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CHOOSING ENGLISH TEACHING AS A PROFESSION IN PRIMARY EDUCATION CONTEXTS

ELEGIR ENSEÑAR INGLÉS COMO PROFESIÓN EN CONTEXTOS DE EDUCACIÓN PRIMARIA

Marian Amengual Pizarro
Marian.amengual@uib.es
Facultad de Filosofía y Letras. Universidad de las Islas Baleares.
Edifici Ramon Llull. Cra, de Valldemossa Km. 7'5. Palma de Mallorca. (España)

Jesús García Laborda
jesus.garcialaborda@uah.es
Facultad de Educación. Universidad de Alcalá.
C/ Trinidad, 3; Virginia Woolf Office, 28801. Alcalá de Henares (España)

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Abstract:

The main aim of this study was to examine the most relevant motivating factors (i.e. intrinsic, extrinsic and altruistic) influencing pre-service English school teachers to choose teaching as their profession. A small questionnaire was administered to 73 third-year student teachers at the University of the Balearic Islands (UIB). Results indicate that integrative reasons were the most dominant to choose teaching for both male and female students, followed next by altruistic reasons. Extrinsic reasons such as job security or lengthy holidays seem to have the least impact upon participants' decision to enter the profession. However, results reveal statistically significant differences across motivational reasons within each category as a function of gender. Findings also indicate that participants show a highly positive self-concept regarding their English proficiency. This latter affective variable was found to be positively correlated with participants' mastery of oral skills.

Key words: career motivation, pre-service teachers, linguistic self-confidence, English language teaching

Resumen:

El principal objetivo de este trabajo es analizar los factores motivacionales (intrínsecos, extrínsecos y altruísticos) más relevantes que influyen en los futuros profesores de inglés de Primaria a la hora de elegir su profesión. Para esto se administró un cuestionario a 73 alumnos de la facultad de educación de la Universitat de les Illes Balears (UIB). Los resultados indican que las razones intrínsecas, seguidas de las altruísticas, son las que ejercen una mayor influencia a la hora de elegir la carrera de enseñanza primaria tanto en hombres como en mujeres. Las razones extrínsecas como, por ejemplo, la seguridad laboral y las vacaciones parecen tener poco impacto en la decisión de elegir dicha profesión. Los resultados indican, no obstante, diferencias

estadísticamente significativas entre algunos aspectos en cada una de las tres categorías motivacionales en función del género. Los resultados también demuestran que los participantes muestran una gran auto-confianza respecto a su dominio de la lengua inglesa. Esta última variable afectiva parece correlacionar positivamente con el dominio de la habilidad oral de los participantes.

Palabras clave: motivación, futuros profesores de primaria, auto-confianza lingüística, enseñanza de inglés como segunda lengua

1. Introduction

The importance of motivation in enhancing L2 learning is widely acknowledged and has accordingly been vastly explored from different perspectives (Gardner, 1985; Bernaus et al., 2004; Cheng & Dörney 2007; Kim, 2012). Although most research in language pedagogy has focused on L2 students' motivation and has paid little attention to the teaching process, understanding L2 teachers' motivation is of the utmost importance. This is because many studies confirm that teachers' motivation affects students' motivation and attitudes in class (Bernaus & Gardner, 2008; Frenzel, Goetz, Lüdtke & Pekrun, 2009). In fact, teachers are regarded as the most powerful variable affecting the motivation and demotivation of students in classroom settings (Harmer, 1991; Ellis, 1994; Dörney, 2001). As Dörney (2001) states: "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). Igawa (2009) also points out that a lack of motivation on the part of the teacher will have a negative impact on students' motivation. On the contrary, teachers' enthusiasm and engagement will affect students' motivation to learn (Dörney, 2001; Sawyer, 2007; Igawa, 2009).

