

Initial Career Motivation of English Teachers: Why did they Choose to Teach English?

Koji IGAWA

ABSTRACT

This is a preliminary study to internationally investigate the nature of teachers' initial career motivation. The study consists of three small-scale surveys, asking Japanese, Cambodian, and American groups of in-service English teachers why they chose to teach English. Teacher motivation is an area of study that has been long neglected and yet is in recent years beginning to be recognized as an important missing piece of information to understand the whole picture of what is going on in the classroom. The results show that the popular reasons why the Japanese teachers chose to teach English are: "I liked English", "Easy for women to be and continue to be English teachers", and "To support students", while the Cambodian teachers preferred "I liked teaching", "To contribute to society", and "I liked English". The American teachers chose such reasons as: "Other", "To contribute to society", and "I liked teaching" and the "Other" includes remarks such as "To travel abroad", "To live abroad", and "Interests in foreign culture & people".

[KEYWORDS]

Teacher Motivation, ESL (English as a Second Language), EFL (English as a Foreign Language), Professionalism, Teacher Identity, Career Motivation, Native Speaker, Non-Native Speaker, Japan, Cambodia, the United States

I . Introduction

However, the teacher is a major - probably the major - factor in classroom life. Researching language teachers' voices and participating with them in their work... offers SLA [second language acquisition] researchers not only ways of bringing their insights to bear on language pedagogy but also of enriching SLA. (Ellis, 1997, p.251)

This is a preliminary study to investigate the nature of teachers' initial career motivation. The study consists of three (3) small-scale surveys, all carried out in the winter of 2009, asking in-service English teachers about why they chose to teach English. Although teacher

motivation is an area of study that has long been neglected, in recent years, researchers and practitioners have begun to recognize that it is necessary to study teacher motivation in order to understand the larger picture of what is going on in the classroom. In addition, the teaching motivation of second language teachers, including ESL (English as a Second Language) and EFL (English as a Foreign Language) teaching professionals, has also been long ignored (Dörnyei, 2001). It is the intention of the current study to shed light on this unrecognized, yet essential area of English language teaching research.

The first of the three surveys, the Kyoto Survey (KTS), was conducted in Kyoto, Japan, and was intended to serve as a pilot study to probe into English teachers' initial professional motivation as well as to generate a list of reasons why they chose to teach English (Initial Career Motivation Battery). The other surveys, the Phnom Penh Survey (PPS) and the San Francisco Survey (SFS), were conducted using the list of reasons generated from the KTS.

The participants who took part in the three surveys were quite diverse. The teachers who participated in the first survey, KTS, were all Japanese teachers of English teaching at secondary schools in Japan. The second survey, PPS, was conducted in Phnom Penh, Cambodia, and the participants were Cambodian teachers of English. The teachers who took part in the first and second surveys, therefore, were non-native speakers of English teaching in an EFL (English as a Foreign Language) context. On the other hand, the third survey, SFS, was conducted in San Francisco, USA. The teachers who took part in this survey were all American, almost all of whom were native speakers of English and teaching in a community college or language/adult school ESL (English as a Second Language) situation.

The study was designed to compare the results of these three surveys and to examine similarities and differences in the teachers' initial career motivation. Also, an additional goal of this study is to expand the list created in the first survey into a more extensive research tool to investigate English teachers' initial career motivation.

Current literature on teacher motivation, particularly on second language teachers' motivation, is briefly reviewed in the next chapter. This is followed by the outline, results, and discussion of this study in the subsequent chapters. The study is summarized in the final section.

II. Literature Review: Teacher Motivation

In their everyday work, English language teachers are situated in a classroom where communication is co-authored with students and the professional motivation of the teachers assumes a vital importance in classroom interactions.

Johnson (1995) aptly describes the job of a second language teacher:

... the patterns of communication are jointly constructed by teachers as they control the content and structure of classroom communication, and by students as they interpret and respond to what teachers say and do. (p. 89)

One of the defining characteristics of a “teacher” is to be “on display” (Roberts, 1998, p.107) and, therefore, a lack of motivation on the side of teachers could become quite apparent. This lack of motivation from the teacher’s end would naturally lead to a negative impact on the motivation of the students. The teacher is a keystone of what is going on in the classroom, as Jerome Bruner (1996), an American philosopher of education, contends: “You cannot teacher-proof a curriculum any more than you can parent-proof a family” (p. 64).

However, it is quite disappointing to note that there is a paucity of research on teacher motivation, let alone on the motivation of second language teachers specifically. Dörnyei (2001) explains, “The issue of teacher motivation has received little attention in educational psychology. There are few publications discussing the nature of the ‘motivation to teach’ ...” (p. 180).

Therefore, a short review of what is available should suffice in the following section: (1) motivation in general, (2) teacher motivation, and (3) motivation in second language teaching and learning.

