

The Ideal Teacher, Student, and Classmate: Motivational Effects of Discussing Ideals with Teachers

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ABSTRACT

This paper expands on a previous study into Idealizing L2 Classmates as a means of combatting demotivation (Peragine, 2019), which was based on the research of Murphey, Falout, Fukuda, & Fukada (2014). However, this study applies the process of reciprocal idealizing to EFL instructors rather than students to see if similar positive motivational effects could be observed. Before the start of the Spring semester, twenty-four teachers participated in an initial demonstration of the activity, after which data regarding the discussed ideals were looped back for further reflection. An anonymous questionnaire was administered midway through the semester to determine whether these ideals were still being maintained. Follow-up interviews were conducted to identify the strategies being used by participants to combat demotivation throughout the semester and to gain insight into the teachers' motivational self-systems.

INTRODUCTION

Motivation plays an important role within language classrooms, especially at the university level in Japan where, after having already passed their entrance exams, incoming freshmen may find themselves devoid of motivation or specific L2 goals (Berwick & Ross, 1989). To preempt the problem of demotivation, Murphey, Falout, Fukuda, and Fukada (2014) suggest implementing activities that ask students to imagine Ideal L2 Classmates, which leads to instances of recalled or imagined behaviors forming ideals that become applied to the self through a process of *reciprocal idealizing* (p. 242). In a related study, the author applied these principals to 23 first-year university English language discussion classes in Japan and found a positive correlation between idealizing L2 classmates and increased levels of student motivation (Peragine 2019). The socioaffective process of discussing The Ideal Classmate not only facilitated the negotiation of group norms but students also reported feeling an increase in motivation due to a shared sense of values with their peers. Falout, Fukuda, Murphey, and Fukuda attribute such positive effects to *present communities of imagining* (PCOIz) in which individual students within classroom learning communities take part in “group interactions that can influence three motivational mind-time frames – past, present and future” (p. 245). Demotivation is addressed by unloading past academic emotional baggage known as *antecedent conditions of the learner* (ACL) whereas motivation is bolstered through the construction of *possible selves*, both able to “co-construct each other positively” as a “change in one mind-time frame influences the other mind-time frames” (p. 260). Moreover, both ACLs and *possible selves* are socially malleable, and the discussion of these imagined selves within a supportive group atmosphere can help students “reframe past experiences” and inspire “new hope for the future [as] they address the present with greater motivation” (Fukada, Fukuda, Falout, Murphey, 2011, p. 338). Therefore, it may be possible that a dialogical process with the power to positively affect students' motivational self-systems could also have similar effects on teachers.

DISCUSSION

There is a large body of research into student motivation, but far less addressing that of teachers. However, Dörnyei (as cited in Falout, 2010) suggests that since teacher motivation affects student motivation and learning achievement, teachers need to make efforts to maintain motivation so as to ensure a healthy and productive working environment for their students, colleagues, and

themselves. Still, this may be easier said than done, as teachers not only tend to exhibit higher levels of psychosomatic symptoms when compared with other professions but also report high levels of burnout, which negatively influences motivation and job performance (Falout, 2010, p. 28). Clearly, any attempts to motivate and help teachers sustain motivation would serve to benefit both teachers and the students within their classrooms.

Demotivation in teachers may stem from a variety of causes. Falout (2010) notes the relationship between teacher burnout and certain school context variables such as emotional exhaustion, depersonalization, and low personal accomplishment—and advocates for three principles of motivation: *managing emotions*, *joining communities*, and *boosting efficacy* respectively. He states that emotional exhaustion is typically caused by “negative interactions with students, colleagues, and supervisors” but can be strategically combatted by *managing emotions* through the use of coping skills that aim to positively influence mood, thus improving cognition (p. 28). By *joining communities*, “teachers can find the relatedness that they need to persist and even to maintain well-being,” due to “the interpersonal processes of forming and attaining both personal and mutual goals” (p. 29). Falout’s final strategy is to *boost efficacy*, which is “the belief in your ability to do the job well,” citing both professional and classroom efficacy as the two key underlying factors that positively affect job satisfaction through self-directed professional development activities (p. 31). While difficulties beyond one’s control may arise, successful teachers proactively seek out their own remotivative remedies, making them not only responsible for generating but also for sustaining their own motivation. However, by providing opportunities for teachers to discuss their ideals together at the start of the semester, it was hoped that a process of motivation through socialization would occur as it had with students in the author’s previous study.

