What factors influence the levels of motivation and self-efficacy of novice EFL teachers?

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Abstract

Navigating the transition from trainee teacher to classroom practitioner can be challenging and may require much adaptation and flexibility. In an educational climate where committed, quality teachers are often in short supply, the impact of early career experiences on teachers' motivation and perceptions of self-efficacy is being increasingly recognised. The field of English as a Foreign Language (EFL) teaching can often attract teachers who view it as a short-term career option and across the private sector there is significant variation in teaching roles in terms of expectations, support, and duties. For expatriate novice EFL teachers, as well as establishing their identity as educators, they also need to simultaneously acclimatise to a new physical, cultural and social environment. The potent mix of these variables has the potential to influence their motivation and perceptions of self-efficacy, which could in turn affect their commitment and engagement within teaching, and their intent to develop professionally.

This qualitative, longitudinal study collected data from five expatriate novice EFL teachers through multiple in-depth interviews, monthly questionnaires and weekly diary entries, seeking a clearer insight into motivation and self-efficacy during the first year of teaching. The study first established the novice teachers' initial motivations for teaching EFL before observing how their motivation and self-efficacy shifted in response to various stimuli, including pre-service education, contextual factors, social support, and living in a foreign country. Findings first indicated that initial motivations for choosing EFL were predominantly extrinsic in nature, but that intrinsic and altruistic motivation could be developed over time. Once teaching, the impact of different contextual, social, and personal factors not only resulted in varying levels of motivation and self-efficacy over the year, but how the individual teachers cognitively processed these experiences helped shape their sense of teacher identity. Social support and the workplace atmosphere were found to be particularly influential. This study has implications for teacher educators and researchers in highlighting the need to recognise the complex interplay between motivation, self-efficacy, pre-service education, and contextual, social, and personal factors for novice EFL teachers and how they affect the engagement, commitment, and development of novice teachers in this formative stage of their career and beyond.

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Abbreviations

BA	Bachelor of arts
CELTA	Certificate in English language teaching to adults
CertTESOL	Trinity Certificate in English language teaching
DELTA	Diploma in English language teaching to adults
DoS	Director of Studies
EFL	English as a foreign language
ELT	English language teaching
ESL	English as a second language
HR	Human Resources
JET	Japan Exchange and Teaching programme
L1	First language
L2	Second language
LET	Local English Teacher
LTSE	Language teacher self-efficacy
MA	Master of arts
NEST	Native English speaking teacher
NNEST	Non-native English speaking teacher
NNS	Non-native speaker
NS	Native speaker
QLR	Qualitative longitudinal research
SITEC	Short initial teacher education course
TESOL	Teaching English to speakers of other languages

Chapter 1 Introduction

1.1 My experiences as a novice English language teacher

Ever since I was a young child, I always imagined myself becoming a teacher. Although, admittedly, the choice of subject regularly changed over the years, I had a strong sense of vocation and wanted to help impart knowledge to students. I developed a love of languages after being taught by several extremely competent and enthusiastic Spanish teachers during high school and, (somewhat idealistically) wishing to emulate them and inspire others to love languages, I decided to combine teaching with language and applied to do a BA (Hons) in TESOL with a Modern Language (Japanese). Indeed, this degree reaffirmed my choice of intended career and also developed my interest in carrying out research.

After graduating, I applied for a teaching position in Japan, and was lucky enough to secure a place on the JET Programme. I taught in Japan for two years, which was an enjoyable yet - in hindsight - very relaxed job. Due to teaching at eight high schools, I taught each class a maximum of once every two weeks and therefore I had limited opportunity to build meaningful relationships with my students and my co-teachers. The nature of team-teaching on the JET Programme meant that I also had minimal responsibilities in relation to lesson planning unless my co-teachers specifically asked me to prepare activities. Overall, I was happy with the standard of my teaching, but felt there were few opportunities to fully utilise my skills or develop professionally. Something which simultaneously helped combat but also exacerbated my feelings of professional stagnation was undertaking a part-time, distance MA in TESOL and Applied Linguistics.

At the end of my second year, I decided not to re-contract with the JET Programme, seeking a new challenge with more responsibility, more contact hours with the same students, and more opportunities to build upon my skills and knowledge. I was successful in gaining a position teaching on a language preparatory course at a university in Turkey. On arrival, this position can only be described as a shock to the system - teaching fifteen hours each week as the main teacher of one class and as a support teacher for five hours with another, requiring a substantial amount of preparation. Alongside this, the new teachers in this particular role were required to complete an in-service Certificate of English

Language Teaching to Adults (ICELT) with four hours of input every week plus observed teaching practice and assignments. I was also completing the final few input modules for my MA, and analysing data collected in Japan in order to write my dissertation. Needless to say, to give each of these activities the time and effort required meant that I had little time of my own and I began to feel increasingly pressured.

It quickly became apparent that there were many expectations and requirements for teachers in the institution that made the job particularly difficult and the atmosphere in general was often strained. For the nine 'novice' teachers who began the job at the same time (despite having taught in Japan for two years, I quickly came to the realisation that my teaching responsibilities there had in no way prepared me to teach English intensively), the precarity of the job during the extended probationary period, the lack of managerial support, and the substantial workload was challenging and led to considerable stress for a significant proportion of us. The student profile also often led to increased stress as there was an assumption held by some students that paying tuition fees meant that less effort was required, and, despite needing to pass their English courses so that they could continue study within the English-medium university, their motivation and participation were surprisingly low. This being said, student feedback was considered gospel by management, with teachers' concerns regularly dismissed in favour of keeping the 'paying clients' happy. This, personally, resulted in internal conflict with my core beliefs as a teacher, and overall I found it difficult to reconcile myself to the challenges associated with my job.

Despite always being very intrinsically motivated to be a teacher and having had - what I considered as - a solid foundation of teacher training, as time went on, I found myself doubting my abilities, losing motivation and commitment, and succumbing to the pressures of my job. This became somewhat of a self-perpetuating cycle, in which I found myself putting less effort into my lesson planning, resulting in less successful lessons, leading to less confidence in my abilities and so on. I began to reconsider my life choices and whether I was suitable for the career I had for so long been so passionate about. It was around this time that I began to wonder whether this was a common dilemma -observing my fellow novice teachers, it was clear that I was not the only one struggling with the combined pressures of the job. Out of nine of us, five did not stay beyond a year at the university (and only two remained for the duration of the two year contract) and, contrary to my expectations, I observed that it was the most

conscientious and committed teachers of the group who seemed to be experiencing the most difficulties. As a result, I began searching existing literature to build a clearer picture of possible fluctuations in the motivation of teachers. This subsequently led to research into teacher stress and burnout. I decided to leave Turkey after one year to undertake an MSc in Education Research, simultaneously removing myself from a professional environment which I found increasingly harmful to my personal and professional well-being while satisfying my academic aspirations and allowing me to more fully explore this newfound area of interest.

During the course of this MSc, I realised that although teaching is considered to be a particularly stressful profession, burnout is more likely to occur in teachers in the mid- to late-career stages. Because I was primarily interested in novice teachers and their experiences, I therefore shifted my conceptual focus to self-efficacy as a theory of motivation. This is an especially applicable lens through which to view novice teachers as self-efficacy - conceptualised as belief in one's own abilities to perform a task - takes time to build and is notably susceptible to significant fluctuations during the early years of teaching, with potential consequences for the engagement, commitment and development of novice teachers. By undertaking doctoral study with this research focus in mind, I hoped that I could gain a clearer perspective on novice teacher motivation and self-efficacy and a better understanding of how to support novice teachers through the challenging early years.

What follows, then, is a longitudinal, qualitative research study observing five novice English as a Foreign Language (EFL) teachers as they navigate the transition between teacher training and becoming classroom practitioners in a country which is not their own. It takes into account their initial motivations for choosing to begin teaching, their wider career aspirations, and their motivation and self-efficacy levels as they adapt not only to the classroom, but also a new professional, personal, and social environment.

Before giving further details of the study, however, it is important to recognise how my personal experiences as a novice teacher could influence my research project and interpretations. I have my own biases which must be acknowledged when conducting research into this area - for example, my initial subconscious assumption that someone seeking a teaching role would have some kind of 'calling' to teach, whether it be strong or weak. My reflections, perceptions and interpretations of my experiences cannot be ignored, although that is not to say that they should prejudice the research done here. By explicitly outlining my

experiences and acknowledging the biases that I have, I can minimise their effect upon the subsequent study.

1.2 Defining novice teachers

Before a consideration of the existing literature in relation to novice teachers, it is vital to define what is meant by the term itself. As indicated above, I continued to consider myself a 'novice' teacher after having already taught for two years in Japan, and there is some flexibility in what may be considered a 'novice teacher' in English language teaching (ELT). Farrell (2015) defines them as:

> Those who are sometimes called newly qualified teachers (NQTs), and who have completed their language teacher education programme (including teaching practice) and commenced teaching TESOL in an educational institution (usually within three years of completing their teacher education program). (p.4)

It is important to note, however, that this conceptualisation of novice teachers is not necessarily one which accurately reflects all those who begin teaching. It makes an assumption that novice teachers have completed some form of teacher training course, which may not be the case for all novice teachers; for instance, in Japan, often the extent of language teacher training is limited to several weeks as a student teacher (Amano, 1990; Brown & Wada, 1998; Donohue, 2015). The length of a language teacher education programme may also vary substantially, from an online TEFL teaching certificate requiring 120 hours of study or a one-month intensive initial teacher training course to a three or four year undergraduate education programme or a one year postgraduate course. Additionally, it is significant that this definition does not make any reference to age, nor does it assume that TESOL teaching is the first and only career of an individual. Recent research is showing that increasing numbers of people are choosing to switch careers to teaching, including those at mid- to late-career stage (Shin, 2016). Therefore, while this is the definition that will be used as a foundation for this study, it is recognised that it may not be entirely comprehensive and that there is a considerable amount of variation possible among novice teachers.

1.3 Context of study

Besides my personal experience and interest, the study of novice English language teachers is important for a number of reasons. To begin with, thus far, research exploring novice teacher motivation and self-efficacy has principally been concentrated in general education, focusing in particular on primary and secondary teachers. Much of this has been in response to the growing issue of teacher attrition, in that a significant proportion of teachers are choosing to leave the profession, resulting in a chronic shortage of trained educators around the world (Guarino, Santibañez, & Daley, 2006; T. M. Smith & Ingersoll, 2004). Such research is also largely quantitative in nature, thus failing to reflect the paradigmatic and methodological shift in recent years in the field of teacher education towards recognition of the importance of sociocultural influences (Block, 2003; Johnson, 2006). As will be evidenced in the following chapters, research into novice teacher motivation and self-efficacy within mainstream education can provide valuable insights relevant for all educational professionals, but there are also unique characteristics inherent to language teaching that are not recognised or addressed within this literature.

One significant area in which general education and ELT can differ is the nature of teacher training and the resulting knowledge base of teachers. To become a teacher in the public sector, one must usually go through a recognised teacher education programme, which is delivered through tertiary institutions such as universities or vocational colleges: Freeman (2016) calls these 'national teacher preparation systems'. This is often true for language teachers, particularly in the public sector, but due to the proliferation of private language teaching institutions worldwide since the 1960s, a number of parallel teacher preparation programmes have been developed, catering to those who wish to gain certification in language teaching for the purposes of teaching in the private sector. Internationally recognised examples of such programmes include the Cambridge Certificate in English Language Teaching to Adults (CELTA) and the Trinity Certificate in ELT (CertTESOL), which provide intense teacher training across a much shorter period of time compared to traditional programmes. Freeman defines these parallel routes as "alternatives to nationally established and recognised teacher certification systems and they use training designs, or 'routes', that differ from those embedded in tertiary institutions" (2016, p.187).

Whilst national teacher preparation programmes are closely aligned with governmental guidance, national policies and standards, and are therefore contextually-bound, the aim of alternative routes is to equip teachers with a knowledge base which can be applied regardless of geographical location

(Pulverness, 2015). This means that language teachers trained through alternative routes can be seen as a more transient population, theoretically able to apply their skills anywhere[1], unfettered by geographical constraints. The same cannot be said of teachers of other subjects, and therefore this is a notable way in which general education and ELT deviate. It is important to acknowledge this difference for three predominant reasons: firstly, the extent of training and knowledge acquired by novice teachers has potential implications for their self-perceptions of efficacy; secondly, the lack of geographical bounds may make these language teachers more mobile than teachers in general education, with additional contextual and social factors to be considered in relation to self-efficacy; and thirdly, the freedom, in theory, to teach in a variety of geographical contexts, may be an influential factor in attracting prospective teachers, which may not be relevant for those in mainstream education. As a result, then, a study of the initial motivations of English language teachers, particularly those who choose to move to another country to teach, along with how their motivations may change over time, may yield significantly different results from those found in research of mainstream education.

Before moving on to a more in-depth consideration of novice teachers within the field of ELT, what also needs to be highlighted is that the attrition crisis being experienced globally in general education may not be comparable or applicable to the field of English language teaching. In ELT, the retention and attrition rates of teachers are impossible to measure, given the global nature of the subject and the wide variety of contexts in which it is taught. Farrell (2016a) argues that the TESOL profession as a whole is one which can be conceptualised as a 'revolving door' (p.3) with similar trends in terms of attrition as those found in general education settings, yet he is unable to provide convincing evidence of this, nor does he take into account the alternative motivations novice teachers may potentially have for entering English teaching. As alluded to above, whilst many prospective teachers may have more typical motives such as a love of the subject, or economic or social reasons (Dörnyei & Ushioda, 2011), the nature of English teaching, and its opportunities for travel and new experiences, also attracts teachers who may view it as a *short-term* career option (Senior, 2006; Pennington, 1995; Johnston, 1997). These alternate motivations have the potential to cloud perceptions of the extent of attrition in ELT. Explicit inquiry into novice English language teachers' short- and long-terms plans will not only offer valuable information about their baseline motivation to teach and how this may

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[1] See section 1.3.2.

shift as a result of their first year experiences, but also give a clearer picture of attrition in ELT.

1.3.1 Variation within ELT

Inasmuch as English language teaching can differ from general education, there is also considerable variation within ELT itself. The field is broad in both scope and reach, with numerous individual variables characterising each ELT context which makes it difficult, if not impossible, to equitably compare one context to another. The English language is recognised as a global lingua franca (Seidlhofer, 2011; Crystal, 2003) and its status means that it is taught around the world to students from a full spectrum of ages, needs, and levels (Kirkpatrick, 2007; Crystal, 2003). The types of institutions involved are similarly heterogenous, ranging from public pre-primary, primary and secondary schools to private afterschool clubs, and language schools to universities. The nature and content of English taught, that is, whether it is taught as a second language (ESL) or a foreign language (EFL)[2] can also have implications for educators, such as, for example, influencing the exposure students may have to the language outside of the classroom and the expectations of both students and teachers in relation to student learning (de Dios Martinez Agudo, 2017; Donohue, 2016; Kirkpatrick, 2007; Tupas, 2010; Jenkins, 2007; Kachru, 1985,1992). All this is to say that "the contexts within which [teachers] work are extremely influential in shaping how and why teachers do what they do"(Johnson, 2006: p.236). However, for these reasons, it can prove a challenge to conduct research on a topic such a novice teachers within ELT, because the experiences novice teachers may have may differ substantially depending on the context in which they are situated. Therefore, because the possible variations in early year experiences may remain too different to identify any discernible, reliable commonalities across this diverse population, the field of scope must be further narrowed.

Similarly, the initial motivations of English language teachers may differ between the public and private sector. As discussed above, the public sector generally requires completion of a national teacher preparation programme, which can span a number of years. Private sector contexts such as language schools, on

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[2] These are recognised as somewhat monolithic and reductive labels, but for the sake of simplicity, ESL is used to refer to English teaching in Kachru's (1985) Outer Circle countries, such as India, Nigeria, and Singapore, whilst EFL is used to represent teaching in Expanding Circle countries such as Japan, Russia, and Brazil

the other hand, are more likely to accept teaching qualifications acquired from alternative teacher training routes, such as from a one-month intensive course like the Cambridge CELTA (Ruecker & Ives, 2014; Selvi, 2010; Ferguson & Donno, 2003). The choice of education programme may to some extent relate to the length of time a prospective teacher intends to remain within the profession, in that the choice to complete a short teacher education course may suggest that they have less intent to stay in the profession long-term. Investigating the choice of education programme can therefore possibly provide further insight into the questionable issue of attrition in ELT. More importantly though, what the initial motives of novice teachers mean for their baseline motivation in terms of engagement and commitment to their role, and how novice teachers' experiences of teacher training may influence this, remains to be seen. Richardson et al. (2014), among others, highlight this a gap in the current general education literature also: "the status of intrinsic orientation as either a stable personality variable or an aspect of professional development that can be fostered in teacher education and other contexts has yet to be determined" (p.xvii). It is no less important, however, to explore this issue within ELT and so giving focus to the choice of teacher education programme may offer further insights not only into novice teachers' initial motivations, but also their longer-term career plans.

How novice teachers subsequently experience and interpret their first year of teaching may link to their initial motivations and their choice of teacher education route. It is not unreasonable to speculate that a proportion of novice English language teachers may choose to complete an alternative teacher education route so as to avail themselves of the opportunities afforded by a lack of geographical bounds. For example, Ruecker and Ives (2014), consistently found in their analyses of multiple online teacher recruitment spaces that young, White, native speakers of English were seen as the ideal candidates for teaching in South-East Asia, with little regard for their qualifications or experience. They also found that recruitment websites used carefully curated marketing tactics to entice these teachers, by placing more emphasis on opportunities to travel, experiencing exotic cultures and making money than on the teaching position itself.

However, the nature of teacher education can have implications for novice teachers' early career experiences. For those who have been trained through popular, internationally recognised Western-based teaching programmes such as the CELTA or CertTESOL, there can be disparities between what is taught and what is subsequently experienced in the classroom (Baguley, 2019). To

illustrate, working within a non-Western cultural environment may lead to some challenges in that the teaching ideals promoted on the teacher training course may clash with the expectations and conventions of the actual teaching context (M. Borg, 2008; Senior, 2006). Indeed, Freeman and Johnson (1998), among others, stress the importance of contextually-situated teacher training when building a knowledge base for novice teachers, which is not provided by programmes such as the CELTA or CertTESOL (Ferguson & Donno, 2003). Therefore, observing novice teachers' motivation and self-efficacy levels over time can reveal to what extent they are influenced by their teacher training and early teaching experiences. This could hold valuable insights into how teacher education programmes may simultaneously positively influence a novice teacher's engagement, commitment and development within ELT, as well as equipping them with the skills they need to sustain their motivation and self-efficacy levels when faced with the challenges presented in their early years of teaching (Baguley, 2019).

1.3.2 The native/non-native debate

What is emerging thus far is that a particular subset of English language teachers - those who choose to relocate to another country to teach English - may have different initial motivations, perceptions of self-efficacy, and early-career experiences compared to teachers who remain in their own context. A topic which cannot be ignored here is that of the dichotomy between native speaking English teachers (NESTs) and non-native English speaking teachers (NNESTs) (Llurda, 2016). Language teachers are frequently divided into these two groups, often when the subjects of teacher effectiveness and quality appear (Medgyes & Kiss, 2019). Christison & Murray, among others, problematise this categorisation:

> Defining quality based on [native speaker] language proficiency has privileged native speakers of English, thereby making it possible for NS with no formal education or experience in TESOL to work in the TESOL profession even when NNESTs who have formal education in TESOL and teaching experience are in the same pool of applicants (2019, p.267).

The 'native speaker fallacy' (Phillipson, 1992) - that is, that native speakers naturally make better teachers because of their native competence - remains a pervasive issue within ELT, particularly when it comes to international hiring practices. Medgyes and Kiss (2019) suggest that private sector employers typically hire NESTs to raise the reputation of their schools rather than because

of their teaching quality and despite ongoing debates surrounding the 'myth of the native speaker' (Holliday, 2005), demand remains high for NESTs to teach around the world (Berger, 2014; Ruecker & Ives, 2015; Keaney, 2016). This is no more clearly evident than in the varying nature of English language teacher education courses and the equally varying opportunities (frequently based upon nationality) afforded to those who do them. This evokes the 'born' verses 'made' dichotomy, whereby the former embeds 'nativeness' and 'born expertise' as the key attributes of a teacher, despite evidence to the contrary (Freeman, 2016; Holliday, 2005).

Verification of the ongoing preference for native-like competency over professional competence or experience can be seen in the continued existence of government-affiliated schemes such as the JET (Japan Exchange and Teaching) Programme in Japan, EPIK (English Programme in Korea) in Korea, and NET (Native-speaking English Teachers) in Hong Kong, for example. Each of these schemes recruit native speakers - or those with native-like competency - to assist in teaching English in primary or secondary schools (Freeman, 2016). Candidates are required to have a bachelor's degree to be eligible to apply, but there is no formal requirement to have had any prior training or experience in teaching. Despite this, these native speaker 'assistants' can often be afforded significant power in teaching. In Japan, for instance, perceptions of 'linguistic superiority' can lead Japanese classroom teachers to give control of the classroom to their native assistant teachers (Miyazato, 2009; Donohue, 2015). Wang & Lin (2013), however, caution that the preference given to inexperienced, native speaker teachers not only damages the quality of student learning in English, but also negatively impacts the professional identity of the Local English Teachers (LETs) who must work alongside them. The complex relationship between NESTs and LETs is also explored by Medgyes and Kiss (2019), who revealed that local teachers did not perceive NESTs as offering extra quality in teaching, leading to resentment of the preferential treatment afforded to them. In a field where social support is deemed essential for integration and development (see 2.1.4.2), this potential conflict between local and expatriate NESTs may have consequences for novice NESTs' early career experiences.

The NS/NNS divide also has implications for teacher education (Selvi & Rudolph, 2017). Aboshiha (2013) makes reference to the unchallenged norm that NESTs "have traditionally obtained employment and much influence in international educational institutions, with the discourse of their training becoming not only their own dominant professional paradigm, but also the dominant professional

paradigm for many 'non-native speaker' English language teachers worldwide" (2013, p.216). To exemplify this, a significant proportion of students undertaking postgraduate TESOL programmes in English-speaking countries are non-native speakers, the majority of whom intend to teach in their home country (Swearingen, 2019). A drawback of phenomenon is that it typically promotes Western teaching approaches and fails to take into account the importance of contextually-appropriate practice (Nguyen & Walkinshaw, 2018; Anderson, 2018a).

It is possible that NNESTs are at further disadvantage when it comes to short-initial teacher education courses (henceforth, SITECs), such as the CELTA. For instance, because the CELTA is aimed at native speakers, the course content does not necessarily meet the needs of non-native speaking candidates, as "competence in the language [is] assumed" (Wilson & Poulter, 2015, p.5). Additionally, there are clear discrepancies between aspects of what is covered on the CELTA and what the needs of the prospective teachers are. This is illustrated in Anderson's (2016) study, which included findings that 66% of NNS participants expected to return to their home country to teach, compared to 20% of NS, and slightly more NS reported that they would likely be teaching children compared to NNS (Anderson, 2016). In his 2018a study, Anderson also found that his NNS participants working across Middle Eastern contexts had to subsequently either adapt or abandon the majority of communicative practices promoted on the course because they were not suitable for their context. To further demarcate the lack of parity between NS and NNS in relation to SITECs, although such qualifications theoretically allow holders to teach without geographical constraints, this may not necessarily be true in reality for NNS. This is due to numerous additional factors, such as legal restrictions on working in different countries (Selvi, 2010; Medgyes & Kiss, 2019), social perceptions of varieties of English (Tupas, 2010; Kirkpatrick, 2007), and even discrimination (Schmidt, 2008; Christison & Murray, 2019; Clark & Paran, 2007; Ramjattan, 2019).

Furthermore, the challenges that NESTs and NNESTs may face in the early years of teaching may also diverge. In terms of language awareness, NNESTs often have more conscious awareness of linguistic forms than NESTs, who may rely more on their intuitions about the language (Llurda, 2016), yet Bernat (2008) identified that NNESTs can suffer from 'imposter syndrome', meaning that they do not feel qualified to perform a task. Similarly, Schmidt (2008) outlines a lack of self-confidence and perceived professional competence among the difficulties

that NNESTs can encounter, concluding that teacher education programmes can play a greater role in supporting and encouraging NNESTs.

In spite of a lack of empirical research in this area, implications exist also for the competence NESTs feel in teaching; their self-perceptions of efficacy (further discussed in 2.3. Medgyes and Kiss (2019), for example, found that NESTs were often asked to teach courses that they "were ill-prepared to run" (p.97), such as academic English courses. Furthermore, by completing a SITEC, a "considerable number [of novice teachers] start teaching feeling that their teaching skills and subject-matter are inadequate for the task" (Senior, 2006, p. 51). Anderson's (2016) findings tentatively support this, with NS participants citing that language awareness was the most useful course component whilst some reported that they still lacked confidence to teach because of perceived gaps. Conversely, Hobbs (2013) hints at a potential lack of commitment to learning about certain aspects (theoretical grounding and language awareness) of teaching displayed by native-speaker takers of a CertTESOL course, raising questions about their longer-term commitment and engagement. However, more research is required to understand novice teacher self-efficacy following completion of a SITEC.

Copland et al.'s (2019) study seeks to challenge the negativity generally channelled towards NESTs in the literature. On points including monolingualism, native-speakerism, and intercultural incompetence, they found "some disconnections between the dominant discourses in the literature on native speakerism and the practicalities and realities of the NEST experience" (p.365). However, as acknowledged by the authors themselves, their findings may not necessarily be reflective of all NESTs, largely due to the characteristics of their participants: most of their sixteen participants taught within a co-teaching team, eleven had lived in the context for between two and over ten years, and seven had high proficiency in the local language. Additionally, there was a wide range of teacher education between the participants: seven possessed a teaching license or postgraduate teaching-related degree; two participants held a CELTA; four a 100-hour TEFL certificate; and three had no teaching qualifications. When reporting findings, however, the paper did not distinguish quotes from individual participants, so it is unclear whether there were differences in the experiences or attitudes of NESTs from different backgrounds. The authors also provided somewhat conflicting perceptions of LETs towards NESTs, with some NESTs describing mentorship and support from LETs, whilst some LETs voiced criticism of NESTs. These conflicting accounts may be explained by Keaney's (2016)

observation in that most tension occurs between inexperienced, less-qualified NESTs and well-qualified, experienced LETs.

With reference to native-speaker privilege, it is possible that this concept may be apparent to NESTs themselves, although Kiczkowiak et al. (2016) suggest that this might not be the case if SITEC candidates have limited prior knowledge of the ELT industry and its potential issues. However, the prevalence of 'to travel' as a prominent reason cited by NS (Anderson, 2016; Johnston, 1997; Mullock, 2009) implies that there is an awareness, at least, of the opportunities available to them. N. Howard's (2019) native-speaker participants also spoke of some preferential treatment afforded them, including increased student engagement in the classroom, exemptions from duties such as overtime, and higher salary and leave allocations. Whether this holds implications for novice NESTs' motivation and self-efficacy is, as yet, unclear.

Although continued discrimination towards NNESTs is undeniable, there appears to be a shift in the criteria required for employment in the private ELT sector. Increasingly, institutions state a minimum amount of teaching experience in conjunction with a recognised qualification. For novice teachers armed with only SITEC certification - a category predominantly comprised of NESTs - there are fewer opportunities for employment than in the past when "unqualified native speaker backpackers" (Thornbury, 2001, p.393) could easily find work as English teachers. Institutions which do continue to accept novice teachers in this category may provide poor working conditions for its staff, have a higher staff turnover, and invest less in teacher development. This is important to recognise as there are potentially consequences for novice teacher commitment, engagement, and development. Teacher well-being may also be affected -whilst many novice teachers have positive experiences, others find themselves in jobs in which the pay and conditions are not ideal, or teaching in stressful environments without support, which can put novice teachers off language teaching altogether (Medgyes & Kiss, 2019; Mullock, 2009; Senior, 2006).

From the perspective of native speakers, who can far more easily gain employment abroad on little to no qualifications compared to non-native English speakers (Clark & Paran, 2007; Ruecker & Ives, 2014), it could be argued that there will never be a shortage of English language teachers and therefore there is no benefit to exploring how their motivation, self-efficacy, and cognitions develop in their early years of teaching. However, this view trivialises the impact - positive or negative - that these teachers can have upon the learning experience of their students. Until greater parity and opportunities are achieved for NNESTs,

better understanding of the factors that can influence the quality of NESTs' instruction and their well-being should be a priority. Medgyes & Kiss (2019), for example, recognise the limited research concerning NESTs who choose to relocate to teach English, calling for research on NESTs working across a range of contexts to address this gap. There are also calls for more insight into English teachers' cognitions (Ager & Wyatt, 2019). If SITECs are taken as a research focus, given the number of unknowns with regards to motivation, self-efficacy and development, it is likely that research in this area will focus primarily upon native English speakers. However, this may be beneficial in itself, in that it provides further opportunities for analysis of privilege and native-speakerism which remain endemic within ELT. This being said, it should not be inherently assumed that teachers working in a country other than their own must be native-speakers. From this point forward, such teachers will generally be referred to as 'expatriate teachers', with further clarification given where and when appropriate.

To conclude this section, I wish to clarify that the above argument is not intended to imply that NESTs cannot be effective teachers, nor that NNESTs should be innately considered as more effective - indeed, Keaney (2016) also acknowledges a divide within NNESTs, describing those as well-trained and knowledgeable as "the 'pillars' of the ELT world" (p.128), while also noting that many NNESTs lack sufficient training or skills. Instead, it is appropriate to refer to Llurda's (2016) assertion that rather than nativeness, the key characteristic of a teacher is that "they develop professionally and show expertise in teaching the language as needed by their students" (p.60), highlighting development (and thus the *intent* to develop) as a decisive factor in effective teaching (see also Derwing & Munro, 2005). Medgyes and Kiss add that "to assure quality teaching and a positive learning experience, there should be a supportive and inclusive work environment for both NESTs and non-NESTs" (2019, p.101). Therefore, whilst the following study acknowledges the privilege NESTs continue to have - including the relative ease in which they can secure employment following a SITEC - it is not a central theme. Rather, the focus of the study will be upon the experiences of novice EFL teachers who choose to teach in an unfamiliar context and how these experiences influence their motivation and self-efficacy.

1.3.3 A focus on EFL

As can be seen thus far, narrowing the field of study to expatriate novice EFL teachers in particular might provide interesting and unique insights into a number of interrelated themes. The very motivations which EFL teachers initially have for

joining the profession may shed light upon their long-term objectives as well as their potential level of engagement, commitment to, and development within their future teaching roles. Similarly, the choice of a particular teacher education programme may reveal underlying intentions. The teacher education programme selected is important in itself because, firstly, it has the potential to reshape novice teachers' aspirations before they begin teaching, and secondly, the knowledge base developed on the course could also have an impact upon novice teachers' early experiences as they form their teacher identity and acclimatise to the classroom. Finally, novice teachers' physical, social, and cultural contexts can play a role in their motivation and perceptions of self-efficacy with implications for their engagement, commitment to, and development within teaching. If a novice teacher chooses to accept a teaching position in an unfamiliar geographical context - and for which their teaching training programme may or may not have prepared them - they may have to contend with additional factors both inside and outside the classroom which could shape their early career experiences in unexpected ways. Such factors could include cultural and linguistic challenges and the extent of social support received. In other words, then, recognising the interplay between initial motivations, teacher training, physically moving to a new social and cultural environment, and the availability of social support is key to understanding novice EFL teacher motivation and self-efficacy. This is particularly important because of the potential implications for novice teachers' engagement in teaching and their commitment to the profession both in the short- and the long-term.

Figure 1.1 offers a visual representation of novice EFL teacher motivation and the potential factors which may influence it, mediated through self-efficacy and initial motivation. Commitment, engagement, and development are key indicators of motivation to teach, whilst motivation to teach is influenced by reasons to enter the profession (initial motivation) and also the extent to which one feels capable of completing the tasks associated with teaching (self-efficacy). Both initial motivation and self-efficacy may be influenced by a number of factors, including teacher education, identity, social support, contextual factors, and stress.

