L2 is a stable job*, 39 *A job as FL/L2 teacher provides a secure income*⁴³ and 43 *Getting a job as a FL/L2 teacher is easy* – are much different from one another, as shown in graph 18. Among them, item 36 ranked the highest with a mean of 3.12 points; as a matter of facts, it does not even figure among the ten lowest-scored items in the whole questionnaire⁴⁴. Item 39 got 0.48 points less, whereas item 43 with its 1.74 points mean, differed sensibly from the other two by 0.9 and 1.38.

What stands out in graph 19, instead, is that few respondents, indeed only three, marked 4 or 5 on the scale of item 43, whereas 77.6% marked 1 or 2: from such data we infer that ease in the achievement of a FL/L2 teaching post is not at all an influencing

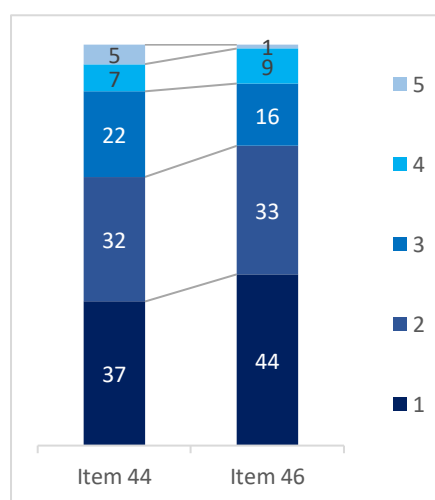
⁴³ Note that the item does *not* refer at all to the amount of money provided for; it just refers to the reliability of the income.

⁴⁴ See QA 2 in the appendix for the single items' mean ranking.

factor in the career choice. Between items 36 and 39's ratings there is more balance even though item 39's 1s and 2s marks, respectively double and exceed by eleven those of item 36. Ratings for item 39 are rather heterogeneous: it does not present such huge gaps between the number of subjects who assigned the different scales as the two other items; moreover, although slightly, its mean is higher than that of *Job security* factor as a whole; regardless, the standard deviation for this item exceeds that of the whole factor and those of the two other items.

Considering only the aspects concerning *job security*, thus, the perceived work stability offered by FL/L2 teaching would seem to be much more influential in the choice of the career than the hypothetical ease of finding such a post is; despite the differing opinion among the sample, getting a regular income is quite an influential element as well. Having said that, as a whole, *job security* does not appear as prominent factor in the choice of pursuing this career.

Next to last in the ranking, *Bludging* factor, first introduced by Watt & Richardson (2007). As explained by the scholars, in the context of teaching, *bludging* could be based on people's perceptions about the length of the teacher's working day, as well as school holidays. The two items making part of this factor in the present study, tackle exactly these perceptions: item 44: *If I became a FL/L2 teacher I would have long holidays* and item 46: *If I was FL/L2 teacher my workday would be short*.



Graph 20: Single items' ratings for Bludging factor.

The factor obtained a low mean (2.05) and the lowest standard deviation of the whole *Personal utility* higher order factor (1.0708 against *Job security's* 1.0721) which reveals that its low influential status in the making of the choice was evenly shared among all participants. For both its items the mode was 1 and, as shown in graph 20, more than half of the ratings (66.99% and 74.75% for item 44 and 46, respectively) remained below three.

Single items' means do not move much away from the whole factor's mean; lengthy holidays seem to be slightly more influential than short workdays but altogether the sample is not particularly moved by low-effort approach to life. The result we obtained confirm the claim by Watt & Richardson (2007; p.172) that whenever investigated, the opinion according to which *bludging* is a reason for occupational choice has always lacked strong support: as a matter of fact, in that same study, the two scholars after a first analysis, unified *bludging* factor's items to *time for family's* ones insofar as participants interpreted bludging time as family time (they even assigned the same scores to the respective items) rather than thinking about that time as usable at their own advantage.

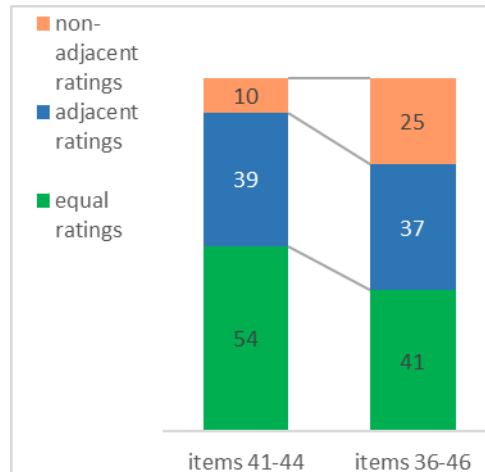
The present investigation instead kept the two factors separated even though a thorough analysis underlined affinity between the marks assigned to their items.

In particular, for their resemblance, *time for family's* items 36 and 41 were equated with *bludging's* 46 and 44, respectively. To items regarding holiday time (41 and 44), on the entire sample (103 students), fifty-four respondents assigned equal scores and thirty-nine assigned scores that differed at most by one point; only ten of them gave scores that differed by more than one point.

The other couple, 36 and 46 –referring to family time and workday length – instead, in forty-one cases obtained equal scores, adjacent in thirty-seven and non-adjacent in twenty-five⁴⁵. The comparison is summarized in graph 21.

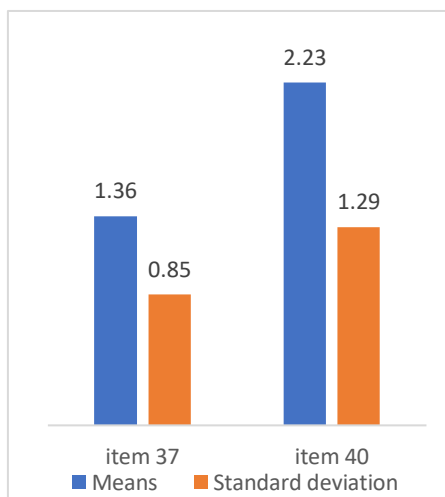
⁴⁵ Adjacent ratings include all of those instances in which the items paired were assigned marks that are immediately close (i.e. 1-2/2-1; 3-4/4-3 and so on); non-adjacent, instead are all those ratings in which the items paired are assigned scores that differ by two, three or four (i.e. 1-3; 5-1; 2-4; 5-3 etc.).

It is clearly visible that higher equivalence was perceived between 41-44 than 36-46; probably the formulation of the written items actively contributed to such difference; this being why, as we previously anticipated, the two factors will not be merged in a unique one.

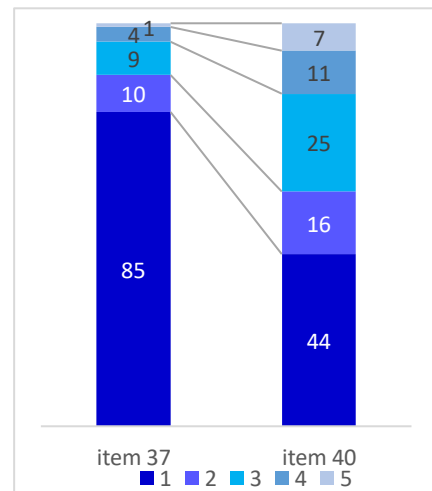


Graph 21: Affinity between Time for Family and Bludging.

The lowest ranked factor was *Fallback*. It stands out how the two items – 37 *I failed the admission to the first-choice career*; 40 *I was unsure about what career to choose* – differ substantially in their means (1.36 vs 2.23). Uncertainty and doubt emerge as more influential in the choice than non-admission to another career.⁴⁶



Graph 22: Fallback factor single items' mean and standard deviation

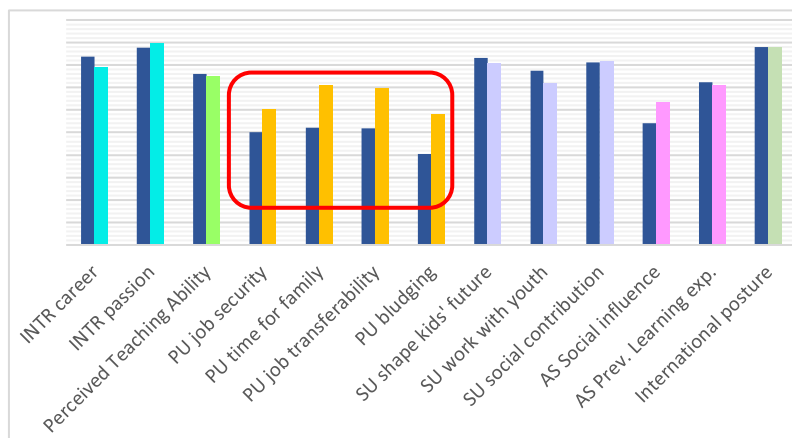


Graph 23: Fallback factor single items' ratings

⁴⁶ The author's beliefs about such difference are exposed in Chapter 5: Discussion and conclusions.

