Factors that Enhance English Language Teachers' Motivation in Jordanian Secondary Public Schools

العوامل المعززة للدافعية لدى معلمي اللغة الانجليزية في المدارس الثانوية الحكومية الأردنية

Prepared by
Nosaybah Walid Awajan

Supervised by
Prof. Bader Dweik

A Thesis Submitted in Partial Fulfillment of the Requirements
for Master of Arts in English Language and Literature

Middle East University

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Department of English Language and Literature

April, 2010

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Authorization

I, Nosaybah Walid Awajan, authorize Middle East University for Graduate Studies to provide libraries, organizations and even individuals with copies of my thesis when required.

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Thesis Committee   Signature

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Dr. Ahmad Al-Khawaldeh / External Examiner

Dedication

I dedicate my thesis to my beloved husband, my kids and my father and mother.

Acknowledgments

Before all, I thank Allah the Almighty whose blessings overwhelm me. Then I would like to take this opportunity to express my true appreciation and thanks to those who have contributed to this thesis.

First of all, I owe a special gratitude to my supervisor, Professor Bader Dweik, for guiding me through this study. He provided insightful guidance and support based on his academic intelligence and life experience. I thank him for his patience on my progress, for his suggestions on shaping the thesis and his countless hours that he spent on reading and editing my thesis. I am also indebted to the jurors who validated the study's questionnaire for their help and support.

I would like to thank all the English language teachers who have shared experiences, thoughts, and concerns with me. This study wouldn't have been completed without their help.

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Table of Contents

List of Tables

List of Appendices

Factors that Enhance English Language Teachers' Motivation in Jordanian Secondary Schools

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Abstract

This study aimed at investigating the motivational level of English language teachers in Jordan. It also aimed at finding out the kind of factors that can motivate them. The study raised the following questions:

1. What is the motivational level of the English language teachers in Jordan?

2. What are the factors that could motivate Jordanian English language teachers?

To achieve the aim of the study, the researcher used two instruments; semi-structured interview questions and an English language teachers' questionnaire. A sample of one hundred English language teachers that teach in secondary schools from Amman Second Educational Directorate

have been randomly selected to respond to the questionnaire. However, only 77 copies of the questionnaire were filled out and returned.

The sample used in the Semi-structured Interviews consisted of five teachers of English language who expressed their willingness to participate. They were all female teachers and all of them had a B.A degree except one who holds an M.A degree. The questions of the interview aimed at exploring more factors that could motivate English Language teachers than the ones found from the review of literature.

Data obtained indicated that the Ministry of Education, the school principals, the English language supervisors, the teachers' English language teaching colleagues and their students do not motivate the English language teachers in the Jordanian public secondary schools. However, the study also showed that teachers of English language are motivated because they like their jobs, because teaching helps them in their future, teaching gives them security for their families and finally because it is prestigious to be an English language teacher.

The study also highlighted the following factors as being important for the motivation of English language teachers.

1. Teachers of English language should be financially supported in the form of salary increase.

2. English language teachers should be supported emotionally & psychologically by the school principals.

3. English language teachers should be supported emotionally & psychologically by the English language supervisors.

4. Schools should be equipped with suitable teaching aids such as language laboratories.

5. Training workshops should be organized for English language teachers to help them do a better job.

6. Parents should support their children by following them up I their activities to motivate both students and teachers as well.

7. English language teachers should develop good knowledge of English language teaching methods.

8. The community should support the English language teachers.

According to the findings, the researcher recommended that more studies could be conducted about the concept of English language teachers' motivation and its relation with teachers' performance, job satisfaction and student's achievements. Comparative studies about the English language teachers' motivation between private and public schools in Jordan could be performed and more studies to explore other factors that enhance the English language teachers' motivation could also be conducted.

العوامل المعززة للدافعية لمعلمي اللغة الانجليزية في المدارس الثانوية الأردنية

إعداد

نسيبة وليد عوجان

إشراف

الأستاذ الدكتور بدر دويك

ملخص الدراسة

هدفت هذه الدراسة إلى معرفة مستوى الدافعية لدى مدرسي اللغة الانجليزية في المدارس الثانوية في الأردن. وهدفت أيضا إلى معرفة العوامل التي تعزز الدافعية لدى مدرسي اللغة الانجليزية في المدارس الثانوية الأردنية. وقد طرحت الدراسة هذه الأسئلة:

ما مستوى الدافعية لدى مدرسي اللغة الانجليزية في المدارس الثانوية في الأردن؟

ما هي العوامل التي تعزز الدافعية لدى معلمي اللغة الانجليزية في المدارس الثانوية الأردنية؟

للإجابة عن أسئلة الدراسة استخدمت الباحثة وسيلتين. قامت الباحثة بإجراء مقابلات مع خمس مدرسات للغة انجليزية للمرحلة الثانوية ثم قامت بتوزيع استبيان على 100 مدرس من مدرسي اللغة الانجليزية في المدارس الثانوية الحكومية التابعة لمديرية التربية والتعليم في عمان الثانية. تم اختيار العينة عشوائيا. أجاب المدرسون على 77 استبيانا فقط.

بينت الدراسة أن مدرسي اللغة الانجليزية غير محفزين من قبل وزارة التربية والتعليم ومديري المدارس و مشرفي اللغة الانجليزية ومدرسي اللغة الانجليزية وأيضا الطلاب. وقد أظهرت الدراسة أيضا أن مدرسي اللغة الانجليزية محفزين لأنهم يحبون عملهم، لأن التعليم سيفيدهم في المستقبل ويمد عائلاتهم بالأمان وأخيرا لأن تدريس مادة اللغة الانجليزية يعطي ميزة ايجابية للمدرس.

وقد كشفت النتائج عن أهم العوامل التي تحفز مدرسي اللغة الانجليزية وهي:

أولا: الدعم المالي عن طريق زيادة الرواتب مهم جدا لتحفيز مدرسي اللغة الانجليزية.

ثانيا: دعم مدير المدرسة عاطفيا ونفسيا وتشجيعه للمدرسين.

ثالثا: دعم مشرف اللغة الانجليزية لمدرسي اللغة الانجليزية.

رابعا: تزويد المدارس بالوسائل المناسبة لتعليم اللغة الانجليزية .

خامسا: تنظيم ورش عمل تدريبية لمدرسي اللغة الانجليزية.

سادسا: دعم أولياء الأمور لمدرسي اللغة الانجليزية عن طريق متابعة أبناءهم دراسيا.

سابعا: تطوير أساليب تدريس اللغة الانجليزية لرفع مستوى أداء المعلم.

ثامنا: دعم المجتمع لمدرس اللغة الانجليزية.

وبناء على هذه النتائج، توصي الباحثة بإجراء مزيدا من الدراسات عن تحفيز الدافعية لدى مدرسي اللغة الانجليزية ومعرفة علاقتها بأداء الطالب و المدرس. وإجراء دراسات أخرى بهدف الكشف عن عوامل أخرى لتحفيز مدرس اللغة الانجليزية.

Chapter One
Introduction

1.0 Background of the Study

Education in Jordan has lately been affected by several well-documented trends which will have great effect on its future. Such trends are the introduction of large numbers of immigrants into Jordan (ex: from Iraq and Lebanon) which caused the increase in the number of students; and increased the participation rate by women and minorities in the labour force; increased the use of English as a foreign language; increased the requirements for foreign language learning; and possibly increased the use of technology to accomplish unskilled jobs.

According to this variable that affected education, it has begun to receive a great interest recently from the government and from the Ministry of Education and which also had the greatest interest from King Abdulla and Queen Rania Al Abdulla. Queen Rania lately has been encouraging the process of education. Her program had begun with improving and maintaining lots of schools especially the ones that are located in the cities in the north and west of Amman and the villages. This included increasing the number of classes and also decreasing the number of students in them and making them more suitable for teaching (Queen Rania, 2006).

The Queen also focused on the teacher as being a major participant in the process of education. She gave awards for the best teachers all around Jordan. The teacher has a crucial role in the process of education who should be motivated, since the teacher is the one who translates educational philosophy and objectives into knowledge and skills and transfers them to students in the classroom (Ofoegbu, 2004).

The teachers' motivation will develop and improve the achievement of students and then positively will affect the process of education. This is because any human's behavior is controlled by the pleasure/pain principle where people seek to maximize the pleasure linked to success and minimizes the pain generated by failure (Dweck & Leggett, 1988; Weiner, 1992).

Education is a process of behavioral change and development that occurs continuously throughout every stage of life. Teachers are active in every stage of that process. The formation of desirable behavior in the student is closely linked to the motivation levels of the teacher, as well as the teacher's attitude and behavior. Low motivation levels in the teacher, who is in a critical position in the education and schooling process, has a negative impact on the achievement of high standards in education (Kocabas, 2009).

English language is taught in Jordanian schools as a foreign language. This is due to the importance of this language which is the language of

communication in all fields in the world (Broughton, 1978; Dweik, 1986; Schmit, 2002; Cook, 2003; Momen, 2009).

Since English language teachers have great responsibility and should give extra effort, they should be motivated more than other teachers in order to improve foreign language achievement. Many researchers have argued that motivation is one of the variables that determine foreign-language achievement (Gardner, 1960; Dweik 1986; Njadat, 1998). And that preparing future of foreign language (FL) teachers for their careers is a complex process which requires reflection, opportunities to apply theory to real-life situations, and a network for the exchange of ideas and support.

The interest today in the notion of motivation to learn a foreign language is more than in the past. It is agreed that learning another language requires intelligence and verbal ability. Concepts such as motivation and anxiety were not considered to be important at all. Today, much of this has changed, and one sometimes gets the impression that affective variables are considered to be the only important ones (Gardner, 2001).

It is not easy to identify general principles regarding motivation since human behavior is extremely complex. However, it is a well known fact that people are motivated in various ways and by various means. *"Knowing what type and level of motivation best suits the English language teachers will benefit these*

teachers themselves, their students, second language achievement, educational administrators, and the education system generally" (Kocabas, 2009: 725).

Motivation is not an observable event, nor is it an object that can be examined under a microscope. Factors affecting motivation can only be understood by interpreting the behavior of individuals and by conducting surveys (Celtek, 2004). To this effect, the main focal point of this study is to find out the motivational level of the English language teachers in Jordan and the factors that could to motivate them.