A. Motivation

In the field of second language teaching, it is traditional to cite two sets of constructs to explain the motivation to learn a second language: (1) Instrumental and integrative motivation, proposed by Gardner (1985) and his colleagues, and (2) intrinsic and extrinsic motivation, by Deci and Ryan (1985). The constructs are summarized by Richards (2003) as follows:

- Instrumental Motivation: Wanting to learn a language for the practical benefits it brings
- Integrative Motivation: Wanting to learn a language in order to interact with and become similar to valued members of the target language community (p. 14)
- Intrinsic Motivation: Enjoyment of language learning itself
- Extrinsic Motivation: Driven by external factors such as parental pressure, societal expectations, academic requirements or other sources of rewards or punishment (p. 14)

Of these constructs, many scholars in second language pedagogy who espouse popular learner-centered approaches advocate classroom practices to arouse students' intrinsic motivation. Brown (1994), for example, states:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination. (p. 41)

Summarizing the motivation in English language teaching, McDonough (2007) mentions that, "Motivation is what moves us to act, in this context, to learn English, to learn to teach English, or to teach it." In addition, McDonough also lists the four (4) elements of motivation:

- the reasons why we want to learn,
- the strength of our desire to learn,
- the kind of person we are, and
- the task and our estimation of what it requires of us.

Pointing out that a variety of definitions are presented in diverse fields of research, Dörnyei (2001) states that the majority of researchers agree at the very least that motivation by definition concerns "the direction and magnitude of human behavior" as expressed in the following three items:

- why people decide to do something,
- how long they are willing to sustain the activity

- how hard they are going to pursue it.

In this study, the main theme is related to the first item: “Why people decide to teach English”.

Advocating the notion to view motivation as a process rather than a static condition, Dörnyei (2001) cites the definition by Dörnyei and Ottó (1998), which reflects the current understanding of motivation and the process model. This is the definition that is used in this study:

...the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out. (Dörnyei & Ottó, 1998, p. 65) (Cited in Dörnyei, 2001, p. 9)

It is worth noting, according to Dörnyei (2001), that motivation changes over time in three phases: choice, execution, and retrospection (p. 21). The current study of initial career motivation is concerned with the first phase: English teachers’ career “choice”.

B. Teacher Motivation

Although the construct of “teacher motivation” is not well defined or researched, it could be argued that teacher motivation is a type of motivation teachers have regarding their profession. Additionally, teacher motivation may carry with it the characteristics illustrated as “instrumental” and/or “integrative” by Gardner (1985) and as well as the characteristics described as “intrinsic” and “extrinsic” by Deci and Ryan (1985). Also, the construct consists of a number of processes in which teachers assume behaviors (Dörnyei, 2001) such as (1) why people decide to teach professionally, (2) how long they are willing to sustain their profession, and (3) how hard they are going to pursue it. It could also be said that the current study is concerned with the first phase of “choice” of Dörnyei’s (2001) three phases, which is then followed by “execution” and “retrospection”.

Some authors have studied the other phases of teacher motivation. Pennington (1995), for example, investigates the second and/or third phase. In her investigations, Pennington reports on the existing working conditions in schools that lead to difficulties in maintaining professional motivation.

C. Motivation in second language teaching and learning,

Generally, it is accepted that enthusiasm and commitment on the part of the teacher are the most important factors affecting his/her students' motivation to learn (e.g., Richards, 2003; Sawyer, 2007). Dörnyei (2001) explains: "Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn" (p. 156). He elaborates:

Furthermore, I believe that this principle does not only apply to the overall level of motivation but also to more specific aspects of motivation: for example, if a teacher finds a particular academic task meaningful rather than pointless drudgery, this task attitude is likely to be communicated - either directly through deliberate action, or indirectly by means of modelling - to the students, who will in turn adopt a similar position. (p. 156)

Ellis (2005) explains the importance of motivation in language classrooms in the following statement:

Teachers also need to accept that it is their responsibility to ensure that their students are motivated and stay motivated and not bewail the fact that students do not bring any motivation to learn the L2 to the classroom. While it is probably true that teachers can do little to influence students' extrinsic motivation, there is a lot they can do to enhance their intrinsic motivation.

Investigating team-teaching (TT) practices in Japanese secondary schools, Igawa (2008a) finds that many Japanese teachers of English (JTEs) and native English speaking assistant language teachers (ALTs) believe that their own motivation, along with the motivation of his/her partner, is essential to make TT better:

More than half of the JTEs [Japanese teachers of English] think that JTE motivation (54.1%) and ALT [Assistant Language Teachers] expertise (54.1%) are important factors in making TT [team teaching] work in their classroom. The majority of the ALTs, on the other hand, think that ALT motivation (58.1%) and JTE motivation (54.8%) are significant factors in making TT work. (p. 167)

Dörnyei (2001) summarizes:

...the available research evidence and theorizing suggest that teachers' values, beliefs, attitudes and behaviour, as well as the general level of their commitment towards the students, their learning and the subject matter, constitute some of the most prevailing influences on student motivation. (p. 180)

III. The Study: Outline, Results and Discussion

In order to investigate the nature of English teachers' initial career motivation, three (3) small-scale surveys were conducted in the winter of 2009, asking in-service English teachers why they chose to teach English.