Key indicators of motivation:
- Commitment
- Engagement
- Development

Motivation to teach

Initial motivation & Self-efficacy

- Teacher education
- Identity
- Social Support
- Contextual factors
- Stress

Potential influences
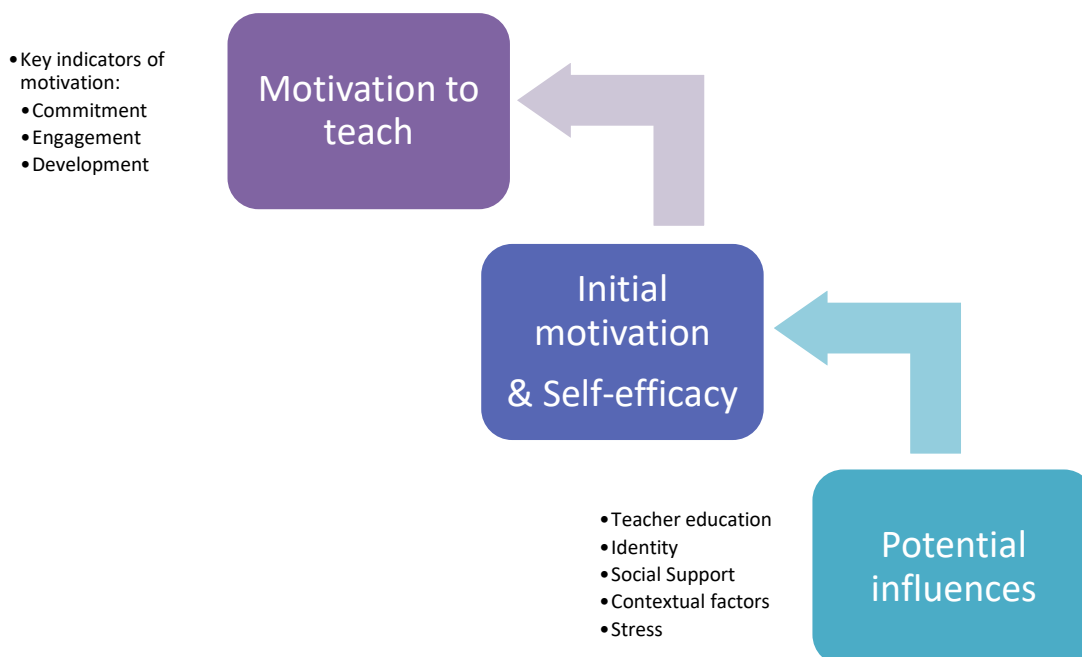
Figure 1.1: *Factors influencing novice EFL teacher motivation to teach*

The value in exploring the experiences of novice English language teachers and how they impact upon motivation, self-efficacy, engagement and commitment is twofold: not only can such insights contribute to teacher education programmes, but they can also be beneficial in helping novice teachers prepare for and navigate their teaching journey, as argued by Kagan:

> Insights into the naturalistic stages and processes by which teachers grow would be invaluable to teacher educators, who could use them to infer the nature of teacher education programs most likely to promote professional growth (1992, p.130)

Teaching has been labelled as one of the most stressful professions (Kyriacou, 2000), and irrespective of the initial motivations or long-term intentions of novice teachers, it is in the best interests of all stakeholders involved in teaching to facilitate a smooth transition between teacher education and becoming a teacher, not least because of the impact on student learning (Dörnyei, 1994, 2007a; Dörnyei & Ushioda, 2011). Baguley (2019), for example, calls upon academic managers, supervisors and mentors to recognise the difficulties novice EFL teachers can face in the first year, and "ensure that all newly qualified teachers are receiving the pastoral and pedagogic support they need to function as effectively as possible in the workplace" (2019, p.126). In order to work towards this collective goal, it is necessary to investigate the early career experiences of novice EFL teachers. By studying novice EFL teachers' initial motivation and self-efficacy levels and observing what factors may influence them over the first year

of teaching, both teacher training programmes and EFL employers will be better placed to understand the challenges faced, and, in turn, can better support novice teachers through this formative period. The following research study aspires to contribute to this field of knowledge.

1.4 Summary

In short, for reasons of personal interest, knowledge, and experience combined with the more comprehensive inquiry already made into novice teacher motivation and self-efficacy in general education, this particular doctoral study focuses on expatriate novice teachers who are teaching in English as a Foreign Language settings. What follows in the remainder of this document is, first, a more detailed consideration of literature in relation to novice EFL teachers, which also draws upon the larger pool of research found in general education (Chapter 2). Chapter 3 outlines the particular research questions which form the core of this investigation whilst additionally describing the methodological approach taken. Chapter 4, 5 and 6 present the findings of the study while Chapter 7 offers a cross-case analysis of the findings. Chapter 8 discussion these findings with links to existing literature and finally, Chapter 9 offers the conclusions of this research study, alongside implications, limitations, and possible directions for future research.

Chapter 2 Literature Review

This chapter will provide a justification for the following study on novice EFL teacher motivation and self-efficacy by giving a theoretical overview of the central constructs, reviewing relevant empirical evidence and identifying gaps in the professional knowledge. Due to limited research available in relation to this topic, this chapter will draw upon research pertaining to general education to help compensate. First, an overview of novice teachers will be presented, including consideration of commitment, engagement, and development as potential indicators of motivation. Next, language teacher motivation will be discussed, incorporating initial motivations, career trajectory, and a proposed model of classification for EFL teachers. Self-efficacy will then be introduced and linked to relevant considerations including teacher education, teacher cognition and identity, social factors, and stress.

Throughout this review, expatriate EFL teachers as a sub-group of novice teachers are consistently identified as possessing particularly varied initial motivations and who are subsequently subject to a wide range of forces which can impact upon their motivation and self-efficacy. As such, this study will take a critical look at the motivation and self-efficacy of expatriate novice EFL teachers who have chosen to take a short initial teacher education course. The research questions which shape the study are provided at the beginning of Chapter 3.

2.1 A theoretical focus on novice teachers

The beginning of a new professional endeavour can be a daunting time and may require much adaptation, flexibility, and learning to adjust to a new role. The same can be said for novice teachers (Corcoran, 1981; Baguley, 2019; Farrell, 2016a; Tynjälä & Heikkinen, 2011). Many metaphors pertaining to water, 'sink or swim', or survival have been used to represent the first year experiences of teaching (Varah et al., 1986; Hayes, 2008; Darling-Hammond, 2010), with a growing consensus in educational literature that "the first year is generally the most difficult in a teacher's career" (Fantilli & McDougall, 2009, p.814). Furthermore, the first three to five years have been found to be critical for whether or not new teachers stay in the profession (Martin, et al., 2012; Borman & Dowling, 2008; Kyriacou & Kunc, 2007; Cooper & Alvarado, 2006). Research indicates that the first year of teaching can be characterised to some degree by anxiety (Farrell, 2008a; Eldar et al., 2003), stress (Mann, 2008; Dörnyei & Ushioda, 2011), and

isolation (Farrell, 2006; Baguley, 2019; Rogers & Babinski, 2002). Tynjälä & Heikkinen (2011) also outline factors such as perceived inadequate skills, related decreased self-efficacy and increased stress, and the learning-on-the-job nature of teaching as challenges novice teachers often have when transitioning between training and teaching. More specifically, managing the behaviour and diverse needs of students, time constraints and workload, and conflict with parents and other adults have been identified as particular challenges for novice teachers (Meister & Melnick, 2003). The same authors also reported that compared with their more experienced counterparts, novice teachers have been found to feel less confident in classroom management (Melnick & Meister, 2008). Consequently, it is clear that novice teachers are also more susceptible to significant shifts in motivation and self-efficacy compared with their more experienced counterparts: "false expectations, shattered dreams, and serious attacks on one's competence and self-worth -these are the all too common experiences of beginning teachers" (Rogers & Babinski, 2002, p.1).

In addition, the challenging physical, mental, and emotional transition from pre-service education to in-service teaching is potentially not always recognised by others within the profession. After completing teacher-education (irrespective of length), it is often assumed by teacher educators, students, and administrators that novice teachers will be able to apply without difficulty what they have learnt in their new role (Farrell, 2015; Senior, 2006; Fantilli & McDougall, 2009), and they may immediately be given the same responsibilities as more experienced teachers (Corcoran, 1981; Correa et al. 2015; Tynjälä & Heikkinen, 2011; Ulvik et al., 2009). Yet the potential implications of failing to sufficiently support novice teachers, or recognise their struggles, throughout this transition has likely contributed to rising attrition rates in primary and secondary schools across the UK, Europe and the USA, putting education systems under increasingly intense pressure and leading to what has been labelled a 'teacher retention crisis' (Cochran-Smith, 2004; OECD, 2005; O'Doherty & Harford, 2018; Day et al., 2005; Eurydice, 2018).

Although teaching has long been recognised as one of the most stressful professions (Kyriacou, 2000; Vandenberge & Huberman, 1999), greater insight into how to improve and maintain teacher motivation and well-being from the outset, through a clearer understanding of the transition between training and teaching, will not only benefit teachers, but also, ultimately, their students (Mercer & Gregersen, 2020; Dörnyei & Ushioda, 2011; Dörnyei & Kubanyiova, 2014; Bullough, 2011; Hanushek & Rivkin, 2006). Moreover, teacher well-being is

predictive of both higher engagement within the profession and lower intent to leave (Skaalvik & Skaalvik, 2018). Three concepts which can be seen to be indicators of motivation, and are recognised as playing a key role in teacher quality, are commitment, engagement, and development. These three concepts have been well-documented in literature in both general education and English language teaching and can be particularly constructive in measuring novice teachers' transition.

2.1.1 Commitment and engagement

Commitment, firstly, can be seen as relating to a long-term intention to partake in a chosen profession - in teaching, the "psychological bond that an individual has with teaching" (Chesnut & Burley, 2015, p.4). Despite the significant time investment typically required for teacher education (O'Doherty & Harford, 2018), some may envisage teaching as a temporary occupation (e.g. Watt & Richardson, 2008; Ulvik et al., 2009). Possessing a sense of vocation - that is, an internal motivation (Chesnut & Burley, 2015) - can be argued to be an indicator of commitment. Falout and Murphey refer to this as a 'calling' and define it as "following a mission to benefit others and to make the world a better place" (2017, p.213). Compared to working for a pay cheque or for career advancement, working for a calling has been linked to significantly greater job performance, job and life satisfaction, and health outcomes (Wrzesniewski et al., 1997). Day & Kington (2008) echoed these findings, showing commitment (here denotating of a strong sense of vocation and moral purpose) as playing a mediating role in the strength of teachers' engagement with their role, job satisfaction, well-being, self-efficacy, vulnerability, agency and resilience, and perceptions of effectiveness in the face of tensions. Richardson and Watt (2014) argue that initial motivations for teaching impact "beginning teachers' anticipated professional engagement as they embark on their career, as well as self-reported teaching style up to eight years in teaching" (p.13).

These studies suggest that long-term commitment to the profession can not only positively impact upon performance (and potentially student learning) but that it can also to some extent mitigate the challenges faced in the early years. However, Cochran-Smith (2004) argues that even for teachers who do enter the profession with a calling, this alone is not enough to retain the workforce in the face of "the extraordinarily complex and multiple demands today's teachers face" (p.391). Rather, teachers also need to be supported to succeed, opportunities to work professionally alongside other teachers, effective leadership, opportunities

for career advancement, and sufficient remuneration (see also Kyriacou & Kunc, 2007; Struyven & Vanthournout, 2014). This, combined with data on attrition rates, suggests that occupational commitment is not a stable construct, and is susceptible to influence from a number of outside factors.

Furthermore, commitment can also encompass the effort which one extends to their role in order to achieve certain outcomes. Day and colleagues (e.g. Day & Kington, 2008; Gu & Day, 2007; Day, Elliot & Kington, 2005), for example, conceptualise commitment as being able to remain resilient in the face of challenges; and of continuing to adequately fulfil responsibilities. In a similar vein, Lauermann & Karabenick (2014) explain that personal responsibility is "an *internal* sense of obligation and commitment rather than the mere recognition that one is held responsible by others" (p.117). In other words, the thoughts and beliefs held by teachers in relation to their long-term intentions and their internal sense of responsibility towards their professional role has an impact upon what they do within it. In turn, this highlights the impact of teacher cognition: in essence, what teachers "know, believe and think" (S. Borg, 2003, p.81) (see also section 2.3.5). Acknowledgement of teacher cognition with regards to novice teachers is crucial, as "understanding teacher cognition is now recognised as a central part of understanding what it means to be, become and develop as a teacher" (S. Borg, 2011, p.218).

Another concept which is inseparable from this second conceptualisation of commitment - and, inevitably, teacher cognition - is engagement. People who are engaged in a task extend time, energy and effort to it, view their effort as significant and meaningful, and give full concentration to it (Klassen et al., 2012a). In educational literature, student 'engagement' is somewhat of a buzzword, with a continual quest to understand what stimulates and sustains engagement in the classroom. This is because it is widely believed that student engagement is necessary for learning to take place, and thereby increasing student engagement will lead to increased learning (see, for example, Mercer & Dörnyei, 2020; Mercer, 2019; Christenson et al., 2012; Macklem, 2015). Teacher engagement, which, for example, could be seen as conscious effort in planning and delivering lessons, however must be seen as equally important: if a teacher is not engaged in their teaching, how can they hope their students will be engaged in learning? This is not to say these two forms of engagement are completely correlated - indeed student engagement is an unpredictable state - but a lack of engagement in teaching on the part of the teacher is unlikely to inspire engagement from students (Atkinson, 2000). Day et al. (2006) propose "intellectual and emotional

engagement" (p.573) as an essential component of teacher commitment and one which simultaneously demonstrates quality in teaching. Teacher enthusiasm and commitment are also recognised as crucial for student learning (Dörnyei & Ushioda, 2011; Kunter & Holzberger, 2014). Patrick et al. (2000) found teacher enthusiasm to be the most powerful predictor of student intrinsic motivation and engagement from a range of thirteen teacher-related behaviours including preparedness, knowledge of subject, and supportiveness. Similarly, motivation and enthusiasm for their subject were two key qualities found in 'inspiring' teachers as reported by students in Chinese and Indonesian EFL contexts (Lamb and Wedell, 2015). In another EFL context, Hennebry-Leung and Xiao (2020) found that teacher discourse and their encouragement of students' positive self-reflection was a strong predictor of language learning self-efficacy in students. Teacher engagement also has potential implications for attrition in that highly engaged teachers are less likely to report intentions to quit the profession (Klassen et al, 2012b; Hakanen et al, 2006). However, it should be noted that low attrition rates do not necessarily imply higher levels of engagement (Yerdelen et al., 2018), as will be further discussed in 2.2.2.

2.1.2 Teacher development

Alongside commitment and engagement, the process of novice teacher development is also important to acknowledge because, for example, novice teachers do not commonly show a focus on students' needs within the first year after pre-service education (Fuller, 1969; Ryan, 1986; Marshall et al.,1990; Kagan, 1992). Much empirical research has found that novice teachers go through distinct - but not necessarily linear - stages of development, which inevitably has implications for student learning. Fuller (1969) identified three phases of teacher concerns linked to development: pre-teaching concerns, early teaching concerns, and late-teaching concerns. Whilst the pre-teaching stage appeared to be one of non-concern or low involvement in teaching, the early-teaching and late-teaching phases showed clear differences. The former (corresponding to pre-service and early in-service experiences) was characterised by a 'concern with self' (p.220), whereas the latter (comprised of later teaching experiences) indicated a shift to 'concern with pupils'. More specifically, the early-teaching phase included concerns relating to classroom management, self-adequacy, and evaluation from others. Ryan (1986) proposed four stages of development: fantasy, survival, mastery, and impact. The former two are most relevant to novice teachers, with the fantasy period generally

corresponding to the 'sheltered reality' (p.12) of pre-service education, and 'survival' occurring after the transition to in-service teaching. The survival stage differs in both intensity and length for individual teachers, but reflects a struggle to adapt to the true reality of the job role and can have lasting impacts upon novice teachers' cognition and commitment.

Such models of novice teacher development suggest that novice teachers' own cognitive processing combined with social input from others impacts on how they respond to experiences and develop as effective teachers. Indeed, Kagan (1992) argues that the way in which novice teachers progress through these developmental stages hinges on at least three major factors: the image of self as teacher; the nature of pre-service education; and the context in which a novice teacher begins teaching (and where social support and autonomy are of particular importance). These are themes that emerge frequently in literature relating to novice teachers, and as such, are key considerations throughout this chapter.

With respect to novice teacher development and student learning, there are "substantive differences in the nature of the thinking and knowledge of more and less experienced and expert teachers" (S. Borg, 2006a, p.126). Wolff et al. (2017) found that expertise accounts for significant differences in teachers' interpretations of problematic classroom management events: when confronted with scenarios including disengaged students or disruption, thirty-two novice teachers were primarily focussed upon behaviour and discipline at a superficial level, without deeper interpretation. Thirty-three 'expert' teachers, conversely, focussed on student learning and were able to add extra layers of interpretation, including recognising the teacher's role as a cause and solution to problematic events. Bullough (1987) found classroom management concerns and maintaining control to be a significant feature of the survival stage, whilst experienced teachers are typically more autonomous in their decision making, better able to anticipate difficulties and be flexible in their responses to them, and more efficient in lesson planning than their less experienced counterparts (Tsui, 2009). Novice teachers are less able to situate lessons into a wider curriculum, focussing more instead on lessons as individual units (Tsui, 2009; Shulman, 1986), whilst experimentation with more innovative techniques has been found to occur after around six months of teaching (Marshall et al., 1990; Kang & Cheng, 2014). Research suggests that high levels of expertise requires between three and five years in the profession (Harris & Sass, 2011).

This is not to imply that novice teachers are incapable of being effective educators who focus on their students' needs, it is merely to illustrate that becoming an

effective teacher is a process. Although distinct developmental stages have been identified in teaching, conscious effort towards development is an important facet of teaching in addition to commitment and engagement. Day et al. (2006) elucidate the need for teachers to be "well-qualified, highly motivated, knowledgeable and skilful not only at the point of entry into teaching, *but also throughout their careers*" (p.173, italics mine). In the current educational climate, in which knowledge of effective practice, student learning and integration of technology is constantly advancing, teachers must also continuously update their knowledge (Kiely, 2019; Hayes, 2014). This is largely reflected in teacher education programmes, as stated by Ruohotie-Lyhty & Kaikkonen: "since teaching is no longer considered as a mainly technical performance, teacher education concentrates more on the teacher's thinking and supporting its development" (2009, p.296). Indeed, the choice of teacher training programme does not guarantee the effectiveness of a teacher (Barduhn & Johnson, 2009), rather, engagement with ongoing professional development is crucial. For example, Tynjälä et al. (2006) conducted a study of 955 graduates from four disciplines - including education - with two to ten subsequent years of experience. After participants described their most important job-related skills, 66% reported that they had acquired these skills in their job role whilst only 14% stated that they had learnt these skills at university. Louws et al. (2017) also note that teachers at different professional phases "differ in what they want to learn, why, and how" (p.489). Their study of teachers in the Netherlands found that novice teachers were the only group to seek development in communication and classroom organisation. They also sought development in how to be a 'professional teacher', echoing the developmental models discussed above whereby beginning teachers are primarily concerned with themselves and that a focus on their impact on students comes later in their development.

Such findings underscore the ongoing nature of teacher development and that conscious engagement with professional development should be a key aspect of a teacher's role. However, this conscious intent may not be evident amongst all novice teachers, with Watt, Richardson and Wilkins (2014) purporting that pre-service teachers have different intentions regarding planned effort and engagement with professional development and that this is closely related to their initial motivations for entering the teaching profession (further discussed in section 2.2.1.

2.1.3 Understanding motivation through novice teacher commitment, engagement & development

There is value in better understanding how these three concepts help shape the early career experiences of novice teachers -as well as how the first years of teaching can impact upon commitment, engagement, and development. If it is to be surmised that novice teachers are in some way 'committed' to the profession at the outset, with intentions to fully engage with their role and further develop within it, a clearer understanding of how and why this may change over the course of their first years of teaching would be valuable for teacher education programmes as well as the education sector as a whole. Alternatively, if teachers do not possess a sense of vocation or commitment, what this means for their engagement and ongoing development remains to be seen.

Commitment, engagement, and intent to develop can be considered as key indicators of motivation. Novice teachers' motivation to teach can be illustrated through the extent to which they engage with their role, demonstrate commitment, and develop professionally. Two additional constructs are instrumental in understanding novice teachers' motivation to teach: their reasons for choosing to enter teaching (initial motivations); and self-efficacy, which is a distinct theory of motivation and can shed light upon novice teacher commitment, engagement, development. The concept of self-efficacy is one which is frequently found across education literature, particularly in research on teachers. Indeed, Hoy and Spero (2005) argue that the first year of teaching is critical in relation to self-efficacy, with positive experiences helping to make novice teachers more committed to teaching. Day et al. (2006) also highlight the interplay between motivation, self-efficacy, commitment and job satisfaction, stating that they are "key to sustaining a positive sense of effectiveness in relation to pupils, relationships and results" (p.190). Before considering both motivation and self-efficacy in more detail, it is necessary to first discuss commitment, engagement and development in relation to novice EFL teachers.

2.1.4 EFL novice teachers

The nature of EFL teaching - and the teachers it attracts - is not necessarily comparable to mainstream education (for reasons discussed in Chapter 1), therefore warranting its own research into novice teacher commitment, engagement, and development. As food for thought, of the nine novice teachers in my cohort in the Turkish university (see 1.1), three either failed the probationary

period or left the role within six months, four (including myself) left before the end of the two-year contract, and none stayed beyond two years. Six years later, only four of us continue to teach; whether this attrition is in part due to the flexible nature of EFL teaching, because of early teaching experiences, or a result of personal differences, is unclear. What *is* clear is that there is a need for better understanding of novice EFL teachers' early experiences and how this affects their motivation and development. This may result in better understanding of how to support and retain novice teachers, holding implications for initial teacher training courses and employers. The need for such inquiry in language teaching is emphasised by Talbot and Mercer:

> Teachers who enjoy high levels of well-being are likely to be successful teachers, more engaged with their language teaching practice, and better able to face challenges that occur along the way (2018, p.427).

From general education, it is apparent that the first year experiences of novice teachers can have significant influence upon their commitment, engagement, and motivation. In ELT specifically, Farrell (2009) argues that the experiences of novice teachers are mediated by three predominant influences: their previous experiences of learning; their teacher education, and socialisation into the profession at both the micro- and macro-levels. The latter two of these influences in particular are worth considering in more depth in relation to novice EFL teachers.

2.1.4.1 Teacher education and commitment, engagement and development

As indicated in the previous chapter, the training which a novice EFL teacher receives may vary substantially compared with teachers in mainstream education. Whilst some routes are 'national teacher preparation systems' (Freeman, 2016) requiring significant time and perhaps financial investment, alternative routes offer quick certification at a substantially lower cost than a degree in the USA or England, for example. Language teacher education as a topic of empirical inquiry has only been around since the 1990s (S. Borg, 2011), but I believe examining novice EFL teachers' choice of education programme is necessary for two main reasons: it potentially exposes the value an individual ascribes to their professional knowledge, which may also indicate their baseline motivation and commitment to the profession; and it is instrumental in furnishing the individual with the content and pedagogical knowledge they possess as they begin teaching. Additionally, the length and quality of a programme has direct

implications for the amount of knowledge imparted to novice teachers as well as their perceived self-efficacy levels (this is further discussed in section 2.3.4), and therefore I also believe it is worthwhile to look more closely at alternative routes into ELT.

English as a foreign language teaching has undergone a process of 'professionalisation' over the years, from a 'low esteem' occupation which required minimal knowledge and training beyond being able to speak the language (Thornbury, 2001) to one which possesses a body of specialised knowledge alongside a recognised set of skills (Christison & Murray, 2019). This has also been reflected in how language teacher education is viewed. 'Teacher training' has largely been replaced with the term 'teacher education' signalling that preparing teachers goes beyond simply equipping them with survival tools and that it instead seeks to educate and shape them into reflective, autonomous educators who play an active role in their future development (Freeman, 2016). However, there will inevitably be a stark difference in baseline quantity of knowledge between a novice teacher who has undertaken a teacher education programme at a bachelor's or master's level and one trained through a short initial teacher education programme such as the Cambridge CELTA and Trinity College CertTESOL (hereafter, referred to as 'SITECs'). The CELTA, for example, consists of 120 hours of input, with (at a minimum) eight hours of teaching practice - of which six are formally assessed. The full-time option is typically held over four weeks, incorporating input, assignments, and teaching practice. SITECs typically cover topics such as lesson planning, language awareness, and materials evaluation, and are considered entry-level professional qualifications (Kiely & Askham, 2012).

Pulverness (2015) remarks upon how robust and constant the CELTA has been over its many iterations, but also acknowledges scepticism "about the value of such a short initiation into language teaching" (p.13). SITECs are regarded as providing a 'basic survival toolkit' (Hobbs, 2013) and are argued to be only an *initial* step on the journey of professional development (Ferguson & Donno, 2003). In other words, they are intended to function as a preliminary stage of teacher development and requiring further subsequent engagement with development. However, one such criticism of CELTA in particular is that it is often the only teacher education course that trainees undertake (Ferguson & Donno, 2003; Hobbs, 2013; Mann & Walsh, 2017). If this is the case, what does this mean for the commitment, engagement, and ongoing development of these teachers?

The answer may differ depending on the type of prospective teachers who undertake a SITEC. Research in general education suggests that novice teachers educated through shorter education programmes have less enjoyment of the profession and do not intend to stay as long as those who are better educationally prepared (Darling-Hammond, 2010). This is important to recognise because job satisfaction has been found to predict teacher commitment, whilst teacher commitment can impact on things such as instructional skills and knowledge, and pedagogy (Ostad et al., 2019). These authors argued that the more committed a teacher is, they more likely they are to seek to improve their skills, knowledge, and pedagogy. Equivalent empirical evidence in ELT is sparse, but a study by the Centre for British Teachers (1989) conjectured that between 50% and 70% of CELTA[3] graduates left the profession within four years, suggesting that those who undertake a SITEC do not intend ELT as a long-term career, which may subsequently impact upon their willingness to engage and develop in their role. The CELTA was originally aimed at "prospective teachers whose first language was English" (Wilson & Poulter, 2015, p.5) and still targets those "who have little or no previous English language teaching experience" (Cambridge ELA, 2015, p.2), although the number of NNS (non-native speakers) who choose to enrol has been increasing in recent years.

Anderson (2016; 2018a; 2018b) explores the impact of SITECs (predominantly CELTA) on the professional development of teachers. In 2016, he found notable differences between NNS and NS-takers of a CELTA: 76% of his NNS participants had prior teaching experience of more than a year, and they enrolled for three primary reasons: for professional development (74%), to improve their future career prospects (63%), and to learn about methodology (58%) (similar findings also in Anderson, 2018a). This contrasted with NS-takers - 32% of whom had taught for more than a year whilst almost half had no prior teaching experience - who cited 'to become an English teacher' (63%), 'to improve job prospects' (49%), 'for professional development' (41%) and 'to travel' (41%) as their motivations for taking the course. The decision by an experienced teacher to undertake a CELTA inherently evidences some engagement with professional development (although it may be extrinsically-motivated), but it also suggests commitment to the profession by further investing in a recognised course. For candidates who have no prior teaching experience, however, there is a lack of data relating to their commitment, engagement, and development post-SITEC.

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[3] Known at this time as the 'Royal Society of Arts'

Professional development is important for any teaching role, but even more so for those trained through SITECs. Llurda (2016) argues "it is fundamental that [teachers] go through adequate and extensive training" (2016, p.60), but with their limited timeframe, this is unattainable within a SITEC. E. Howard (2018) suggests that in-service training is not always provided by private sector institutions, although further evidence on this within the sector is difficult to find. This implies that SITEC-trained novice teachers may need to be more autonomous in order to develop within their role once in-service - indeed, Kiely and Askham acknowledge that SITECs cannot realistically prepare every teacher for the varied institutional or cultural contexts they may face and instead "gets them to a state of readiness for work and ongoing learning" (2012, p.497). Similar to trends in general education, this notion of ongoing learning and development is important for student outcomes: novice ESL teachers are less able to improvise and respond to students' needs than more experienced teachers (Richards, 1998); and novice teachers also tend to focus upon management in their classroom decisions, whilst experienced teachers attend more to language issues (Nunan, 1992). Kiely and Askham (2012) reported evidence of SITEC-trained teachers shifting their focus to student engagement and learning halfway through their first year of teaching.

2.1.4.2 Contextual factors and socialisation

A further issue complicating novice EFL teacher development is learning to situate practice within a specific social and contextual environment (Freeman & Johnson, 1998). English fulfils a wide range of different roles and functions across the globe and social and cultural sensitivity is an important quality for an English teacher (Selvi & Rudolph, 2017; Holliday, 2005). Freeman and Johnson even argue "language teaching cannot be understood apart from the sociocultural environments in which it takes place and the processes of establishing and navigating social values in which it is embedded" (1998, p.409), and that teacher education programmes should address this (see also Weddell & Malderez, 2013; Peacock, 2009; Nguyen & Walkinshaw, 2018). However, this has not necessarily been reflected in the CELTA course, for example (M. Borg, 2005). Indeed, Hobbs (2013) argues that the very nature of SITECs do not support teacher autonomy or critical thinking with regards to teaching and teaching contexts. The time constraints inherent to SITECs mean that the focus is often on the learning of widely applicable teaching methods, with little opportunity to consider specific contexts and how social, cultural and political factors may influence education in

other countries (Block & Gray, 2016). This can lead to clashes between teacher education and the actual expectations of the teaching context once novice teachers are in-service. A lack of context-specific instruction can mean difficulties when teaching monolingual classes or in a context with a vastly different teaching style to SITEC-promoted methods, for example (Ferguson & Donno, 2003; M. Borg, 2008).

Thus, whilst the choice of teacher education programme plays a central role in the early career experiences of novice teachers, "the importance of dealing with the issue of disparity between 'learning to teach' and 'teaching in the real world' cannot be underestimated" (Baguley, 2019, p.130). Contextual factors that language teachers may have to content with when moving into in-service teaching include: "workplace conditions, curriculum policy, bilingual policy, cultural differences and social demographics of the students and the school" (Farrell, 2016, p.85). In their study on expatriate NESTs, Medgyes and Kiss (2019) assert that a "very steep learning curve that tests their patience, openness, and endurance" (p.99) was required to adapt to a new cultural environment and deal with potential prejudice and discrimination. Copland et al. (2019) reported that many of their NEST participants displayed intercultural competence in the classroom but that this sensitivity and awareness might take time to develop, and so it is possible that this may be more of an issue for novice teachers.

Unfamiliarity with contextual factors can also potentially impact upon teachers' commitment and motivation (further discussed in 2.2.2). Johnston (1997) highlights that contextual and socioeconomic factors can pose challenges for expatriate teachers, impacting upon their long-term commitment to teaching and also having a detrimental effect upon the education system:

> although a lack of commitment is probably the best move for the teachers themselves, it perpetuates systemic problems of rapid teacher turnover and lack of qualified teachers for many posts, especially in public education and especially for younger learners (p.706).

Similarly, Yang et al. (2019) found in their study of over 4,500 teachers in Abu Dhabi that expatriate teachers generally had lower commitment than their Emirati counterparts. They were also more likely to face challenges related to student discipline and dealing with Emirati parents. The authors suggested that the increased social and cultural issues faced by expatriate teachers may be an influential factor in the lower commitment that these teachers had towards students, the school, and the community. Similar findings may be evident amongst expatriate SITEC-trained novice teachers, although baseline

commitment must first be established in order to reveal whether the change is indeed in response to social and cultural issues, or due to lower commitment at the outset.