Furthermore, numerous studies have established strong links between teachers' motivation, teaching quality, and job satisfaction (Fokkens-Bruinsma & Canrinus, 2012; Bakar et al., 2014; Bilim, 2014). According to Griffin (2010), "It is crucial for teachers to have an overall positive feeling of job satisfaction and motivation to create a classroom environment that is conducive to overall development of the student" (p. 69). In teacher education literature, the main motivating factors for choosing teaching as a career have been commonly grouped into three broad categories: intrinsic (relating to personal interest and intellectual fulfilment), extrinsic (to do with external rewards such as holidays, job security or material benefits), and altruistic motives (such as making a social contribution and being part of children's and young peoples' growth and development) (Brookhart & Freeman, 1992; Moran et al., 2001; Chong & Low, 2009). Most research findings suggest that the teaching occupation tends to favour intrinsic over extrinsic work 'values', namely, what teachers consider to be important, and 'rewards', that is, what teachers actually achieve from their job (Kassabgy, Boraie, & Schmidt, 2001; Saban, 2003; Igawa, 2009, Topkaya & Uztosun, 2012; Amengual-Pizarro & García-Laborda, 2015). This is a positive finding since intrinsically motivated teachers appear to be more involved in their jobs, show greater interest and enthusiasm in their work and perform their tasks more effectively (Gagne & Deci, 2005). Altruistic reasons such as the desire to work with children and to make a difference in their life also seem to be highly regarded among prospective teachers (Spear, Gould, & Lee, 2000; Saban, 2003; Balyer & Ozcan, K., 2014). As Bakar et al., (2014) advocate, it is generally assumed that individuals who enter teaching with high levels of intrinsic and altruistic motivation will be more committed to the profession and will perform more efficiently and effectively. On the contrary, according to Yong (1995), a high degree of extrinsic motivation may end up affecting pre-service teachers' long-term commitment to teaching in a negative way.

Furthermore, enthusiasm and commitment on the part of the teachers seem to be two of the most important factors affecting students' motivation to learn (Sawyer, 2007; Igawa, 2009).

In addition to the traditional types of motivation affecting career choice, some affective variables such as self-confidence may play a key role in decision-making processes. Thus, perception of one's abilities to carry out certain tasks and perform a specific job is considered to be a major factor in deciding whether or not to choose a profession (Bandura, 1986; Topkata & Uztosun, 2012). In L2 contexts, the position of English as a global language and its increasing use as a language for international communication have placed new demands on L2 teachers who need to possess a high level of linguistic competence to be able to perform their tasks effectively (Graves, 2008; Amengual, 2013). Since self-confidence involves judgements with regard to one's own value and worth, a deficient and limited command of the L2 may have a negative influence on this affective variable (Heyde, 1979; Park & Lee, 2005). In fact, some research findings show high correlations between students' self-confidence and their willingness to communicate in the L2 language (Heyde, 1979; MacIntyre, Dornyei, Clement, & Noels, 1998). According to Reves & Medgyes (1994), the higher the L2 teachers' proficiency level in English, "the less self-conscious, hesitant and insecure they will be" (p. 364). Self-confidence is then regarded as a main aspect of motivation in language learning (Clément, 1986; Bernaus, 1994, Bernaus et al, 2004; Richardson & Watt 2006) and it is believed to be a "necessary ingredient of successful teaching" (Reves & Medgyes, 1994, p. 364).

2. Research questions

The main purpose of this study is to explore the most relevant motivating factors influencing pre-service English teachers to enter the teaching profession and become Primary school English teachers. Specifically, the following research questions were addressed:

1. What are the main motivations (i.e. intrinsic, extrinsic and altruistic) of pre-service school teachers to enter the teaching profession?

2. Is there any difference in pre-service school teachers' motivations as a function of gender?

3. Do pre-service school teachers have a positive self-concept regarding their language proficiency in English?

3. Method

3.1. Participants

The participants of this study were 73 third-year prospective school teachers majoring in English language teaching at the University of the Balearic Islands (UIB). As regards participants' age, the data in Table 1 show that 80.8% of the respondents were female as opposed to 19.2% who were male. This is indicative of the so-called 'feminization' of the teaching profession worldwide (Sunderland, 1994; Igawa, 2009; Tašner & Rožman, 2015). The most common age range among the participants was 20-25 years old (72.9%) followed next by 26-35 years (21.4%), and over 35 years (5.7%).

