

THE INFLUENCE OF ENGLISH TEACHERS' MOTIVATION IN THEIR TEACHING PRACTICES

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Abstract

The purpose of this article is to verify how motivated English teachers in Altamira-Pará are, also observe types of strategies that teachers applied in their teaching perform. This study may help schools and colleges to develop the motivation level of teachers to have a good performance in order to increase the educational system. The study shows abundant importance about teachers' motivation in the field of education. The study may be beneficial for teachers that play important role in an education system. If teachers are not motivated and having low performance then they cannot give their best efforts, so, maybe if the schools give some training, orientation and support about some attitudes these could help teachers get a good results in their jobs performance.

Keys words: Teacher's Motivation. Job Perform. Strategies Motivation.

Introduction

This article was developed with the purpose to show how teacher's motivation could influence on teacher's job perform. The curiosity about this theme starts during a supervised internship in a school in Altamira city. At that moment I could observe that the teachers were little motivated and transmitted that felling to students. Also interfering in their teaching practices. Based on this problematic, the research will approach topics related as types of motivation, effect of Motivation on the teacher's Performance and motivation strategies for teachers. In addition, a survey was conducted from the quantitative and qualitative questionnaire application to identify, how motivation influence in teachers' perform.

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1. What is Motivation?

Motivation is defined as “a human psychological characteristic that add to a person’s degree of commitment. It is the management process of influencing employees’ behavior” (BADU, 2005 P. 38). CONVERSELY, BARTOL AND MARTIN (1998 P. 23) relate motivation to the “force that stimulates behavior, provide direction to behavior, and underlies the tendency to prevail”. In other words individuals must be sufficiently stimulated and energetic, must have a clear focus on what is to be achieved, and must be willing to commit their energy for a long period of time to realize their aim in order to achieve goals.

In addition, Vroom (1964, p. 6) also defined motivation as a process “governing choice made by persons among alternative forms of voluntary activity”. Kreitner and Kinicki (2004) assumed that motivation incorporate those psychological processes that create the arousal, direction and persistence of voluntary actions that are goal oriented.

Furthermore, McShane (2003, p.132) says that motivation is “...A factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work”. This definition of motivation has been supported by Petri & Govern (2003 p.440) who reiterated that, “motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior”.

Therefore, for this study we take in consideration the definition from Bartol and Martin (1998), because they present a simple and a better understanding about what motivation is.

According to (GARDNER, 1972; OXFORD, 1996) motivation is a fundamental factor in the learning and teaching process. Motivation provides the force to start learning or doing something new.

Knowing that motivation is so important in the process of achieving goals on teaching and learning; the motivation can be intrinsic or extrinsic or both during the process.

Intrinsic motivation is in evidence whenever students’ natural curiosity and interest energize their learning (DÖRNYEI, 1994). In other words, people will actively strive toward doing the things they find interesting or enjoyable. On the other hand, to extrinsic motivation (EM) refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself (LEGAULT, 2016). In other words, EM is instrumental in nature. It is performed in order

to attain some other outcome it is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing a simply activity for the enjoyment of the activity itself, rather than its instrumental value.

In the light of this theory, Dörnyei (1994) affirms that extrinsic motivation is no longer regarded as an antagonistic counterpart of intrinsic motivation, but it has been divided into four steps along a continuum between self-determined and controlled forms of motivation; they are external regulation, introjected regulation, identify regulation and integrated regulation.

External regulation refers to the least self-determined form of extrinsic motivation, involving actions for which the locus of initiation is external to the person, such as re-wards or threats (e.g. teacher's praise or parental confrontation). According to Legault (2016) external regulation referred behavior that is controlled mainly through external factors (deadlines, rewards, directives, punishers). This type of behavior serves mostly to satisfy external demands, and so the source of motivation and causality for external behaviors rather than internal.

Introjected regulation involves externally imposed rules that the student accepts as norms that pressure him or her to behave (e.g. "I must be at school on time," or "I should have prepared for class"). Agreeing with Dörnyei about Introjected regulation Legault (2016), assert that introjected regulation refers to behavior where in external presumptions have been partially deflected inward, but not truly adopted or internalized. This type of motivation feels quite controlling, but more of a sense of internal rather than external pressure.