Social aspects are another key component in the experience of novice teachers as teaching is a socially-negotiated process (Freeman & Johnson, 1998). Working with students can be a source of satisfaction and enjoyment for teachers (Flores & Day, 2006; Ulvik et al, 2009; Werbinska, 2016), but Wyatt (2013a) argues that there is a need to "nurture beginning teachers in a warm, supportive school environment" (p.237) in order to maintain their motivation. Support can come from sources including colleagues, managers, friends, and family, and be formal, such as with mentoring, or informal, including advice and suggestions from colleagues. Without it, novice teachers can be left feeling isolated (Baguley, 2019). Guidance in adapting to the social culture and feeling supported and welcomed is seen to be especially important immediately after completing teacher education, as novices leave the 'safe haven' of pre-service education and begin teaching (Faez & Valeo, 2012; Farrell, 2008a; Hayes, 2008; Flores & Day, 2006).

Novice teachers can also learn through more experienced colleagues (Lave & Wenger, 1991). Mentoring as a form of support for novice teachers has been consistently highlighted within contemporary literature as being influential in helping novice teachers adapt and develop within their new role (Struyven & Vanderhornet, 2014; Kyriacou & Kunc, 2007; Webb et al. 2011), although Ulvik et al. (2009), cautioned that there should be a balance between such support and allowing novice teachers to be independent and find their own way. The 2018 TALIS Report (OECD, 2019) reported that across the countries surveyed, only 22% of novice teachers were assigned a mentor, and yet, in their study of 3,000 novice teachers, Smith and Ingersoll (2004) found that induction and mentoring support played a significant role in novice teachers' decisions to remain in the profession. Novice teachers who received more mentoring and support were less likely to leave the profession compared to those who did not receive any. Similarly, Pomaki et al., (2010) reported that social support is inversely linked to teacher turnover, with novice teachers with sufficient perceived social support less likely to intend to leave their role, even when confronted with significant workload demands. Social support has also been found to be important throughout a teacher's career: Day et al. (2006) even claim it is "an essential contributory factor to sustaining commitment" (p.572), while Yang et al. (2019) add that "multiple sources of interpersonal support and collegial relationships

were among the strongest and consistent organisational variables of all the forms of teacher commitment under study" (p.315). Conversely, limited socialisation into the schools' profession context or lack of recognition within the workplace can to contribute to diminishing motivation and commitment (Correa et al, 2015; Day et al., 2005).

It is clear, therefore, that social support can benefit novice teachers in a multitude of ways, but Farrell (2015) observes that for novice language teachers, there is not necessarily an induction, or adjustment period. Without such initial support, novice teachers can face challenges in relation to lesson planning, delivering lessons, classroom management and identity development (Farrell, 2015). For instance, E. Howard (2018) recounted a particularly troubling anecdote from an experienced SITEC-trained teacher in which he admitted to watching newly-hired novice teachers struggle together with lesson planning, "giving each other bad advice, but they're not comfortable enough to ask the other teachers…It's fun to kind of watch them, kind of struggle through it" (p.166). This particular narrative exemplifies a potential divide between novice and experienced teachers, where novice teachers may have to resort to seeking support from other novice teachers, whilst experienced teachers do not have the time, patience, or inclination to offer support. Medgyes and Kiss (2019) highlight this as a particular issue for expatriate teachers: "the most worrying aspect of working abroad was the isolation and marginalisation expatriate NESTs felt in their professional community" (p.99).

The need for an appropriate support network for expatriate novice EFL teachers is perhaps even more pronounced, particularly for those "who have to settle and integrate into the local community both professionally and personally" (Yang et al., 2019, p.315). Medgyes and Kiss' (2019) study reveals the difficulty that some expatriate NEST teachers can face when building social networks both inside and outside the workplace, noting that local teachers "especially begrudge the presence of the unqualified backpacker in the faculty" (p. 100). Their participants often preferred to seek the company of other foreigners because of suspicion or unwelcoming attitudes from locals or to avoid cultural blunders in communication. Donohue (2016) also noted reports of reluctance amongst local teachers in Turkey to socialise with expatriate teachers because of their wish to avoid the pain of goodbye when they inevitably depart.

Indeed, the transient nature of EFL teaching may also contribute to difficulties in professional and personal socialisation. Short-term positions or frequent movement between schools can impact a novice teacher's socialisation into the

school's community, development of a professional identity and be emotionally draining. While Correa et al. argue that movement between schools "can enhance beginning teachers' flexibility and ability to cope with change" (2015, p.73), the authors also acknowledge that some form of stable social network is necessary in order for novice teachers to voice their challenges and seek advice, a position which has also been argued elsewhere (Mann and Tang, 2012; Nahal, 2010). Mercer & Gregersen (2020) echo this, stating that "nothing can replace having somebody with whom to talk frankly about work and ensuring that time outside work offers a chance to switch off and gain some emotional and mental distance" (p.94). For expatriate teachers, access to a 'stable support network' may be limited if they must also build one outside work. Although some novice teachers may turn to familial support, "others try to spare the family" (Ulvik et al., 2009, p.838) and there are limitations in the utility of support if family members are not also teachers (Brannan & Bleistein, 2012). In light of the clear necessity of social support for novice teachers joining the profession, the potential challenges inherent to both professional and personal socialisation for expatriate novice EFL teachers raises questions about how they navigate and cope with the early years of teaching.

From the consideration of literature thus far, there is reason to suspect that novice EFL teachers who have completed a short initial teaching education course may have markedly different experiences to those who have taken a more traditional route into teaching. Not only may their initial reasons for choosing to become EFL teachers differ, but their baseline commitment and engagement, and intentions to seek further professional development may also diverge and this has consequences for their overall motivation to teach. Contextual and social factors also potentially play a key role in how novice teachers interpret their experiences and if these are taken into consideration, the 'reality shock' of early career teaching may be even more pronounced for novice EFL teachers. The remainder of this chapter will consider the motivation and self-efficacy of novice EFL teachers in more depth.

2.2 Teacher motivation

Teacher motivation has been not only found to exhibit a clear influence upon the motivation of students (Lamb, 2017; Dörnyei, 1994, 2007a; Dörnyei & Ushioda, 2011), but also, inevitably, to have a direct impact upon teachers' "own plans and behaviours, psychological health and well-being" (Watt & Richardson, 2008, p.

407). Recognition of this impact has led to teacher motivation becoming an important area of inquiry in recent years. De Jesus and Lens (2005, p. 120) propose three arguments in support of further research into teacher motivation: the pivotal role teachers play in the advancement of educational reforms; their implementation of these reforms at the classroom level; and for the satisfaction and fulfilment of teachers themselves, directly linked to lower turnover and absenteeism. Whilst the first two arguments can be seen as policy-based areas of inquiry, the third takes a narrower focus, considering teachers at the individual level with their well-being being a primary consideration. For the education sector in general, this is a vital avenue of research, as a greater sense of teacher well-being has been shown to lead to an increase in engagement, lower attrition, and increased levels of satisfaction and enjoyment (Hakanen et al., 2006), which can subsequently result in increased involvement with continuing professional development, however, "more work is required to adequately understand teacher motivation across the lifespan" (Richardson et al., 2014, p.xiv). Inquiry into motivation and well-being from the perspective of novice teachers is necessary not only because of evidence indicating attrition rates are highest amongst this population, but because research suggests that their positive motivation and idealistic visions of teaching rapidly decline in the face of the reality, negatively impacting upon their self-efficacy beliefs, career satisfaction, and commitment to the profession (Richardson & Watt, 2010). Better understanding may help to maintain or increase novice teachers' job satisfaction, whilst also having a positive impact upon their engagement and long-term commitment to the profession, as put forward by Richardson et al.:

> There is evidence that teachers' emotional experiences in school impact their own psychological health and well-being, including emotional exhaustion, burnout, job satisfaction, engagement, and perseverance (2014, p.xvii).

Before considering in more depth the important role motivation can play for novice teachers, it is important to define what is meant by this term. In relation to education, it is a highly complex, multifaceted concept, with no consensus on an accepted definition (Ushioda, 2008). In their review of literature, Dörnyei and Ushioda (2011) found four prominent aspects of teacher motivation across the existing literature:

1. It involves a prominent intrinsic component as a main constituent.

2. It is very closely linked with contextual factors, associated with the institutional demands and constraints of the workplace, and the salient social profile of the profession.

3. Along with all the other types of career motivation, it concerns an extended, often lifelong, process with a featured temporal axis (which is most clearly reflected when talking about career structures and promotion possibilities).

4. It appears to be particularly fragile, that is, exposed to several powerful negative influences (some being inherent in the profession).

(p. 160)

Teacher motivation research has been approached from multiple perspectives and theories, leading to a complex and often convoluted picture, from which it can be difficult to identify solid, practical implications to benefit teachers. This multiplicity of theoretical models and constructs, however, may be both necessary and inevitable as "motivation theories intend to explain nothing less than why humans think and behave as they do, and it is very doubtful that the complexity of this issue can be accounted for by a single theory" (Dörnyei & Ushioda, 2011, p.4). Table 2.1 provides an overview of the most pertinent theories of motivation in relation to teaching in general. This selection of theories has been made to illustrate the range of conceptual foci towards teacher motivation. Indeed, "different motivational theories have different assumptions about and emphases regarding motivational processes" (Kaplan, 2014, p.54). For example, some theories - such as self-determination - will place more emphasis on universal processes of motivation, with less consideration of contextual, social, or individual variables, whilst others - such as achievement goal - will recognise such variables in analysing motivation. No one particular theory has been widely accepted to explain language teacher motivation. Regardless of the conceptual perspectives available, teacher motivation is agreed to be a complex construct, with "interconnected personal, relational, experiential, affective and contextual layers" (Hiver et al., 2018, p.18). Further evaluation of different theories and their applicability to language teacher research is provided in 2.3.

The definition of motivation given above implies that motivation to teach requires some form of internal passion or drive, but can be easily affected by contextual factors at the micro- and macro-levels, and is likely to fluctuate depending on individuals' perceptions of future opportunities. This being said few studies have attempted to outline initial motivations for choosing EFL teaching, or identify motivating factors for EFL teachers. Such studies as do exist are largely

Table 2.1: Summary of key theories of teacher motivation

Theory of motivation	Brief description	Key features	Notable studies in general education
Achievement goal	Concerned with 'why' individuals engage with tasks and their criteria for achievement. Originally used to describe children's learning and performance in school before being applied in teacher motivation research (Pintrich & Schunk, 2002)	Two main orientations: -'Mastery orientation': action is guided by a desire to learn and 'master' behaviour for self-improvement -'Performance orientation': action is propelled by a desire to demonstrate competence largely in comparison to others	-Through achievement goal theory, Butler (2012) identified five goal orientations for teachers: mastery; ability-approach (similar to performance'); ability-avoidance (the avoidance of inferior teaching ability); work-avoidance (minimal effort extended for working), and relational goal (developing close relationships with students)
Expectancy-value	The extent of engagement in tasks is directly related to the expectations of how well one will do and how valuable the achievement is perceived to be (Dörnyei & Ushioda, 2011)	Motivation stems from two factors: -'*expectancy of success*' -'*value*'	-'Factors Influencing Teaching Choice' (FIT-Choice) identifies key reasons for choosing to enter teaching (Richardson & Watt, 2006), including: intrinsic values, personal utility values, social utility values, self-perceptions of own teaching abilities, 'fallback' career, social influences, and previous teaching and learning experiences
Goal-setting	Commitment to tasks is related to the extent to which they believe the goal is possible and important (Locke & Latham, 1990). Originally developed in organisational and work contexts.	-'*Goal commitment*': goals are more likely to be achieved when people are committed to them -'*Specificity*': compared to general goals, specific goals raises performance -'*Difficulty*': as long as goals are perceived as attainable, the more difficult the goal, the higher the achievement	-Personal-individual factors (including self-efficacy) and social environmental factors can influence goal choice and commitment (Locke & Latham, 1990) -Goal-setting theory is applicable to the classroom in terms of the nature of tasks assigned to students by the teacher (Pintrich & Schunk, 2002)

Theory of motivation	Brief description	Key features	Notable studies in general education
Possible-selves	How teachers mentally imagine themselves and how this affects their cognitions and development. Applied to language teacher motivation in the 'Language Teacher Conceptual Change' model (Kubanyiova (2009, 2012).	L2 teacher selves: -'*Ideal*': comprised of future self-images of identity goals, hopes, and aspirations. -'*Ought-to*': self-images representing the responsibilities, obligations, and normative pressures associated with teaching and influenced by students' expectations, school policies, sociocultural context or training -'*Feared*': vision of negative consequences and fears for the future, acts as a deterrent if teachers' do not meet their ideal or ought-to self-images	-Teaching in contexts which align with novice teachers' conceptualisations of their ideal and ought-to selves can make early-career teaching easier (Hamman et al., 2010)
Self-determination	Concerned with the extent to which behaviours are seen as being autonomous or controlled (Deci et al., 1991). Primarily interested in intrinsic motivation versus four types of extrinsic motivation.	Types of motivation: -Intrinsic: action is driven by internal desire and rewards -Extrinsic: *Integrated*- action is stimulated by full correlation between behaviour and values, needs, and identity *Identified*- action occurs due to strong identification with the behaviour, and where it is considered to be valuable and useful *Introjected*- action directly linked to externally imposed rules which are followed to avoid guilt	-Teachers motivation falls along a continuum of controlled to autonomous teaching (Roth et al., 2007) -More self-determination is evident when the fundamental human needs of autonomy, competence, and relatedness, are supported (Deci et al., 1991)

		External- the least self-determined form of motivation; action comes entirely from external rewards or threats	
Self-efficacy	Focusses on the cognitive process of judging one's own abilities and competence to complete tasks whilst also acknowledging social influences (Ashton, 1985; Bandura, 1977, 1997).	Influenced by four factors: -'*Mastery experiences'* -'*physiological feedback*' -'*verbal persuasion*' -'*vicarious experiences*'	-'Teacher Self-efficacy Scale' recognises and measures three dimensions of teacher efficacy: efficacy for instructional strategies; efficacy for classroom management; and efficacy for student engagement (Tschannen-Moran & Hoy, 2001) -'Norwegian Teacher Self-efficacy Scale', measures teachers' self-efficacy across six dimensions: instruction, adapting education to individual students' needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with changes and challenges (Skaalvik & Skaalvik, 2007)

quantitative in nature, and consist of cross-sectional rather than longitudinal analyses of teacher motivation, therefore failing to address Watt and Richardson's assertion that "teacher motivations are influential from the outset of their entry to teacher education, are formed and fashioned through the course of their teacher education studies, and continue to play out across their teaching careers" (2008a, p. 407). What is also missing is consideration of SITECs as a choice of teacher education programme and the relationship this has with motivation - such inquiry could potentially challenge the assumption that intrinsic motivation plays a key role for all teachers. Therefore, as well as a better holistic understanding of how motivation may influence the early experiences of novice teachers, there is also a need to recognise to what extent the initial choice of pursuing ELT as a profession contributes to novice teacher engagement, commitment and development, and whether this initial motivation remains constant over time, or whether it changes in response to experiences.

Table 2.2 shows a systematic review of key ELT-focussed studies in teacher motivation, including the aims and outcomes of these studies. These particular studies have been selected due to their notable contributions to the field in terms of either findings or methodology. The findings and implications from these individual studies are acknowledged in the following discussion where appropriate.

2.2.1 Initial motivation for choosing ELT

Motivation can be considered a fundamental, yet fragile, facet of a teacher's identity, one which permeates every aspect of a teacher's experience: "how teachers negotiate their professional collaborations, attitudes to their work, job satisfaction, teaching self-efficacy, and relationships with students are buttressed by their motivations for teaching" (Richardson et al., 2014, p.xxi). Contemporary research, therefore, must continue to explore this area both in mainstream education, but also specifically in ELT contexts. Furthermore, in their review of language teacher motivation research, Hiver et al. (2018) make the case that there exists a 'solid foundation' for further inquiry to understand why teachers enter the profession, how they situate themselves in their role, and how motivation, key processes, and outcomes intersect. In other words, it is necessary to understand each individual novice teacher's decision to enter the profession before an attempt is made to analyse the extent of their motivation, as the

Table 2.2: Studies of EFL teacher motivation

Study	Setting & population	Research aims	Method of investigation	Main findings
Pennington (1995)	UNITED STATES 100 English as a Second Language teachers	To provide an initial model of ESL work satisfaction and motivation for others to build upon	Surveys	- Intrinsic factors of *moral values*, *social services* were cited as the biggest motivations for teaching alongside *co-workers* and *work* - *Advancement/promotion* and *compensation/pay* were the least influential factors in motivation and job satisfaction
Kyriacou & Kobori (1998)	SLOVENIA 226 14-15 year-old students, and 95 student teachers	To explore which intrinsic, extrinsic, and altruistic factors influence student teachers' decisions to become EFL teachers, and to identify whether one particular type of motivation features more frequently	Two questionnaires, one for each group	- The most frequently cited reasons influencing the student teachers' choice to become an EFL teacher were: 'I enjoy the subject I teach'; 'English is important to me'; 'I want to help children succeed', and 'the job has a varied work pattern'. - All three types of motivation featured highly for the student teachers
Doyle & Kim (1999)	UNITED STATES and KOREA 99 American ESL teachers and 100 Korean EFL teachers	To identify the social, political, and cultural reasons which negatively affect teacher motivation, satisfaction, and morale	Mixed-methods design; questionnaires and extensive interviews	- Factors causing dissatisfaction included: a lack of autonomy and respect; poor future prospects and job insecurity; heavy workloads; and lack of training - EFL teachers more likely than ESL to become demotivated due to cultural, social, and political characteristics of their context - EFL teachers also reported more factors which cause dissatisfaction, including 'teacher isolation', 'problems in teacher support', and 'lack of autonomy'

Study	Setting & population	Research aims	Method of investigation	Main findings
C.R. Johnson (2001)	MEXICO 98 EFL teachers of different ages and experience levels teaching at various educational levels. Deemed a 'representative' sample	To identify motivating and demotivating factors related to *curriculum matters*, *institutional matters*, and *classroom matters*	Open-ended questionnaires with relevant prompts	- 52% of comments related to motivational factors, 48% demotivational - *Institutional matters* received most comments (55%) with ten sub categories of motivating and demotivating factors including: training, salary, equipment, colleagues, supervisors, and academic freedom. *Classroom matters* was second (29%), with 'teachers' and 'students' as the main categories, and *curricular matters* was the smallest factor (16%), with exams, textbooks, and curriculum.
Kubanyiova (2009)	SLOVAKIA 8 non-native EFL teachers, teaching at primary, secondary, and tertiary levels	To observe conceptual change in teachers' cognitions following a 20-hour in-service teacher development course	Longitudinal, mixed-methods design; classroom observations, informal conversations, and formal interviews	- The extent of conceptual change is directly linked with the extent to which input fits with teachers' visions of their possible selves: if teachers do not perceive a dissonance between who they are and who they want to become, reform is less likely to happen
Hiver (2013)	KOREA 7 English language teachers who had previously participated in a six month training course and enrolled in further postgraduate study, 1 male and 6 females aged 29-45	To identify what role the ideal, ought-to and feared teacher selves play in professional development choices of in-service teachers	Semi-structured interviews	- Three incentives for continuing professional development: repairing self-perceived inadequacies; enhancing the self; and adhering to obligations - Doubts over self-efficacy can be beneficial if accompanied by the ability to enact a change

Study	Setting & population	Research aims	Method of investigation	Main findings
Kumazawa (2013)	JAPAN 4 novice high schools English teachers, aged 22-25	To observe changes in teachers' self-concept and motivation in the first two years of teaching, using possible-selves theory	Longitudinal; in-depth, unstructured interviews	- Discrepancies between relational views of current, ideal, and ought-to selves acted as a significant demotivating factor - 'Gaps' between teacher training and the reality of teaching made achieving ideal selves unattainable - Engaging in reflexive thinking and developing self-awareness ultimately increased teachers' motivation
Wyatt (2008; 2013a)	OMAN 5 Omani English teachers with 8-12 years of experience	To identify the challenges to the motivation of teachers in developing countries, using self-determination theory	Qualitative longitudinal multiple case study; observations, semi-structured interviews, and reflective assignments	- Opportunity to engage in an in-service teacher education programme helped to meet teachers' psychological needs for competence, autonomy and relatedness and facilitated intrinsically-motivated behaviours - Educational policies allowing for greater autonomy can also be enacted to help meet these needs, reducing negative influences on teacher motivation - A positive and supportive workplace environment can help foster competence and relatedness
Donohue (2016)	TURKEY and UK 24 participants across four institutions, two in Turkey and two in the UK	To explore self-efficacy and burnout levels between ESL and EFL teachers and identify, compare and contrast stressors which influence these concepts	Mixed-methods; survey and focus groups	- No significant differences in self-efficacy or burnout levels between ESL and EFL; individual school-context variables more influential in explaining variance - Shared stressors fell into three categories: workload, students, and workplace relationships. Differences also emerged under these categories, with additional stressors in EFL relating to language, culture, and culture shock - Social support networks were particularly important in EFL, and a lack of support resulted in increased importance placed on job satisfaction and personal accomplishment

Study	Setting & population	Research aims	Method of investigation	Main findings
Yuan & Zhang (2017)	CHINA 10 pre-service language teachers in the final year of a government-funded education programme which offers substantial extrinsic rewards to entice new recruits	To explore motivational change during the pre-service programme, focussing on self-efficacy, outcome expectations, professional practice and social support	Qualitative: personal reflections, focus groups, and individual interviews	- Mixed initial motivations for undertaking the programme: interest in English, desire to improve proficiency and interest in teaching (intrinsic); financial rewards and attending a prestigious university (extrinsic) - Initial emphasis on language, strict conditions of the course and lack of autonomy prompted regrets in choosing the course and diminished motivations to teach but the practicum was a critical period for applying theoretical knowledge, developing intrinsic motivation and building self-efficacy and competence - Social interactions and support from peers, trainers, and mentors helped foster social connectedness and increase self-efficacy and motivations to teach, but negative interactions could damage self-efficacy and motivation
Sahakyan et al. (2018)	ARMENIA 6 language teachers of various ages, experience, and socio-cultural backgrounds, teaching at three universities	To explore teachers' motivations for teaching and how much intensity and effort is expended for teaching	Qualitative: semi-structure interviews, journal entries, and classroom observations with post-observation interviews	- Teachers' initial ideal self-images were adapted or abandoned following: failing to internalise this image; the image being perceived as unachievable; or it conflicting with other self-images - Following the novice teacher stage, participants reconceptualised their self-images to form a 'feasible' self from a mix of ideal, ought-to, and feared selves

engagement, commitment, and development of a novice teacher who intends to have a long-term EFL career may differ significantly from another who intends it to be a short-term option.

There is limited research in ELT which investigates novice teachers' initial motivations compared with mainstream education. The 2018 TALIS report (OECD, 2019) indicates that nine out of ten teachers in participating countries cited the opportunity to influence children's learning and positively contribute to society as a primary motivation to join the profession. Although social, political and economic factors indicate variation between different contexts (see Heinz, 2015), research has consistently recorded altruistic and intrinsic motivations as the dominant factors in choosing a teaching career (Kyriacou & Coulthard, 2000; Watt & Richardson, 2008; Roness, 2011; Guarino et al., 2006), whilst subject-matter has also been found to be influential (Roness, 2011; Sinclair, 2008).

Conversely, extrinsic motivation, including remuneration, is generally the least influential (OECD, 2019), although O'Doherty and Harford (2018) cite the decline of prestige in teaching, deteriorating working conditions, and comparatively low salaries as reasons why teacher recruitment has been decreasing in Europe in recent years. Gender differences may also play a role in choosing a teaching career, with substantially more females entering teaching worldwide than males (OECD, 2019; Guarino et al., 2006).

In ELT, whilst an intrinsic love of English may be the most compelling factor to become an English teacher for many (Dörnyei & Kubanyiova, 2014; Hayes, 2008; Kyriacou & Kobori, 1998; Pennington, 1995), for others this may not be the case. Job security, the prestige of English, and love of language are some of the most frequently cited motives for non-native speaker teachers to join the profession (Yuan & Zhang, 2017; Moodie & Feryok, 2015; Shih, 2016), yet, the opportunities to travel the world whilst being paid are attractive for many prospective native-speaker teachers (Senior, 2006; Mullock, 2009; Neilsen, 2011; Anderson, 2016).

Interestingly, literature shows evidence of a high occurrence of individuals 'falling into TESOL' rather than consciously planning it as an occupation (Johnston, 1997; Mullock, 2009; Kubanyiova, 2006). In post-Soviet Poland, Johnston (1997) found both his NS and local teacher participants typically entered teaching accidentally or as a second choice and "did not draw on notions of vocation" (p.691). In South-East Asia, Mullock (2009) recognised that her 23 NS participants' reasons for entering teaching were "complex, multi-layered and varied" (p.8), with most citing around four motives. The most common of these were: positive previous teaching experience (52%); 'falling' into TESOL (43%); a

wish to change career (35%); and to travel (30%) and circumstantial factors (30%). The circumstantial factors mentioned included choosing EFL teaching so as to legally remain in South-East Asia, or - reported by half of the participants - to join a partner in the particular country. It is also worth noting that EFL teaching can be considered an open career in that those who choose to join are not restricted in terms of age, educational background, or previous careers (Senior, 2006) and this may result in a wider range of initial motivations to join the profession (Shin, 2016).

Initial motivation - and how this links to commitment - also has potential implications for retention and how teachers deal with challenges in their role. Gu and Day (2006) argue that a 'strong sense of vocation' played a key role in the resilience their public school teacher participants displayed in the face of various challenges. However, considering the nature of EFL teaching in the private sector and the ease with which recognised qualifications can be obtained, a similarly strong sense of vocation from EFL teachers cannot necessarily be presumed or evidenced. Therefore, a study of the initial motivations of EFL teachers who choose to move to another country to teach, along with how their motivations may change over time, may yield significantly different results from those found in mainstream education research.

Research in general education by Watt and Richardson and colleagues (2006; 2008; 2010; 2012; 2014), provides some evidence of initial motivation indicating career trajectory, as well as commitment, engagement, and intent to develop. Following their development of the 'Factors in Teaching' (FIT)-Choice model, recognising altruistic, intrinsic, personal utilitarian, and ability-related motivations, Watt and Richardson (2008) proposed three categories for beginning teachers: highly-engaged persisters, highly-engaged switchers, and lower-engaged desisters. The labels of 'persister', 'switcher' or 'desister' reflected the teachers' intentions to stay in the profession long-term (i.e. 'persist'), change career after some time (i.e. 'switch'), or leave the profession (i.e. 'desist') and these categories reflected teachers' planned effort, planned persistence, professional development aspirations and leadership aspirations (thereby corresponding to planned engagement, commitment, and development). Of 493 pre-service primary and secondary school teachers in Australia, highly-engaged persisters (225) scored highest on these four aspects, with 87.3% of this group intending to teach for their whole career. Highly-engaged switchers (132) scored significantly lower only on persistence, with 53.5% reporting long-term intentions to teach, whilst lower-engaged desisters (136) scored significantly lower on all four aspects

with only 40.9% intending to teach long-term. Highly-engaged persisters were more likely to report intrinsic and altruistic reasons for choosing teaching, whereas the other two groups were significantly more motivated by the negative factor of teaching as a 'fallback' career. In other words, highly-engaged persisters can be considered as those with the highest commitment, planned engagement and development intentions, with highly-engaged switchers also demonstrating high engagement and planned development, but with lower commitment. Lower-engaged desisters can be seen as possessing the lowest levels of commitment, engagement and development.

The FIT-Choice model has since been applied to various other contexts with a generally good fit (see Watt & Richardson, 2012), and other studies looking into teacher motivation over time also appear to support the existence of these categories. Roness (2011), for example, noted that there are a substantial group of teachers who are ambivalent about their futures as teachers, and who could be categorised as lower-engaged desisters. He suggested that those who indicated ambivalence at the pre-service stage are more likely to leave the profession, adding that 70% of this participant group had left the profession within three years. This is supported in Watt et al. (2014), who found that their lower-engaged desisters on average had decided upon teaching more recently than the other two groups. Watt et al. (2014) also found clear links to commitment, engagement, and development: compared to the other two groups, lower-engaged desisters were found to put less effort into teaching, be less interested in engaging with professional development, and less likely to be committed to teaching long-term. As for highly-engaged switchers, Watt and Richardson (2008) liken them to 'restless spirits' (p.423), in that they viewed teaching as a challenging but rewarding stepping stone into other professions, whilst simultaneously showing clear intentions to engage in teaching at the time.

Watt and Richardson's categorisation is a valuable tool in establishing baseline characteristics of novice teachers. The identification of highly-engaged switchers and lower-engaged desisters and their clear intentions to leave the profession gives some insight into why attrition rates are so high in general education. However, Huberman (1993) in his study of secondary school teachers in Switzerland found there to be no clear link between, firstly, retention of teachers and whether they were sure or hesitant in their choice of teaching as a career, or, secondly, retention and whether the teachers were perceived to have had smooth or challenging beginnings in their professional role, and therefore this categorisation of beginning teachers is not infallible. Indeed, it would be remiss

to presume that highly-engaged switchers and lower-engaged desisters could not experience a shift in their motivation, prompting a change in their long-term plans. In terms of commitment, for instance, Day et al. (2006) reported that for many of their experienced participants, their commitment increased over time. Konig and Rothland (2012) and Wong et al., (2014) suggest that intrinsic and/or altruistic motivations can be developed over time, particularly with the support and guidance of motivated mentors. At the other end of the spectrum, research into teacher stress, burnout, and attrition has shown that even teachers with a strong sense of vocation (encompassing highly-engaged persisters) decide to leave the profession in response to a variety of insurmountable challenges. Some evidence even suggests that highly-engaged persisters are *more* likely to suffer from reduced motivation and self-efficacy over time than highly-engaged switchers and lower-engaged desisters (Richardson & Watt, 2014; Lauermann & Karabenick, 2014).

In summary, novice EFL teacher motivation may differ in nature from teachers in mainstream education. Native-speakers in particular (especially those with no previous teaching experience) may be less likely to possess altruistic or intrinsic motivations, such as a 'calling' to teach or a 'love' of English, and instead they may draw upon more extrinsic, functional motives, such as travel, circumstantial factors, or even 'falling' into ELT. Initial motivations are important to acknowledge because they are likely to influence career trajectory and planned engagement and intent to develop, as evidenced by Watt and Richardson's (2008) FIT-Choice model.

2.2.2 Trajectory of motivation in EFL over time

It is clear that initial motivations may have significant influence upon novice teachers' subsequent career decisions, but this is not to say that initial motivations are absolutely indicative of the commitment, engagement and development novice teachers will display over the course of their teaching career: "teachers' motivations too, like all human motivations, display both stable tendencies and variability" (Hiver et al., 2018, p.18). Not only is this true *across* teachers, but it is also *within* individual teachers over time (Richardson et al. 2014). For example, novice teachers can often hold idealistic conceptions of the profession and their potential impact within it (Kumazawa, 2013; Senior, 2006; Richardson & Watt, 2010), and can subsequently experience a form of 'reality shock' (Baguley, 2019), thereby facing negative impacts upon their self-efficacy beliefs, career satisfaction, and commitment to the profession (Richardson &

Watt, 2010; 2014). Kyriacou and Kunc (2007) cite mismatched expectations as a key reason for new teachers leaving the profession. In contrast, experienced educators who have been teaching for many years can also experience a decline in their motivation (Sahakyan et al., 2018; Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011; Dinham & Scott, 2000). The concept of commitment has received little attention in ELT (Moodie & Feryok, 2015), but in a review of general education literature, Senior (2008) identified eight factors which can either enhance or reduce it: personal factors; student factors; professional factors; working conditions and school factors; work-life balance; influence of others; and nature of teaching work. Another important point to consider is the longevity of English language teaching as a career. In the 1990s, due to demotivating factors such as lack of promotion opportunities, autonomy, and administrative demands, Pennington cautioned that "while [ELT] is a satisfying type of work for large numbers of people around the globe, it has limitations as a lifelong career" (1995, p. 113). Similar sentiments were echoed by both Johnston (1997) and McKnight (1992) although more recent empirical research is lacking. The temporal nature of motivation, therefore, should be acknowledged as an important area of inquiry.