1.1 Statement of the Problem

Although the overwhelming majority of studies in the Middle East and particularly in Jordan have been conducted to show the importance of the Jordanian English language teacher's role in improving English learning in Jordan, there is still a shortage in the studies that have dealt with the English language teachers' motivation.

Teachers should be motivated in order to produce desired educational results. This is all because the formation of desirable behavior in the student is closely linked to the motivational levels of the teacher, as well as the teacher's attitude and behavior.

The motivational level of teachers is a significant factor in influencing the delivery of quality education. *"It significantly affects attainment of learning outcomes in classrooms internationally. It determines the school environment; the quantity and quality of knowledge children receive; the level of skills to enhance the development of young minds; and the sense of security children feel* (VOS, 2002: 10).

In spite of all the efforts that have been made to improve the process of education, still the teacher in general and the English language teacher in particular in Jordan is not sufficiently motivated.

1.2 Objectives of the Study

The main objectives of the study were to investigate the motivational level of English language teachers in Jordan, and to find out the kind of factors that could motivate them.

1.3 Questions of the Study

To achieve the above mentioned goals, the study answered the following questions:

1. What is the motivational level of the English language teachers in Jordan?

2. What are the factors that could motivate English language teachers in Jordan?

1.4 Significance of the Study

It is generally accepted that the competence and commitment of teachers should be the most important determinant of learning outcomes. Lots of studies had been conducted about the importance of English language teacher's role in the process of education in Jordan (ex: Njadat, 1998; Al-Ali & Al- Saleem, 2009), but what is striking though is just how little systematic research has been undertaken on motivational and incentive issues among EFL teachers in the world generally and in Jordan in particular.

This observation provides scope for an important gap within the existing literature to be addressed concerning the need for research to be undertaken in a number of geographic areas that have received limited consideration to date, particularly Jordan which is one of the developing countries.

"Knowing what type and level of motivation best suits the English language teachers will be for the benefit of these teachers themselves, their students, second language achievement, educational administrators, and education system generally" (Kocabas, 2009: 725).

This study will be of use to English language teachers, students, curriculum designers and English language development programs.

1.5 Limitations of the Study

Results of this study are limited to the following

The sample which is composed of 100 English language teachers selected randomly from the second directorate in Amman secondary public schools during the years 2009-2010. It is also limited to the instruments used in the study which are interviews and an English language teacher's questionnaire which is prepared by the researcher for this purpose. Therefore, generalizations of the findings depend on their validity and reliability.

1.6 Definition of Terms

Motivation

Motivation means the intentions, desires, goals, and needs that determine human behavior; it is the reasons that drive you to behave in a certain way or to take a particular action.

English language Teacher

It is a teacher who teaches English as a foreign language in Jordanian secondary schools.

Chapter Two

Literature Review

2.0 Introduction

In this chapter, the researcher overviewed some theoretical and empirical works that dealt with the English language teachers' motivation worldwide, and in Jordan, in particular. The theoretical literature included some definitions of motivation and highlighted some factors that enhance English language teachers' motivation. On the other hand, the empirical part included some studies about teachers' motivation in general and English language teachers' motivation in particular in Jordan and in the world.

2.1 Review of Theoretical Background

2.1.1 Review of Definitions and Factors that Enhance Motivation among Teachers

Many scholars in many different fields have defined motivation. Vroom (1964) declared that "*an individual's motivation to act is influenced by two independent variables. The first is one's subjective probability that particular behaviour will lead to a particular outcome. The second variable is the valence of the outcome*". Vroom also stated that the most significant factors contributing to motivation to work are: High pay,

substantial promotional opportunities, participative supervision, varied duties and high degree of control over the work (Vroom, 1964 cited in Wang, 2005: 18). Robins (1989) described motivation as *"the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts ability to satisfy some individual needs"* (Robbins 1989, cited in Ofoegbu 2004: 2).

Tracy (2000) also defined motivation as the inner striving conditions which are described as wishes, desires, and urges to stimulate the interest of a person in an activity. It is also an inner state that stimulates and triggers behavior. According to Cole (2000) motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behaviour.

Gardner (2001) defined motivation as the driving force in any situation. It is considered from three perspectives when focusing on second language acquisition that of the student, the teacher, and the researcher. To him, these three perspectives do not match, that is, what is motivational or motivating to the teacher may not be to the student, and what the researcher considers as motivational may not be seen as such by either students or teachers. Al –Zu'abee (2003) also defined motivation as the power that forces individuals to do their work. Individuals that have

high level of motivation try to reach to the highest point of performance more than those that are not motivated.

Toug (2003), Abu Jadu (2003) & Al Bdour (2006) defined it as a group of internal and external circumstances that moves the individual toward a specific internal needs or external desires. Similarly Harmer (2005) differentiated between two kinds of motivation. The first is the extrinsic motivation, which is caused by a number of outside factors such as the need to pass an exam or a financial reward. The second is the intrinsic motivation which comes from within the individual; this happens when a person has a desire to make himself better.

Ofoegbu (2004) defined motivation as an old term which is assumed to be *"any good thing that influences the individual's behavior and performance at work"* (Ofoegbu, 2004: 3). He also declared that motivation could therefore be viewed as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life.

Several other scholars focused on the distinction between intrinsic and extrinsic motivation (Sansone & Harackiewicz 2000). When individuals are intrinsically motivated, they do their job because they are interested in and enjoy it. When extrinsically motivated, individuals do their job for

instrumental or other reasons, such as receiving a reward (Eccles & Wigfield 2002).

2.1.2 **Teachers' Motivation**

Many scholars have discussed the concept of teachers' motivation in general but not many have discussed the concept of English language teachers' motivation.

Williams & Burden (1997) declared that the English language teachers' motivation will lead the teacher to give a lesson in an inspired and an honest way to the students and this will help the students understand the target language. They also mentioned some motivational factors such as passion, interest, inspiration, drive and dedication.

Doyle & Kim (1999) offered a list of motivational factors among ESL and EFL teachers:

1. Respect from the administrator.

2. Advancement opportunities.

3. Rewards for creativity.

4. Autonomy in the teaching and evaluation process.

5. Appropriate teaching environment.

6. Teacher training.

7. Job security and long job employment.

8.   Institution of teams teaching and foreign assistant teachers.

Scott, Cox and Dinham (1999) had declared that teachers' level of motivation varies depending on the type of school whether primary or secondary. Moreover, Kocabas & Karakose (2002) declared that teachers are responsible to their schools. The main responsibility for teachers' motivation falls on the principal.

Ofoegbu (2004) considered "Teachers' motivation" one of the important factors that would lead to classroom effectiveness and school improvement. It has to do with the teachers' desire to participate in the educational process and also to the teachers' attitude to work within the school environment. He also declared that teachers' motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and society will greatly benefit from their services. For Ofoegbu Teachers' motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. This implies that teachers' motivation include factors that cause, channel sustain and influence

teachers' behaviour towards high management and academic achievement standards in schools (Ofoegbu, 2004: 6).

Jesus & Lens (2005) believed that teachers' motivation is an important concern for educational leaders and managers because teachers' motivation has an important effect on students' motivation. It is also important for the improvement of educational reforms. First, motivated teachers are more likely to work for educational reform and progressive legislation. Second, it is the motivated teacher who guarantees the implementation of reforms originating at the policy-making level. Teachers' motivation is important for the satisfaction and fulfillment of teachers themselves (Jesus & Lens, 2005: 120).

Wang (2005) declared that teachers' motivation has been concerned with three major factors influencing their motivation and occupational choices: demographic traits, intrinsic factors relating to their inner feelings about the job, and extrinsic factors relating to the objective characteristics of the work itself. While Findikci (2006) indicated that an individual's motivational level is dependent on the material and social benefits he or she gains from the institution they work in.

Hence, according to Davidson (2007) teachers' motivation becomes a critical factor. On one level, teachers' motivation is determined by a long

list of variables, such as the existence of the enabling environment and the equipment that help teachers to carry out their roles. However, at a basic level, teachers' motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions. For example, if a teacher feels that he or she is being asked to teach too many hours per week, the problem needs to be addressed, regardless of whether or not others in the education system perceive the teacher's workload is too high. In short Davidson (2007) believed that the *"fundamental importance of the teachers' role in ensuring effectiveness of education must be recognized, understood, and taken into account. Further, the rights of teachers must be realized in order to secure and strengthen their own commitment to achieving quality education for all"* (Davidson 2007: 3).

Praver & Oga- Baldwin (2008) had mentioned three types of language teachers' motivation. The first is the intrinsic motivation such as the internal desire to teach, a dialogue connection between the teacher and the students, a high feeling of efficacy in the classroom and the sense of accomplishment. The second type is the extrinsic motivation, such as long term job stability, autonomy in the freedom of methods, materials and choices in the classroom, positive working relationships, good

communication and community and self realizations for teachers requires high expectations of success in the classroom.

2. 2 Empirical Studies

In this part the researcher reviews empirical studies related to teachers' motivation in general and English language teachers' motivation in particular. The review covers related studies in Jordan and in the world at large.

2.2.1 General Empirical Studies that Dealt with Teachers' Motivation

Sylvia & Hutchinson (1985) have examined many factors in order to find which promotes teachers' motivation. In their study, they selected 167 teachers of a medium-sized city in Oklahoma. The survey used 135 copies of the questionnaire. They found out that pay incentives were unsuccessful in increasing teachers' motivation.

Al - Amosh (1995) had conducted a study that aimed at finding the level of motivation of the teachers in Jordan. The sample consisted of 155 administer and 680 teachers which were randomly selected. The researcher used two questionnaires; the first was to measure the degree of manageable dimensions of the administrators. The second questionnaire

was to measure the degree of teachers' motivation. The study showed that Jordanian teachers are not highly motivated.

Bishay (1996) tried to determine what increases teachers' motivation and job satisfaction. He used two types of surveys, which were distributed to a sample of 50 teachers who had taught from one to more than 30 years. The first type was the conventional surveys, which consisted of fifty questions; they were distributed to teachers to find out weather the opinions about teaching would be affected by certain personal characteristics or activities. These conventional surveys were distributed and completed during the faculty meetings of the Science, Mathematics, English, Social Studies, Foreign Language, and Technology Departments. Only 21 teachers had completed this type of conventional surveys.