	Frequency	Percentage
Female	59	80.8%
Male	14	19.2%
Total	73	100%

Table 1. *Gender distribution*

3.2. Instrument and data collection

The main instrument used for this study was a short questionnaire (see Appendix) which consisted of three sections: Section 1 required participants to provide general demographic information (age, sex, etc.) as well as information on any official certification in English proficiency. Section 2 contained 25 motivational factors (intrinsic, extrinsic and altruistic), adapted from Bakar, et al, (2014), in order to measure the main reasons provided by pre-service teachers to choose teaching English as a career (see also Watt & Richardson, 2007; Saban, 2003; Yong, 1995). Participants were asked to rate the importance of these factors on a 5-point Likert scale ranging from 1 (not at all important) to 5 (extremely important). The items in the questionnaire were arranged in random order as follows: intrinsic motivation (items 1, 3, 6, 8, 9, 13, 16, 19 and 22; N = 9 items), extrinsic motivation (items 4, 5, 11, 14, 15, 18, 21, 24 and 25; N = 9) and altruistic motivation (items 2, 7, 10, 12, 17, 20 and 23; T = 7). The Cronbach's alpha coefficient of this section was α = 0.880, which indicates a high degree of internal consistency.

Finally, Section 3 of the questionnaire asked participants to provide self-ratings of their proficiency in English on a 5-point Likert scale ranging from 1 (very poor) to 5 (excellent). Respondents were also required to rate their perceived degree of self-confidence in carrying out their future task as school English teachers on a 5-point Likert scale ranging from 1 (not at all confident) to 5 (very confident). The reliability coefficient for this section was α = 0. 775, which also reveals a high level of internal consistency.

All the questionnaires were filled in during class time for approximately 15 minutes and collected upon completion.

4. Results and discussion

4.1. Motivation to become Primary school English teachers

The first research question of this study aimed at finding out the main motivational factors that may have led student teachers to choose teaching English as their career choice. The mean scores and standard deviations were analysed for the three types of motivational constructs (intrinsic, extrinsic and altruistic). Results in Tables 2, 3 and 4 have been arranged in descending order of importance so as to facilitate the reading of results.

As far as intrinsic motivation is concerned (Table 2), the results reveal that pre-service teachers show a high degree of intrinsic motivation since the lowest scoring item within this category registered a mean score above 3.30 points on a 5-point scale. The three highest intrinsic motivating factors were the following: 'I like working with children' ($\bar{x}$= 4.88), followed next in order by 'I am interested in teaching English' ($\bar{x}$= 4.47), and 'I have the emotional and psychological strength to be an English teacher' ($\bar{x}$= 4.29). These findings indicate that student teachers are mainly motivated by their liking to work with children and their love for teaching the English language. Pre-service teachers also believe to have the necessary emotional and psychological strength to carry out their duty effectively which, according to expectancy-value theories (Atkinson & Raynor, 1974), could be related to expectation of success in a specific task.

Research suggests that this latter variable can be highly correlated with motivation to perform the task itself (Dörnyei, 1998).

The three lowest intrinsic scoring items were: 'I have the skills to be a good English teacher' ($\bar{x}$= 3.78), 'Teaching suits my personality' ($\bar{x}$= 3.71), and finally 'I always wanted to be an English teacher' ($\bar{x}$= 3.37), which registered the lowest mean score. These results seem to indicate that student teachers are aware of the importance of receiving adequate training in order to acquire the necessary skills to become good professionals. Interestingly, item 22 ('I always wanted to be an English teacher') was ranked last in importance. The higher standard deviation on this item (SD = 1.196) points to major discrepancies among participants regarding the vocational nature of the teaching profession.

In any event, the overall mean score of intrinsic motivation was of 4.077 on a 5-point scale, which is indicative of the great value placed by pre-service teachers on intrinsic motivating factors.