To gain a more accurate insight into how motivation fluctuates over the course of a teacher's trajectory, longitudinal research is necessary (Alexander et al. 2014). There are some indications that the trajectories of teachers in the subject of English language show both similarities and differences with mainstream education: for example, evidence also exists for highly-engaged persisters within EFL. Copland et al.'s (2019) study included expatriate teachers who had been teaching EFL for many years, who had obtained postgraduate-level teaching qualifications, as well as proficiency in the local language. Werbinska (2016) documents the experiences of one particular novice teacher, whose strong self-efficacy and teacher identity enabled her to maintain her commitment to the profession in the face of challenges. Mullock (2009) also highlighted that four of her five participants who had always wanted to be teachers would reselect TESOL as a career choice. As a caveat, however, three of these teachers had previously left the profession to work in other areas before subsequently returning. This appears to lend support to Johnston's (1997) conclusions that "ELT is discursively presented as an occupation that is easy both to enter and to leave" (p. 698).

Indeed, both Mullock (2009) and Johnston (1997) indicate that leaving the profession is a frequent consideration for TESOL teachers, irrespective of the length of time they have taught. Echoing findings from the 1990s, Mullock (2009)

questions the feasibility of long-term commitment of expatriate EFL teachers due to extrinsic factors including job instability, poor salary, and lack of advancement opportunities, whilst N. Howard (2019) reported that her participants viewed EFL teaching as 'temporary and unstable' due to career stagnancy and disputes over contracts. A lack of support and recognition from managers and colleagues can be a source of dissatisfaction or even demotivation amongst expatriate teachers (Mullock, 2009; N.Howard, 2019), again raising questions concerning the impact of social support on teacher motivation. E. Howard (2018) suggested that establishing consistent social support is challenging due to the transient nature of EFL teaching. Johnston (1997) cited the lack of sufficient time to plan lessons properly, and the need to take on additional work to make extra money as two particular reasons for dissatisfaction in teaching. Lamb and Wyatt (2019) note even highly-motivated teachers can lose enthusiasm and motivation due to factors such as repetitive classroom teaching and unfamiliar technological advancements. This evidence suggests that highly-engaged persisters in EFL are not impervious to the influence of external factors which may lead them to leave the profession, although it may be that there is greater flexibility in ELT to re-join.

It has been suggested that a significant proportion of - particularly SITEC-trained - teachers intend to teach for only a short period of time (Centre for British Teachers, 1989; Senior, 2006). There is a paucity of empirical data on this subgroup, perhaps because they are difficult to access or less willing to engage in research in a field they do not intend to remain in long-term. In contrast, Copland et al. (2019) ventured that the greater availability of data on experienced and qualified expatriate teachers is because they are more likely to hear about and participate in research. Anecdotal reports given by five of N. Howard's (2019) eleven interview participants suggest that there is a sizable proportion of expatriate teachers in South Korea that enter EFL teaching to enjoy the extrinsic benefits of travel and living abroad rather than because of commitment or intent to engage meaningfully with teaching. Howard's participants gave strong admonishments against this 'opportunistic' sub-group of teachers, which Howard interpreted as follows: "by distancing themselves from unfavourable typecasting, NESTs internally affirm their professional commitment and legitimacy as teachers" (p.1498). This offers more evidence for highly-engaged persisters within EFL, whilst also acknowledging the existence of lower-engaged desisters as well.

Although there is reason to believe that there are lower-engaged desisters on pre-service courses (Lamb and Wyatt, 2019), it is unclear how many subsequently decide to leave the profession. However, from Mullock (2009) and Johnston (1997), it appears that a notable proportion of teachers remain within the profession despite evincing little commitment. Lack of alternative employment options within the context, particularly where proficiency in the local language is needed, may be a reason expatriate EFL teachers continue teaching despite showing ambivalence towards their role. These teachers could not be re-labelled as highly-engaged switchers as the distinction between highly-engaged switchers and lower-engaged desisters resides largely within the extent of their engagement and development whilst they are within the profession. This being said, as in general education, it may be that a shift in teaching motivation occurs over time. Johnston (1997), for instance, highlighted the cases of two expatriate teachers, for whom ELT was a second career and not their preferred choice. These two participants both "drew on past identities that made it more difficult for them to construct a coherent life story as a teacher" (p.700-701) and although one appeared engaged and developing within teaching, the other was undecided about her future, unable to commit to a particular path (teacher identity is considered in section 2.3.5.1). Whilst the latter could likely be considered a lower-engaged desister, the former is more complex, and it is possible that their motivation shifted as time passed.

This shift is worth further exploration. Several studies have revealed that although many language teachers have 'fallen' into the career, they develop motivation and remain in teaching long-term. For example, Lamb and Wedell (2015) reported that three of their Indonesian 'inspiring' English teachers (as nominated by former students) had never intended to become English teachers, but became intrinsically motivated themselves as they progressed in their teaching. Similar findings were reported by Hayes (2008) with Thai teachers of English. Feryok and Askaribigdeli (2019) documented an Iranian teacher's reflections upon her commitment and identity-formation in the first four years of her career. Despite not wishing to be a teacher initially, over time and largely in response to social factors - including support from her manager as well as collegial support - both her personal and professional commitment to teaching increased to the extent that she resisted advice from others to leave teaching because of the poor financial benefits. Moodie and Feryok (2015) also found that commitment to language development positively impacted upon language teaching commitment in their study of Korean English teachers. However, in general education, Richardson and Watt (2014) state that 'fallback career motivations' can

negatively impact long-term commitment and level of engagement, which can subsequently lead to negative reported teaching behaviours due to reduced planned persistence, and so it is important to recognise that this may be evident within the ELT sector too.

With respect to expatriate teachers, there is a lack of empirical data documenting changes in motivation over time, particularly of those who have undertaken a SITEC. Although it was not within the scope of their study to explore their participants' initial motivations or long-term intentions, nine of Copland et al.'s (2019) 'experienced' (at least four years of teaching) NESTs had arrived in their adoptive country with "little experience" (p.367). Of these, four possessed a post-graduate level teaching qualification (in addition to initial teaching education qualifications) leaving it open to speculation that these teachers may have chosen to pursue further professional qualifications after experiencing an increase in commitment. In contrast, two out of their six 'inexperienced' teachers possessed only a SITEC-qualification, whilst three held no teaching qualifications. Keaney (2016) supports the theory that expatriate teachers may experience a shift in motivation once in-service, highlighting that many current ELT scholars, professionals, and researchers began their careers as expatriate 'backpacker' teachers. Mullock (2009) reported that just over half of her participants would choose TESOL again as a career compared to a quarter who would not. Given the high proportion of participants who 'fell into' TESOL (43%), this again suggests that a motivational shift may have occurred, although further analysis would be necessary to properly establish this. She also elaborated upon differences between two teachers who had not voluntarily chosen TESOL: neither said they would reselect it as a career, but, one reported being 'reasonably happy' and had taught in the field for over twenty years. These mixed findings amplify the need for more longitudinal research into language teacher motivation and its fluctuations over time.

To summarise this section, motivation is not a stable construct and initial motivation to teach may increase or decline over time in response to a range of factors. Little inquiry has been made into the motivation of expatriate novice EFL teachers and although there appears to be some evidence to support the existence of highly-engaged persisters and lower-engaged desisters, the trajectory of these teachers is unknown. It is plausible that lower-engaged desisters may experience a positive shift in motivation and commitment, whilst highly-engaged teachers may experience a decrease, but longitudinal research is necessary to observe this.

2.2.3 Proposed motivational model for novice EFL teachers

Existing research demonstrates that it is rare to find only one source of motivation to join the teaching profession, and rather initial motivation is complex and multi-faceted. Not only this, but initial motivations do not necessarily predict commitment, engagement, or intent to develop within the career, and motivational shifts may occur over time in response to various internal and external factors. Having reviewed the relatively limited research on language teacher motivation, it may be possible to extract different teacher profiles, similar to Watt and Richardson's (2008) categories, depending on dominant sources of motivation for teaching. Because there appears to exist a wider range of initial motivations for joining EFL (including 'falling into it' and a desire to travel), there may also be a wider range of teacher profiles in EFL compared with general education. Although it is not my intention to replicate Watt and Richardson's research, one might speculate that in ELT similar categories would be found. With expatriate novice EFL teachers who have chosen to complete a SITEC specifically in mind, four categories are proposed:

- those who are intrinsically motivated to teach English, with high levels of commitment, engagement, and intent to develop
- those who intend to teach EFL short-term, but demonstrate high levels of engagement and development
- those who are initially extrinsically motivated to teach EFL (short-term), but discover a passion for teaching which increases their long-term commitment
- those who are largely extrinsically motivated to teach EFL (short-term), with low levels of engagement and intent to develop

The first two categories may be roughly equated with the highly-engaged persisters and highly-engaged switchers, and the final may represent lower-engaged desisters. However, the third category primarily arises from the unique characteristics of ELT, in that it affords the opportunity - mainly for native-speakers - to travel the world and be fairly well-remunerated in proportion to possible qualifications (or lack thereof). Initial, predominantly extrinsic, motivations may give way to more intrinsic or altruistic ones over time, leading to increased commitment, engagement and development. This being said, it is clear that these groups cannot be accurately categorised during pre-service education as done by Watt and Richardson (2008), rather, such assessments must be made longitudinally in-service.

Another aspect to bear in mind is the permeable nature of EFL teaching, in that it appears possible to leave and re-enter. This may contrast with mainstream education which may be more tightly constrained by an academic calendar than private language schools, for instance. In this regard, even highly-engaged persisters do not appear as bound to the profession as mainstream educators, and may be more susceptible to external factors or negative impacts upon their motivation. Therefore, the motivations of those who choose to enter - however temporarily or permanently - the profession at the beginning and throughout their service offer an interesting, and timely, subject of inquiry.

2.3 Self-efficacy

As has been illustrated thus far, motivation is a highly complex and easily-influenced construct, and particularly susceptible to impact of both internal and external factors. It is impossible to capture a complete and accurate picture of teacher motivation, and therefore scholars must be selective in which particular aspects to focus upon (Dörnyei & Ushioda, 2011).This requires determining a suitable theory of motivation as a conceptual lens to examine these aspects. Two key strands of motivational influence have emerged from discussion so far: a cognitive dimension, encompassing teachers' individual intentions, interpretations, beliefs, and decisions; and a social dimension, whereby novice teachers are particularly reliant upon their teacher educators, mentors, peers, and colleagues for their integration and adaptation into the profession. For this particular study then, a suitable framework must allow for consideration of both these aspects.

Table 2.1 above outlines numerous theories which have been applied to teacher motivation, in both mainstream education and ELT. A number of these theories recognise a cognitive dimension whilst also acknowledging the influence which others can have upon an individual's motivation - whether that be as a result of feedback (e.g. self-efficacy or goal-orientation), or due to fear of judgement (e.g. possible-selves, goal-setting). Possible-selves in particular is being increasingly utilised within ELT. This theory claims to provide a more holistic picture of teacher motivation, but given the questions relating to SITEC-trained novice teachers (particularly expatriates), this may not be a suitable framework to examine this group. For example, Kubanyiova (2012) argues that motivation to teach is integral to the formation of the 'ideal' teacher self, but this self may be difficult to determine if novice teachers have limited commitment or engagement (lower-engaged

desisters). If this is the case, incongruence between actual and ought-to self may be minimal, and the teacher may not be motivated to address any gaps. Similarly, Hiver (2013) found that his participants' ideal and ought-to selves directly influenced their willingness to engage in professional development, which may again not be apparent amongst lower-engaged desisters.

Bandura's Self-efficacy Theory (1977), on the other hand, offers scope to identify and analyse factors which can influence teacher self-efficacy (TSE) beliefs, including the social nature of the teaching profession. It also allows for consideration of teacher education and the impact it may have upon baseline perceptions of self-competence. Self-efficacy beliefs are also perhaps the most frequently researched area in relation to teacher motivation (Urdan, 2014; Lamb & Wyatt, 2019; Kleinsasser, 2014), meaning that this theory offers a well-developed knowledge base to build upon in further research.

Self-efficacy beliefs represent the extent to which one judges oneself personally capable of completing a particular task (Bandura, 1997), and "provide the underpinning for motivation, well-being, and achievement" (Klassen & Usher, 2010, p.1). Embedded in social cognitive theory, it offers a theoretical framework of motivation to analyse teachers' cognitions in relation to the tasks associated with their profession: for teaching, Skaalvik and Skaalvik redefine it as "an individual teacher's beliefs in their own ability to plan, organise, and carry out activities that are required to attain given educational goals" (2010, p.1059). Self-efficacy has been cited as having a powerful effect on motivation to act, the amount of effort extended to a task, and resilience in the face of setbacks (Bandura, 1977) - making this an appropriate construct with which to explore commitment, engagement, and development. Yet, it is not necessarily indicative of *actual* competence or ability. Rather, it encompasses *perceived* competence, resulting from "cognitive processing of diverse sources (e.g. other people's opinions, feedback, evaluation, encouragement or reinforcement; past experiences and training; observing peers; information about appropriate task strategies)" (Dörnyei & Ushioda, 2011, p.17). This theory has been often applied to research on teachers, with self-efficacy found to influence outcomes including classroom practices, student outcomes, and job satisfaction (Tschannen-Moran, Hoy & Hoy, 1998; Vieluf et al., 2013).

The potential implications of self-efficacy beliefs on teaching and teaching outcomes are vast. The degree of self-efficacy versus self-doubt is 'the motivational variable' which determines how well (or poorly) one copes when skills and abilities are tested (Reeve, 2018) and reflects the extent of control over

one's thoughts, feelings, and actions (Klassen & Usher, 2010). The extent to which an individual over- or under-estimates their abilities has "consequences for the courses of action they choose to pursue and the effort they exert in those pursuits" (Hoy & Spero, 2005, p.344). Excessive self-efficacy can be detrimental in that it can deter critical examination of one's abilities and practices (Ager & Wyatt, 2019; Wheatley, 2002), inevitably impacting upon professional development. A lack of self-efficacy, on the other hand, typically leads to negative cognitions and emotions which can interfere with successful performance (Bandura, 1989). Dörnyei (2001) cautions that insufficient self-efficacy has a large influence upon lack of motivation to perform the required duties associated with teaching. Teachers with lower levels of self-efficacy are more likely to become 'mired' in classroom problems (Bandura, 1997), have lower outcomes in terms of well-being (Brouwers & Tomic, 2000), and be more susceptible to burnout (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2007, 2010, 2014; Khani & Mirzaee, 2015), all of which can affect the quality of teaching delivered. An argument can be made, therefore, that there is a need to observe novice teachers' self-efficacy levels in their early years of teaching (whilst they are still malleable), to better understand what factors can influence them so as to gain insight into how TSE beliefs change over time and how they correlate with novice teachers' engagement, development, and commitment.

Self-efficacy is particularly applicable for examining novice teacher motivation as teacher efficacy has been described as "a changeable and developing construct that fluctuates with experience, knowledge, and interpretation of contextual factors" (Fives & Alexander, 2004, p. 333). As has been established above, the early years of teaching can be particularly trying, replete with new experiences and challenges). Research has indicated that whilst TSE beliefs stabilise over time (Tschannen-Moran & Johnson, 2011; Chacon, 2005), they are typically in a state of flux in the early years and more susceptible to change (Bandura, 1997). Tschannen-Moran and Hoy (2007) report that novice teachers can over-estimate their self-efficacy beliefs before experiencing a 'reality shock'. Following a steady increase during pre-service training, TSE can undergo a significant decline in the transitional stage to in-service teaching (Hoy & Spero, 2005; Klassen et al., 2014).

2.3.1 Sources of self-efficacy

Self-efficacy theory reflects the importance of agency, and views people as "proactive, self-reflecting, and self-regulating agents, rather than as solely

products of environmental or concealed inner influences" (Klassen et al., 2014, p.101). In other words, it recognises that individuals are active contributors to their circumstances in spite of external challenges, and therefore it is primarily concerned with how individuals interpret and respond to internal and external stimuli: "teachers who believe that they can make a difference in their environment through personal engagements tend to exhibit strong and adaptive self-efficacy beliefs" (Chesnut & Burley, 2015, p.5). Possessing a high degree of self-efficacy can be a powerful tool in helping novice teachers deal with challenges in that teachers are capable of initiating change if their perceived efficacy is sufficient (Wyatt, 2017; Klassen et al., 2014).

There are four recognised sources associated with self-efficacy: mastery experiences; physiological feedback; vicarious experiences; and verbal persuasion. Input from each of these sources can either positively or negatively impact upon a person's sense of self-efficacy (Bandura, 1997). Mastery experiences refers to prior experience of completing a similar task, and whether this previous attempt was successful or unsuccessful influences self-perception of efficacy in the current task. Stronger efficacy is developed if the task is challenging and valued (Klassen & Usher, 2010). When an individual has established a strong sense of efficacy for a particular task, an occasional unsuccessful event will not substantially lower self-efficacy (Reeve, 2018). Relevant mastery experiences for a teacher, for example, include previous experience of delivering a successful lesson. Bandura (1997) proposes this aspect to be the most powerful influence for teachers, yet, as novice teachers do not have a wealth of mastery experiences to draw upon (Reeve, 2018), the other three aspects of self-efficacy are expected to have greater importance (Tschannen-Moran et al., 1998).

Physiological feedback encompasses the feelings and emotions that signal whether the demands of a particular task are within, or exceed, the individual's ability to cope. "Physiological information communicates efficacy information most when initial efficacy is uncertain" (Reeve, 2018, p.234), such as when a task is undertaken for the first time. For a teacher, the presence or absence of physiological signals such as fear, nervousness, trembling, or confusion whilst completing teaching-related tasks can influence perceptions of self-efficacy through cognitive appraisal of the physiological state (Poulou, 2007).

Observing other individuals enacting a similar task is another source of self-efficacy, referred to as vicarious experiences. Observing a successful enactment can increase self-perceptions of competence, whilst an unsuccessful attempt can

lower it, especially if the model shares similar characteristics (Klassen & Usher, 2010; Hoy & Spero, 2005; Milner & Hoy, 2003). This source is particularly important for inexperienced observers (Reeve, 2018). For teachers, this could involve watching others modelling tasks or lessons in peer observations, which is typically a common feature of pre-service education.

Finally, verbal persuasion covers feedback an individual receives from others. This can come from superiors or colleagues within the workplace, but also potentially from sources such as friends, family, therapists, social media, and self-help books, although the effectiveness of this feedback relies on the credibility, expertise, and trustworthiness of the persuader (Bandura, 1986; Hoy & Spero, 2005; Reeve, 2018). In teaching, feedback from others on one's own teaching following observation, for example, can impact self-efficacy, but students are also a potent source of information through their engagement and enthusiasm in lessons (Mulholland & Wallace, 2001).

It is possible that the four aspects of self-efficacy can be assigned into two categories: cognitive and social. Mastery experiences and physiological feedback are very much individual attributes, unlikely to be directly influenced by others, whilst vicarious experiences and verbal persuasion require contact with others through interaction or observation. Social cognitive theory itself acknowledges that human cognition and agency are not purely idiosyncratic traits, and that social and societal influences exert an inextricable force upon the thinking of an individual (Bandura, 2001). It is vital, then, to carefully consider the impact which other people can have upon the self-efficacy of teachers. I offer Figure 2.1 as a visual representation of the cognitive and social dimensions of self-efficacy.
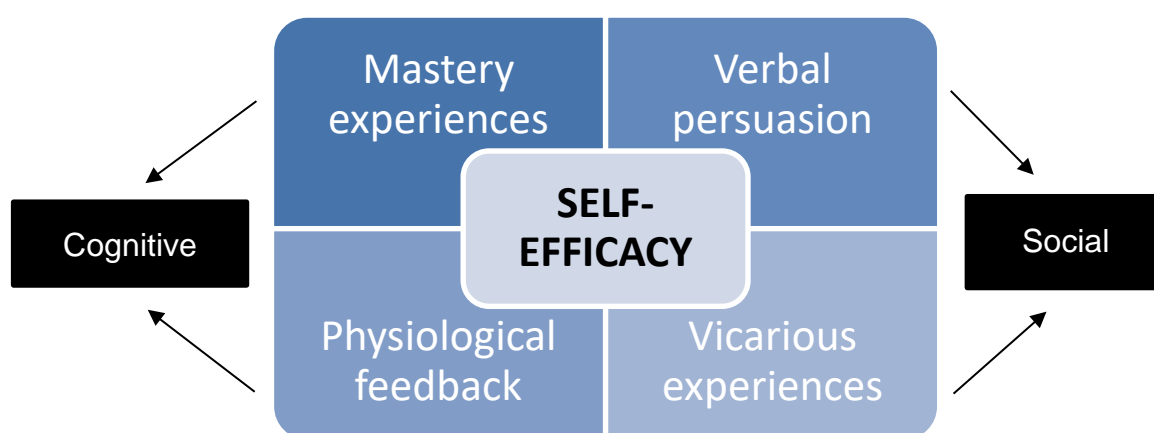
Figure 2.1: *The cognitive and social dimensions of self-efficacy*

To reiterate, although some of these factors may be more or less influential at particular stages of a teacher's career, no one single source determines perceptions of efficacy. To be more precise, self-efficacy is constructed through complex internal evaluation of all sources (Bandura, 1997). It is also important to note that "teachers do not feel equally efficacious in all teaching situations" (Wheatley, 2002, p. 6), and rather, that perceptions of self-efficacy are task-, domain-, and context-specific (Bandura, 2001). In other words, an expatriate EFL teacher could feel particularly efficacious in regards to pronunciation, but doubt their efficacy in teaching specific grammatical structures (task-specific). Similarly, the content and expectations of the particular subject (for example communicative English as opposed to academic English) or a particular student profile (children compared to adults) may result in different perceptions of efficacy for a teacher (domain-specific). This is important to acknowledge in light of Medgyes and Kiss' (2019) findings whereby expatriate EFL teachers can often be required to teach unfamiliar courses. Context-specific factors are also a particularly relevant consideration for expatriate EFL teachers who may face differing cultural and professional expectations, especially if they had undertaken teacher education in a different context and constructed self-efficacy beliefs tailored to a specific group or teaching style. Additionally, context-specific factors such as available resources, supervisory support, time pressure, and autonomy have been found to play a greater role in relation to the self-efficacy of novice teachers (Tschannen-Moran & Hoy, 2007; Skaalvik & Skaalvik, 2009). As a result, self-efficacy is a complex construct, influenced not only by the four sources mentioned, but also by the nature of particular tasks and the context in which they occur (Bandura, 1997; Tschannen-Moran & Hoy, 2001).

Summarising this section, self-efficacy beliefs are shaped by four recognised sources - mastery experiences, physiological feedback, vicarious experiences, and verbal persuasion - which represent both cognitive and social influences. Although mastery experiences is argued to be the most influential source for teachers more generally, because novice teachers have less of a foundation to draw upon, the other three sources are considered equally important. However, it must be noted that self-efficacy beliefs are task-, domain-, and context-specific.

2.3.2 Measuring self-efficacy

Since the 1970s, research into teacher self-efficacy beliefs has been challenging both conceptually, and in terms of measurement (Klassen et al., 2011; Wheatley, 2005). There is no one accepted, standardised measure of teacher self-efficacy, or, indeed, self-efficacy in general (for an overview, see Tschannen-Moran & Hoy, 2001). Limited research has focussed on the sources of self-efficacy mentioned above (Andersen & Betz, 2001), with more attention given to the outcomes of self-efficacy and the identification of specific dimensions in which it is particularly salient for teachers. Bandura (1997) himself acknowledged the multi-faceted nature of self-efficacy, calling for the development of subject-specific instruments to measure the construct. If we consider self-efficacy beliefs more deeply, they are not as simple as 'I can effectively teach English'. This reflects a 'global' self-efficacy belief, but neglects to acknowledge the importance of the specific task, the domain, and the context in evaluating efficacy. This being said, much of the existing research into TSE concerns global efficacy without sufficient attention given to the particular activity or setting, which Pajares (1996) designates 'microanalytical' considerations. In 2001, Tschannen-Moran and Hoy conceded that contemporary instruments lacked an appropriate balance between generality and specificity. However, Wyatt (2015) criticises the continued failure to focus on the particulars of self-efficacy beliefs, as well as the inconsistent definitions used by researchers and the paucity of inquiry into how TSE beliefs can change over time, particularly in response to teacher education.

Wyatt (2014; 2015) argues that the root of these problems is the lack of qualitative research in the area. Thus far, the vast majority of research into TSE has been quantitative in nature, with self-efficacy being typically measured through self-reporting on Likert-scale questions (Wheatley, 2002). This fails to fully account for the complex judgements and interpretations which can contribute to perceptions of self-efficacy, including the influence of microanalytical considerations. Interviews and observations remain rare as qualitative methods through which to explore self-efficacy (Wheatley, 2002; Wyatt, 2015), but to better understand TSE and how to foster it throughout teacher education and beyond requires a depth of insight provided by qualitative methods, as demonstrated in Wyatt (2013a; 2013b; 2014; 2015). However, whilst this gap is being addressed, consideration of existing quantitative literature and instruments used to measure self-efficacy can offer guidance on which themes to consider qualitatively.

Arguably, the most well-known and widely utilised instrument to measure TSE is the Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001). This instrument was developed after careful analysis

and evaluation of prior measures such as those linked to personal teaching efficacy and general teaching efficacy in the RAND study (Gibson and Dembo, 1984). The TSES has been extensively utilised in TSE research and includes 24-items across three factors: efficacy for instructional strategies; efficacy for classroom management; and efficacy for student engagement. As well as the USA (Duffin et al., 2012), this instrument has been employed in Belgium (Ruys et al., 2011), Greece (Poulou, 2007), and Italy (Moe et al., 2010). Klassen et al. (2009) also applied it across five culturally diverse settings (Canada, Cyprus, Korea, Singapore and the USA), consequently indicating that TSE is a valid construct across different teaching contexts. However, it has been criticised - alongside other quantitative TSE research - for its focus on global self-efficacy beliefs, masking task-specific beliefs (Parajes, 1996; Wheatley, 2005; Wyatt, 2015). Additionally, it does not account for the influence of social factors, including, for example, collaboration with colleagues and communication with other educational stakeholders (Skaalvik & Skaalvik, 2007).

Another instrument designed to measure self-efficacy is the Norwegian Teacher Self-efficacy Scale (NTSES), devised by Skaalvik and Skaalvik (2009) and influenced by an unpublished and unvalidated instrument by Bandura (see Tschannen-Moran & Hoy, 2001, for details). Arguing that the three dimensions of the TSES insufficiently captures the tasks and responsibilities of a teacher, the authors outlined six dimensions: delivering quality instruction; adapting education to individual students' needs; motivating students; keeping discipline; cooperating with colleagues and parents; and coping with changes and challenges. Each dimension is assessed through 4 items. The authors have also subsequently linked the NTSES with other constructs, such as job resources and demands, (2018; 2019), job satisfaction (2017b; 2015; 2014; 2011), stress (2017b; 2016; 2015; 2007), teacher engagement (2019; 2016; 2014), intent to leave (2016; 2011) and burnout (2017b; 2017c; 2016; 2010; 2007), generally signifying the important role which self-efficacy holds for teachers.

Despite its development within a Norwegian setting, this instrument is argued to be applicable to other educational contexts (Skaalvik & Skaalvik, 2009; Avanzi, et al., 2013). In ELT, Khezerlou (2013) utilised an abridged version to compare self-efficacy and burnout in Turkey and Iran. In 2016, I also adapted the NTSES as part of the battery of quantitative instruments to explore self-efficacy in Turkey and the UK (Donohue, 2016). To reflect the nature of the ESL and EFL teachers I studied, however, I made some necessary amendments including removing items related to 'cooperation with parents'. This feature may not be as apparent

for EFL teachers teaching in the private sector, and therefore the two items related to this theme were revised to further assess cooperation with colleagues in light of cultural and linguistic differences. Overall, my quantitative findings did not return many statistically significant differences (perhaps due to the small sample size of only twenty-four teachers), although they did suggest that adapting to individual needs and motivating students was more of a challenge for EFL teachers than ESL because of the lack of exposure to English outside of the classroom.

From a qualitative perspective, measuring novice teacher self-efficacy will require acknowledgement and consideration of the specific tasks and requirements of individual teachers. The expanded dimensions of the NTSES compared to the TSES offer validated and relevant potential themes for qualitative inquiry into TSE, but do not preclude additional or alternative dimensions. Additionally, an understanding of the particular context in terms of social, cultural and professional factors must be sought so as to gain a more accurate understanding of self-efficacy and the cognitive and social influences upon it.

2.3.3 Language teacher self-efficacy (LTSE) beliefs

Before examining the nature of novice EFL teacher motivation, it is worth giving an overview of the research into language teacher self-efficacy (LTSE) beliefs in general. Wyatt (2017) provides the most recent review of language teacher self-efficacy beliefs, identifying ninety-eight studies between 2005 and 2016, which include journal articles, book chapters, and postgraduate theses. Eighty-five of the studies involved some quantitative data compared to only thirteen which had a purely qualitative focus. Forty articles originated from Iran, whilst nineteen came from Turkey. Wyatt additionally noted that of the thirteen qualitative studies, only four different first researchers contributed to work across five different contexts (Oman (5), Vietnam (4), China (1), Singapore (2), Turkey (1), China (1)). This indicates a lack of breadth in understanding LTSE from a qualitative perspective. Wyatt also laments the focus on self-efficacy beliefs in global terms across this research.

Another shortcoming of existing LTSE research is that the dynamic nature of self-efficacy is also routinely overlooked (Wyatt, 2015; 2017). As evinced throughout this chapter, the trajectory of teachers - particularly expatriate EFL teachers - is not necessarily linear and commitment, engagement, and development can change in relation to a great number of variables. Indeed, "the temporal nature of

a career in teaching affords a dynamic aspect to teachers' goals and self-efficacy beliefs" (Hiver et al., 2018, p.21). For novice teachers, particular consideration must be given to the impact of their teacher education programme in developing their initial sense of teacher efficacy as well as their subsequent in-service experiences. Hoy & Spero (2005), for example, proposed that "efficacy beliefs of first-year teachers are related to stress and commitment to teaching, as well as satisfaction with support and preparation" (p.346), offering potential areas of focus. However, to truly recognise and reflect the detailed and shifting nature of novice teacher self-efficacy beliefs and identify "emergent themes of individual importance to teachers" (Wyatt, 2017, p.128) methods such as interviews and observations are necessary.

It appears then that contemporary LTSE research is lacking in three particular domains: qualitative understanding, microanalytical understanding, and longitudinal understanding. Even though language teacher self-efficacy research is increasing, a continued skew towards quantitative interpretations of self-efficacy means that opportunities are missed to explore individual teachers' own perceptions of efficacy in relation to their job, how this affects their commitment, engagement and development, and how this impacts upon their decisions both inside and outside the classroom. Additionally, a shift towards more qualitative investigation of self-efficacy could shed light upon particular aspects of the job which may influence teachers' perceptions of their abilities to successfully carry out their work, which, in turn, could result in valuable information for those involved in educating language teachers. Drawing upon investigations made within general education, the following sections will consider teacher education, cognitive and social factors, and stress in relation to novice EFL teachers' self-efficacy beliefs.

