

NILCE CARLA ANDRADE

**EMOTIONS AND MOTIVATION TO TEACH ENGLISH AT A
BRAZILIAN PUBLIC SCHOOL**

Dissertação apresentada à Universidade Federal de Viçosa, como parte das exigências do Programa de Pós-Graduação em Letras, para obtenção do título de *Magister Scientiae*.

VIÇOSA
MINAS GERAIS - BRASIL
2016

**Ficha catalográfica preparada pela Biblioteca Central da Universidade
Federal de Viçosa - Câmpus Viçosa**

T

A553e
2016
Andrade, Nilce Carla, 1977-
Emotions and Motivation to Teach English at a Brazilian
Public School / Nilce Carla Andrade. – Viçosa, MG, 2016.
xiv, 110f. : il. (algumas color.) ; 29 cm.

Inclui anexos.

Inclui apêndices.

Orientador: Ana Maria Ferreira Barcelos.

Dissertação (mestrado) - Universidade Federal de Viçosa.

Referências bibliográficas: f.82-88.

1. Professores de inglês. 2. Inglês - Estudo e ensino.
3. Escolas públicas. 4. Emoções. 5. Motivação (Educação).
I. Universidade Federal de Viçosa. Departamento de Letras.
Mestrado em Letras. II. Título.

CDD 22. ed. 370.71

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APROVADA: 28 de setembro de 2016.

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Ana Maria Ferreira Barcelos
(Orientadora)

Dedico este trabalho à Dalva que me acolheu em suas aulas, compartilhando suas experiências e emoções comigo, permitindo assim a realização deste estudo.

“... guardas contigo a condição de imortalidade, tocada de dons sublimes que podes claramente desenvolver ao infinito. Por essa razão, convém saibas que, por muito extensas se te façam as necessidades e lágrimas, carrega o mais alto poder da vida.

Não creias compartilhem dele tão-somente os sábios e os justos, os santos e heróis. Por mais ínfima se te mostre a situação, ei-lo contigo por marca de tua origem celeste”.

(Meimei)

AGRADECIMENTOS

Sou grata a Deus pela alegria de viver, pela oportunidade de aprender, pelo seu amor, sua bondade e justiça.

Agradeço à minha família, seres essenciais na minha vida, pois, cada um de sua maneira, contribuiu para esta minha realização. “Mãe e pai amo vocês infinitamente, obrigada por sempre me proporcionarem o necessário para meu crescimento, mesmo significando abdicar”. “Papito lindo, obrigada por sempre me ensinar que “mais vale um gosto do que dois tostões” o que me faz buscar o que amo e ter esperança que com esse amor poderei contribuir para uma vida melhor para todos! “Mami, obrigada pelos exemplos de trabalho e por me apoiar sempre em meus estudos!” Obrigada Dudo, Duda, Vinha – minha segunda mãe – Padrinho, Lidian, Célia, Vinicius, Isabela, Lucas, Ana Paula e Carol. Duda, obrigada por ter me apresentado Paulo Freire e pelas leituras que compartilhamos sempre! Leninha, Fátima e Lúcia, pela amizade.

Agradeço a minha querida orientadora Ana Maria pelo apoio, carinho, amizade e pela paciência! Também a você, querida Hilda Simone, obrigada pelo apoio desde as primeiras páginas deste estudo. Sem a orientação e ajuda de vocês este trabalho não seria possível. I love you two so much, dear angels!

Aos membros da banca examinadora, Laura Miccoli, Vanderlice Sól e Hilda Simone Coelho, por aceitarem nosso convite e pelas valiosas contribuições para este trabalho.

Aos meus amores, minhas nenéns, Nina e Minnie, que com o companheirismo e olhar amoroso me fortaleciam, me entendiam e me alegravam sempre, principalmente nas noites de estudos!

À querida Eliane “Lili” amiga e irmã, que mesmo de longe está sempre presente.

À Glorinha pela amizade incondicional e pelo exemplo de mulher guerreira, que não permite que os obstáculos da vida tirem sua doçura, carinho e atenção aos amigos.

Aos amigos e amigas da Juventude “RELIGARE”, a amizade, o carinho e apoio. Vocês são a família que escolhi ter!

Às minhas amigas queridas Ádini e Rhaíza pelo incentivo, apoio incondicional e pelas alegrias compartilhadas.

Ao querido Adrián por sempre apoiar a minha busca pelo conhecimento.

À querida Meimei, por sempre estar presente. Às crianças e colegas de trabalho do departamento de evangelização infanto-juvenil “Meimei”- representados aqui por Xiomara e Ângelo - que completam o meu coração com alegria, amor, paz e aprendizado nas tardes de sábado.

À querida Edna Lima, pela atenção, amizade, apoio.

Aos amigos Bruno, João Paulo, Danilo, à amiga Gabriela por saber que sempre posso contar com vocês!

À Aline pela amizade, trocas de ideias que muito me ajudaram! Obrigada “Anine”!

Aos colegas do mestrado que contribuíram para que nossas aulas fossem momentos alegres e enriquecedores. Especialmente à “Binha” pela amizade!

Aos meus alunos e alunas, amigos e amigas que venho somando em minha caminhada, pela compreensão e palavras de apoio.

Aos professores das disciplinas do mestrado que tanto me ensinaram: Maria Carmen, Mônica e Wânia.

À querida Adriana, secretária da pós-graduação, pela ajuda, lembretes, e amizade.

À escola que me permitiu realizar essa pesquisa.

À CAPES pelo apoio recebido para o desenvolvimento deste trabalho.

LIST OF FIGURES

Figure 1: The interactive and dynamic relationship between emotions and demotivation	71
Figure 2: The interactive and dynamic relationship between actions, emotions and motivation	71

LIST OF TABLES

Table 1: Main factors for EFL teacher demotivation in Turkey (AYDIN, 2012)	20
Table 2: Teacher positive emotions (SUTTON and WHEATLEY, 2003).....	27
Table 3: Teacher negative emotions (SUTTON and WHEATLEY, 2003).....	28
Table 4: Data collection instruments	37
Table 5: Categories related to Dalva's emotions, motivation and demotivation	43
Table 6: Dalva's source of motivation and demotivation	54
Table 7: Dalva's emotions related to her students	60
Table 8: Dalva's emotions related to her work	66
Table 9: Dalva's emotions related to her use of English	69
Table 10: Dalva's emotions	77

TABLE OF CONTENT

LIST OF FIGURES	vii
LIST OF TABLES	viii
ABSTRACT	xi
RESUMO	xiii
INTRODUCTION	1
1.1 Motivation for this study	1
1.2 Aims of the study	2
1.3 Significance of the study	2
1.4 Overview of the thesis	3
LITERATURE REVIEW	5
2.1 English teaching in Brazilian public schools	5
2.2 Motivation	7
2.2.1 Self-determination theory.....	9
2.2.2 Teacher Motivation	13
2.2.2.1 Research on teacher motivation	18
2.3 Emotions in teaching	23
2.3.1 Research on teacher emotions	26
2.3.2 Brazilian studies on emotions of English teachers.....	30
METHODOLOGY	33
3. 1 Context and participant	34
3.1.1 PECPLI	34
3.1.2 The school	34
3.1.3 The teacher	35
3.2 Data collection instruments	36
3.2.1 Semi-structured questionnaires	37
3.2.2 Life narrative.....	38
3.2.3 Semi-structured interview	39
3.2.4 Class observations.....	39
3.2.5 Field notes	41
3.2.6 Journal.....	41
3.3 Data Analysis Procedures	42

3.4 Ethical Issues	43
RESULTS AND DISCUSSION	45
4.1 Dalva’s profile	45
4.2 Dalva’s motivation and demotivation	46
4.2.1 What motivated Dalva.....	47
4.2.2 What demotivated Dalva.....	51
4.3 Dalva’s emotions	55
4.3.1 Emotions related to students	56
4.3.1.1 Emotional Labor.....	60
4.3.2 Emotions related to her work	62
4.3.3 Emotions related to her use of English	66
4.4 The relationship between Dalva’s emotions and motivation to teach English	70
FINAL CONSIDERATIONS	74
5.1 Answering the research questions	74
5.1.1 What motivated Dalva to teach English?.....	74
5.1.2 Which emotions emerged in Dalva’s teaching?.....	76
5.1.3 What is the relationship between Dalva’s emotions and motivation to teach English?.....	78
5.2 Implications of the study	79
5.3 Suggestions for future research	80
5.4 Final Considerations	81
REFERENCES	82
APPENDICES	89

ABSTRACT

ANDRADE, Nilce Carla, M.Sc., Universidade Federal de Viçosa, September, 2016. **Emotions and motivation to teach English at a Brazilian public school.** Advisor: Ana Maria Ferreira Barcelos.

Since the last decade of the 20th century, scholars have shed light on what motivates teachers in different phases of their careers, in various teaching and learning contexts (DÖRNYEI and USHIODA, 2011; BUTLER, 2014; ALEXANDER, GROSSNICKLE and LIST, 2014; TSUTSUMI, 2014). Alexander, Grossnickle and List (2014) assert that inquiry on teacher motivation is a fertile ground to be deeply explored. Similarly, research on emotions in the educational context is valuable as they can help us better understand the nature, conditions and consequences of the teaching/learning process (HARGREAVES, 2000). However, research on the relationship of both concepts is still scant in Applied Linguistics. Based on studies on teacher motivation (DÖRNYEI e USHIODA, 2011; DÖRNYEI e KUBANYIOVA, 2014; RICHARDSON, KARABENICK, e WATT, 2014) and teacher emotions (ZEMBYLAS, 2002a, 2002b, 2003, 2005; HARGREAVES, 1998, 2000; SUTTON e WHEATLEY, 2003), this study aimed at investigating and understanding an English teacher's emotions and motivation to teach at a Brazilian public school context, as well as the relationships between these concepts. In order to achieve these aims, the following research questions guided the study: (1) What motivates the teacher to teach English? (2) Which emotions emerge in her teaching? (3) Is there a relationship between her emotions and her motivation to teach English? If so, how does it happen? Two semi-structured questionnaires, a written narrative, a semi-structured interview, classroom observations, field notes, audio recordings, and the teacher's journal were used as data collection instruments. Data were analyzed according to standards of qualitative research (HOLLIDAY, 2002, PATTON, 2002). Results have suggested that teacher's main motivation to teach English are her students. Additionally, she experienced antagonistic emotions on a daily basis in the classroom - positive emotions such as empathy, joy and surprise, and negative emotions such as frustration, anger and sadness. These emotions are related to motivation in interactive, dynamic and also dissonant ways. Implications for teacher education

were discussed, as well as for research on teacher motivation and emotions in language teaching.

RESUMO

ANDRADE, Nilce Carla, M.Sc., Universidade Federal de Viçosa, setembro de 2016.
Emoções e motivação para ensinar inglês em uma escola pública brasileira.
Orientadora: Ana Maria Ferreira Barcelos.

A partir da última década do século 20, o foco dos pesquisadores tem se voltado para o que motiva os professores em diferentes fases de suas carreiras, em diferentes contextos de ensino e aprendizagem (DÖRNYEI e USHIODA, 2011; BUTLER, 2014; ALEXANDER, GROSSNICKLE e LIST, 2014; TSUTSUMI, 2014). Alexander, Grossnickle e List (2014) afirmam que o estudo a respeito da motivação e das emoções do professor é um terreno fértil a ser desbravado. Da mesma forma, as investigações a respeito das emoções no contexto educacional são extremamente relevantes por possibilitarem um entendimento mais detalhado da natureza, condições e consequências do ensino/aprendizagem (HARGREAVES, 2000). Apesar disso, ainda são poucos os trabalhos que investigaram esses dois conceitos de forma conjunta. Baseando-me nos estudos sobre motivação (DÖRNYEI e USHIODA, 2011; DÖRNYEI e KUBANYIOVA, 2014; RICHARDSON, KARABENICK, e WATT, 2014) e emoções do professor (ZEMBYLAS, 2002a, 2002b, 2003, 2005; HARGREAVES, 1998, 2000; SUTTON e WHEATLEY, 2003) este estudo teve como objetivo investigar e compreender a motivação e as emoções de uma professora de inglês para ensinar inglês no contexto da escola pública, bem como a relação entre esses conceitos. Mais especificamente, busquei responder as seguintes perguntas: (1) O que motiva a professora para ensinar a língua inglesa (LI)? (2) Quais emoções são vivenciadas pela professora em seu ensino? e (3) Qual a relação entre suas emoções e a motivação para ensinar LI? Para isso, os instrumentos utilizados para a coleta de dados foram dois questionários abertos, uma narrativa autobiográfica, uma entrevista, observações e gravação de aulas em áudio, notas de campo e diário da professora. Os dados foram analisados de acordo com padrões de análise da pesquisa qualitativa (HOLLIDAY, 2002, PATTON, 2002). Os resultados evidenciaram que a motivação da professora para ensinar a LI tem sua força motora nos alunos. Além disso, emoções antagônicas foram vivenciadas em seu dia a dia em sala de aula – emoções positivas tais como empatia, alegria e surpresa, e negativas tais como frustração, raiva e tristeza. Essas emoções se relacionam de forma

interativa, dinâmica e também dissonante com sua motivação. As implicações para a formação de professores de inglês foram discutidas, bem como para a pesquisa sobre motivação do professor e suas emoções no ensino de línguas.

CHAPTER I INTRODUCTION

“The challenge for us in education is to remember that we have chosen the most important profession, and it is essential that we remind ourselves of this every day.”

(Whitaker et al., 2013, p. xviii)

This study aimed at investigating and understanding the emotions and motivation of a teacher to teach at a Brazilian public school, as well as the relationship between these two concepts. In this chapter, I first describe the motivation for this study. I then explain the aims of this study and its significance. Finally, I provide an overview of the thesis and its structure.

1.1 Motivation for this study

Sharing the starting point of a study is a way to help the reader understand how the topic was chosen. Earlier on, as an undergraduate student, I would always wonder how I could contribute to the development of language teaching in Brazil. Therefore, after I graduated, I decided to join a Continuing Education Project for English Teachers (PECPLI)¹ as an opportunity to share experiences and learn with pre- and in-service English teachers. The project’s agenda covered a wide range of topics, which were chosen by the participants themselves, such as students’ indiscipline, lack of resources to teach, lack of support to work in schools, demotivation to teach and so on. During the meetings, I could notice some problems and difficulties the teachers reported having experienced in schools. Meanwhile, during chats with some of these teachers, I heard them stating “I am motivated to teach”, and, “I love what I do”, which made me wonder how that was possible within a context full of problems. Later on, thinking about these encounters I decided to investigate one of those motivated teachers, Dalva. During the PECPLI meetings, not only was she often full of enthusiasm when talking about her students and concerned

¹ PECPLI is a Continuing Teacher Education Program for English teachers. This program aims at contributing with the professional development of the participants, engaged in discussions about methodology, practice, and reflections about education. Different topics are discussed annually, according to the group’s needs and interest. Further information at: <http://pecpli.webnode.com.br>.

that their learning should be pleasant, but she also shared fun activities and games she had created to support her teaching. Thus, when I started my Master's program I wanted to understand why Dalva seemed to feel so motivated to teach.

Motivation has been a concern in Applied Linguistics (henceforth AL) for many years. Teacher motivation is a growing area in AL, although its studies are still fairly limited compared with studies on learner motivation. Besides, a great number of studies on teacher motivation focus on job satisfaction, burnout and stress (DINHAM and SCOTT, 2000; EVANS 2001). As pointed out by Dörnyei and Ushioda (2011), research on teacher motivation should be given more attention as it may influence learner motivation. Thus, this study aimed at investigating teacher motivation and its relationship with teacher emotions.

1.2 Aims of the study

This study had the general aim to investigate and understand the emotions and motivation of an in-service English teacher to teach English, as well as the relationship between these concepts. The specific aims were stated as follows:

- 1) To identify what motivates this in-service teacher to teach English in the Brazilian public school context.
- 2) To identify this teacher's emotions as experienced in her practice.
- 3) To identify possible relationships between her emotions and motivation.

The research questions were:

- 1) What motivates this in-service teacher to teach English?
- 2) Which emotions emerge in her teaching?
- 3) Is there a relationship between the emotions she experiences and her motivation to teach English? If so, how does it happen?

1.3 Significance of the study

This study is relevant for three main reasons.

First, as stated above, most studies focus on learner motivation and little attention has been given to the nature of motivation to teach. Although since the last decade there has been a growing number of researchers who have shed light on what

motivates teachers at different stages of their careers, in different contexts of teaching and learning (RICHARDSON, KARABENICK and WATT, 2014), there is a need for more studies on teacher motivation. Investigating and understanding teacher motivation is of great relevance as it is considered one of the most important factors that may affect students' motivation to learn (DÖRNYEI and USHIODA, 2011). Teacher motivation can be considered “a driving force for an efficient professional performance” (FERNANDES, 2011, p.12).

Second, studies on emotions in the educational context show how they provide a more detailed understanding of the nature and conditions of teaching/learning. Interest in this topic has been increasing both in Brazil (ARAGÃO, 2007, 2008; CANDIDO RIBEIRO, 2012; COELHO, 2011; REZENDE, 2014, RODRIGUES, 2015) and abroad (DAY, 2004; HAGREAVES, 1998, 2000; SUTTON and WHEATLEY, 2003; ZEMBYLAS, 2002a, 2002b, 2003, 2005). However, the emotional dimension of teaching has not received proper attention (HARGREAVES, 2000), which is shown by the small amount of studies on emotions in teaching.

A third reason refers to the lack of studies about the relationship between emotions and motivation to teach English. Given that language teaching and learning is constructed within a sociocultural context (ZEMBYLAS, 2002a), emotions experienced in these contexts may affect teachers' and students' motivational behaviors. Thus, research on teacher motivation and emotions (their nature, interaction, antecedents and consequences) is a fertile ground to be explored (ALEXANDER, GROSSNICKLE and LIST, 2014; HARGREAVES, 2000). Although a few studies abroad were developed focusing on this relationship, they were related to learning not to teaching (MÉNDEZ LÓPEZ and PEÑA AGUILAR, 2013; MÉNDEZ, 2011). As far as I know, no studies have been carried out in Brazil so far.

1.4 Overview of the thesis

In this introductory chapter, I have explained the motivation to conduct this study, presented the three research questions that guide the investigation, as well as the relevance of this study.

In chapter II, I present the literature review that underlies this study. It is divided in sections on English teaching in Brazilian public schools, teacher motivation, and finally, on teacher emotions.

In chapter III, I describe the nature of the study, the context and the participant, the data collection instruments and the procedures for data analysis. I also present the ethical principles that guided the development of this study.

In chapter IV, I present the findings of this study, by presenting a detailed profile of the participant, describing her motivation and demotivation to teach English, her emotions, and discussing the relationship between these two concepts.

Finally, in chapter V, I answer the research questions, present some implications of the study, and present suggestions for future research.

CHAPTER TWO LITERATURE REVIEW

“Our feelings sometimes tell us many things about what we value, and we can use this information to make better decisions”.

(Teacher Catherine cited in ZEMBYLAS, 2002b)

In this chapter, I review the literature that was the basis of this study. In the first section, I discuss English teaching in Brazilian public schools in order to provide the reader with a better understanding of the scenario where this study took place. Second, I refer to definitions on the construct of motivation, explaining the theory of Self-determination on motivation, providing an overview of teacher motivation, and discussing studies in this area. Third, I refer to definitions of emotions as well as present studies on teacher emotions.

2.1 English teaching in Brazilian public schools

English teaching as a foreign language should not be seen as a mere formality in the school curricula. Being proficient in a foreign language enhances one’s educational background giving students chances to increase their “self-perception as human beings as well as citizens”² (BRASIL, 1998, p.15). Moreover, according to Telles (2004), learning a foreign language is having the opportunity to meet and learn about the differences, that is, it is a chance to broaden one’s life and world’s perspectives, to develop one’s creativity and knowledge within a globalized world.

Despite its importance, the value of foreign language teaching in Brazil “has often been underscored over the years” as a result of different legislations passed through our education history (LEFFA, 1999, p.15). According to Leffa, historically, the 1940s and 1950s was the “Golden Age” of foreign language in Brazil. All high school learners used to study Latin, French, English and Spanish, and most of them were able to read and enjoy what they had studied. Language teaching was

² “A aprendizagem de Língua Estrangeira é uma possibilidade de aumentar a autopercepção do aluno como ser humano e como cidadão.”

considered more valuable than just for its linguistic aspect; it was a way to foster learners' personal development as well as their cultural knowledge.

However, according to Leffa (1999), the 1961 Lei de Diretrizes e Bases da Educação Nacional (LDB³ henceforth) was the starting point of the dark years of language teaching in Brazil. This was the period when language teaching became optional. Moreover, according to Cox and Assis-Peterson (2008, p.27), language classes were not taken into consideration as they were not usually taught by a language teacher. Instead, any teacher who needed to fill in his working hour contract was allowed to teach the language. Therefore, “the stigma of failure” (p.47) – that it is not possible to learn English in public schools – is still a characteristic of the language teaching in Brazilian public schools.

In late 1996, the new LDB (Law number 9394) was published, making the teaching of at least one modern foreign language compulsory as chosen by the school community. The Parâmetros Curriculares Nacionais⁴ (1998, PCNs henceforth) complemented the new LDB with goals based on the principle of transversality, highlighting the wider context in which the foreign language teaching should be embedded, dealing with the interrelationship among school and society, cultural diversity, environmental education, to name a few (LEFFA, 1999). In addition, Cox and Assis-Peterson (2008) explain that according to the PCNs, language teaching should be able to fulfill learners' needs within the social-cultural environment they belong to. Learners should be provided with the opportunity to be agents of their own lives. They also should be able to use the language in different contexts, either professional or private. However, the authors argue that the laws give guidelines for the curriculum, but do not offer the necessary support to improve public education. For instance, they do not act to change teachers' poor working conditions of teachers, the lack of continuing teaching education programs, or the lack of communication between academia and schools. As a result, we can still witness the failure of language teaching at some public schools, as it has been suggested in some studies such as Coelho (2005, p. 22)⁵:

³ Law of Directives and Bases of National Education.

⁴ National Curriculum Parameters.