Interestingly, we observed that among the thirteen respondents whose choice was influenced by failing the admission to another career (thus, those who gave item 37 the highest ratings – 3 to 5 Likert-scale points), all but one also affirmed they had been unsure about the career to choose by assigning high ratings to item 40, as well.⁴⁷

We also wanted to see whether higher incidence of *fallback* motivation (specifically failure to access another career) infringed on other types of motivation; in order to do so, the values obtained by the whole sample with those of only the thirteen respondents who assigned three or more points to item 37 were compared. Results did not report any particular influence of *fallback* on the other factors; however, the sensible increase of all *personal utility's* values means is worth of mention (see single factors' alterations in graph 24).



Graph 24: Differences in single factors' means: on the left (in blue), whole sample means; on the right (other colors), means scored by the respondents who assigned item 37 a value equal to/higher than 3. Except for the raise in all Personal Utility factors (framed in red), no particular effects were reported. (colors of the second columns are not casual but signal the belonging to a specific Higher Order factor)

4.2.2: Higher-order factor analysis

The results of higher-order factors (HOFs from now on) were obtained by summing up the means and standard deviations of every single factor constituting each of the seven HOFs and then calculating the averages.

⁴⁷ Further discussion of such correlation is reported in Chapter 5: Discussion and conclusions.

HOFs correspond mainly to the classification used by most scholars to talk about teacher motivation (*intrinsic*, *extrinsic* and *altruistic* motivation) with the further adaptations – about which we talked in Chapter 2 – drawn from Watt & Richardson (2007):

- *extrinsic* and *altruistic motivation* were changed in *Personal Utility* and *Social Utility* values respectively;
- *intrinsic motivation* – which in Watt & Richardson’s studies was a factor – became a HOF by incorporating *career interest*- and *passion*-related motivational factors.

Among the three HOFs, *Intrinsic motivation* was most influential kind of motivation reported by the respondents (mean = 4.3; ST.DEV. = 0.78).

Immediately below, *Social Utility (altruistic)* motivation with its three factors scored a mean of 4.06 and a 0.089 standard deviation. Even though 0.24 points less in mean distance it sensibly from *Intrinsic motivation*, it is worth of mention that its standard deviation is significantly lower than the other’s (ST.DEV = 0.08 vs 0.078 of *Intrinsic* motivations). Such finding demonstrates grater agreement on behalf of the participants about the impact of altruistic reasons in the choice of teaching a foreign or second language.

The least-rated HOF was *Personal Utility (extrinsic)*, whose mean remain well below the middle value⁴⁸ of 3 (mean = 2.45) and whose standard deviation (ST.DEV= 1.16) outperforms the others of 0.37 and 0.36.

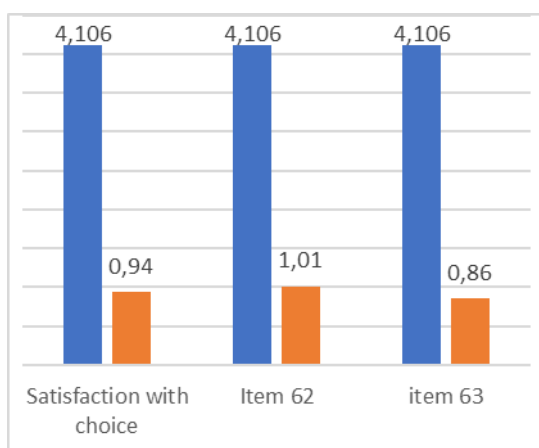
Apparently, thus, the classification of higher-order factors is consistent with the results obtained by most of the investigation carried out about initial motivation of teachers in general as well as of language teachers, with intrinsic and altruistic reasons generally being more influent than extrinsic ones.

⁴⁸ Of the Likert-scale we used, which goes from one to five.

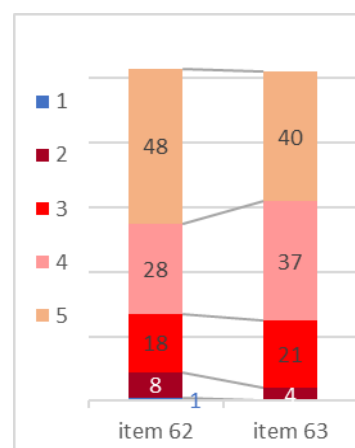
4.3: Perspectives.

The third and last part of the questionnaire did not concern any research question in particular; it served more as a frame for the survey. It investigated the satisfaction with the choice and the opinions of the respondents about the state of the profession in Italy, as well as try to understand what plans they have (as far as FL/L2-T is concerned).

For what regards *Satisfaction with Choice* factor, first used by Watt & Richardson (2007), we found that generally respondents are fairly satisfied with choosing to become language teachers. It is dutiful to remember that Italian University does not provide direct access to the profession therefore it is not certain that the subject in exam will ever get an employment as language teachers; what we asked was the degree of satisfaction with the choice of beginning courses of studies that can open them this opportunity if they wish⁴⁹.



Graph 25: Mean and standard deviation for whole factor and single items of Satisfaction with Choice.



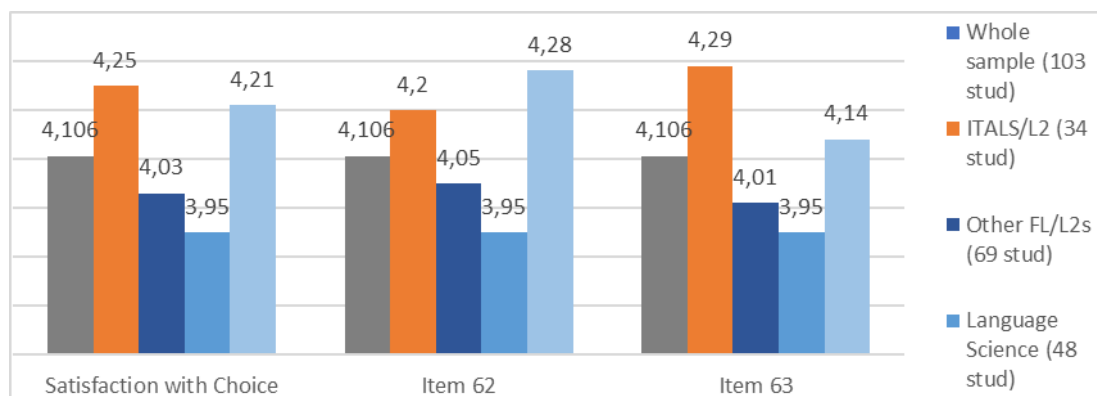
Graph 26: Ratings for single items of Satisfaction with Choice.

The whole sample of 103 respondents obtained for this factor a mean of 4.1, which was exactly the same for both the items constituting it (62 – *How carefully did you think about becoming a FL/L2 teacher?* – and 63 – *How satisfied are you with your choice?* –): as shown in graph 26, ratings for the two items did not differ much; the trend in fact was almost the same but people who affirmed to have thought *very carefully* about becoming a teacher (5 on the Likert-scale) were more than those who claimed to be *very*

satisfied with their choice. However, top-ratings (4s and 5s) were prominent in both items and differed only by one response (76 vs 77). ST. DEV. for item 62 is slightly higher than for item 63 (see graph 25).

The sample was split in ITALS/L2's and other FL/L2s' prospective teachers to see whether there was any difference in the degree of satisfaction with the career-choice. The cohort of thirty-four ITALS/L2 prospective teachers reported mean for *Satisfaction with choice* higher of both the other cohort and the whole sample. Single items too got higher means for this cohort than for the other (see the first three columns of graph 27).

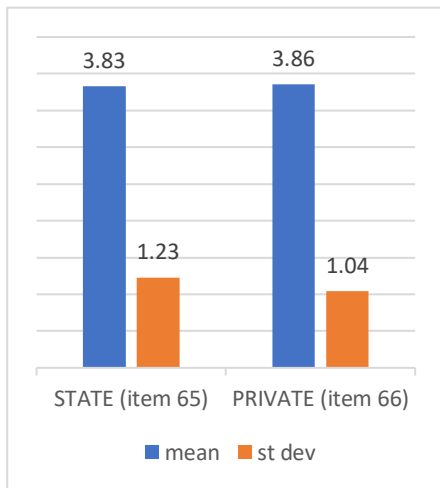
The cohort of other FL/L2 prospective teachers was further divided into two: those enrolled in Language Sciences (Unive) and those whose course regards Foreign Languages and Literatures – FLL from now on – (of both Unive and Unibo).