2.3.4 Teacher education and self-efficacy

The field of English language teaching is unique in the range of qualifications acceptable to teach the subject (Barduhn & Johnson, 2009) and what this may mean for novice teachers' self-perceptions of efficacy is significant. "Effective teacher education is widely accepted as essential to achieving learning outcomes in the classroom" (Faez & Valeo, 2012, p. 468) and to teach effectively, teachers must have sufficient subject knowledge, as well as knowledge of appropriate techniques and strategies of delivering such knowledge to students in an accessible manner (Coombe, 2020; Freeman, 2016). Christison and Murray remark that "few L1 speakers of English have sufficient expertise in [explicit

language analysis] to teach English learners effectively" (2019, p.268), and therefore language teacher education and experience is necessary to rectify this. Consequently, teacher education naturally plays a key role in shaping teachers' confidence and self-efficacy levels as they begin teaching, as well as potentially upon their resilience in the face of unexpected circumstances or challenges in the classroom (Ager & Wyatt, 2019). Rots et al. (2012) add that a sense of professional competence is directly linked to job motivation, explicating the need to consider teacher education in relation to novice TSE beliefs.

One problem in measuring perceptions of efficacy, however, is that there remains a lack of consensus on what English language teachers need to know in order to be prepared to teach (Barduhn & Johnson, 2009; Burns & Richards, 2009; Wright, 2009). Shulman (1986) outlined two different types of teacher knowledge: content (the subject-matter) and pedagogical content knowledge (subject-specific instructional techniques). A competent grasp of syntax, grammar and vocabulary could be considered as necessary content knowledge, whilst awareness of social and cultural conventions dictating appropriate use constitutes pedagogical content knowledge. It is also important to note that teacher knowledge is dynamic, requiring flexibility and responsivity to the specific learning context in which teaching is delivered (Christison & Murray, 2014). Logically, the knowledge possessed by novice teachers is not equal to that of experienced teachers; it is developed over time in response to both educational and professional experiences (S. Borg, 2006; Tsui, 2003; Farrell, 2013).

2.3.4.1 Self-efficacy and SITECs

The extent of teacher education and its content, will inevitably contribute to an individual's baseline self-efficacy as well as their perceived ability to manage the transition to in-service teaching. Wyatt (2015) calls for more inquiry into long-term continuing education and the implications for TSE beliefs, yet, exploring the impact of SITECs on LTSE beliefs and how perceptions of efficacy shift once novice teachers are situated in unfamiliar contexts may also provide valuable information for teacher educators. The short, intense nature of SITECs "creates a somewhat unique context for the study of how teacher education shapes teachers' beliefs and knowledge" (S. Borg, 2006, p.75). For example, Senior (2006, p.50) states that "having completed an intensive course with a considerable degree of information overload, it is only too easy to forget what has been learnt". The content covered on such a short course also has implications for how efficacious novice teachers feel with regard to both content and

pedagogical content knowledge. Even though SITECs are intended as a 'basic toolkit' (Hobbs, 2013; Brandt, 2006), Senior (2006) claims that "considerable number [of novice teachers] start teaching feeling that their teaching skills and subject-matter are inadequate for the task" (p. 51). In relation to pedagogical content knowledge, Dellar (1990) reported classroom management, lack of training in areas such a teaching monolingual students, unsuitable methodology, and difficulties in lesson planning as issues experienced by SITEC-trained novice teachers. As for content-knowledge, inexperienced NS-speaking candidates are more likely to report deficiencies in grammar and language awareness (Anderson, 2016; E.Howard, 2018). Contrary to these reports, Kiely and Askham (2012) stated that at the end of their SITEC, trainees were confident in their knowledge: "though the skills may have been raw, and the knowledge fragile, they had a clear and confident sense of what good practice involves" (2012, p.508). However, there is a clear gap in the literature when it comes to empirical data on the self-efficacy of SITEC-trained novice teachers.

To speculate on this topic, if we consider the four sources of self-efficacy information, differences are likely to occur between SITEC-trained and degree-educated novice teachers. The limited duration of the course naturally means that candidates will receive less input from these sources. Compared to a teaching degree, SITEC-trained teachers will have fewer teaching opportunities (mastery experiences) and thus less feedback upon their teaching (verbal persuasion), and limited chances to observe peers teaching (vicarious experiences). It is also possible that they may feel more nervous, anxious or stressed when teaching (physiological feedback) because of the emphasis on assessed teaching practices. All this means that at the conclusion of their course, SITEC-trained novice teachers may have lower levels of self-efficacy than their degree-educated counterparts. This could even feed into their motivation and commitment to teach: Yuan and Zhang (2017), for example, found that following the teaching practicum period within an undergraduate degree, most of their participants experienced enhanced teacher competence and self-efficacy, which in turn led to strong intrinsic motivations and increased commitment to teaching, despite initially citing mostly extrinsic motivations to teach. For SITEC-trained teachers, the limited opportunities to physically teach might not be enough to provoke such changes in self-efficacy and motivation.

Another point to mention, concerning domain-related self-efficacy, is the increased likelihood that expatriate teachers will end up teaching young learners once employed (Anderson, 2016; Senior, 2006). SITECs predominantly focus on

the teaching of adults, but it is generally accepted that young learners require alternative teaching approaches. Issues of classroom management and discipline may also be more prevalent when teaching of young learners which is an additional aspect for which novice SITEC-trained teachers may be unprepared. Stelma and Onat-Stelma's (2010) study documents the transition of experienced EFL teachers teaching children for the first time: classroom management was indeed the most frequent concern voiced by the teachers in relation to organising learning, followed by materials and revision. Across the year, these teachers moved from a focus on 'controlling the behaviour of learners' to a concern for the 'optimum ways to stimulate learning'. Interestingly, this echoes the general pattern of 'novice teacher development' outlined in section 2.1.2, despite these teachers having substantial experience teaching adults. Nonetheless, if SITEC-trained teachers have minimal or no prior experience teaching children, adapting to teaching young learners could be a further challenge to their perceptions of efficacy due to a lack of pedagogical content knowledge.

Context-specific factors are also likely to influence expatriate novice teachers' self-efficacy beliefs. As stated above, one major attraction of SITECs is that the certification is internationally recognised and candidates are not subsequently bound to a specific geographical region. However, as discussed in section, 2.1.4.2, a lack of context-specific awareness can lead to challenges in teaching. Substantiating this assertion is M. Borg's (2008) study of three novice teachers in their first teaching positions following the completion of an intensive CELTA course. One participant felt unable to utilise the skills and knowledge learnt in the course due to the perceived clash between the established teaching approach and expectations of the school, whilst another felt strongly that although the course gave her the skills necessary to teach, it did not adequately prepare her for the realities and challenges of monolingual teaching classes. Consequently, M. Borg highlighted the need for teaching training courses to be more mindful of culturally situated practice.

Specific research with SITEC-trained novice teachers will provide clarity on the above hypotheses, but it is also valuable to collate teachers' own evaluations of their teacher education course with regard to self-efficacy. In general education, beginning teachers with higher perceptions of efficacy not only rate the quality of their preparation higher but rate the difficulty of teaching lower than those with lower self-perceptions (Hoy & Spero, 2005). Over the years, as already discussed, criticism has been levelled at the CELTA and other similar SITECs,

but there is evidence that the majority of CELTA courses are well-designed and taught and that participants are generally satisfied with the quality of them (Ferguson & Donno, 2003; Kiely & Askham, 2012; Anderson, 2016). Although the CELTA has developed a 'justified' reputation for being extremely intensive, it is also seen as highly engaging (Pulverness, 2015, p.13). E. Howard's (2018) native-speaker teachers reported that they were generally satisfied with the SITEC content, but felt that there was an overemphasis on some aspects, such as lesson planning, to the detriment of areas such as grammar and language awareness. Taking trainees' expectations of such a short course into account may go some way in explaining their levels of satisfaction - indeed, Baguley (2019) argues that more transparency from teacher education schemes regarding the objectives and content can "reduce any mismatch between product content and participant need, help manage expectations and therefore lessen the shock often experienced by graduates when they begin their first job" (2019, p.131). Furthermore, post-training evaluations of training programmes "are likely to capture perspectives on the usefulness of the training in terms of addressing the challenges of classroom practice" (Kiely, 2019, p.340). Such post-qualification feedback is lacking (Ferguson & Donno, 2003), but identifying the nature of LTSE beliefs held at the conclusion of a teacher education programme, such as a SITEC, and observing whether there are any significant shifts in these beliefs over time can help inform teacher educators (Wyatt, 2015).

It is important to note that 'what teachers know' is not solely down to their teacher education programme, but is significantly influenced by previous schooling experiences (Ruohotie-Lyhty & Kaikkonen, 2009; Farrell, 2009; Pajares, 1992). Any teacher will have spent thousands of hours in the classroom as a learner (Ryan, 1986), as reflected in Lortie's (1975) 'apprenticeship of observation'. Prior experiences, personal values, and beliefs also help inform teachers' "knowledge about teaching and shape what they do in their classrooms" (Freeman & Johnson, 1998, p.401) and the beliefs developed during schooling have been attributed to the poor effect which L2 teacher education has upon trainee teachers (M. Borg, 2004). Therefore, these additional influences upon self-efficacy must also be acknowledged.

2.3.5 Teacher cognition and self-efficacy

Teacher cognition focuses on the "unobservable dimensions of teaching" (S. Borg, 2009, p.163) and recognises that the complexity of teachers' 'mental lives' directly impacts classroom decisions (Freeman, 2002; Li, 2017), making this an

inextricably linked component in the consideration of novice teachers' early career development, motivation, and self-efficacy. Early experiences in teaching can have a powerful effect on novice teachers' cognitions, motivation, and emotion - to the extent that they can eclipse prior supportive teacher education input (S.Borg, 2006) and wash away content and practices taught (Pennington & Richards, 1997; Freeman, 1994). Therefore, the importance of novice teachers' cognition cannot be overlooked and consideration should be given to experiences and factors in the first years of teaching which may provoke shifts in cognition, with subsequent examination of how this, in turn, influences the development of novice teachers.

In 2003, teacher cognition was defined as "what teachers know, believe, and think' (S. Borg, p.81), but in recent years, this has expanded to also include aspects such as teacher emotion, identity, confidence, commitment, and motivation, with additional consideration towards teachers "personal, professional, social, cultural and historical contexts" (S. Borg, 2019). With relation to 'motivation' and 'confidence' in particular, it can be argued that self-efficacy, as a theory of motivation which can be seen to describe confidence, is firmly situated within the realm of teacher cognition, especially as this construct is "based on self-perception of competence rather than actual level of competence" (Tschannen-Moran & Hoy, 2007, p. 946). This inherently suggests that thoughts and beliefs of what a teacher *can* do has a direct impact upon what teachers *actually* do, reflecting the principle tenets of teacher cognition and exemplifying the importance of TSE beliefs. To reiterate previous arguments, mastery experiences and physiological feedback in particular are primarily cognitive aspects, processed solely by the individual themselves based on the perceived success of completed tasks and from the physical cues during them. Feedback from verbal persuasion and vicarious experiences, however, are also cognitively processed to influence perceptions of efficacy. Indeed, Tchannen-Moran et al. (1998) state that it is interpretation of information provided by the four aspects of self-efficacy that is critical:

> cognitive processing determines how the sources of information will be weighed and how they will influence the analysis of the teaching task and the assessment of personal competence (p.230)

Teachers' self-evaluations of competence have the potential to affect the extent to which a novice teacher engages with their role and their classroom decisions. Although teacher cognition is a vast and complex field within ELT, there are two

particular aspects linked to cognition which merit further attention for this study: identity, encompassing how teachers view themselves; and reflection, as a tool used to help self-evaluate teaching and competence and encourage development.

2.3.5.1 Language teacher identity

Identity is a construct which is closely intertwined with teacher cognition (Burri et al., 2017) and which also has relevance for novice teacher motivation and self-efficacy. The early years of teaching are considered to be a formative developmental period in which methods and techniques are experimented with (Marshall et al., 1990; Martel, 2017) and a sense of teacher identity is formed (Martel, 2017; Barcelos, 2017; Farrell, 2016b; Correa et al., 2015; Kang & Cheng, 2014). Language teacher cognition interconnects with the concept of 'language teacher identity' as it concerns "teachers' beliefs, theories, and philosophies about language teaching, and they relate to both content and pedagogical knowledge" (Barkhuizen, 2017, p.4). Identity reflects "how individuals see themselves and how they enact their roles within different settings" (Burns & Richards, 2009, p.5) and it is both dynamic and situated, continually being shaped through interpretations of interaction with others (Barcelos, 2017; Li, 2017; Burri et al., 2017; Scotland, 2014), and the context in which teachers work (Day & Kington, 2008; Flores & Day, 2006; Li, 2017; Scotland, 2014).

An individual's own beliefs about what teaching and learning is impacts upon their identity construction. Such beliefs can be shaped by factors such as past and present learning experiences (Barcelos, 2017) and contextual influences (Richards, 2017). Day et al. (2006) note that the cognitive and emotional nature of teacher identity, mediated by their beliefs, can influence the way in which teachers' respond to challenges. Exemplifying a challenge which novice teachers must face, Corcoran (1981) outlines a paradox which emerges during the transition to in-service teaching, once the scaffolding of pre-service training is withdrawn:

> What complicates this inevitable shock of not knowing for the beginning teacher is the need to appear competent and confident. Even though one is a beginner, one is also a teacher (p.20).

Here, novice teachers experience a juxtaposition in that they become aware that they have much still to learn whilst simultaneously having to project the identity of a fully-fledged teacher. This transition to the classroom might come as a shock

and threaten their emerging self-conceptualisations. This is note-worthy in relation to self-efficacy because, as Kagan (1992) highlights in her systematic review of pre-service and novice teachers, "without a strong image of self as teacher, a novice may be doomed to flounder" (p.147). However, having had many years of classroom experience as students, it can be challenging for novice teachers to shed their identities as students as construct an identity as a teacher.

Kanno and Stuart (2011) comment upon this transition in their study of two MA TESOL graduates, but it is possible that this shift in self-conceptualisation is even more taxing for SITEC-trained novice teachers because of the inherent acceleration of teacher identity construction. In SITECs, teacher identity is developed though "intense, iterated cycles of input, observation, performance, and feedback, and through interactions with teacher educators they admire" (Kiely & Askham, 2012, p.498). The rapid construction of identity necessitated by a SITEC, combined with the loss of support from educators and the reality shock of teaching in a new physical, cultural, and social environment may - temporarily at least - negatively impact upon the self-efficacy of expatriate novice EFL teachers. At this point, in order to persevere in their new role, they must revise their perceptions of efficacy, and reconcile their motivation and commitment, and intent to engage and develop. However, the expatriate novice EFL teacher profiles proposed in 2.2.3 might inhibit the formation of teacher identity: committed, engaged individuals who wish to teach long-term (highly-engaged persisters) are likely to have a stronger sense of teacher identity than individuals who consider teaching as a short-term endeavour.

Indeed, if some novice English teachers do not envision themselves as 'teachers' or identify any incongruences in their knowledge or practice, it is possible that they may not choose to meaningfully engage with the developmental practices which are recognised as being vital to grow as effective educators. For instance, Kubanyiova (2006) suggests that a lack of motivation to teach by her participants contributed in part to the absence of change in their practice following an in-service training course. This illustrates the close relationship between initial motivations and self-expectations and subsequent career decisions. SITEC-trained novice teachers who consider EFL teaching a short-term career may likewise resist conscious development if they do not view themselves as 'teachers'. Watt et al., also emphasise the importance of establishing novice teachers' baseline 'visions': "future teachers' different profiles of expectations, values, goals, plans, and career aspirations will inevitably lead to different profiles of professional identity and trajectories of development" (2014, p.39).

Bound up with the concept of identity is also the privileged position of English globally, and the power held by those who teach it (Burns & Richards, 2009; Richards, 2008). The continued preference given to native speakers in ELT perpetuates this, and is something which may emerge within a study of expatriate teachers: Kim (2012) suggests that the concept of native-speakerism may be intertwined with identity. This was somewhat evident in N. Howard (2019), which reported that teachers can form an identity as a 'Cultural and Linguistic Ambassador' when recognising their pedagogical value. For SITEC-trained expatriate teachers, this is a particularly pertinent point as these teachers are likely to have gained employment predominantly due to their native-speaker status rather than their content or pedagogical knowledge, and therefore they may have different self-conceptualisations of teacher identity compared with teachers who have undertaken more extensive education. Exploring how expatriate novice EFL teachers view themselves as teachers will also potentially give additional insight into their motivation and self-efficacy. For instance, upon experiencing the paradox outlined by Corcoran (1981) above, the way in which novice teachers self-identify - theoretically linked to their teacher profile - might result in different responses: those identifying as 'cultural and linguistic ambassadors' may continue to rely on their innate abilities, whilst those who have a stronger sense of identity may be more likely to address gaps in their professional knowledge. Such decisions will subsequently influence their development as teachers. An important tool which can facilitate self-evaluation is reflection (Richards, 2017).

2.3.5.2 Reflection as a tool for development

Reflection has long been a promoted - and to some extent now *expected* - practice for educators, as illustrated by Schön (1987). "Being reflective involves teachers in an on-going process of critically examining their beliefs and practices with a view to becoming aware of and enhancing them" (S. Borg, 2011, p.220) and is therefore a vital tool for professional development. For novice teachers, reflective practice is argued to help 'bridge the gap' between pre-service education and in-service teaching (Farrell, 2012) and should be "a career-long practice…integrate[d] and embed[ded] in [teachers'] daily lives" (Mann & Walsh, 2017, p.100).

Reflection can play an important role in the cognitive processing of self-efficacy beliefs. Not only has it been found to have significant positive effects upon development, but it can perhaps even help novice teachers process challenges

and conceive strategies to overcome them (e.g. Kumazawa, 2013; Rots et al., 2012). The ability to be reflective has also been linked to increased resilience and retention in teachers (Kutsuruyuba, 2019). Wyatt (2015) asserts that reflective skills such as noticing, reviewing and problem-solving, are necessary "to make sense of efficacy-building experiences and are thus crucial to the development of more fitting TSE beliefs" (p.138). Wheatley (2002) additionally suggests that doubting self-efficacy is vital for reflection, learning, and growth. In other words, by critically reflecting on teaching-related activities, an individual is able to assess their perceptions of efficacy and revise them (if they so wish). This can help teachers autonomously pinpoint incongruence between TSE beliefs and their practice, providing opportunity for self-development. Whether such reflection and evaluation can indeed stimulate development among novice teachers, or whether it may lead to feelings of futility and disengagement is an important line of inquiry. It is possible that responses to self-efficacy doubts may vary depending on types of teachers: highly-engaged persisters and switchers, for example may be more inclined to act positively upon doubts, whereas lower-engaged teachers may not. With this in mind, evidence of the reflective processes novice teachers' engage in could provide valuable information into their self-efficacy and development.

Reflection as a necessary tool for development has been increasingly integrated into teacher education programmes in recent years (Barduhn & Johnson, 2009). Ruohotie-Lyhty and Kaikkonen (2009) even argue that the ability to self-reflect is crucial to be able to apply what is learnt in teacher education. Elements of reflection are integrated into SITECs, although Hobbs (2007) suggests that this is done superficially rather than truly developing the capacity to learn through this tool. The CELTA, for example, has been criticised for a lack of meaningful reflection (M.Borg, 2002; Brandt, 2006). This is in part due to the limited time available, but also because of the use of reflections in assessment practices which may lead to candidates writing what they believe tutors wish to read or prevent it from becoming ingrained in future practice (Mann & Walsh, 2017). It is unclear whether reflective practice can become an established practice in such a short period of time, although some evidence suggests that that CELTA candidates do reflect meaningfully (Mackenzie, 2018), particularly in group settings (Mann & Walsh, 2017). Given the somewhat convoluted understanding of SITEC-trained novice teachers' capacity to meaningfully reflect, incorporating an element of reflection into research on SITEC-trained teachers has four advantages: it will help demonstrate an individual's ability to reflect post-qualification (thereby allowing for evaluation of the course's impact on this feature); it may assist in shedding light upon their self-efficacy beliefs at various

stages in their early career; it allows insight into the events and experiences of importance to them as they navigate this period; and it helps document their development over time.

2.3.6 The influence of social support on self-efficacy

Teaching is an inherently social activity, requiring interaction with students as a minimum, if not with other teachers, administrative staff, managerial staff and so on. As indicated above, TSE beliefs can be influenced by social sources including vicarious experiences and verbal persuasion. The importance of social factors is also recognised within teacher cognition research, in that cognition is "socially constructed, a consequence or outcome of interaction with others" (Li, 2017, p.3). Appropriate attention, consequently, must be given to social influences as novice teachers transition to in-service teaching and beyond.

It has already been established that social interaction at the pre-service stage can positively influence self-efficacy levels (Hoy & Spero, 2005; Klassen et al., 2014) and social connectedness (Poulou, 2007), which can in turn impact upon motivation (Yuan & Zhang, 2017). Support within the workplace is also crucial to help novice teachers adapt and integrate, as addressed in section 2.1.4.2. Access to a collaborative professional environment, in which novice teachers can reflect and develop their practice alongside more experienced colleagues has been found to increase their self-efficacy beliefs (Zonoubi et al., 2017), while appreciation from colleagues can help develop their sense of competence, self-efficacy levels, and self-esteem (Wyatt, 2013a). Hoy and Spero (2005) found that teachers with higher levels of efficacy at the end of their first year rated higher levels of support than those who had lower efficacy. Conversely, negative social experiences such as limited autonomy or working within an unsupportive workplace environment can diminish self-efficacy and motivation (Yuan & Zhang, 2017; Werbinska, 2016). Milner and Hoy (2003) detail the case of an experienced ethnic-minority teacher in the USA working within an unsupportive environment. The teacher felt isolated within her workplace, perceiving avoidance and negative evaluations from her colleagues which threatened her sense of efficacy. She counteracted these feelings by setting herself goals within teaching (to challenge preconceived racial stereotypes) and exploiting previous successful mastery experiences to sustain her current self-efficacy. It must be noted, however, that this teacher was highly qualified, experienced, and passionate about teaching, and therefore the responses of inexperienced, SITEC-trained teachers with potentially variable commitment to the profession may vary drastically - not least

because of their relative lack of mastery experiences. The study also stressed the importance of recognising context-specific considerations in TSE research.

From a novice teacher perspective, Eldar et al. (2003) reported on three teachers who received varying levels of support from their respective institutions in Israel. Social support from colleagues was reported as a significant contributor to job satisfaction and continued engagement for one teacher, whilst a lack of support exacerbated feelings of low-confidence and anxiety for another, leading to her attrition from the profession. Interestingly, the authors commented that "it was difficult to ascertain [this teacher's] true desire to be a teacher" (2003, p.39), raising the possibility that a lack of initial motivation coupled with a particularly challenging beginning contributed to her exit. Similarly, Werbinska (2016) identified a shift in her four novice EFL teacher participants' perceptions of the profession after observing their respective teacher communities and reporting disappointing experiences within them. In response, one participant with ambiguous feelings towards teaching decided he no longer wanted to become a teacher, whereas a highly-motivated teacher was able to utilise her strong self-efficacy to maintain her commitment (although she did switch schools after the first year). These studies suggest that strong teaching commitment and self-efficacy may help mitigate a lack of social support, whereas a lack of support may exacerbate ambiguous or negative feelings towards the profession.

Social interactions with colleagues should not automatically be assumed as inherently positive, however - they can be a source of both positivity and negativity depending on the nature (Talbot & Mercer, 2018, p.425). Mentoring is one such example of the duality of social support, as indicated in section 2.1.4.2. Naturally, mentoring can be linked closely with self-efficacy in terms of verbal persuasion, whereby the novice teacher is - in theory - provided with valuable personalised guidance and advice on how to adjust to aspects of their new role and situate their teaching (Farrell, 2009). However, oftentimes mentors have had little or no preparation for this role (Gakonga, 2019) which can lead to critical rather than supportive evaluation ('judgementoring', Hobson & Malderez, 2013). Feedback from mentors can be "exciting, confusing and traumatic all at the same time" (Copland, 2008, p. 5), which is of particular relevance given the vulnerability of novice teacher self-efficacy. Yuan (2016) cautions that mentoring can impede the formation of identity for novice teachers, while Werbinska (2016) asserts that the influence of mentors is particularly strong on novice teachers who are less motivated and committed to the profession. Rather than formal mentoring, Mann and Tang (2012) suggest that regular access to experienced and supportive

teachers is key for novice EFL teachers, whilst Ferguson and Donno (2003) go as far as to argue for a compulsory period of supervision following a SITEC, to help facilitate reflection and learning of classroom experiences.

Contemporary literature presents a complex picture regarding the most appropriate way of supporting novice EFL teachers, but it is clear that social support is vital to foster their self-efficacy and development. However, a culture of support is not necessarily the norm in private sector language institutions (Farrell, 2015), which can often be characterised by high levels of turnover (Johnston, 1997; Senior, 2006). Conflict between expatriate teachers and local teachers can further isolate expatriate teachers, as has already been discussed. In the absence of social support in the workplace, it is plausible that expatriate novice teachers may receive self-efficacy information through alternative socially-oriented means. For instance, novice teachers may collaborate with other beginning teachers, as indicated in E. Howard (2018). Experienced colleagues may act as a passive source of self-efficacy input. Vicarious experiences more typically refers to the act of observing more experienced professionals so that ideas, techniques, and skills can potentially be incorporated into the novice teacher's practice, but a more general observation of other teachers' behaviours, attitudes, and comments in the workplace may be influential for novice teachers in the absence of formalised support or induction period, as found in Werbinska (2016). Research has evidenced that novice teachers often copy what more experienced teachers do in the classroom (Ulvik et al., 2009; Roness, 2011), but this could also extend to copying their behaviours outside the classroom too. Likewise, in terms of verbal persuasion, novice teacher self-efficacy may be influenced by any general comments, suggestions, or advice regarding teaching, rather than solely through feedback upon their own teaching. Such forms of input could have positive or negative implications for novice EFL teachers' self-efficacy. As a result, rather than considering verbal persuasion in terms of direct feedback upon teaching, and vicarious experiences as classroom-based observations of colleagues, it is worth taking a wider view of the potential input expatriate novice teachers may receive from social sources, particularly if they do not have access to formalised support.

Aside from workplace support, there is also evidence of the impact of personal support upon teacher self-efficacy. Brannan and Bleistein's (2012) study reported the significance of family and friends on novice teachers' perceived self-efficacy: although the majority of participants' family members were not teachers, support was seen to be given through listening to experiences and offering

encouragement and emotional support, though limitations were apparent when family members could not fully understand the teacher's context if working in another country. Ulvik et al. (2009), however, noted that some novice teachers prefer not to rely on family in this way.

Building new support networks in an unfamiliar environment can take time. Donohue (2016) found that in the absence of personal and professional support networks in situ, EFL teachers gave more weight to their job satisfaction. Similar findings were echoed by Furness (2008) in his autoethnography. For novice expatriate teachers, who are simultaneously navigating the challenging transition to in-service teaching whilst also potentially building both professional and personal social support networks, this could mean that negatively-perceived job-related experiences have a stronger impact upon their perceptions of efficacy. Taking into account the key role that social support can play for novice teachers' adaptation and development within the profession, empirical research should investigate the nature of support found across private EFL settings.

2.3.7 Stress and self-efficacy

Although the importance of social support cannot be denied, emotional support from others cannot necessarily overcome the negative impacts on self-efficacy and motivation of new teachers (Rots et al., 2012). Stress has long been acknowledged to have significant, detrimental effects on wellbeing, motivation, and quality of teaching (Kyriacou, 2001; Klassen et al., 2013; Skaalvik & Skaalvik, 2015; 2016; 2018; Mercer & Gregersen, 2020). Stress itself is a physiological response in the body triggered when faced with demands which challenge the capacities of the mind and body (Fontana, 1989), linking directly to self-efficacy through 'physiological feedback'. In teaching, demands are considered as 'stressors' when they are seen as surpassing, taxing, or threatening to a teacher's abilities (Lazarus & Folkman, 1984), which again suggest direct implications for self-efficacy in that it may affect a teacher's self-perceptions of ability.

Klassen et al. (2014) purport that people may react differently to similar stress-inducing stimuli according to their self-perceptions of efficacy. Evidence from the literature supports this statement, and it has been found that teachers with higher levels of self-efficacy cope better with stress (Bandura, 1997; Skaalvik & Skaalvik, 2014; Wang et al., 2015), whereas those who experience prolonged exposure to

stress and stressors are more likely to burnout[1] (Maslach, 2003; Vandenberghe & Huberman, 1999; Skaalvik & Skaalvik, 2017). Stress can additionally manifest itself in reduced self-efficacy (Kutsuyuruba et al., 2019). This, naturally, holds implications for novice teachers, whose levels of self-efficacy are more susceptible to change: individuals are likely to interpret the challenges and stresses associated with the transition to in-service teaching differently depending on their levels of self-efficacy.

Veenman's seminal study identified eight most common sources of stress for novice teachers: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organisation of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students. Subsequent research has generally supported these findings, with the addition of excessive workload as a stressor, however, issues relating to student behaviour and discipline remain the most frequently cited causes of stress for teachers (Brouwers & Tomic, 2000; Byrne, 1999; Evers, Tomic, & Brouwers, 2004; Fernet et al., 2012; Donohue, 2016). It is also noted that there may be more stress at particular times of the year (Ritvanen et al., 2004), such as during student-intake or exams. It is also important to recognise that non-occupational stressors exist, which may exacerbate existing occupational stress (Travers & Cooper, 1996; Gu & Day, 2006; Reeve, 2018). Personal factors such as marriage breakdowns, deaths, family illness, health issues and an imbalance in work-life activities also appear to diminish commitment to teaching (Day et al., 2006).

In ELT, Dörnyei and Ushioda (2011) state that the high levels of stress inherent in teaching and the fragile self-efficacy of practitioners are two of the most common threats to teacher motivation. In terms of stressors unique to language teachers, linguistic competence - both in terms of self-perceptions and the perceptions of others - has been found to be a potential source of stress (Talbot & Mercer, 2018). Although a negative relationship between cultural diversity in the classroom and teacher burnout has been found in mainstream educational settings (Tatar & Horenczyk, 2003), for language teachers, heterogeneity within the classroom is often to be expected (either amongst students or between teacher and students). A more plausible source of stress in ELT is cultural, political and societal norms of a given context and how this may impact expectations in teaching and learning. This may be exacerbated if the teachers

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[1] Burnout is more commonly found among experienced teachers rather than novice teachers

is unfamiliar with these norms. My exploratory study carried out in 2016, revealed three categories of stressors shared by both ESL and EFL teachers in the UK and Turkey: workload; students; and workplace relationships. Further to this, EFL teachers - who were all expatriates - experienced additional stressors in the form of some linguistic and cultural issues when interacting with both students and staff, and initial mild culture shock whilst adjusting to a new country (Donohue, 2016).

Indeed, emigrating in itself can be a source of stress. Expatriate teachers moving to an unfamiliar country can experience "physical and mental disruption" (Neilsen, 2011, p.23), in that the reality of living abroad does not live up to their expectations, either initially or longer-term (Neilsen, 2011; M. Borg, 2008; Senior, 2006). Medgyes and Kiss (2019) cite that administration associated with expatriation, such as acquiring residence and work permits, was a major difficultly for NESTs. Expatriate teachers may also feel like 'outsiders' in their chosen country (Kim, 2012; N. Howard, 2019). Language barriers (Donohue, 2016), cultural differences (Donohue, 2016), lack of social networks (Donohue, 2016; Yang et al., 2019), isolation (N.Howard, 2019; Baguley, 2019), homesickness (Donohue, 2016) and even racism or discrimination (Neilsen, 2011; Holliday, 2005) are all potential obstacles that expatriate teachers may have to face in daily life outside of the work environment. As can be seen, there are a wide variety of stressors commonly found within the profession which have the potential to wreak havoc on an individual's health, well-being, and ability to carry out their job role. Establishing what common stressors may affect novice EFL teachers is a vital step in seeking to understand their how their motivation and self-efficacy may fluctuate in their early years of teaching.