⁵ O momento atual faz refletir sobre a situação de milhares de brasileiros, dentre eles os adolescentes e jovens da rede pública de ensino, que são excluídos da competição local, nacional e internacional do mercado de trabalho por causa da pouca eficiência do ensino público.

The current situation makes us reflect on the situation of millions of Brazilians, including the youth in the public schools, who are excluded from local, national and also international work opportunities, because of the inefficiency of our public education.

Coelho points out one of the consequences for the inefficiency of the language teaching system: the loss of professional opportunities. In addition, learners also have the right to learn a foreign language. In this context, Coelho (2005) argues for improvements in language teaching education programs in order to foster the pre-service teachers' competences and understanding of their role in changing the long-lasting situation of language teaching in our regular school system. Oliveira (2002) also calls for a review of English teaching in public schools and emphasizes the importance of reflecting on the policies and ideologies that permeate this system. He suggests better qualifications for teachers. This would help public schools to be the space for educational and social changes, especially in English teaching. These changes would promote a high quality education that meets learners' needs and help them to become citizens who can change the world around them.

In this section, I have briefly discussed how teaching foreign languages in public schools is problematic for teachers. I did this to contextualize the study at hand. In the following section, I first refer to the concept of motivation, explaining Self-determination theory, and then I provide an overview of teacher motivation studies.

2.2 Motivation

What moves us to make choices in society, be creative, set goals and persist to achieve them? Psychologists have attempted to answer this query for generations (DAI and STERNBERG, 2004). Several theories and research studies have been developed in the pursuit of an understanding of the abstract concept of motivation. As a result, there are many definitions for this concept. Scholl (2002, p.1) states that motivation is "the force that energizes, directs, and sustains behavior". Brown (2007, p. 87) asserts that a constructivist view of motivation claims that "each person is motivated differently, and will therefore act on his or her environment in ways that are unique". Yet this "unique way" is intrinsically embedded in a sociocultural

context, constructed within interpersonal interactions and with one's "self-determination". A more detailed and more recent definition comes from Dörnyei and Ushioda (2011, p.3-4) who understand motivation as "what moves a person to make certain choices, to engage in action, to expend effort and persist in action". Thus, in this study I understand motivation as a desire that impels individuals to act, exert effort and persist in the action, in accordance to their beliefs, emotions, knowledge within a sociocultural and political context.

Similarly to beliefs (BARCELOS, 2015), emotions (HARGREAVES, 1998) and knowledge (SWAIN, 2011), motivation is dynamic. Motivation levels are either enhanced or diminished by internal and external influences within long-term activities such as second language learning and teaching, which makes motivation variable within either a single meeting, over weeks, or years (DÖRNYEI and USHIODA, 2011; RYAN and DECI, 2000b).

During the 1990s, educational and developmental psychologists formulated many theories based on a wealth of empirical studies on learner motivation, engagement, and learning. Conversely, little attention was paid to teacher motivation. However, this scenario has been changing in the last decade, as psychological theorists and researchers have turned their focus to what motivates teachers at different times in their careers, considering the different teaching and learning contexts in which they teach (DÖRNYEI and USHIODA, 2011; DÖRNYEI and KUBANYIOVA, 2014; RICHARDSON, KARABENICK, and WATT, 2014).

Dörnyei and Ushioda (2011) reported that there are three prominent psychological cognitive theories concerning student and teacher motivation. They are: Expectancy-value theory (EVT), Achievement goal theories (AGT), and Self-determination theory (SDT). EVT refers to how confident an individual is in his or her ability to succeed in a task and how much he or she will value this achievement; AGT refers to three areas: goal-setting and goal-orientation (individual performance and achievement on a goal), and goal content and multiplicity (students' cognitive representations of what they are trying to achieve). Finally, SDT refers to how self-determined an individual will be "in performing a particular behavior to the extent that the social environment supports the following three innate psychological needs: autonomy, competence, and relatedness" (DÖRNYEI and USHIODA, 2011, p.25). The authors posit that there is no theory on motivation that is able to offer a complete

and integrative account of all the principal possible motives as to why humans think and behave as they do. Thus, researchers must be selective in their focus in order to be able to search for some more understanding about motivation. Having this in mind, I decided to anchor this study in the SDT (RYAN and DECI, 2000a, RYAN and DECI, 2000b) as I did not intent to deal with the participant's expectancies, goals and achievements in her teaching. Rather, I wanted to investigate the emotions she experienced as she was teaching as well as her motivation to continue to be an English teacher. Also, as emotions (ZEMBYLAS, 2002a) and motivation (BROWN, 2007) are socioculturally constructed and SDT "investigates social environments that may satisfy or thwart the three basic needs" (DECI and RYAN, 2000, p.229) mentioned above, I believe that it is the theory that best fits this study. Thus, in the following section, I explain this it.

2.2.1 Self-determination theory

Human beings at their best are seen as full of energy, curious, self-motivated and interested in learning and developing one's knowledge. However, these proactive and engaged features can radically shift as one can find people to be apathetic and indolent, regardless of the socio-cultural environment they are integrated with (RYAN and DECI, 2000a; NIEMIEC and RYAN, 2009). This ambivalence in human nature is understood to be more than just biologically inherited; it has to do with a "wide range of reactions to social environments" which is the concern of SDT (RYAN and DECI, 2000a, p.68). Niemiec and Ryan (2009, p.134) also assert that SDT has to do with human motivation, emotion, and development focusing on aspects that either enhance or diminish the "assimilative and growth-oriented process in people". As such, SDT is of great value in researching the educational context as motivation is considered to be strongly related to learning and teaching quality. According to Ryan and Deci (2000a), intrinsic motivation best represents the positive potential of human nature. Intrinsic motivation has to do with the "inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (RYAN and DECI, 2000a, p. 71). An intrinsically motivated individual performs activities for the sake

of finding them interesting, being the cause for satisfaction, or for learning something.

Ryan and Deci (2000a, p. 69) consider SDT as an approach to human motivation and personality, which can be defined as:

The investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive process.

These "innate psychological needs" mentioned in this excerpt are: the need for competence, relatedness, and autonomy (or self-determination). SDT posits that intrinsic motivation is sustained by actions that satisfy the three needs altogether. Each one of them plays an essential part in the individual's optimal development in a way that none can be frustrated (DECI and RYAN, 2000).

First, the need for competence is related to the individual's ability to interact effectively with the environment. Deci et al. (1991, p.327) assert that competence "involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions". The satisfaction of the need for competence plays an important role in the effects of positive versus negative feedback. In situations where there is positive feedback as evidence of competence, intrinsic motivation is enhanced, whereas negative feedback expresses the feeling of lacking competence, thus diminishing intrinsic motivation (DECI and RYAN, 2000). For instance, in the school environment, teachers can experience competence whenever their students have high performance on the tests, in their participation in class, or in assignments they do in class.

Second, the need for relatedness is defined as the feeling of getting close to and connected to other people – to love and care, and to be loved and cared for, that is, it "involves developing secure and satisfying connections with others in one's social milieu" (DECI et al., 1991, p.327). The idea of relatedness is essential for the satisfaction of the psychological needs, although it has not been largely discussed. Ryan and Grolnick (1986⁶ cited in RYAN and DECI, 2000a, p.235) highlighted this

⁶ RYAN, R. M. GROLNICK, W. S. Origins and pawns in the classroom: Self-reported and projective assessments of individual differences in children's perceptions. **Journal of Personality and Social Psychology**, v. 50, p. 550-558.

importance when they argued that students who considered their teachers warm and caring showed greater intrinsic motivation. However, the role of relatedness does not contribute to intrinsic motivation in the same way as the other two needs for autonomy and competence.

The last essential psychological need for ongoing psychological growth, integrity, and well-being is autonomy. When an individual experiences autonomy, he feels like the origin of his own behavior (DECI et. al., 1991; DÖRNYEI and USHIODA, 2011). According to SDT, autonomy concerns the “experience of integration and freedom” being a key aspect for a healthy human functioning (DECI and RYAN, 2000, p .231).

People experience autonomy when they are engaged in self-determined activities (which let the individual free to perform these activities following their inner interests). Such activities have an internally perceived locus of causality, that is, when people feel the origin of their behaviors (deCHARMES, 1968⁷ cited in DECI and RYAN, 2000). Deci et al. (1991) explain that when individuals perform an intrinsically interesting activity, but as a result they have extrinsic rewards instead, they tend to feel controlled by the rewards, causing a change in the perceived locus of causality from internal to external behavior (LEPPER et. al., 1973⁸ cited in DECI and RYAN, 2000). If people do not know the origin of their behavior, they may become less autonomous, and thus, experience a decrease in their intrinsic motivation (DECI and RYAN, 2000, p.234).

Thus, the perceived locus of causality is connected to people’s need for autonomy suggesting that intrinsic motivation is affected by contextual events because they may influence how much autonomy people experience while doing an activity. (DECI and RYAN, 1980⁹ cited in DECY and RYAN, 2000). Thus, external rewards and threats may undermine autonomy, prompting to non-optimal outcomes such as decreased intrinsic motivation, less creativity, and poorer problem solving. On the contrary, “providing choice and acknowledging feelings can enhance the

⁷ deCHARMES, R. **Personal Causation**. New York: Academic, 1968.

⁸ LEPPER, M. R., GREENE, D., NIBETT, R. E. Undermining children’s intrinsic interest with extrinsic rewards: a test of the “overjustification” hypothesis. **Journal of Personality and Social Psychology**, v. 28, p. 129-137.

⁹ DECI, E. L., RYAN, R. M. The empirical exploration of intrinsic motivational processes. In. BERKOWITZ, L. (eds.). **Advances in experimental social psychology**. New York: Academic, 1980. v. 13, p. 39-80.

sense of self-initiation (of being an origin)” (deCHARMS, 1968 cited in DECI and RYAN, 2000), which may cause the satisfaction of the need for autonomy and yielding more positive outcomes.

Deci and Ryan (2000, p. 229) explain that SDT also investigates social environments that frustrate the three basic psychological needs, whenever the individual’s behaviors meet extremely “controlling, over challenging, or rejecting conditions” (DECI and RYAN, 2000, p.229). These researchers explain that when the psychological needs are frustrated they can be replaced by other behaviors, which are likely to be “defensive or self-protective”. However, after some time, these defensive or self-protective behaviors may lead to more frustration. For instance, one can engage in antisocial activities as compensatory motives for unfulfilled needs. In other words, in the school environment, a teacher may opt to work by herself after a frustrating attempt to start a collaborative project with her peers. So, in this situation the need for relatedness may have been thwarted. As a result, the teacher avoids relating to others, working by herself, showing defensive behavior that can promote more frustration. It is noteworthy that these defensive adaptations will have strong negative consequences for the individual’s vitality, integrity, and health (DECI and RYAN, 2000).

Studies have shown that STD is of value for the education field (DECI et al., 1991; NIEMIEC and RYAN, 2009; NOELS et al., 2000) both abroad and in Brazil (FERNANDES, 2011; GUIMARÃES and BORUCHOVITCH, 2004; MARTINELLI and BARTHOLOMEU, 2007; SOBRAL, 2003). It is mainly concerned with promoting students’ interest for learning, value of education and confidence in their own abilities and attributes (GUIMARÃES and BORUCHOVITCH, 2004).

Although this theory refers to learning, as learning and teaching are intrinsically connected, SDT can be applied to teaching/teacher motivation. Guimarães and Boruchovitch (2004) explain that the interactions between students/teacher/school staff need to be in a way that they have the three psychological needs satisfied in order to maintain the intrinsic motivation and extrinsic motivation in the school context. Thus, teachers have an important role in promoting a favorable classroom atmosphere for their own satisfaction and for their students’ psychological well-being. According to SDT, in order to guarantee a psychologically healthy development and well-being of all individuals, factors such

as cultural differences, personal experiences and lack of optimal environmental conditions cannot hinder the satisfaction of the three psychological needs.

In this section, I have discussed the SDT and the psychological needs for competence, relatedness, and autonomy. According to SDT, the satisfaction of these three needs is essential for human motivation. In the next section, I discuss the teacher motivation, which is one of the foci of this study.

2.2.2 Teacher Motivation

In the last few years, there has been an increase of research on teacher motivation in the fields of Educational Psychology, Teacher Education, and Applied Linguistics (ZEMBYLAS, 2003). Previously, studies on teacher motivation mainly focused on reasons to choose teaching as a career, teachers' burnout and stress, and teachers' job satisfaction (OLOLUBE, 2006; ALAM & FARID, 2011; TSUTSUMI, 2013; TSUTSUMI, 2014). Currently, the studies have shed light on the complexities of the teaching process as well as contextual and emotional factors that impact the development of teachers and their students (DÖRNYEI and USHIODA, 2011; DÖRNYEI and KUBANYIOVA, 2014; KUBANYIOVA, 2006; MÉNDEZ LÓPEZ and PEÑA AGUILAR, 2013; MÉNDEZ, 2011).

Investigating and understanding teacher motivation is central for any changes in the educational system as well as for the effectiveness of students' learning (JESUS and LENS, 2005; DÖRNYEI and USHIODA, 2011). Dörnyei and Ushioda (2011) argue that:

The teacher's level of enthusiasm and commitment is one of the most important factors that can affect learners' motivation to learn. [...] if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn (p. 158).

According to the authors, teachers' level of enthusiasm and commitment may influence the learning process. This assumption suggests the need for studies on teacher motivation to be linked to other dimensions integrated in a teacher's practice such as the emotional dimension. Moreover, research on the interaction of both dimensions may contribute to the effectiveness of teaching, as the interaction

between complex cognitive, motivational, and sociocontextual factors may contribute to the development of any profession. (ALEXANDER, 2008)

Given the importance of teacher motivation, it is crucial to understand what teacher motivation is. According to Morgan, Kitching and O’Leary (2007, p.4-5), teacher motivation means “not only commitment to remain in teaching, but also energy, drive, enthusiasm, a sense of direction, a drive and a sense of purpose”. Teachers are motivated when they see their students’ growth, autonomy and creativity as well as their self-growth (DINHAM and SCOTT, 2000; TSUTSUMI, 2013). Dörnyei and Ushioda (2011) state that when dealing with teacher motivation, we need to consider four important aspects: an intrinsic component, sociocontextual influences, temporal dimension, and negative influences. I explain each one of these aspects in the following paragraphs.

The first aspect, the intrinsic component of teacher motivation is related to the assumption that “teaching as a volitional goal has always been associated with the internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation” (DÖRNYEI and USHIODA, 2011, p.161; RICHARDSON and WATT, 2014). These intrinsic rewards of teaching are considered the most satisfying aspects of the profession (DINHAM and SCOTT, 2000). Csikszentmihalyi (1997¹⁰ cited in DÖRNYEI and USHIODA, 2011, p.161) emphasizes two types of intrinsic rewards that may contribute to the motivation to teach: the educational process and the subject matter. The first type has to do with “working with students and experiencing the changes in the students’ performance and behavior attributable to the teacher’s action”. The second type is related to “dealing with a valued field and the continuously integrating new information in it, thereby increasing one’s level of professional skills and knowledge”. Dörnyei and Ushioda (2011, p.161) note that in expecting the intrinsic rewards, most people who choose the teaching career “are ready to forgo high salaries and social recognition”: a fact that is identified by some governments, which take advantage of it not giving the teaching career its proper value and recognition in terms of better wages and benefits.

¹⁰ CSIKSZENTMIHALYI, M. Intrinsic motivation and effective teaching: a flow analysis. In: BESS, J. L. (ed.), **Teaching Well and Liking It: Motivating Faculty to Teach Effectively**. Baltimore, MA: Johns Hopkins University Press, 1997. p. 72-89.

The second aspect, the social contextual influence, refers to the fact that the teacher's practice is socioculturally situated. Thus, it may be affected by external influences or constraints, which "play a key role in motivation at work" (DÖRNYEI and USHIODA, 2011, p.162). These external influences have been considered significant factors in labor dissatisfaction. They can be found at the macro- and microcontextual-level. At the macrocontextual level, influence comes "from every layer of society, including politicians, parents and the media" (DÖRNYEI and USHIODA, 2011, p.164). The microcontextual motives are featured within the "organizational climate of the particular institution" where the teacher works. Following are some microcontextual factors that can influence the motivation of teachers:

- The school climate in general and its rules;
 - The size of the rooms, the resources available to teachers;
 - A standard framework of activities in the institution;
 - Interpersonal relationship;
 - The definition of the teacher's role by peers and authorities;
 - Expectations regarding the student's potential;
 - The leadership structure and making of school decisions.
- (DÖRNYEI and USHIODA, 2011, p.164)

These factors resonate with some studies on teacher motivation such as Johnson's (2001) study of Mexican teachers and Aydin's (2012) research on an EFL Turkish teacher. Findings from both studies suggested that teachers' motivation were linked to the schools' culture, its rules and the relationship among the school's community.

The third aspect, the temporal dimension, has to do with career perspective. Dörnyei and Ushioda (2011, p.165) emphasize that "teacher motivation is not just about the motivation to teach but also about the motivation to be a teacher as a lifelong career". Blackburn (1997¹¹ cited in DÖRNYEI and USHIODA, 2011) points out the importance of providing teachers with opportunities for personal growth, such as receiving awards; having opportunities to travel (such as conferences or study trips); participating in professional societies, preparing material for publication,

¹¹ BLACKBURN, R. T. Career phases and their effect on faculty motivation. In: BESS, J. L. (ed.) **Teaching Well and Liking it: Motivating Faculty to Teach Effectively**. Baltimore, MA: Johns Hopkins University Press, 1997. p. 314-336.

as well as having better salaries and benefits, and earning more respect from students, parents and governments.

Finally, one last aspect is related to the negative influences on teacher motivation. As stated earlier, being a teacher can be very rewarding. However, in every level of education teachers may experience frustration, dissatisfaction, and boredom with the profession. Several studies show that there are a large number of demotivated teachers in different countries (ALAM & FARID, 2011; AYDIN, 2012; KIM, KIM & ZHANG, 2014; SUGINO, 2010; OLOLUBE, 2006).

Dörnyei and Ushioda (2011, p.139) understand demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”. They point out that being demotivated does not mean a total absence of motivation. Rather, it is “only the resultant force that has been dampened by a strong negative component”. The authors believe that this situation is because “teaching is a profession whose pursuit is fueled primarily by intrinsic motives and that there exists a number of detrimental factors that systematically undermine and erode the intrinsic character of the teacher motivation” (DÖRNYEI and USHIODA, 2011, p.168). They emphasize five of these detrimental factors, which I explain in the following paragraphs.

The first factor refers to the stressful nature of teaching, which is supported by some features of the job as well as the lack of work support. Teaching at schools requires teachers to spend long hours with groups of children and adolescents who are full of energy, demanding all of the teacher’s attention all the time. In addition, some content does not interest students. Moreover, teachers have to face low salaries, lack of adequate facilities and a heavy workload (AYDIN, 2012; DÖRNYEI and USHIODA, 2011, SUGINO, 2010). Skaalvik and Skaalvik (2011, p.1030) point out that teachers may deal well with stress through “active problem solving, social and emotional support from colleagues, reorganizing their teaching situation, cooperating with parents, or changing their teaching strategy”. Continuing teacher education programs may pave the way for teachers to get to these ideas, as the programs offer spaces for reflecting, sharing emotions, learning new skills and searching for improvements.

The second factor refers to having their autonomy restrained. Being situated in sociocultural and political contexts, teacher practice requires some top-down rules

determined by governments, educational authorities and school policies. Some of these rules do not meet the specific needs of different schools, which undermines teachers' practice, leading to the teacher's constraint. Through the lens of SDT, lack of autonomy diminishes teacher motivation (DECI et al., 1991; DÖRNYEI and USHIODA, 2011; RYAN and DECI, 2000b).

The third factor is related to insufficient self-efficacy. Dörnyei and Ushioda (2011) argue whether teachers have sufficient competence to manage their jobs confidently. They agree with Alexander (2008) who emphasizes that, traditionally, novice teachers go to school with their initial training believing that it will be enough to level them with the more experienced teachers. However, facing classroom life on a daily basis, they are at a loss when something goes out of the script. They do not feel confident to manage the situation. Thus, teaching may be very challenging and thus hinder their intrinsic motivation to teach.

The fourth factor refers to the lack of intellectual challenges. Ryan and Deci (2000a, p. 68) state that "the fullest representations of humanity show people to be curious, vital, and self-motivated. At their best, they are agentic and inspired; striving to learn; extend themselves; master new skills; and apply their talents responsibly". Basically, at school, many teachers work with the same subject matter for years. In order to meet the curriculum requirements they are not allowed to make many changes and after some time, eventually, they may "lose the spark" (DÖRNYEI and USHIODA, 2011, p.172), that is, they may lack the intrinsic motivation to keep their jobs. Certainly, there are exceptions to this generalization, as there are many teachers who are able to make the time spent with their students worthwhile.

The last factor for lack of teacher motivation is an inadequate career structure. Whether teachers opt to stay in the classroom without going into management positions, usually, the opportunities to climb the career-ladder are minimal. Thus, this fact may cause a feeling of "getting stuck" or "reaching a plateau" in the career, resulting in a state of boredom that may affect the teacher intrinsic motivation (DÖRNYEI and USHIODA, 2011, p.173).

In this section, I discussed the teacher motivation as well as some factors which may either enhance or undermine teacher motivation. In the next section, I describe some studies on teacher motivation.

2.2.2.1 Research on teacher motivation

In Applied Linguistics, although there are many studies on motivation in teaching and learning languages, especially English, the focus has been on learners' motivation (CALLEGARI, 2012; CLEMENT, DORNYEI and NOELS, 1994; DICKINSON, 1995; RIBAS, 2009; SCHIEB & KARABENICK, 2011; USHIODA, 2006). Comparatively, until recently, there have been few studies on teacher motivation (AYDIN, 2012; DÖRNYEI and USHIODA, 2011; HAYES, 2008; JOHNSON, 2001; KUBANYIOVA, 2006).

However, research on teacher motivation has increased. Several studies have now started to focus on teacher motivation. For instance, Hayes (2008) explored the motivations and personal social circumstances of Thai teachers in becoming an EFL teacher; Sugino (2010) investigated demotivation among Japanese college teachers; Skaalvik and Skaalvik (2011) investigated job satisfaction and motivation for Norwegian school teachers to leave their job; Kim, Kim and Zhang (2014) compared the differences in demotivation between Chinese and Korean English teacher.