Identified regulation occurs when the people has come to identify with and accept the regulatory process seeing its usefulness sustain. Dörnyei (2016) says that Identified regulation is more autonomous format extrinsic motivation and the point at which behavior becomes internally governed and self-endorsed. This type of regulation occurs when the individual values or identifications with the coming of the activity. Although identification feel autonomously chosen, they may nonetheless be separated from the individual's other values and beliefs and thus may not reflect the person's color self or overarching value system (LEGAULT, 2016).

The most developmentally advanced form of extrinsic motivation according to (DÖRNYEI, 1994) is integrated regulation, which involves regulations that are fully assimilated with the individual's other values, needs, and identities. According to

(LEGAULT, 2016) integrated regulation is the most autonomous form of extrinsic motivation, refers to behavior that is fully internalized. At this point, identification have merged with other deeply held beliefs, values, and needs. Integrated feels consonant with the self; such behavior serves almost a means of self-expression and identity.

2. Effect of Motivation on the Teacher's Performance.

Motivation and performance are essential mechanisms as far as association achievement and actions. Motivation assumes a vital part in the relationship since it expands the productivity of workers and the objectives can be, accomplished in a productive means. The behavior of workers can be changed through inspiration and motivation in any association (LATT, 2008). Motivation likewise joins in an imperative part for teachers since it completes the objective in a proficient way. According to Mustafa and Othman (2010), teacher motivation is vital in light of the fact that it develops the aptitudes and learning of teacher since it specifically influences the student's accomplishment.

Chandrasekar (2011) examined that the workplace environment affects employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by, the employees so they get demotivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision-making opportunity. People working in such environment are not satisfied they feel stress on themselves and it affects employee's job performance.

On the other hand, there are some factors that could help teachers to understand and improve their practices and also support their motivation in classes. So, according to Dörnyei (1994) he separated three sets of motivational components that can be called by motives and motivational conditions they are:

- 1) Course-specific motivational components concerning the syllabus, the teaching materials, the teaching method, and the learning tasks;
- 2) Teacher-specific motivational components concerning the teacher's personality, teaching style, feedback, and relationship with the students;
- 3) Group specific motivational components concerning the dynamics of the learning group.

In addition, to be more clear about all of them we will describe what which one include, in the first category Course-specific is formed by interest, relevance macrolevel, learning situation, Expectancy, self-efficacy, satisfaction.

The second category, teacher –specific is formed by relationship teacher/student taking into consideration teacher’s personality. The third category group specific is formed by dynamics of the learning group.

Describing Course-specific, we have the Interest that is related to intrinsic motivation and it is centered on the individual’s inherent curiosity and desire to know more about himself or herself and his or her environment. Relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values, or goals. At a macrolevel, this component coincides with instrumentality; at the level of the learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering the L2. Expectancy refers to the perceived likelihood of success and is related to the learner’s self-confidence and self-efficacy at a general level; at the level of the learning situation, it concerns perceived task difficulty, the amount of effort required, the amount of available assistance and guidance, the teacher’s presentation of the task, and familiarity with the task type. Satisfaction concerns the outcome of an activity, referring to the combination of extrinsic rewards such as praise or good marks and to intrinsic rewards such as enjoyment and pride. Attainable proximal sub-goals (as discussed above) are related primarily to this component.

Besides in teacher-specific motivational components Dörnyei (1996), affirms that perhaps the most important teacher-related motive has been identified in educational psychology as affiliative drive, which refers to students’ need to do well in school in order to please the teacher (or other superordinate figures like parents) whom they like and appreciate. Although this desire for teacher approval is an extrinsic motive, it is often a precursor to intrinsic interest, as is attested by good teachers whose students become devoted to their subject.