Items: Intrinsic motivation	**N**	**Mean**	**SD**
3. 'I like working with children'	73	4.88	0.331
16. 'I am interested in teaching English'.	73	4.47	0.709
9. 'I have the emotional and psychological strength to be an E. teacher'.	73	4.29	0.736
6. 'I like teaching English'.	72	4.22	0.859
8. 'I admire the job of teaching English'.	73	4.15	0.828
19. 'I have the qualities of a good English teacher'.	71	3.83	0.774
13. 'I have the skills to be a good English teacher'.	73	3.78	0.786
1. 'Teaching suits my personality'.	72	3.71	0.879
22. 'I always wanted to be an E. teacher'.	73	3.37	1.196
Overall mean = 4.077			

Table 2. Participants' intrinsic motivation: Descriptive statistics

Table 3 shows participants' results on extrinsic motivation. As can be observed, the findings reveal that the three top rated reasons concerning extrinsic motivation were the following in order of importance: 'Teaching English has many fringe benefits' ($\bar{x}$= 3.99), 'Being an English teacher will allow me to increase my job opportunities' ($\bar{x}$= 3.84), and 'My family encourages me to teach English'($\bar{x}$= 3.82). These results suggest that pre-service teachers are well aware of the social and educational value of English and the key role English plays as a global language for international communication (Joseba, 2005). It is also worth noting parents' influence on the participants' decision to choose teaching English as a career.

The lowest scoring items related to extrinsic motivation were the following: 'English teachers are well paid' ($\bar{x}$= 2.48), followed next in order by 'Teaching English is a secure job' ($\bar{x}$= 2.47) and 'Teaching English allows more family time' ($\bar{x}$= 2.26). 'Teaching English will allow me to have lengthy holidays'($\bar{x}$= 1.89) was ranked last in order of importance. Thus, external values such as regular income, job security, family time and possibility to have larger holidays seemed to have the least impact on participants' responses. In fact, all four items registered mean scores below 2.5 on a 5-point scale. The overall mean for extrinsic motivation was of 2.952, that is 1.125 points lower than the overall mean score of intrinsic motivation.

Items: Intrinsic motivation	N	Mean	SD
24. 'Teaching English has many fringe benefits'	72	3.99	1.041
11. 'Being an English teacher will allow me increase my job opportunities'.	73	3.84	0.913
4. 'My family encourages me to teach English'.	73	3.82	1.206
15. 'Teaching English provides a clear career path'.	72	3.25	1.058
21. 'A teacher of English is highly respected by society'.	72	2.57	1.032
5. 'English teachers are well paid'.	73	2.48	1.082
14. 'Teaching English is a secure job'.	73	2.47	1.081
25. 'Teaching English allows more family time'.	72	2.26	1.007
18. 'Teaching English will allow me to have lengthy holidays'.	72	1.89	1.029
Overall mean = 2.952			

Table 3. Participants' extrinsic motivation: Descriptive statistics

As regards altruistic motivation, as can be seen from Table 4, the three most relevant factors associated to this type of motivation were the following: 'Teaching English will allow me to have an impact on children' ($\bar{x}$= 4.14), 'Teaching English will allow me to influence the next generation' ($\bar{x}$= 4.04), and 'I will be able to stimulate children's intellectual thoughts' ($\bar{x}$= 3.88). These findings also point to the value pre-service teachers place on being able to improve and have an impact on children's education and the generations to come. The least relevant factors were: 'Teaching English will allow me to provide a service to society' ($\bar{x}$= 3.56), 'Teaching English will allow me to raise the ambitions of under-privileged youths' ($\bar{x}$= 3.29), and 'Being an English teacher will allow me to help children to live a meaningful life' ($\bar{x}$= 3.18), although all three factors score above 3 points on a 5-point scale. The overall mean score of altruistic motivation was of 3.692. Thus, altruistic motivation comes as the second source of participants' motivation to become Primary school English teachers.

Items: Intrinsic motivation	N	Mean	SD
12. 'Teaching E. will allow me to have an impact on children'	73	4.14	0.751
7. 'Teaching E. will allow me to influence the next generation'.	73	4.04	0.857
2. 'I will be able to stimulate children's intellectual thoughts'.	72	3.88	0.963
10. 'Being an E. teacher will allow me to shape children's future'.	72	3.76	0.911
20. 'Teaching E. will allow me to provide a service to society'.	73	3.56	0.957
17. 'Teaching E. will allow me to raise the ambitions of under-privileged youths'.	73	3.29	1.060
23. 'Being an E. teacher will allow me to help children to live a meaningful life'.	72	3.18	1.066
Overall mean = 3.692			