In the following paragraphs I comment on studies developed abroad that dealt with English teacher motivation to teach (JOHNSON, 2001; AYDIN, 2012; TSUTSUMI, 2014), which is one of the foci of this study.

Johnson's (2001) study aimed at identifying the motivating and de-motivating factors experienced by Mexican EFL teachers in the hope that the elements that undermined teacher motivation could be changed and thus, improving the students' learning. The author explains that novice teachers are usually highly motivated to teach. As motivation changes as time goes on, some teachers keep the same level of motivation to teach, some have it enhanced, while others have it diminished into a "de-motivated state" as named by Johnson (JOHNSON, 2001, p.1). The participants of the study were ninety-five English teachers from a wide range of areas around Mexico representing different backgrounds and school situations. They worked in public and private schools (kindergarten, primary, secondary, high school, and university levels) and in private language institutes.

Both a qualitative and a quantitative approach were adopted to analyze the questionnaire composed of closed-ended and open-ended sections inquiring about three different categories: Curriculum Matters, Institution Matters and Classroom

Matters. The results indicated that the largest number of comments were on how students motivate (126 comments) and demotivate (79 comments) teachers. The second biggest number of comments was on Curriculum (the need to have a flexible curriculum and not overloaded). The third was about the teachers' remarks about the supervisors (most of the motivating comments were on supportive supervisors/coordinators, who respect the teachers; and most of the demotivating remarks were that the supervisors/coordinators were apathetic, did not want to change, did not recognize teachers as professionals and never provided any praise for their hard work). Finally, the fourth relevant number of comments was concerning the importance of having supportive professional colleagues at school. It is interesting to highlight that 50% of the comments were about colleagues that motivated each other, but the other half mentioned colleagues as a demotivating factor.

Studies like Johnson (2001) can make important contribution to the improvement not only to the Mexican educational system, but also to other countries' educational systems where some of these factors were also identified in studies such as Aydin (2012) and Tsutsumi (2014).

Aydin (2012) aimed at investigating the demotivating factors in EFL teaching at the elementary level in a Turkish school. This was a qualitative case study with a female EFL Turkish teacher, who held a degree in Education and during data collection was working 15 hours a week in an elementary school in a Turkish city. Data was collected through Microsoft Messenger (MSN) chats, face-to-face conversations, and a teacher's diary. Results indicated six main factors that cause this teacher's demotivation during the EFL teaching process in Turkey, as shown in Table 1:

Factor	Description
Teaching profession	Lack of knowledge of teaching methodology, dealing with special children and inexperienced students using computers in classes, and difficulties in controlling the stress the teacher experienced
Curriculum	Lack of resources in classroom use, incompatibility between class content and tests content, low quality of the course book
Working conditions	Low salary, heavy workload and problems concerning regular duties and social activities within the school environment
Students and their parents	Lack of respect for the teacher, low motivational level, lack of knowledge about computers used for learning purposes, and lack of parental interest in their children's learning
Colleagues and school administrators	Lack of communication amongst teachers, ideological discrimination by school administrators
Facilities	Crowded classrooms, noise, and bad acoustic

Table 1: Main factors for EFL teacher demotivation in Turkey (AYDIN, 2012).

The results from this study resonate with Johnson's (2001) findings and partly with Tsutsumi's (2014), which investigated tertiary education. Results point out the need for improvements in curriculum, working conditions as well as in teacher education and training.

Tsutsumi (2014, p.7) aimed at identifying what motivated university English teachers at work. The participants in this study were twelve current Japanese EFL teachers at a university in Japan, 11 teachers at a private university, and 1 teacher at a "prefectural" university. A questionnaire divided in four sections was used to investigate the teachers' values (40 statements using six-point Likert scale), real teachers' lives (46 statements using six-point Likert scale), questions regarding specific factors that had impacted their motivation both positively and negatively throughout their career (two open-ended questions), and biographical data (questions related to gender, age, years of teaching experience, educational background, specialization, position, average classes to teach per week, hiring conditions, the institution they work for, and marital status).

It was found that Japanese university EFL teachers tend to seek autonomy, self-growth, and see students' growth through daily interactions in class. It was also shown that considering their profession as a lifelong career, their motivation was

affected by their working conditions, especially hiring conditions (if they were hired as a part time or full time, contract or tenured). Another aspect observed in this study that affected the teachers' motivation was concerning a lack of balance between her professional and private life.

So far I have presented studies in the international context. Although studies on teacher motivation are scarce in the Brazilian context, there are a few, mostly after the 2000s. They cover the following themes: learning processes and motivation of primary school teachers from 1st to 4th grades (PEPE, 2007), motivational variants of English student-teachers in a Language Teacher Education Course (KANEKO-MARQUES and KAWACHI, 2010), beliefs of the vice-principal and supervisors about teaching and learning English and a teacher's motivation (FERNANDES, 2011), and the motivation of EFL public school teachers from self-theories' perspectives (RIBAS, 2012). For the purpose of this research, Fernandes (2011) and Ribas (2012) are the ones that best suit our aims since they refer to in-service teacher motivation in a public school. They will be discussed in more detail as follows.

Fernandes (2011) investigated a vice-principal, two supervisors and an English teacher in a public school in the State of Minas Gerais, Brazil. She aimed at identifying: a) the beliefs of the school vice-principal and supervisors about teaching and learning of English and its possible influence on the teacher's motivation to teach English; b) the differences and the similarities between their beliefs about teaching and learning English; and c) the relationship between the beliefs of the vice-director, the supervisors, and the teacher, and the teacher's motivation to teach English. The theoretical framework was based on studies on beliefs, English teaching in public schools, and motivation. Based on an ethnographic research method, the following data collection instruments were used: questionnaires, interviews, participant observation, field notes and narratives.

The results showed that the vice-director and supervisors considered that English learning is very important and should start earlier in schools. They also believed that public schools provide an unfavorable context for learning a foreign language due to heavy weekly teaching workload, lack of teaching resources, crowded classes, lack of parents' interests, and lack of a language laboratory. The teacher revealed beliefs about the role of teachers and students in English teaching in public school, and about the difficulties and problems on her own practice.

Comparing teacher, vice-director and supervisors' beliefs, there were more convergent beliefs than divergent ones. The results have also shown that the teacher seemed motivated despite not being seen as such by a vice-director and the supervisors.

In her qualitative research, Ribas (2012) investigated two English teachers working in an elementary school in the State of Minas Gerais, Brazil. They were one male and one female. Both teachers majored in Languages and Literatures from a Brazilian federal public university. The theoretical framework was based on studies on teacher cognition, teacher motivation, and student motivation, as well as self-theories of behavior.

For collecting data, a questionnaire composed of close-ended and open-ended sections on motivation was used, along with individual semi-structured interview with each teacher, individually, focusing on the intrinsic aspects of their motivation. In addition, there were video recordings of four classes from each teacher, and stimulated recall sessions intended to reveal teachers' thoughts, beliefs, decisions, and feelings about specific classroom episodes chosen by the teachers. Finally, classroom notes were used to triangulate the data.

The results showed the important role played by positive and negative self-beliefs (whether actual or future) in the teachers' motivational changes, either increasing or decreasing the teachers' motivation. These self-beliefs were characterized as internal influences to teacher motivation that could enhance or diminish the teachers' motivation. For instance, positive actual images may reinforce an optimistic view of one's competence and achievement. Negative actual self-images can stimulate or imprison teachers. They can either drive them to changes or stifle their motivation as the teachers believe that no matter what they do to achieve their future selves they will not succeed, because "the path to their desires and aspirations may be too long" (RIBAS, 2012, p.33).

These results suggest the need to encourage teachers to reflect on their practices, self-beliefs and affect. This self-reflection may expand teachers' knowledge, improving the opportunities and ways of learning offered to students. The sharing of experiences in teacher education and in continuing education programs is also important in order to engender a positive motivational climate in schools.

So far, I have discussed English teaching in Brazilian public schools as in the context of this study. Then, I referred to motivation and its definition, the SDT which supports this study, and to teacher motivation and some studies related to it. In the following sections, I discuss the definitions on emotions as well as present studies on teacher emotions.

2.3 Emotions in teaching

Schools and classrooms are embedded in emotions. However, emotions are the least investigated aspect of teaching. According to some researchers (HARGREAVES, 2000, p.811, SCHULTZ and PEKRUN, 2007, ZEMBYLAS 2005), the "emotional dimension" has been forgotten by the "increasingly rationalized world of education reform" (HARGREAVES, 2000). Sutton and Wheatley (2003) emphasize that researchers know little about: the role of emotions in teaching education, the relationship between teachers' emotional experiences and their teaching practices, the relationship between the teaching sociocultural context and teachers' emotions, and the relationship between teachers' emotions and motivation.

Since the 1980s, the role of emotions has been researched in different fields such as philosophy, sociology, psychology, history, and anthropology, each one of them with their own theoretical framework (ZEMBYLAS, 2002a). Thus, there seems to be little consensus on defining emotion due to numerous understanding about its meaning and nature (ZEMBYLAS, 2002b). Many philosophical studies have advocated that emotions and reason are not antagonist constructs; rather, they are integrated, as emotions have a cognitive dimension (ZEMBYLAS, 2002a, 2002b; SWAIN, 2011). However, emotions are not psychological and cognitive only. In this study, I understand emotions as defined by Zembylas (2002a, 2002b, 2003, 2004). Therefore, emotions are defined as sociocultural, political and historical phenomena constructed and shaped by our interpersonal relations within the environment. They are considered to play an important role in our lives in regards to the way we see, feel, say and (inter)act in the world.

Zembylas understands that language plays an important role in the construction and experience of emotions: emotions are shaped and reshaped by

language (ZEMBYLAS, 2002a). Thus emotions are understood as interpersonal experiences through discursive practices within a social life. Thus, they are not “just matters of personal (private) dispositions or psychological qualities” (ZEMBYLAS, 2004, p.186). Rather, they are socially constructed, historically situated, and (re)shaped by culture, family, and workplace values (ZEMBYLAS, 2002a; 2002b; 2004). These values vary from culture to culture throughout time. Each society understands emotions in a distinct way, establishing its own rules, indicating what is acceptable or not in certain contexts and circumstances (ZEMBYLAS, 2002a; 2004).

Zembylas also explains that as elements of discursive practices, emotions are performative. They may control what an individual says and does. Also, as discursive practices, they are permeated by power relations which “determine what can, cannot, or must be said [...] what is taken to be true or false” in accordance to each social, cultural and organizational setting (ZEMBYLAS, 2005, p. 937). He uses the term “emotional rules” to refer to these silent rules that “delineate a zone within which certain emotions are permitted and others are not permitted, and these rules can be obeyed or broken, at varying costs”. These rules are learned from the way individuals respond to inferences of emotional display. The author explains:

Emotional rules police teachers’ emotions in terms of an articulation of a very specific presence in their everyday life at school: forms of language and embodiment of emotion that teachers are taught to value and others that must be dismissed. For example, confronted on a daily basis with a variety of emotions – anger, bewilderment, anxiety etc. – teachers must learn to control emotions of anger, anxiety, and vulnerability and express empathy, calmness, and kindness (ZEMBYLAS, 2003, p.119).

This previous passage shows how teachers’ practices are shaped by some rules that exist within the school context. Emotional rules express the power relations that control teachers’ work, which are shaped according to the social and political experiences lived by the teacher in his/her context (ZEMBYLAS, 2002a). These rules are responsible to control the different ways in which people experience and communicate their emotions, varying according to the culture and context they belong to. Zembylas (2002a, p. 205) suggests that “they are embodied in the design of the school space” dictating what a teacher should or should not do in order to

follow what is “true, permitted and desirable”. These emotional rules are also “disguised as ethical codes, professional techniques, and specialized pedagogical knowledge” (ZEMBYLAS, 2002a, p. 201).

Zembylas also points out that teachers deal with the personal and social aspects of their emotions through what he named “emotion work”:

[...] the demand of professionalism as the skill to react emotionally to colleagues and students in a particular way, rather than with spontaneity, suggests that ultimately *emotional labor* is a necessary part of the work of teachers. *Emotion management* is seen as the type of *emotion work* (“what I try to feel”) it takes to cope with emotional norms (“what I should feel”). [...] *emotion work* refers more broadly to the act of shaping or evoking an emotion (including suppression in some instances) and *emotional labor* is the outcome (which can be positive or negative). (ZEMBYLAS, 2002a, p. 196. Emphasis in the original).

According to this passage, developing an emotional work allows the teachers to react properly in their interpersonal relations in the school context. Through emotional management, some emotions may be shaped, controlled or provoked, or even suppressed. This results in an effort to articulate private and social, emotions and values, what is desirable and what is, in fact, experienced by teachers within school’s working conditions that might frustrate their expectations. Teachers are required to fit into the social and political culture of schools, demanding from them a sort of adjustment of the self, reflecting the bridge between culture and power relations (ZEMBYLAS, 2002a). Zembylas (2002a, p.199) understands power relations as “spoken and unspoken norms and rules of behavior, regulated by variable cultural and historical functions of affective structures”. Therefore, these power relations might influence how teachers experience and express their emotions in their interactions with colleagues and the school administration. Thus, emotions can be understood as social and cultural experiences that are constructed through interpersonal relationships intrinsically linked to one’s values and culture within a historical context. Teacher emotions “play an important role in her teaching, the relationships with her students and the political context of the school” (ZEMBYLAS, 2004, p.198).

In this section, I discussed the nature of emotions and some important aspects to understand teacher emotions. In the next section, I present some considerations about research on teacher emotions.

2.3.1 Research on teacher emotions

According to Zembylas (2003), during the 1980s and early 1990s, research in education started to recognize the importance and power of emotions in teaching. In addition, there has been an increase in the number of studies focused on the role of emotions in teaching. The author explains that there are two waves of studies on emotions. The first wave (during the 80's and early 90's) focused on "establishing awareness of the role of emotion in teaching" (p.107). The second wave, during the 90's, focused on the "idea of social relationships, recognizing emotion as part of relationships in the classroom and the school context" (p. 107).

The first wave focused on the importance of affect in the teacher-student interaction, which is essential for an effective learning process. Theorists and researchers gave much attention to stress and burnout, with discussions about negative emotions such as "fatigue", "frustration", and "nervous tension". Although these studies fostered the research of teacher emotion in the educational field, Zembylas (2003) points out that in this period the term "emotion" was almost never mentioned.

The awareness of the role of emotions in teaching provided in the first wave was central to signal an issue that will emerge and be discussed in the second wave, that is, "the interaction of teacher emotion with other dimensions in teaching such as teacher performance, teacher knowledge, and the social and political context of the classroom and school" (ZEMBYLAS, 2003, p.109). These studies recognize teaching as an "emotional practice" embedded in social relationships in the school transactions among teachers, students, parents, and administrators. They have shown the power of emotions in teaching as emotions are linked to school policies, social constructions, professional competence, teachers' selves, teachers' creativity, teacher development, school reforms and student learning. Thus, this second wave has provided a clearer picture on the role of emotions in education, one that shows the

“complexity and range of emotions held by the teachers” in the school context (p.112).

Sutton and Wheatley (2003) argue that emotions are an integral part of teachers’ lives, thus agreeing with Hargreaves (1998, p.835) who claims that emotions are at the “heart of teaching”. They classify emotions as positive and negative. Positive emotions are the ones related to pleasure or goal achievement. They are mainly related to the teacher-student relationship in the school environment. Table 2 shows positive teacher emotions indicated by these authors:

Sources	Positive emotions
Teaching; students	Care, love, affection
Teaching; children’s learning, growth and progress; time spent with the children	Joy, satisfaction, pleasure
Former students coming back to talk to the teachers; students’ cooperation	Pleasure, pride
Teaching	Excitement
Students do their work; supportive colleagues; responsible parents; teachers’ efforts supported; teachers’ judgment respected	Positive emotions ¹²

Table 2: Teacher positive emotions (SUTTON and WHEATLEY, 2003).

According to Sutton and Wheatley (2003), as shown in Table 2, love and care are the most discussed emotions on teaching research abroad. Some studies have emphasized the teachers’ care for their students (DAY, 2004; HARGREAVES, 2000; ZEMBYLAS, 2004). They have also pointed out the joy, satisfaction and pleasure experienced by the teachers when their students are able to learn and make progress. Teachers are pleased to see their pupils’ growth and to spend time with children at school. They also feel very excited with teaching itself as it is considered an unpredictable career, as every class has its particularities.

Negative emotions are best represented by anger and frustration being most related with goal incongruence. They are experienced through teacher-student/colleagues/parent relationships. Table 3 displays negative teacher emotions presented by Sutton and Wheatley (2003) as follows:

¹² In these situations the positive emotions were not specified by the authors.

Sources	Negative emotions
Students' misbehavior and rule violations; uncooperative colleagues and parents; tiredness and stress.	Frustration, anger.
Belief that students' poor academic work is due to laziness or inattention.	Anger
Beginning teachers: complexity of learning to teach; teacher-parents interactions. Experienced teachers: insecurity about one's performance.	Anxiety
Students' home lives issues.	Sadness

Table 3: Teacher negative emotions (SUTTON and WHEATLEY, 2003).

Frustration and anger are two negative emotions often experienced by teachers, as shown in Table 3 (SUTTON and WHEATLEY, 2003). According to these authors, although anger is a common emotion felt by teachers, it is difficult to be seen in short-term visits. It can be experienced through several events such as: students' misbehavior and violations of rules that might interfere in an efficient teaching context, lack of cooperation from other teachers and parents, students' laziness or inattention which may result in their poor academic work, and teachers' tiredness and stress. Anxiety is felt by both beginning and experienced teachers, though in different perspectives. Beginning teachers are anxious because the complexity of learning to teach, if they are going to be able to fulfill their goals, and when they need to interact with parents. Experienced teachers are anxious about their job's quality, that is, whether they are doing a good job or not.

Based on cognitive and social psychology research, Sutton and Wheatley (2003) point out some potential influences on teacher emotions. They argue that emotions may influence teachers' cognition and motivation. They also point out that students may be aware of and be influenced by their teachers' emotions. In the following paragraphs, I explain each one of these influences.

First, Sutton and Wheatley (2003) assert that emotions often shape cognition. They explain that teachers' emotions influence cognitive aspects such as attention, memory and problem solving. Teachers can be distracted by their students' misbehavior that may interfere in their class management which is directly linked to discipline issues. Emotions can also affect memory. Teachers tend to better remember situations in which they were intensely angry with disrespectful students, but may forget about other students' behavior at that specific time. Also, if a teacher is happy they are more likely to remember happy incidents rather the ones that made

her/him sad. The authors also explain that positive emotions such as joy, interest, pride, and love broaden thinking, therefore they “may generate more teaching ideas and strategies” (SUTTON and WHEATLEY, 2003, p.338), which may contribute to problem solving, which may help the teachers to achieve their goals.

Second, they explain that emotions may also influence teacher motivation. On the one hand, negative emotions may diminish teacher intrinsic motivation as “negative emotions tend to be incompatible with enjoyment as implied by interest and intrinsic motivation” (PEKRUN et al., 2002¹³ cited in SUTTON and WHEATLEY, 2003, p.338). On the other hand, in order to experience intrinsic motivation positive emotions are necessary, but not sufficient. For instance, in SDT the satisfaction of the three psychological needs (competence, autonomy, and relatedness) is essential for experiencing motivation (RYAN and DECI, 2000a, 2000b). In addition, Sutton and Wheatley (2003) suggest that emotions may influence teachers’ goals. For example, a teacher in a good mood may set more challenging goals to her/his students as well as set more ambitious goals for her/his own teaching.

Third, students may be aware of teachers’ emotions and they are influenced by them. Even though teachers may try to mask their emotions, they can be disclosed voluntarily or involuntarily through physiological changes (e.g. sweating, blushing), vocal changes in pitch (e.g. loudness, speed), and facial expressions (e.g. smiling, frowning) (SUTTON and WHEATLEY, 2003).

Studies on teacher emotions have addressed numerous themes such as: teacher education and development, classroom life (WOOLFOLK HOY, 2013), emotions, identities, beliefs, language teacher education and language learning (BARCELOS, 2015), teacher self-development (ZEMBYLAS, 2003), educational change, teachers’ careers, teachers’ lives (HARGREAVES, 2005), emotional ecology, emotional knowledge, and pedagogical content knowledge (ZEMBYLAS, 2007), to name a few.

In the Brazilian context, there have been a few studies developed on teachers’ emotions. They are about: pre-service teachers’ emotions, life and learning stories (ARAGÃO, 2007); in-service teachers’ experiences and emotions lived as they

¹³ PEKRUN, R.; GOETZ, T.; TITZ, W.; PERRY, R. P. Academic emotions in students’ self-regulated learning and achievement: a program of qualitative and quantitative research. **Educational Psychology**. v.37, p.91-106, 2002.

participated in a continuing education project (COELHO, 2011); the relationship between affective states and pre-service English teachers' practice (CANDIDO RIBEIRO, 2012); A self-study about the emotions of an English teacher at a public school (REZENDE, 2014), pre-service teachers' experiences, emotions and cognitions in the development of teacher identities (OLIVEIRA, 2013); relationships between pre-service teachers' emotions and beliefs about learning and teaching English (RODRIGUES, 2015).

In the next section, I discuss the studies developed in Brazil that have dealt only with in-service teachers' emotions (COELHO, 2011; REZENDE, 2014) since this is the object of this study.

2.3.2 Brazilian studies on emotions of English teachers

The research on teacher emotions is a recent field in Brazilian Applied Linguistics. There are two studies about in-service teacher emotions (COELHO, 2011; REZENDE, 2014). In this section, I describe both studies and discuss their contributions to the development of the area. Coelho (2011) investigated the experiences and emotions of experienced teachers of public schools who participated in a Continuing Education Project for English Teachers (PECPLI), whereas Rezende (2014) carried out a self-study about the emotions of an English teacher at a public school.