The first of the three surveys, the Kyoto Survey (KTS), was carried out in Kyoto, Japan, serving as a pilot study to probe into English teachers' initial professional motivation. From this initial survey, a list of possible reasons why teachers chose to teach English (Initial Career Motivation Battery) was generated. Using this battery of reasons, the other surveys, the Phnom Penh Survey (PPS) and the San Francisco Survey (SFS), were conducted.

The results of these three surveys are compared to internationally analyze similarities and differences of the teachers' initial career motivation as shown in the questionnaire. Some qualitative data derived from the surveys is used to supplement and interpret the results.

A. The Participants

The participants of this study consist of three groups: KTS, PPS, and SFS. All of the participants in all three groups are English teachers practicing within their respective country. The KTS is a group of Japanese teachers of English who attended a professional workshop for English teachers (ACROSS Winter Seminar, Kyoto, Japan) in January, 2009.

PPS is a group of Cambodian teachers of English who participated in an international conference for English teachers (CamTESOL 2009, Phnom Penh, Cambodia) in February, 2009. The third group, SFS, is a group of American teachers in California who responded to the questionnaire distributed by one of the research cooperators of this study.

The nationalities and native languages of the participating teachers are listed as follows (TABLE 1):

TABLE 1. Participants of the Study (by nationality and native language)

	KTS	PPS	SFS	TOTAL
Nationality	Japanese	Cambodian	American	
Native Language	Japanese	Khmer	English	
Number	27	49	34	110

It should be noted that one of the SFS participants stated that she is an immigrant from Croatia and that her native language is Croatian. Since she has been teaching English at a community college in Northern California for 27 years, she could be regarded as a “native” (or “near-native”, White & Genesee, 1996) speaker of English and her nationality is therefore categorized as “American” for the purpose of this study.

Also, three SFS participants stated that their nationalities are “Nicaraguan-American”, “British/Naturalized US citizen”, and “Irish-English/Anglo-Irish” respectively. All of them listed English as their native language. Since they all have been living in the United States for more than 10 years and have been teaching English at a community college in Northern California for more than 10 years, they are all considered “American” for the purpose of this study.

In terms of the gender of the participants, more female teachers participated in this study relative to the number of male participants; 60.9% and 39.1%, respectively (TABLE 2). This probably reflects the feminization of the English teaching profession in many parts of the world (e.g. Sunderland, 1994).

TABLE 2. Participants of the Study (by sex)

SEX	KTS		PPS		SFS		TOTAL	
	Japanese Group		Cambodian Group		American Group			
	No.	%	No.	%	No.	%	No.	%
MALE	6	22.2%	26	53.1%	11	32.4%	43	39.1%
FEMALE	21	77.8%	23	46.9%	23	67.6%	67	60.9%
TOTAL	27	100.0%	49	100.0%	34	100.0%	110	100.0%

However, it should be pointed out that the feminization is observed only within the KTS (Japanese Group) and the SFS (American Group), and not within the PPS (Cambodian Group). One possible explanation for this is that the PPS group is comprised of Cambodian teachers who attended an international second language educators’ conference. In many

developing countries, such conferences are attended by more male than female professionals of the host country. This would help to explain the larger number of male participants within the PPS.

With respect to the age of the participants, on the whole, the study included a variety of teachers ranging in age from those in their early 20s to those in their 60s (TABLE 3).

TABLE 3. Participants of the Study (by age group)

Age Group	KTS		PPS		SFS		TOTAL	
	Japanese Group		Cambodian Group		American Group			
	No.	%	No.	%	No.	%	No.	%
20s	3	11.1%	32	65.3%	3	8.8%	38	34.5%
30s	6	22.2%	14	28.6%	6	17.6%	26	23.6%
40s	7	25.9%	1	2.0%	9	26.5%	17	15.5%
50s	8	29.6%	0	0.0%	9	26.5%	17	15.5%
60s	3	11.1%	0	0.0%	7	20.6%	10	9.1%
Not Identified	0	0.0%	2	4.1%	0	0.0%	2	1.8%
TOTAL	27	100.0%	49	100.0%	34	100.0%	110	100.0%

Looking at the three groups, nevertheless, the contrast between the PPS and the SFS seems obvious; while the Cambodian group consists of young professionals, mostly in their 20s and 30s, the American group is composed of a more matured population, the majority of who are in their 40s, 50s and 60s. The KTS group closely resembles the American group.

The participants show a wide range in terms of where they teach (TABLE 4).

TABLE 4. Participants of the Study (by School)

SCHOOL	KTS		PPS		SFS		TOTAL	
	JAPANESE GROUP		CAMBODIAN GROUP		AMERICAN GROUP			
	No.	%	No.	%	No.	%	No.	%
JHS (Junior High)	13	48.1%	18	36.7%			31	28.2%
SHS (Senior High)	12	44.4%	7	14.3%			19	17.3%
both*	2	7.4%	10	20.4%			12	10.9%
Kindergarten			2	4.1%			2	1.8%
Primary School			1	2.0%			1	0.9%
College/ University			2	4.1%	26	76.5%	28	25.5%
Private English School			3	6.1%	3	8.8%	6	5.5%
Association			1	2.0%			1	0.9%
Adult School					5	14.7%	5	4.5%
Teacher Trainee			3	6.1%			3	2.7%
Not identified			2	4.1%			2	1.8%
TOTAL	27	100.0%	49	100.0%	34	100.0%	110	100.0%

*Includes Cambodian teachers who stated that they were teaching at “Secondary Schools”

Each group is unique in terms of where the majority of the teachers are employed. The KTS is comprised of secondary school teachers teaching at junior and/or senior high schools, while the majority of the SFS participants were community college teachers (76.5%). Although the PPS consists of many secondary school teachers, the group shows more diversity in terms of where they teach relative to the other groups.