Also in this component the teacher’s authority type, that is, whether he or she is autonomy supporting or controlling sharing responsibility with students, offering them options and choices, letting them establishing priorities, and involving them in the decision making enhance student self-determination and intrinsic motivation. In

addition, the teacher is directly involved in the socialization of student motivation, that is, whether he/she actively develops and stimulates learners' motivation.

There are three main channels for the socialization process:

1) Modelling: teachers, in their position as group leaders, embody the group conscience and, consequently, student attitudes and orientations toward learning will be modelled after their teachers, both in terms of effort expenditure and orientations of interest in the subject.

2) Task presentation: efficient teachers call students' attention to the purpose of the activity they are going to do, its potential interest and practical value, and even the strategies that may be useful in achieving the task, thus raising students' interest and metacognitive awareness.

3) Feedback: this process carries a clear message about the teacher's priorities and is reflected in the students' motivation. There are two types of feedback: informational feedback, which comments on competence; and controlling feedback, which judges performance against external standards. Both should be dominant. For example, praise a type of informational feedback-should attribute success to effort and ability, implying that similar successes can be expected in the future. Praise should avoid, however, the inclusion of controlling feedback (e.g., the comparison of the students' success to the successes or failures of others). Ames (1992) points out that social comparison, which is considered very detrimental to intrinsic motivation, is often imposed in a variety of ways in the classroom, including announcement of grades (sometimes only the highest and lowest), displays of selected papers and achievements, and ability grouping.

In the last category, group-specific motivational components talks about classroom learning, where it takes place within groups as organizational units, these units are powerful social entities with a "life of their own," so, that group dynamics influence student's affects and cognitions. In addition, group goals and the group's commitment to these goals do not necessarily coincide with those of the individual, but may reinforce or reduce them, affirm Dörnyei (1996).

3. Motivation Strategies for Teachers.

Dörnyei (2001) classifies motivational strategies into four motivational phases they are creating the basic motivational conditions, generating initial motivation,

maintaining protecting motivation and encouraging positive retrospective self-evaluation.

About creating, the basic motivational conditions consist of three categories, namely: Appropriate teacher's behaviors to create a good relationship with students; a pleasant and supportive classroom atmosphere; a cohesive learner group with appropriate group norms.

In Appropriate teacher's behaviors to create a good relationship with students: In this category, we need to demonstrate and talk about our own enthusiasm for the course material, and how it affects you personally; take the students' learning very seriously; develop a personal relationship with our students; develop a collaborative relationship with the students' parents.

A pleasant and supportive classroom atmosphere: In this one, we need to create a pleasant and supportive atmosphere in the classroom. Establishing a norm of tolerance; encouraging risk-taking and having mistaken accepted as a natural part of learning.

A cohesive learner group with appropriate group norms: We need to promote the development of group cohesiveness; trying to promote interaction, cooperation and the sharing of genuine personal.

Besides, in generating initial motivation consists of five categories, namely: enhancing the learner's language sense and attitudes; increasing the learner's expectancy of success, increasing the learner's goal orientation, making teaching material be relevant for the learners, creating realistic learner's beliefs.

Enhancing the learner's language sense and attitudes: We do this by promoting the learners' language-related values by presenting peer role models. Like inviting senior students to talk to our class about their positive experiences. Raising the learners' intrinsic interest in the L2 learning process.

Increasing the learner's expectancy of success: We increase the students' expectancy of success in particular tasks and in learning in general.

Increasing the learner's goal orientation: We need to goal-orientedness by formulating explicit class goals accepted by them.

Making teaching material be relevant for the learners: on that, we need to make the curriculum and the teaching materials relevant to the students.

Creating realistic learner's beliefs: As teachers, we help to create realistic learner beliefs.

In addition on maintaining and protecting motivation consists of eight categories, namely: making learning stimulating and enjoyable, presenting task in a motivating way, setting specific learner goals, protecting the learner self-esteem and increasing their confidence, allowing learners to maintain a positive social image, promoting cooperation among the learners, creating learners autonomy, promoting self-motivating strategies .

Making learning stimulating and enjoyable: We became learning more stimulating and enjoyable by breaking the Monotony of classroom events.