PROCEDURE

The first phase of this study took place during Spring orientation sessions for returning teachers of English Discussion Class at a university in Japan. Presentations were on classroom activities, and the author’s own activity titled “The Ideal Classmate: Motivation and Possible Selves Theory” introduced a modified version of Murphey, Falout, Fukuda, and Fukada’s (2014) activity on idealizing L2 classmates and reciprocal idealizing. However, teachers were not given the rationale for the activity until after the demonstration so as to avoid creating any bias to the data collected.

Firstly, teachers were given a copy of the same activity that students received in the previous study, only the discussion topic was modified from “What can students do to make the class better for everyone?” to “From a teacher’s point of view, what should students do to make the class better for everyone?” (Appendix A). Teachers were asked to check three ideas (or add their own ideas), discuss their ideas with a partner, and try to agree upon the three most important criteria. Afterwards, they were shown a ranking of the most popular ideas from the perspective of students in 2018 (see Table 1). Being a two-semester course, it was noted that certain criteria had dramatically shifted from Spring to Fall, namely that “laugh and have fun” moved up from 3rd to 1st and “listen to others ideas” jumped from 7th to 2nd, perhaps due to the fact that second-semester students now saw the value in being good listeners while also wanting a more relaxed atmosphere for discussions.

With teachers familiarized with the activity, the second phase was ready to begin with the aim of building motivation through discussions with colleagues on the topic of ‘The Ideal Teacher.’ Participants were asked to look at a list of teacher-based criteria, check three ideas (or add their own ideas), and discuss: “What can teachers do to make class better for students?” (Appendix B). After the discussion concluded, teachers were given the rationale for the activity and informed about the research currently being conducted by the author regarding motivation. All teachers in

attendance (n=24) volunteered to take part in the study and submitted their handouts for data collection. Finally, teachers were informed that students would also be asked for their ideas regarding ‘The Ideal Teacher’ at a later date.

Table 1

Spring and Fall Student Rankings for ‘The Ideal Classmate’

Spring 2018 - Top 10			Fall 2018 - Top 10		
	#	%		#	%
1. Be active in discussions	12	17%	1. Laugh and have fun	17	26%
2. Help others when they don't understand	11	16%	2. Listen to others' ideas	11	17%
3. Laugh and have fun	11	16%	3. Be active in discussions	11	17%
4. Smile	9	13%	4. Help others when they don't understand	10	16%
5. Don't give up	8	11.5%	5. Smile	6	9%
6. Show passion	5	7%	6. Show respect for others	4	6%
7. Listen to others' ideas	4	6%	7. Don't give up	2	3%
8. Show respect for others	3	4.5%	8. Prepare well for class	2	3%
9. Prepare well for class	2	3%	9. Be nice	1	1.5%
10. Know everyone's name	1	1.5%	10. Show passion	1	1.5%

Looping Back the Data

Part of the motivational process is reflecting on the ideals at a later time. Murphey and Falout (2010) describe a process of Critical Participatory Looping (CPL) in which “we give compiled results, gathered from surveys and assignments, back to the original participants” (p. 811). Through this dialogical process, students become co-collaborators with their teachers and peers, “awaking a crucial capacity to reflect and act” while also helping them “recognize their own agency and competence to educate themselves and influence their lives with increased motivation for learning” (p. 812-813). For example, data was looped back to students on The Ideal Classmate by presenting a ranking (see Table 1) and allowing for further discussion as necessary. These ideals were also used to reinforce the topics or skills of a particular lesson, for example: “Today, we will practice paraphrasing. Therefore, it will be necessary to listen carefully to each other’s ideas so you can say it again in other words.” Ideals can also be used as feedback points following a discussion, for example: “I heard more of you paraphrasing unclear ideas, which showed you had listened carefully and were interested in what the speaker was trying to say.”