The second type of the survey was the Experience Sampling Method surveys, which were given to twelve teachers who volunteered to participate. Each participant was given a watch that was randomly programmed to page the wearer five times throughout the school day. The ESM surveys provide multiple snapshots of the lives of teachers by discovering what they felt and thought at the instant they were beeped.

Results from both the ESM and the conventional surveys showed that teachers, above all, loved to teach. The results of the conventional survey

also indicated that teachers enjoyed teaching. Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Based upon the findings, it appears that gratification of higher-order needs is most important for job satisfaction.

Atkinson (2000) conducted a study about the relationship between teachers' motivation and teachers' motivation during pupil's participation in design and technology project work at Key Stage 4. Two instruments were used in collecting the data. The first was an attitudinal scale which was given to a sample of sixty-six Key Stage 4 design and technology in order to establish a mean score for pupil motivation in each school in the sample. The second instrument was a semi-structured interview, which was carried out with two design and technology teachers, one teacher identified as motivated and one teacher identified as demotivated. Questions were designed to determine whether there was a difference in approach to the teaching of design and technology project work between the two teachers in question.

The sample of the schools was determined by the choice of four specific teachers. These four teachers where chosen as a non-probability, purposive sample by three of the researcher's university colleagues. The classification of the teachers as motivated or demotivated was not passed on to the researcher in order to avoid labeling the sample with the possible consequence of bias throughout the study. Atkinson's study had shown that there is a positive relationship between teacher motivation and pupil motivation.

Bastick (2000) replicated a study to assess teachers' motivation in Jamaica. The main purpose of his study was to contrast the result, by gender, with specific motivations that researchers had found for teachers in other parts of the world. He used a three factor model that can be easily replicated for assessment of teachers' motivation in China. The three factors are extrinsic motivation, intrinsic motivation, and altruistic motivation. His model was tested on 1444 teacher trainees who represented a large sample of in-and pre-service teacher trainees. He had reached to a conclusion that all the three kinds of factors are important but the most important is the altruistic factors. The altruistic motivational factors are:

1.   The teacher can make a worthwhile contribution to the social development of others;

2.   The teacher can make a worthwhile contribution to the academic development of others;

3.   The teacher loves children.

The intrinsic motivational factors are:

1.   It is the profession the teacher has always wanted, and

2.   The teacher sees it as a life-long career.

The extrinsic motivational factors were:

1.   Teaching is the profession with the most holidays;

2.   Fees for teachers' college and training are affordable;

3.   I will have enough time to earn extra money;

4.   It allows the teacher to be a manager;

5.   It offers job security

6.   The salary will be adequate to meet the teachers demands; and

7.   Teachers enjoy good status in the society as a whole.

Marai (2003) conducted a study titled "Double De-Motivation and Negative Social Affect among Teachers in Indonesia" in which he tried to determine weather difference in teachers' salary would lead to demotivation. According to the researcher, no study had been conducted in Indonesia to investigate double demotivation in any group of workers. One hundred and eighty eight teachers whose ages ranged from 23 to 51 had volunteered to participate in the study by signing a consent form after

being requested in by the Academic Co-ordinators of their respective schools. Ninety-eight of these teachers were females and the rest were males.

The Expatriate teachers were from Australia (41.7%), America (33.2%), the rest were from Canada, England, New Zealand and Scotland. The work contracts of both the expatriate and the local teachers were for an average period of two years. These teachers also originated from nine different English private schools in two cities of Indonesia. Two of these schools paid both groups of teachers the same. All the participants speak English language fluently and 90% of them had their first degree in English language.

The participants consisted of three groups, the first was the expatriated teachers who were classified as the overpaid group, the local teachers (n=66) who were classified as the underpaid group, and the third group which is the equitably paid group which consisted of both expatriate and local teachers. The teachers of the overpaid group were paid between 30,000 and 60,000 Indonesian Rubiah. On the other hand, the underpaid group was paid between 15,000 to 20,000 Indonesian Rubiah, and this amount was for each hour of teaching a subject. The participants had completed the pay/job satisfaction scale, the Beck depression Inventory, the Beck Anxiety Inventory and the Beck hopelessness scale, there was no

time limit and the participants were encouraged to complete the scales at there leisure time during school hours.

Consistent with Social Equity Theory (SET), both underpaid and overpaid groups has significantly less job satisfaction than the equitably paid group. In addition, compared to their equitably paid counterparts, the underpaid and the overpaid both experienced symptoms of depression, anxiety and hopelessness. These findings extend SET to both equality of working life and occupational mental health.

Diamantes (2004) conducted a study to explore the opinions and expectations of school administrators about the perfect way to motivate teachers and to know the desires towards their work. The sample consisted of five school administrators and 85 teachers who were asked to respond to a questionnaire that consisted of two sections. The first was to describe the motivational factors from the perceptions of the school administrators, the second section to describe the motivational factors from the perception of the teachers. The study showed that there are different factors that could motivate teachers. The motivational factors from the perception of the school administrators are:

1. The administrator's respect.
2. Job safety.
3. To participate in important decisions.

4. Free to choose what courses to teach.

5. Free to select what classes to teach.

6. Free to select what teaching methods to use.

For the teachers they prefer

1. Good salary.

2. Suitable job circumstances.

Ofoegbu (2004) considered teacher's motivation one of the essential factors for classroom effectiveness and school improvement. Seven hundred and seventy two public teachers (primary (525) and secondary (247)) were selected through strategic random sampling technique to ensure that all schools in various locations (urban/rural) in the south Eastern part of Nigeria were aptly represented. These teachers (486 female and 286 male) were from public primary and secondary schools from the southeastern part of the country.

A Teacher Motivation Questionnaire (TMQ) collected data for the study in three parts. The first part was demographic data, which sought information of variables such as gender, qualification and experience of teachers, location and type of schools. The second part contained directional response of agreed and disagreed. This was used to find out from teachers how and if teachers' motivation would ascertain classroom effectiveness and improvement of quality and standard of schools.

In the third part an Inventory of Motivational factors (IMF) was created by the researcher, and participants were requested to rate the motivational factors in order to induce teachers toward classroom effectiveness and school improvement with responses of Very High, Moderate, Average and Low.

The study revealed that the participating teachers agreed that teacher motivation is a vital factor, which leads to classroom effectiveness and school improvement. Because of that, it was recommended that teachers in this era of materialism and display of wealth need to be motivated for an affective viable school system. Such motivation could be in paying the salaries in their times and making teaching facilities available.

Bennell and Mukyanuzi (2005) conducted a study in Tanzania. Their study "Is There a Teachers' Motivation Crisis in Tanzania?" was part of a study of a large international research project on teachers' motivation and incentives in Sub-Saharan Africa and South Asia. The core of the study comprised 12 country studies which were funded by the United Kingdom Department for International Development (DFID). This study was a result to the growing concerns that teachers in Tanzania, as in other developing countries, are increasingly demotivated, which is reflected in deteriorating teaching performance and learning outcomes. The study was

done to answer the questions of weather there is a teachers' motivation crises in Tanzania, and if there is to find out to what extent is it.

Ten government-funded primary schools were surveyed in two locations and each school was visited for one day only. First the head teacher was interviewed with other four teachers individually who were selected randomly at each school. The remaining teachers were asked to complete a questionnaire, and then five of these remaining teachers were asked to participate in a semi-structured focus group discussion at each school. Each group was requested to discuss prepared statements that cover all key aspects of teacher motivation and then decide whether they agree, disagree or are not sure about each statement. These same statements were also included in the teacher questionnaire.

The study emphasized two main points. First, job satisfaction and motivation levels among primary school teachers in Tanzania are not considered critically low as it was frequently suggested, but still they are considered below what is required in order to ensure that teachers deliver quality basic education to all children by 2015. Secondly, motivation levels could fall quite rapidly over the next five-ten years. At the survey schools both head teachers and teachers were specifically asked what they think would happen if the current problems facing primary teachers were not properly addressed in the near future. Most stated that teacher

motivation will decline and this will seriously affect teaching and learning on the part of the pupils.

Wang (2005) conducted a study that aimed to explore whether or not extrinsic and intrinsic motivation affect teachers' satisfaction in China. In-depth interviews based on semi-structured questionnaires were used as the major research method. The survey was conducted on a sample of sixteen teachers who were selected from four schools, two public and two private. The study resulted in that teachers in private schools seem to be more dissatisfied than their counterparts in public school.

Hammad (2008) conducted a study that aimed at exploring the level of motivation of private schools in Amman Municipality and its relation to their performance. The study population consisted of all private school teachers, 814 male teachers and 1803 female for the school year (2007-2008), In addition to 200 private school principals. The sample consisted of 300 teachers and 100 principals. Two questionnaires were used in the study. The first was to reveal the level of motivation of the private school teachers in Amman. The second was to identify the performance of private schools teachers from the principals' point of view. The study resulted in the motivation level of the private schools teachers in Amman was high; it also showed that the performance of the private schools teachers in Amman was high from the principals point of view.

Kocabas (2009) had also carried out a study in Turkey in order to determine to what degree various motivation sources motivate teachers. A descriptive scanning model was used on the sample. The population sample for this study consisted of 3653 teachers working in primary education in the Elazig city center in 2006-2007 academic years. Two hundred twenty five teachers who were randomly selected from the population formed the sample of the study.

Data obtained through a questionnaire that was composed by the researcher. Data were analyzed using SPSS techniques. The findings showed that teachers are mostly motivated by the following factors:

1. A sense of safety in school

2. Pupil achievement

3. The levels of attraction to the teaching profession

4. Levels of self-reliance

5. Their perception of their status in society

6. The importance of positive inspection reports

7. The sense of self-fulfilment

8. A positive atmosphere in school

9. Positive relationships amongst teachers

10. Their perception of their competencies in their fields

11. their levels of self-respect

12. the school's position in the league tables

13. An appreciation of their achievements and values

14. Effective administration and management

15. A sense of security on matters such as health security, sickness and arrangements for retirement.

The results also identified the following factors that have motivated teachers to a great extent.