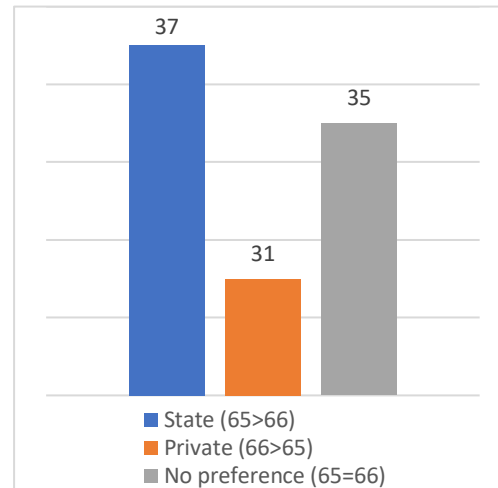
Graph 27: Factor's and single items' mean for satisfaction with choice according to sample's subdivision.

Students of Language Sciences had both single items' and whole factor's mean lower of the whole sample's as well as of FLL students' (see graph 27, last three columns).

Such results are mirrored by the ratings assigned to each item (graphs 28 and 29): we can see that the cohort that assigned the biggest amount of high ratings is that of ITALS/L2 prospective teachers (82.3% of them marked both items 62 and 63 four or five), followed by FLL students (respectively 76.1 and 71.4%) and last the cohort of Language Sciences (66.6 and 72.9 %).



Graph 30: Entire sample's mean and Standard Deviation for items 65 and 66.

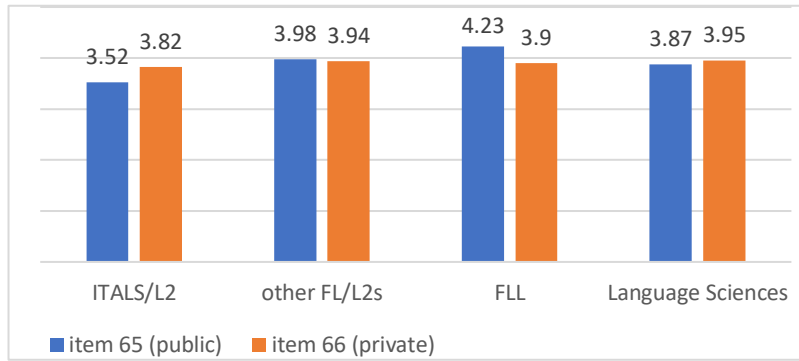


Graph 31: Entire sample's preference towards roles in state school or private institutions (ratings assigned to items 65 and 66)

As far as the state/private dichotomy is concerned, items 65 and 66 went straight to the point by asking respectively: *How interested are you in getting a teaching post in the Italian state school?* and *How interested are you in getting a teaching post in private institutions?* The difference in mean between the two items is minimal (3.83 vs 3.86) and standard deviation does not differ much, either (1.23 vs 1.04). However, thirty-one respondents were more interested in private than in state school, thirty-seven preferred state to private school, thirty-five expressed no preference.

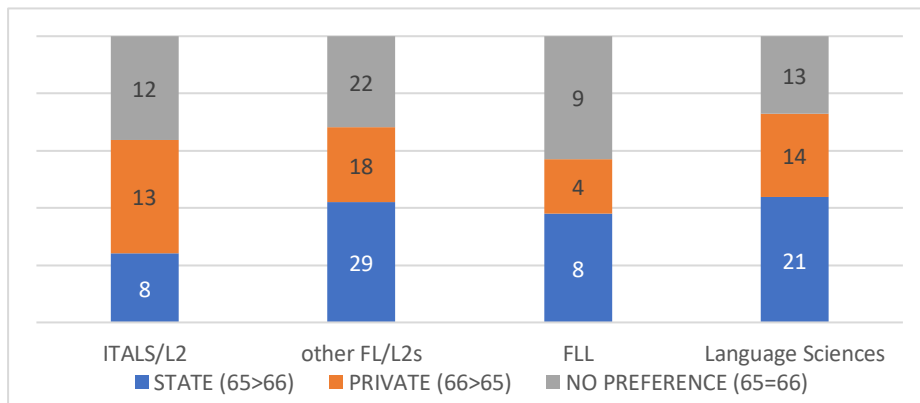
Most participants assigned the two items adjacent marks (among these, thirteen preferred private and twenty-nine state school); however, scores that differ by two and three points are more numerous among those who preferred private institutions than among those who preferred state schools.

A thorough analysis of the interest towards state or private institutions must also include a differentiation among the respondents as we did for *satisfaction with choice*. First, the sample was again divided into ITALS/L2's and other FL/L2's prospective teachers and successively the latter was split in FLL's and Language Sciences' students. The results are summarized in graphs 32 and 33.



Graph 32: Means for item 65 and 66 according to sample's division.

ITALS/L2 group totaled lower mean for both items 65 and 66 with respect to other FL/L2 group; the difference among the two cohorts is that the former got a higher mean for item 66 than for 65, expressing a sensibly higher interest towards private institutions, whereas the latter got a higher mean for item 65.

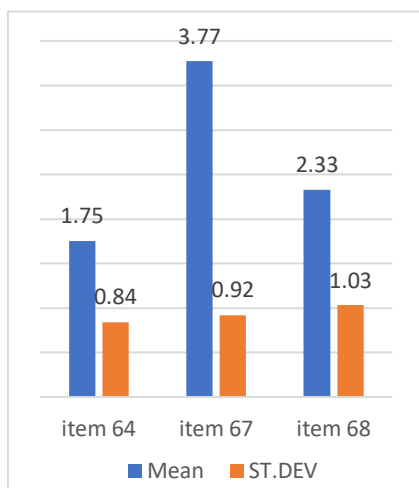


Graph 33: preference towards state school or private institutions according to sample's subdivision.

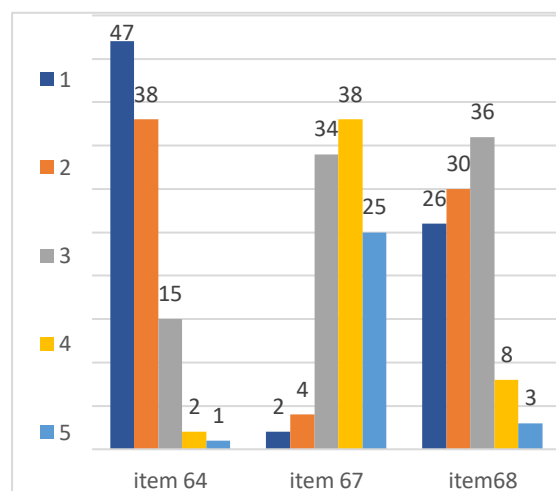
Thirteen of the respondents who prospect to become ITALS/L2 teachers assigned a higher evaluation to private institutions against a minority (eight) who did the opposite. On the contrary, of the participants belonging to other-FL/L2 group, twenty-nine rated more highly item 66, in contrast with the eighteen who gave higher scores to item 65. Interestingly, a considerable number of members of the both cohorts (twelve in ITALS/L2 and twenty-two in other-FL/L2), instead, assigned equal scores expressing no preference.

Ratings for item 64 – *in your opinion the procedures to have access to a teaching post in the Italian state school are appropriate and clear?* – are homogeneous (graph 34). It evinces from the results that participants have a negative opinion about the clarity and appropriateness of the access to state institution work places. The low mean (1.75), the amount of low ratings (82.5% of respondents marked it 1 or 2), and the standard deviation that results to be the lowest of the section (ST.DEV. = 0.84), reflect clearly the way in which prospective teachers perceive the possibility to obtain a job in state schools (graphs 34 and 35).

Strictly related to this item, n 67 – *in your opinion, getting a teaching job in private institutions is easier than in state schools?* – exceeds the former by 2.01 points in mean (3.77) with the majority of the respondents assigning it high rates (61.16% gave 4 or 5 and only 5.82% gave 1 or 2). It is worth noticing that the number of 3-marks, which we consider to be a neutral mark, for this item is more than twice that of number 64: thus, the sample does not express as firm a preference between state and private recruitment as it does about the negative perception of state institutions’ recruitment (graphs 34 and 35).



Graph 34: Mean and St.Dev. for items 64, 67 and 68.



Graph 35: Ratings for items 64, 67 and 68.

Possible different perceptions of demand between the two recruiting institution types were investigated through item 68 – *In your opinion, is a teaching job in private institutions less onerous than in state school?* – (graphs 34 and 35).