2.4 Summary

Motivation is considered to be a key determinant of which actions people engage in and why, along with the amount of effort and persistence afforded to such actions (Dörnyei & Ushioda, 2011), but when faced with challenges, motivation and perceptions of efficacy are tested (Bandura, 1997). Against a global backdrop in which the recruitment and retention of effective teachers is a key educational priority, it is vital to explore and understand novice EFL teachers' experiences and how they navigate their early years of teaching. Initial motivations for choosing teaching are important to recognise, in that they can influence how committed a teacher is to the profession as well as provide insight into their

intentions to engage with their role and develop within it. In terms of exploring their early-career experiences, self-efficacy theory emerges as a particularly appropriate investigative lens as it acknowledges cognitive, social, and contextual impacts upon self-perceptions of efficacy: instability across cognitive, social, and contextual dimensions are especially likely for novice teachers transitioning from teacher education to in-service teaching. Inquiry into teacher motivation and self-efficacy is vital not only for understanding teacher well-being and the implicit implications for student learning (OECD, 2005, 2019 & 2020), but also for the reasons why novice teachers choose to leave or remain in the profession. This thesis, then, is primarily concerned with two interrelated matters: what are the initial motivations of novice teachers to enter English language teaching; and what are the potential factors which can impact upon their motivation and self-efficacy levels as they navigate their first year. In order to explore these two questions, alongside cognitive, social, and contextual considerations, the choice of teacher education programme must also be analysed.

Chapter 3 : Methodology

3.1 Research questions

Although initial interest in this topic arose from personal experience of losing motivation and self-efficacy whilst teaching EFL as a novice teacher (see Chapter 1), consideration of the literature in Chapter 2 reveals a dearth of research into this important field, which this study attempts to address. The following research questions emerged:

> RQ1: Prior to entering in-service teaching, what initial motivations do expatriate novice teachers have for teaching EFL?

> 1.1 Do these motivations change over time?

> RQ2: To what extent do expatriate novice EFL teachers feel their short initial teacher education course prepared them for the realities of teaching:

> 2.1. Prior to starting to teach?

> 2.2 After six months of teaching?

> 2.3 Upon completion of their first year of teaching?

> RQ3: How do expatriate novice EFL teachers perceive their self-efficacy levels during their first year of teaching? To what extent do these perceptions:

> 3.1 link to their sense of teacher identity?

> 3.2 link to their development?

> RQ4: What key factors influence the self-efficacy levels of expatriate novice EFL teachers during their first year of teaching?

To answer these questions, it is clear that an appropriate research design must acknowledge a temporal dimension and allow for qualitative insights from individual participants about their own capabilities and experiences. Therefore, this qualitative study comprises a longitudinal, multiple case-study of novice EFL teachers, utilising semi-structured interviews, questionnaires, and diary entries as data collection tools. This chapter will first briefly outline my epistemological position as a researcher before detailing the methodological considerations, design, and procedures of the study.

3.2 Researcher positionality

Designing and conducting a research project requires acknowledgement of the implicit beliefs and biases of the researcher (Hood, 2009; Cohen et al. 2011), as these individual characteristics can have an unconscious bearing upon the way in which data is analysed and interpreted. The particular epistemological position to which I align is constructionism, with the belief that knowledge is considered as "contingent upon human practices, being constructed in and out of interaction between human beings and their world"(Crotty, 1998, p. 42). In other words, the data generated and findings resulting from this study depend upon the direct experiences novice teachers have with their colleagues, students, institutions, countries, and me as the researcher, and their interpretations of these interactions. This stance lends itself well to qualitative data collection, in the quest to explore and gain deeper understanding of phenomena (Pawson & Tilley, 1997). Longitudinal, case-study research fits with a constructionist perspective as objectivity, neutrality, and control of confounding variables is neither possible, nor necessarily desirable (Hood, 2009).

Another important factor which had to be managed throughout this study was my own experience and observations as a former novice EFL teacher, particularly as I experienced noticeable fluctuations in motivation and self-efficacy during my early-career teaching. Efforts must be made to ensure the researcher's role is made transparent, with biases acknowledged, beliefs stated, and the relationship with the participants diligently described (Hood, 2009). To temper the potential bias resulting from personal experiences, the analytical framework chosen for analysis (see 3.6.1) was beneficial, as interpretive phenomenological analysis requires that themes emerge from the data, rather than be predetermined (J. A. Smith et al., 2009).

3.2.1 Person-in-context relational view of motivation

As was consistently evidenced in Chapter 2, the physical context which an expatriate novice EFL inhabits can hold implications for the social, cultural, and linguistic experiences they face both professionally and personally. For example, novice teachers' access to resources, the people they interact with, student profiles, and teaching expectations will all be different for individual teachers, determined by their individual context. In turn, these context-specific factors can influence novice teachers' motivation and self-perceptions of efficacy. My approach to research is cognisant of the fundamental role context plays in the

experiences of novice teachers, and this is similarly reflected in contemporary research on motivation - teacher efficacy, in particular, has long been recognised as being context specific (Bandura, 1997; Skaalvik & Skaalvik, 2009; Tschannen-Moran, Hoy, & Hoy, 1998). Indeed, there is growing recognition that context cannot simply be viewed as a stable background variable, but should rather be considered as a "developing process which individuals are involved in shaping through their actions and responses" (Dörnyei & Ushioda, 2011, p. 77). Longitudinal qualitative research similarly requires consideration of context, viewing change as context-specific and understood in relation to an individual's own experiences. Saldaña (2003) posits that researchers must be flexible in their conceptions of change, taking into account that variety of contextual factors which can impact upon the change and development of participants. Moreover, he also comments upon the influence that an individual's geographical location can have upon their perceived change through time, as a result of the culture conditions they experience (Saldaña, 2003).

In other words, reflexivity and ongoing evaluation about the dynamic nature of contextual factors is necessary when conducting motivation research. To reflect this complex interplay between context and motivation, Ushioda (2009) proposed a 'person-in-context relational' approach which views motivation as "emergent from relations between real persons, with particular social identities, and the unfolding cultural context of activity" (Ushioda, 2009, p. 215). The social, historical, and cultural contexts in which participants are situated and how this may impact upon their self-efficacy and motivation cannot be overlooked (ibid). With this in mind, traditional linear models which seek to establish cause-effect relationships with no consideration of "the idiosyncrasies of personal meaning-making in social context" (Ushioda, 2009, p. 219) must also be replaced with "a more contextually embedded relational view of motivation" (p. 220). Such an approach would also support the 'sociocultural turn' in L2 acquisition research for which scholars have advocated (Block, 2003; Johnson, 2006). As a result, this study recognises that motivation and self-perceptions of efficacy are contextually-based, influenced by the social, cultural, and linguistic climate in which a expatriate novice EFL teacher is situated.

3.3 Longitudinal Research Design

Longitudinal research is valuable for its ability to document changes over time and is considered to have two primary purposes: "to capture through long-term

immersion the depth and breadth of the participants' life experiences, and to capture participant change (if any) through long-term comparative observations of their perceptions and actions" (Saldaña, 2003, p. 16). It is characterised by multiple waves of data collection, usually involving the same participants being interviewed or observed more than once and over time (Ritchie et al., 2014) with some longitudinal studies being known to last for decades, such as the Birth Cohort Studies.

Although it has typically been employed in quantitative research domains, following large groups of people over a number of years to track patterns of behaviour over time and identify social trends (Neale & Flowerdew, 2003), longitudinal research is increasingly becoming recognised for providing rich insights into social phenomena when applied to qualitative research (Hermanowicz, 2013). Longitudinal qualitative research (QLR) is acknowledged for allowing exploration of phenomena which either cannot be quantified or - in terms of meaningful data - would not be worth quantifying (Cassell & Symon, 2004). By encouraging participants to share their thoughts and interpretations, rich, detailed data can be gathered, helping "to expose process, evaluate causality, and substantiate micro-macro linkage" (Hermanowicz, 2013, p. p.190). However, before further discussion of the characteristics and merits of QLR, and its appropriacy for this study, an important point to consider is the ongoing debate over its status as a 'methodology'. Due to the fact that it "offers no specific theories and no specific procedures in which to ground data or analysis" (McCoy, 2017, p. 444), it does not adhere to the what can be defined as a methodology, and instead requires blending with other qualitative methodologies (with identified data collection and analytical approaches) in order to achieve its true potential (Calman et al., 2013). Acceptable methodologies, however, should complement QLR's focus on key aspects of study including time and change (Calman et al., 2013). With this in mind, in relation to this study, QLR will be considered as the 'orientation' through which complementary methodologies and analytical approaches will be evaluated and employed.

Temporality, or the significance of the passage of time, is a fundamental feature of QLR, with the development of this orientation being predicated around the realisation that a participant and their environment both shape and are shaped by each other (Hermanowicz, 2013). 'Change', therefore, is seen as the "central focus of analytic attention" (Thomson et al., 2003, p. 185) and "it is *through time* that we can begin to grasp the nature of social change, the mechanisms and strategies used by individuals to generate and manage change in their personal

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lives, and the ways in which structural change impacts on the lives of individuals" (Neale & Flowerdew, 2003, p. 190). Although there is no consensus on how long a research project should be to qualify as longitudinal, there must be enough time allocated in order to track both change and continuity (Hermanowicz, 2013). In order to be able to identify any change throughout the course of an academic year, Saldaña (2003) recommends a minimum of nine months for longitudinal studies conducted in educational settings. QLR is also unique in its ability to provide both prospective and retrospective accounts of change (Neale, 2019). This characteristic is of particular interest as comparisons and analysis can be made into the predictions novice teachers make at the beginning of their teaching and the reality at the end of the year, most notably with regard to their commitment, and planned engagement and development. This in turn offers scope to further investigate the teacher profiles proposed in 2.2.3.

Neale (2019) argues that there are two key considerations which form the core of QLR: human agency, "the capacity to act, to interact, to make choices, to influence the shape of one's life and the lives of others" (p. 9); and human subjectivity, the impact that events, circumstances, and social processes have upon individuals (McLeod & Thomson, 2009). This also reflects the nature of self-efficacy, in that individuals are seen as agentic beings, but are simultaneously influenced by their surroundings and experiences (Klassen et al., 2014). By exploring these two dynamic strands through QLR, we can form a better understanding of how the social world unfolds and how individuals might interpret this and change in response (Neale & Flowerdew, 2003). Due to this, then, alongside the ability to document developmental change over time, QLR is an appropriate and innovative aspect of research design with which to explore the experiences of novice EFL teachers in their first year of teaching. It is a particularly appropriate orientation in seeking to understand how expatriate novice EFL teachers navigate - in terms of the agentic decisions they make - their transition from pre-service education to in-service teaching, whilst having to adapt to a new professional, social, and cultural environment.

In this study, therefore, expatriate novice EFL teachers were tracked over one academic year, allowing for the study of all significant events in the year, including busy periods such as student intake and exams. As motivation and self-efficacy were hypothesised to fluctuate over the course of the year depending on the demands placed upon the teachers (see 2.3.7, for example), it was considered that a longitudinal qualitative research orientation would be able to provide a more holistic view of these concepts, compared to research conducted through cross-

sectional analyses. Longitudinal qualitative research aims to describe differing types of changes and associated outcomes which occur across a sample, depicting how these changes arise and how they differ between cases over time (Ritchie et al., 2014, p. 62) and, therefore, by studying in-depth the experiences of a number of novice EFL teachers, it was possible to uncover shared changes and outcomes in relation to teacher motivation, self-efficacy, and cognition.

With regards to the wider applicability of the results of such a study, "while the results of qualitative research direct researchers toward uncovering social processes by examining the details of individually lived experience, the social processes uncovered usually pertain to more general populations" (Hermanowicz, 2013, p. 193). That is, although this study focuses on individual expatriate novice teachers as they progressed through their first year of EFL teaching, some commonalities were found across the participants, resulting in research that can help to shed light upon novice teachers' motivation and self-efficacy in wider contexts.

3.4 Case-study design

QLR also lends itself to other complementary research designs, including ethnography, observation, case-studies and mixed-methods. These were each evaluated with regards to this study, however, as uncertainties surrounded recruitment and where potential participants would end up whilst undertaking their first year of teaching, certain research designs were rejected. Ethnography is unique in that it allows a researcher to truly immerse themselves in the environment of a particular population, and such a design can generate extremely rich insights into the lives and experiences of a group about whom not much is known (Heigham & Sakui, 2009). This is invaluable in verifying participants' behaviour in a particular setting as an alternative to self-reporting methods which come with unavoidable issues regarding validity, honesty, and bias (Cowie, 2009). However, conducting ethnographic research - or any design with an observational element - with multiple participants situated in a variety of countries and EFL contexts was seen to be too challenging, and beyond the resources available for a doctoral study. This design would also potentially fail to provide sufficient insight into each teacher's own perceptions and reflections upon teaching over an extended period of time. Furthermore, this study is primarily concerned with how novice teachers *cognitively* process the transition from pre-service education to in-service teaching, something which cannot be observed.

A mixed-method design was similarly rejected - not for any particular logistical or practical reasons, but rather because of the nature of existing research in the fields of motivation, self-efficacy, novice teachers, and EFL. As evidenced in the previous chapter, much of the research into these areas, and self-efficacy in particular, has been primarily quantitative and neglects to acknowledge the individual in terms of their unique experiences and development. Although mixed-method designs come with advantages in that the combination and integration of both quantitative and qualitative data can result in greater breadth and depth (Ivankova & Creswell, 2009) so as to understand a research problem more completely (Creswell, 2008), they also tend to require a substantial sample for the quantitative data. Taking into account the gaps in existing research, however, a purely qualitative approach was deemed appropriate to truly explore and appreciate novice teachers' experiences during their first year of teaching.

Following an examination of the suitability of these complementary research designs, a case-study design was also considered. Case-studies are defined as:

> an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources (Merriam, 1988, p. 16)

This particular research design is seen to be especially suited to a longitudinal approach as the observations of phenomena - the case or cases - under investigation are made at periodic intervals, often over an extended period of time (Mackey & Gass, 2005). Case-studies have long been utilised in social science research, and are considered "the most widely used approach to qualitative research in education" (Gall, Gall, & Borg, 2003, p. 433). They are a popular approach when examining contemporary events where the related behaviours cannot be manipulated (Yin, 2014), with the primary advantages being the ability to focus in-depth on phenomena, comparing and contrasting behaviours and experiences across cases whilst also providing rich contextualisation (Mackey & Gass, 2005). When combined with a longitudinal approach, it is possible to observe the progression of change rather than simply identify different stages (Duff, 2008).

However, it is important to clearly identify and define what each 'case' consists of and where boundaries lie. Cases can be seen as a "bounded system comprised of an individual, institution, or entity and the site and context in which social action takes place" (Hood, 2009, p. 69). As well as single-case studies, collective case studies including analysis of a number of cases are also possible (Stake, 1995).

Yin (2014) outlines four basic types of case study design, single-case holistic and embedded, and multiple-case holistic and embedded, where 'holistic' refers to a single unit of analysis and 'embedded' refers to a case which includes more than one sub-unit of analysis. In this particular study, a multiple holistic case-study design is employed, as each novice teacher represents an individual 'case', offering substantial benefits in terms of opportunities for analysis in comparison to single-case design (Yin, 2014). In terms of the 'bounding' of cases, although each novice teacher is considered as a case, their institution, cultural context, and social support networks also play influential roles in how teachers experience their first year and in affecting their motivation, self-efficacy and stress levels, as discussed in Chapter 2. Therefore, the 'context' in which each case is situated is also be central to analysis (ibid).

3.5 Data collection tools

Longitudinal qualitative research orientations lend themselves to a multitude of data collection tools, and a combination of methods can "give access to different temporalities, interweaving past and future and working across varied horizons and tempos of time" (Neale, 2019, p. 108). The data collection methods employed in this study - interviews, diary entries, and questionnaires - were primarily chosen to reflect this capability and for their aptitude in generating rich, in-depth data from individual participants, which could be then used to build a model of novice language teacher self-efficacy.

3.5.1 Interviews

The most common data collection tool utilised in QLR is the interview (Hermanowicz, 2013) as it is particularly valuable in its ability to explore participants' own feelings, experiences, and interpretations of their world (Neale, 2019). Employing interviews in QLR enables researchers to observe the transformative experiences of a specific population in real-time, and as they are narrated and reflected upon (T. Miller, 2015), thereby helping to "build up a picture of how they construct, narrate and make meaning of their unfolding lives" (Neale, 2019, p. 97). Case-studies also frequently exploit interviews as a valuable tool to collect evidence (Yin, 2014), and are particularly appropriate when the subject matter under scrutiny "concerns aspects of human experience" (Brinkmann & Kvale, 2015, p. 127), such as the experiences of first year teachers. By repeatedly

interviewing participants over a sufficient period of time, data can be collected on specific conditions of change (Hermanowicz, 2013), which, in this study, could include motivation, self-efficacy, and cognition, as outlined in Chapter 2. Additionally, interviews can be prospective and retrospective in nature (Thomson & McLeod, 2015); prospective in that participants' visions can be established and then tracked over time, and retrospective in that they can reflect upon past experiences (Holland et al., 2006). This characteristic of longitudinal interviews also means that themes and processes can be revisited and further "elaborated, modified, or qualified" (Hermanowicz, 2013, p. 200) in subsequent waves of data.

For a longitudinal study, the recommended frequency of interviews naturally depends somewhat on the intended length of the study, but there should be "an amount of time sufficient to examine relevant change from one point to another" (Hermanowicz, 2013, p. 196). As the first year of teaching is an especially formative time in which significant shifts can occur in terms of self-efficacy (Bandura, 1997) and cognition (S. Borg, 2006), the 'time sufficient' between interviews with novice teachers can feasibly be less than with more experienced teachers. This being said, practical considerations like participant availability and workload must also be recognised, so as not to overburden participants (Ritchie et al., 2014). For this study, then, three interviews over the course of the year were proposed - immediately prior to starting a teaching position, approximately halfway through their year, and at the end of their first year. Through this, snapshots could be compiled of expatriate novice EFL teachers' sense of motivation, self-efficacy, and cognition at these specific points in time, and how these concepts developed over the course of a year could also be documented.

With regards to the various types of interviews, semi-structured interviews are the most common form used (K. Richards, 2009), being described as a 'compromise' (Dörnyei, 2007b) as they afford a certain amount of flexibility in the use of an interview guide covering the key topics to be explored whilst also permitting prompts and probes into areas of interest or which need further clarification (K. Richards, 2009). For the purposes of this study, semi-structured interviews were exploited in order to delve into novice teachers' motivation, self-efficacy, and cognition through the use of interview guides, whilst also enabling the conversation to develop in a natural way (Neale, 2019; K. Richards, 2009). Although there are relatively few qualitative studies relating to novice EFL teacher motivation and self-efficacy, semi-structured interviews have been utilised by Hiver (2013), Wyatt (2008; 2013a), and Sahakyan et al. (2018), and are advocated by Wyatt (2015) and Wheatley (2002).

'Flexibility' is a crucial feature required by both the data collection tools and the researcher in longitudinal qualitative research (see 3.9), but continuity must also be established so that there is some integrity and coherence to the overall data (Neale, 2019). Rough interview guides were drafted prior to each interview with each participant. Whilst all initial interviews employed the same questions, establishing baseline data (Saldaña, 2003), subsequent interviews were tailored to each individual to examine change across the themes which emerged as a result of their experiences and social settings (Hermanowicz, 2013). In QLR, different themes may emerge across participants, which subsequent data collection waves can return to and further explore, but it is also important to ensure that there are a set of core questions to explore key processes, themes, and changes across the sample (Neale, 2019, p. 95). For example, a key theme which emerged early on from Sean's data was his desire to continually challenge himself with regards to teaching, and therefore, some of the questioning in his second and third interviews reflected the importance of this. On the other hand, particular themes were addressed across all participants, with identical questions asked of each participant in corresponding waves. One example of this is the 'reflection' section of interview three, which required each participant to summarise their year retrospectively before identifying the key successes and challenges.

In terms of the procedure for this data collection method, most interviews were conducted using the video calling software Skype, and audio-recorded for subsequent transcription and analysis. From the outset, it was clear that the varied geographical locations of potential participants meant that, logistically, it would not be realistic to conduct all interviews in person, yet in recent years, technological advances have enabled researchers to access "small, scattered, or specialised populations which would otherwise be difficult to reach" (Dörnyei, 2007b, p. 121). This being said, despite the accessibility of software which allows researchers to virtually see and connect with their participants, research suggests that face-to-face interviewing continues to be considered the most legitimate form of interviewing (Weller, 2017). As a result, in order to establish and maintain rapport and participant motivation (Curasi, 2001), at least one interview was conducted face-to-face with each participant. This was possible in the cases of Molly (initial, UK), Sean (second, Vietnam), and James (final, Italy), but not for Rupert, who was already living in Poland at the beginning of the study and left the study before his second interview, or for Emma, who participated in the reduced six-month study and was based in the USA for the initial interview and Vietnam for the second. For Sean and James, however, the addition of a face-to-

face element during the study appeared to support Curasi's (2001) comments on increased rapport and motivation, as both participants remained engaged for the entire study, and seemed more comfortable and open than in their previous online interviews. Sean in particular expressed gratitude for the visit, as none of his friends or family had yet made a trip to Vietnam, and he was keen to share his knowledge and recommendations of the area. I feel that this opportunity to meet in person strengthened our researcher-participant relationship and ultimately resulted in higher quality data.

Although they are undoubtedly an "effective way of exploring the ways in which participants experience and construct their lives" (Ritchie et al., 2014, p. 182), interviews come with associated weaknesses. For example, shyness (Dörnyei, 2007), the potential for dishonesty, interviewer subjectivity, and large amounts of irrelevant data (Cohen et al., 2011) are all issues which the researcher needs to manage. Participant-researcher interaction helps to maintain a successful relationship needed to collect high quality data (ibid), as demonstrated above, whilst the analytical framework employed during analysis alongside the researcher's acknowledgement of personal bias, both discussed further below, can help manage the amount and integrity of the processed data. Furthermore, complementary data collection methods can offer assistance in acquiring multiple perspectives of phenomena under scrutiny, as well as giving a fuller overall picture (Ritchie et al., 2014).

3.5.2 Diary entries

"While longitudinal interviews do provide a substantial archive, simply having many interviews does not solve methodological questions of interpretation and design" (McLeod, 2003, p. 203), necessitating the implementation of a parallel method of data collection to offer alternative perspectives on the phenomena under investigation. Diary entries, or similar written accounts, have long been employed in qualitative research - including applied linguistics (Duff, 2008) - with a particular advantage in longitudinal designs being their nature as "temporal records, capturing the immediacy and intimacy of life as it is lived" (Neale, 2019, p. 104). Similarly, diaries are expedient within a case study design in that they can "provide important personal insights of a reflective nature, which are less accessible through observation and interview" (J. Miller, 1997, p. 46). They are perhaps most useful for this study, however, in that they are able to provide

continuity between waves of data collection whilst simultaneously recording subtle change and experiences which may be forgotten or deemed unimportant by respondents in other methods of data collection (Bolger, Davis, & Rafaeli, 2003). As such, they complement interviews, as they are able to outline day-to-day experiences and thoughts as opposed to a more general overview of the intervening time between interviews. Furthermore, they are also a worthwhile tool in looking prospectively, with the writer anticipating what may come next after reflection on current experiences, thereby helping to illuminate "the intricacies of transitions and trajectories, changes and continuities"(Neale, 2019, p. 104).

Indeed the nature of diaries offer strengths to this study in that they are 'regular', 'personal', 'contemporary', and a 'record' (Alaszewski, 2006), providing participants' own retrospective and introspective description and analysis of events (S. Borg, 2006). This being said, diary methods come with a number of potential issues. This self-reporting method can fail to engage participants, subsequently affecting the quantity and quality of the data across participants (Mackey & Gass, 2005). Depending on the frequency with which participants are to complete entries, respondent fatigue is another valid concern (Bolger et al., 2003), as completing entries requires time, commitment, and motivation, which may be difficult to sustain over a long period of time (Neale, 2019).

Significant innovations in diary methods are continuously being made to improve our ability to design research which is "minimally intrusive and maximally reflective of individuals' ongoing feelings, thoughts, goals, behaviours, and circumstances" (Bolger et al., 2003, p. 599). To offer variety to participants in the hopes of increasing their engagement with this data collection method, several options were extended. Rather than restricting participants to the traditional format of pen-and-paper diaries and to better reflect the advancement of technology, social media, and blogging platforms, freedom was given to self-generate diary data through a blog (Hookway, 2008), email-diary (Jones & Woolley, 2015), or audio-recording (McKay, 2009).

However, if it became clear that diary entries in any format did not suit individual participants in terms of time constraints or preferences, a further option was given to complete short weekly interviews of under fifteen minutes via video-call software, with the researcher providing prompts similar to those found in the diary

entry guide. As was discovered in the pilot study, detailed below, this option came with its own difficulties, and was therefore only to be offered as a valid alternative if an individual participant consistently failed to engage with diary entries. Ultimately, most participants chose to complete their entries electronically, either through emails or word-processing documents, with the exception of two, who were offered short-video interviews prior to their respective withdrawals from the study.

Whilst Almeida (2005, p. 66) praises longitudinal diary entry methods for their ability to reveal personal cognitions while controlling for 'stable' personality and environmental factors, the aim of such an instrument in this particular study was to give freedom to participants to explore any factors which might influence their motivation, self-efficacy and cognition. By the very nature of novice EFL teachers' chosen career and context, environmental factors may play a significant role in influencing these aspects, and cannot be considered as stable or static variables. Rather, environmental and contextual factors should be seen as dynamic and fluid (Larsen-Freeman & Cameron, 2008). As a result, to give the participants complete freedom to reflect and consider what factors they feel are important to them (Alaszewski, 2006), very little structural or content instructions were imposed, with only minimal prompts about potential areas for consideration provided for guidance, in the form of a small number of subheadings alongside a guide adapted from Miller (1997) (see Appendix E).

By completing diary entries documenting their thoughts on teaching experiences, novice-teachers were consequently engaged in a form of reflection-on-action (Edge, 2011), whereby they contemplated what has happened in the workplace, what could be learnt from it, and how it might help planning in the future (ibid). As was argued in 2.3.5.2, reflection is an essential part of teacher development and can simultaneously offer a window into novice teachers' cognitive processing (S. Borg, 2006). Therefore, not only has this data collection method provided insights into the everyday experiences and cognitions of EFL teachers for the purposes of the study, but it has also offered opportunities for self-reflection and professional development for teachers themselves. This personal benefit was briefly mentioned in the initial interview with each participant during a more detailed outline of what the study entailed, as they would also be able to have a

physical record detailing their experiences transitioning to teaching which they can reflect upon in the future. It was hoped that this would provide a form of intrinsic incentive, thereby helping to encourage teachers to complete the diaries, and as a personal justification for the time commitment and autonomy required from participants in this method (Mackey & Gass, 2005). However, engagement with this data collection method was mixed, with some participants (Molly and James) consciously choosing not to complete entries, so as to avoid acknowledgement of their perceived lack of engagement.

3.5.3 Questionnaires

For this particular study, questionnaires with predominantly open-ended questions were utilised in an attempt to supplement the other data collected, or help substitute any which was missing. It would have been naïve to assume that participants would consistently submit their weekly diary entries, as there was an extremely high chance that they would face periods during the study in which their time was consumed by work or other life commitments. Although participants cannot - and should not - be made to feel pressured to meet deadlines for a study in which they are voluntarily participating, if significant portions of their experiences are undocumented then this will impact upon both the chronological record and holistic overview of their experiences and development over the year. In longitudinal studies, Saldaña (2003) states that in the case of missing data, researchers simply can return to the field to collect more, yet this would not necessarily be feasible in this study due to the tangible constraints on time and resources. Therefore, questionnaires were designed and issued monthly to participants - via email - to gain an overview of their experiences and self-perceptions each month (see Appendix F). The ease of distribution and time-efficiency of questionnaires offer a viable way in which to augment any missing data (Dörnyei & Taguchi, 2010), whilst simultaneously generating valuable data in itself. Because questionnaires are generally able to quickly collect factual, behavioural, and attitudinal data in a variety of areas (Dörnyei, 2003), participants may be more likely to complete this form of data collection method even when experiencing time pressures. This being said, items were primarily open-ended, thereby requiring more time commitment than closed-response items - for this reason, several Likert-scale questions were also included which acted as further insurance against missing data.

With regard to analysis, although these particular numerical items (such as Question 4 requiring participants to use a Likert Scale to indicate their perceived ability in achieving certain tasks during the month) may typically be analysed statistically, due to the limited number of items of this nature as well as the minimal 'power' achieved through the sample size, this would be inappropriate and ineffectual. Rather, the answers to these questions - and indeed, all questions in the questionnaires - were used to give a holistic overview of teachers' self-efficacy throughout the year and as discussion points in subsequent interviews with individual participants, bringing an additional dialogic element to these interviews (Harvey, 2015). Furthermore, by treating the data in this recursive manner and asking participants to verify and expand upon their previous comments, additional recognised disadvantages of questionnaires could also be managed, including the potential for large amounts of potentially irrelevant data resulting from open-ended items (Dörnyei, 2007), reliability and validity issues if questionnaires are poorly constructed, and untruthful responses (Dörnyei & Taguchi, 2010). As such, the incorporation of questionnaires was considered an effective safeguard against missing data from diary entries, as well as providing opportunity for valuable supplementary data.

Table 3.1: Breakdown of data compiled for each participant

Participant	Interviews (hrs mins)	Diary entries (words)	Questionnaires
Sean	3 (5hrs 13mins)	9 (3,701)	9
James	3 (4hrs 42mins)	12 (1,573)	6
Molly	1 (37mins)	3 + 1 summary after 6 months (1,657)	1
Rupert	1 (1hr 25mins)	10 + 1 end of year summary (12,020)	2
Emma	2 (1hr 39mins)	7 (2,768)	5

3.6 Analysis

There are many potential methods of analysing qualitative data, with the decision of how to approach such a task lying with the individual researcher (Saldaña, 2003). Managing vast amounts of qualitative longitudinal data and refining it into

an appropriate form can be both daunting and challenging (Henderson et al., 2012; Thomson, 2007). Additionally, due to the fact that "the multiple temporality of biographical data gathered at intervals over time introduces additional complexities" (Henderson et al., 2012, p. 17) careful consideration must be given to how data is managed, consolidated, and analysed following collection. In terms of basic management, each piece of data (single diary entry, or transcript, for example) was categorised and stored according to the participant, wave number, data collection method, and date/month of collection.

As each wave of longitudinal research is informed by those which preceded, to a certain extent, analysis must be done concurrently during the study (Thomson & Holland, 2003). Although rough interview guides were drafted at the beginning of the project, because "specific research emphases, questions, and themes may change over time" (Hermanowicz, 2013, p. 195), the researcher must be flexible, open, and observant to the directions that the research may take based upon the incoming data. In fact, Saldaña (2003, p. 34) emphasises the importance of time *between* waves, considering it an opportunity for a "reality check" of research aims and how the next wave of data collection can build upon the data collected rather than seek to simply replicate it. For this reason, each interview with participants was transcribed (verbatim) as soon as possible after it occurred (Ezzy, 2002), and prior to the next wave of interviews, preliminary analysis was conducted of each participant's interview(s), questionnaires, and diary entries so as to tailor the prompts of the following interview based on the experiences, reflections, and themes emerging from the data already collected (Thomson & Holland, 2003). Appendix H outlines the transcription conventions used, whilst Appendix I shows a sample of transcribed text.