1. The general goals of the school being achievable

2. Changes and innovation in the school

3. A desire to achieve goals

4. Taking part in the decision making process

5. Promotion or progression

6. Being regarded as a role model

In addition, the findings have lead to the following matters, which were identified as having negative effects on teachers:

1. The fear of being subject to disciplinary action

2. School deficiencies in teaching and learning technologies.

As a conclusion results showed that, education administrators and school governors in particular should be aware of the factors that motivate teachers.

2.2.2   Specific Empirical Studies that Dealt with English Language Teachers' Motivation.

Dweik (1986) conducted a study that aimed at finding the problems of learning English language in Jordan. Three instruments were used in order to investigate the teachers, students and administrators. The first instrument was the observation technique. The researcher observed the methods and teachers. The second instrument was the interviews. The researcher interviewed the administrators in the Ministry of education. The third and main instrument was the student's questionnaire which contained twelve questions. The students were randomly chosen from three secondary schools in two big cities in the west bank of Jordan. The results showed that the English language teachers in Jordanian secondary schools were not motivated enough which caused many problems to the learners.

Hussin (2000) conducted a study that aimed at identifying the factors that motivated foreign language teachers in selected schools in Malaysia. It aimed at investigating the nature of difference between the teachers of different foreign languages regarding the dimensions of the motivation orientation and the role of goals in motivating teachers of foreign language in their work. The sample consisted of one hundred foreign language teachers from 19 selected boarding schools. The work

Preference Inventory was used as the instrument of the study. It consisted of 30 items on a 4-point scale. The findings revealed that foreign language teachers were highly motivated by several factors. These factors are recognition, compensation, challenge and enjoyment in their work.

Gheralis (2003) employed a qualitative research approach to identify and document different motivational influences affecting EFL teachers' motivation in Greek. The research consisted of a series of in-depth qualitative interviews with Greek state EFL and non-EFL teachers. Most of the findings coincided with insights from other teachers' motivation studies; namely that the intrinsic aspect of teaching was more satisfying and more motivating than the extrinsic motivational factors. However, the findings have also highlighted an area that had not been paid much attention to in the literature, the temporal dimension of teacher motivation, which plays an important role in the development and motivation of the teacher due to the fact that teaching as a profession is a lifelong engagement.

Shoaib (2004) conducted a study that dealt with the motivation of foreign language teachers. A qualitative research approach was employed to identify and document different motivational factors affecting EFL teachers' motivation within and outside their educational institutions. The method of analysis employed for this study consisted of thirty semi-

structured individual interviews and one focus group interview with Saudi Arabian and non-Saudi EFL teachers from three different educational sectors, following an in-depth interview based survey approach in combination with several aspects of grounded theory. That much of the demotivation experienced by EFL teachers was due to the conflict between job commitment and the inadequacies of the educational institutions teachers worked in rather than to the nature of the job itself.

Menyhárt (2008) conducted a study that addressed a largely neglected area within motivation research: English language teachers' motivation. The study aimed to find out if university English language teachers see themselves as teachers or lecturers; the second is to explore what motivates or demotivates them to behave as teachers and teach interactive, student-centered seminars. Two instruments were used to collect data. The first was in-depth interviews which were conducted on seven lecturers who were instructors at the School of English and American Studies (SEAS), Eötvös Loránd University (ELTE) who were purposively selected. The second instrument was observation. The researcher observed a seminar taught by each of them. The data analysis followed the principles of the constant comparative method. In the process of analysis, teachers and lecturers turned out to be motivated by different factors;

teachers seem to be intrinsically, while lecturers mostly extrinsically motivated to teach.

The study revealed some motivational factors for English language teachers such as:

1. They are motivated by the subjects they teach, especially if these are related to their fields of interest.

2. They are motivated if they teach interactively and pay careful attention to their students.

3. They are motivated when they could be creative and when preparing their classes and also when presenting the tasks for the students.

The demotivation factors which included low salary, job insecurity, as well as set curricula and inadequate teaching facilities appeared to negatively affect teachers' performance.

Summary

From the previous theoretical and practical background, it could be noticed that the concept of motivation had been the focal point for many researchers locally and internationally. Added to that, the concept of teachers' motivation had been the interest of many scholars in the world, but there is a shortage of studies in Jordan about teachers' motivation in general and about English language teachers' motivation in specific.

Chapter Three

Research Methodology

3.0 Introduction

This chapter explains the research methodology which is adopted for this study and presents an overview of the research plan. The chapter therefore covers the research design, population and the selection of the sample. It also describes the instruments of the study, their validity and reliability and illustrates the steps used in the study and concludes with a summary.

3.1 Research Design

This study employed a mixed method approach to meet its aims. In the first stage, a qualitative approach using interviews was used to explore the research objectives in the real context of Jordan. The second stage was a quantitative approach using a survey strategy based on a questionnaire which was conducted to gather data from a random sample of 100 English language teachers chosen from the public secondary schools in the second directorate in Amman.

The research strategy, which was adopted, involved sequential procedures. A qualitative approach was used prior to quantitative

investigation to provide insights into the context of the study and to inform later investigation.

3.2 Population and Sample of the Study

The population of this study includes all the English language teachers at the secondary schools located in Amman Second Educational Directorate. According to the statistics of the Ministry of Education in 2009/2010, the total number of the English Language teachers at the secondary stage in Amman Second Educational Directorate is 202 (Ministry of Education, 2009).

A sample of one hundred English language teachers who teach in secondary schools from Amman Second Educational Directorate had been randomly selected to respond to the questionnaire. Only seventy seven questionnaires were filled out and returned by the participants. Tables one, two and three show the description analysis for the demographic data.

Table (1)
Educational Background of the Sample

Educational Background	Frequency	Percent	Cumulative Percent
Diploma	3	3.9	3.9
Bachelor degree	63	81.8	85.7
Master Degree	11	14.3	100.0
Total	77	100.0	

Table (2)
Experience Background of the Sample

Teaching Experience	Frequency	Percent	Cumulative Percent
Less than 5 years	9	11.7	11.7
From 5 - less than 10 years	36	46.8	58.4
From 10 – less than 15 years	16	20.8	79.2
15 and more	16	20.8	100.0
Total	77	100.0	

Table (3)
Age Background of the Sample

Age	Frequency	Percent	Cumulative Percent
From (20-30) years	14	18.2	18.2
From (31-40) years	41	53.2	71.4
From (41-50) years	21	27.3	98.7
More than 51 years	1	1.3	100.0
Total	77	100.0	

In the target sample, it was noticed that 81.8% of the teachers hold BA degree, 3.9% hold a Diploma and 14.3% hold a Master Degree. Teachers who were teaching English less than five years were 11.7% while from five to less than ten years were 46.8%, from 10 to less than 15 years were

20.8% and from 15 and more were 20.8%. Teachers of English language whose ages ranged from (20-30) years were 18.2 %, from (31-40) years were 53.2%, from (41-50) years were 27.3%, while who were more than 51 years were 1.3%.

The sample used in the Semi-structured interviews consisted of five teachers of English who expressed their willingness to participate. They were all female teachers and all of them have a B.A degree except one who holds an M.A degree. The questions of the interviews aimed at exploring more factors that could motivate English Language teachers than those found in the review of literature.

3.3 Instruments of the Study

This study used two instruments; semi-structured interview questions and an English language teachers' questionnaire. The later was followed by its validity and reliability.

3.3.1 Semi- Structured Interviews

The researcher used semi-structured interviews so that the interviewees would give more information. To elaborate, the major advantages of the semi-structured interviews is that they are often more flexible because they allow the researcher to cut into conversations at appropriate times to ask subjects to clarify their ideas and opinions. These interviews also give

the researcher a clear idea about the questions that could be included later in the questionnaire. In addition to that, the questions used by the researchers in semi-structured interviews are often flexible, the questions may be adjusted, and the interviewer may add any question (Berg, 2004). Often, this flexibility helps researchers obtain richer and more contextualized information (Li, 2001).

A checklist of six questions was prepared to interview the English Language teachers that teach in secondary stages. The questions aimed at exploring more factors that could motivate English language teachers than the ones found in the review of literature. The teacher of English language was asked whether he/she is motivated or not. If the answer was yes, the teacher was asked about the factors that have motivated him. If the answer was no, the teacher was asked about the factors that could motivate him as an English language teacher. Five teachers were selected upon their cooperation. They were all female teachers and all of them have a B.A degree except one of them who holds an M.A degree.

The researcher has conducted the interviews herself by making appointments with the teachers. Some of the interviews took place in the same schools they work at and the other interviews took place in the teachers' houses. The teachers refused to have their voices tape-recorded for different reasons. So the researcher had to write down their answers

carefully. Each interview lasted for nearly half an hour. The researcher introduced herself and explained the purpose of the interview. This kind of instrument gave the researcher a clear idea in order to write the questionnaire in its final form.

3.3.2 Questionnaire

The questionnaire (See Appendix D, p: 86) is the main instrument used by the researcher to collect the data. It aimed at knowing the degree of the English language teachers' motivation and to uncover the factors that could motivate the English language teachers in secondary schools in Jordan. A five point Likert scale was used for the subjects' responses on the statement. The respondents were asked to respond to the statements to show if each item was not at all important, not important, neutral, important or very important.

The questionnaire consisted of three dimensions; the first one meant to collect the demographic data of the participants such as age, gender, educational degree and experience of English language teachers in teaching. The second dimension of the questionnaire had a group of motivational sources, listed by the researcher in order to find out the motivational level of the English language teachers. The third dimension contained a list of motivational factors, which were taken from the review

of literature and the interviews. This dimension had the factors listed under six parts.

In administering this questionnaire, the researcher used the delivery and collection method. This is because in Jordan, respondents are less likely to respond to survey questionnaires sent through the mail by people they do not know. By handing questionnaires directly to qualified respondents, the problem of poor response rate can be reduced.

3.3.2.1 Validity of the Questionnaire

The researcher has sent a validation letter (see appendix C, p: 85) to a panel of experts (see Appendix B, p: 84) who are professors of English and TEFL specialists to examine the face and content validity for the designed questions. They were asked to review the phrasing, suitability, thoroughness, and ease of use of the questionnaire.