Coelho (2011) aimed at investigating and understanding the experiences and emotions of teachers participating at PECPLI. More specifically, she aimed at identifying the influence of experiences and emotions lived at PECPLI on those teachers' experiences in their public schools, hoping to identify transformations in their physiological, relational and pedagogical domains, and the transformations in the structure of PECPLI. This study was based on experiential studies (MICCOLI, 2006, 2007a, 2007b, 2008 e 2010) and emotions (HARGREAVES, 1998; SUTTON AND WHEATLEY, 2003; ZEMBYLAS 2004; IMAI, 2010), in addition to the work of Humberto Maturana (1984, 1990, 2001, 2002, 2005, 2006) on the Biology of Knowing. Data collected included: PECPLI documents (from 2004-2009), the project coordinators' field notes, audio and video recordings, the project's annual evaluation questionnaires, and teachers' narratives about their experiences at

PECPLI. Participants were 11 female teachers who attended the project during the development of the study. They were from different nearby cities and worked in public schools. Some of them also worked in private schools, teaching English classes and, in some cases, English and Portuguese, with a weekly teaching workload of 8-38 hours of classes per week. The results revealed two distinct moments along the development of the Project. In the first moment, from 2004 through 2006, the sharing of experiences, beliefs diagnosis and practice questioning prevailed. In the second moment, from 2007 through 2009, the emotion of belonging and acceptance experienced at PECPLI started to be the new domain of action, which prompted teachers to begin reflecting deeply on their practices.

Coelho's study emphasized the importance of projects like PECPLI not only for in-service, but also for pre-service teachers as they got the chance to share their experiences, learnings and reflections about themselves. It shows the need for a partnership between universities and schools. Teacher educators could provide opportunities for in-service teacher development at public schools, as well as design teaching programs that could offer a closer perspective from the schools where the new teachers will work. This study also indicates the need for teachers to develop their autonomy, as they should feel more responsible for their own education.

In the second study, Rezende (2014) investigated her own emotions in her first year as an English teacher at a public school in order to answer the following research questions: "(1) What are my emotions? How are they constructed? (2) What is the relationship between my emotions and actions in the school context? (3) How do my emotions inform my practice?" (p.2). The theoretical framework was based on studies about emotions (HARGREAVES 1998, 2000; ZEMBYLAS, 2003, 2004; O'CONNOR, 2008; COELHO, 2011), mainly on the reflections of the Chilean biologist Humberto Maturana, as well as on self-study research (BULLOUGH & PINNEGAR, 2001; SAMARAS, 2011), Data was obtained through an emotion diary and a critical friend memo. In her emotion diary she wrote about events which were relevant to her in the school context. They were related to students, co-workers, her own practice, culture and school policies, and so forth. She also wrote about her feelings and actions while experiencing them in her practice. They were registered every day after school. After that, this emotion diary was read and commented on by a critical friend.

According to Rezende (2014), the results showed that the teacher experienced emotions of sadness, frustration and indignation related to (1) her own practice, (2) her relationship with students and colleagues, (3) the school politics and culture, which led her to contradictory actions, at first. Then, in a second phase, after reflecting about the way her career was taking and her love for teaching and for her students moved her in order to act in a different direction, trying to create a more comfortable environment in the school context. She changed her practice, thus resulting in her students' increased engagement and in a better relationship with her colleagues. So, in the second phase, she experienced emotions of happiness, enthusiasm, and hope. Her study indicates the relevance of reflection on one's teaching practice in order to see the need for transformations in the domains of action.

Both studies, Coelho (2011) and Rezende (2014), are valuable contributions to research on teacher emotions in Applied Linguistics, as they show the importance of reflection for a better understanding about of emotions experienced by teachers in their practice. These studies also have pointed out the importance of sharing emotions, either among peers in a continuing education project or with a critical friend, as teaching is considered for most teachers as a lonely endeavor. Also, sharing emotions, experiences and lessons learned may help in creating opportunities for changes, improvements, actions in the teaching and learning process.

In this chapter I presented a synthesis of the literature on motivation and emotions. First, I situated this study within English teaching in the Brazilian public schools in order to provide a better understanding of the scenario where this study took place. Second, I discussed the concept of motivation, emphasizing its relevance in the teaching and learning processes, as motivated teachers are likely to motivate their students to learn (DÖRNYEI and USHIODA, 2011). Also, I have presented some studies on teacher motivation and demotivation. Third, I defined the concept of emotions – understood as sociocultural, political and historical phenomena constructed and shaped by our interpersonal relations within an environment. Then, I presented some studies on teacher emotions. Finally, I drew some considerations on the relationship between emotions and teacher motivation to teach. In the next chapter, I present the methodological procedures used in this study.

CHAPTER III METHODOLOGY

“For teachers, a primary reason for doing research is to become more effective teachers. Research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing new insights into the teaching and learning process.”

(MCKAY¹⁴, 2006 cited in DÖRNYEI, 2011, p. 16)

This qualitative study aimed at investigating the emotions and motivation of an in-service English teacher to teach in a public school, as well as the relationship between these concepts. In order to achieve this goal, I try to answer the following three research questions: (a) What motivates this in-service teacher to teach English? (b) Which emotions emerge during the teacher’s classes? (c) Is there a relationship between the emotions she experiences and her motivation to teach English? If so, how does this happen?

Qualitative research has been used in several areas such as sociology, anthropology, education, history, political science, business, and medicine (DENZIN and LINCOLN, 2007). It has gained recognition in AL since the mid-1990s (DÖRNYEI, 2011). In a qualitative study, the researcher tries to interpret the participant’s opinions, experiences and feelings related to the phenomenon being considered, situated in the participant’s context. A qualitative approach was chosen for this study because it is a means to explore, analyze, interpret and understand the teacher’s motivation and emotions within her school context.

This chapter is divided into four sections. The first section describes the context and the participant. The second section explains the data collection instruments. The third section describes the data analysis procedures. Finally, the last section describes the ethical procedures in conducting this study.

¹⁴ MCKAY, S. L. **Researching Second Language Classrooms**. Mahwah, N. J.: Lawrence Erlbaum, 2006.

3. 1 Context¹⁵ and participant

This study was carried out in a public school located in a central-eastern city in the state of Minas Gerais, Brazil. The study started after the consent of the school principal (Appendix A). The participant, Dalva, had been an English teacher in that school for 17 years. I describe the school and provide a profile of the teacher in the following sections.

3.1.1 PECPLI¹⁶

PECPLI was a Continuing Teacher Program for English teachers created by two teacher educators, from a Brazilian public university, in 2004. This program provided pre- and in-service English teachers with opportunities to have a continuing professional development through discussions about methodology, practice, and reflections about education. The topics discussed by the group were chosen according to their needs and interests. The meetings were held twice a month. During the ten years of its existence, the project contributed to teachers' development and it encouraged them to present about their experiences in conferences and write about it. Thus, the group presented about PECPLI at CLAFPL (Latin-American Congress on Language Teacher Education), in 2008, 2010 and also published a book¹⁷, with narratives on their journey in teaching and in the project.

3.1.2 The school

The school where this study was carried out was founded in 1964. It is located in the city's downtown area, in a spacious building with 16 classrooms, a library, an office, two gyms, three restrooms, a teachers' room, a cafeteria, a computer lab, an auditorium and two big yards. There are three portable projectors, a TV, and at the library, many books are available for teachers to consult and use them in the classroom. In each classroom, there is a blackboard, a teacher's desk and students' desks and chairs, according to the number of students in each class.

¹⁵ All the information about the school was provided by the school secretary.

¹⁶ Source: <http://pecpli.webnode.com.br/about-pecpli/>.

¹⁷ BARCELOS, A. M. F.; COELHO, H. S. H. **Emoções, reflexões e (Trans)formações de alunos, professores e formadores de línguas**. Campinas: Pontes Editores, 2010. 342p.

There are 1086 students, from elementary to high school, attending classes in the morning (633), in the afternoon (282) and in the evening (174). The school staff is composed of a principal, three vice-principals, an education expert, five secretaries, 64 teachers (4 English teachers), 15 janitors, and a librarian.

The school was going through a slow process of remodeling that affected the quality of the classes due to the noise made by the machines during the renovation of the classrooms, the construction workers moving around the school, and the building material inside the school spreading dust all around campus.

3.1.3 The teacher

Dalva¹⁸ was 46 years old at the time of data collection. She was born in the capital of Minas Gerais. When she was 20 years old, she moved to the city where she lives now. Dalva told me she had always wanted to become a teacher. When she was a little girl, she used to pretend to be a teacher and teach her siblings and friends from her neighborhood. She said that she used to sing in English to her parents who loved that! In school, her favorite class was English. Her 6th grade teacher was her first “inspiration” role model. She used to love her classes because “she was very relaxed and dynamic to teach English, so I identified myself with her a lot” (LN¹⁹, 05/13/2015).

Dalva had studied English in public schools for 13 years and in a private English Institute for three years before entering a private university where she majored in the Languages and Literature Program. Her choice for that degree was on account of her love to learn English.

Dalva had been teaching English for about 17 years, always in public schools, where she taught middle and high school students. At the time when the data was collected, she was teaching English in the morning at the school where this study was carried out, and, in the afternoon, she was the vice-principal at another school. She worked a total of 10 hours a day in both schools. As an English teacher, she had 8 groups of students and taught four classes each day, from Monday to Thursday.

¹⁸ In order to protect the teacher’s identity, I asked her to choose a pseudonym. She chose Dalva.

¹⁹ LN stands for the life narrative she wrote.

Dalva and I have known each other for about five years. We met at PECPLI where she had been a member for about nine years. We have always had a good relationship. During many PECPLI meetings, I had always heard Dalva saying that she felt motivated to teach English. This intrigued me and made me want to investigate what was the source of her motivation. Similarly to the other PECPLI's participants, Dalva stopped her participation due to her busy agenda. The meetings used to be on Saturdays mornings when she had school meetings or events to attend.

3.2 Data collection instruments

To answer the research questions, the following data collection instruments were chosen: two semi-structured questionnaires (Q1 and Q2), a life narrative (LN), a semi-structured interview (IN), classroom observations (CO), field notes (FN), audio recordings (AR), and a teacher's journal (TJ). The recorded data from the interview and observations were transcribed and sorted by myself. As a way to help the reader visualize all these instruments and get a general picture of the whole data gathering process, Table 4 summarizes the data collection instruments, their purpose and the data collection schedule. Detailed information about each instrument is given in the following subsections.

Instruments	Aims	Delivery date	Return date
Questionnaire I	To gather information on the participant's profile.	March 4th, 2015	March 18th, 2015
Questionnaire II	To identify her motivation and emotions related to English teaching.	May 6th, 2015	June 28th, 2015
Life narrative	To understand the teacher's language learning history; to identify her motivation and emotions as an English teacher.	May 13th, 2015	August 9th, 2015
Semi-structured interview	To understand the teacher's emotions and motivation related to English teaching.	July 4th, 2015	
Class observation	To systematically document the relevant actions and events in the classroom that could reveal her emotions and motivation in action.	From March 4th, 2015 to July 2nd, 2015.	
Field notes	To record the researcher's perceptions, descriptions and accounts about witnessed events.	From March 4th, 2015 to July 4th, 2016.	
The teacher's journal	To understand how the teacher reported on her practice and her emotions about it.	March 4th, 2015, April 1st, 2015, May 6th, 2015	March 26th, 2015 April 30th, August 9th, 2015

Table 4: Data collection instruments.

3.2.1 Semi-structured questionnaires

Questionnaires are defined as: “any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (BROWN²⁰, 2001 cited in DÖRNYEI, 2011, p.102). They are considered the most popular research method applied in the social sciences for their extremely versatile nature and capability of gathering a large number of participants in a short period of time (DÖRNYEI, 2011). However, questionnaires may demand some time and care to be constructed (VIEIRA-ABRAHÃO, 2006). Semi-structured or open-ended questionnaires deserve the same attention and care, as it is complex to write well-designed, unambiguous open questions for questionnaires.

²⁰ BROWN, J. D. *Using surveys in language programs*. Cambridge, Cambridge University Press, 2001.

In this study, I applied two semi-structured questionnaires. The first questionnaire (see Appendix C) aimed at getting personal information in order to gather Dalva's personal profile. It was composed of nine *factual questions* (DÖRNYEI, 2011, p.102). Dörnyei defines *factual questions* as the ones "used to find out certain facts about the respondents, such as demographic characteristics, residential location, marital and socio-economic status, level of education, etc". Dalva received the first questionnaire on March 4th, 2015, and she gave it back on March 18th, 2015.

The second questionnaire (see Appendix D) was given on May 6th. There were six *behavioral* and *attitudinal questions* (DÖRNYEI, 2011, p.102) in order to identify the participant's motivation and emotions related to English teaching. Dörnyei explains *behavioral questions* as the ones "used to find out what the respondents are doing or have done in the past, focusing on actions, life-styles, habits and personal history" and *attitudinal questions* as the ones "used to find out what people think, covering attitudes, opinions, beliefs, interests, and values."

In addition to these questions, I also added two questions (questions five and six) in the second questionnaire asking Dalva to create a visual representation (a collage) of how she saw herself as an English teacher at the time of data collection and ten years later (see Appendix G). According to Pitkänen-Huhta and Pietikäinen (2014, p.1), visual methods are ways of "engaging informants as active agents who narrate their personal experiences through visual means". Thus, people's memories can be evoked and analyzed through these methods.

3.2.2 Life narrative

Connelly and Clandinin (1990, p.2) argue that "humans are storytelling organisms". When composing a life's narrative, people reveal their understanding of the events they have experienced through writing their personal stories. Thus, the study of narratives is the study of how people make sense of the world around themselves. Those authors understand teachers' narratives as "metaphors for teaching-learning relationships" (p.3). They assert that while writing their lives' narratives, teachers are building their meaning of school situations.

In this study, Dalva received the guidelines to write her life's narrative on May 13th, 2015 (see Appendix E). The narrative aimed at identifying her language learning process (English in particular), her motivation to teach and the emotions she experienced in teaching English. She was asked to write about (a) her personal learning and teaching experiences with English; (b) her reasons for choosing to be an English teacher, (c) her memories from school when she was a student, (d) her emotions about teaching, and (e) her motivation and demotivation at school. Her narrative was two-pages long, and she sent it back to me on August 9th, 2015.

3.2.3 Semi-structured interview

Semi-structured interviews are important tools in qualitative studies. They are usually constituted by “a sequence of themes to be covered, as well as suggested questions” (KVALE, 1996, p.124), although researchers are free to change their sequence to follow up the answers and stories told by their participants, as “knowledge evolves through a dialogue” (p.125).

The interview aimed at better understanding Dalva's emotions and motivation related to English teaching. The questions (see Appendix F) were based on data from her answers in the questionnaires, some of her journal entries, and some classroom observation notes. The interview was conducted on July 4th, 2015 and lasted about one hour and a half. It was audio recorded, with the participant's consent, and transcribed. A copy of the interview transcript was sent by e-mail to Dalva who confirmed all the reported data and allowed me to use it in this study.

3.2.4 Class observations

Class observations "enable researchers to systematically document the actions and events that are particularly relevant to their research questions and topics"²¹ (VIEIRA-ABRAHÃO, 2006, p.225). According to Vieira-Abrahão (2006), there are two kinds of class observations: participant or non-participant observation. In this study, I decided to use a non-participant observation, in which the researcher makes

²¹ My translation for: “a observação de aulas possibilita que os pesquisadores documentem sistematicamente as ações e as ocorrências que são particularmente relevantes para suas questões e tópicos de investigação”

the observation in the classroom without getting involved with what happens in the observed context. During the classroom observations there were only a few times when Dalva asked me questions related to some doubts about English and for my help during some activities, but that was all. Most of the time, I sat next to her table, as she asked me to, and took my notes. Although I was sitting in the front of the class, I did not notice any student distraction because of that.

During the first semester of 2015, I observed a total of 41 classes from two groups of students. There were 40 students in the first group and 35 in the second one. They were seated in five rows with the teacher's desk in front of the class. The classes were 50-minutes long. Each group had one class on Wednesdays and one on Thursdays. I used to arrive at school together with Dalva and I stayed with her for the duration of the classes and the break, when she would stay in the teachers' room talking to the other teachers and the school administrators.

All the observed classes were audio recorded in order to guarantee further details on the observations (VIEIRA-ABRAHÃO, 2006). Even if the researcher is able to make careful observations and notes, relevant events for the study may go unnoticed if not recorded. According to Dörnyei (2011), research methodology should have a balance between goals and resources. Thus, a *partial transcription* can be carried out for the sections that are considered important for the research. After analyzing the data to be transcribed, the researcher may consider not necessary to transcribe everything. I opted to partially transcribe the classes. As my goal was to investigate instances of Dalva's practice where emotions or motivations were expressed, I listened to everything and transcribed only the sections related to these.

There were many moments in the classes when Dalva and her students talked about event organizations (in six classes), test days (six classes) and private chatting with some students (in twenty-two classes). In other situations, the school supervisor and/or the principal went to class to make announcements without Dalva's participation (in three classes), and when the students were talking among themselves (in all the classes).

3.2.5 Field notes

According to Vieira-Abrahão (2006), data analysis starts when the researcher is writing the field notes. They are considered a useful tool to help the researcher record descriptions or accounts of events in the context of the study (who, what, why, when, where, etc.). They can be produced while one is still in the field or immediately after leaving it.

I used field notes to record the class observations, the conversations I had with Dalva before or after classes, as well as moments before and after the interviews. These field notes were invaluable for helping me remember information about how Dalva was feeling before and after classes, some of her interactions with the other teachers, her supervisor, her students, and with the school principal, both in and out of the classroom. Some notes were written in a notebook, others were audio recorded and transcribed later. Altogether I had 62 entries of field notes.

3.2.6 Journal

Journals, also referred to as diaries, have been used as data collection instruments since the 1970s by researchers in the social sciences and psychology to investigate emotions in everyday events (DÖRNYEI, 2011). According to this author, in AL, journals have been used since the 1980s to record data about language learning experiences and in teacher training programs. Bolger²² (2003 cited in DÖRNYEI, 2011, p.156) believes that through journals, researchers can “capture the particulars of experiences in a way that is not possible using other methods”.

In this study, I gave Dalva a notebook, as she prefers handwriting over typing, and asked her to keep a diary to record her emotions about events she experienced in the classroom and at school (related to her students, co-workers, her practice, school culture and policies, etc.) and her feelings and actions facing such events. She agreed to keep regular records after both classes I was observing. However, throughout the whole semester, she wrote nine short entries only. Most of the time, she wrote about positive aspects of her classes such as her love for teaching, the activities she gave her students that worked well, and the occasions she was able

²² BOLGER, N.; DAVIS, A.; RAFAELI, E. Diary methods: capturing life as it is lives. **Annual Review of Psychology**. v. 54, p. 579-616.

to speak English in class - a challenge for her. Additionally, she did mention when she got frustrated with her students' low performance in tests and when they cheated on a test. She kept the diary for the whole time I was observing her classes – from March 4th, 2015 to July 1st, 2015. I gave it to her on the first day of class and collected it on March 26th, 2015; on April 30th, 2015 and on August 9th, 2016. It was planned to collect her journal every other week, however, she delayed giving it back to me.

3.3 Data Analysis Procedures

Data collection started in March 2015 and finished in July of the same year. The analysis started together with the data collection. Once when you are transcribing data, in a way, you are starting to gather insights and interpret the data. Formal analysis began in July and continued until February 2016.

Data analysis followed procedures of qualitative research (HOLLIDAY, 2002; PATTON, 2002) which involves the process of making sense of all the data collected in the real world and transforming them into *findings* about the phenomenon under investigation. In order to achieve this goal, content data needs to be identified, coded, categorized, classified, and labeled the primary patterns in the data (PATTON, 2002, p. 463). In this study, data was analyzed manually following these steps by Patton (2002):

- 1) Reading through all the data collected;
- 2) Highlighting passages related to emotions and motivation, making comments on the margins and labelling them into significant units.
- 3) Reading all the data and initial unit codings several times to look for regularities, patterns and similarities;
- 4) Grouping similar units into themes/categories;
- 5) Revising the categories repeatedly, which included triangulation, deleting or making some categories bigger or smaller.

The categories found are presented in Table 5. Each of these will be discussed in detail in chapter IV.

Categories
Dalva's motivation - students' appraisals of her classes; - participation at PECPLI; - love for teaching.
Dalva's demotivation - students' lack of interest, - students' low performance in tests;
Dalva's emotions - her students: (empathy, joy, surprise, happiness, anger, frustration, sadness) - her work; (love, support, trust, loneliness, frustration, fear, insecurity, guilty) - use of English. (security, satisfaction, confidence, fear, insecurity, sadness)

Table 5: Categories related to Dalva's emotions, motivation and demotivation.

3.4 Ethical Issues

Before starting the project, it had to be analyzed and approved by the University Ethics Committee. In the previous year, during a break in a PECPLI's meeting, I explained my research project to Dalva and invited her to be my participant. After her agreement, I visited the school where she worked, talked to the principal and got the permission to carry out my project in the school. After the Committee's approval, I read Dalva the informed consent form with all the research details (see Appendix B) and the ethical procedures that would be adopted during its development.

While carrying out a research study, the primary ethical issue to be considered is respect. As researchers, we need to respect the feelings of our participants, as well as their rights, anonymity and wishes. I assured Dalva that her participation would be voluntary and that she could withdraw at any time. She would not be forced to answer any questions and would not suffer any other kind of coercion during this study. When conducting the interview, I checked and double-checked with her to ensure that she was aware of the different steps, was okay with the steps and that her participation was of value. I made clear the exploratory, not evaluative, nature of the study. While I was observing her classes, I repeatedly reassured her that I was not observing her practice for evaluative ends.

In this chapter, I have discussed the methodological procedures used in the development of this study. First, I presented the nature of the study. Then, I

described the context, participant and instruments used for the data collection. Next, I explained the procedures followed in the data analysis. Finally, I presented the ethical issues addressed in the conduct of this study. In the following chapter, I discuss the findings of this study.

CHAPTER IV RESULTS AND DISCUSSION

“Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy.”

(HARGREAVES, 1998, p.835)

In this chapter, I discuss the findings of this study. It is divided into four sections. First, I begin describing Dalva’s profile, which will be helpful in understanding her emotions and motivation towards English teaching. Second, I explain the situations that influenced her motivation and demotivation. Third, I describe and discuss the emotions she reported having experienced in her practice. Then, in the last section, I draw some considerations about the relationship among her emotions, motivation, and demotivation to teach English.