3 was the most received score (assigned by thirty-six respondents), and low scores (1 and 2) constitute another considerable amount of the ratings (47.5% taken together). Its mean was lower (2.33) than that of item 67 and standard deviation did not differ much (1.03). Ratings and mean for this item do not change consistently between those who expressed high or low interest towards recruitment into private institutions.

Item 69 – *How interested are you in getting a certification/specialization course⁵⁰ that qualifies you to teach the FL/L2?* – got a very high percentage of high ratings: 73.7% of respondents, affirmed to be interested or very interested (4 or 5) in getting the qualification; 18.4% expressed neutrality by assigning it 3 on the scale; only 7.7% were little or not interested in it at all. No particular differences in the mean were encountered by filtering the sample, neither according to the private/public interest, nor to the language chosen, nor to the attended University.

The last item – 70: *How likely do you think it is that you will move abroad to teach a FL/L2?* –, which we previously analyzed along with *job transferability* factor, was given high scores (4 and 5) by fifty-four respondents, low scores (1 and 2) by twenty-four and neutral score (3) by the remaining twenty-four. However the score that was assigned the most was 5 (thirty-one respondents).

Interestingly, for the cohort of prospective teachers of ITALS/L2 a noticeable increase in the mean was reported (it went from 3.49 to 4.11): twenty-five on thirty-four of them consider it likely/very likely that they will move abroad to teach Italian. On the contrary the mean for other-FL/L2s' prospective teachers is slightly lower (3.18): on the sixty-nine students making part of the cohort, twenty-nine (still the majority) think it is likely/very likely that they will move to another country, but another relevant portion (twenty-one) don't.

⁵⁰ When saying certification we refer to a qualification issued by a private institution after attending a training course (optional in some cases) and passing an examination. Specialization courses (masters in Italy) are training courses organized by Universities for students already in possession of a university degree; they provide for a number of hours of theory and practice by the end of which students, after various examinations, are qualified to teach. In both cases individuals are qualified to teach only in private institutions. Recruitment into public school requires a masters' degree.

Chapter 5: Discussion and conclusions

The previous chapter reported the results of the questionnaire concerning personality traits and motivation to undertake the Foreign/Second language teaching career of 103 students enrolled in the Universities of Venice and Bologna.

Now, in the light of such findings, the author will try to draw the answers to the research questions posed before beginning the study:

- i. What is the main motivation of students of two Italian Universities for pursuing a career as foreign or second language teachers?
- ii. Do their personalities correspond to Holland's personality codes for language teachers revealed by Swanson (2012)?

In addition the study sought to understand the attitude with which the subjects approach their FL/L2 teaching career choice (their expectations, hopes and desires) as well as their opinion about the state of the profession and Italian educational institutions.

Results will be compared to those obtained by the studies included in the mentioned literature; the author's belief will be expressed along the discussion of the results and used to get to a conclusion.

5.1 What motivates students to undertake the FL/L2 teaching career

a. Intrinsic motivation

In line with the studies that inspired this research, the data gathered shows that in the two universities taken into consideration, students are motivated towards a FL/L2 teaching career in the first place by intrinsic reasons.

As seen in Kyriacou & Benmansour (1999), Barnes (2005) and to some extent also in Kyriacou & Kobori (1998), among intrinsic reasons, *passion*-related ones were prominent: this reveals that individuals' love for the chosen language and its related culture is pivotal in the professional choice.

b. International posture

In addition, viewing languages as important for pupils and the pre-eminence of communication in an increasingly multicultural and interconnected society, are further motivational sources, already present in previous literature, that the present investigation has confirmed.

However, unlike the abovementioned studies, which incorporated them into altruistic factors, the author preferred to include them in a specific factor of her own making – the so called *international posture* motivation – whose creation has led to a positively interesting result that sees the respondents confer to *international posture* the top position among all factors that attract future language teachers to the profession: a positive prevision for the future since individuals who possess the characteristics put forward by Yashima (2002) and are willing to convey them to future generations or underdeveloped communities are precious resources at any level of educational institutions.

If we take a look at the findings reported in graph 4, we can hypothesize that the potential prospective teachers that took part to our study do value languages but even more so the socio-cultural aspects that come along with them, such as the knowledge and appreciation of others, their customs, traditions and differences. In addition they recognize the centrality of communication and the need for the acquisition of an open mindset, all necessary conditions for peaceful and prosperous international relations. Thus, we could claim that with the subjects in exam one important target of language teaching – the one that favors intercultural contact and understanding to linguistically correct communication⁵¹ – has been centered.

c. Altruistic motivation

Also *altruistic motivation* represents for the subjects in the research a strong variable for choosing the FL/L2 teaching career.

Regardless of the contexts, generally, it has always appeared among the top-motivations for which teachers claim to embark in the career: for general teachers, similar results

⁵¹ However, the author does recognize that linguistically correct communication represents an essential part of language education.

are reported in Brookhart & Freeman (1992), Sinclair et al. (2006), Watt & Richardson (2007), Low et al. (2011), Hellsten & Prytula (2011), Kiliç et al. (2012); as regards language teachers instead, together with the afore-mentioned studies we can add Zhao (2008), Koran (2015), Pezzot (2018).

The importance attributed to *career-related intrinsic* reasons confirms the fact that the role and tasks implied by the job are essential influences when it comes to choosing a profession: also Watt & Richardson (2007)⁵² found that it constituted a relevant factor for beginning pre-service teacher education candidates and, furthermore, that it was among the factors which most strongly correlated with satisfaction with choice.

Given the delicate position of the profession, particular inclination is required on behalf of the person who is going to carry it out: thus, it is encouraging to find out that career related motivation is so high on the ranking.

d. Extrinsic motivation

Extrinsic motivation instead, was among the least relevant factors. If we were to make a comparison with the rest of literature, we would see a two-fold result. In socio-economical contexts similar to that of this study, generally mere *personal utility* does not appear among the most rated reasons why individuals choose the teaching career. On the contrary, in developing countries, such as China (Zhao, 2008; Gao & Xu, 2014), Iraq (Koran, 2015) or Thailand (Hayes, 2008), extrinsic motivation plays a more central part in influencing prospective teachers.

Also as far as the least impacting factors in the FL/L2 teaching career choice are concerned, the results we obtained from our sample resemble those of the main literature.

e. Perceived teaching ability

⁵² In Watt & Richardson (2007) *career-related intrinsic motivation* was classified by itself as *intrinsic career value* (*passion* did not constitute a factor for them; it was drawn from Barnes (2005) and included in the present study by the author).

Perceived teaching ability placed rather high in the ranking. Ability beliefs are central in the choice of the teaching career as proved by Watt and Richardson (2007) through the application of Eccles et al.'s *expectancy-value theory* (1983) to their FIT-choice scale model.

Ability perception is *not* the product of experience or learning gains acquired during their studies – unlike GPK (which is *effective* pedagogical knowledge) investigated by König & Rothland (2012); rather it is a set of general characteristics that makes individuals, in their opinion, particularly suitable to the profession. Having been inquired about perceived teaching ability, most of our respondents claimed they held this inclination at the moment of their choice and such belief conditioned them in the choice of undertaking the FL/L2 teaching career. Nonetheless, technical skills and pedagogical knowledge will necessarily have to be acquired through University education and on-field experience.

Barnes (2005) specifically asked her respondents how they saw themselves as good MFL teachers obtaining a classification of the most important pieces of knowledge, qualities, skills and experiences they believed to be characteristics of this vision. For a more thorough examination, future studies should not neglect this aspect.

f. Previous learning experience

Previous learning experience turned out to be an important element of attraction to the FL/L2 education career for the students involved in the present research, as found also by some of the scholars we considered in the literature (more specifically, for language teaching: Kyriacou & Benmansour, 1999; Barnes, 2005; Hayes, 2008; Gao & Xu, 2014; Rahmati et al., 2018; for general teaching: Watt & Richardson, 2007; Hellsten & Prytula, 2011; Low et al., 2011; König & Rothland, 2012).

Apparently, most participants regard their experiences as positive and their “old” teachers as good examples. Even though we have no information about the effective quality of their performance, previous generation of language teachers managed to leave a generally positive memory of the learning experience to their students. This legacy influenced pupils so much that the latter are now determined to make their experience possible for their own students. We can thus confirm that having actual

experiences with exemplary role-models facilitates the creation of a vision of oneself as a teacher.

g. Social influence

For the group of students we investigated, one of the least impacting factors in choice of the FL/L2 teaching career is *social influence*. Results are in keeping with those obtained by some of the studies cited in the literature: Watt & Richardson (2007) as well as König & Rothland (2012) reported the same low impact of *social influence* for pre-service or general teachers; also Kyriacou & Benmansour (1999) and Kyriacou & Kobori (1998) obtained few 'very important' answers to the same item – *other people encouraged me to become a teacher* – in all three different contexts they investigated. As regards Italy, Pezzot (2018) obtained a result close to the one we got: *external pressure* was the lowest ranked motivation, immediately preceded by *not having got admission to the desired job* (which we call *Fallback* and positioned in the last place).