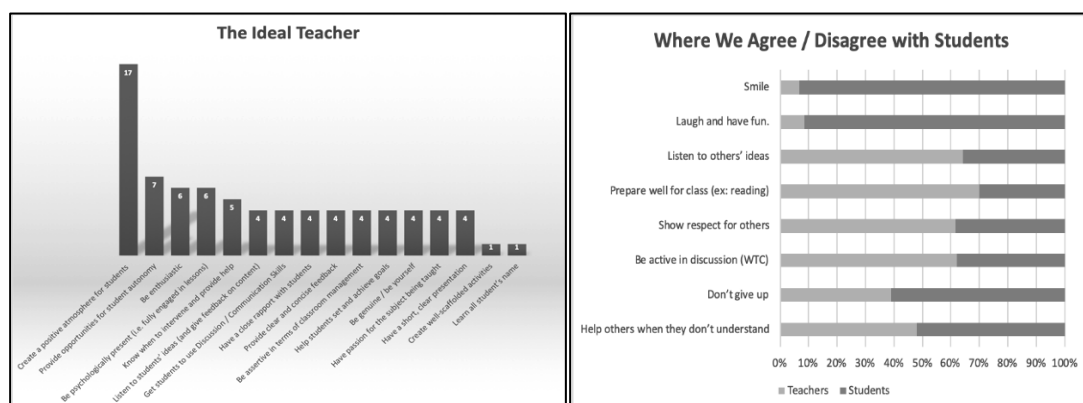


Figure 1. Teacher's ‘Ideal Teacher’

Figure 2. Comparison of Teachers’ and Students’ ‘Ideal Student’

CPL was similarly used in this study to encourage self-reflection by teachers on The Ideal Teacher. All attendees received a follow-up e-mail that included two graphs, the first being a ranking of teachers' ideas of The Ideal Teacher (see Fig. 1) where 17 out of 24 teachers (70.8%) stated that creating a positive atmosphere was most important. The second chart (see Fig. 2) compared the teachers' Ideal Student with the students' Ideal Classmate, showing that students seemed to value atmospheric ideals such as whether classmates smiled, laughed or appeared to be having fun, whereas teachers unsurprisingly valued more academic ideals such as whether their students prepared well for class. Teachers were invited to further discuss these results with the author and participate in an upcoming mid-semester questionnaire (Appendix C).

The Questionnaire

The objective of the questionnaire was to gain insight into whether the discussion of ideals and CPL had any motivational effect on teachers. An online questionnaire was selected because anonymity would make it possible for respondents (n=14) to reply honestly. The first four items on the questionnaire focused on whether the top-ranked ideals were still viewed as important and if teachers believed they had been able to achieve these ideals within their classes. In each case, the ideals were still perceived to be either important or very important by at least 13 out of 14 participants (93%). However, when it came to their beliefs on achieving these ideals (see Fig. 3), answers varied with many selecting "other" in place of a concrete "yes" or "no" answer, expanding in-depth in the space provided for additional comments.