The jurors noted that the questionnaire is comprehensive and convenient to the purpose of the study. Some changes were made in the wording of some statements; few statements were deleted and others were added. Hence, the final copy of the questionnaire was developed and distributed to the subjects of the study.

3.3.2.2 Reliability of the Questionnaire

The method of *Test-retest* was used to establish the reliability of the questionnaire. Five English language teachers, who were excluded from the main sample, were selected to respond to the items of the questionnaire. After three weeks, it was administered again for the second time and the results showed stability in the answers.

3.4 Research Procedures

The researcher followed the following steps

1.   The researcher first has read about what has been written about English language teacher's motivation in books and various references.

2.   Then the researcher has randomly selected the sample and the instruments of the study.

3.   The researcher has obtained a permission letter from MEU to facilitate the researcher's task in the targeted schools.

4.   The researcher has prepared the checklist for the semi-structured interviews. The interviews with the selected English language teachers were performed from the eighth of February to the fifteenth of February, 2010.

5. The researcher has used the data collected from the semi-structured interviews to develop the second instrument, which is the questionnaire.

6. The questionnaire was sent to the panel of experts to measure its validity, suitability and its appropriateness.

7. The researcher had made the final draft of the questionnaire after collecting the questionnaires from the experts and measured its reliability.

8. The researcher had permission from the Middle East University for Graduate Studies to administer the questionnaire to the sample of the study.

9. The questionnaire was conducted from the first of March to the twenty eighth of March. The questionnaire was delivered directly by hand to the respondents.

10. Responses were collected with permission; then the researcher categorized, classified them in tables in order to figure out percentages.

Summary

This chapter overviewed the methodology used in this study. It gave information about the population, the sample and how the participants were selected. It also described the instruments, the procedures used in the study and the rationale for using them, and concluded with data analysis.

Chapter Four

Results of the Study

4.0 Introduction

This chapter reports the findings of the two questions raised in the study which are:

1. What is the motivational level of the English language teachers in Jordan?

2. What are factors that could motivate Jordanian English language teachers?

The findings of the questionnaire are described, narrated and illustrated in tables. The chapter concludes with the analysis of the semi-structured interviews.

4.1 Results of Question One

What is the motivational level of the English language teachers in Jordan?

One hundred copies of the questionnaire were distributed to the English language teachers who are employed at Amman Second Education Directorate. However, 77 questionnaires were filled out and returned to the researcher.

The level of English language teachers' motivation was determined by the following equation:

Interval Width = maximum point – minimum point\ number of levels.

= 5-1\3= 1.33

- Low level of Motivation = from 1 to 2.33

- Medium level of Motivation = from 2.34 to 3.67

- High level of Motivation = from 3.68 to 5

To answer this question, Respondents were asked to indicate their level of motivation to 10 motivational sources by using a Likert scale that consists of five points: Poorly Motivated =1, Slightly Motivated =2, Neutral=3, Motivated =4, Strongly Motivated =5. Table 4 bellow indicates the results of the first question. The statements are orderedin accordance with their means from the highest to the lowest.

Table (4)

The Level of English Language Teachers' Motivation

Motivational Sources	Mean	Percentage	Rank	The level of Motivation
1-I am self motivated because I like my job	3.71	.742	1	High
2-I am motivated because teaching gives security for my family	3.70	.740	2	High
3-I am motivated because teaching will help me in my future	3.65	.730	3	Medium
4-I am motivated because it is prestigious to be an English language teacher	3.60	.720	4	Medium
5-I am motivated by my students	3.04	.608	5	Medium

6-I am motivated by my students' parents	2.68	.536	6	Medium
7-I am motivated by my teaching colleagues	2.56	.512	7	Medium
8-I am motivated by my school principal	2.40	.480	8	Medium
9-I am motivated by my English language supervisor	2.40	.480	8	Medium
10-I am motivated by the Ministry of Education	1.68	.336	9	Low

Table (5)
The Strength of the Motivational Level of the English Language Teachers with the Frequencies and the Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses	Teachers' Responses
		Frequency	Percentage
High	3.68- 5	2	20
Medium	2.34- 3.67	7	70
Low	1- 2.33	1	10
	Total	10	100%

It can be noticed from table four, that the English language teachers are highly motivated by the first two statements with a percentage of 20% from the total items with a mean range from (3.70 to 3.71). They are highly motivated because they like their job (M=3.71) and because teaching gives security for their families (M=3.70). While statement three to nine show that the level of English language teachers' motivation is medium with a percentage of 70% from the total items with a mean range between (2.4 to 3. 65), because teaching will help them in their future (M=3.65) and because it is prestigious to be an English language teacher (M=3.60). Furthermore, the level of English language teachers' motivation by their students (M=3.04), students' parents (M= 2.68),

teaching colleagues (M= 2.56), school principal (M= 2.40) and by the English language supervisor (M= 2.40) is also medium. Finally, teachers of English language are poorly motivated by the Ministry of Education with the lowest mean with 10% from the total items (M= 1.68).

Summary of the results of question one shows that statement number one ranks the first in terms of its mean, which is (3.71). This statement indicates that English language teachers are self motivated because they like their jobs. While statement number 10 ranks last; its mean is (1.68) and the direction of the sample answers is low.

4.2 Results of Question Two

What factors could motivate Jordanian English language teachers?

The importance of each motivational factor was determined by this equation:

Interval Width = (maximum point – minimum point)\ number of levels.

$$= (5-1)\backslash 3= 1.33$$

- Not important factor = from 1 to 2.33

- Medium factor= from 2.34 to 3.67

- Important factor = from 3.68 to 5.

To answer this question the English language teachers were asked to respond on a five-Likert scale which are: Not at all important=1, Not Important =2, Neutral=3, Important=4, Very Important=5. Results reported in table six below show the factors that enhance English language teachers' motivation which are related to the Ministry of Education and their importance. These factors are decreasingly ordered according to their means.

Table (6)

Factors Related to the Ministry of Education

Motivational Factors	Mean	Percentage	Rank	The level of Importance
1-Workshops on English language pronunciation	4.58	.916	1	important
2-Having laboratories for teaching listening	4.58	.916	1	important
3-Earning a good salary monthly	4.55	.910	2	important
4-English language teachers attending conferences related to English language teaching & learning	4.52	.904	3	important
5-Fair allowances for medical, housing and transportation	4.51	.902	4	important
6- Workshops on using specific aids for teaching English language	4.48	.896	5	important
7-Workshops on the used textbooks	4.47	.894	6	important
8-Courses in the methods of teaching English language	4.45	.890	7	important
9-Training programs	4.43	.886	8	important
10-Meetings with native speakers	4.23	.846	9	important
11-Suitable school buildings and environments	4.17	.834	10	important
12-Government's concern for English language teachers welfare	4.10	.820	11	important
13-Long service awards	4.06	.812	12	important
14-Local & International scholarships	3.99	.798	13	important
15-Suitable school facilities	3.94	.788	14	important

Table (7)
The Strength of the Factors' Importance with the Frequencies and the
Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses	Teachers' Responses
		Frequency	Percentage
Important	3.68- 5	15	100
Medium	2.34- 3.67	0	0
Not important	1- 2.33	0	0
	Total	15	100%

The mean scores as recorded in table six (p: 46), demonstrates that all the listed factors that are related to the Ministry of Education are important. Still the most important factors in this category are factors number one and two. Factor number one indicates that teachers of English language should have specialized in workshops on English language pronunciation and should also have laboratories for teaching listening (M= 4.58). While the factor that was rated the least important was factor number 15 (M= 3.94), which points out that these teachers should have suitable school facilities.

Results reported earlier in table eight show the factors that enhance English language teachers' motivation which are related to the school principal. These factors are listed from 16-22 decreasingly according to their means.

Table (8)

Factors Related to the School Principal

Motivational Factors	Mean	Percentage	Rank	Level of Importance
16- Emotional & psychological support from the principal	4.73	.946	1	Important
17- English language teachers' opinions/suggestions taken seriously	4.60	.920	2	Important
18- Students' level in English classes	4.60	.920	2	Important
19- Having good class density	4.48	.896	3	Important
20- Sense of safety at school	4.43	.886	4	Important
21- Recognising of the English language teachers' success	4.22	.844	5	Important
22- Having laptops	3.60	.720	6	Medium

Table (9)
The Strength of the Factors' Importance with the Frequencies and the Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses	Teachers' Responses
		Frequency	Percentage
Important	3.68- 5	6	86
Medium	2.34- 3.67	1	14
Not Important	1- 2.33	0	0
	Total	7	100%

Results that are pointed out in table eight show that all the listed factors that are related to the school principle are important except for factor number 22 which has the least mean. It was considered medium for %14 of the English language teachers. While factor number 16 ranks the

first, where the English language teachers should have emotional and psychological support from their school principal (M= 4.73).

The motivational factors that are related to the English language supervisor are the factors from (23-26) which are shown in table 10 in decreasing order.

Table (10)
Factors Related to the English Language Supervisor

Motivational Factors	Mean	Percentage	Rank	Level of Importance
23- Regular supervision	4.70	.940	1	Important
24- The English language supervisor giving demonstrated classes	4.65	.930	2	Important
25- Fair supervision reports	4.47	.894	3	Important
26- Emotional and psychological support	4.43	.886	4	Important

Table (11)
The Strength of the Factors' Importance with the Frequencies and the Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses	Teachers' Responses
		Frequency	Percentage
Important	3.68- 5	4	100
Medium	2.34- 3.67	0	0
Not important	1- 2.33	0	0
	Total	4	100%

All the factors regarding the English language supervisor are important as shown in table 10. However, factor number 23 has been scored as the most important, which indicates that the teachers of English language should have emotional and psychological support from their

English language supervisor (M=4.70). Factor number 26 which says that the teachers of English language should be supervised regularly by their English language supervisor was scored the least important (4.43).

The motivational factors that are related to the students' parents are the factors from (27-31) which are also listed in falling order are shown in table 12.