4.1 Dalva’s profile

Working as a teacher is a complex, emotionally and intellectually challenging task. Many teachers have a deep and passionate commitment to their work (DAY, 2004). Dalva is one of those teachers. The words “love” “like” “enjoy” were frequently used as she talked about herself as a teacher. She often said: “I love being there (at school)²³” (IN, 07/04/2015), “I love being a teacher” (IN²⁴, 07/04/2015), “I was born a teacher!” (NA, 08/09/2015), “I love teaching English” (Q2, 06/28/2015). She also considered herself an excellent teacher. In her own words: “I’ll keep believing that I am an excellent mother, I am an excellent teacher” (IN, 07/04/2015). She saw teaching as sharing, giving, and receiving: “It is very rewarding to share what we understand and study with others. I love that!” (IN, 07/04/2015). For that reason, she often felt sad and frustrated when she saw that some of her colleagues at school were not as giving as she was. Teaching is a lonely profession and it is

²³ I transcribed and/or translated the data from Portuguese into English. For the purposes of this study, they have been minimally edited for easier reading. All the original transcripts of all quotes in Portuguese can be found in appendix H.

²⁴ In this study, “IN” stands for interview; “NA” for life narrative; “Q2” for questionnaire II; “R” for researcher; “D” for Dalva; and “TJ” for teacher’s journal.

important for teachers to have supportive professional colleagues in their work setting (JOHNSON, 2001).

Dalva had great expectations for her future. She mentioned that since she was a little girl, her “dream was to go away” [leave the country] (NA, 07/02/2015). She wanted to go abroad not as a tourist: “I want to do something there, maybe I can teach Portuguese there” (IN, 07/04/2105). She claimed to get emotional when she spoke in English, saying “this language [English] touches me” (IN, 07/04/2015). She saw herself evolving, searching to be a better Dalva, a better professional and represented herself as a rock climber in her collage (see Appendix G).

Dalva usually participated in in-service teacher training programs sponsored by the state government, such as workshops, conferences and short courses, as well as in PECPLI. She believed that joining these initiatives helped her be a better teacher for her students. She longed to be closer to them, as she stated, “I’m always looking for opportunities to improve so I can teach in a safe and very modern way to be closer to my students and be able to arouse their passion for studying a foreign language” (Q2, 06/28/2015).

In this section, I have described Dalva’s profile in order to help better understand her motivation and the emotions she experienced in her practice. In the next section, I discuss her motivation and demotivation to teach English.

4.2 Dalva’s motivation and demotivation

Data analysis suggested that Dalva experienced motivation and demotivation to teach English. In this section, I first talk about her motivation to teach, related to her students’ appraisals of her classes, her involvement with students in organizing events at school, her love for teaching, and her participation at PECPLI. In the following section, I discuss her demotivation to teach, related to her students’ lack of interest, their low performance in the tests, and problems in her own personal life.

4.2.1 What motivated Dalva

Motivation is dynamic, particularly in long-term activities such as teaching. Thus, it can vary in complex ways responding to internal and external influences (DÖRNYEI and USHIODA, 2011).

Dalva described herself as a motivated teacher: “you know, I’ve always been very motivated” (IN, 07/04/2015). Among the several sources of Dalva’s motivation were her students’ appraisals of her class, her involvement with students in organizing events at school, her love for teaching, and her participation at PECPLI. I describe each one of these sources in the following paragraphs.

The first source of Dalva’s motivation was her relationship with students and their positive appraisals of her classes. According to Dörnyei and Ushioda (2011), investigating and understanding teacher motivation is essential for having effective student learning. The authors also explained that most teachers wish to contribute to a better society while working for the development of their students – whether they are children, adults, or elderly. It was the same for Dalva. She said she has been concerned about her students and their learning since the beginning of her career as a novice teacher, even without having any teaching experience, as shown in the following excerpt:

Excerpt 1:

I began teaching without any experience. But I always sought innovations to enhance the lessons and to make the students feel pleased with the English classes as I used to be. In the beginning, we didn’t have neither a textbook nor the appropriate resources to teach. However this didn’t prevent me from bringing interesting activities to arouse students’ wish to learn a new language. (NA, 08/09/2015).

Excerpt 1 indicates that Dalva had always been concerned about her students’ well-being and improvement in language learning. She explained that she prepared interesting activities to get them involved despite her inexperience and lack of teaching resources in the beginning of her teaching career. However, these contextual constraints did not seem to influence her negatively. Her care for her students’ improvement motivated her, as she explained:

Excerpt 2:

These activities in which students get involved motivate me a lot, because I know that they are learning English for life. Looking at their shining eyes when they see me speaking in English, even if it is not much, and enjoying the classes is very motivating too. Former students' appraisals saying that the classes helped them in the entrance exams and finding a job make me want to continue to be a teacher even more. Even the ones who graduated a long time ago, when they say they loved my classes, this is the best! (NA, 08/09/2015).

Excerpt 2 shows that her students' involvement, their language learning, and their appraisals of her classes motivated Dalva. SDT posits that human motivation requires three basic psychological needs to be satisfied: autonomy, relatedness, and competence (DECI & RYAN, 2000). In excerpts 1 and 2, it seems that the psychological needs for autonomy (she was the origin of her students' development, she was the one who taught them), for relatedness (she felt close to her students, she felt loved), and for competence (they learned English for life as stated in their appraisals) were satisfied. Thus, she felt competent and close to her students by hearing their compliments to her work. Her students' positive appraisals of her classes contributed to her motivation as she felt she was on the right track. These appraisals had an important role in Dalva's motivation as she emphasized them several times, as shown in the following excerpts:

Excerpt 3:

D: the source of my joy, my motivating source are their appraisals: "I would like to have class with you," "Dalva, I could not read any English, but I don't forget the first time you made me read a text and I read it, I understood everything with your tips, Dalva, I passed the entrance exam, I remembered that tip of yours", "I don't forget your song". So, these things are my motivation. Once, my son, the eldest, said "Mom, one day I would like to have class with you [...] It's because I can see how much your students love you, once, I would like to see your class, to see what it's like" I think you'll like it, I told him. So, my motivation is their appraisals. (IN, 07/04/2015).

Excerpt 4:

D: Another day, at the gas station, an attendant also said [in English], teasing me: "Dalva, hello! What's your name?" "well Dalva, I never forgot those cool classes of yours, those games". So these are things that stay with us. (IN, 07/04/2015).

As shown in the excerpts 3 and 4, and according to studies on teacher satisfaction (HARGREAVES, 2000; SKAALVIK and SKAALVIK, 2011; SCHOLL, 2002), the most important rewards for teachers come from students. For instance, when former students come back to say they are grateful for their teachers and also when they show they are enjoying or have enjoyed their learning (HARGREAVES, 2000). As said before, students' appraisals were Dalva's rewards in her career and one of her most important sources of motivation to teach. As motivation "sustains behavior" (SCHOLL, 2002), she kept going despite all the challenges she faced in her job such as over-crowded classes, teacher-teacher relationship, low salary, and exhaustion: "there are forty students in class, the teachers' emotions, the salary, all of these touch us" (IN, 07/04/2015), she also said: "I feel that even with the fatigue of everyday life, I'll still be a motivated teacher, because I love being a teacher" (IN, 07/04/2015). These findings resonate with those presented by Johnson (2001) about motivation of Mexican English teachers who mentioned their students as their primary motivation to teach.

The second source of motivation refers to her involvement with students in organizing events at school. Ryan & Deci (2000b) state that a person is motivated when she is energized or moved to do something. Data analysis indicated that Dalva had this energy to get involved in several activities at school such as school fairs, cultural shows, ice cream festivals, holiday celebration parties, proms, among others that she explains.

Excerpt 5:

D: We worked with comic strips and showed their work in an exhibition. I was able to work with the media [...] I posted their work on Facebook[®]. When they saw themselves on their Facebook page, they thought it was very interesting. So I started to work with this media as well. I love doing these fairs, I think that their work has to be shown. (IN, 07/04/2015).

In this passage, Dalva seems to want to show students' work and progress. She also seemed pleased to be able to work with social media. In addition, she felt she achieved her goal by creating and organizing events that got her students involved, thus feeling competent. These emotions fostered Dalva's autonomy as she did not have any constraints and could make her own decisions. Perhaps that was why she expressed enjoying it so much. Being able to work with her students also suggests that her need for relatedness was satisfied. Therefore, by organizing those events with her students, she felt motivated because she had her three basic needs satisfied: competence, relatedness, and autonomy, according to SDT. Not all of these events, however, were connected to language learning itself:

Excerpt 6:

D: I've always enjoyed involving the students with the activities at school. So I've always promoted ice cream festivals. I started making these festivals to collect funds for the ninth grade. [...]

R: What was this event for the 9th grade for?

D: For their prom. So I was helping them, right? It didn't have much to do with English itself, but at the same time, the English teacher was involved there with them, in this pleasant moment for them. (IN, 07/02/2015).

Although the action shown in excerpt 6 is not connected to language teaching itself, it can foster the sense of belonging and a connection between teacher-students at the school, which in SDT is called *relatedness* (RYAN & DECI, 2000b). According to Skaalvik and Skaalvik's (2011), belonging is positively linked to job satisfaction. Thus, Dalva's good relationship with her students contributed to maintaining her motivation.

The third source of her motivation was her love for teaching. Phrases such as "I love being a teacher", "I was born a teacher", "I like this [teaching]", were used by Dalva several times. She asserted that she did not picture herself doing anything else besides teaching. Dalva also claimed that "... even with the fatigue of everyday life, I'll still be a motivated teacher, because I love being a teacher" (NA, 08/09/2015). Her love for teaching moved her and made her search for ways to improve herself.

This search for self-improvement is related to the fourth source of Dalva's motivation: the continuing education project she was part of – PECPLI, as shown in the following excerpts:

Excerpt 7:

D: we are always looking to improve ourselves, right? Thus, I am in a project called PECPLI, in Viçosa, it is so cool, you know, I've always been very motivated, but with them we can be even more, [motivated] right? (IN, 07/04/2015)

Excerpt 8:

R: You mentioned PECPLI, how long have you been in the project? How important is it for you?

D: For nine years. This project is everything to me, both personally and professionally. It made me improve very much, because I had a chance to be there with magnificent people, but people like us, so simple, just like us that made me improve professionally. I learned about another world that I did not know such as the research world, how to write an article in English. Sharing experiences showed us how the emotional aspect is on the surface and it stirs things in us. So, it is very important for my life, I say, it is a family, it is learning that we do not want to let go, you know? It was really, like a prize for me. As I said, I've always been a motivated professional, I've always been, so they pushed me, to learn new things, you know? So I found out the professional Dalva I was, that I could keep working in my own way, I could go on, because it was right, it was cool, it was an incentive for me. (IN, 07/04/2015)

Being part of PECPLI seemed to have helped Dalva's motivation to continue being a teacher. The project satisfied her need for competence, as "it was an incentive" to her and her need for relatedness, as she felt connected to a group of colleagues who helped her to be autonomous and "pushed" her to learn new things and to be the professional she was. Dörnyei and Ushioda (2011, p.165) posit that "teacher motivation is not just about the motivation to teach but also about the motivation to be a teacher as a lifelong career". PECPLI supported Dalva's motivation, which in turn, fed her desire to continue teaching.

Having discussed what motivated Dalva, I now turn to what demotivated her.

4.2.2 What demotivated Dalva

Dalva's demotivation to teach was related to her students' lack of interest, their low performance on the tests, and problems in her own personal life. I comment on each of these below.

However, before I do so, it is important to say that it was not easy to detect what demotivated Dalva. Through data analysis, as mentioned earlier, I could notice that she did not talk much about negative emotions. This might have been because she might have been afraid of compromising this study, since it is about motivation. She might have wanted to keep her image as that of a motivated, happy and enthusiastic teacher, as she was known at PECPLI. But about the time this study was conducted, she had changed. She told me one day: “Nilce met me at a phase that I was not so motivated”, “... I am not that Dalva anymore” (FN, 04/01/2015).

Dalva’s students were both her source of motivation as well as demotivation. As she had a very strong bond with them, their lack of interest was her first source of demotivation. Her biggest complaint was some students’ lack of interest:

Excerpt 9:

D: Sometimes, I feel demotivated by the lack of interest of some students. I realize they are not willing to learn more. I’m anxious during the tests when they make mistakes because of their lack of attention, but each one has their own rhythm to invest in learning. (Q2, 06/28/2015).

Dalva worried about her students’ well-being. She knew the consequences of their lack of interest in learning: they might fail the class, or worse, they could miss future opportunities to grow as individuals. This demotivated her. She worried when they made mistakes on the tests and felt she had failed as a teacher. She tried to strengthen her bonds with her students in order to catch their attention. She was often worried if they liked her classes or not: “I like to see them happy with me and I am happy with them” (FN, 04/01/2015), “I am finding ways so they can enjoy their English classes” (IN, 07/04/2015). So, whenever she did not get this positive feedback, she felt demotivated. If she felt motivated by their positive appraisals of her classes, not getting these appraisals demotivated her and probably made her feel she was not being a good teacher. According to SDT theory, her need for competence was not getting satisfied as she was not being able to catch her students’ attention or get them involved in her classes. Sometimes, Dalva felt responsible for her students’ lack of interest. She kept asking herself, “What did I do wrong?”, “Where can I be better?” and “How?” (NA, 08/09/2015). On the other hand, she

seemed to be aware that every student has her/his own pace to learn and this gave her some comfort.

Besides her students' lack of interest, the second source of her demotivation was their low performance on the tests as shown in the following excerpt:

Excerpt 10:

What makes me sad [...] is when they perform poorly on the tests, even when the types of exercises I give are the same as the tests. I feel very distressed. (JN, 03/06/2015).

The excerpt above illustrate Dalva's belief that she should give the same kind of exercises in class as she would use on the tests in order to help them perform better on the tests. According to Dörnyei and Ushioda (2011), the expectations teachers create regarding their students' potentials may affect their motivation. Thus, her students' low performance on the tests demotivated her. She got angry on test days as her students asked her to do a make-up exam. She was upset because they relied on second chances to get better grades, instead of studying, which made her demotivated to teach, as shown in excerpt 10.

So far, I have discussed Dalva's demotivation driven by her students' behavior. Her third source of demotivation was not related to school, but to some problems she was going through in her personal life. Dalva mentioned this a few times during data collection. In our first interview, she revealed:

Excerpt 11:

D: I wish I could ask for a leave of absence, Nilce, my will is for a leave of absence, but I will not do it because of you!

D: I say, my gosh I want to stop, but at the same time I'll stop and then what? But at the same time, working in two schools is very complicated, Nilce, it is very complicated! (FN, 04/01/2015).

In this excerpt, Dalva expressed her desire to take a leave of absence. She said she was tired and wanted some time off. She wanted to stop working in two schools as it was difficult and complex for her. Yet, she said she would not do it because she was concerned about the study I was conducting with her. In another occasion she also mentioned that her students prevented her from leaving. She did not want to leave them without English classes, as seen in this excerpt: "... they help

me as a person... I know that it is hard to find an English teacher ... I will not worry about the school. I know they will not find another teacher soon. I could think like that, but I think about them [her students]...” (FN, 01/04/2015). As shown in this excerpt, it seems she was going through some personal problems although she did not mention them explicitly. This situation may have made her feel exhausted and may have affected her performance at school as she reported, “because last year, I failed in what I was supposed to do, bureaucratically speaking, I delayed on filling out the paperwork” (IN, 07/04/2015). Yet, she continued teaching based on her care for her students’ well-being.

The second time Dalva hinted she was experiencing some problems was when she made the collage about her life (see Appendix G). She used the metaphor of a dim light to symbolize some problems and difficulties in her life, without mentioning exactly what it was, as illustrated in this excerpt:

Excerpt 12:

R: ...and then you put the same picture, right?
(present/future)

D: yes... my light is shining, even if it is somewhat overshadowed now, but I want it to shine a little bit more, it ... it may be better ... each time better...

R: this light is overshadowed, a bit dim, is it a bit dim in the professional aspect as well?

D: it does affect it, right? ... but I do not imagine myself doing anything else, you know? I think I was born a teacher, I like that [...] it is a bit dim, but also related to the professional, maybe due to the fact that I do not speak much in English, it can be a bit dim because of that. (IN, 07/04/2015)

In this excerpt, using the metaphor of light, Dalva said that her light was shining. She felt fine and happy, but at the same time, she said that her light was not as bright. She mentioned that she was not feeling well: “Nowadays... I want to feel better and happier about life, it's my goal ... I need to feel good and happy about life... and in ten years also, I want to feel good and happy about life” (IN, 07/04/2015). Although she did not give details on this, it can be inferred that if she wanted and “needed” to feel good again, she was probably not feeling so good about herself or her life at that moment.

In this section, I have discussed Dalva's motivation and demotivation to teach English. Table 1 brings a summary of the sources of her motivation and demotivation:

What motivated Dalva	What demotivated Dalva
Students' appraisals of her classes	Students' lack of interest
Involvement with her students in organizing events at school	Students' low performance in the tests
Love for teaching	Problems in her personal life
Being part of PECPLI	

Table 6: Dalva's source of motivation and demotivation.

Data analysis suggested that her students were her main source of motivation (her good relationship with them, her involvement with them in organizing events at school, and their appraisals of her classes). Also, her love for teaching and being part of PECPLI motivated her. Her students were both her source of motivation and demotivation. Their lack of interest and low performance in the tests made her feel demotivated. Moreover, some problems in her personal life seemed to demotivate her. In short, there were different sources for Dalva's motivation and demotivation, which resonate not only with Johnson's (2001) and Tsutsumi's (2013) findings that showed that teachers are motivated by their students' appraisals and improvement, their personal and professional growth, and their passion to teach, but also with Aydin's (2012) results that revealed that teachers are demotivated by their students' actions.

In the next section, I examine the emotions she experienced in her practice.

4.3 Dalva's emotions

In this section, I discuss the emotions Dalva experienced in her practice. Data analysis suggested she had emotions towards her students, work, and use of English. All these emotions are interrelated. However, for purposes of clarity and organization, I discuss them separately here.

4.3.1 Emotions related to students

In this section, I report on Dalva's positive and negative emotions about her students. Then, I comment on her emotional labor (related to the negative emotions).

Several studies on teacher emotions have stated that teaching is an emotional practice and the classroom is a melting pot of emotions (HARGREAVES, 2000; WOOLFOLK HOY, 2013). It was not different in this study. Dalva showed positive emotions (such as empathy, surprise, happiness, satisfaction, and joy) and negative emotions (such as frustration, anger and sadness) related to her students. I first discuss about the positive emotions, and then, the negative emotions.

Dalva had a close relationship with her students and empathized with them. Before starting her classes, she would spend some time talking to her students individually, either about school issues or personal matters²⁵. In these talks, she seemed to show empathy for them in different situations. She usually said that it was necessary to see things from the students' perspectives. For instance, if they got low grades in their exams, she would question if they were emotionally well to take the tests: "at that time, were they emotionally well to take the test? So we have to see the big picture" (IN, 07/04/2015). Even when she felt tired and maybe down, she tried to think about them first: "we have to put ourselves in our students' shoes, even after a sleepless night" (IN, 07/04/2015).

Dalva also experienced surprise when she felt students were active in class, as it was usually hard to catch their attention, since most of them kept doing other things during classes such as drawing, listening to music, doing homework for other subjects. Thus, she was amazed at her students' outcomes in an activity in which she had asked them to create games that could help their English learning:

Excerpt 13:

D: [...] so, you give an idea, but they do things that you cannot imagine they are capable of doing. They get satisfied as well from being there, learning, playing, learning English, socializing ... always involved in the school activities ..." (IN, 07/04/2015).

Excerpt 13 shows how Dalva was happy to see her students satisfied for being able to have created learning games. She believed students would learn, socialize,

²⁵ I saw her doing this at least in 22 classes I observed. (Source: Field notes).

and get involved in the classroom activities while playing. Thus, Dalva seemed content with their active participation, as shown in the following excerpt:

Excerpt 14:

I sang "the verbs" in class today, it was really cool. Even if some students were embarrassed or not motivated to sing, it is great to see their smile. I feel that singing reinforces what they already knew. Many students get excited because they are "singing", that is, "speaking English". [...] I find it very nice to look at the class and see "mouths" singing, but singing with correct pronunciation while reading and singing the song. (TJ, 03/06/2015).

In excerpt 14, Dalva felt happy when she saw her students participating in the activities, singing songs or even if they were just smiling. To Dalva, this was an indication that her students enjoyed the activity. As I said before, she considered her students her source of joy and satisfaction. This may be why she seemed concerned about how students evaluated her and whether they had enjoyed her classes or not:

Excerpt 15:

R: In some of your journal entries, you say you like being an English teacher. What are the sources of joy and satisfaction in your work?

D: Yes, in the journal, the source of joy would be the students themselves, sometimes a student's look, right? When he looks at you like that, as if to say: "here comes the class that I like" right? Because many students say it, "I want to be your student, I always wanted to be your student Dalva", "I had classes with other teachers, but I want to be your student". So I think it is the student's appraisals, right? Even if sometimes there are some negative appraisals, but they help you to improve, [...] so, the source of my joy, my motivating source is their appraisals: "I would like to have class with you" (IN, 07/04/2015).

In this passage, we can see that students are Dalva's source of motivation and happiness confirming studies done previously (HARGREAVES, 2000; JOHNSON, 2001; RIBAS, 2012; ZEMBYLAS, 2002b, 2003). Dalva felt happy to receive appraisals from her students and to know that others wanted to be her students. As discussed before (SUTTON and WHEATLY, 2003), emotions such as joy, satisfaction, and pleasure have been associated with teachers' motivation to teach.

As stated by Zembylas (2002b), teachers may rely on positive emotions in order to reduce the effect of the negative emotions. This seems to be what Dalva did. She took advantage of every opportunity to praise her students, creating a pleasant environment in class, as we can see in the following excerpt:

Excerpt 16:

I talked about an activity they had done and said that I was very happy with their performance in the quiz they had taken in pairs. The quiz contained simple questions, but they could have had some doubts. So I was happy, because there were few mistakes. I shared positive words, so they would be motivated with the English classes. (TJ, 03/05/2015).

In this excerpt, Dalva seemed to feel happy with her students' work and valued their participation, praising them for that. Her happiness had to do with them doing well on the quizzes and with having their attention and participation: "I was happy with the students' attention during my explanation, they have been quite active and very productive during the activities." (TJ, 03/06/2015). She also seemed to believe in sharing positive words to motivate her students.