The participants’ years of service correspond to their age variations. On the whole, many participating teachers are novices teaching for either one to five years (34.8%) or for six to ten years (28.2%). Veteran teachers, whose teaching experience extends 21 to 30 years, comprise 20.9% of the entire participant population (TABLE 5).

TABLE 5. Participants of the Study (by years of service)

Years of Service	KTS		PPS		SFS		TOTAL	
	Japanese		Cambodian		American			
	Group		Group		Group			
	No.	%	No.	%	No.	%	No.	%
1-5 yrs	4	14.8%	28	57.1%	6	17.6%	38	34.5%
6-10 yrs	4	14.8%	19	38.8%	8	23.5%	31	28.2%
11-20 yrs	2	7.4%	2	4.1%	6	17.6%	10	9.1%
21-30 yrs	13	48.1%	0	0.0%	10	29.4%	23	20.9%
31+ yrs	4	14.8%	0	0.0%	4	11.8%	8	7.3%
TOTAL	27	100.0%	49	100.0%	34	100.0%	110	100.0%

Similarly, however, the three groups show differences in this participant feature as well. The PPS participants are mostly young novice teachers of one to five years or six to ten years of service (57.1% and 38.3%, respectively), while the KTS and SFS groups have a much larger proportion of teachers who are categorized as experts due to their 21 to 30 years of service (48.1% and 29.4%, respectively).

It should be mentioned here that in Cambodia, English language education was re-started around the beginning of the 1990s and it is therefore natural for the Cambodian English teachers to be younger and inexperienced in regards to their teaching (See Clayton, 2006, 2007; Igawa, 2008b). However, English is now the most popular foreign language in Cambodia because of its utility.

B. Initial Career Motivation Battery

In the first survey, the Japanese participants were asked to respond to an open-ended question regarding their initial career motivation. In addition, they were also asked to write three reasons why they chose to be English teachers.

The following list of reasons was generated as a result of analyzing the responses of the KTS questionnaire. These results were then classified and organized into 13 categories of ICMB (Initial Career Motivation Battery) (TABLE 6).

TABLE 6. Reasons to be an English Teacher (KTS Group, January 2009)

#	Reason	No.	%
1	I liked English	14	51.9%
2	I liked teaching	3	11.1%
3	Parents' recommendation	2	7.4%
4	Easy for women to be and continue to be English teachers	5	18.5%
5	University Major	3	11.1%
6	Teaching is to keep on learning	2	7.4%
7	I liked to communicate in English	2	7.4%
8	I liked communication in general	2	7.4%
9	I didn't like my teacher	1	3.7%
10	To support students	4	14.8%
11	To contribute to society	2	7.4%
12	I wanted a good job	1	3.7%
13	Others	3	11.1%

More than a half of the Japanese teachers (51.9%) said that they became English teachers because they liked English. The responses classified as within this category include: “I am interested in English most” (KTS No.002; a male SHS teacher in his 40s), “When I began to study English when I was eight, I thought it was fun to study English” (KTS No.004; a male SHS teacher in his 50s), and “I love English” (KTS No. 020; a female SHS teacher in her 40s).

The category “I liked to communicate in English” (7.4%) could be quite similar to the first category labeled “I liked English.” The following types of responses were included in the “I liked to communicate in English” category: “I’m interested in expressing and communicating in English” (KTS No. 010; a female JHS teacher in her 30s). The majority of the KTS participants thought that what they liked as students would be an appropriate professional field. (Note: “SHS” stands for senior high school, while “JHS” means junior high school.)

The second most popular reason is “Easy for women to be and continue to be English teachers” (18.5%). This reflects not only the fact that female teachers comprise the majority the KTS Group (77.8%), but also the job availability of the time when these female teachers were job-hunting in Japan. The responses include: “There are many female teachers who

keep working full time” (KTS No. 009; a female J&SHS teacher in her 20s), “Teacher is one of the jobs women can continue for a long time in Japan” (KTS No.016; a female JHS teacher in her 40s), “A teacher seemed a good job for women to continue to have after marriage or giving birth” (KTS No. 019; a female SHS teacher in her 40s), and “English is one of the tools to make me an independent person” (KTS No. 023; a female SHS teacher in her 50s).

The reason “Parents' recommendation” (7.4%) is related to “Easy for women to be and continue to be English teachers” because parents recommended the job for their daughters largely due to the fact that it was one of the few jobs that were women-friendly. A female JHS teacher in her 30s said, “My parents told me to be a teacher” (KTS No. 012).