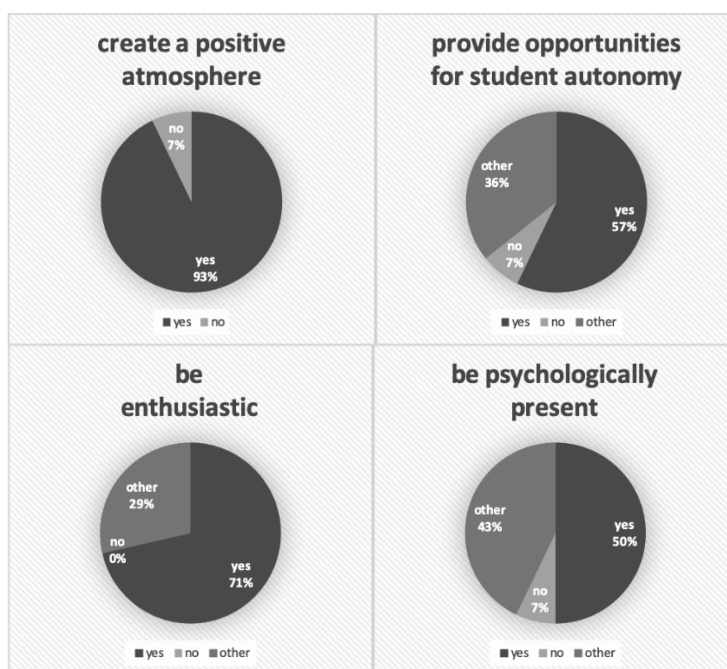


Figure 3. Teachers perceived ability to achieve the top-ranked ideals

Almost all of the respondents stated that they could create a positive atmosphere for students – typically with humor, empathy, or by making students feel heard – citing “rapport” (R7 & R8) and “risk taking” (R5, R6, & R10) having improved as a result. However, one respondent suggested that “there’s limits to the progress you can make” as “we can’t expect all students to be

extroverts, or to love learning languages, or to be willing to take risks in the classroom,” so “naturally there’s going to [be] variations in atmosphere” (R1). Teachers were divided on the topic of providing opportunities for student autonomy, with some citing success in student-led feedback (R3, R4, R7, & R12) and student-led fluency (R3, R8, & R14) while others felt “limited by the textbook” (R11) or the program itself, as “we provide students with target language and questions to discuss,” so “there is not a lot of student autonomy involved, particularly at [the lower levels]” (R2). The majority of the teachers believed themselves to be enthusiastic, but some found it difficult when “particularly exhausted” (R6) or after “teaching the same lesson over and over again” (R4 & R5). Psychological presence was achieved by half of the respondents while the other half found it difficult due to factors such as “repetitiveness, lack of opportunity for authentic or diversified teaching, number of classes and days per week, and lack of breaks this semester” (R10), making it “easy to zone out” (R4) or “disengage from teaching and go on autopilot” (R12).

The fifth item asked participants to identify any obstacles to sustaining motivation and how they overcome such obstacles. Only one teacher was unsure whether they lost motivation, believing demotivation to be “a problem of engagement” that can be overcome “by constantly looking for ways to improve my materials and instructional language” (R12). Another teacher reported that “having to be a facilitator...has really killed my passion for teaching,” but could overcome the issue by thinking of “teachers I know and loved [who] were kind, patient, and showed genuine interest in me,” intensifying the desire to be more “interactive and social with students to ease the mood, make lessons fun, and stimulate the learning process” (R6). The remaining twelve responses all either mentioned “teaching the same lesson over and over again” (8 responses, 57.1%) or “working 6 days a week” (9 responses, 64.3%). Interestingly, no teachers elaborated on how to overcome repetition while just two offered motivational strategies for the work schedule: “The only way to overcome it is to take a holiday or two” (R4) and “having something to look forward to at the end of the semester helps, but it can feel like you’re counting down the days instead of trying to make the most of each. Take it one day at a time” (R1).

The final items focused on the effectiveness of the activity itself. The sixth item (see Fig. 4) asked whether discussing The Ideal Teacher made participants feel more motivated, with 8 out of 14 participants (57.1%) either agreeing or strongly agreeing with the statement, finding it “interesting seeing how differently we view the exact same job” (R1). However, 42.9% did not find the activity motivating, for “it was a good reflective session...but any motivating effect was probably short-to-medium term” (R7). The seventh item (see Fig. 5) asking whether reflecting on these ideals helped participants to better sustain motivation was disagreed to by half of all respondents. One participant stated, “I agree, but I’m a little set in my ways at this point. I find self-reflection tedious as I have done it so much,” preferring to rely on “the things that have worked in my experience rather than re-thinking and questioning it all the time” (R6). The final item (see Fig. 6) asked if participants would be interested in discussing The Ideal Teacher and motivation again in the future, which was again evenly split, with some believing it to be good to include as “a short part of an annual reflective session” (R7) while others felt it better to focus “more on the way we present ourselves as teachers and how we manage our classrooms” (R5).