Besides positive emotions, teachers experience negative emotions during their practice. According to Sutton and Wheatly (2003), teachers frequently feel angry and frustrated. Dalva experienced anger and frustration related to her students' behaviors. The main moment of indignation or anger came from students' behavior during the test, as illustrated in this following excerpt:

Excerpt 17:

Even when we get to school looking forward to working, frustrating days "kill" us, I mean, exam days. By the way, it is not the day, actually, although we feel outraged when the student asks you: "When will the make-up exam be?" Often I blame the government, which makes our students lazy. However, they are also guilty for being passive and not fighting for what they want. This makes me sad and even question: What did I do wrong? Can I be better? How? When their performance on the test is not satisfactory, it makes me sad. Even when you teach them the same kind of exercise that will be on the test, I get very distressed. (TJ, 03/06/2015).

In this excerpt Dalva expressed her indignation, frustration, and sadness toward some students' low performance on the test. Although she was frustrated because of her students, she acknowledged they were not to be blamed alone. School policies make teachers give students a lot of help in order to have few students retained at the end of the school year. This impacts the quality of teaching and learning, as students may not care much about studying, according to Dalva, not even for the test as they will have a second, third and fourth chance to pass. There were two kinds of tests: the ones she made herself and the ones sent by the government. Her tests were according to her teaching, focused on language structure with filling gaps and translation exercises. The ones sent by the government were based on reading comprehension exercises. She confessed feeling outraged with this situation. At that moment, I could see how sad and demotivated she felt.

Sutton and Wheatley (2003) explain that teachers' emotions influence cognitive aspects such as memory and attention. According to them, teachers tend to easily remember occasions in which they were intensely angry with disrespectful students and when they were distracted by their students' misbehavior. The next excerpt shows this:

Excerpt 18:

I caught four students cheating on the test. In fact, I did not catch them right at the moment, but after grading the tests I questioned these students about their tests. They got angry because they said I was underestimating their abilities. At first, I tried to negotiate, but they were very rude. So they wanted to talk to the principal. However, she was busy with another student. So I decided to talk to them, offering a last chance for them to acknowledge cheating and apologize, as I am great at solving conflicts. Despite the urge to scream, I pulled myself together. In the end, they confessed their cheating and even apologized. However, it was very exhausting! We have to keep calm. But with dialogue and patience we can solve any problem. (TJ, 06/24/2015).

Excerpt 18 shows Dalva's anger because of her students' misbehavior. "It was the first time I saw Dalva very angry, sad and nervous" (FN, 06/23/2015). At first, she felt like screaming, but she was able to pull herself together. However she could not help feeling angry as the situation went on. She was experiencing

emotional labor, as she was not expressing her emotions spontaneously, she knew that she had to keep calm, talk and be patient with the students.

In short, Dalva experienced positive and negative emotions related to different situations as shown in Table 2:

Positive emotions	Sources from Students' actions	Negative emotions
Empathy	Low grades	Frustration, sadness
Joy, satisfaction and surprise	Doing well in a task Active participation Being able to create games	
Happiness	Participation in class Good performance in exams	
	Behavior towards make-up exams Cheating	Anger

Table 7: Dalva's emotions related to her students.

As illustrated in table 2, students were the source of Dalva's both positive and negative emotions. Even the same actions such as low grades on the tests could trigger opposite emotions such as empathy and frustration. Dalva's emotions towards her students revealed how she had a good rapport with them. She worried about their well-being and she shared their emotions, being happy with their achievements or sad with their low performance. She felt frustrated and angry with their misbehavior, lack of commitment and cheating behavior. This certainty meant a certain amount of emotional labor for her as I discuss in the next section.

4.3.1.1 Emotional Labor

According to Zembylas, teachers are confronted with a range of emotions throughout their practice, which they are expected to value, shape or even suppress following schools' emotional rules. These rules are responsible for how teachers are allowed to experience their emotions to do or not to do what it is "true, permitted and desirable" within the school (ZEMBYLAS, 2002a, p. 205). Some of the emotional rules for teaching in schools refer to how teachers are expected to show positive emotions and suppress negative ones in their relationship with students (SCHULTZ & LEE, 2014). Data revealed that Dalva went through some emotional labor when

trying to express pleasant emotions even when the situation was not pleasant, as shown in this excerpt:

Excerpt 19:

I confess that not every morning I have the strength and courage to teach good lessons; because our emotions are what motivate us. But when I arrive at the school gate, I just put a smile on my face as I listen to: "Hi teacher" ... "Dalva hi ..." we are aware that if you give in, the day will be bad and classes will be terrible. So we have to find strength. I think I can have it, because I love my job, I love being a teacher. (TJ, 03/06/2015).

In this passage, Dalva seemed to be involved in emotional labor trying to muster/procure/create the right emotions because she wanted to have a good day around her students. Teachers are “emotional practitioners” as they are able to make classrooms exciting or dull (HARGREAVES, 2000, p. 812). They can have bad or good days around their students. So, she behaved in this way for her students’ benefit (HARGREAVES, 2000). She did not allow herself to feel tired or sad as she believed that her students did not deserve to see her in that mood. She said that most of them had problems worse than hers: “when you get to school and see a student that you know about his life, you say to yourself ‘nope, I don’t have any problems, move on..., my life is great, wonderful” (IN, 07/04/2015). So, excerpt 19 suggests how she almost always kept calm as an enthusiastic teacher, with a smile on her face. These findings resonate with the literature that reveal teachers’ emotions as socially constructed, historically situated, and shaped and reshaped by values from culture, family, and labor (ZEMBYLAS, 2002a; HARGREAVES, 2000). As Zembylas (2004) stated, emotions are socio-historical and as such they may be expressed differently according to school environments and its emotional rules.

In addition to this, Dalva faced different challenges, such as getting her students’ attention during teaching and when they needed to complete a task. Her students were either worried about another subject’s test they would have later that day or about some schoolwork they had to finish. In other situations, they claimed to not be able to do the assigned task and just gave up. Dalva had different strategies to these behaviors. First, if some of the students were studying for a test, she negotiated with them that she would give them some extra time at the end of the class to study

for that test. Second, she started the class telling them that on that day she would not allow any other subject's notebook or book on the table. Third, she pretended she did not see them working on homework for another subject and continued teaching as if nothing was happening. Fourth, she sometimes reviewed the topic on the board with the whole group, when students claimed not to be able to complete a task. And fifth, she helped them individually while they were trying to finish the task, or even asked them to work in small groups. These strategies may suggest Dalva's way of helping or avoiding confrontation with her students. It is likely that these strategies were her way of avoiding emotions such as anger, sadness or avoiding burnout or stress, which may be an indication of the intensive emotional labor she went through.

4.3.2 Emotions related to her work

According to Hargreaves (2000, p.812), "emotions are not peripheral to people's lives, nor can they be compartmentalized away from action". They are discursive practices within the school/classroom environment. Teachers' emotions are constructed and embedded in power relations within the institutions and classrooms where they work and teach (ZEMBYLAS, 2004). Dalva showed different emotions towards her work environment, depending on whom she was referring to. These emotions ranged from love to frustration.

Dalva said she loved being an English teacher even with all the problems she faced in both her professional and private life:

Excerpt 20:

R: do you feel, are you feeling motivated to teach English...

D: I am... besides...

R: How is this motivation?

D: I'm still motivated, I love being there, although ... I think that in our life no matter how you try to separate problems that you are going through from work, right?.. Of course we have to separate [private life from work] but I'm feeling very tired (IN, 07/04/2015).

In this excerpt, she claimed that her love for teaching kept her motivated to work. She seemed to have tried to not let her private problems interfere with her

professional life. Perhaps the emotional labor to hide these problems caused her to feel tired.

Besides her love for teaching, Dalva said that her work environment was good and that she had a nice relationship with everyone from the school community, as shown in the excerpt below:

Excerpt 21:

...my relationship with the students has always been harmonious; I've always tried to get along well with everyone, knowing how to respect each one as an individual. There have been many conflicts, but I try to solve them in the best way possible. (NA, 08/09/2015).

In this passage, she mentioned she had already faced some problems at school. Nevertheless, she seemed to be confident that she could handle the situation well. During the breaks in the teachers' room, she was always enthusiastic and talkative. Everybody seemed to like her as well.

Despite her love for teaching and her good relationship with her colleagues, she experienced frustrations at school. The first source of frustration had to do with her isolation. She felt lonely and isolated at her school. She complained that in spite of the four English teachers in her school, she did not experience a cooperative relationship or collegiality among them. She talks about this at length:

Excerpt 22:

R: Yes, and holding this thought, in an environment, not the physical space, but in a professional environment, how would you describe the relationship among the professionals in that school?

D: Well, first I'll tell you about the professionals in the English area. It's very segregated. As they say, you're on your own. You teach there. Once, after a long time, a professional said: "hey, Dalva, give me one of your activities, a very easy one. Maybe you have something nice there. Give me a cool activity that you have given because today I don't want to give one, I don't have anything, no ideas". Then, I gave this person a piece of paper, a text. I always have a second plan, something in my locker. Thus, I feel this among the professionals in the English area: you're on your own. Otherwise, instead of exchanging, I have always been... I started by wanting to exchange... "look, I have this test...", "here you are". I was the only one sharing and sharing. There

was a time that I was like this... I started: “wow, am I being nosy for wanting... I mean, do they think that I want to show off? Do they think I am the best?” so I started backing off not because I wanted revenge or anything. If they don’t give me anything, I won’t give anything to them either because I like sharing. I love sharing things. This is me, Dalva, in my life, too. So, the English teachers... it’s too “every one on their own”... There’s no planning: “let’s give this together... let’s do it...” I told you about the cultural fairs. It’s only me making the students work. As for the group as a whole, there’s a lot of frustration. The teachers are very frustrated. The teachers are still very traditional... a lot of... a lot of... the black board, chalk, the book, and... The Geography teacher still gives that quiz... that thing that hasn’t changed. Changes are scary, but I still see a lot of traditionalism. Although many people make a difference, many still pull back. (IN, 07/04/2015).

In this excerpt, Dalva seemed frustrated for not finding collaboration among her peers and not feeling comfortable in sharing her material, since her colleagues did not do the same. So, she felt lonely and frustrated for the lack of opportunities of sharing moments with them. She saw herself as a person who liked to share, but who decided to change this behavior as she was not receiving any positive feedback from her colleagues. This lack of cooperation among workmates at school was also discussed in Johnson (2001) and Aydin (2012), highlighting the importance of having a friendly, professional workplace where peers help each other in order to achieve professional development.

The second source of frustration had to do with the school administration. Her emotions were mixed related to the school board. Although she hesitated talking about negative topics, as mentioned before, she expressed her emotions more overtly when talking about the school principal:

Excerpt 23:

R: I see. And regarding the coordinator, the principal, the supervisor?

D: The current supervisor is very nice. Just like she herself has said: “I feel that sometimes I don’t give you the support that I would like to give because of the heavy bureaucracy”. She told me: “Hey, Dalva, about English, for instance, I know nothing, so I trust what you do”, but I show her through the planning that we have to hand in what I do, so it’s very nice... there’s support. The principal, as I said, started last

year, but it was this year that she saw me differently, or maybe I've started seeing her differently too, right? I don't know, it may also be that I started it because last year I could have done better, I mean, bureaucratically speaking. My work... turning in my class schedule on time, so I really didn't do my best about that. Then, we had a little misunderstanding. Whenever she looked at me, she put me down, but this year it's much better and easier, you know? She comes and she asks me stuff. She has already asked me: "Dalva, let's do what you did last year for Thanksgiving?" You see? We had this very nice sharing, so I feel that I get along well. You know? With them, there is support, but I am the one who goes for the things. I am the one who really goes for things...
(IN, 07/04/2015).

Dalva explained that her supervisor supported and trusted her, also she was always willing to help her. However, she felt afraid and insecure about the principal. She recollected an incident the previous year when she felt guilty for not being able to do her *bureaucratic duties* at school. According to Zembylas (2004), teachers construct their emotions within power relations. These power relations determine what teachers should say or not, how they should act under different circumstances established in each social, cultural and organizational context. Therefore, Dalva felt bad for always being late for work, as she knew the principal was always checking on her, resulting in a delicate relationship with the principal. However, she argued that she was able to manage the situation:

Excerpt 24:

R: And do you feel disturbed by anything? I mean, the way that they work... Or do you do your work and they do theirs? Does it interfere in anything?

D: I do, I do my work calmly. This principal, she tends to keep checking on you, especially now that the windows are all open because the school is being refurbished. But I... no... no... In my class, I mostly stand, but if I have to sit down, it's just for a while. I can't sit down, I stand, I go to the students' tables, so she has seen my work, I am like this. So, her look and her supervision don't interfere. As everything is open, my classroom is open, too. (IN, 07/04/2015).

Excerpt 24 shows that in spite of having some problems in the previous year, currently the principal was different and their relationship had improved a bit. Dalva

felt that this fragile situation did not interfere in her practice, which she seemed to be confident about, even under the principal’s surveillance. However, we can see that the relationship with the principal was not easy. Dalva seemed to resent that a bit, although she did say that she was okay with that.

In summary, Dalva experienced a range of emotions towards her profession, from love to frustration, as shown in Table 3:

Sources	Emotions
Being an English teacher	Love
The supervisor’s support towards her work Doing her job well	Confidence
Lack of cooperation from her colleagues	Loneliness, frustration
The delicate relationship between the teacher and the principal	Fear, insecurity
Her low performance related to the bureaucratic procedures at school	Guilt

Table 8: Dalva's emotions related to her work.

She loved being an English teacher. This love seemed to maintain her strength to work besides the problems she faced during her practice. She felt support and trust from the supervisor, but fear and insecurity related to the school principal. Her relationship with her peers was colored with loneliness and frustration. But above all, she seemed secure about doing her job well.

4.3.3 Emotions related to her use of English

Dalva’s emotions about her use of English ranged from security and satisfaction to fear and insecurity. I explain these in more details below.

Dalva argued that during her teacher education program, the focus was on grammar teaching. Hence, she reported feeling secure while teaching grammar to her students as she knew the topics and felt she explained them very well, and this allowed her to control her classes, to have her students’ attention: “the way I learned English, was more grammar. So, without any modesty, this is the part I feel most secure of” (IN, 07/04/2015). During observation of her classes, it was possible to notice that Dalva focused more on language form and analysis. Grammar was taught in an explicit way by giving students grammar rules and gap-fill exercises. In addition, the instructions and explanations were given in Portuguese.

As discussed before, Dalva loved teaching English and she argued to be very satisfied with her job, and confident while teaching grammar. However, she feared and felt insecure about speaking English in class, which made her sad. She said: “Dalva, speak in English... you know how to speak... don’t be afraid...” (IN, 07/04/2015), as if trying to talk herself into speaking more English, trying to give herself some positive boost. She frequently expressed her desire to improve her proficiency: “this is what I have to improve” (IN, 07/04/2015). From her point of view, she had improved a lot, she spoke just a little English in class, but she felt she needed to relax and improve:

Excerpt 25:

D: As I am sure about grammar... it goes well... but when it comes to talking, I think I would have to relax more. At this point, in speaking English, I have improved a lot, I speak just a little English in class, but I could speak more, what I have to improve is that ... [speak more in the classroom]” (IN, 07/04/2015).

In this excerpt, Dalva emphasized feeling secure about her grammar teaching skills. Although she was concerned about her need to improve her speaking proficiency, she did not mention if she was working towards this improvement when data was being collected. Teachers with low proficiency may limit their class to grammar explanations because of their low English proficiency, as suggested by Coelho (2011). On the other hand, these teachers can also reflect on this issue, improve their oral proficiency and start working with communicative activities in their classrooms.

During data collection, I observed Dalva’s attempt to speak more English in class, although her proficiency level was low. Portuguese was still the main language spoken in her classes. She greeted students and spoke some words in English, but not much more than statements such as “Good morning students!” (FN, 03/04/2015), “How do you feel today?” (FN, 03/04/2015). Her instructions to the exercises were in Portuguese as in: “Tá! Número dois, de acordo com o texto, nós vamos colocar certo ou errado: everybody studies English nowadays” (FN, 03/04/2015), which almost always were followed by her translation into Portuguese:

Excerpt 26:

D: in case, não, aqui ó... in case...

S: em caso de emergência...

D: in case of emergency break the glass.

D: Yesss!!

S: sim eu falei.

D: linda pronúncia, e em Português Marcos?

(FN, 03/04/2015)

Excerpt 27:

D: Helloo!! Good morning! Sunshine is here! O quê que é isso? Sunshiiinee!! O quê que é isso?

S: raio de sol.

D: sun...

S: sun é sol!!

D: shine! Yes, brilho! Sunshine is here! Tudo bem com vocês? All right?

S: yes!

D: yes, ok!! Vamos assentar direito, postura para assentar, ânimo, força, coragem, metade da semana já foi!

S: graças a Deus!

D: e aí Vivi, all right?

(FN, 03/11/2015)

These passages show Dalva's attempt to communicate in English with her students. During our informal conversations, she said that her students would not be able to follow if she used more English. However, during her classes, I could notice that many of her students were able to perform well during some speaking activities she had worked with them. So, reminding her about these activities, I told her: "You need to believe more in them, in what they are capable of doing" (FN, 04/01/2015).

Despite her fear of speaking English in class and lack of English use, Dalva discussed her small progress in speaking English in class:

Excerpt 28:

D: With this assignment, a simple activity, it could impact me. You know, it could... until nowadays... we created a group in WhatsApp with a class where we talk, exchange ideas, right? I send... I put some things in English. On Facebook, too. I want to feed Facebook more, too. Start to... For each one I put one... About the trash report, I wrote a little thing in English, you know? Even a sentence, but I put... So, with this assignment, there was an upgrade, right? It touches me. (IN, 07/04/2015).

Excerpt 29:

D: I think this activity touches me because it made so many other things flow, even speaking in English, you know, the class goes like this... I am talking to them more in English, asking questions and talking, and they also asking each other in English. (IN, 07/04/2015).

In both passages, Dalva expressed her satisfaction of being able to use some more commands in English with her students. In some occasions, she showed more confidence using English, as when she said, “I started to post some messages in English” and “I spoke some sentences in English”. Being satisfied and confident may have helped Dalva go further in overcoming her fear of speaking English and set higher goals for her students and herself as well. According to Sutton and Wheatley (2003), emotions may influence teachers’ goals, that is, teachers in a good mood may set challenging goals for their students as well as more ambitious goals for their teaching, and this may result in more effective learning.

Table 4 presents a summary of the sources for the emotions Dalva felt about her use of English.

Sources	Emotions
Teaching grammar	Security
Improving her proficiency level	Desire
Starting to use English to communicate with her students through exercises and on social media	Satisfaction, confidence
Speaking English in class	Fear, insecurity
Not being able to speak more English	Sadness

Table 9: Teacher's emotions related to her use of English.

Due to her learning background focused on grammar teaching, Dalva felt secure in teaching grammar. However she feared speaking English in class, she felt insecure and sad as she wished she could speak more. She showed a desire to improve as well as satisfaction and confidence when she realized that she had started to use more English in her classes.

In this section, I have discussed Dalva’s emotions towards her students, her work, and her use of English in class. As Hargreaves (2000, p.812) states, emotions “are an integral part of education” and “emotion, cognition and action are connected”. Thus, Dalva’s empathy for her students, her love for teaching, and desire to improve her English proficiency are some of the emotions which made her

continue in the profession, trying to be a better teacher, and to speak more English in class, which may have helped her students' experiences with English. On the other hand, she also experienced frustrations, loneliness, and sadness in her classes and at school.

So far, I have discussed Dalva's motivation and demotivation to teach English as well as the emotions she experienced in her job. In the next section, I discuss the relationship between her emotions and motivation to teach English.

4.4 The relationship between Dalva's emotions and motivation to teach English

In this section, I examine more closely how Dalva's emotions relate to her motivation to teach and vice-versa. As discussed in Chapter II, motivation and emotions are complex and dynamic constructs embedded in a particular sociocultural context (ZEMBYLAS, 2002a; DÖRNYEI and USHIODA, 2011; BARCELOS, 2015) and as such, they play an important role in the language teaching process.

According to the Oxford Dictionaries, the term *dynamic*²⁶ "(of a process or system) is characterized by constant change, activity, or progress"; and the term *interactive*²⁷ is related to "(of two people or things) influencing or having an effect on each other [...] allowing a two-way flow of information". Although it was neither easy nor direct to identify the relationship between emotions and motivation, in this study, data analysis revealed that emotions and motivation related to each other dynamically and interactively. I explain this relationship more in depth in the following paragraphs.

Emotions and motivation were dynamically and interactively related. Emotions influenced Dalva's motivation to teach and her motivation also influenced her emotions. Figure 1 illustrates how Dalva's anger, frustration and sadness influenced her demotivation. For instance, anger, sadness, and frustration caused by students' lack of interest and misbehavior on test days contributed to her feeling demotivated. On those days, her students made her angry asking her about a make-up exam. This situation also made her sad as they always counted on this second chance instead of studying to get good grades.

²⁶ http://www.oxforddictionaries.com/us/definition/american_english/dynamic

²⁷ http://www.oxforddictionaries.com/us/definition/american_english/interactive

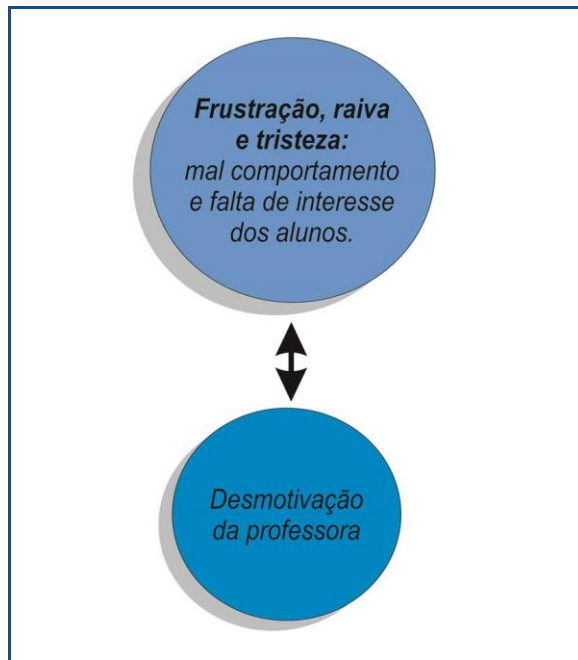


Figure 1: The interactive and dynamic relationship between emotions and demotivation.