Table (12)

Factors Related to the Students' Parents

Motivational Factors	Mean	Percentage	Rank	Level of Importance
27- Cooperation between parents and English language teachers	4.66	.932	1	Important
28- Parents encouraging the English language teachers	4.58	.916	2	Important
29- Parents showing positive attitudes towards English language teachers	4.48	.896	3	Important
30- Parents following up on their children's activities	4.43	.886	4	Important
31- Frequent parent/teacher meetings	4.43	.886	4	Important

Table (13)
The Strength of the Factors' Importance with the Frequencies and the
Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses	Teachers' Responses
		Frequency	Percentage
Important	3.68- 5	5	100
Medium	2.34- 3.67	0	0
Not important	1- 2.33	0	0
	Total	5	100%

Although all the listed factors in table twelve are scored as important by the teachers, factor number 27 is the most important. This factor states that parents should follow up with their children's activities at school (M= 4.66). However, the factor that has been scored as the least important is factor number 31 which points out that the teachers of English language should have frequent meetings with parents (M= 4.43).

The motivational factors that are related to the students are the factors from (32-35). These factors are in decreasing order as displayed in table 14.

Table (14)
Factors Related to the Students

Motivational Factors	Mean	Percentage	Rank	Level of Importance
32- Students' punctuality	4.79	.958	1	Important
33- Students' active participation	4.74	.948	2	Important

34- Students understanding what is taught	4.73	.946	3	Important
35- Neatness/Cleanliness of the students	3.47	.694	4	medium

Table (15)
The Strength of the Factors' Importance with the Frequencies and the
Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses	Teachers' Responses
		Frequency	Percentage
Important	3.68- 5	3	75
Medium	2.34- 3.67	1	25
Not important	1- 2.33	0	0
	Total	4	100%

Responses show that factor number 32 is the most important factor. It reveals that English language teachers will be motivated when they feel that the students understanding what they are taught (4.79). On the other hand, factor number 35 which declares the neatness/cleanliness of the students (M= 3.47) is considered as medium for English language teachers.

The motivational factors that are related to the English language teachers themselves, are the factors from (36-42) which are shown in table 16; they are also displayed into decreasing order.

Table (16)
Factors Related to the English Language Teachers Themselves

Motivational Factors	Mean	Percentage	Rank	Level of Importance
36- English language teachers collaborate with each other	4.73	.946	1	Important
37- English language teachers at the same school have the team spirit	4.69	.938	2	Important
38- English language teachers to be aware of English language teaching	4.66	.932	3	Important
39- English language teachers to have knowledge of the language systems (phonetics, morphology, phonology and syntax).	4.65	.930	4	Important
40- English language teachers' desire to teach.	4.64	.928	5	Important
41- English language teachers to have good knowledge of teaching methods	4.60	.920	6	Important
42- English language teacher's orientation towards English language teaching	4.55	.910	7	Important

Table (17)
The Strength of the Factors' Importance with the Frequencies and the Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses	Teachers' Responses
		Frequency	Percentage
Important	3.68- 5	7	100
Medium	2.34- 3.67	0	0
Not important	1- 2.33	0	0
	Total	7	100%

Factors from (36-42) are all considered important for the teachers. Nevertheless factor number 36 has been rated as the most important factor. It indicates that English language teachers' good knowledge of teaching methods is an important factor for English language teachers'

motivation (M= 4.73). Yet, the least important factor is that English language teachers should collaborate with each other, which is factor number 42 (M=4.55).

The motivational factors that are related to the community are the factors from (43-45) which are displayed in decreasing order in table 18.

Table (18)
Factors Related to the Community

Motivational Factors	Mean	Percentage	Rank	Level of Importance
43- The community to be aware of the importance of English language teachers	4.62	.924	1	important
44- The community to be aware of the importance of English language	4.55	.910	2	important
45- English language teachers to be respected by the community	4.39	.878	3	important

Table (19)
The Strength of the Factors' Importance with the Frequencies and the Percentages of the Previous Table

Strength of the Problem	Rating	Teachers' Responses Frequency	Teachers' Responses Percentage
Important	3.68- 5	3	100
Medium	2.34- 3.67	0	0
Not important	1- 2.33	0	0
	Total	3	100%

Factor number 43 is rated by the teachers as the most important factor. This factor declares that the community should be aware of the importance of English language teachers (M=4.62). The same table shows that factor number 45 is the least important. This factor states that

the English language teachers should be respected by the community (M=4.39).

Summary of results for question two shows that all the factors are important except for factors number 22 & 34 which are medium. However, the most important one is factor number 34, which is "Feeling students understanding". Its mean is (4.79). Factor number 35, which is related to the "Neatness/Cleanliness of the students", is the least important factor (3.47).

4.3 Analysis of the Semi-Structured Interviews

Five English language teachers who taught in secondary schools in Amman were interviewed to discuss the extent of their motivation and the factors that could motivate them. The interviewed teachers were all females, who hold B.A degrees in English language and literature from different Jordanian universities and only one of them has an M.A in English language teaching methodology from the University of Jordan. The researcher was asked by the teachers not to mention their names and their school names for privacy reasons so instead the researcher will use other names for their school names.

The **first** female teacher works at school A which is a primary and secondary school and has been teaching English language for 14 years. The teacher was asked whether she was motivated as an English language teacher or not. Her answer was that she wasn't motivated. The first reason for her was that she dealt with students from the age of (15-17) which means that they are teenagers and they need special ways in dealing with them especially that most of them don't respect teachers in general and that most of the students are weak in English language which makes it harder in teaching.

The second reason is the number of students in the same class. Each class has more than forty students which make the process of teaching harder especially for teaching a language. The teacher gave an example of listening lessons saying that *"students can't listen to the cassette clearly and sometimes I can't give the same pronunciation of the words as the cassette does"*. She also added that the large number of students affects the students' learning.

When the researcher asked the teacher about the factors that could motivate her as an English language teacher she gave five points: First, providing more language teaching aids; such as teaching listening in computer laps and offering headphones for each student. Second, was

organizing workshops for pronunciation. Third, is raising the salary of English language teachers because they give greater effort, and have more responsibility than any other teacher because they are teaching a second language which is different from their native language. She also suggested the cooperation of the students' parents and their encouragement. Her last point was about the English language supervisor; she declared that when the supervisor attends classes for teachers he must give fair supervision reports.

The **second** teacher works at school B. She has been teaching English language for three years. She is highly motivated because she likes to teach. She added that students like her and that she gets lots of encouragement by her students' parents. The teacher considered herself poorly motivated from her principal and supervisor. When the teacher was asked about the factors that could motivate her as an English language teacher she mentioned two points. She said, *"We as English language teachers of secondary schools give more classes, have greater responsibility because we teach a second language to elder students, even more than the English language teachers that teach primary stages"*. She also added *"teachers of English language must be trained in language teaching methodologies and language systems"*.

The **third** teacher works in the same school B, she has an M.A degree. Her answer for the first question is that she isn't motivated because her salary was low; she also added that the number of students is high in each class which makes it difficult for teaching a language. She added that she performed many activities and competitions and she was not given any thankful reports from the principal or from the parents of her students. She said that *"if I was in a private school, my salary would be much higher, especially that I like my job and I consider myself an active teacher, but here in my school it's not worth it"*.

When she was asked about the factors that could motivate her as an English language teacher, she answered that the most important thing for the teacher is to be recognised by the English language supervisor, the principal and the students' parents for her or his job. The second factor for her was to train teachers on how to teach the four language skills, because in her opinion, the teacher of a language must be aware of the language teaching methodologies. She also mentioned that there must be workshops on the language systems and the teaching aids which should be for each skill.

The **forth** teacher works in school C. She has been teaching for ten years. The researcher asked her if she considered herself motivated as an

English language teacher, she answered that she was not motivated because most of her students' levels in English language were high, and their parents appreciated her job. She added that she was de-motivated because of her low salary, when compared by the private schools. She explained that, a teacher with ten years experience in teaching English language for secondary stages would have higher salary in another private college or school, she continued saying that in public schools you and your job are not appreciated.

When she was asked about the factors that could motivate her, she answered that the level of students in the taught subject is very important. She also would like to be appreciated for her job by giving her thankful reports or financial rewards at the end of the year. She added that teachers of any second language must be supplied with suitable teaching aids such as free access to the internet and suitable teaching posters.

The **fifth** teacher worked in school D which is a vocational school. She also has been teaching English language for ten years. When the teacher was asked whether she is motivated or not, she answered that she isn't motivated in her school. The first point for her answer was that her students are so weak in English language because of that they do not like attending her classes.

When the teacher was asked about the factors that could motivate her as an English language teacher she gave three points. The first was the principal, the supervisor giving thankful rewards for the teachers. The second point was that teachers of English language must get more salary than the teachers of other subjects because they have greater responsibilities. The third point was that teachers should have mixed with native speakers and training programs.

The motivational factors that were mentioned by the English language teachers:

1. The English language supervisor, the principal and the students' parents should recognize positive aspects of the jobs that the English language teacher performs.

2. Provide training programs for English language teachers on how to teach the four language skills, pronunciation, language teaching methodologies and language systems".

3. Provide more language teaching aids; such as teaching listening in computer laps and to offer headphones for each student.

4. Raise the English language teachers' salary.

Chapter Five

Discussion and Recommendations

5.0 Introduction

This chapter discusses the findings of the two research questions. It also attempts to explain and interpret the results in the light of the reviewed literature. The chapter concludes with recommendations and suggestions for future research.

5.1 Discussion of the Findings of Question One:

What is the motivational level of the English language teachers in Jordan?

Responses given to section B in the questionnaire show that the English language teachers in Jordanian public secondary schools are not highly motivated as it is shown in table four, (p:43). This result is in agreement with the results of Al 'Amosh (1995) who indicated that teachers in general are not motivated in Jordan. This also agreed with Dweik (1986) who showed that most of the problems of learning English language in Jordan were because English language teachers in Jordanian secondary schools are not motivated. As seen in the same table, from item 10, only 34% of the English language teachers are not motivated by the Ministry of Education. First, their salaries are too low especially when compared with the English language teachers in the private schools.

The second thing is that the English language teachers need different workshops and training programs in the English language teaching methodology, the teaching aids, selecting and evaluating textbooks and other related programs. These findings agree with the findings of Dweik (1986), Scott, Cox, & Dinham (1999), Doyle & Kim (1999) and Menyhárt (2008) who declared that teachers should be trained in order to teach well.