An interesting revelation of our questionnaire is that in Italy students wishing to pursue a career as teachers of FL/L2 (excluding Italian) feel more influenced in their choice than those wishing to teach Italian as foreign language or as a second language. Such a finding might suggest that the role of the FL/L2 teacher is still perceived by Italian public opinion as not being concerned with Italian and that the idea of teacher of Italian, instead, is still strictly connected to the institutional teaching of the national language and literature in the academic context. Undoubtedly, the figure of teacher of Italian as an FL/L2 is still in its infancy despite the growing need and demand of professionals that comes from the multiculturalization of the country and the increasing exportation of Italian culture abroad.

h. Fallback

The least impacting factor reported by the sample is *Fallback*, which means that for our participants FL/L2 teaching is not a second-choice career or the result of indecision: this finding is consistent with Watt & Richardson (2007), Hellsten & Prytula (2011), König & Rothland (2012), Kılınç et al. (2012) as regards general teaching (in Low et al. there is no clear statement of items that could relate to *Fallback* factor for Singaporean pre-service

teachers⁵³); for the field of FL/L2 teaching literature reports a more significant role of *Fallback* motivation in contexts such as Thailand (Hayes, 2008) and China (Zhao, 2008; Gao & Xu, 2014) than in Italy (Pezzot, 2018) or Iraq (Koran, 2015) probably because of the different economic standings between the countries.⁵⁴

Here in Italy it is not rare the opinion that a good number of those who are FL/L2 teachers today have fallen back on the career: such an assertion is due to the claimed ineptitude at teaching of said people or to the belief that state school jobs are secure. According to the findings of the present study, such belief is not spread among those who are planning to embark on the career; however, in Pezzot (2018) the percentage assigned to *Job security*-related initial motivation was not that low. We may hypothesize that the state of the profession has evolved over the years⁵⁵ because of continuous changes brought about by the various governments that have followed one another.

The author would now like to refer back to graph 22 in order to specify what, according to her, could be the reason for the difference in means between. Item 37 (*I failed the admission to the first-choice career*) and item 40 (*I was unsure about what career to choose*) that constitute the factor. It could be hypothesized that the average young age of the participants (the majority of them being aged 22-25) justifies the higher influence of uncertainty and doubts in choosing to become FL/L2 teachers, with respect to being denied the access to another career. By saying “failed-admission to the desired career” we refer to both failing to obtain jobs or to enter specific university courses. Since all of the students involved in this study came from academic backgrounds (*Lauree a ciclo unico, magistrali o triennali*) that are strictly related to foreign/second languages and cultures, it is not likely that they chose and failed the access to a course that does not concern languages at all.

By looking specifically at the ratings reported in graph 23, we observed that among the thirteen respondents who were in greater measure influenced by failing the admission to another career all but one affirmed they had been unsure about the career to choose:

⁵³We do not consider the motivation named *Teaching as a stepping stone* as the same as *Fallback* although they could relate.

⁵⁴ No such data is available for Kyriacou & Kobori (1998) and Kyriacou & Benmansour (1999): they too included an item similar to *Teaching as a stepping stone*.

⁵⁵ Pezzot sample included 91.8% of teacher with more than five years of experience.

thus we could infer that if uncertainty, as it seems, was present from the beginning, then it means that the vision of themselves as FL/L2 teachers was already a future-Self option for the respondents.

5.2: Consistency of respondents' personality traits with Holland's theory.

Results for the questionnaire's section regarding personality were only in part consistent with those obtained by Holland (1966), on whose theory they were based, and Swanson (2012; 2014).

Holland (1966) demonstrated that the personality traits mainly showed by general and language teachers were *social*, *artistic* and *enterprising*: indeed, these were also the three most prominent types of personality displayed by the language teachers of Swanson's investigations. In addition they proved to be an index of longevity in the teaching career.

As stated in paragraph 4.1, in our investigation the most prominent trait was *social*, which is consistent with previous literature. Another top personality trait in common with the inspiring studies is *artistic*. Our sample, however, reported a very high incidence of *investigative* trait, which replaced *enterprising* in the desirable S A E (*social, artistic, enterprising*) code.

Does this difference have a bearing in the overall meaning of the present study? The author did not notice substantial differences either in the responses to the motivational section, or in the perspectives' section of the questionnaire. It might be that the preponderance of *investigative* profiles results from the fact that the sample is composed of students and not of *pre-* or *in-service* teachers who might, at least in part, already be used to the teaching activity and who would consequently show more enterprise. Indeed, many characteristics of investigative personality are relatable to those generally required of university students: analytical, intellectual, independent, scholarly⁵⁶.

⁵⁶ Holland Codes Resource Center © 2002 - 2016

All in all, the presence of *investigative* and lack of *enterprising* trait in the personality codes of the majority of respondents does not exclude teaching from their potential career possibilities. This claim emerges from a research that was carried out on the website of O*NET Program⁵⁷, the United States' primary source of occupational information. O*NET employs RIASEC theory to identify people's career possibility: by taking a quick interest-test, users are indicated which of Holland's traits have the most important bearing on their personality; through setting their main traits as research option in the "research for interest" section, they are presented with a list of occupations compatible with their personality and interests. We set the research options with the S A I (*social, artistic, investigative*) traits obtained by our participants. Within the resulting list of compatible occupations appeared: post-secondary⁵⁸ English language and literature⁵⁹ teacher; post-secondary foreign language and literature teacher; post-secondary teachers of other subjects (such as education, mathematical science, religion, philosophy and history etc.).

At a later stage, we modified the research options by inserting S A E traits suggested by Holland (1966) and Swanson (2012; 2014) instead of S A I: in the new list of possible careers one of the entries was 'secondary school teacher', whereas 'post-secondary English/foreign language and literature teacher' disappeared.

The results of the present research, for the most part in line with previous literature, show that the resulting personality traits reported by most participants of this survey are in line with the career they have chosen to pursue. Perhaps, the dissonance with the literature is due to the differences that exist between the Italian and American school system: it might be possible that Italian secondary school teachers are required to have more similar traits to American post-secondary teachers. Comparative studies on such matter would constitute an interesting contribution to the related literature.

⁵⁷ <https://www.onetonline.org/>

⁵⁸ Post-secondary education is any level of education after high school such as college, university, trade school, institutes of technology or any other facility that offers an academic degree or certificate.

⁵⁹ English as USA's L1.

5.3: Opinions and perspectives of the participants

What comes out of the last section of the questionnaire is a puzzling image: we see a sample of potential future foreign language teachers who are satisfied with their career choice but are not sure of what path they are going to take.

Among the cited literature, prospective teachers' *satisfaction with choice* was investigated by Watt & Richardson (2007) and Kılınc et al. (2012)⁶⁰; in both these instances, the level of satisfaction was high. However, as claimed by Watt & Richardson, « [satisfaction with choice] is limited in its value as an outcome variable, because it may be expected to be high on initial entry to teacher education and to represent participants' emotions, rather than an evaluation of their choice based on course- and fieldwork experience». That is to say that, in order to be considered completely valid, the measure should be confirmed/refuted at the moment participants actually entered the profession. The present research cannot assure the consistency of the measure in the future, either; nonetheless, for the moment, contentment is what emerges.

As predictable, interest for state-school jobs is higher than for private-school jobs since state employment is believed to offer more security once hired.

The general opinion, however, is that entering the profession is not an easy thing to do. Modality of admission to state institutions is considered by the students in the research neither clear, nor appropriate. Competitive exam for state school teachers' employment has always been matter for arguments: the continuous interchange of governments has contributed to diminishing the clarity of its rules. The last update, which is still in force, dates back to August 2017: the decree⁶¹ states that employment as teachers in secondary state institutions must be preceded by a three-year formation and traineeship period – the so called *percorso FIT*⁶² –, to which admission is decided by a national competitive exam organized on a regional basis. In order to have access to this exam, it is compulsory for individuals to possess a Laurea Magistrale, Specialistica o a

⁶⁰ To see applications of the FIT-choice scale in other countries refer to Watt & Richardson (2012).

⁶¹ Decreto Legislativo n°62/2017.