The third most popular reason is “To support students” (14.8%). A female JHS teacher in her 50s said, “I have wanted to give my students the tools and the joy of learning English and widening their world” (KTS No. 023). Similarly, a female JHS teacher in her 20s said, “I wanted to teach English for students at JHS to motivate in the first stage of studying English [sic]” (KTS No. 007).

This “sense of mission” as a teaching professional seems to be related to the reason “To contribute to society” (7.4%). Included in this category is the following response: “...I thought that education was a keystone for a country to go forward in the right direction. I decided to educate children for our country” (KTS No. 026; a female JHS teacher in her 60s).

Only 11.1% of the KTS participants mentioned the category “I liked teaching” as one of the three reasons as to why they became an English teacher; “I like teaching itself” (KTS No.001; a male SHS teacher in his 30s). It seems a little strange that so few Japanese teachers stated this when so many of the same teachers said, “I liked English”. This could be due to the fact that to openly acknowledge his/her love for what he/she does for a living is not encouraged by Japanese culture. In particular, Japanese women may shy away from this type of bold direct statement. Actually, one of the female KTS participants mentioned afterwards that she does not know why she did not write “I liked teaching” in the questionnaire even though she realizes that her love for teaching is one of the main reasons why she chose the teaching career (personal communication).

There are other answers, as well, such as English was my “university major” (11.1%), “Teaching is to keep on learning” (7.4%), and “I liked communication in general” (7.4%). An

even smaller number of participants wrote, “I didn't like my teacher at my junior high, so I wanted to become a better teacher” (3.7%) (KTS No. 007; a female JHS teacher in her 20s), and “I wanted a good job” (3.7%) (KTS No. 027, a female SHS teacher in her 40s).

C. International Comparison

Using the ICMB generated with the results of the KTS (TABLE 6), two small-scale international studies were conducted; the PPS and the SFS. The participants of the two groups were asked to select from the list (ICMB) three reasons why they chose to be English teachers.

When the participating teachers chose “Other”, they were asked to identify the reason in the open-ended column. The other open-ended section was appended to the questionnaire for the participants to make comments on the choice they made. Some of the participants chose only one or two reasons, while others chose more than three.

The results of the PPS and the SFS surveys are summarized in the following table along with the results of the KTS survey. When all 110 teacher responses from the three surveys are combined, the most popular reason is “I liked English” (41.8%), followed by “I liked teaching” (35.5%) and “to contribute to society” (34.5%). (TABLE 7)

“I liked teaching” was the most popular reason among the PPS participants; 40.8% of the 49 participants chose this item. The PPS responses include: “I like teaching because I'm proud that my students can speak English well and some of them become part-time teachers of English for kids” (PPS No. 001, a female JHS teacher in her 20s) and “I like teaching very much because I love children. I want to work with children” (PPS No. 046; a female kindergarten teacher in her 20s). This poses quite a contrast to the KTS, Japanese Group; only a few of them said that they became English teachers because they liked teaching.

The second most popular reason within the PPS group was “To contribute to society” (38.8%). Some of the Cambodian teachers commented in the open-ended section: “I am very happy to be a teacher because I can contribute to my society and I help my society to educate young people” (PPS No. 015; a male JHS teacher in his 30s) and “Now English is very important for students in Cambodia. Without English they seem illiterate because English is the second language in the world [sic]” (PPS No. 023; a male JHS&SHS teacher in his 30s). These comments naturally reflect the situation of Cambodia, “a nation under transition” (Clayton, 2006).

TABLE 7. Reasons to be an English teacher

No.	Reason	KTS		PPS		SFS		Total	
		Japanese		Cambodian		American			
		Group		Group		Group			
		No.	%	No.	%	No.	%	No.	%
1	I liked English	14	51.9%	18	36.7%	14	41.2%	46	41.8%
2	I liked teaching	3	11.1%	20	40.8%	16	47.1%	39	35.5%
3	Parents' recommendation	2	7.4%	1	2.0%	0	0.0%	3	2.7%
4	Easy for women to be and continue to be English teachers	5	18.5%	1	2.0%	1	2.9%	7	6.4%
5	University major (English or education)	3	11.1%	17	34.7%	4	11.8%	24	21.8%
6	Teaching is to keep on learning	2	7.4%	16	32.7%	7	20.6%	25	22.7%
7	I liked to communicate in English	2	7.4%	16	32.7%	2	5.9%	20	18.2%
8	I liked communication in general	2	7.4%	5	10.2%	6	17.6%	13	11.8%
9	I didn't like my teacher	1	3.7%	4	8.2%	0	0.0%	5	4.5%
10	To support students	4	14.8%	12	24.5%	7	20.6%	23	20.9%
11	To contribute to society	2	7.4%	19	38.8%	17	50.0%	38	34.5%
12	I wanted a good job	1	3.7%	16	32.7%	10	29.4%	27	24.5%
13	Others	3	11.1%	4	8.2%	18	52.9%	25	22.7%
		N=27		N=49		N=34		N=110	

“I liked English” came in as the third most popular response among the Cambodian English teachers (36.7%). The remarks made in the open-ended section include: “English is fun to learn and teach” (PPS No. 002; a male university teacher in his 20s) and “I like English because it's an international language” (PPS No. 004; a male JHS&SHS teacher in his 20s).