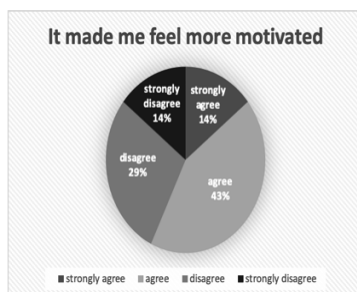


Figure 4. Initial Discussion



Figure 5. Reflection on Ideals

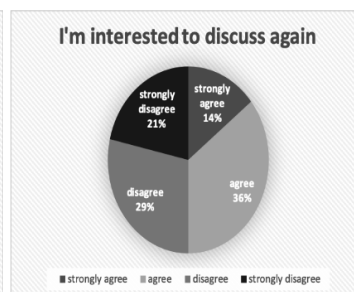


Figure 6. Interest in Repeating

Follow-up Interviews

The questionnaire indicated that both repetition and schedule were having a negative impact on teachers, but responses were minimal as to how teachers overcame such demotivating factors. Therefore, participants were invited to take part in face-to-face interviews, allowing for further elaboration about remotivational strategies and coping mechanisms. Participants ($n=4$) were asked to expand on their successes and struggles regarding the top four ideals before being asked about any demotivation they had experienced during the semester and how (or if) they were able to overcome it. Interviews were limited to twenty minutes, with the hope that this would prevent or reduce survey fatigue.

All participants expressed difficulty with sustaining enthusiasm or psychological presence due to a lack of Spring holidays, the 6-day work week, and/or teaching the same lesson 13 times per week (R1-4). Moreover, when asked how they overcame such demotivating factors, most responded with hesitation, stating “I don’t know” and acknowledging it to be a “good” or “difficult question” (R1, R3). However, each of the respondents cited different motivational strategies coinciding with Diefendorff, Richard, and Yang’s (as cited in Falout, 2010) ten commonly used workplace strategies for emotional regulation, which includes seeking out people that make you feel good, keeping busy working on other things, doing enjoyable activities to improve mood, actively trying to solve the problem (or finding humor in it), empathizing with how others might feel, thinking about how it could be worse, pretending to be in a good mood, refocusing your attention on something non-stressful, or reminding yourself it is impossible to control everything. For instance, after struggling to answer how they overcome demotivation, respondents joked that it was done with “a lot of coffee” (R1, R4). One respondent mentioned feeling both physically and emotionally demotivated that week, but had been able to overcome it by “just listening to music” and “talking about it with my partner and co-workers” (R3). Others tried rationalizing, either by remembering “the end [of the semester] is near” (R4), focusing on “things going on outside of this job” (R2) or by seeing it as “a responsibility” that “you have to do or you won’t have a job” (R1).

However, empathizing with others, specifically students, seemed to be the most commonly used strategy employed by teachers. For example, when trying to sustain enthusiasm despite repetition of lessons, one teacher said, “I try to think that every lesson is new for the students,” noting that “when I focus on the students individually as opposed to the content of the class, it becomes more interesting” (R3). Another teacher said, “I find it difficult to pay attention to what they are saying when I’m hearing the same kind of bland ideas again and again, for example, if the topic is too easy. After many years of teaching this class, it’s hard to stay motivated with some of those easy topics, but I have to remember that sometimes students need them” (R4). And when commenting on fatigue that is “endemic of the spring semester slog,” one teacher stated “you’ve got to see it from the student’s point of view. God knows how many tests, reports, and assignments they are having in other classes, so for them, this is just one period every week, whereas for us it’s

the only class we teach and sometimes we place a bit too much value on it" (R2). By empathizing, or putting the needs of student over oneself, teachers seem better equipped to sustain motivation.