The response to item nine shows that 48% of the English language teachers are motivated by their school principal; teachers are not psychologically or emotionally supported by their principals; their suggestions and opinions are not taken seriously. Any creative, active and responsible teacher needs to be appreciated for her or his dedication and to be thanked as a token of appreciation and to be given financial incentives. This is a fair way to distinguish between teachers who work from the teachers who don't work which will motivate all the teachers for the best. The principal must always appreciate the teachers' performance. This was what Kocabas & Karakose (2002) and Diamantes (2004) indicated when they reported that main responsibility for motivating teachers falls on the school administration.

Also the responses to item eight show that not more than 48% of the English language teachers are slightly motivated by their English

language supervisor. The role that the English language supervisors have taken in the public schools is to criticize the teachers and to look for their weaknesses and disadvantages. The first thing most of the supervisors give when attending an English language class is to talk about the disadvantages of the lesson instead of beginning by the advantages and thanking the teacher for the work that she or he has done. This gives a negative impression to the teacher, and this is also the reason why most of the English language teachers and the teachers of other subjects don't like supervisors attending their classes. This opinion was given by the teachers of English language through the interviews.

Furthermore, Most of the teachers in the public schools hold B.A degrees in English language and literature without having any courses related to the language teaching methodology. So the role of the English language supervisors is to stand up with the English language teachers and guide them in the right way.

Item seven shows that not more than 51% of the English language teachers are slightly motivated by their English language colleagues (see table four, p: 43). The reason for this, is because teachers who aren't motivated do not motivate others and sometimes may depress or discourage others instead of working together. This is because there is no

recognition to their work as was reported by one of the interviewed teachers.

Item number six in table four also shows that only 54% of the English language teachers are motivated by their students' parents, which have a negative impact on the teachers. The more you are appreciated for your work, the more it will be better. The students' parents always blame the teachers for their children's failure and if their children are already clever they attribute success to themselves. Consequently, the teachers of English language need to be encouraged and supported by their students' parents and also must be grateful and appreciative of their work.

The results of the study indicate that 61% of the English language teachers are motivated by their students. Sometimes when you have different levels in one class or when you have a class where the students are weak, this could demotivate you. This result is in agreement with the findings of Scott, Cox, and Dinham (1999) and Praver & Oga- Baldwin (2008) who indicated that what could motivate a teacher is to have a dialogue connection between the teacher and the students, a high feeling of efficacy in the classroom and the sense of accomplishment.

Responses to item four in table four show that 72% of English language teachers are motivated because it is prestigious to be an English language

teacher. English language is the language of communication in the world in almost every field and is taught as a foreign language in many countries. Jordan is one of the countries where English language is taught as a foreign language because of its importance. Teaching English language begins in the public schools from the first grade. So because English is an important language in the world and because it is an important language in Jordan it is prestigious for the teachers of English to teach such a language.

Results also indicate that 73% of English language teachers are motivated because teaching helps them in their future. Also results show that 74 % of the teachers are motivated because teaching gives security for their families. These two points could be explained by the economic condition of the people in Jordan; the salaries of workers in the public sectors are so low when compared with the private sectors or when compared with other countries. In addition, not every person can have the opportunity to work in the private sector and also some people prefer the public sectors for the job safety that they have in the public rather than the private sectors despite their low salary. These outcomes are in agreement with the findings of Gheralis (2003), Wang (2005) and Davidson (2007) who declared that teachers' motivation has been concerned with three major factors influencing their motivation and

occupational choices: demographic traits, factors relating to their inner feelings about the job, and factors relating to the objective characteristics of the work itself.

It is worthy to note that 74% of the English language teachers are motivated because they like their jobs. When the teachers like their jobs they will be more active, affective, and creative and will give more for their students. These results are in the same line with Hussin (2000), Ofoegbu (2004), Wang (2005) and Praver & Oga- Baldwin (2008) who agreed on the internal desire to teach as an important factor for English language teachers' motivation.

5.2 Discussion of the Findings of Question Two:

What factors could motivate Jordanian English language teachers?

Results reported in table six (p: 46) show the factors that enhance English language teachers' motivation are related to the Ministry of Education. Factor number three & five rank the first as the most important factors related to the Ministry of Education. Their mean is (4.58).

Factor number three states that, the Ministry of Education should supply the schools with laboratories for teaching listening, and to offer headphones for each student in each class. In most public schools; classes

have more than forty students which make it difficult to teach listening especially that some English language teachers may have some difficulties in pronouncing some words. Having a laboratory for teaching English language and supplying students with headphones will make it easier for the teacher, better for the students to listen to texts with clear and correct pronunciation and also will add enjoyment to the lesson.

Factor number five shows that it is necessary to organize specialized workshops on English language pronunciation for the teachers of English language and to attend them. This is because most of the B.A courses of English language and literature in most of the Jordanian universities depend on the theoretical courses rather than practical ones.

Factor number two (M: 4.55) which indicates that the English language teachers must earn a good salary monthly. This is because they teach an important subject and also because teachers that teach English language in secondary schools have greater responsibility, and also they give greater effort than the teachers who teach English language for lower stages or classes. So the salaries for teachers must be given on the basis of the subject they teach, number of teaching hours, the age of the students they teach and the years of experience of the teacher. This result is in the same

line with Davidson (2007) who declared that teachers must not be asked to teach too many hours per week.

Factor one (M: 4.52), which says that English language teachers should attend conferences related to English language teaching and learning ranks as the third motivational factor that is related to the Ministry of Education. Many conferences which are related to the English language teaching and learning take place in Jordan, but teachers are mostly not invited. These conferences may keep teachers of English language up to date with the language teaching methodologies, and with the recent developments in research.

Factor four states that the teachers of English language should be offered medical, housing and transportation allowances. Employees including teachers who work in the public sector in general are given medical insurance in the public hospitals and medical public centers but this doesn't cover every thing. While for housing and transportation, as mentioned before, teachers' salaries are too low and a big amount of it is paid for housing and transportation. So they must be paid more or to be offered allowances for housing and transportation. These results are similar to Doyle & Kim (1999), Bastick (2000), Davidson (2007),

Ofoegbu (2004) and Praver & Oga- Baldwin (2008) who mentioned that teachers must be paid well for their jobs and must be given allowances.

Factor number 15 ranks the last among the factors that are related to the Ministry of Education. This factor declares that schools should have facilities; this factor indicates that it is not important as the other motivational factors by most of the teachers.

Results reported in table eight also show the factors that enhance English language teachers' motivation. These factors are related to the school principal. Factor number 16 ranks the first as the most important motivational factor that is related to the school principal. This got a mean of 4.73. This factor shows that the English language teachers must have the emotional & psychological support from the principal. The principal must be a guide to the teachers and must support and reward them at least by good oral compliments. Unfortunately, this is not the case in most of the public schools; most of the principals do not support their teachers which makes a negative impact on the teachers.

Factor number 17 which states that the English language teachers' opinions/suggestions must be taken seriously ranks in the second position. This is followed by factor number 21, which is the recognition of English

language teachers' success. The principal must respect the teachers' opinions and suggestions especially the ones that are related to the students because they know their students more than the principal does. The teachers who do their jobs must also be distinguished from the teachers who do not work. These factors are in agreement with the findings of Hussin (2000), Diamantes (2004) and Davidson (2007) who remarked one of the most motivational factors is the factor of teacher recognition.

Factor number 22 which predicts that 72% of the teachers of English language must have laptops has the lowest mean among the factors that are related to the principal. 72% of the English language teachers think it is an important factor for each teacher to have a laptop for herself because this will motivate them to prepare related worksheets and computerized lessons. This is in agreement with the findings of Ofoegbu (2004) &Menyhárt (2008) who declared that teachers could be creative when they have the facilities to prepare their classes and also present the tasks for the students.

Table 10 (p: 49) shows the motivational factors related to the English language supervisor. The factor that has the highest mean is factor number 26 and its mean is 4.70. Approximately, 90.9% of the English

language teachers consider this factor important which is to be emotionally and psychological supported by the supervisor. English language supervisors who attend English language classes talk about the disadvantages of the lesson instead of beginning by the advantages. This negative impression stands behind the reason why most of the English language teachers and the teachers of other subjects don't like supervisors to attend their classes. For this reason factor number 23 had the lowest mean which is 4.43 between the motivational factors that are related to the English language supervisor. This factor states that the English language teachers should be supervised regularly.

Table 12 (p: 50) shows the responses of the English language teachers to the factors that are related to their students' parents. The factor which ranks the first with a mean of 4.66 is factor number 30 which indicates that the students' parents should follow up on their children's activities, its mean is 4.66. This could make it easier for the teacher when the parents are following up with their children, and doing their homework and will help the student's themselves. The factor that ranks the second is the positive attitudes from the students' parents, its mean is 4.58. This will motivate the teachers and will encourage them to do better.

Table 14 shows the responses to the factors that are related to the students. The factor that has the highest mean is factor number 34 which states that teachers are motivated when they feel their students understand them. This factor is very important for the teachers of any subject which is to feel that your students are with you in class and that they are following you in every step. This is the same for Praver & Oga- Baldwin (2008) and Kocabas (2009) who declared that there must be a positive connection between teachers and students, and also that the students' motivation leads to teachers' motivation.

Table 16 (P: 53) also shows the responses to the motivational factors that are related to the English language teachers themselves. It shows that factor number 41 has the highest mean (4.73) between these factors. It states that English language teachers should have good knowledge of the teaching methods. The English language teachers' awareness of the language teaching method will know how to teach each language skill in a specific way which will save the teacher effort and time and will also have a benefit on the learning of the students.

Factors 37 and 38 rank in the second position (4.65, 4.66). Factor number 37, states that English language teachers at the same school should have the team spirit. This is very important because together they

can improve their performance and avoid each one's mistakes. Factor number 38 indicates that English language teachers should be aware of the importance of English language teaching. This means that the English language teacher must be aware of the importance of teaching in general, and to be aware of the importance of teaching such an important language in specific. It is equally important to know how to deal with her students who differ in their ages and social habits.

Table 18 (P: 54) shows the factors which are related to the community. The motivational factor that has the highest mean is factor number 45 (M: 4.62) which reports that the community should be aware of the importance of English language teachers. More than 80% of the English language teachers declare that this is a very important factor. When the community becomes aware of the importance of the English language teachers, they will support them because they know it is an important language and that their children must learn it and appreciate that their children are learning this language. All this will give support for the teachers and motivate them to work harder when they see that people are appreciating their job and the importance of their role as teaching the language of communication of mostly every field in the world.