Other reasons popular with the PPS Group are: “University major (English or education)” (34.7%), “Teaching is to keep on learning” (32.7%), “I liked to communicate in English” (32.7%), and “I wanted a good job” (32.7%). In addition, there were comments made in the open-ended section that are related to the reasons listed above are: “English is a world

language. If I can speak it, I will be able to go everywhere on the globe. Furthermore, I can find a good job easily and make a lot of friends” (PPS No. 006; a male SHS teacher in his 20s) and “If we know English clearly, it’s easy to make us to get a good job with a high salary and I want to save poor Cambodian children to know English well - to save us from unknowledge and to get a good future [sic]” (PPS No. 022; a female primary school teacher in her 30s).

The most popular response among the 34 American teachers of English was “Other” (52.9%), meaning more than a half of the American teachers could not find the reason they became English teachers within the list provided.

This is a somewhat natural occurrence simply because the ICMB was generated from the responses provided by the group of Japanese teachers of English, all of whom were non-native speakers of English teaching in an EFL situation. The ICMB did not run into any problem when used with the Cambodian teachers, who were also non-native speakers of English teaching in an EFL situation. Differences between native speaking teachers and non-native speaking teachers, as well as the differences that exist between EFL and ESL situations, are thoroughly examined by many authors (e.g. Holliday, 2006; Pennington, 2002; Waters, 2007; Widdowson, 1992). This issue is also related to teacher identity (e.g. Menard-Warwick 2008; Richards, 2008; Tsui, 2007).

One of the most influential authors in English language teaching, Widdowson (1992), describes the situation:

There is plenty of evidence that the native-speaker teacher has the more prestigious status, and is given preference in employment; that knowledge of the language is more highly regarded than pedagogic expertise. (p. 338)

It is not my intention to criticize the native speaker status, citing the discussion on “native-speakerism” (cf. Holliday, 2006; Medgyes, 2001; Waters, 2007). Rather, I think it is necessary to have a certain understanding of this aspect of the profession when considering the initial career motivation of English teachers who come from a variety of backgrounds and teach in diverse contexts.

In order to clarify the problem with the current battery, the comments made by all the participating teachers who chose “Other” can be found in the following (TABLE 8).

TABLE 8. Reasons classified as “Others”

Group/Comment	Entry
KTS/Japanese Group	
To tell the students how interesting English is.	1
Teaching English seemed interesting.	1
Not identified	1
subtotal	3
PPS/Cambodian Group	
To enhance the human resource of Cambodia	1
I love children	1
To earn the living, support myself and my family.	1
Not identified	1
subtotal	4
SFS/American Group	
To travel abroad	7
Interests in foreign cultures & people	4
To live abroad	4
To study foreign languages & linguistics	4
Free time	3
Money	3
Talented as a teacher	3
Family tradition	2
Needed change in life	2
Empathy for students	1
Started as a volunteer	1
subtotal	34
TOTAL	41

While the participants of from KTS and PPS mentioned only a limited number of reasons, the American participants wrote many entries in the open-ended columns for the “Other” and “Comment”. Therefore, when all the responses are combined, there are actually more “Other” comments (34 entries) than there are participants who ticked the “Other” box (25 entries).

The most popular “Other” answer was “To travel abroad” (seven entries). The comments for this reason include: “I mainly became an ESL/EFL teacher so I could travel, see the world, and earn money” (SFS No. 019; a female community college teacher in her 40s). Another

reason, “To live abroad” (four entries), is closely related to the reason “To travel abroad.” Both reasons are unique to native-speaking teachers and not feasible for non-native-speaking teachers. The comments made for “To live abroad” include: “I wanted to live in Japan and it was the best job option. Then I discovered I loved teaching and continued. I like to serve others” (SFS No. 17; a female community college teacher in her 60s) and “Originally, I became an English teacher because I wanted to experience living in China and teaching English was a job I knew I could get. Then I grew to love teaching” (SFS No. 23; a male community college teacher in his 40s).

Yam (2009), in her article “Young Americans going abroad to teach” for CNN, reports a similar situation of young Americans who recently graduated from university, found in the face of the recession difficulties in job hunting in the States, and go to China, Korea, Spain or Japan to teach English. Quoting an officer of a teacher recruiting organization, Yam mentions, “For programs in Asia, fluency in English is usually the most important qualification for teaching jobs, and many do not require applicants to have previous teaching experience.”

The next most popular “Other” reasons include: “Interests in foreign cultures & people” and “To study foreign languages & linguistics” (four entries each). Last are the somewhat privileged reasons given by the native speakers of English: “Free time,” “Money,” and “Talented as a teacher” (three entries each). Comments by the American participants for these items include: “I love learning foreign languages. While I was studying Spanish, I took some Spanish linguistics classes, which I loved...” (SFS No. 007; a female community college teacher in her 40s) and “I was unemployed and teaching ESL seemed like something I could do” (SFS No. 027; a male adult school teacher in his 30s).