Finally, with regard to self-efficacy, some participants' sense of personal accomplishment drove them towards job satisfaction. In one case, classroom efficacy was referred to as "professional achievement" in which "I want to do the best I can with the time I was given...to achieve my responsibility to the highest level I can" (R1). For others, professional efficacy such as postgraduate education was a motivating factor (R2, R4). For example, one teacher stated that "the monotony of teaching the same classes for many years has been demotivating, but I get around it by doing research. I did a lot of small-scale research projects for my Master's and could get all the data in my classes. They were all on different topics, so continuing my own research and gaining knowledge is very motivating" (R4). By striving for professional success both in and out of the classroom, teachers could boost self-efficacy while staving off demotivation.

The Student's 'Ideal Teacher'

In earlier CPL data, teachers' perceptions of The Ideal Student were compared with students' perceptions of The Ideal Classmate. However, a few groups of freshman-level students (n=38) were also asked to discuss their ideas of The Ideal Teacher during the Fall 2019 semester. After completing the discussion on The Ideal Classmate, students were asked to generate their own ideas of The Ideal Teacher (Appendix D). It was believed that as Fall semester students had already taken a semester of the course, they would have a sense of the teacher's role in the course; therefore, sample ideas were not provided to prevent teacher-bias from influencing discussions. As students discussed, the author took checklist-style notes of student ideas that were later grouped by commonalities (see Fig. 7). Students seemed to place the most emphasis on temperament, wanting kind teachers that do not get angry. They wanted teachers who were not only helpful but also understood "how difficult it is for students to speak in a second language." Many expressed a desire for clarity regarding homework, how to get good grades, and feedback—which should be given "right away" and include "a clear explanation of our good and bad points." After hearing these discussions, it was clear they had high expectations for both their teacher and each other.

Although terminology used by students and teachers was at times quite different, the author attempted to compare all of the ideas by categorizing the criteria into five key areas: atmosphere, competence, communication, rapport, passion for the subject, and adaptability (Appendix E). For example, ideas regarding temperament and personality were categorized under the heading of atmosphere, for as one student aptly stated, "if a teacher has a bad personality, the atmosphere is bad." After tallying each instance that a criterion was mentioned, a graph was generated comparing student and teacher perceptions (see Fig. 8). Based on this categorization, it seemed both teachers and students place a near equal emphasis on atmosphere, teaching competence, communication, and rapport. However, the teachers seemed more concerned with issues of adaptability such as psychological presence, classroom management, and knowing when to intervene to help students.

The Ideal TEACHER – Top 10!		
		# of groups / %
1. Be kind / friendly / not too serious or angry	(11)	27.5%
2. Be helpful (ex: give good advice, hints)	(7)	17.5%
3. Have good communication (speak clearly / slowly)	(5)	12.5%
4. Be patient / Don't pressure students	(4)	10%
5. Be interesting / funny / not boring	(3)	7.5%
6. Create a good atmosphere / Read atmosphere	(3)	7.5%
7. Be flexible / Don't follow a script	(2)	5%
8. Be fair	(2)	5%
9. Be available to talk with students	(1)	2.5%
10. Show passion	(1)	2.5%
11. Be a model for students	(1)	2.5%

Figure 7. Student's 'Ideal Teacher'

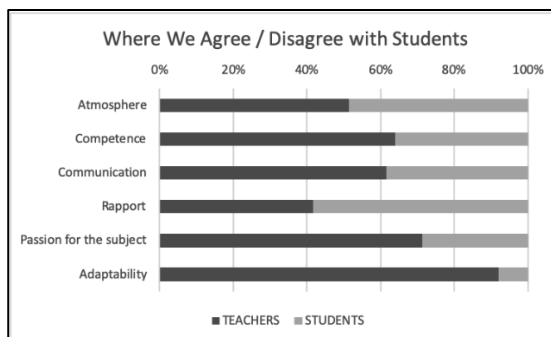


Figure 8. Comparison of Teachers' and Students' 'Ideal Teacher'