Table 4. Participants' altruistic motivation: Descriptive statistics

On the basis of these results, and in line with previous research findings (Spear, Gould, & Lee, 2000, Moran et al, 2001; Topkaya & Uztosun, 2012), it can be claimed that intrinsic factors ($\bar{x}$= 4.077) are clearly the most influential reasons that motivate pre-service teachers to move into teaching and become Primary school English teachers. It is also worth mentioning that the first four top rated reasons across the three motivational constructs (intrinsic, extrinsic and altruistic) were those associated to intrinsic motivation, namely, desire to work with children, interest in teaching English, perceived personal abilities and love for the language. The data also reveal that altruistic reasons ($\bar{x}$= 3.692) were also preferred over extrinsic factors ($\bar{x}$= 2.952) which, contrary to some research studies (Klassen et al, 2011) seem to have the least impact on student teachers' decision to choose teaching as their profession.

4.2. Motivation as a function of gender

The second research question addressed potential motivational differences affecting career choice as a function of gender. Independent samples t-tests were run to compare data across both group of participants within each motivational construct (intrinsic, extrinsic and altruistic).

As far as intrinsic motivation is concerned, and contrary to previous research studies (Topkaya & Uztosun, 2012), the initial descriptive statistics revealed that all intrinsic motivation factors, except item 22 ('I always wanted to be an English teacher'; males $\bar{x}$= 3.36 vs. females $\bar{x}$= 3.37), received higher ratings by male rather than female participants. However, the data show statistically significant differences across gender only in item 1 ('Teaching suits my personality'; t = -2.110; p = 0.038 < 0.05), which is more highly regarded by male participants (males $\bar{x}$= 4.14 vs. females $\bar{x}$= 3.60).

Likewise, as regards extrinsic motivation, male participants registered higher ratings in all the items except item 14 ('Teaching English is a secure job'; males $\bar{x}$= 2.36 vs. females $\bar{x}$= 2.49). However, the t-test revealed statistically significant differences between male and female students only in items 18 ('Teaching English will allow me to have lengthy holidays'; (t = -2.249; p = 0.028 < 0.05),) and item 25 ('Teaching English allows more family time'; t = -2.219; p = 0.030 < 0.05). Thus, male participants seem to place more value than female participants on external reasons such as having more family time (males $\bar{x}$= 2.79 vs. females $\bar{x}$= 2.14) or the possibility of enjoying larger holidays (males $\bar{x}$= 2.43 vs. females $\bar{x}$= 1.76).

As for altruistic motivation, the t-test results show statistically significant differences across gender in the following items: item 2 ('I will be able to stimulate children's intellectual thoughts'; t = -2.481; p = 0.015 < 0.05; males $\bar{x}$= 4.43 vs. females $\bar{x}$= 3.74), item 10 ('Being an English teacher will allow me to shape children's future'; t = -2.088; p = 0.040 < 0.05; males $\bar{x}$= 4.23 vs. females $\bar{x}$= 3.66), item 20 ('Teaching English will allow me to provide a service to society; t = -2.629; p = 0.010 < 0.05; males $\bar{x}$= 4.14 vs. females $\bar{x}$= 3.42), and item 23 ('Being an English teacher will allow me to help children to live a meaningful life'; t = -3.441; p = 0.001 < 0.05; males $\bar{x}$= 4.00 vs. females $\bar{x}$= 2.98). These findings suggest that, contrary to other research studies (Saban, 2003), male participants seem to have more altruistic motivation than female participants to enter the teaching profession.

In light of these results, it seems that the major motivational differences as a function of gender seem to be associated to altruistic reasons. Social utility values are highly regarded by male participants, although results also reveal that male participants also grant more importance to some extrinsic values such as family time and lengthy holidays than female participants. Both groups of participants seem to be in agreement as to the intrinsic value of the profession with little differences among them except for the one related to the suitability of the job to their personality. In spite of these differences across gender, these findings should be interpreted with caution due to the small sample size.