⁶² *Percorso FIT* has nothing to do with the FIT-choice scale by Watt & Richardson. Acronyms' correspondence is purely casual.

Ciclo Unico and also, to have acquired during their course of study 24 credits in anthropo-psycho-pedagogical disciplines as well as in teaching methodologies and technologies (at least in three of these four fields). In addition to these 24 CFU⁶³, prospective teachers must acquire the required credits in compliance to the subjects they want to teach⁶⁴.

As already said, each new government makes the desired changes when it takes over: therefore, individuals wishing to undertake a teaching career always have to look out for possible alterations in the procedures and be ready to take eventual “corrective measures”, such as extra exams, requests for credits recognition etc.

So far, the same thing has not happened for private institutions that, not being submitted to the Ministry of Education, could simplify the process of admission. However, since the aforementioned decree has come into force, changes were applied to private institutions’ hiring requirements as well, partially equalizing them to those of State institutions: indeed, in addition to the Master/single cycle degree and 24 CFU, candidates to stable teaching jobs in private schools must now possess a specialization diploma for secondary school teaching (*Diploma di Specializzazione per l’Insegnamento Secondario*). This title is compulsory for all prospective secondary teachers (both for State and private schools); those who manage to pass the competitive exam and enter the *percorso FIT* are automatically going to sit the diploma examination within the first of the three years of training. Those who were not admitted to the *percorso FIT*, instead, can enroll in the specialization course after taking a selective exam organized by the Universities in which it will take part; in order to participate in the selection, they must possess a University degree, the 24 CFU and the credits required by the *classe di concorso* they are competing for. Access priority is recognized to those who have been substitute-teaching for at least three years with a contract of a minimum of nine hours a week.

⁶³ Crediti Formativi Universitari = credits.

⁶⁴ For requirements and further details see ‘classi di concorso’ A23, A24, A25 at <https://banner.orizzontescuola.it/TabellaAclassidiconcorso.pdf>.

On this regard, let us now consider a research carried out by ISTAT⁶⁵ about structural differences between private and state schools: more specifically we are interested in the part that analyzes the proportion of teachers divided by their age in private and state Italian schools. According to this survey, in 2014/2015, the percentage of under-24 and 25-34-year-old teachers in private institutions was considerably higher than in state schools (ISTAT, 2017). In the light of the changes brought about the decree, the percentage gap is likely to diminish.

Another reference that is worth considering is the OECD's 2017 annual report *Education at Glance*. It states that among all OECD countries, Italy has the oldest lower- and upper-secondary teachers: in 2015, the average age of Italian teachers was higher than fifty years old (OECD; 2017).

It appears that Italian teachers in the state school system are old and the only few chances for new graduates are offered by private institutions. Such data cannot be overlooked when talking about the attitude of the students towards future potential employers: bureaucracy complications of state school hiring along with the greater ease of employment that had existed in private institutions until recently contribute in large measure to keeping prospective teachers' interest towards the latter at a very competitive level.

Besides, we cannot omit to consider the attraction exercised by foreign countries. Given the general perception of limited possibilities offered by Italian institutions, it is understandable that many recent graduates seriously consider going abroad to find a teaching job: the most genuinely motivated individuals might prefer such solution to unemployment or accepting another job. Even prospective teachers of Italian consider leaving the country and do not seem to believe in the possibility of finding a job in Italy, or at least not so easily, regardless of the growing status of Italian as a second language.

⁶⁵ Italian statistics institute. For the complete report see ISTAT (2017).

5.4: Conclusions

The image depicted in the paragraph above is that of students/prospective teachers whose high motivation and high value are conditioned by low expectations, not much as far as success in one's work is concerned but rather as regards possibility of employment. Such picture perfectly resembles the thoughts and fears of the author, in so far as she is a prospective language teacher herself who decided to start this investigation after wondering what it is that motivates her and her peer-colleagues so much that they keep on pursuing the career despite the obstacles and the lack of guarantees for their future.

Given the circumstances, no positive consequences can be expected:

- i. firstly, the country may lose motivated teachers who, it has been largely proved, play a pivotal role in motivating students;
- ii. secondly, previous generations of teachers will be obliged to remain in the profession longer, which will make the evolution of language teaching in schools towards something increasingly lively (as required by the nature of languages) more difficult, when not impossible. As we found out among our sample, nowadays language teaching is rarely perceived as something that involves real communication, or at least, such an aspect is not given due importance. Indeed, language education in Italian schools is still often bound to obsolete approaches and methods that do not motivate students and risk driving them away from the subject. Given the renowned importance of previous learning experiences in the choice of such an increasingly important career, it is in the interest of all to shift to up-to-date educational methods (as well as up-to-date teachers);
- iii. another possibility is a change in attitude of strongly motivated prospective teachers: the sample that participated in our survey is moved by passion for the language, vocation and altruistic motivation, which we know are very powerful sources. We believe, however, that the absence of certainty for their future is likely to discourage them. Further consequences would have to be researched

into the attitude with which they approach their first assignment. In their model for the study of teacher motivation, De Jesus & Lens (2005) clearly represented the vicious cycle that stems from an unmotivated teacher; from the point of view of expectancy-value theory as well, prospective teachers would suffer a negative influx by having their efforts as newly graduated students made useless because of the impossibility of finding a stable job.

Many of the studies mentioned in the literature have investigated teacher motivation in order to understand the reasons for teacher shortage or how to keep them in the profession. In the light of our finding instead, it seems of greater importance to find ways to get them enter the profession before they lose their spark.

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APPENDIX

Tables

Tab.1 a, b, c Watt & Richardson (2007) FIT-choice questionnaire items

1 a section B (motivations)

Enhance social equity	B36 Teaching will allow me to raise the ambitions of under-privileged youth B49 Teaching will allow me to benefit the socially disadvantaged
Make social contribution	B6 Teaching allows me to provide a service to society B20 Teachers make a worthwhile social contribution B31 Teaching enables me to 'give back' to society
Work with children/ adolescents	B13 I want a job that involves working with children/adolescents B26 I want to work in a child/adolescent-centred environment B37 I like working with children/adolescents
Prior teaching and learning experiences	B17 I have had inspirational teachers B30 I have had good teachers as role-models B39 I have had positive learning experiences
Social influences	B3 My friends think I should become a teacher B24 My family think I should become a teacher B40 People I've worked with think I should become a teacher

1 b continuation section B (motivations)

I chose to become a teacher because . . . 1 (not at all important) – 7 (extremely important)	
Perceived teaching abilities	B5 I have the qualities of a good teacher B19 I have good teaching skills B43 Teaching is a career suited to my abilities
Intrinsic value	B1 I am interested in teaching B12 I like teaching
Fallback	B11 I was unsure of what career I wanted B48 I chose teaching as a last-resort career
Job security	B14 Teaching will offer a steady career path B27 Teaching will provide a reliable income B38 Teaching will be a secure job
Time for family	B2 Part-time teaching could allow more family time B16 Teaching hours will fit with the responsibilities of having a family B29 School holidays will fit in with family commitments
Shape future of children/adolescents	B9 Teaching will allow me to shape child/adolescent values B23 Teaching will allow me to influence the next generation

1 c sections C (beliefs about teaching) and D (your decision to become a teacher)

Expert career	Task demand	C10 Do you think teaching requires high levels of expert knowledge? C14 Do you think teachers need high levels of technical knowledge?
High demand		C2 Do you think teachers have a heavy workload? C7 Do you think teaching is emotionally demanding? C11 Do you think teaching is hard work?
Social status	Task return	C4 Do you believe teachers are perceived as professionals? C8 Do you believe teaching is perceived as a high-status occupation? C12 Do you believe teaching is a well-respected career?
Teacher morale		C5 Do you think teachers have high morale? C9 Do you think teachers feel valued by society? C13 Do you think teachers feel their occupation has high social status?
Good salary		C1 Do you think teaching is well paid? C3 Do you think teachers earn a good salary?
Social dissuasion		D2 Were you encouraged to pursue careers other than teaching? D4 Did others tell you teaching was not a good career choice? D6 Did others influence you to consider careers other than teaching?
Satisfaction with choice		D1 How carefully have you thought about becoming a teacher? D3 How satisfied are you with your choice of becoming a teacher? D5 How happy are you with your decision to become a teacher?

Questionnaire

QUESTIONARIO PER TESI: MOTIVAZIONE FUTURI INSEGNANTI LS/L2

PARTE 1: CARATTERISTICHE PERSONALI

scegli le opzioni che meglio ti descrivono (massimo due scelte)

1.