Although, initially there was a plan to 'member check' and return to the participants with transcripts of their data which they could verify, or amend if necessary - something which is recommended by a number of social science researchers (Murray, 2009; Stake, 1995) - as the study developed, it transpired that this approach was not feasible. It was a challenge at times to collect both diary entries and questionnaires from participants due to their busy personal and professional lives, and combined with the length of the completed transcripts (up to thirty-five pages), it was felt that it would be too much of a burden to ask participants to review them. Alternatively, however, in order to retain an element of verification of the data, a dialogic approach to interviewing was incorporated (Harvey, 2015), whereby emergent themes from previous interviews (as well as the intervening questionnaires and diary entries) were offered for further

discussion in subsequent interviews with each participant, further necessitating the need for analysis between waves.

Managing and analysing vast quantities of data from longitudinal studies requires both a considerable condensation of data, as well as a structured analysis (Thomson, 2007). Additionally, longitudinal case study designs are complex, with careful consideration needing to be given to analysis and comparisons made between cases (Ritchie et al., 2014). Finally, the lack of 'analytical closure', in that interpretations are constantly being revised and updated, can further complicate the process of analysis (Thomson & Holland, 2003). Therefore, an analytical framework was employed to assist in the analysis.

3.6.1 Interpretive phenomenological analysis

The particular analytical framework used to interpret the data was interpretive phenomenological analysis (IPA), which has appropriate epistemological and ontological foundations for longitudinal qualitative research (McCoy, 2017). IPA also lends itself well to detailed qualitative analysis of a small number of cases or participants (Larkin et al., 2006) and semi-structured interviews as well as diary entries are common data collection tools which can be appropriately analysed using this framework (Smith, 2017; Larkin et al., 2006). An interpretive phenomenological approach to analysis is often implemented in order to explore and understand the personal lived experiences of individuals, alongside how they perceive and process them (Larkin & Thompson, 2012) and offers opportunity to explore the meaning and significance of experiences for participants and to gain insights into psychosocial processes (Ritchie et al., 2014, p. 18). In other words, in using an IPA framework here, the meaning and significance of experiences from teaching and associated duties will be interpreted in relation to changes in teachers' motivation and perceptions of self-efficacy. This particular framework is unique - and complementary to QLR - in that it does not seek a generalisable truth and instead "assumes an ontological understanding of reality as a subjective construct" (McCoy, 2017, p. 448). Rather, IPA requires the careful analysis of each individual case before attempting to search for patterns across cases, which, in turn ensures that each participant's experiences are valued and documented in the final study (J. A. Smith, 2017). This aligns with alternative analysis methods employed in longitudinal research, in that "we have to return to the original data for the longitudinal comparison, first on an individual level and then by comparing individual trajectories across the sample" (Vogl, et al., 2018, p.181).

Temporality is a key factor in this study, and the hermeneutic foundations of IPA reflect this, recognising that perceptions of the past naturally change over time, influenced by both human nature and subsequent experiences (Smith et al., 2009). Two interpretive strategies were employed during data analysis: cross-sectional (assessing the motivation and self-efficacy levels of participants at particular times), and narrative (assessing how these concepts fluctuate over time). Such an approach "highlights differences and similarities between the sample, and by accumulating further rounds of analysis begin to identify the relationship between individual narratives and wider social processes" (Thomson & Holland, 2003, p. 238).

In terms of procedure for analysis, transcriptions were read carefully to inductively form initial impressions, adding some notes on semantic context and language use at an exploratory level (Smith et al., 2009) before identifying emergent and developing themes and assigning them into super-ordinate clusters (Willig, 2001). The sheer volume of data generated by longitudinal qualitative research can be daunting to analyse manually, and therefore using software designed to aid qualitative data analysis is highly recommended (Vogl et al., 2018). For this reason, this process was completed using the software programme NVivo, version 12, whereby data could be categorised into appropriate themes and clusters. Following the identification of key themes and clusters through IPA, framework matrices (as outlined in Ritchie et al. (2014)) were developed to represent consolidated data both narratively and cross-sectionally (see Appendix J for a sample). This allowed for observation and analysis of particular themes over time for each participant - to illustrate, changes in themes including 'self-efficacy', 'social support and interaction', and 'living abroad' could be tracked by month for each novice teacher.

This approach also lends itself to analysis of multiple data sources (Larkin & Thompson, 2012), as well as allowing for comparison between multiple cases (J. A. Smith et al., 2009). Indeed, once this process was completed for each individual case, the next stage was to identify any patterns across cases (Smith et al., 2009). This involved creating theme-based matrices, whereby data on a particular theme (such as 'living abroad') was taken from each individual teacher's matrix to create a document giving an overview of the 'living abroad'-related data of all participants over their first year of teaching (see Appendix K for an example theme-based matrix). From this, patterns could be identified across the novice teachers, such as evidence of culture shock and difficulty building a social network outside of work. The relatively small sample size in this study

allowed for both an interesting comparison across cases as well as deep interpretation of each individual case (Smith et al., 2009).

3.7 Participants

The decision to recruit novice teachers who had recently completed a CELTA (Certificate in English Language Teaching to Adults) for this particular study was based on a number of factors, which have been discussed at length in the previous chapter. Short, intense teaching education courses (SITECs) are a popular choice for potential expatriate EFL teachers as they offer an internationally-recognised qualification with fast turnaround (Senior, 2006) which equips candidates with a 'basic toolkit' to teach around the world in the private sector (Hobbs, 2013). Choosing to complete a SITEC rather than a degree, for instance, may indicate alternative initial motivations and intent to engage and develop within the profession, as is hypothesised in the proposed motivational model for expatriate novice EFL teachers in 2.2.3. Furthermore, the reduced volume of knowledge imparted by a time-constrained SITEC, alongside additional considerations including a lack of context-specific awareness and a less-developed sense of teacher identity, is likely to have implications for novice EFL teachers' self-perceptions of efficacy. Consequently, newly-qualified teachers who have recently completed a CELTA (either full-time or part-time) were contacted to participate in the study. Three eligibility criteria were imposed on potential candidates, reflecting consideration of contemporary literature. Eligible participants must have had:

- completed a CELTA qualification
- little or no teaching experience prior to the CELTA
- the intention to teach outside the UK in a country which was not their own.

So as not to limit potential recruitment, interested participants were not necessarily required to have an EFL job secured prior to completing their course, but, to fit with the study's timescale, prospective teachers had to have the intention to find and take up an EFL teaching position within several months of acquiring certification. Moreover, criteria for participation did not specify or exclude any particular nationality -it was hoped that a mix of native and non-native English speakers might be recruited- however, to address the potential additional challenges faced by expatriate teachers, eligible participants must have been seeking EFL work in a country which was not their home country. This allowed

exploration into the impact of context upon teacher self-efficacy following a SITEC, as well as consideration of the significance of support networks both inside and outside the workplace.

Due to the naturally smaller-scale nature of QLR, the attrition and retention of participants must be carefully factored into the initial recruitment and throughout the study, as the loss of even a small number of participants could have untold implications for the success and outcomes of the study (Hermanowicz, 2013). For example, complications can arise in that data from participants who successfully complete all aspects of data collection may be significantly different to that of participants who only complete one wave or aspect, thereby affecting the credibility of findings (Martin & Loes, 2010). For example, perceptions of self-efficacy are generally found to be higher at the end of teacher education and then decrease sharply once an individual has begun teaching before steadily rising again over time (Hoy & Spero, 2005; Klassen et al., 2014). Data collected from only a very short duration of a novice teacher's first year of teaching should not be considered representative of their self-efficacy across the whole year. It is also possible that during the study some cases will be found to be unsuitable and have to be dropped or replaced (Stake, 1995).

Attrition was a particular concern of this research as the resources and time available imposed limitations on the number of participants who could be realistically be involved. As a precautionary measure, it is advised to begin with more participants than needed, to achieve an adequate number at the conclusion of the study (Saldaña, 2003), and with this in mind, it was hoped that between six and eight participants could be recruited from the outset so that at least four would be likely to complete the full study. However, despite contacting a significant number of recognised CELTA centres within the UK, it transpired that recruiting eligible and willing participants was more challenging than anticipated. This was perhaps in part due to candidates not fully meeting eligibility criteria, or potentially due to their pre-occupation with finishing the CELTA courses and finding subsequent employment at the time of recruitment. As a result, only four participants were recruited for the year-long study, with two of them withdrawing from the study after around six months.

Recruitment started by contacting CELTA centres across the UK through either emails or telephone calls. Approximately 40 CELTA centres were initially contacted, with around 27 giving permission to advertise the study through either posting the study information sheet on an information board (electronic or within their centre), explaining about it in a class session, or emailing their past and

present CELTA candidates. In the case of one centre, the director of the course gave permission for me to come and present an overview of the study to current CELTA students myself, which I did on three occasions.

Ultimately, the participants were selected using convenience sampling, as any trainee who had heard about the study and showed interest was asked to email the researcher for further information. After clarifying that each potential participant satisfied the recruitment criteria, they were then emailed a consent form (see Appendix C) to read over in their own time and prompted to email again if they had any questions. In the initial phase of recruitment, six potential participants registered their interest, however, when it came to beginning data collection, two did not respond to further emails, leaving four participants (assigned the pseudonyms Sean, James, Rupert and Molly) volunteering to join the one year study. Initial interviews began in September 2017, with the final interviews (with the two remaining participants, Sean and James) at the end of the study in August 2018.

As two participants dropped out at the six month mark (Rupert and Molly), it was decided that a second wave of recruitment would take place to search for one or two participants for a condensed, six-month study, to supplement the one-year study data. Similar to the first wave, a number of CELTA centres were contacted, and CELTA groups on social media were also utilised to find potential candidates, in the hopes that non-native speakers might be recruited. However, despite a number of non-native teachers showing interest, none of them met the study criteria -largely due to the fact that the majority had already taught for a number of years prior to undertaking the CELTA, corresponding to Anderson's (2016) findings that a significant proportion of NNESTs decide to do a CELTA after having already gained a substantial amount of teaching experience. One additional participant (Emma) was recruited for this condensed study and data collection began in September 2018 with an initial interview and concluded in March 2019 with a second interview, with monthly questionnaires and weekly diary entries collected throughout the intervening period. Table 3.2 gives an overview of the participants.

3.8 Pilot study

Prior to formally starting the process of recruiting participants and collecting data for this doctoral study, a pilot study was conducted to test the instruments and

Table 3.2: Overview of study participants

Participant	CELTA Course	Background	EFL Context	Reasons for choosing CELTA	Long-term career goals
Sean	Full-time	BA Spanish & TEFL certificate	Vietnam (language school)	To travel and save money for translation qualifications	Translator
James	Full-time	BA Fine Art	Italy (private, freelance)	To teach in Italy whilst studying aspects of agriculture	Agricultural consultant
Molly	Full-time	BA French and History of Art	China (language school)	To travel while teaching	Unsure (pre-CELTA); English language teacher (post-CELTA)
Rupert	Part-time	Quantity surveyor	Poland (private, freelance)	Sustainable career after relocating with family	English language teacher & DELTA
Emma	Full-time	BA History & MA Race, Ethnicity and Conflict	Vietnam (language school)	To live abroad	Unsure; perhaps something related to international education

intended design. This is recommended to ensure the integrity of large research projects (Dörnyei, 2007), but is particularly important for longitudinal qualitative research to ensure that those involved (both researchers and participants) are not overwhelmed by a range of different activities resulting in an over-abundance of data (Neale, 2019). Therefore, to reflect the population and tools chosen for the subsequent study, one novice teacher participant working in an EFL context was recruited to complete a condensed, month-long study which included one initial interview, two sets of weekly diary entries (in weeks 1 and 3), two short video-interviews (in weeks 2 and 4), and one questionnaire.

3.8.1 Initial recruitment

To ensure the pilot study was as reflective of the main study as possible, the criteria for recruitment matched that intended for the main study in that the participant had to have completed a CELTA course, be teaching in an EFL context, and have little or no teaching experience prior to the CELTA. However, to make recruitment easier, rather than seeking someone about to begin their first year of teaching, novice teachers at any point during their first year were eligible to participate. Convenience sampling was used to recruit a suitable participant, Lucy (pseudonym); a former acquaintance of mine with whom I was connected to on social media. She had completed a CELTA at the end of 2016 before moving to Vietnam and matched the requisite criteria for participation. In June 2017, she agreed to participate after I contacted her and gave her some information about the study.

3.8.2 Initial interview

The pilot study was scheduled to last a month, and therefore one interview, lasting one hour and conducted over Skype, was deemed sufficient to test the interview guide and be manageable for the participant. Because Lucy had already been teaching for seven months, the interview guide consisted of a blend of questions from the first and second interview guides. No significant problems were encountered, other than some minor internet connectivity issues such as audio distortion. Overall, the interview guide was successful in generating the volume and quality of data expected and therefore remained very similar between

the pilot and the main study, although some minor changes were made to the wording of questions (e.g. changing a somewhat 'closed' question from 'Was the CELTA course what you expected?' into two questions: 'What did you expect from the CELTA course? Did it meet your expectations?') and some clarification was added to others (e.g. adding example factors to the following question: 'What is the most important factor you look for in a job? e.g. pay, location, hours, age of students, type of school, etc.').

3.8.3 Diary entries

For this study, diary entries were considered the most challenging data collection method in terms of both completion and the nature of the data collected. Diary entries are personal and unique reflections of an individual and their cognitions, and as such, the nature of the data yielded cannot be predicted or generalised across individuals. Prior to the pilot, it was unclear what kind of data might be generated from such an open task. Lucy submitted entries in weeks one and three, and primarily discussed her individual classes, the different challenges and successes she had with each and how this influenced both her actions and thinking, with some additional reflections on her teacher development as a whole. However, to limit any doubt or confusion about the content of diary entries in the main study, each participant was reassured during the initial interview that they could discuss anything they felt was relevant to their daily life as an EFL teacher, but, that if they were struggling, they could refer to the loose prompts given for guidance (Appendix E).

3.8.4 Short-video interviews

Recognising the potential for participants to not engage with diary entries as a form of data collection (Mackey & Gass, 2005), an alternative method was devised to attempt to collect the same type of data. Short-video interviews were conducted over Skype in weeks two and four of the study, where Lucy was asked to respond to four open questions regarding her week. The two interviews were each under fifteen minutes and yielded roughly the same type of data as the diary entries in alternate weeks, in that Lucy discussed her classes and the challenges and successes she had with them, although slightly less consideration of how these experiences influenced her development was evident. However, finding a suitable time for both myself and Lucy (in terms of our schedules and the time-difference) was an added pressure, thereby rendering this alternative method a

less desirable option for the main study. Therefore, before offering this option to participants, they were encouraged to try completing diary entries for at least one month. They were also informed of the flexibility in the format of their diary entries, in that it could be handwritten and sent as a photo, audio-recorded, written as a blog post, or another form of their choosing to encourage completion of this instrument. Although short-video interview were offered to Molly and Rupert before their departure from the study, neither wished to continue with this alternative format.

3.8.5 Questionnaire

There was a slight delay in sending and receiving the questionnaire (Appendix F) due to a mixture of additional unforeseen time pressures and difficulties accessing Microsoft Word by Lucy. Ultimately, the questionnaire was converted to a Google document by her, but this had unexpected implications for formatting as the lined spaces for responding to questions disappeared and it was messy and unclear where the answers should go. In terms of the questions themselves, however, there did not appear to be any issues with ambiguity or difficulties in answering, nor did Lucy report any such issues at the end of the study.

3.8.6 Lessons from the pilot study

The pilot study highlighted a several issues which had to be considered prior to the start of the main study, particularly with regards to technical issues, and the participant-researcher relationship.

To be prepared for any technical issues in terms of access to specific software, participants were asked beforehand if they could access word processing documents or Skype. If not, alternative options, such as (properly formatted) Google documents or Facetime, for example, would be offered, but this was not necessary. Internet connection failure during Skype interviews was also a risk. To help mitigate potential issues, at the beginning of each interview, participants were made aware of possible complications and that they may have to repeat themselves if the connection failed or the audio became distorted. They were also encouraged to ask me to repeat questions or comments where necessary.

The existing relationship I had with Lucy may, in hindsight, have made her feel more comfortable sharing her experiences with me. For a longer study, conducted primarily online, with unknown participants, it would help establish a

more balanced relationship before expecting them to divulge such personal information to a stranger. This is supported by Weller (2017), who highlights the importance of building rapport in online research. Therefore, to facilitate the establishment of a successful, long-term research partnership with participants, I gave a short self-introduction before each initial interview, outlining my teaching background and qualifications.

3.9 Ethics

This study was reviewed and approved by the University of Leeds Ethics Committee prior to data collection starting (see Appendix G). As well as the common ethical considerations which apply to all qualitative research studies - including informed consent, confidentiality, anonymity and so on - this study also encountered a number of amplified ethical challenges due to its longitudinal orientation (McLeod & Thomson, 2009), and the nature and location of the participants involved. The primary issues predicted at the outset of the study were the relationship between the researcher and participants, with regard to the considerable effect it could have upon research outcomes (Brinkmann & Kvale, 2015; Saldaña, 2003), alongside the researcher's biases (Hood, 2009), as care had to be taken not to influence the participants. Attrition and retention are also crucial concerns in longitudinal research projects (Hermanowicz, 2013). However, not all potential issues can be anticipated in advance in a longitudinal study, and both pro-active and re-active strategies are required when dealing with ethics in longitudinal research (Neale, 2013); ethics is an ongoing process requiring constant reflexivity.

In order to ensure informed consent, the consent form apprised participants of what the study involved, how their privacy would be protected, their right to withdraw without judgement, and any potential benefits or risks involved in participating, alongside the researcher's contact details (Thomas & Pettitt, 2017). This was sent and returned via email prior to the start of data collection, however, as consent is an ongoing process in longitudinal studies (Saldaña, 2003), it was revisited before each interview with individual participants, both in email communication and verbally. Because affective topics such as motivation, self-efficacy and stress were the focus of study, a careful balance had to be struck between providing sufficient information without inadvertently influencing the data given by revealing the true purpose of the research (Brinkmann & Kvale, 2015). To minimise risks of influencing behaviour or data collected, participants were

told that the study was interested in 'the experience of first-year EFL teachers'. Full disclosure - that the study was particularly interested in motivation and self-efficacy - was provided in the final interview with each participant (Mackey & Gass, 2005).

As for confidentiality and anonymity, the consent form outlined that all data would be securely held on an encrypted laptop, or on the university 'cloud' system, with names and identifying features anonymised in any outputs. The issue of confidentiality is also compounded with a longitudinal framework, as the risk of disclosure can increase over time if not properly managed (Neale, 2019), and therefore care was taken to remove any potential identifying features, including school or city names, with pseudonyms being assigned to each participant from the start of data collection.

Related to the topic of consent, the ESRC[1] stipulates that data collected is made open access for future research, and therefore participants had to be informed and their permission requested. Recent trends towards open access research are not necessarily reflected in current literature concerning ethics, with no discernible guidelines suggesting how to broach this aspect with potential participants in educational research. A study conducted in the field of medicine suggests that this additional consideration does not tend to reduce the number of participants who consent, yet, this is potentially attributed to a lack of attention to consent forms by participants (Cummings et al., 2015). However, as the risk of disclosure already increases within longitudinal frameworks, seeking explicit consent to subsequently make the data accessible to future researchers was something which was considered incumbent in this study. Following careful consideration, then, an extra option on the consent form was added. Conscious of the fact that requesting permission to make their personal thoughts, opinions and experiences accessible to unknown researchers is a daunting prospect, it was felt that an attempt to explain the nuances of data repositories within the confines of a consent form would not do this complex issue justice. For this reason, rather than one box to tick to indicate consent, two were given: one which would indicate the participant's consent to engage in the study as well as their permission to archive their resulting data in a secure repository; and one which indicated their consent to engage in the study but not to archiving their data. It was felt that this was an appropriate and fair compromise which satisfied

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[1] The Economic and Social Research Council, which provided funding for this doctoral study

expectations of the funding body, whilst ensuring that participants have autonomy over their engagement in the research process (Mackey & Gass, 2005).

Participants must have - and be explicitly informed of - a right to withdraw from the study at any stage (BERA, 2011) and this was made clear within the original consent form, with the caveat that extraction and destruction of all the individual's data may be impossible beyond the analysis stage. However, in longitudinal studies, long-term engagement of participants is crucial in collecting the requisite volume and quality of data, and therefore ethical consideration must be made towards how to encourage participant retention and avoid attrition. For example, to help sustain engagement and also reduce the potential risk of maleficence, strict deadlines were not imposed upon participants for completing questionnaires and diary entries. This was in response to the likelihood (and indeed occurrence in the actual study) that participants may feel decreased levels of motivation and self-efficacy or stress at some point during the study, where completing additional tasks - particularly 'high demand' diary entries (Jones & Woolley, 2015) - may exacerbate any negative emotions. This flexibility reduced some of the pressure on participants, whilst avoiding possible attrition or the need to exclude them from the study even when contact was not made for a prolonged period.

Additionally, reflective 'summaries' were offered as a substitute for diary entries missed over substantial periods. At one point or another in the study each participant was unable - or even unwilling[2] - to submit diary entries weekly, and therefore this was an acceptable alternative for both parties. This being said, two participants of the year-long study chose to exercise their right-to-withdraw. Molly and Rupert both dropped out after six months, both alluding to increased pressures in their professional lives resulting in their inability to continue with the study. In further communication with them to acknowledge their withdrawal and thank them for their time, confirmation was sought as to whether they were still happy for their data to be used. Utilising the flexibility of longitudinal studies in enabling participants to 're-join' at later points (Neale, 2019), Molly and Rupert were also asked whether they would be open to further contact towards the end of the study. Rupert agreed to this, and subsequently sent written answers to a few questions at the end of his first year, giving an insight into his experiences and adding valuable data to his earlier contributions.

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[2] James commented that at one stage he was reluctant to complete diary entries because it would require him to reflect upon his professional efforts, which he perceived to be lacking

Longitudinal qualitative research has been likened to 'walking alongside' participants at a particular stage in their life (Neale, 2019; Neale & Flowerdew, 2003) and therefore the researcher-participant relationship in this form of research is unique in that it is a 'sustained interpersonal process'(Neale, 2019, p. 76) requiring a successful bond, or, rapport. Rapport is an essential aspect of ethical practice in that it is necessary in establishing trust and minimising social distance (Weller, 2017), and without it the quality of collected data can be affected (Kvale & Brinkmann, 2009). "The fostering of a connection with participants in which the relationship, various forms of interaction, and rapport are mutually supportive thereby enabling the detailed discussion of their lives" (Weller, 2017, p. 614) is a key consideration for any qualitative study, yet, with longitudinal designs in which the relationship between a researcher and participant is maintained over a long period of time, additional thought needs to be given to the delicate balance between building a trusting relationship with participants whilst maintaining integrity as a researcher.

Linked to this, Hermanowicz (2013) also alludes to the potential problem of power-balance between the researcher and participants in a longitudinal study. As a doctoral researcher seeking to observe a small number participants for an entire year, establishing and sustaining successful relationships was of paramount importance. However, it was possible that participants could have been intimidated, or reluctant to share their experiences with someone perceived to be so far removed from their own situation. To help mitigate this, I was clear from the outset about my own teaching background, experiences as an EFL teacher, and personal motivation behind such a study (See Appendix B). Having this kind of 'insider' status (in that I was once in their position as a novice EFL teacher) can lend an increased sense of 'legitimacy' to the researcher and positively impact upon the acceptance by participants and the extent to which they subsequently share their experiences (Dwyer & Buckle, 2009). At times, I believe my own experiences indeed helped to build rapport with participants: Rupert occasionally asked for suggestions on online resources; James and I had an interesting - and mutually beneficial - discussion on our preferred methods teaching one-to-one students; and Sean at times asked about my own experiences teaching students from vastly different cultural backgrounds. Ultimately, establishing and maintaining rapport can be considered as a key factor in retaining longitudinal participants (Hermanowicz, 2013), which was an ongoing concern throughout the study.

As a final ethical consideration, by participating in research, participants should benefit in some way (Brinkmann & Kvale, 2015). Although financial incentives or gifts are often given to longitudinal participants (Neale, 2019), this was not feasible within the limited resources available for this study. This being said, research on reflective practice has revealed benefits for teachers - especially those at the beginning of their teaching careers - to keep diaries or journal entries of their teaching experiences (Edge, 2011; Farrell, 2016). These journals can help novice teachers document and process their experiences and feelings, and can be kept and read in the future, offering further opportunities for self-reflection and professional development. It was hoped, therefore, that this would act as a personal incentive and benefit to participants.

3.10 Summary

Ultimately, all of the elements in the design of this study -qualitative, longitudinal, case-study, constructionist - complement one another and hold the same view of the world: recognising that reality is ever-shifting, constructing new meaning, and creating new influences upon individuals, whose own growth is shaped both by their environment and their interpretations of it, as well as their own unique variability. Similarly, these elements can be united in order to achieve the same goal: to better understand novice teachers' experiences in their first year, uncovering the physical, social, and psychological influences upon them in order to explore their motivation, self-perceptions of efficacy, their developing cognitions, and their overall development as English language teachers teaching abroad. The following three chapters will present the findings of the study.

Chapter 4 Sean

4.1 Chapter overview

This chapter presents a chronological account of the experiences of Sean. Sean engaged with the study for the whole duration and therefore this data corresponds to his entire first year of teaching. The chapter will begin by providing a breakdown of the data collected from Sean, before briefly describing his background. The remainder of the chapter will outline his experiences over the year, roughly divided into five time periods: post-CELTA, the first three months, halfway, the latter half, and his reflection of the year. Finally, a summary will be given.

4.2 Data timeline

Contact was first made with Sean at the end of August 2017, shortly after he had completed a CELTA course. He accepted a teaching position in Vietnam and relocated there in October 2017. Table 4.1 presents a chronological overview of the data collected from Sean over the course of the thirteen months of his participation. In summary, it can be seen that alongside three interviews (in September 2017, March 2018 and October 2018), he submitted a total of nine[3] diary entries and nine questionnaires spanning from November 2017 to September 2018. Numerous emails were also exchanged throughout this period, and some excerpts deemed relevant to the study have also been included in analysis.

Table 4.1: Overview of Sean's data

Month	Interview	Questionnaire	Diary entries
September (2017)	1st wave		
October			
November		Complete	1
December		Complete	1
January (2018)		Complete	1

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[3] Sean submitted diary entries which corresponded to his previous months' teaching, rather than individual weeks

Month			
February		Complete	1
March	2nd wave	Complete	1
April		Complete	1
May			
June		Complete	1
July		Complete	1
August			
September		Complete	1 (covered August & September)
October	3rd wave		
Total	**3**	**9**	**9**

The following codes are used to refer to individual sources from Sean's data:

1st interview: S_int1

2nd interview: S_int2

3rd interview: S_int3

Diary entries: S_DE1, S_DE2, S_DE3, S_DE4, S_DE5, S_DE6, S_DE7, S_DE8, S_DE9

Questionnaires: S_Q_Nov, S_Q_Dec, S_Q_Jan, S_Q_Feb, S_Q_Mar, S_Q_Apr, S_Q_Jun, S_Q_Jul, and S_Q_Sep

Emails: S_email_[date]

4.3 Sean's Background

Sean was originally from Northern Ireland and in his mid-twenties at the time of the study. He studied for a degree in Spanish and International Development at a university in England, which also included a year abroad in Spain where he did some teaching at a primary school each week as a sort of teaching assistant. This primarily consisted of one-to-one conversations with students for exam preparation, or providing a model of English to the students, "but other than that it was very limited what I was doing" (S_int1). He also did some private tutoring to two very young learners (one and four years old) but this often resulted in conversations in Spanish. Sean reflected on these experiences in his first

interview, commenting: "I've only taught them at that age and in a school setting and there were definitely negatives, I found it very difficult" (S_int1). Despite these comments, however, these experiences contributed to his decision to pursue teaching accreditation:

> it's good when you see something - that you're passing on something to someone else…they're actually able to use it and that sort of stuff, I found that as well in Spain and that's actually what motivated me to do the TEFL as well as the CELTA (S_int1).

After his degree, Sean returned home briefly to work in the insurance sector. His long-term career plans were to move into Spanish translating and interpreting, but this required him to complete costly additional exams and undertake voluntary work, so he chose to train as an EFL teacher to save money in the meantime, commenting:

> I do enjoy it, so I do, I do get satisfaction out of the teaching…I never thought I would ever go down that line of work, but you never know anything do you really? (S_int1)

There was also another key factor in his choice of interim job: "I want to travel, so I do, I want to go and do stuff, I'm only 25 as well and so I think now is a good time to do it" (S_int1). The "sustainability of the job" and his interest in languages were further motives for choosing English teaching specifically. Sean initially completed an 120-hour TEFL level 4 qualification at a local college, which he described as more theory-based with "very limited chances to actually put it into practice" (S_int1). After completing the course, however, he struggled to find employment in his target destinations of either Dubai or New Zealand with this certification and no experience, and therefore chose to complete a full-time CELTA qualification.

4.4 Post-CELTA

Sean's first interview was conducted approximately one month after the completion of his CELTA course, while he was applying for teaching jobs outside of Northern Ireland. Reflecting on the CELTA course, he commented:

I knew it was going to be intense, so I did, I didn't think it was going to be as draining as it was…just it was more the tiredness and sort of stress of just wanting to have everything perfect, do you know what I mean? And just making sure everything goes smoothly and stuff because even though I was in Spain for a year, I never actually planned a lesson or anything, so that was, that was an eye-opener for me, definitely (S_int1).

Despite the intensity of the course, Sean was happy with the content and the skills he learnt:

It threw you in at the deep end, definitely…it was a proper 'sink or swim' sort of course (laughs) but I liked that about it as well too because at the end of the day…I don't want to spend another year doing this sort of, you know, studying and all that…I just want to go in, get it done and get out and get working (S_int1)

Comparing the CELTA to the TEFL qualification he had done prior, Sean acknowledged the difference in practical ability to manage and teach a class: "I would have been way out of my depth, so at least the CELTA course has given me something to work with" (S_int1). He perceived the CELTA to be "a lot more focussed on the actual putting the theory into practice", but indicated that he wanted to get a job teaching as soon as possible:

because I'm a wee bit afraid, just in case I'm out of that sort of setting and it might take me a while to adjust, whereas right now I'm still sort of fresh in the head, you know…(S_int1)

He did acknowledge, however, the benefit of CELTA materials in that "they have everything well-documented so you can use it for further study - or for further revision" (S_int1).

At the time of the interview, Sean was actively searching for a job and had realised that his aspiration of heading straight to Dubai or New Zealand was not realistic without substantial teaching experience: "I'm looking now in Asia, because Asia seems to be the only place that you either have little experience or you need, you know, not a lot of it" (S_int1). He was drawn to Vietnam specifically after chatting to one of his CELTA tutors who had taught there and recommended it. Sean did not have any strict fixed criteria for jobs in terms of location, pay, or

workload, but was aiming for a full-time position with a base salary of approximately £20,000 per year. Location was his top criterion, as he wanted to ensure that it was somewhere safe which also had everything he needed. He additionally expressed an inclination for somewhere with good weather and options for tourism: "somewhere with a bit of heat and somewhere to, somewhere to do stuff, maybe sightseeing, or just recreational stuff" (S_int1). When asked about his preferred age of students, he indicated a strong preference for teaching adults, citing a perceived difference in behaviour and motivation between them and children: "adults, they have - obviously a lot more mannerly, and they obviously - as I say - have a purpose for being there, more motivation. So definitely adults, I'd prefer adults" (S_int1). When asked about what type of institution he was looking to join, Sean indicated that his limited teacher education influenced his preference:

> I don't want to go into an actual school that maybe someone else has actually got a postgraduate degree in, you know, I've only done this course in terms of -I've never actually done anything else teaching, like a degree, so I'm happy enough to work in language centres and things like that, but I'm not expecting to get in a school (S_int1).