4.3. Participants' self-concept regarding their English competence

The last research question attempted to investigate student teachers' degree of self-confidence regarding their future profession. Participants were asked to rank their degree of confidence regarding their use of English in their future classes on a 5-point Likert scale ranging from 1 (not at all confident) to 5 (very confident). The initial descriptive findings reveal that pre-service teachers have a positive self-concept of their ability to communicate in English and perform their job adequately since the average mean score is 3.81 on a 5-point scale. In fact, no statistically significant differences were found between the gender of the participants and their

degree of self-confidence (males $\bar{x}$= 3.86 vs. females $\bar{x}$= 3.80). This is considered a positive finding since research reveal that low confident students tend to experience higher levels of language anxiety and feel they do not have the ability to carry out their tasks effectively (Clément, 1980; Gardner et al, 1997; Richardson & Watt 2006)

Following research who suggest strong links between L2 proficiency and degree of self-confidence (Gardner et al, 1997) participants were asked to indicate whether they had any official English language certificate (section 1 of the questionnaire) and if so, they were asked to specify their certified level in English according to the Common European Framework of Reference for Languages (CEFR, 2001). Results indicate that 33 participants (45.2%) had a certified English level as opposed to 40 participants (54.8 %) who admitted having no official language certificate. The data show that the majority of certificates (85.7%) were at level B2, followed by 8.6% at B1 and 5.7% at C1 level, according to the CEFR.

The t-test analysis revealed no statistically significant differences between participants' possession of an official certificate and their degree of linguistic self-confidence. Participants were also required to provide self-ratings on a 5-point Likert scale ranging from 1 (very poor) to 5 (excellent) of their proficiency level in the traditional four language skills: 'listening', 'reading', 'writing' and 'speaking'. Results indicate that pre-service teachers regard their level of English proficiency as very high since the mean score of all the skills registered values over 3.50 on a 5-point scale: reading ($\bar{x}$= 4.29), listening ($\bar{x}$= 3.90), speaking ($\bar{x}$= 3.75), and writing ($\bar{x}$= 3.67). However, since these results are based on self-ratings of English proficiency they should be interpreted with caution.

Correlation analysis revealed significant relationships between the mastery of reading (r = 0.291), writing (r = 0.346), and listening (r = 0.348), and participants' degree of linguistic self-confidence at p = 0.01, although correlation values were moderate. The strongest significant correlation value (r = 0.587) was found to be between speaking and degree of linguistic self-confidence. This latter finding is consistent with those in other research studies that suggest that self-confidence tends to correlate positively with oral performance (Heyde, 1979). In fact, MacIntyre, Dörnyei, Clement & Noels (1998) point out that self-confidence plays a significant role in enhancing learner's willingness to communicate in the L2.

5. Conclusion

The results of this study seem to confirm that pre-service teachers show a high degree of career motivation to enter the teaching profession. In line with previous research studies (Moran et al. 2001; Wang & Fwu, 2001; Low et al. 2011; Bakar et al 2014), the findings reveal that overall prospective teachers are mainly driven by intrinsic and altruistic motivations to go into teaching. On the contrary, extrinsic motivation had the least impact on participants' decision to choose the teaching profession. This is a promising finding since various research studies have established strong links between intrinsic and altruistic motivation, and teacher's effectiveness (Wang & Fwu, 2001; Alsup, 2005, de Jesus & Lens, 2005). It is also worth mentioning that the four top rated reasons across the three motivational constructs (intrinsic, extrinsic and altruistic) were related to intrinsic motivation. These were: participants' desire to work with children, interest in teaching English, perceived beliefs about their teaching abilities and their love for English and the teaching of the language. Pre-service teachers also showed great concern for altruistic reasons such as improvement of children education, influence on next generation, opportunities to stimulate children's thoughts, and contribution to society. Contrary to previous studies (Saban, 2003; Klassen et al, 2011), extrinsic reasons such as job security, family time or lengthy holidays registered the lowest mean score among participants.