"Sono una persona..." (max 2 scelte)

- "... schietta, pratica, determinata"
- "... riservata, intellettuale, metodica, critica"
- "... originale, impulsiva, espressiva, creativa"
- "... generosa, servile, ispiratrice, che dà consigli e/o spiegazioni"
- "... persuasiva, energica, ambiziosa, disposta a correre dei rischi"
- "... attenta, coscienziosa, prudente, dotata di autocontrollo"

2.

"Sono particolarmente bravo/a..." (max 2 scelte)

- "... nelle attività manuali e/o fisiche"
- "... nelle attività mentali e che richiedono elaborazione di concetti astratti"
- "... ad usare l'immaginazione ed esprimere i sentimenti in maniera creativa"
- "... ad interagire con le persone, metterle a proprio agio e occuparmi dei loro bisogni"
- "... nella gestione e conduzione di attività e gruppi"
- "... nella pianificazione dettagliata di attività"

"Mi piace/mi piacciono..."

Indica se gradisci o meno le seguenti attività/situazioni. (1: assolutamente no; 2: più no che sì; 3: né sì né no; 4: più sì che no; 5: assolutamente sì)

3. Questioni pratiche e concrete

1 2 3 4 5

4. Avere a che fare con piante, animali, materiali e/o macchinari

1 2 3 4 5

5. Utilizzare le mie capacità intellettive (pensare, ragionare...)

1 2 3 4 5

6. Fare ricerca e fare chiarezza

1 2 3 4 5

7. Le attività che lasciano spazio alla creatività

1 2 3 4 5

8. Esprimere me stesso/a nelle cose che faccio

1 2 3 4 5

9. Stare a contatto con gli altri

1 2 3 4 5

10. Dare consigli, essere d'aiuto, promuovere la crescita personale

1 2 3 4 5

11. Iniziare nuovi progetti anche correndo dei rischi

1 2 3 4 5

12. Persuadere, dirigere e prendere decisioni

1 2 3 4 5

13. Seguire procedure standard e routine

1 2 3 4 5

14. Avere a che fare con dati e dettagli

1 2 3 4 5

Metti in ordine di preferenza le seguenti opzioni

(ATTENZIONE: 1 è l'opzione meno gradita e 6 la più gradita. Non assegnare due volte lo stesso punteggio)

15. "Se potessi scegliere, preferirei avere a che fare con..."

	1						6
COSE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IDEE E COSE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IDEE E PERSONE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PERSONE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATI E PERSONE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATI E COSE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PARTE 2: MOTIVAZIONE

Anagrafica e Istruzione

16. Sesso

- Maschio
 Femmina

17. Età

- 22-25
 26-30
 31-35
 più di 35

18. Nazionalità

19. Titolo di studio di cui già si dispone

- Laurea triennale
 Laurea magistrale/specialistica/a ciclo unico
 Master I livello

20. Specifica il corso di laurea e/o argomento del master

21. Corso di LM attualmente in corso

- Scienze del linguaggio (Ca Foscari)
 Lingue e letterature Europee, Americane e Postcoloniali (Ca Foscari)
 Lingua e Letteratura Italiana per stranieri (Unibo)
 Lingue e letterature moderne, comparate e post-coloniali (Unibo)

22. Anno di corso

- Primo
 Secondo
 Oltre

23. Lingua prescelta

24. Hai alcun tipo di esperienza nell'insegnamento LS/L2? (Ripetizioni, tirocini, Italiano a stranieri, scuola d'infanzia, scuole private, scuola elementare, insegnare inglese per volontariato all'estero, ecc..)

Sì, ho avuto modo di fare esperienza

No, non ho nessuna esperienza

25. Se sì, specifica quale tipo di esperienza

"Vorrei diventare insegnante di LS/L2 perché..."

Su una scala da 1 (per niente) a 5 (assolutamente d'accordo) indica quanto siano valide per te le seguenti affermazioni

26. mi piace insegnare la LS/L2

1 2 3 4 5

27. ho sempre desiderato insegnare la LS/L2

1 2 3 4 5

28. sono interessato a ricoprire il ruolo di insegnante LS/L2

1 2 3 4 5

29. la LS/L2 mi piace molto

1 2 3 4 5

30. vorrei far piacere la LS/L2 ai miei futuri studenti tanto quanto piace a me

1 2 3 4 5

31. la LS/L2 e la cultura dei paesi in cui è parlata, sono molto importanti per me

1 2 3 4 5

32. insegnando avrei l'opportunità di utilizzare la LS/L2

1 2 3 4 5

33. insegnando sarei coinvolto nella cultura dei paesi in cui è parlata

1 2 3 4 5

34. vorrei trasmettere ai miei studenti le mie conoscenze sulla LS/L2

1 2 3 4 5

35. ho le qualità di un insegnante di LS/L2

1 2 3 4 5

36. insegnare LS/L2 è un lavoro stabile

1 2 3 4 5

37. ho fallito l'ammissione alla carriera che avevo prescelto

- 1 2 3 4 5
38. un ruolo da insegnante LS/L2 mi lascerebbe più tempo per la famiglia
- 1 2 3 4 5
39. essere insegnante LS/L2 offre una remunerazione sicura
- 1 2 3 4 5
40. ero indeciso/a riguardo che carriera scegliere
- 1 2 3 4 5
41. le vacanze sarebbero compatibili con gli impegni familiari
- 1 2 3 4 5
42. insegnare LS/L2 mi darebbe un'opportunità di lavoro quando viaggio
- 1 2 3 4 5
43. ottenere un ruolo da insegnante LS/L2 è semplice
- 1 2 3 4 5
44. se fossi insegnante LS/L2 avrei vacanze lunghe
- 1 2 3 4 5
45. un titolo di insegnante LS/L2 è valido ovunque
- 1 2 3 4 5
46. se insegnassi LS/L2 la mia giornata lavorativa sarebbe breve
- 1 2 3 4 5
47. insegnare LS/L2 mi permetterebbe di scegliere dove vivere
- 1 2 3 4 5
48. voglio aiutare i giovani ad imparare una LS/L2
- 1 2 3 4 5
49. gli insegnanti di LS/L2 danno un gran contributo alla società
- 1 2 3 4 5
50. un ruolo da insegnante LS/L2 mi permetterebbe di avere influenza sulle prossime generazioni
- 1 2 3 4 5
51. voglio un ruolo che mi permetta di lavorare con i giovani
- 1 2 3 4 5
52. insegnando una LS/L2 potrei migliorare le condizioni di persone svantaggiate o in difficoltà
- 1 2 3 4 5
53. potrei migliorare le ambizioni dei giovani non privilegiati
- 1 2 3 4 5
54. mi è stato detto da amici/parenti/conoscenti che dovrei insegnare LS/L2
- 1 2 3 4 5

55. ho avuto un buon esempio dai miei insegnanti di LS/L2

1 2 3 4 5

56. la LS/L2 che vorrei insegnare sarebbe molto importante per gli studenti

1 2 3 4 5

57. in passato ho avuto delle esperienze positive di apprendimento LS/L2

1 2 3 4 5

58. vorrei aiutare gli studenti ad avere una mentalità più internazionale

1 2 3 4 5

59. insegnare una LS/L2 è eccitante in quanto comporta comunicazione reale

1 2 3 4 5

60. credo sia necessario che si parlino più lingue straniere

1 2 3 4 5

61. credo sia importante che gli studenti conoscano ed apprezzino altre culture

1 2 3 4 5

PARTE 3: PROSPETTIVE

Assegna un punteggio da 1 a 5 alle seguenti opzioni

62. Hai valutato attentamente la scelta di diventare insegnante LS/L2?

1 2 3 4 5

63. Sei soddisfatto della tua scelta?

1 2 3 4 5

64. Le modalità di accesso all'insegnamento nella scuola pubblica Italiana sono, a tuo parere, opportune e chiare?

1 2 3 4 5

65. Quanto sei interessato ad un ruolo di insegnante LS/L2 nella scuola pubblica Italiana?

1 2 3 4 5

66. Quanto sei interessato/a ad un ruolo di insegnante LS/L2 presso istituzioni private?

1 2 3 4 5

67. Ritieni che in Italia OTTENERE UN POSTO presso istituzioni PRIVATE sia Più SEMPLICE rispetto che nella scuola pubblica?