To get a broader perspective on American ESL professionals, it might be useful to include a comment made by one of the participants, which has been categorized as “Empathy for students”. She states, “I’m an immigrant from a family displaced by war and as a result have a lot of empathy for immigrants” (SFS No. 012; a female community college teacher in her 60s).

Returning to the discussion involving the popular reasons for becoming a teacher among American participants, the second most popular reason was “To contribute to society” (50.0%). The comments for this reason include: “I feel that teaching English is an opportunity to bring the world closer together” (SFS No. 026; a male teacher teaching in a pre-university program in his 20s).

The third most popular reason to be an English teacher was “I liked teaching” (47.1%). This poses an interesting contrast to the Japanese group, as very few participants in that group chose this reason. The SFS remarks for this include: “I’ve always wanted to teach, so the job was first” (SFS No. 008; a female community college teacher in her 60s). The reason “I liked English” was another popular response among the American participants (41.2%).

IV. Summary

One of the simple facts of life in the present time is that the English language skills of a good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development. Central to this enterprise are English teaching and English language teachers. There is consequently an increasing demand worldwide for competent English teachers and for more effective approaches to their preparation and professional development. (Richards, 2008, p. 158)

In this study, the initial career motivation of English teachers has been investigated. The main theme of this inquiry is to understand “why people decide to teach English,” which is the first item of Dörnyei’s (2001) three phases of motivation; choice, execution, and retrospection.

Three small-scale surveys involving Japanese, Cambodian and American participants respectively, were conducted. The results of these surveys can be summarized as follows:

- The most popular reasons why the Japanese teachers, KTS, chose to teach English are: “I liked English” (51.9%), “Easy for women to be and continue to be English teachers” (18.5%), and “To support students” (14.8%).
- Japanese teachers also chose the following reasons: “I liked teaching” (11.5%) and “University major” (11.5%). Yet, the fact that only 11.5% of the Japanese teachers chose “I liked teaching” as the reason to be an English teacher poses a sharp contrast to the other groups, a larger percentage of which chose “I liked teaching”.
- Among the Cambodian participants, PPS, the following reasons are popular: “I liked teaching” (40.8%), “To contribute to society” (38.8%), and “I liked English” (36.7%).
- Other popular reasons for the Cambodian teachers include: “University major

(English or education)” (34.7%), “Teaching is to keep on learning” (32.7%), “I liked to communicate in English” (32.7%), and “I wanted a good job” (32.7%).

- The reasons given by the Cambodian teachers reflect their country’s situation, “a nation in transition,” where English is the most preferred foreign language.
- The American Group, SFS, chose the item “Other” as the most popular reason to be English teachers. This shows a limitation of the research tool, ICMB (Initial Career Motivation Battery), developed from the responses of the KTS group; the limitation of using the tool developed from the responses of the non-native speaking teacher group on native speaking teachers.
- After investigating the “Other” reasons explained by the SFS participants, the following subcategories emerged: “To travel abroad,” “To live abroad,” “Interests in foreign culture & people,” “To study foreign languages & linguistics,” “Free time,” “Money,” and “Talented as a teacher.” These items should be added to the original ICMB. (See Appendix for the revised version.)
- The other popular reasons the American participants chose are “To contribute to society” (50.0%), “I liked teaching” (47.1%), and “I liked English” (41.2%).
- Some of the reasons the American group mentioned may be interpreted as responses indicating the relatively “privileged” status of native speakers of English.

It is the intention of the current author to further investigate the initial career motivation of English teachers with the revised motivation battery.

It is also the intent of the author to explore the other phases of teacher motivation as stated by Dörnyei (2001): “choice, execution, and retrospection” (p. 21), for teacher motivation is one of the areas of second language acquisition research that is needed in order to develop better ways to understand and improve classroom practices.

Acknowledgement

I would like to thank the English teachers in Japan, Cambodia, and the United States who were kind enough to participate in this study during the winter of 2009. Although they remain anonymous, without their cooperation, this study would not have been possible. I am also grateful to two organizations, “ACROSS” (Ms. Yoshiko Kawano, President, and Mr. Toshiyuki Fujisawa, Vice President) and “e-dream-s” (Mr. Shoichi Tsuji, Chair, and Ms. Fusayo Nakagawa, Vice Chair), for the special arrangements they made for this study. Special thanks also go out to the senior officers of the organizations who functioned as research cooperators for this study: Ms. Miki Tsukamoto, Ms. Naoko Tsujioka, and Ms. Masako Yamada. I would also wish to extend my thanks to Mr. Keoki Noji, who kindly gave assistance in proofreading the earlier version of this paper.