Presenting task in a motivating way: Presenting and administering tasks in a motivating way; explaining the purpose and utility of a task; providing appropriate strategies to carry out the task.

Setting specific learner goals: Use goal-setting methods in your classroom. Encourage learners to select specific, short-term goals for themselves. Use contracting methods with your students to formalize their goal commitment. Draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which you will help and reward them.

Protecting the learner self-esteem and increasing their confidence: For do that, we Provide learners with regular experiences of success; provide multiple opportunities for success in the language class; help learners build confidence by providing regular encouragement. Build our learners' confidence in their learning abilities by teaching them various learner strategies.

Allowing learners to maintain a positive social image: Through allowing learners to maintain a positive social image while engaged in the learning tasks.

Promoting cooperation among the learners: Increasing student motivation by promoting cooperation among the learners; set up tasks in which teams of learners are asked to work together towards the same goal.

Creating learners autonomy: Increase student motivation by actively promoting learner autonomy; Allow learners real choices about as many aspects of the learning process as possible; Hand over as much as you can of the various leadership/teaching roles and functions to the learners; Adopt the role of a facilitator.

Promoting self-motivating strategies: Increase the students' self-motivating capacity; raise your students' awareness of the importance of self-motivation; share with each other strategies that you have found useful in the past; encourage students to adopt, develop and apply self-motivating strategies.

Lastly, encouraging positive retrospective self-evaluation is divided into four categories, namely: promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, offering rewards and grades in a motivating manner.

Promoting motivational attributions: Promote effort attributions in your students; encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability; refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range.

Providing motivational feedback: Provide students with positive information feedback; notice and react to any positive contributions from your students; provide regular feedback about the progress your students are making and about the areas, which they should particularly concentrate on.

Increasing learner satisfaction: Monitor student accomplishments and progress, and take time to celebrate any victory; make student progress tangible by encouraging the production of visual records and arranging regular events; regularly include tasks that involve the public display of the students' skills.

Offering rewards and grades in a motivating manner: Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success; Make sure that students do not get too preoccupied with the rewards; Make sure that even non-material rewards have some kind of lasting visual representation; Use grades in a motivating manner, reducing as much as possible their demotivating impact.

4. Methodology

In this section will presents the objectives of this research, also the instrument research, the subjects, and their environment. A survey was conducted from the quantitative and qualitative questionnaire application to identify, how motivation influences in the teachers' perform.

4.1 General Objective

To verify how teachers' motivation could influence on their job performance.

4.2 Specific Objective

To identify how motivated are English teachers in different educational institutions in Altamira-Pará.

To observe types of strategies that teachers applied in their teaching perform.

4.3 Subjects and their environment.

For this research a sample of eight English teachers were selected; three teachers work in a public school, one teacher works in a private school, and four teachers work in an English course. In this study they will be called by teachers A, B, C, D, E, F, G, and teacher H. We did this to keep them anonymous. They were submitted to an enlightened free will consent term. In addition, about teacher's current situation as an employee, teachers A, D and H they are effective teachers, teachers G, B they are volunteer teachers and teachers C, E and F they are hired teachers.

In the teachers, was possible to see that the teachers C and E are in scale of 0 -1 year of service, the teachers B,F and G are in scale 5 - 10 years, The teachers A,D and H are in scale of 10 - 20 years of service. About teacher's gender, two teachers are male and six are female, the teachers A, B and D declared that they are low class and the teachers C, E, F, G and H they are middle class.

All of them declared themselves as independents in performing their duties in the classroom. In relation, the degree of confidence as a teacher the teacher A, E, F and H affirmed that they are very confident and the teachers B,C,D and G affirmed that they are a little confident when it is time to do their jobs.

4.4 Instrument Research

The instrument designed for this paper, was a questionnaire to measure the two variables, the teachers' motivation and their job performance; and it contained 22 questions, being questions 1 to 18 for objectives answers and 19 to 22 for discursive answers. (See in appendix A)

According to Kothari (2004) the questionnaire as the process of collecting and analyzing information in a manner that aims to match relevance to the research purpose with economy in process. The questionnaire was the research instrument used to gather data required for this study. The results helped the researcher to define how motivated teachers are and how this can influence in their job performance. The questionnaire included motivation information and relevant questions about their posture / conduct as an English teacher.