1 2 3 4 5

68. Ritieni che insegnare LS/L2 nella scuola PRIVATA sarebbe MENO ONEROSO che nella scuola pubblica?

1 2 3 4 5

69. Quanto sei interessato/a a conseguire una certificazione/master che abiliti all'insegnamento di una LS/L2?

1 2 3 4 5

70. Quanto reputi possibile la prospettiva di trasferirti all'estero per insegnare una LS/L2?

1 2 3 4 5

71. Considerazioni aggiuntive

Questionnaire Analysis

QA 1 Respondents' RIASEC profiles

Response	R	I	A	S	E	C	Personality code
1	7	8	7	9	6	9	SCI
2	9	7	12	12	5	4	ASR
3	8	12	10	10	8	4	IAS
4	11	10	8	11	8	7	RSI
5	9	8	10	12	6	4	SAR
6	6	7	8	12	9	8	SE
7	7	10	7	9	8	9	ISC
8							
9	10	10	9	9	9	6	RI
10	7	7	9	11	6	7	SA
11	7	11	10	11	7	5	SIA
12	7	8	10	7	8	6	AEI
13	6	9	7	7	6	8	IC
14	8	10	10	12	9	5	SAI
15	6	10	5	8	6	8	ISC
16	6	11	10	7	7	7	IA
17	7	12	10	11	8	8	IS
18	4	10	12	7	5	3	AI
19	9	8	4	9	6	11	CSR
20							
21	10	8	4	8	6	7	RIS
22	8	10	11	11	5	7	ASI
23	8	12	7	12	7	8	IS
24	9	8	9	12	8	8	SRA
25	5	8	9	10	8	5	SA
26							
27	8	10	11	10	9	8	AIS
28	9	10	9	10	8	7	IS
29	8	12	9	5	8	9	IAC
30	4	9	8	12	6	5	SI
31	9	10	11	11	11	6	ASE
32	8	11	7	9	8	11	ICS
33	4	11	8	11	7	8	IS
34	8	10	9	11	7	8	SI
35	7	11	8	10	6	6	IS
36	9	9	8	11	8	11	SC
37	10	10	10	12	7	6	SRIA
38	4	11	11	4	6	7	IA
39	6	12	10	11	7	10	IS

Response	R	I	A	S	E	C	Personality code
40	9	6	7	11	6	5	SR
41	7	11	10	9	7	2	IA
42	8	10	8	12	7	7	SIRA
43	9	10	8	9	9	8	IRS
44	7	9	11	11	8	7	ASI
45	4	8	10	11	7	4	SA
46	8	10	10	10	9	7	IAS
47	8	9	7	10	9	10	SC
48	6	9	10	11	7	4	SA
49	7	9	7	9	7	6	IS
50	8	9	8	7	6	10	CI
51	9	12	9	11	9	7	IS
52	12	9	10	11	9	4	RS
53	8	9	11	10	6	5	AS
54	12	8	9	10	10	4	RSE
55	7	8	6	8	6	6	IS
56	7	8	6	11	6	6	SI
57	11	11	9	10	7	8	RIS
58	11	11	8	11	11	7	RISE
59	8	8	10	10	6	8	AS
60	7	11	7	12	7	5	SI
61	5	11	6	9	8	7	IS
62	8	7	10	9	7	4	AS
63	8	10	4	9	11	6	EI
64	9	7	5	12	5	6	SR
65	10	9	7	10	4	6	RSI
66	6	12	8	7	8	5	IAE
67	7	7	12	9	11	6	AE
68	7	10	8	10	10	3	ISE
69	11	8	11	11	9	2	RAS
70	5	9	10	7	11	6	EA
71	8	11	10	11	7	5	ISA
72	10	9	12	9	9	9	AR
73	8	10	6	8	7	5	IRS
74	6	9	9	12	7	8	SIA
75	8	8	9	11	9	7	SAE
76							
77	7	7	7	10	10	6	SE
78	8	8	8	5	5	7	RIA
79	12	10	9	9	7	8	RI
80	6	10	11	10	11	10	AE
81	9	7	8	9	5	10	CRS
82	6	10	11	11	4	5	ASI

<i>Response</i>	R	I	A	S	E	C	Personality code
83	5	11	9	11	8	7	ISA
84	6	10	11	9	5	4	AI
85	11	6	9	7	7	7	RA
86	7	12	9	9	8	9	IASC
87	10	10	9	11	3	8	SRI
88	8	8	10	12	8	4	SA
89	9	8	11	10	8	5	AS
90	6	9	7	8	10	3	EI
91	8	10	11	10	8	5	AIS
92	6	8	8	12	8	7	SIAC
93	7	11	8	9	9	7	ISE
94	8	6	10	12	11	6	SEA
95	10	8	7	9	7	10	RCS
96	11	9	7	9	8	8	RIS
97	11	8	9	11	8	7	RSA
98	7	10	9	11	7	5	SI
99	5	6	7	9	5	8	SC
100	8	11	10	8	7	7	IA
101	9	11	7	8	9	12	CI
102	7	7	7	9	8	10	CS
103	7	5	8	9	6	7	SA

QA 2

single items rankings in descending order of mean-evaluation

ITEM	Factor	Mean	50		
				Shape children's future	3,85
61	International Posture	4,79	57	Previous learning experience	3,85
30	Passion	4,69	35	Perceived teaching abilities	3,8
29	Passion	4,65	27	Career interest	3,39
26	Career interest	4,58	55	Previous learning experience	3,39
60	International Posture	4,53	42	Job transferability	3,26
58	International Posture	4,48	36	Job security	3,12
48	Shape children's future	4,46	38	Time for family	2,81
34	Career interest	4,46	54	Social influence	2,7
31	Passion	4,36	39	Job security	2,64
28	Career interest	4,33	41	Time for family	2,4
49	Cocial contribution	4,33	47	Job transferability	2,26
59	International Posture	4,15	45	Job transferability	2,25
33	Passion	4,14	40	Fallback	2,23
32	Passion	4,11	44	Bludging	2,1
56	International Posture	4,02	46	Bludging	1,9
53	Social contribution	3,95	43	Job security	1,7
52	Social contribution	3,9	37	Fallback	1,3
51	Work with youth	3,87			

QA 3

Higher-order factor (where applicable)	Item	Factor	Mean	St.Dev	Factor mean & St.Dev.
Intrinsic value MEAN: 4,3 ST.DEV: 0,78	26	Career	4,58	0,56	Career MEAN: 4,19 ST.DEV: 0,81
	34	Career	4,46	0,75	
	28	Career	4,33	0,78	
	27	Career	3,39	1,14	
	30	Passion	4,69	0,57	Passion MEAN: 4,39 ST.DEV: 0,76
	29	Passion	4,65	0,6	
	31	Passion	4,36	0,67	
	33	Passion	4,14	0,96	
32	Passion	4,11	1,002		
Personal utility value (extrinsic) MEAN: 2,45 ST.DEV: 1,16	36	Job security	3,12	1,1	Job Security MEAN: 2,5 ST.DEV: 1,07
	39	Job security	2,64	1,2	
	43	Job security	1,7	0,9	
	42	Job transferability	3,26	1,22	Job Transferability MEAN: 2,59 ST.DEV: 1,2
	47	Job transferability	2,26	1,24	
	45	Job transferability	2,25	1,14	
	38	Time for family	2,81	1,34	Time for Family MEAN: 2,61 ST.DEV: 1,33
	41	Time for family	2,4	1,32	
44	Bludging	2,1	1,12	Bludging MEAN: 2,03 ST.DEV: 1,07	
46	Bludging	1,9	1,01		
Social utility value (altruistic) MEAN: 4,06 ST.DEV: 0,08	49	Social contribution	4,33	0,81	Social Contribution MEAN: 4,06 ST.DEV: 0,91
	53	Social contribution	3,95	0,93	
	52	Social contribution	3,9	0,99	
	48	Shape children's future	4,46	0,63	Shape Kids' future MEAN: 4,16 ST.DEV: 0,8
	50	Shape children's future	3,85	0,97	
	51	Work with youth	3,87	0,99	Work with Youth MEAN: 3,8 ST.DEV: 0,99
//	57	Previous learning experience	3,85	1,14	Previous learning experience MEAN: 3,6 ST.DEV: 1,31
	55	Previous learning experience	3,39	1,35	
	54	Social influence	2,7	1,45	Social Influence MEAN: 2,7 ST.DEV: 1,45
//	40	Fallback	2,23	1,29	Fallback MEAN: 1,8 ST.DEV: 1,07
	37	Fallback	1,3	0,85	
//	61	International Posture	4,79	0,56	International posture MEAN: 4,4 ST.DEV: 0,79
	60	International Posture	4,53	0,76	
	58	International Posture	4,48	0,72	
	59	International Posture	4,15	0,92	
	56	International Posture	4,02	1,01	
//	35	Perceived teaching abilities	3,8	0,79	Perceived Teaching Abilities MEAN: 3,8 ST.DEV: 0,79