Appendix

Initial Career Motivation Battery (ICMB) (Revised)

#	Reason
1	I liked English
2	I liked teaching
3	Parents' Recommendation
4	Easy for women to be and continue to be English teachers
5	University Major
6	Teaching is to keep on learning
7	I liked to communicate in English
8	I liked communication in general
9	I didn't like my teacher
10	To support students
11	To contribute to society
12	I wanted a good job
13	To travel abroad
14	To live abroad
15	Interests in Foreign Culture & People
16	To study foreign languages & linguistics
17	Free Time
18	Money
19	Talented as a Teacher
20	Others

References

- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood, NJ: Prentice Hall Regents.
- Bruner, J. S. (1996). *The culture of education*. Cambridge, MA & London, UK: Harvard University Press.
- Clayton, T. (2006). *Language choice in a nation under transition: English language spread in Cambodia*. New York: Springer Science + Business Media.
- Clayton, T. (2007). Transition, culture, and language in Cambodia. In A.B.M. Tsui, & J.W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 95-120). Mahwah, NJ: Lawrence Erlbaum Associates.
- Deci, E. L. & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. New York: Longman.
- Ellis, R. (1997). Mediation problems. In R. Ellis (Ed.), *SLA research and language teaching* (pp. 235-252). Oxford: Oxford University Press.
- Ellis, R. (2005). Principles of instructed language learning. *Asian EFL Journal*, 7 (3), Article 1. [electronic version]. Retrieved March 20, 2008 from http://www.asian-efl-journal.com/September_05_re.php
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60 (4), 385-387.
- Igawa, K. (2008a). EFL teachers' views on team-teaching: In the case of Japanese secondary school teachers. *Shitennoji University Bulletin*, 47, 145-172.
- Igawa, K. (2008b). English language and its education in Cambodia, a country in transition. *Shitennoji University Bulletin*, 46, 343-370.
- Johnson, K.E. (1995). *Understanding communication in second language classroom*. Cambridge: Cambridge University Press.
- McDonough, S. (2007). Motivation in ELT. *ELT Journal*, 61 (4), 369-371.
- Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language (3rd ed.)*. (pp. 429-442). Boston: Heinle & Heinle.
- Menard-Warwick, J. (2008). The cultural and intercultural identities of transnational English teachers: Two case studies from the Americas. *TESOL Quarterly*, 42 (4), 617-640.
- Pennington, M. (1995). *Work satisfaction, motivation and commitment in teaching English as a second language*. ERIC Document ED 404850.
- Pennington, M. (2002). Teacher identity in TESOL. A discussion paper delivered at the inaugural meeting of QuiTE on 18 October 2002. Retrieved March 23, 2009, from http://www.quality-tesol-ed.org.uk/downloads/Martha_P%27s_paper_AGM_2002.pdf
- Richards, J.C. (2003). *30 years of TEFL/TESL: A personal reflection*. Singapore: SEAMEO Regional Language Centre.

- Richards, J.C. (2008). Second language teacher education today. *RELC Journal*, 39(2), 158-177.
- Roberts, J. (1998). *Language teacher education*. London: Arnold.
- Sawyer, M. (2007). Motivation to learn a foreign language: Where does it come from, where does it go? *Language and Culture*, 10, 33-42.
- Sunderland, J. (Ed.). (1994). *Exploring gender: Questions and implications for English language education*. Hertfordshire, UK: Prentice Hall.
- Tsui, A. B. M. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41(4), 657-680.
- Waters, A. (2007). Native-speakerism in ELT: Plus ça change...? *System*, 35, 281-292.
- White, L., & Genesee, F. (1996). How native is near-native?: The issue of ultimate attainment in adult second language acquisition. *Second Language Research*, 12(3), 233-265.
- Widdowson, H.G. (1992). ELT and EL teachers: Matters arising. *ELT Journal*, 46(4), 333-339.
- Yam, E. (2009, March 20). Young Americans going abroad to teach. *CNN*. (Electronic version). Retrieved March 22, 2009, from <http://edition.cnn.com/2009/TRAVEL/03/20/teaching.abroad/index.html>

英語教師の志望動機： なぜ英語を教える仕事を選んだのか？

井 川 好 二

本稿は、教員の志望動機の、国際比較研究を報告するものである。3種類の小規模アンケート調査を行い、日本、カンボジア、アメリカで教える現職英語教員が、なぜ英語を教えることを選んだのかを尋ねた。教員のモチベーションは長らく看過されてきた研究分野であるが、最近、授業活動を理解するため欠かせない知識として注目され始めている。日本人英語教員のあげた志望動機は、「英語が好きだったから」「女性が就きやすく続けやすい仕事だから」「生徒・学生を支援したいから」など。カンボジア人英語教員では、「教えることが好きだったから」「社会貢献のため」「英語が好きだったから」などが主な志望理由。アメリカ人教員が、アンケート用紙にある理由から選んだ主な項目は、「その他」「社会貢献」「教えることが好きだったから」で、「その他」の中身を自由記述で尋ねた結果、「海外旅行ができるから」「海外に住めるから」「外国の言語や文化に興味があるから」などがあった。

【キーワード】 英語教育、英語教員、モチベーション、職業意識、EFL、ESL、ネイティブ・スピーカー、ノン・ネイティブ・スピーカー、日本、カンボジア、アメリカ