Furthermore, emotions and motivations are related to actions. Emotions drive actions. Motivations also are steps, forces and energy to action as discussed in Chapter II. Motivation and demotivation are dynamically and interactively connected to emotion and actions. In other words, motivation activates actions that trigger emotions which, in turn, may increase or decrease motivation, as shown in Figure 2.

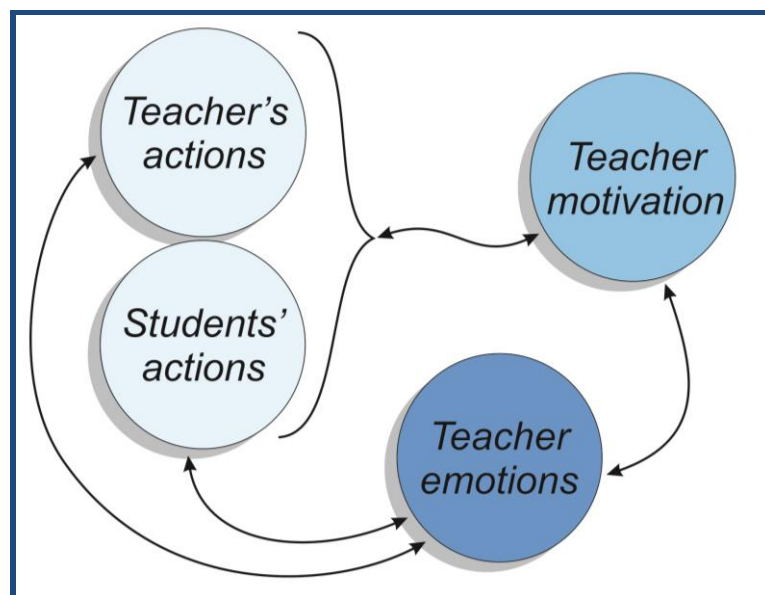


Figure 2: The interactive and dynamic relationship between actions, emotions and motivation.

I give examples of the relationship in the following paragraphs. The first two examples refer to Dalva's actions, emotions and motivation, and her students' actions. The third example refers to her love for teaching.

The first example refers to Dalva's concern towards her students' well-being and development. She was concerned about making them enjoy her classes to facilitate their learning process. To do so, she said she tried to improve her classes with interesting activities, trying to speak English to get students involved (teacher's action). She felt content every time she was able to involve her students, praising herself for being able to do that (teacher's emotion). Dalva expected students to participate. Their involvement (students' actions) made her feel happy to be an English teacher. Being happy increased her motivation to keep teaching. This motivation not only propelled her to keep acting to maintain a pleasant environment for learning, but also triggered positive emotions towards being an English teacher.

The second example is related to her students' actions in her classes (they talked about how good her classes were, how grateful they were for her help with the entrance exam and showed that they had enjoyed her activities and the games). Those appraisals were her source of joy and motivation. As Dalva experienced joy, she seemed to identify herself with being a good teacher who can teach good classes for her students and help them in their lives, increasing her own motivation. This motivation probably helped her to continue searching for ways to help her students learn and experience a good atmosphere in class. As a result, her students felt satisfied and grateful for the learning and the good time they had in the English classes, which made them evaluate her classes positively.

The third example is related to Dalva's love for teaching. This love kept her motivated to teach and to search for self and professional improvement, such as joining PECPLI, so she could be a better teacher for her students. Participating at PECPLI increased her motivation to teach, as she experienced and shared emotions with other teachers, learned new things to improve her classes and reinforced what she already knew. In summary, emotions and motivation are related dynamically and interactively. Emotions and motivation are essential aspects in the educational context. They are what encourage individuals to pursue their goals. The emotions Dalva experienced during her practice indicated how complex and delicate teaching is. On the one hand, positive emotions such as love, joy, satisfaction and happiness

increased her motivation to teach, as these emotions were ignited by her students' behavior. On the other hand, these same students and their lack of attention and low performance on the tests made her feel sad, angry and frustrated.

In this chapter, first, I have given a more detailed description of Dalva's profile. Second, I discussed her emotions experienced in her practice. I then examined her motivation and demotivation to teach. Finally, I discussed the relationships between her emotions and motivation and demotivation to teach. In the following chapter, I go back to the research questions trying to answer them; present implications and limitations of this study; and make some suggestions for future research.

CHAPTER V FINAL CONSIDERATIONS

“All those who have observed and listened to many teachers who, quite clearly ‘love’ their job and the children and young people they teach, will recognize that the call of teaching is, perhaps above all, about love.”

(DAY, 2004, p.14)

This chapter is divided into four sections. In the first section, I return to address each research question. In the second, I discuss implications of this study for foreign language teaching education. In the third, I present some suggestions for future research. Finally, in the last section, I bring some final considerations.

5.1 Answering the research questions

This study aimed at investigating and understanding a teacher’s motivation to teach English in a public school, focusing on the emotions she experienced in her job, as well as the relationship between her motivation and emotions. In order to achieve these aims, three research questions were designed, which I answer below.

5.1.1 What motivated Dalva to teach English?

The results indicated that Dalva’s motivation to teach English was related to four aspects: her students’ appraisals of her classes; her involvement with students in organizing events at school; her love for teaching; and her participation at PECPLI. I discuss each of these aspects in the next paragraphs. These results confirmed findings from previous research on English teacher motivation, which have indicated that teachers’ motivation increases from their students’ appraisals and improvement, their personal growth as teachers and as human beings, as well as their passion to teach (JOHNSON, 2001; TSUTSUMI, 2013).

First, as discussed before, motivation emerges from interactions in a sociocultural context (BROWN, 2007). Dalva felt motivated by students’ appraisals

of her work, as pointed out in Chapter IV. Their positive evaluations of her teaching were a strong source of motivation for her. In their appraisals, students declared that they had learned from being in her classes and enjoyed her activities.

Second, Dalva had a close relationship with her students. She seemed concerned not only about their learning content, but also about their well-being. This motivated her to get involved with them in organizing events at school. Although not all the activities were related to English learning (such as school fairs, cultural shows, ice cream festivals, to name a few) she thought they were important to strengthen her bonds with her students. She felt competent and relevant or close to her students while organizing these events.

Third, Dalva claimed that she was born a teacher and could not picture herself doing anything else. She had often expressed her love for teaching, affirming that love motivated her to teach in spite of all the challenges she faced in her job. Day (2004, p.14) points out that those who listen to teachers like Dalva “who, quite clearly ‘love’ their job and the children and young people they teach, will recognize that the call for teaching is, perhaps above all, about love”. This love helped Dalva stay in her career and feel motivated to continue to teach. In addition, this same love for teaching and for her students propelled her to seek personal and professional improvement, which is related to her participation at PECPLI, as I discuss below.

Fourth, Continuing Education Projects, such as PECPLI, are considered spaces for promoting teachers’ reflection on their practices, (re)shaping their beliefs, and, also, for the sharing of emotions. They are also an opportunity for exchanging experiences among teacher educators as well as in-service and pre-service teachers (COELHO, 2011). Dalva joined PECPLI seeking personal and professional improvements. For her, PECPLI was the place for sharing experiences and emotions, helping her to gain more self-knowledge. In addition, at PECPLI, she learned, created, and shared English activities to use in her classes. In this sense, we can see that continuing education projects support teachers to keep developing professionally and renewing their commitment to their profession. PECPLI had an important role in Dalva’s motivation to teach as it provided her with opportunities to reflect about her teaching and emotions experienced at school, in class, and to (re)shape her beliefs about teaching.

However, motivation is dynamic, mainly in long-term activities such as teaching. It can be either enhanced or undermined (DÖRNYEI and USHIODA, 2011). Results indicated that Dalva was demotivated by her students' lack of interest, their low performance on the tests, and problems in her personal life. I comment on each of these in the next paragraphs.

As observed in Chapter IV, Dalva did not talk much about negative emotions. One of the few times she mentioned some negative aspects in her teaching context was related to her students' lack of interest. Having this kind of feedback from her students demotivated her. It seemed that she felt she was failing as a teacher. She did not feel competent. She wondered what she could have done differently. Although she knew the responsibility for her students' lack of interest was not only hers, she felt demotivated. According to SDT, the need for competence plays an important role in the effects of feedback. Negative feedback expresses the feeling of lacking of competence, thus diminishing motivation (DECI and RYAN, 2000).

Moreover, Dörnyei and Ushioda (2011) explain that teachers create expectations about their students which may affect their motivation. Dalva felt demotivated by her students' low performance on the tests. She was upset with them because instead of studying to get better grades, they always relied on second chances exams.

Besides being demotivated by her students' behavior and low performance, Dalva experienced some problems in her personal life. Although she did not mention this very often and clearly, she expressed her desire to take a leave of absence. She said she was tired and wanted some time off. She also complained about working in two schools, and this was difficult and complex for her. However, her care for her students and also for this study made her stay. These situations confirm Zembylas's (2002b) assumption that teaching and teachers' personal lives are inextricably connected.

5.1.2 Which emotions emerged in Dalva's teaching?

The literature on teacher emotions has emphasized the relevance of emotions on education and teaching. Emotions are an integral part of teachers' lives, along with cognition and motivation, (SUTTON and WHEATLEY, 2003; ZEMBYLAS

2002b). The data in this study indicated that the emotions Dalva experienced as a teacher were related to her students, her work, and her use of English, as illustrated in Table 10.

Dalva's emotions
Related to her students
Empathy, satisfaction, joy, surprise, happiness, frustration, indignation, sadness, anger.
Related to her work
Love, loneliness, frustration, fear, insecurity, guilt.
Related to her use of English
Security, desire, satisfaction, confidence, fear, insecurity, sadness.

Table 10: Dalva's emotions.

First, the results indicated that Dalva experienced emotions ranging from empathy to happiness and from frustration to anger from her interactions with her students. She tried to understand classroom events from her students' perspective, wondering if they felt well during the tests or if they were experiencing any situation that could interfere with their performances. She shared their joy and satisfaction in creating activities for their own learning. She felt surprised with her students' creativity. Having her students' attention and interest while teaching and seeing their good grades on the quizzes made her happy. However, when students misbehaved she felt frustration, anger, indignation and sadness.

Second, as stated by Zembylas (2002b), teachers' emotions within the school context are not only experienced in interpersonal relationships, but also shaped by possibilities and constraints. Teachers' emotions are constructed by social interactions (ZEMBYLAS, 2004). Dalva was an experienced teacher and was confident about doing a good job, even when the principal observed her classes. However, she also had a delicate relationship with the principal and this made her experience fear and insecurity. As she did not have a cooperative group of English teachers in her school, Dalva experienced loneliness and frustration. In addition, teaching and teachers' lives are inextricably connected (ZEMBYLAS, 2002b), and this could be seen in this study. Dalva seemed to be experiencing a difficult situation in her personal life which affected her performance at school. She felt guilty for not

being able to do her paperwork as expected, which reinforced her delicate relationship with the principal.

Third, Dalva's emotions were not only related to her students and her job, but also to her use of English. Although Dalva was confident about teaching grammar - a consequence of her traditional language teaching background, she was afraid and insecure about speaking English in class, which prevented her from offering students more communicative activities in class. She was aware of her lack of linguistic proficiency, which made her sad since she wanted to speak more English in class. Nonetheless, she made an effort to speak more, whenever she was able to do this, she experienced satisfaction.

5.1.3 What is the relationship between Dalva's emotions and motivation to teach English?

Data analysis confirmed that teacher's emotions, motivation and actions are dynamically and interactively related. Emotions can enhance or diminish teacher motivation as well as propel some actions. Teacher motivation can not only impel or hinder actions, but also activate emotions. These results confirmed the literature that both emotions and teacher motivation are dynamic and complex, and so is their relationship, which can be dynamic and interactive (BARCELOS, 2015; DÖRNYEI and USHIODA, 2011; ZEMBYLAS, 2002a).

The relationship between Dalva's emotions and her motivation were dynamic and interactive as her emotions influenced her motivation and her motivation influenced her emotions mutually. Thus, Dalva's sadness and frustration, triggered by her students' lack of interest, diminished Dalva's motivation to teach (Figure 1²⁸). Dalva's actions – such as creating interesting activities, trying to speak English in class – triggered her students' actions in getting involved and interested in class and positive emotions, which activated Dalva's positive emotions and motivation. Her positive emotions enhanced her motivation, which in turn activated other emotions and propelled her actions (Figure 2). Experiencing positive emotions (her love for teaching) enhanced Dalva's motivation. This, in turn, made her act (joining PECPLI)

²⁸ I identify in parenthesis the figure from chapter IV which the relationship described was represented.

and helped maintain her motivation high, which further activated positive emotions and actions (as she shared and experienced emotions with other teachers) (Figure 2).

To sum up, the results have indicated that Dalva's emotions and motivation are dynamically and interactively related. Emotions either enhance or undermine teacher motivation; motivation may activate emotions, and both teacher motivation and emotions can propel actions. In turn, specific actions can activate specific emotions and either increase or decrease teacher motivation. The results also suggested that in order to achieve a better understanding of these interactions, teachers' emotions and motivation need to be considered within their sociocultural context (BROWN, 2007).

5.2 Implications of the study

The findings of this study bring some implications for teacher education and language learning. Studies on teacher motivation broaden our understanding of the interactions between teachers and students within the school/classroom environment. These interactions are permeated by complex emotions. Having an understanding of this relationship could help teachers learn to deal with students' actions. There are four implications in this study.

First, fostering awareness of teacher emotions should start from the beginning of language teacher education. There is a strong need to foster the academic and professional development of pre-service teachers and give them opportunities to discuss emotions in language teaching education courses, so they may be able to understand the role of emotions in their own practices, that is, their ebbs and flows during teaching, which may interfere in their own motivation to teach.

Second, motivated teachers are likely to remain in teaching (MORGAN, KITCHING and O'LEARY, 2007). Thus, there is a need to create a proper atmosphere at school to help the teacher feel comfortable and supported in doing this job. Teachers should be stimulated to work more cooperatively not only amongst themselves, but also with school administrators –sharing not only ideas, projects, activities, but also their emotions, achievements and failures. Also, teachers and students need to enjoy being at school, to feel that they belong to that place, to feel loved and cared for. Therefore, schools' atmospheres should be more harmonious.

Third, continuing teacher education projects may contribute to those changes at school. They should be offered not only by the initiative of university teacher educators, but also by governmental initiatives that should recognize the value of the teaching profession and the importance of these projects in teachers' lives and careers. Projects like PECPLI should be part of teachers' jobs, within their work schedule. That way, every teacher would have the chance to reflect on their practice, sharing experiences and emotions with teacher educators and pre-service teachers. This would allow them to have the opportunity to strengthen their self-confidence; overcome their fears and sorrows; understand their frustrations; (re)shape their beliefs; continue their learning by improving their linguistic competence; research their own classrooms; and enhance their motivation to teach.

Finally, in addition to projects like PECPLI, more attention should be given to the number of students in class, which should be lower, giving teachers better chances to develop a closer relationship with their students in order to provide efficient learning opportunities. In addition, teaching resources and technological equipment should be available to teachers, who should also have the chance to enjoy professional teaching conditions, being recognized for the honorable work they do. Better salaries should be paid in order to give teachers a chance to have time for leisure, family, and friends. All of these conditions would increase teachers' motivation to carry on their career.

5.3 Suggestions for future research

The relationship between teachers' motivation and teacher emotions is a new theme of investigation in Applied Linguistics. Thus, there are still plenty of aspects to be studied. Below, I present some suggestions for future study, which investigates:

- 1) The relationship between in-service teacher motivation, emotions and teacher practice.
- 2) The relationship between teacher motivation, teachers' emotions and teacher identity.
- 3) Teacher motivation from the learners' perspective.
- 4) Teacher motivation to teach in different contexts, such as private/public schools and language institutes.

5) Self-study of a teacher's motivation with their own practice.

5.4 Final Considerations

Investigating the motivation and emotions experienced by Dalva during her teaching underscores the important role motivation and emotions have in education. Motivated teachers motivate their students to learn (DÖRNYEI and USHIODA, 2011), thus it is important for teachers to have the proper conditions to do their jobs. They need to feel comfortable, enjoy being at school with their students and the school staff. The school environment should be full of joy, enjoyment, and love. It should be a place where the learning process may happen through sharing of experiences and emotions among teachers and students.

Emotions are able to move teachers forward, to search for ways to improve their students' interest in learning, in doing their jobs. However, emotions can also prevent teachers from doing their best for their students and themselves. Thus, being aware of one's own emotions may help teachers deal with challenges they face on their daily routine at school. I hope that this study may contribute to make teachers reflect about the emotions they experience at school and help teacher educators to reflect about these aspects with student teachers so they are better prepared to deal with it in their professional life.

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APPENDICES

Appendix A – School’s principal’s consent

	<p>E. E. "PROFESSOR ANTÔNIO GONÇALVES LANNA" Rua Professor Campolina, 74 – Bairro Guarapiranga CEP: 35430-201 – Fone: 0(XX) 31 3817 2007 PONTE NOVA – MINAS GERAIS</p>	
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Autorização

Eu, [REDACTED], portadora do RG-[REDACTED] SSPMG, na qualidade de Diretora da Escola Estadual Professor Antônio Gonçalves Lanna, localizada à rua Prof. Campolina, 74, Bairro Guarapiranga, Ponte Nova, Minas Gerais, autorizo a realização da pesquisa de Mestrado cujo tema versará sobre Motivação dos professores da disciplina de Língua Estrangeira da rede pública, da aluna Nilce Carla Andrade nesta instituição de ensino e eventual publicação dos resultados em meios de divulgação de pesquisas acadêmicas desde que não acarrete danos para a Escola.

Ponte Nova, 14 de novembro de 2014.

[REDACTED]
[REDACTED]
E. E. Prof. Antônio Gonçalves Lanna
[REDACTED]

E. E. "Prof. Antônio Gonçalves Lanna"
Ens. Fundamental e Ens. Médio
Lei de Criação Nº 3.163/64
Portaria SEE/MG Nº 52/67
Parecer CEE/MG Nº 91/96
Decreto SEE/MG Nº 37.975/96
Portaria SEE/MG Nº 6941/96
R. Prof. Campolina, nº 74 - Guarapiranga
Ponte Nova/MG - CEP: 35.430-205 / Tel: (31) 3817-2007

Appendix B: Informed Consent Form



**UNIVERSIDADE FEDERAL DE VIÇOSA
CENTRO DE CIÊNCIAS HUMANAS, LETRAS E ARTES
DEPARTAMENTO DE LETRAS
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS**

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIMENTO (TCLE)
(Via do participante)

Prezada Professora,

Sou aluna de mestrado do Programa de pós-graduação em Letras, da Universidade Federal de Viçosa e estou desenvolvendo o projeto **MOTIVAÇÃO E EMOÇÕES DE UMA PROFESSORA DE INGLÊS PARA ENSINAR INGLÊS NO CONTEXTO DA ESCOLA PÚBLICA**, sob a orientação da professora Ana Maria Ferreira Barcelos.

Gostaria de contar com sua participação para a realização do mesmo.

Esta pesquisa visa investigar e compreender a motivação para ensinar LI de uma professora de inglês no contexto da escola pública. Mais especificamente, procura-se identificar o papel das emoções vivenciadas pela professora que podem estar relacionadas à sua motivação para o ensino da LI. Para isso, temos as seguintes perguntas de pesquisa: 1) Qual a motivação da professora para ensinar a LI?; 2) Quais emoções em relação a sua prática são vivenciadas na sala de aula?; Qual a relação entre suas emoções e a motivação para ensinar LI?

Ao aceitar participar desta pesquisa, solicitarei que responda a dois questionários semiabertos; redija uma narrativa autobiográfica; produza um diário e participe de duas entrevistas. Os dados coletados por meio desses instrumentos de pesquisa não serão armazenados. Eles serão utilizados somente para fins específicos desta investigação.

Espero que os resultados desta pesquisa sirvam de subsídios teóricos e práticos para a formação continuada de professores de Língua Inglesa. Além disso, almejo que o desenvolvimento deste estudo contribua para nossa própria formação,

participante e pesquisadora, uma vez que faremos discussões e reflexões sobre o ensino da língua inglesa.

Ressalto que sua contribuição para com esta pesquisa é voluntária e que possui plena liberdade de recusar-se a participar ou retirar seu consentimento em qualquer fase do estudo, sem penalização alguma. Embora a participação nesta pesquisa possa gerar desconfortos e exposição, garanto que, para evitá-los, seu nome verdadeiro não será usado e sua privacidade será mantida durante todas as fases da pesquisa. Destaco também que em nenhum momento será forçada a responder a perguntas que não queira, nem sofrerá qualquer outro tipo de coação.

Você poderá entrar em contato com o *Comitê de Ética em Pesquisa com Seres Humanos* da Universidade Federal de Viçosa a qualquer momento caso perceba qualquer irregularidade no desenvolvimento da pesquisa e em caso de se sentir prejudicado ao participar da pesquisa. O endereço, telefone e e-mail do Comitê de Ética são:

Endereço: Comitê de Ética em Pesquisa com Seres Humanos da Universidade Federal de Viçosa, “*campus*” Viçosa, prédio Arthur Bernardes, piso inferior.

Telefone: 3899-2492.

Correio eletrônico: cep@ufv.br

Quaisquer outras dúvidas referentes ao desenvolvimento desta pesquisa poderão ser sanadas comigo através dos seguintes contatos:

E-mail da pesquisadora: nilceandraden@gmail.com.

Telefone: (31) 9142-5197.

Após os esclarecimentos sobre a pesquisa, seus objetivos e procedimentos, caso queira contribuir voluntariamente com este estudo como participante, assine, por favor, seu nome abaixo e deixe seu endereço de e-mail e telefone para que possa entrar em contato com você quando for necessário.

Assinatura: _____.

E-mail: _____.

Telefone: _____.

Data: _____.