4.5 Data analyses

This section presents an overview of the survey results of the participants. It also draws upon the findings to address the research question involved in the current study. One of the most common response when was asked about the difficulties that teachers face in their jobs were; low salary, lack of technologic resources and overcrowded classroom.

In addition, the teachers B, C, D, F and G declared that they are a little motivated and the teachers A, E and H declared that they are highly motivated, the teacher E affirmed that he is highly motivated; however, he declared:

“I believe that the main challenges are related to the devaluation in general of this profession in Brazil. Sometimes I feel very sad when I see teachers that consider incredible, not having due recognition, I try to mirror them, think that one day I want to be like them, but when I see the suffering and daily struggle they face, I get quite worried and unmotivated”. Other factors, are students disrespecting, crowded classes, little time to develop content, lack of technological resources, and last but perhaps what makes me sad most is the fact that we take work home. the teacher hardly can get out of the work environment and get disconnected from their activities, because we are always correcting activities or tests, asking questions of students, and especially preparing lessons. The education professional who wants to stand out needs to take a moment from her day to prepare her classes, and it often ends up taking all of our personal lives. I lose hours of sleep every day to reconcile the amount of classes and prepare a good class for each, and these activities that I do at home are not taken into account in my salary, because I get per hour class.

In this case, I can see the worry about how the teacher’s job can interferes at the teachers’ personal life.

Also teacher G, who declared that he is little motivated said: "I believe that the teacher's motivation should come from himself and 20% of external factors prioritize physical and mental health, seek to organize, create lesson plans according to each class, and seek other means when something goes wrong. And it all just depends on the teacher".

On the other hand, teacher F said that the students' behave can cause demotivation as we can see in his statement.

"Including the students' disinteresting causes demotivation, even with everything you prepare. Today's students are different from those of old. Today they have many mechanisms that make everything easier. This ends up taking a dedication, the effort, the desire to run after. They are relaxed and lazier".

In addition, teacher F agree with teacher A when they talk about students' behave.

Teacher A: "For me, the students' demotivation is the worst factor. Crowded rooms, lack of resources or time is adjustable, and you can work it out, but a disinterested student creates a lot of frustration for the teacher because he can have all the resources he can and make the best class of life, but if the student is not motivated is no use. In addition, this generates frustration and a huge demotivation in teachers.

Besides, knowing that we as teachers face this frustrations in classroom the English teacher pointed some strategies that they declared helping in teacher's motivation and become, the learning environment more enjoyable being the use of good planning focus on the results and not in the process enhancing the learners language sense and attitudes; increasing the learners expectancy of success; increasing the learners goal orientation; making teaching material be relevant for the learners; creating realistic learners beliefs and receive a fair salary, as we can see in their assertions below:

Teacher F: "Every teacher is motivated when he sees the student's interest, when he can hold his attention. The key is to plan, come up with different ideas, and prepare a good class. The challenge of bringing something new to students is challenging. Arouse the interest, see that the student is learning and enjoying, that is motivating."

Teacher G: *“I have not had experience in state or municipal schools only in language courses. I teach children from 4 years and without doubt I have to walk a path of love, kindness and patience, besides a lot of creativity. Teenagers and adults are quieter to teach, just enter the student universe”*

Teacher E: *“To maintain the teacher's high motivation, he should initially receive a fairer salary, have access to continuing education, support from parents and school management, and especially have time for himself.”*

Teacher A: *“Focus on results not process. The process is arduous and slow, but when we think about the end result and how my student will be able to develop language learning it generates great motivation.”*

Final remarks

The purpose of this research was to identify how motivated are English teachers in different educational institutions in Altamira-Pará and to observe types of strategies that teachers applied in their teaching perform.

The study revealed that the English teachers in Altamira are little motivated according to their declarations the students' behave interfere in their motivation, causing some frustration in the classroom. On the other hand, teachers use strategies to help them to face this annoyance.