5.3 Conclusions:

Data obtained indicate that the Ministry of Education, the school principals, the English language supervisors, the teachers' English language teaching colleagues and their students do not motivate the English language teachers in the Jordanian public secondary schools. The study also show that the teachers of English language are motivated because they like their jobs; because teaching will help them in their future; teaching gives them security for their families and finally because it is prestigious to be an English language teacher.

The study has highlighted the following factors as being important for the motivation of English language teachers.

9. The teachers of English language should be financially supported in the form of salary increase.

10. The English language teachers should be supported emotionally & psychologically by the school principal.

11. The English language teachers should be supported emotionally & psychologically by the English language supervisor.

12. Schools should be equipped with suitable teaching aids such as language laboratories.

13. Training workshops should be organized for English language teachers to help them do a better job.

14.Parents' support should be obtained by following up with their children as necessary to motivate both students and teachers as well.

15.English language teachers should develop good knowledge of English language teaching methods.

16.The community should support the English language teachers.

5.4 Recommendations

Based on this study the following recommendations may contribute to enhancing English language teachers' motivation in Jordan. These recommendations are as follows:

1. The Ministry of Education should give fair salaries for teachers depending on their years of experience, their specializations and the age of the students they teach.

2. The Ministry of Education should supply the schools with suitable facilities and suitable aids for teaching English language.

3. The Ministry of Education should make continuous surveys to keep close and up-to-date with the teachers' problems.

4. The Ministry of Education should make it clear that the role of the English language supervisors is to positively guide the English language teachers.

5. The Ministry of Education should also conduct workshops and training programs to assist English language teachers.

5.5 Suggestions for Future Research

Related future studies that can build on these research findings are important and can be undertaken in a number of ways to overcome the limitations outlined throughout this research. Basically, the researcher believes that the limitation of this work is the bases for future research. For future research in this area, the following points should be borne in mind, as potentially fruitful avenues of research:

1. Conduct more studies about the concept of English language teachers' motivation and study its relation with teachers' performance, job satisfaction and student's achievements.
2. Perform a comparative study about the English language teachers' motivation between the private and the public schools in Jordan.
3. Conduct more studies to explore other factors that enhance the English language teachers' motivation.

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Appendix A
Middle East University Permission Letter

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

Date:	عمادة شؤون الطلبة	التاريخ: ٢٠١٠/٠٣/٢٠
Number:		الرقم: ع ش ط/١٧٠

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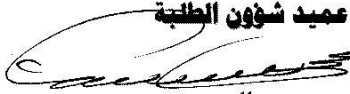
من يهمه الأمر

تحية وطيبة وبعد،،

أرجـو تـسهيل مهمّـة الطالبـة نـسيبة وليـد عوجـان ورقمهـا الجامعي(٤٠٠١٠٠١٩٩) للعمل على توزيع اسـتبيانه علـى مدرسـي اللغـة الإنجليزية في المدارس الحكومية ، و ذلك استكمالا للحصول علـى درجـة الماجستير في اللغة الانجليزية وآدابها ، علماً بأن المعلومـات سـتكون سـرية لغايات البحث العلمي.

وتفضلوا بقبول فائق الاحترام ،،

عميد شؤون الطلبة

د. محمود الحديدي

د. محمـود الحديـدي
عميد شؤون الطالبة

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Appendix B
Panel of Experts

Number	Name	Rank	Affiliated University (Place of Work)	Area of Specialisation
1	Riyad Hussein	Professor	Middle East University (MEU)	TEFL\ Linguistics
2	Jawdat Saadeh	Professor	Middle East University (MEU)	Methodology\ Education
3	Adnan Al-Jadire	Professor	Amman Arab University (AAU)	Methodology\ Education
4	Ghazi Khalifeh	Associate Professor	Middle East University (MEU)	Methodology\ Education
5	Khalil Al-Hyari	Assistant Professor	Al-Balqa Applied University	SMEs Management/ Research Methodology
6	Nidhal Nseirat		English Language Supervisor/ Al-Ittihad Schools	MA in TEFL \ Linguistics

Appendix C
Validation Letter

Dear Professor, Supervisor and Teacher,

I am currently in the process of determining the *content validity* of a questionnaire. It is the main instrument in my MA thesis titled*" Factors that Enhance English Language Teachers' Motivation in Jordanian Secondary Schools"*. The questions of my study are:

1): What is the motivational level of the English language teachers?

2): What factors could motivate Jordanian English language teachers?

I truly value your comments as an expert to help determine the content validity of the questionnaire. This questionnaire will be administered to a sample of 100 English Language Teachers in public secondary schools from the second directorate in Amman.

I appreciate any comments on the contents of the questionnaire. Through out your review, please feel free to comment on the proposed questionnaire based on the following criteria:

Content Validity:
Do the items represent the concepts related to each dimension?

Face Validity
Does the instrument "look like" it is measuring what it supposed to measure?

Clarity:
Are the items clear and their language appropriate?

Other:
Please make any additional suggestions.

Will you please register your full name and position to be included in the documents?

Name: _____   Position: _____

Sincerely,
Nosaybah Walid Awajan
MA Candidate

Appendix D
English Language Teachers' Questionnaire

Factors that Enhance English Language Teachers' Motivation in Secondary Schools

Dear Teacher of English Language,

I am a graduate student at Middle East University for Graduate Studies. I am conducting a study for my MA thesis on English language teachers' motivation. The intention of this research is to find out whether English language teachers are motivated or not, and to explore the factors that could motivate them.

I kindly request your participation, which will involve filling in the questionnaire. It should take between 10 to 15 minutes. The questionnaire is confidential.

Sincerely,
Nosaybah Walid Awajan
MA candidate

Questionnaire for English Language Teachers

This questionnaire aims at investigating English language teachers' motivation in secondary schools. The researcher assures you that the information provided in response to the items in the questionnaire will be used for the sole purposes of academic research. Your cooperation in filling out the questionnaire as accurately as possible is highly appreciated.

The questionnaire consists of three parts: 1. demographic data. 2. English Language teachers' level of motivation. 3. Factors that enhance English Language teachers' motivation.

Section A: Demographic Data

1. Gender:
☐ Female
☐ Male

2. Age:
☐ From (20-30) years
☐ From (31-40) years
☐ From (41-50) years
☐ More than 51 years

3. Highest educational qualification achieved:
☐ Diploma
☐ Bachelor degree
☐ Master Degree
☐ Other

4. English language teaching experience.
☐ Less than 5 years
☐ From 5 - less than10 years
☐ From 10 – less than15 years
☐ 15 and more

Section B: The Level of English Language Teachers' Motivation

- **On a scale from 1 to 5, please show to what extent you are, as an English language teacher, motivated by the following**

Nom	Motivational Sources	Poorly Motivated 1	Slightly Motivated 2	Neutral 3	Motivated 4	Strongly Motivated 5
1	I am motivated by the Ministry of Education					
2	I am motivated by my school principal					
3	I am motivated by my English language supervisor					
4	I am motivated by my teaching colleagues					
5	I am motivated by my students' parents					
6	I am motivated by my students					
7	I am self motivated because I like my job					
8	I am motivated because teaching will help me in my future					
9	I am motivated because teaching gives security for my family					
10	I am motivated because it is prestigious to be an English language teacher					

Section C: Factors that Enhance English Language Teachers' Motivation.

- **On a scale from 1 to 5, please show how important the following factors are in motivating the English language teachers**

- *Factors related to the Ministry of Education*

Nom	Motivational Factors	Not at all important 1	Not-important 2	Neutral 3	Important 4	Very important 5
1	English language teachers attending conferences related to English language teaching & learning					
2	Earning a good salary monthly					
3	Having laboratories for teaching listening					
4	Fair allowances for medical, housing and transportation					
5	Specialised workshops on English language pronunciation					
6	Enhancing workshops on using specific aids for teaching English language					
7	Suitable school buildings and environments					
8	Government's concern for English language teachers welfare					
9	Workshops on the textbooks used					
10	Long service awards					
11	Local & International scholarships					
12	Courses in the methods of teaching English language					
13	Training programs					
14	Meetings with native speakers					
15	Suitable school facilities					

- *Factors related to the school principal*

Nom	Motivational Factors	Not at all important	Not-important	Neutral	important	Very important
16	Emotional & psychological support from the principal					
17	English language teachers' opinions/suggestions taken seriously					
18	Students' level in English classes					
19	Having good class density					
20	Sense of safety at school					
21	Recognising of the English language teachers' success					
22	Having laptops					

- *Factors related to the English language supervisor*

Nom	Motivational Factors	Not at all important	Not-important	Neutral	important	Very important
23	Regular supervision					
24	The English language supervisor giving demonstrated classes					
25	Fair supervision reports					
26	Emotional and psychological support					

- *Factors related to the parents*

Nom	Motivational Factors	Not at all important	Not-important	Neutral	important	Very important
27	Cooperation between parents and English language teachers					
28	Parents encouraging the English language teachers					
29	Parents showing positive attitudes towards English language teachers					
30	Parents following up on their children's activities					
31	Frequent parent/teacher meetings					

- *Factors related to the students*

Num	Motivational Factors	Not at all important	Not-important	Neutral	important	Very important
32	Students' punctuality					
33	Students' active participation					
34	Students understanding what is taught					
35	Neatness/Cleanliness of the students					

- *Factors related to the English language teachers themselves*

Num	Motivational Factors	Not at all important	Not-important	Neutral	important	Very important
36	English language teachers collaborate with each other					
37	English language teachers at the same school have the team spirit					
38	English language teachers to be aware of English language teaching					
39	English language teachers to have knowledge of the language systems (phonetics, morphology, phonology and syntax).					
40	English language teachers' desire to teach.					
41	English language teachers to have good knowledge of teaching methods					
42	English language teacher's orientation towards English language teaching					

• *Factors related to the community*

Num	Motivational Factors	Not at all important	Not-important	Neutral	important	Very important
43	English language teachers to be respected by the community					
44	The community to be aware of the importance of English language					
45	The community to be aware of the importance of English language teachers					

Thank You