CONCLUSION

With just over half of participants reporting an increase in initial motivation and less believing it to have helped them sustain motivation throughout the semester, it would appear that discussions based on reciprocal idealizing for instructors would not be beneficial for all. While Falout's three principals for regaining and maintaining motivation seem well suited for alleviating symptoms of emotional exhaustion, they may have less to offer those more physically drained. Still, by analyzing methods used to sustain motivation under rigorous conditions, readers can come away with new strategies for remotivation, or at the very least, stay focused on solutions over struggles.

The initial presentation, activity, and study have produced many opportunities to talk with other instructors about how they cope, allowing the author to hear what Falout (2010) describes as "stories and encouragement," that serve to "create positive emotions and motivate you to keep learning new ways" to sustain motivation—a form of "motivation through socialization" (p. 29). And while it hasn't provided agency in ways that allow teachers to overcome "rigid curricular policies – down to the choice of textbook and page number on which day" (p.27), it has provided opportunities to boost self-efficacy through professional development while facilitating self-regulatory activities such as "meeting to talk about classroom problems and solutions, forming reading circles that focus on pedagogy and research, and collaborating on projects" within a cooperative environment (p. 29), all of which in turn "increase chances of getting the recognition needed to help take control of your career development" (p. 30). Such institution-led professional development provides opportunities for both socialization and self-regulation, helping to weather the storm of other potentially demotivating factors.

Areas for future research include the use of the teachers' perceptions of The Ideal Student to aid in the introduction of course expectations, providing a pathway for teachers to discuss their own expectations of incoming students. On a semester-wide scale, students' perceptions of The Ideal Classmate could be used as the basis for individual goal-setting activities. Finally, students' perceptions of The Ideal Teacher could be used by teachers to engage in discussions with students about their own goals for better teaching the course.

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APPENDIX A – ‘The Ideal Student’ – Teacher’s Discussion

Practice: The Ideal Student

Preparation

- ✦ ***From a teacher’s point of view, what should students do to make the class better for their classmates? Check 3 ideas that you think are best.***

Things to do	Check
Smile	
Listen to others’ ideas	
Help others when they don’t understand	
Prepare well for class (ex: reading)	
Don’t give up	
Be active in discussion	
Help each other <u>outside</u> of class (ex: LINE group)	
Show respect for others	
Know everyone’s name	
Laugh and have fun.	
Teach others new words	
Show passion	
Your idea: _____	

- ✦ ***Discuss your ideas with a partner.***



Discussion

1. From a teacher’s point of view, what should students do to make the class better for everyone?
2. What actions by students make classes worse?

APPENDIX B – ‘The Ideal Teacher’ - Teacher’s Discussion

Discussion 1: The Ideal Teacher



Preparation

- ✦ What can teachers do to make the class better for students? Check 3 ideas that you think are best.

Things to do	Check
Be enthusiastic	
Listen to students' ideas (and give feedback on content)	
Get students to use Discussion / Communication Skills	
Create well-scaffolded activities	
Provide opportunities for student autonomy	
Have a close rapport with students	
Provide clear and concise feedback	
Always have <u>full</u> 10 and 16-minute discussions	
Learn all student's name	
Have a short, clear presentation (including the 'how' and 'why')	
Have passion for the subject being taught	
Create a positive atmosphere for students	
Be assertive in terms of classroom management	
Demonstrate an expertise of content / subject matter	
Be psychologically present (i.e. fully engaged in lessons)	
Be genuine / be yourself	
Help students set and achieve goals	
Know when to intervene and provide help	
Your idea: _____	
Your idea: _____	

- ✦ Discuss your ideas with a partner.



Discussion

1. What are the most important things to do to make classes better for our students?
2. What teacher actions make classes worse?