Este TCLE foi redigido em conformidade com a Resolução CNS 466/2012 em duas vias. Uma via é para o participante da pesquisa e a outra será mantida em arquivo pela pesquisadora.

Agradeço antecipadamente a cooperação!

Pesquisadora: Nilce Carla Andrade

Appendix C: Questionnaire I

QUESTIONÁRIO I

I. INFORMAÇÕES PESSOAIS:

Dados pessoais:

1. Nome: _____

2. Data de nascimento: _____

3. Endereço: _____

4. E-mail: _____

5. Telefone: _____

Formação educacional

6. Preencha a tabela abaixo indicando o tipo de escola em que estudou e identifique os períodos de cada etapa:

CURSO	TIPO DE ESCOLA (PÚBLICA OU PRIVADA)	PERÍODO (de ___ a ___)
Ensino Fundamental		
Ensino Médio		
Graduação		

Experiência Profissional

7. Escreva quanto tempo você tem de experiência de ensino nos itens apresentados na tabela abaixo:

CURSO	ESCOLA PÚBLICA	ESCOLA PRIVADA
Ensino Fundamental		
Ensino Médio		

8. Você tem experiência com programas de ensino como a EJA? Se sim, quanto tempo?

9. Você já ocupou cargos administrativos na escola? Se sim, quais e por quanto tempo?

5. Como você se vê como professora nos dias de hoje. Faça uma colagem que represente isso.

6. Como você se vê como professora nos próximos 10 anos? Faça uma colagem que represente isso.

Obrigada pela sua contribuição!

Nilce Andrade

Appendix E: Life narrative

Roteiro para Escrever a Narrativa Autobiográfica

Querida Dalva,

Gostaria de lhe pedir que escrevesse uma narrativa de aprendizagem e de ensino de inglês contando um pouco de sua história pessoal, escolar e profissional. Conte onde nasceu, onde estudou, o que gosta de fazer, coisas que lhe interessam... Conte sobre suas experiências com a língua inglesa, onde estudou esse idioma (escola regular, curso de línguas, outros), como eram as aulas, o que achava destas aulas, como era sua relação com os professores e colegas, quais razões lhe levaram a aprender inglês, como você acredita que aprendemos uma segunda língua... Conte como aconteceu a sua escolha de ser professora de inglês, do que você se lembra a respeito do seu dia a dia na escola como professora de inglês, como é a sua relação com os seus alunos, com os outros professores e a direção da escola, o que gosta e não gosta no ensino, o que te motiva e/ou desmotiva e se você gostaria de mudar algo, se sim, o que seria e porque.

Muito obrigada por compartilhar sua historia comigo!

Nilce ☺

E-mail: nilceandraden@gmail.com

Telefone: xxxxxxxx

Appendix F: Interview guide

ROTEIRO MÍNIMO PARA A ENTREVISTA



UNIVERSIDADE FEDERAL DE VIÇOSA
CENTRO DE CIÊNCIAS HUMANAS E LETRAS
DEPARTAMENTO DE LETRAS
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

1. No seu questionário você diz ter 10 anos de experiência de ensino na escola pública. Sempre trabalhou com a língua inglesa? Fale mais sobre sua experiência com essa disciplina. Descreva eventos que foram marcantes na sua história de ensino.
2. Você está se sentindo motivada para dar aulas? Como é essa motivação? Ela oscila ou não? O que a faz oscilar? Quando ela cai e quando ela aumenta?
3. Em suas notas no diário você diz gostar de se professora de inglês. Quais são as fontes de alegrias e satisfação no seu trabalho?
4. Como você vê o ambiente da escola onde você ensina? Como é a sua relação com os outros profissionais daquela escola?
5. Gostaria que você comentasse sobre o seu trabalho. Muitas vezes, temos que fazer coisas que não gostamos mas que tem que ser feito. Existe algo assim na sua rotina? voce poderia comentar sobre isso?
6. Em suas notas no diário, você diz que iniciou a aula com uma revisão de gramática, pois se sente bem segura, por possuir clareza ao explicar e domínio desta parte. Pensando nessa sua fala, o que você diria que ainda precisa aprender, que poderia melhorar o seu trabalho como professora?
7. Durante as observações em sala de aula, observei que você sempre tinha uns momentos com conversas individuais com alguns alunos. Você se interessa pelos problemas emocionais ou relacionais deles? Em que sentido? Por favor, relate alguma experiência que demonstre isso.
8. O trabalho do professor é muito emocional, há muitas emoções em jogo, porque lidamos com seres humanos. Gostaria que você falasse um pouco sobre as suas emoções no seu dia a dia como professora. Que emoções estão mais presentes? Com quem? Como é isso?

9. Há quanto tempo você está no pecpli? Qual a importância do pecpli para você? você está envolvida em algum outro programa de desenvolvimento profissional? Qual? Fale sobre ele.

10. No questionário você diz amar ensinar inglês e que sua satisfação profissional é satisfatória (8 em 10). Pensando nisso, você pode nos falar sobre suas expectativas de futuro para a sua vida profissional?

11. Então, eu vi a sua colagem e achei tão interessante! Gostaria de saber se voce poderia olhar ela junto comigo e ir comentando sobre ela, pode ser?

12. Você gostaria de dizer mais alguma coisa sobre o que conversamos? Tem alguma coisa que eu não perguntei e que você acha importante acrescentar?

Appendix H: Original excerpts in Portuguese

Excerpt 1:

Pesquisadora: e aí você coloca a mesma imagem, né? (no presente/futuro)

Dalva: minha luz está brilhando, mesmo que ela esteja um pouco ofuscada agora, mas eu quero que ela ascenda mais um pouquinho, que ela, ela possa estar melhor, cada vez mais...

P: essa luz que está ofuscada, apagadinha, ela está apagadinha no profissional também?

D: influencia né? um tá ligado no outro, mas eu não me imagino fazendo uma outra coisa, sabe? eu acho que eu nasci professora, eu gosto disso, já pensei em mudar, “gente será que eu trabalhar numa parte administrativa?”, tanto é que eu já trabalhei em banco, eu trabalhei em banco quando era mais nova, e eu já sei essa parte burocrática, eu sei disso tudo, então, mas eu gosto, eu gosto de, ela esta meio apagadinha, mas até profissional também, as vezes pelo fato de não falar tanto em inglês, pode estar apagadinha por causa disso. (IN, 07/04/2015).

Excerpt 2:

O meu contato com os alunos foi sempre em harmonia e procuro me dar bem com todos, sabendo respeitar as individualidades de cada um. Vários atritos já existiram, mas procuro resolve-los da melhor maneira possível. (NA, 08/09/2015).

Excerpt 3:

Comecei dar aulas, sem experiência alguma. Mas sempre busquei novidades para incrementar as aulas e fazer com que os alunos sentissem prazer com as aulas de inglês como eu sentia. No início não tínhamos livro didático e nem material direito, isto não me impedia de trazer atividades interessantes para despertar vontade nos alunos em aprender uma nova língua. (NA, 08/09/2015).

Excerpt 4:

Estas atividades em que os alunos se envolvem me motiva muito, pois sei que eles estão aprendendo inglês para a vida. Os olhos brilhando dos alunos quando me veem falando inglês, mesmo que não seja muito, e gostando da aula e muito motivador

também. Depoimentos de alunos que já formaram e dizem que as aulas foram de grande valor para fazer Vestibular, ENEN e concursos me faz querer ser Professora mais ainda. Ou ainda aqueles que já formaram a mais tempo dizer que amavam minhas aulas, isto e demais! (NA, 08/09/2015).

Excerpt 5:

D: Trabalhamos estórias em quadrinhos, ai eu fiz exposição dos trabalhos deles, consegui já envolver mais na mídia, na informática, então coloquei o trabalhinho deles no face, então eles viram, né? no face deles, acharam muito interessante, então eu comecei a trabalhar com a mídia também, então adoro fazer essas feiras, acho que o trabalho deles tem que ser mostrado. (IN, 07/04/2015).

Excerpt 6:

D: Sempre gostei de trazer eles juntos para a escola, então sempre fiz festival de sorvete, é, comecei fazer o festival de sorvete com o objetivo mais de, de pegar dinheiro para ajudar o 9 ano. [...]

P: Ai esse evento era para o 9 ano, para eles fazerem o quê?

D: Para formatura de 9 ano, então eu os ajudava, né? Assim, não tinha muita relação com o inglês propriamente dito, mas ao mesmo tempo, a professora de inglês estava envolvida ali junto com eles. Nesse momento prazeroso ali pra eles. (IN, 07/04/2015).

Excerpt 7:

D: a minha fonte de alegria, minha fonte motivadora são os depoimentos deles: “eu queria ter aula com você”, “Dalva, eu não sabia ler nada de inglês, não esqueço a primeira vez que você me fez ler um texto e que eu li, eu entendi tudo” então “com essas dicas” “Dalva passei no vestibular lembrei-me daquela dica sua” “não esqueço da sua musiquinha” então assim, isso que é minha motivação, e teve uma vez também que o meu filho, o mais velho, falou comigo “mãe eu queria um dia ter uma aula com você, por que eu acho assim pelos que os alunos”, e olha que ele é bem fechado, o Arnaldo, “eu queria ter uma aula com você porque eu vejo esses alunos seu gostam tanto de você, eu queria te ver um dia em sala de aula vê como é que é” eu acho que você vai gostar. Então são os depoimentos. (IN, 07/04/2015).

Excerpt 8:

D: outro dia um frentista de um posto de gasolina daqui de Ponte Nova também falou “nossa Dalva, hello! What’s your name?” brincando assim: oh Dalva, mas eu não esqueço também aquelas aulas legais, aqueles joguinhos. Então assim, é coisa que marca mesmo. (IN, 07/04/2015).

Excerpt 9:

D: nós somos seres sempre querendo melhorar, né? Tanto é que eu sou participante de um projeto que chama PECPLI em Viçosa que assim, muito bacana, sabe, eu sempre fui muito motivada, mas com eles a gente consegue ser mais ainda, né? (IN, 07/04/2015).

Excerpt 10:

P: você mencionou o PECPLI, a quanto tempo você está no projeto? Qual a importância dele para você?

D: o pecpli, fizemos dez anos, então estou nove, fui um ano depois pra lá. Mas assim, nó, em relação a tudo pra mim, tanto pessoal, como profissional, me fez crescer demais, porque eu tive uma oportunidade de estar ali com pessoas tão magníficas e tão iguais a gente, tão simples, iguais a gente, que me fez crescer muito profissionalmente, e de saber de um, outro mundo que eu não sabia assim, essa parte de pesquisa, essa parte de buscar, de escrever um artigo em inglês, outra coisa, contar experiências, essa parte de emoção, então é muito aflorada, ela mexe muito com a gente, né? Então assim, é de uma importância assim para a minha vida, eu falo que eu constituí uma família ali de aprendizado que a gente não quer soltar o laço, sabe? Foi muito, foi um ganho pra mim. Igual eu falo assim, eu sempre fui desse lado assim, de ser uma profissional motivadora, eu sempre fui, então esse lado me impulsionou, mas outras portas, sabe? Assim, descobri a Dalva profissional que eu era, que eu podia fazer, com esse meu jeito, que eu podia continuar por que estava certo, estava legal, foi um aval pra mim, está certo, continue em frente. (IN, 07/04/2015).

Excerpt 11:

D: Fico, às vezes, desmotivada com a falta de interesse de alguns alunos. Percebo que não tem perspectiva em aprender mais coisas. E fico ansiosa no momento das provas quando eles erram por falta de atenção, mas cada um tem seu tempo de aprender e querer. (Q2, 06/28/2015).

Excerpt 12:

O que nos deixa tristes e até questionando, (onde foi que errei? Posso ser melhor onde?) é quando o desempenho na prova não é satisfatório, mesmo até quando você trabalha o estilo de exercício que irá cair na prova. Fico muito angustiada, pois durante as aulas, eles até perguntam, mas sinto tanto desinteresse. (JN, 03/06/2015).

Excerpt 13:

D: a minha vontade é tirar licença mesmo, Nilce, a minha vontade é tirar licença, eu não vou tirar por você.

D: a minha vontade eu falo assim, meu Deus. É parar. Mas ao mesmo tempo eu vou parar. E aí? Mas ao mesmo tempo, dois cargos é muito complicado, Nilce, é muito complicado! (FN, 04/01/2015).

Excerpt 14:

D: você dá aquela ideia, mas sai coisas que você nem imagina que eles são capazes de fazer também, a satisfação deles também, de tá ali aprendendo, brincando, aprendendo inglês, tendo essa socialização. Envolvendo sempre a escola... (IN, 07/04/2015)

Excerpt 15:

Cantei na aula hoje, “os verbos” foi muito legal. Mesmo que alguns alunos não se motivam ou sentem vergonha de cantar é muito bom ver o sorriso dos alunos, e sinto que reforça o que eles já sabem e muitos alunos ao aprender o novo ficam entusiasmados, pois estão “cantando” – “falando” inglês. [...] Acho muito bacana olhar para a turma e ver “as bocas” cantando, mas cantando com pronuncia correta ao ler e cantar a música. (TJ, 03/06/2015).

Excerpt 16:

P: Nas suas notas de diário, você diz gostar de ser professora de inglês. Quais são as fontes de alegrias e de satisfação no seu trabalho?

D: ah no diário, a fonte de alegria seria o próprio, às vezes o olhar dos alunos, né? Pra você quando ele te olha assim, tipo assim “ai chegou a aula que eu gosto” né? Por que muitos falam isso “eu queria ser seu aluno, sempre quis ser seu aluno Dalva” “tinha vontade de ser seu aluno” “tive aulas com outras professoras”, então eu acho que são os depoimentos dos alunos, né? Mesmo que as vezes tem alguns depoimentos negativos, mas eles servem para você melhorar, para você está ali, até como pessoa, né? [...] a minha fonte de alegria, minha fonte motivadora são os depoimentos deles. (IN, 07/04/2015)

Excerpt 17:

Comentei uma atividade que eles tinham feito e falei que fiquei muito feliz com o resultado do simuladinho que eles fizeram em dupla. Foram questões simples, mas que causam dúvidas. Então fiquei feliz, pois os erros foram mínimos. Compartilhei palavras positivas, para que eles se sintam motivados com as aulas de inglês e se sintam capazes. (TJ, 03/05/2015).

Excerpt 18:

Confesso que nem todas as manhãs tenho “forças” e “coragem” para “dar” boas aulas. Pois nosso emocional é o que nos motiva. Mas quando vou chegando no portão da escola, logo coloco um sorriso ao gritarem na rua: “oi teacher!” ... “oi Dalva...” temos consciência que se deixar a “peteca cair” o dia será ruim e com isto as aulas serão péssimas. Então, temos que buscar forças. Acho que consigo esta força, pois amo minha profissão, amo ser professora. (TJ, 03/06/2015).

Excerpt 19:

Mesmo chegando cheia de vontade para trabalhar, dias frustrantes nos consomem = dias de prova. Aliás, nem é o dia mesmo, apesar de que nos deixa indignada quando o aluno te pergunta: “quando será a recuperação desta prova?”. Muitas vezes acho que a culpa é do sistema de governo, que faz com que nossos alunos se acomodem. Porém, eles também são culpados por deixar se contaminar pela acomodação e não

correr atrás. O que nos deixa tristes e até questionando, (onde foi que errei? Posso ser melhor onde?) é quando o desempenho na prova não é satisfatório, mesmo até quando você trabalha o estilo de exercício que irá cair na prova. Fico muito angustiada, pois durante as aulas, eles até perguntam, mas sinto tanto desinteresse. (TJ, 03/06/2015).

Excerpt 20:

Em uma turma peguei quatro alunos colando. Na verdade, não peguei “no pulo”, no momento, mas ao corrigir questioneei estes alunos. Eles ficaram exaltados, pois disseram que eu os estava subestimando a capacidade deles. No primeiro momento, tentei negociar, mas foram bem mal educados. Então, eles quiseram conversar com a diretora. Porém, a diretora estava resolvendo um problema sério de outro aluno. Então, fui dialogar com eles, oferecendo uma ultima chance para atendê-los. Como sou ótima em resolver conflitos, apesar da vontade de gritar, me segurei e eles chegaram a confessar que colaram e até me pediram desculpas. Mas foi muito desgastante. Temos que nos segurar. Mas com o diálogo e paciência resolvemos melhores os conflitos. (TJ, 06/24/2015)

Excerpt 21:

P: você se sente, você está se sentindo motivada a dar aula?

D: eu estou...apesar de...outra pergunta?

Pesquisadora: Como é essa motivação?

Informante: Eu continuo ainda motivada, eu amo estar ali, apesar de... eu acho que na nossa vida por mais que você tenta separar problemas que você está passando do trabalho, né? é logico que a gente tem que separar [...] mas eu me sinto, estou me sentindo muito cansada, mas ultimamente eu tive anemia muito forte, problema de saúde ano passado, outros problemas também, né? (IN, 07/04/2015).

Excerpt 22:

P: é, e pensando assim, num ambiente, não do físico, mas do ambiente profissional, como que você descreveria a relação entre os profissionais daquela escola?

D: eu vou falar primeiro entre os profissionais da língua inglesa, bem separado, é como diz, cada um por si, você dá sua aula ali, às vezes depois de muito tempo de

trabalho, uma profissional chegou, “o Dalva, ah me dá uma atividade sua ai, assim, uma bem facinho que às vezes você tem uma coisa legal ai, me da uma atividade legal que você deu, por que hoje eu não quero dá..., não tenho nada, nenhuma ideia” ai eu passo uma folha, um texto, eu sempre tenho uma o plano B, um texto alguma coisa no meu armário, então eu sinto isso, entre os profissionais da língua inglesa cada um por si, ou invés de trocar, eu sempre fui, eu comecei querendo trocar. Nossa eu tenho essa prova, toma isso toma aquilo, eu só eu que doava doava. Chegou um tempo, que eu estou assim, eu comecei, gente será que eu não estou sendo intrometida, de está querendo, tipo assim, será que elas achando que eu estou querendo aparecer, será que elas estão achando que eu sou melhor, então ai onde eu comecei a me recuar, não por vingança, por nada não, elas não me dão, eu não dou também não, por que eu gosto de compartilhar. Eu adoro compartilhar as coisas. Isso sou eu Dalva, sabe na vida também, então assim, as professoras de inglês. Muito, cada uma por si, não tem aquele planejamento, vamos dá isso juntas. Vamos fazer, tanto é que te falei das feiras culturais, eu sempre sozinha, colocando os alunos para trabalhar. E em relação ao grupo total. Muita frustração, professores muito frustrados, professores muito tradicionais ainda. Muito, muito quadro, giz, livro. O professor de geografia dá aquele questionário ainda, aquela coisa. Sem, querer a mudança, a mudança assusta, mas eu sinto muito tradicionalismo ainda. Apesar de que muitos fazem a diferença, mas muitos puxam pra trás ainda. (IN, 07/04/2015).

Excerpt 23:

P: entendi. E em relação a coordenação, diretora, supervisora?

Informante: a atual, a supervisora é uma gracinha, igual ela mesmo já falou assim “eu sinto muito gente as vezes não dá o apoio que eu gostaria de dá para vocês por que a parte burocrática é muita’ ela até falou comigo “o Dalva de inglês por exemplo eu não sei nada, confio no que você faz” então, mas eu mostro pra ela através do planejamento que a gente tem que entregar o que eu faço, então assim, é muito bacana... dá apoio. A diretora, igual eu falei, que começou no ano passado, mas esse ano que ela me enxergou diferente, ou às vezes até eu que comecei a enxerga-la diferente também, né?, não sei, pode ser isso também que eu comecei, por que ano passado eu deixei a desejar um pouco, burocraticamente falando, o meu trabalho... de entrega de horário, na data certa, então eu realmente deixei a desejar nisso, então nós

tivemos um pouco de atrito, eu já estava já cismada, qualquer olhar dela já me jogava no chão, mas esse ano eu sinto que está muito mais tranquilo, sabe? Vem e me pergunta as coisas, até já me questionou “Dalva vamos fazer aquilo que você fez no ano passado, do dia de ação de graças?” né? Que nós fizemos uma partilha que foi muito bacana, então eu sinto também, eu me relaciono muito bem. Sabe? Com elas, apoio, mas assim, eu que vou atrás, eu que busco e que vou atrás mesmo... (IN, 07/02/2015).

Excerpt 24:

P: e assim, você se sente incomodada em relação a alguma , assim, a maneira como elas trabalham ou você faz o seu trabalho e elas os delas...interferem em alguma coisa?

Informante: faço é, não, eu faço o meu trabalho tranquila. Essa diretora ela mais assim de ficar te vigiando, principalmente que as janelas estão todas abertas tá tudo em reforma, mas eu como não, minha aula, eu fico mais em pé, mas se tiver que assentar, as vezes um momento alguma coisa, eu não consigo assentar, eu fico em pé, vou na carteira de um de outro, então ela já viu o meu trabalho, ou sou assim, então não interfere, o olhar o vigiar dela, como está tudo aberto, minha aula está aberta também. (IN, 07/02/2015).

Excerpt 25:

D: então como na gramática eu sou mais tranquila, vai. Mas na hora de falar, eu acho que eu teria que me soltar mais nisso, nesse ponto, no falar em inglês, já melhorei muito, falo em inglês um pouco na sala de aula, mas poderia falar mais, o que tenho que melhorar é isso. (IN, 07/02/2015).

Excerpt 28:

D: esse trabalho, uma simples atividade como que ela conseguiu mexer com um monte de coisa comigo, sabe, que conseguiu, até hoje, fizemos em uma turma um grupo no whatsapp, onde a gente conversa, troca ideias, né? Eu mando, coloco algumas coisas em inglês, no próprio Face, eu quero alimentar mais esse Face, de cada aluno eu coloquei uma, do depoimento do lixo, eu escrevi uma coisinha em

inglês, sabe? Nem que seja uma frase, mas eu coloquei então como que esse trabalho realmente deu uma mexida ai, né? (IN, 07/02/2015).

Excerpt 29:

D: eu acho que essa atividade mexeu comigo porque fluíram tantas outras coisas, até o falar inglês, sabe a aula saiu assim, eu conversando com eles mais em inglês, fazendo perguntas e falando, e eles também questionando ali também, um com outro, depois teve esse momento de um com outro em inglês. (IN, 07/02/2015).