This study may help schools and colleges to develop the motivation level of teachers to have a good performance in order to increase the educational system. The study shows abundant importance about teachers' motivation in the field of education. The study may be beneficial for teachers that play important role in an education system. If teachers are not motivated and having low performance then they cannot give their best efforts, so, maybe if the schools give some training, orientation and support about some attitudes these could help teachers get a good results in their job performance.

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APPENDIX A

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Título da Pesquisa: *The influence of English teachers' motivation in theirs teaching practices.*

Pesquisadora: Mirian Celerino dos Anjos Lima

Orientadora: Wellen Cleise Oliveira de Andrade

1. Natureza da pesquisa: o sr. (a) está sendo convidada (o) a participar desta pesquisa que tem como finalidade investigar a motivação do professor de língua inglesa, e o quanto ela influencia para criar um ambiente que proporcione aprendizagem significativa. Esta pesquisa é voltada para os professores de língua inglesa de diferentes instituições de ensino do município de Altamira-Pará. A pesquisa será executada a partir da aplicação de questionário de cunho quantitativo e qualitativo, para identificar o quanto a motivação influencia no ambiente de aprendizagem.

3. Envolvimento na pesquisa: ao participar deste estudo o (a) sr. (a) permitirá que a pesquisadora Mirian Celerino dos Anjos lima possa utilizar os dados informados no questionário para elaboração da pesquisa referente ao Trabalho de Conclusão de Curso – TCC, sabendo que será garantido o anonimato dos participantes. O sr (a) tem liberdade de se recusar a participar. Sempre que quiser, poderá pedir mais informações sobre a pesquisa através do telefone da pesquisadora do projeto.

4. Sobre o questionário: Este questionário lidará com informações sobre motivação e perguntas relevantes sobre sua postura/comportamento como professor de inglês, além da idade (que será mantido em sigilo). Todas as perguntas ajudarão na conclusão da análise dos dados e é de extrema importância respostas fiéis a realidade de cada professor.

Confidencialidade: todas as informações coletadas neste estudo são estritamente confidenciais. Somente a pesquisadora e a orientadora terão acesso aos dados.

5. Benefícios: esperamos que este estudo traga informações importantes sobre o quanto a motivação do professor influencia em sua prática; além disso, saber se ela pode interferir no aprendizado dos alunos. O conhecimento que será construído a partir desta pesquisa, ajudará os professores a refletir sobre suas práticas em sala de aula, podendo também traçar um perfil de como anda a motivação de alguns professores de língua inglesa no município de Altamira.

6. Pagamento: o sr. (a) não terá nenhum tipo de despesa para participar desta pesquisa, bem como nada será pago por sua participação.

Após estes esclarecimentos, solicitamos o seu consentimento de forma livre para participar desta pesquisa. Portanto preencha, por favor, os itens à seguir.

Obs: Não assine esse termo se ainda tiver dúvida a respeito.

CONSENTIMENTO LIVRE E ESCLARECIDO

Tendo em vista os itens acima apresentados, eu, de forma livre e esclarecida, manifesto meu consentimento em participar da pesquisa. Declaro que recebi cópia deste termo de consentimento, e autorizo a realização da pesquisa e a divulgação dos dados obtidos neste estudo.

Assinatura do Participante da Pesquisa

Assinatura do Pesquisado

Assinatura do Orientador

Pesquisador: Mirian Celerino dos Anjos lima, Tel.: (93) 991390100

Universidade Federal do Pará: R. Cel. José Porfírio, 2515 - São Sebastiao, Altamira - PA, 68371-040 – Altamira/PA