APPENDIX C – Teacher Motivation Questionnaire

Motivation Questionnaire

During the Spring Orientation, you discussed “The Ideal Teacher.” Now that we are halfway through the semester, I’d like to see how you feel about the top 4 most popular ideals: 1. Create a Positive Atmosphere, 2. Provide Opportunities for Student Autonomy, 3. Be Enthusiastic, and 4. Be Psychologically Present (i.e. fully engaged in lessons)

1a) How important is it to create a positive atmosphere for students?

very important important not important not at all important
☐ ☐ ☐ ☐

1b) Do you feel you have created a positive atmosphere for students this semester?

Yes No Other
☐ ☐ ☐

1c) Any additional comments? (i.e. Why? / Why not? / How did you achieve a positive atmosphere?)

2a) How important is it to provide opportunities for student autonomy?

very important important not important not at all important
☐ ☐ ☐ ☐

2b) Do you feel you have provided opportunities for student autonomy this semester?

Yes No Other
☐ ☐ ☐

2c) Any additional comments? (i.e. Why? / Why not? / How did you foster student autonomy?)

3a) How important is it to be enthusiastic?

very important important not important not at all important
☐ ☐ ☐ ☐

3b) Do you feel you have been an enthusiastic teacher this semester?

Yes No Other
☐ ☐ ☐

3c) Any additional comments? (i.e. Why? / Why not? / How or when do you express enthusiasm?)

4a) How important is it to be psychologically present (i.e. fully engaged in lessons)?

very important important not important not at all important
☐ ☐ ☐ ☐

4b) Do you feel you have been psychologically present this semester?

Yes No Other
☐ ☐ ☐

4c) Any additional comments? (i.e. Why? / Why not? / How do you stay psychologically present / fully engaged?)

5. What do you feel is the biggest obstacle towards staying motivated throughout the semester? (i.e. Is there anything that demotivates you? If so, how do you overcome it?)

6a) Discussing “The Ideal Teacher” during the Spring Orientation made me feel more motivated.

strongly agree agree disagree strongly disagree
☐ ☐ ☐ ☐

6b) Any comments?

7a) Reflecting on these ideals helped me to better sustain motivation this semester.

strongly agree agree disagree strongly disagree
☐ ☐ ☐ ☐

7b) Any comments?

8a) I would be interested in discussing “The Ideal Teacher” and motivation again in the future.

strongly agree agree disagree strongly disagree
☐ ☐ ☐ ☐

8b) Any comments?

*Would you be interested in taking part in a short interview on this topic? (approximately 15-20 minutes). If so, type your name below, or if you prefer this survey to remain anonymous, please contact me by e-mail.

APPENDIX D – ‘The Ideal Teacher’ – Student’s Discussion

Discussion 2: The Ideal Teacher

Preparation

✦ What can teachers do to make the class better for students?

Things to do	Check

✦ Discuss your ideas with a partner.

Discussion

1. What are the most important things teachers can do to help students?
2. What actions by teachers make this class worse?

APPENDIX E – ‘The Ideal Teacher’ – Categorization of Ideas

	TEACHERS	STUDENTS
ATMOSPHERE	Create a positive atmosphere	be kind / friendly / not too serious or angry create a good atmosphere don't discourage the students don't be absent
COMPETENCE	encourage use of target language well scaffolded activities allow for student autonomy help students set and achieve goals	be helpful (ex. good advice / hints) be a model for students don't just teach people to memorize
COMMUNICATION	short, clear presentation clear and concise feedback	have good communication (slowly / clearly)
RAPPORT	have a good rapport learn students names	be available to talk with students be patient / don't pressure students be fair
PASSION FOR THE SUBJECT	be enthusiastic have passion for the subject	show passion be interesting / funny / not boring
ADAPTABILITY	be psychologically present be genuine / be yourself be assertive (classroom management) know when to intervene listen to students' ideas (content)	be flexible / don't follow a script