Of the three main motivational constructs, the data also revealed that intrinsic reasons were reported as the most influential in choosing teaching as a career, followed by altruistic reasons and instrumental reasons by both male and female participants. However, some statistically significant differences were found within intrinsic reasons (i.e. 'teaching suits my personality'), extrinsic reasons (importance of family time, and larger holidays) and altruistic reasons (stimulation of children's thought, opportunities to shape children's future, contribution to society and helping children to live a meaningful life) as a function of gender. Interestingly, in all these cases, male participants were found to have higher ratings than female participants although these findings should be interpreted with caution due to the small sample size.

Finally, the findings of this study indicate that pre-service teachers have a positive self-concept regarding their English proficiency and their ability to perform their future occupation. Although no statistically significant differences were found between participants' possession of an official English language certificate and their linguistic self-confidence, participants' mastery of oral skills was highly correlated with their degree of self-confidence. This finding is consistent with previous studies that showed that self-confidence could be positively correlated with oral performance and participants' desire to communicate in the TL (Heyde, 1979; MacIntyre, Dörnyei, Clement & Noels, 1998).

Although more extensive research is necessary to understand the nature of pre-service teachers' motivation to enter the teaching profession, the findings of this study provide valuable information regarding the main motivational reasons that lead pre-service teachers to choose teaching as their career choice. By counting on more intrinsically and altruistically motivated teachers, it is hoped that we are able to enhance teachers' pedagogical practice in teaching English as a L2.

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Appendix

SECTION 1

NAME (OPTIONAL): ……
SEX: Female Male
AGE: 20-25 26-35 over 35

Have you got any official certificate in English? (i.e. First Certificate, E.O.I, etc.):
Yes No
If so, state your certified level of English language proficiency (according to the CEFR):
A1 A2 B1 B2 C1 C2

SECTION 2

How important are the following reasons to choose teaching English as your profession? Please circle a number from 1 (not at all important) to 5 (extremely important). Do not leave out any of the items.

1. Teaching suits my personality.	1 2 3 4 5
2. I will be able to stimulate children's intellectual thoughts.	1 2 3 4 5
3. I like working with children.	1 2 3 4 5
4. My family encourages me to teach English.	1 2 3 4 5
5. English teachers are well paid.	1 2 3 4 5
6. I like teaching English.	1 2 3 4 5
7. Teaching E. will allow me to influence the next generation.	1 2 3 4 5
8. I admire the job of teaching English.	1 2 3 4 5
9. I have the emotional and psychological strength to be an English teacher.	1 2 3 4 5

10. Being an E. teacher will allow me to shape children's future.	1 2 3 4 5
11. Being an English teacher will allow me increase my job opportunities.	1 2 3 4 5
12. Teaching E. will allow me to have an impact on children.	1 2 3 4 5
13. I have the skills to be a good English teacher.	1 2 3 4 5
14. Teaching English is a secure job.	1 2 3 4 5
15. Teaching English provides a clear career path.	1 2 3 4 5
16. I am interested in teaching English.	1 2 3 4 5
17.Teaching E. will allow me to raise the ambitions of under-privileged youths.	1 2 3 4 5
18. Teaching English will allow me to have lengthy holidays.	1 2 3 4 5
19. I have the qualities of a good English teacher.	1 2 3 4 5
20. Teaching E. will allow me to provide a service to society.	1 2 3 4 5
21. A teacher of English is highly respected by society.	1 2 3 4 5
22. I always wanted to be an E. teacher.	1 2 3 4 5
23. Being an E. teacher will allow me to help children to live a meaningful life.	1 2 3 4 5
24. Teaching English has many fringe benefits.	1 2 3 4 5
25. Teaching English allows more family time.	1 2 3 4 5

SECTION 3

Rate your English language proficiency in the following language skills: *listening*, *speaking*, *reading*, and *writing* using a 5-point scale ranging from 1 (very poor) to 5 (excellent).

a. My ability to understand English is: 1 2 3 4 5
b. My ability to speak English is: 1 2 3 4 5
c. My ability to comprehend written English is: 1 2 3 4 5
d. My ability to write in English is: 1 2 3 4 5

As a future English language teacher, what is your degree of linguistic self-confidence regarding your language proficiency? Rate this aspect on a scale from 1 (not at all confident) to 5 (very confident).

1. not at all confident	2.	3.	4.	5. very confident

MANY THANKS!!