APPENDIX B

Questionário

1. Qual a sua idade?
2. Quantos anos de experiência em sala de aula?
3. Feminino () Masculino ()
4. Como você considera sua classe social? Baixa () Média () Alta ()
5. Qual sua carga horaria mensal?
6. Que tipo de dificuldade, se houver, você enfrenta:
 - a) Sala de Aula lotada ()
 - b) Falta de recursos tecnológicos ()
 - c) Salário Baixo ()
 - d) Outro: calor (salas não climatizadas)
7. Qual a sua atual situação como funcionário?
 - a) Professor concursado ()
 - b) Professor contratado ()
 - c) Professor de escola Particular ()
 - d) Professor Voluntário ()
 - e) Outro: _____
8. Como você caracterizaria seu grau de motivação como professor?
 - a) Altamente desmotivado ()
 - b) Um pouco desmotivado ()
 - c) Nem desmotivados nem motivado ()
 - d) Um pouco motivado ()
 - e) Altamente motivado ()
9. Na sua opinião, quais são os fatores que contribuem para a baixa motivação (se ela existe)?
 - a) Carga de trabalho, condições e desafios do professor ()
 - b) Má remuneração e incentivos ()
 - c) Falta de reconhecimento e prestígio ()
 - d) Políticas rígidas e/ou má gestão ()
 - e) Falta de responsabilidade com pouco apoio ()
 - f) Falta de oportunidade de desenvolvimento na carreira ()
 - g) Falta de voz do professor ()
 - h) Falta de suprimentos e/ou instalações ()

Outro: _____

10. Como professor, você geralmente têm ferramentas suficientes e apoio administrativo para disciplinar os alunos?
Sim () Não ()
Obs:
11. Quão restrito ou independente você é como professor na escolha de como desempenhar suas funções em sala de aula?
 - a) Muito restrito ()

- b) Um pouco restrito ()
- c) Independente ()

12. Qual seu grau de confiança como professor de inglês na hora de executar o seu trabalho?

- a) Muito inseguro ()
- b) Um pouco confiante ()
- c) Muito confiante ()

13. A aula começará. Marque a frase que melhor traduz o seu estado de espírito:

- a) Será que vou ter forças para sobreviver até sexta-feira nesta escola? ()
- b) O primeiro aluno que bancar o engraçadinho na sala de aula vai se ver comigo. Eles querem guerra? Pois vão ter! ()
- c) Tomara que esta semana seja bem melhor que a anterior. ()
- d) Preparei um monte de desafios interessantes para as próximas aulas. Estou louco(a) para ver como eles vão reagir. ()

14. Verifique todas as declarações que você pode fazer sobre suas atitudes durante a aula.

- a) Tento encorajar os alunos a questionarem as minhas ideias. ()
- b) Estou sempre disposto a ajudar. ()
- c) Tenho dificuldade em criar um ambiente descontraído. ()
- d) Eu faço os alunos entenderem que cometer erros é parte do aprendizado. ()
- e) Não costumo aceitar decisões da classe. ()
- f) Antes de dar a minha opinião, escuto as dos alunos. ()
- g) Na maior parte do tempo, a palavra está comigo. Raramente faço perguntas, desafio os alunos com problemas ou os estimulo a agir. ()

15. Você vai começar a trabalhar um novo tema com os alunos. Como procede?

- a) Explico o assunto da forma mais clara possível. ()
- b) Faço perguntas para descobrir o que os alunos já sabem sobre o assunto. ()
- c) Procuo relacionar o assunto com a vida cotidiana e com os interesses da turma. ()

16. Assinale o tipo de estratégia que você usa frequentemente em sala de aula.

- a) Exposições orais, cópias e ditados. ()
- b) Trabalhos em grupo e estudos do meio. ()
- c) Projetos que encorajam os alunos a resolver problemas reais, a fazer algo que seja interessante para eles, utilizando os conhecimentos adquiridos. ()

17. Os diretores estão bem preparados para assumir a liderança e motivar os professores em condições difíceis?

Sim () Não ()

18. Existe um código de conduta do professor? Se sim, Qual?

Sim () Não ()

19. Você pode descrever sua própria experiência de ensino, se houver?
20. Que tipos de questões ou desafios, se houver, você percebe com relação à motivação do professor?
21. Quais são as questões mais relevantes ou desafiadoras que acontecem em sala? e como elas impactam no seu trabalho?
22. Quais estratégias você emprega ou vê como mais eficaz para abordar a baixa motivação do professor ou manter a alta motivação do professor?