When prompted to share his fears, aspirations, and predictions about teaching, Sean expressed worry over not having access to the same support and guidance as on the CELTA, commenting that for observed lessons "it's just handy to have that reassurance and then at the end of it to have the review, so you would know what's-what" (S_int1). "If I'm able to then target the needs of the students -I just, I just want everything to go well and I want them to actually learn something" was another one of his concerns, marking the beginning of a consistent consideration towards his students' learning. In terms of aspirations, Sean was particularly looking forward to a more autonomous style of teaching in which he could increase participation and enjoyment through games and activities where he believed:

> you can be a lot more creative, whereas when you're teaching the PPP, the grammar…it's trial and error and can be very boring. So aye, that's what it is I'm looking for, a more freer practice of the teaching (S_int1).

When asked to predict his position in six months' time, Sean envisioned a consistent class of around ten students, indicating an aversion to traditional teacher-student roles:

> you know [the students] a lot better and I think it's easier when you break it down to a more personal level instead of just 'I'm the teacher, you're the student, listen to what I say, do this, do that', you know what I mean? …I can learn maybe someone else's view then too, you know what I mean? Bounce back off each other (S_int1)

He stressed his desire to have consistent students, adding "I wouldn't really want to go to a language centre that's, you know, relying on students just coming in everyday, it's unpredictable" (S_int1). This being said, however, it is unclear the extent to which these aspirations were factored into his job search, because, as will be illustrated further below, the nature of the position he accepted was vastly different to the picture he envisioned.

Sean did not expect to stay in Vietnam for more than a year, commenting that "Vietnam basically for me is just to get that extra year on my CV, and then hopefully I can push on then hopefully to Dubai or even New Zealand" (S_int1). Despite having clear intentions to transition to a career in translating and interpreting, he did not have a fixed timeline for teaching English, musing "I've never given it really any actual scale of time...Aye, a few years anyway, definitely". This being said though, he remained open-minded about the future, adding:

> I mean, I say that, but it may turn out that I end up really liking teaching and keep it up and I don't go towards translation at all, but I've always, I've always wanted to do translation so I think it will overtake the teaching (S_int1)

Contemplating further on this issue, he predicted that within five years he would have "done enough to satisfy the whole travel aspect that I want to do", but also raised a fear which may influence his wider career decisions:

but the thing about it now as well too is just the prospect of being submerged in a job for so long and then in a sense to just start off at rock bottom at something else, and I'll be near thirty as well too actually, so I'll have different stuff to contemplate (S_int1)

In terms of life in Vietnam outside of teaching, as well as seeing the country itself, Sean hoped that he would be able to mingle with the local population and possibly learn some of the local language:

Probably, I'd want to learn a few words, aye, at least, to get myself around…I think it all just depends on the time that I have when I'm out doing the job and the routine that I get into and whatnot (S_int1)

His previous ERASMUS year in Spain had given him experience of living abroad and the associated challenges this can bring. He was looking forward to having a similarly positive experience of living abroad, stating "that's why I want to go away as well too" (S_int1). He recognised, however, that culture shock was a possibility, having experienced this in Spain particularly in relation to witnessing unexpected racism and discrimination, eating times, and food. When prompted to share any worries he had about moving abroad again, he answered:

Aye, there's lots of stuff, lots of stuff, like maybe I won't meet anybody that I can get on with, or anybody that can maybe show me the ropes of the place. Aye, just maybe I'm afraid I won't meet any friends or anything, but, well, it's just nerves, so it is. (S_int1)

4.5 The first three months

Several weeks after the initial interview, Sean emailed to say that he had had two interviews for jobs in Vietnam and was confident in being offered one. The following week he confirmed that he would be starting a job at an established chain of language schools in a large city in Vietnam at the end of October. On arrival in Vietnam, Sean's first impressions were mixed. At first, he doubted his decision to move there "because everything is so different" (S_DE1), but after settling in he was happier. He stated that he "was very impressed with how

modern [the school] is and the layout of the building and how the classes were conducted", adding that "the method is very effective" (S_DE1).

Sean's first week consisted of an induction. Although most new recruits begin in pairs or small groups, Sean was alone and "basically I followed the recruiter for like a week" (S_int2). His evaluation of this week was mixed: "we had…a workshop in terms of how you can help students with pronunciation and what are good ways to help with it…methods and stuff, good activities…which did help me", but with regards to other aspects, such as being tested on the practices and expectations of the schools, "it's so crap" (S_int2).

Once teaching, his typical duties included thirty hours of contact with adult students (over sixteen years old) a week, with limited planning and administrative responsibilities. In his first diary entry, he summarises his role:

> In general my work is very easy, I work 6 hours within a 9 hour period from Thurs-Mon and have Tues-Wed as my weekend. When I finish work I don't have to do anything relating to teaching e.g. lesson planning" (S_DE1)

An important point to make about Sean's role as a teacher is that he was not 'teaching' in the traditional sense of the word. His students self-studied multimedia material from 80 units across 20 levels (corresponding to Pearson's Global Scale of English[4]) and at the end of each unit they attended an 'Encounter', where a teacher (such as Sean) assessed a maximum of four (or later, five) students on target language and grammar from that particular level. If students achieved over 70%, they progressed to the next unit, otherwise, they repeated the same one. The high-stakes nature of Encounters came with its own difficulties, including:

> A lot of the students come into the classroom very nervous and my first challenge is to calm them down and help them change their mindset from this being an assessment to it being a general conversation (S_DE1)

In terms of the content and activities of each lesson, these were also prescribed by the school, meaning that Sean had limited lesson planning responsibilities and instead he had to familiarise himself with the lesson materials beforehand. His

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[4] See https://www.pearson.com/english/about/gse.html for further details

key responsibilities in the classroom were setting the context, eliciting and 'hot' error correction, in that he had to identify and correct all errors within the lesson: "so I just set the context, so say the topic is eating out, so what foods 'do you like?', 'what foods can we eat?' and blah blah blah" (S_int2). However, he soon reported that "the classes can be very repetitive and some of the activities are terrible and designed for pair work rather than group work" (S_DE1). He added that the students could be challenging at times too, commenting: "the lower levels drain the life out of me because there is so much elicitation and even sometimes when you spoon feed them the answer they still don't understand it and it can be exhausting" (S_DE1).

Alongside these Encounters, there were some opportunities for freer teaching. 'Complementary Classes' of up to ten students were designed to supplement the multimedia lessons without the pressure of assessment, but the mixed levels of the students required teachers to "have to grade the activity to more cater for the needs of the lower level…so the higher level's sort of dragged down" (S_int2). 'Social Clubs', on the other hand, consisted of up to twenty-five students and were completely open in terms of topic but Sean typically chose to teach lessons centred around target grammar structures. These lessons primarily had a communicative focus because:

> Listening activities sort of bore me, so they do…Reading and writing f*cking make me want to cry…[laughs] but the thing is…I always ask the students 'what do you want to do?'…a lot of the students that come in it's *just* to communicate (S_int2)

Contrary to his ideal teaching situation outlined above, Sean typically taught new students everyday with few repeat students. He cited this as an additional challenge in his teaching: "it's hard to build any rapport with the students as I may not see them for a few weeks", but still felt confident in his ability to help "students zero in on their weaknesses and strengthen them" (S_Q_Nov).

Sean did not report having a mentor or having access to many opportunities for professional development. An exception to this in these early months was an observation by his team leader to evaluate his skills in assessing and eliciting:

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It was a somewhat positive experience. [She] spoke positively but in writing she was somewhat negative about the lesson. I believe she didn't want to critique me to my face (S_Q_Nov)

Despite a lack of mentorship or feedback from experienced teachers, Sean was proactive in setting his own developmental goals. From his very first diary entry, it was clear that Sean was engaging in meaningful reflective practice, evaluating his teaching after lessons and identifying strengths and weaknesses:

I feel like I need to improve upon my timing of the lesson and sometimes classroom management. When there are strong students I sometimes let them answer the questions rather than divide the workload among the class. However, I've realized this and I'm making a conscious effort to involve every student more (S_DE1)

By his second month of teaching, Sean was showing a consistent concern for his students' learning. He again acknowledged the repetitive nature of his role but also indicated that he was actively fighting against complacency, so that his students' learning would not be negatively affected:

Every day seems to become quite similar as I'm assessing a lot of students on the same topics so it can be repetitive but I try and mix it up as much as possible because if I don't I start to lose interest in the topic which will affect my teaching which is not fair to the students (S_DE2)

Social Clubs offered Sean the opportunity to be a bit more 'creative' in the classroom and he reported satisfaction that he was able to plan around the target language suitable for the different levels with the classes going "smoothly" (S_Q_Dec), though he admitted that he didn't "always exactly take [lesson planning] too seriously…I could put more effort and creativity into my Social Clubs" (S_Q_J).

Another theme which emerged at this time (and is directly linked to student learning) was Sean's habit of selecting particular challenges to address in his teaching. From November, he recognised that he needed to grade his language more effectively so that students could better understand him, whilst in December, he turned his attention to student proficiency: "I decided this month to crack down on the amount of people slipping through the cracks and studying a

much higher level than they are at" (S_DE2). He justified this action by explaining that these students needed extra support and elicitation of target language "meaning that the other students in the class aren't getting a fair assessment or a proper chance to show what they've learnt" (S_DE2). This was a difficult issue to tackle, however, as "sometimes it was challenging to tell these students that the level is too high for them because they have been so used to saying incoherent sentences during their assessments and still passing" (S_DE2). This subsequently led to a pledge: "because of this I decided to become stricter with my assessing, resulting in a lot of the students having to repeat the topic" (S_DE2). Sean appeared to see results from his actions fairly quickly, adding "I think I improved as a teacher…I've been able to provide better and more specific feedback to the students as well because of it" (S_DE2).

There were additional observations made by Sean from this time, including a growing scepticism towards the method promoted by his school:

> The lack of understanding of grammar is part of the reason that I'm starting to think that this method is flawed... I think the method of teaching here at [school name] doesn't have the correct balance of grammar, listening, reading and writing (S_Q_Dec)

He also noticed some contextual factors which influenced his teaching approach. Pronunciation, for example, was an area in which he perceived as problematic, commenting "a lot of students don't fully grasp the phonemes in English". He subsequently focused on phonemes which Vietnamese students typically struggle with, adding that raising awareness "has helped their pronunciation a lot" (S_Q_Jan). Another context-specific factor related to classroom management, when students talked in class or shouted out answers. In January, he wrote of the internal conflict he felt at having to discipline his students, thereby potentially embarrassing them:

> The fact that Vietnam has a 'shaming' aspect to its culture when it comes to education, I don't like to make someone feel that way but if they persist, I have to just do it (S_Q_Jan)

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He raised this issue again in February, although it is worth noting that he did not allude to any contextual factors when asked to reflect on the CELTA and the extent of his teacher preparation in the questionnaires (see Appendix F).

In terms of his experiences outside of the classroom during his first three months, Sean quickly noticed a negative atmosphere in the school: "Since starting I slowly but surely realized that morale is quite low among the teachers and does have an effect on my mood at times even though I try and not let it" (S_DE1). In December, this had somewhat reduced because some colleagues had finished their contracts and others had gone home for Christmas "which lifted some of the tension that has been in the air as of recently" (S_DE2). He characterised January as a "transition month" in terms of management because of the resignation of the manager, adding that:

> It feels like there is a better and more fun atmosphere at the moment but it also feels like that could change at any moment (S_DE3)

Although Sean had begun his job alone, his second month saw the arrival of a new batch of new teachers. He was happy about this, commenting "I'm pretty much still in the same boat as them so it's nice to have someone going through the same thing". (S_Q_Nov). As time went on, he continued to build working relationships with other new teachers:

> I've talked to them to see how they're settling in both work and in Vietnam. I try and just do what I expected to be done in a work place, accepting someone new into the team and having good relations with them from the start (S_Q_Dec)

This comment, alongside an absence of other references to support and guidance from other teachers, hints at a lack of an overtly supportive workplace in these early months. Indeed, in his questionnaires, he did not cite 'colleagues' as a source of social support until January, adding that "most people stick to themselves and will ask for tips if needed" (S_Q_Jan).

The majority of Sean's diary entry and questionnaire comments centred on his teaching and his workplace atmosphere, but some made reference to living

abroad in a new country. For example, he reported that achieving a work-life balance was difficult in the first few months. His long, somewhat unsociable, work hours made maintaining a healthy diet challenging because "I have to stuff myself with food to make sure…can last until the end of the day" (S_Q_J) which subsequently led to him feeling tired during teaching. His work hours also infringed upon his leisure activities:

> I opted to take a boxing match at my gym but because I haven't been able to train everyday due to work commitments I feel a bit overwhelmed as I feel under prepared for it (S_Q_Nov)

The significance of this was clarified in his second interview when he commented: "I try and do exercise as well too to help [combat stress]" (S_int2). He also expressed frustration that he had to fly to another city for a one day trip to complete some legal administration, and he subsequently attributed this to an organisational/communication failure on the part of his school. This trip was an unexpected expense too which further compounded issues he reported in relation to budgeting his money: "I've definitely found it challenging to curtail my spending because everything is so cheap in Vietnam" (S_Q_Nov).

4.6 Halfway (from February)

Halfway into his first year of teaching, Sean still intended to pursue a career in translation and interpreting, but he revealed a shift in his engagement in teaching following some interaction with his colleagues and his own reflections:

> I'm not going to lie, when I first came out here I was just sort of 'it's just a job to sort of keep me afloat and whatnot', I just came in with the attitude that I do want people to learn and stuff, but if they don't I'm not really overly fussed, you know what I mean? Whereas now I am, and I sort of feel -I felt bad for thinking that when I thought back to myself, I was like 'I shouldn't be thinking like that'…So aye, there's that as well too, it's made me want to get better at teaching and it's -it's not a career that I'm going to stay anyway, definitely not, I want to do translation, so I do, but I wanted a job that's still around languages (S_int2)

I'm actually getting more motivated than I was. I think it's more just listening to the other people - other teachers - like their worries for students and…what their concerns are, and it's just like 'I've never thought about that', like 'I *should* be thinking about that', you know what I mean? (S_int2)

To exemplify how this shift in cognition influenced his teaching practice, Sean cited an example of teaching later in the evening, when he is more tired and quicker to fail students if they make repeated errors:

I feel like I've sort of *cheated* some people, you know? It didn't make me feel nice, so it didn't, so aye, I think I have been more motivated now to really try and focus in on why are they making their mistakes, not just correcting them, but trying to figure out -which I find f*cking difficult! (S_int2)

Analysing student errors was made more difficult due to having four students to assess in a one-hour class:

you can't actually assess them properly, you're just sort of trying to manage the class, so you've got to make sure everyone's, you know, keep doing the activity…So you don't get a fair assessment at all (S_int2)

The addition of a fifth student to each encounter in March further exacerbated this issue. As time passed though, it was clear that Sean was building a solid foundation of mastery experiences from which to draw on and refine his practices in the classroom. After around four months of teaching he was confident in deviating from the prescribed lesson plans, setting his own context and only incorporating activities which elicited meaningful, natural language:

I'll set the context in my own way, not the way that the lesson plan does, and then I'll use that activity but usually I only use the activity if the activity actually draws out long answers…

before I start I'll look at my schedule, at what I have, look at the Encounters and think 'right, well, I know that one, I know that one. Right, maybe I can have a bit of fun with this', and then I'll just think of stuff throughout the day -it's more, what I'm thinking now is putting it into a real life situation. Instead of just setting the context and then just using your standard language, you

know what I mean? It's very *formal* as well too, people don't *talk* like that! (S_int2)

Indeed, he continued to identify student-centred teaching goals, such as "getting students to start to think for themselves" (S_DE4). Sean indicated that this was a cultural difference - "getting people to think for themselves who have spent a lifetime not doing it, is near impossible at times" (S_Q_Feb) - but specifically used his Social Clubs to work on it with students "guessing outcomes and deducing based on information that they already have" (S_DE4). His developing teaching style started to emerge too: "for me, you have to be animated" (S_int2). He credited his high school Spanish teacher, who was animated and 'a bit eccentric' for this belief: "I buzzed off it and I ended up doing it as a degree, so I did" (S_int2). However, his style was often at odds with the traditional teaching approach in Vietnam. When struggling to get students to answer aloud in class for fear of losing face, he mirrored their behaviour by asking students to ask him a question before staring blankly at them. He found success with this technique, stating "this gives everyone a laugh and people seem more at ease then to answer any questions that I ask" (S_DE4). Echoing his post-CELTA comments, he also sought to challenge the traditional student/teacher dynamic and encourage a more relaxed atmosphere: "I was trying to break down the barrier between teachers and students by asking the students to call me by my name and not job title" (S_DE4). Although he did admit that the lack of regular students made this task tiring. He further alluded to a preference for a less formal relationship when reflecting on his first six months of teaching in the second interview: "when I use my teacher voice...I don't know - the conversation for me just doesn't flow, it just feels fake because I'm not being myself" (S_int2). He perceived that when he felt more relaxed during teaching he "was able to get more out of" his students (S_int2).

By March, he reflected positively on his development as a teacher:

I'm more in tune with how things work around here and have found a way of teaching that suits me and what I believe is very efficient and allows the

students to think for themselves and not just listen to the answer from me. (S_Q_Mar).

He seemed confident and pro-active in addressing perceived issues with the method promoted in the school. As indicated above, in March, he began focusing specifically on "the formal robotic language" taught:

I've tried to get students to realise that the English that they are learning in the centre is probably not the language that they're going to hear when they speak to native speakers in the outside world….I used the formal language that they've learnt and then explain to them the more informal way of saying it and what is commonly said. (S_DE5)

However, his growing confidence and autonomy were sometimes hampered by the constraints imposed by the school's teaching approach:

A lot of the time I think to myself 'I'm not even teaching I'm just assessing'. Like sometimes I actually go out of my way to try and teach them something, but it eats into time, so it does, and then I'm rushing through stuff and I'm like 'for f*ck sake', so it actually sort of annoys me as well too that I can't really teach stuff, you know what I mean? (S_int2)

Sean expressed a desire to teach more Social Clubs so that he could teach more freely and address the areas he found troublesome. However, he clarified that he "wouldn't want to have to write lesson plans…like the way you have to do it in CELTA…It's like 'as long as I can understand my own notes, that's all I need'" (S_int2). At this point, Sean himself acknowledged the importance of teacher motivation and its integral part in increasing student motivation: "I thought about it at the start: is it more about their motivation or me? And it's like, well, I'm, one, supposed to get them motivated, so it's all about me" (S_int2). Evidence he cited to support this argument was that his excitement to soon travel abroad for a short holiday increased his energy and enthusiasm in the classroom and "the students fed off of it" (S_Q_Feb). Similarly, anticipation for a trip home in March "spilled over in to my classes and I was able to provide a better lesson for the students" (S_DE5).

Overall, Sean's self-perceptions of efficacy in teaching appeared consistently high. Not having regular students meant that it was difficult for him to evaluate his

teaching effects over time, but when prompted to describe a success in teaching in the second interview, he told of one student who had previously been failing many of her Encounters:

> I asked her about her study habits and stuff…and gave her some advice and she's like really come along, big time, so she has. And that's obviously a combination of everybody, but…she went out and practiced, and she could see the results...Aye, aye, that's the biggest [reward], when you see it actually working (laughs), you know what I mean? (S_int2)

This corresponds with his high responses in 'delivering quality instruction', 'adapting instruction', and 'motivating students' across his questionnaire responses. In terms of his shortcomings, Sean reported that he lacked understanding of particular grammar structures. Because he did not see students regularly and immediate error correction was necessary, this was a particular classroom challenge, but he had devised a system to overcome this:

> I simply explain what I think to be the answer and then confirm it by searching for it on my tablet there and then. This way the students get instant confirmation on whether I was correct and if not, then they still have their question answered. (S_Q_Mar)

Elicitation was another teaching technique required by the school, but which Sean found difficult at times. He realised also that the way he elicited target language from students was not always successful because "it's not the language that they're used to hearing, so I have to be like 'ok, so how do I express if I want this?' and they (snaps fingers) know it straight away" (S_int2). He recognised that his strong accent also caused some misunderstandings in class although he was determined in training his students to be comfortable with natural spoken English:

> I used to talk a lot slower and pronounce my words and all that, but now I just speak normally, if they don't understand it well then I'll speak it -I'll do my 'teacher voice', but then I'll go back to it, just back to my normal voice and then when they hear it the next time they'll have a better idea (S_int2)

Sean commented upon his thoughts about professional development during the second interview. He found that his lack of knowledge of the Vietnamese education system posed some problems in his teaching, and he voiced a desire for more training in this area:

> probably a wee bit more on Vietnamese culture because I'm learning it just as I experience it…I would love something like that -just because it makes my f*cking life so much easier! When you actually understand stuff, you'd be like 'ok, I can do this, I know what I'm working with now', but you're working with the unknown, you know what I mean?" (S_int2)

When asked to clarify what such training might entail, he replied:

> How to focus in on what mistakes they're making, like how to get a better understanding as to what is the -what's happening in their head, if that can be taught (laughs). Just basically, aye, I'd love to know the differences between the education systems here, I think it would be very very helpful, so it would (S_int2)

Again, it did not appear that Sean criticised his CELTA training for a lack of context-specific content. After having completed the less-practical TEFL certificate, he reflected positively on the extent to which the CELTA prepared him for teaching, commenting that without it "I would have been way out my depth, *way* out of my depth!' (S_int2). Even though he mostly taught grammar in Vietnam, he was satisfied with the balance of teaching practice skills and he had brought all his coursework and books with him "so it's all there if I need to ever fall back on it" (S_int2). He was also pragmatic in his reflection of what the CELTA could offer:

> it does teach you how to set up a lesson, and I thought it taught you how to set up well, as well, they do give you a range of reading and writing, speaking and all that too, but there are just some things they can't teach you (S_int2)

He expanded on this thought, adding "They can't train you for what it's going to be like [in a specific country] and what your mentality is going to be like, all they

can do is get you the qualification". He considered the previous EFL teaching experiences of the CELTA tutors as the most useful aspect in helping him prepare for teaching abroad, with one in particular having had experience of teaching in Vietnam. However, while he was full of praise for the practical teaching skills he acquired, he was more critical about the theoretical assignments:

> I feel like I done them on the night before, you know what I mean? Very little thought went into them, so I was just reading books and then just literally re-wording sentences, you know what I mean? (S_int2)

Prompted to suggest how this element of the course could be made more useful, Sean proposed an assignment which embedded some context-specific knowledge:

> maybe they could give you like a case study, make you choose a country, and be like 'right, what are the difficulties between learning English in this country?', you know what I mean? And you actually have to research the f*cking - a wee bit of the culture and a bit of the education system and that sort of stuff (S_int2)

Overall though, he credited the CELTA for both its practical content and its timeframe:

> the beauty of the course is that it offers a f*cking high turnaround in terms of qualification and then possibly getting a job in a foreign country, so it appeals to a lot of people - that's what appealed to me about it, and the fact as well too that you got teaching practice on it (S_int2)

In his second interview, Sean also elaborated on the social atmosphere within the school. Despite the lack of reference to social support throughout his data, he did not seem to miss it, stating "I like trying to be as independent as possible" (S_int2). In terms of seeking advice and guidance from others, Sean responded that whilst he could ask his immediate line manager, "there's nothing ever risen that's sort of been like 'f*ck, I'm out of my depth here, I need to get someone else'" (S_int2), although he did express frustration that team meetings with the previous manager were not used for their intended purpose of giving feedback

and advice. In apparent response to the lack of feedback and collaboration amongst teachers, Sean offered such support to others:

> if there's any new teachers that come in I say to them 'look, you can observe me if you want to, you might learn or you might see something I'm doing wrong that you can tell me about' (S_int2)

Although he mentioned that there was a fairly high teacher turnover in his school, he stated that it did not really affect him because he is "sort of selective as well too about who I'll be friends with" (S_int2).

In terms of his wider life in Vietnam, Sean found that making new friends was more challenging than he had expected: "So aye, I would say, not lonely, but I just thought I would have -I thought I would have made more friends at this stage, I thought I would have probably met more people" (S_int2). Despite appearing quite independent in the workplace environment, Sean was inherently a social person, but struggled to meet people outside of work because of his work hours and his less-central location. His social circle consisted mainly of other teachers "which I am disappointed about because, I don't know, I think it's just because I had so much more expectations" (S_int2). Cultural clashes impeded his ability to befriend locals:

> they really can't laugh about themselves either! Like see if you make a passing joke, which you know is sarcastic or something, they take it to heart (S_int2)

But he remained selective in who to socialise with:

> I don't want to go around people who are backpacking and stuff and all, because I'm not in that sort of zone, I'm not in that mind frame either, you know what I mean? I'm in that sort of professional mindset" (S_int2)

Indeed, regarding living abroad in Vietnam, Sean seemed less positive in his outlook at the halfway point. He commented that he was getting 'fed up' of city-life: "The city is starting to get to me with how busy it is all the time and the lack of convenience of some things" (S_Q_Mar), adding in the second interview that "I can't stay here, it's too much, it's too crowded, too minging, the f*cking pollution

is horrible" (S_int2). Food was another point of contention for him as seafood - a local staple - was not something he liked, "I miss f*cking having spuds!" (S_int2). This being said, he found locals to be very friendly, and he "never really struggled to do anything"(S_int2) despite not learning much Vietnamese. His main stress concerned "stuff that I thought I would have done by now that I haven't done" (S_int2), including travelling and building a social circle.

As for his future, Sean reiterated his plan to move to Dubai and New Zealand "because this for me is a stepping stone" (S_int2). He predicted he would probably leave Vietnam at the end of his one-year contract, depending on how much of the country he was able to see:

> because the whole *point* of this is just to travel but then I quickly realised that I don't have the lifestyle to travel, so I don't. I've more of a professional lifestyle where you have to f*cking remain where you are, work 9 to 5, sort of job which is sh*te (S_int2)

Sean also envisioned himself teaching for a maximum of three more years "but that's only now, that could easily change" (S_int2). Initially, he had been attracted to the chain of language schools because they were established in many countries around the world and that he could transfer to another school "which means when I go to another place the transition is only outside of work" (S_int2). However, as had emerged across his previous data, his attitude towards his company had shifted quite substantially: "I do like the work and all, it's the *company* I don't like" (S_int2). He believed that the school was not always organised or helpful when it came to immigration matters. Alongside the unexpected trip in November to complete immigration paperwork, he also reported receiving conflicting information about obtaining a residence card. After five months he requested a meeting with HR department, who "were more than happy to help" (S_Q_Mar), but these experiences appear to have made a lasting impression. Indeed, his frustration with the higher management culminated in a decision to confront them at the end of his contract: "they do a final interview with you, before you end your contract to see if you want to stay or not, I'm going to rip into them" (S_int2).

When asked to give advice to newly-trained CELTA teachers, this theme emerged again:

> Research what you need to do with documents first, in terms of like visas and sh*t…Probably look into the culture a bit more, possibly take a trip *to* the place before you actually move…But aye, research, do more delving into stuff, definitely, about the company (S_int2)

He also hinted at some regret he had over accepting a job so quickly with this company, and wanted to warn others to consider their choice carefully:

> ask yourself 'is this what I want to do?', 'is this the job that I want to take?'…so I rushed into it, I was just -as soon as they were like 'do you want the job?', I was like (claps hands) 'get me out there! I don't care, just get me out there', 'I just want out of here', and there's people doing less hours than me getting better money and all (S_int2)

4.6.1 Moving department

A pivotal point in Sean's year was when he successfully applied for an internal transfer to the 'VIP' department, catering to a smaller number of students and thereby making Encounters (one-to-one) and building relationships with students easier. Weekly 'Events' were offered to students in this department as a reward for paying much higher tuition fees and typically focussed on a particular skill in English, such as 'Pronunciation Club', and 'Listening Club'. Sean had decided to apply in December, commenting "I'm excited because I have a chance to showcase my skills and possibly earn a promotion" (S_Q_Dec). Around the time of the second interview (conducted face-to-face) Sean was preparing to begin teaching in this new department. He expressed enthusiasm and motivation for his role, which was compounded by an increased sense of responsibility due to his students paying such high fees to attend this department: "Yeah, it's *mad* money, so it is!. So that alone…drives me to make sure I'm giving my best as well too every day, if I don't I feel horrible" (S_int3).

Reflecting on his first month of teaching in the department, he commented:

> I believe my teaching has improved since I've joined this program and I believe that has been aided by the relaxed atmosphere because it puts me at ease and keeps me calm. When I'm teaching, it feels like I'm helping more of a friend rather than a student because we get to learn so much about the students and vice versa. For the first time in my 6 months of being here I feel like I'm teaching and passing on something to the students which is a great feeling and has helped me develop my teaching skills (S_DE6)

The shift in teaching one-to-one Encounters appeared to alleviate some of the problems he had previously reported:

> I was able to focus on the reasons why the students are making mistakes and was able to highlight this to them as well as providing solutions to their problems. However, only a few students have been able to retain everything I've told them or advised them to practise. (S_Q_Apr)

Sean added that the respect and appreciation students showed "makes me put more in effort in to each class" (S_DE6). Interaction with both his colleagues and students also seemed to positively impact his engagement and commitment: "I feel like I've found my feet and looking forward to pressing on!" (S_DE6). Indeed, another significant difference in this department was the collaboration between the staff: "The team in VIP feels like an actual team because it's a small one and everyone will help each other when needed. Everyone has welcomed me" (S_DE6). He felt he was "able to fit into the team quickly and being able to easily adapt to how things run in VIP" (S_Q_Apr). His new manager was particularly helpful in helping him to integrate into the department.

As well as the increased social support, Sean was also offered professional development opportunities. He attended workshops on aspects such as pronunciation teaching, identifying errors and giving feedback, which he found:

> very beneficial as I've taken what I've learnt and apply it in the classroom. Since doing that, I have seen the students being able to self-correct using the methods I've learnt. (S_Q_Apr)

In his third interview, he further expanded on these opportunities, crediting the pronunciation workshop as particularly useful as "I knew it was a weak point of

mine" (S_int3). He also added that he had attended a workshop about the school's method, but "I don't fully believe in the method…I wasn't really too interested in it, so I think that's why I don't really remember much about it" (S_int3).

Additional factors appear to have made April a particularly positive month for Sean, including a trip home, which he described as:

> Lethal craic and just what I needed cause it helped me realise that I've made the correct decision by leaving home and pursuing a career abroad (S_email_21stApr)

He also began leaving work for at least an hour a day during his break, reporting that "changing my surroundings helped me forget about work for a while and focus on something else" (S_Q_Apr).

4.7 The latter half

By the second half of his first year of teaching, Sean had settled into his new department and appeared comfortable and confident in his role as an English teacher. His positive first impressions of his new department remained consistent: "The team's really good, aye, everything's been good there, students are really nice -the quality of life has definitely improved since I've moved up there (S_int3)". His attitude towards his company, however, continued to sour. He highlighted having to complete unpaid work and discovering his pay was lower than teachers doing fewer hours in other companies as two particular frustrations but which were somewhat mitigated by his relief at "the fact that I'll finish working for this company in October" (S_Q_Jun).

As well as continuing to identify his own weaknesses, such as giving clear, level-appropriate instructions, he actively sought feedback from his new colleagues on his teaching:

> I had another observation upon my request and it went very well. I did it because I couldn't gauge my progress since my previous observation a few weeks ago…I've tried to work on my weaknesses as a teacher and it has seemed to pay off as my manager mentioned that I'm constantly improving along with having a good attitude towards criticism (S_Q_Jun)

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Sean also reported that "another teacher said that he wants to work more with me because he believes that he can learn a lot from me" (S_Q_Jun). In terms of challenges in teaching, he found the additional Events "stressful to begin with: trying to keep people engaged and stuff, that was definitely challenging", but added that the reason for this was "just because I *cared* about it, you know what I mean? I wanted it to go well" (S_int3). This admission appeared reflective of his general engagement in his role: in the new department, he continued to adapt his teaching to his students' needs. To illustrate, he volunteered to lead a particular Event so that he could help build their confidence using English by having them "concentrate/focus on why they joined but at the same time to highlight [their] progress" (S_DE7). Additionally, Sean observed that grammar was likewise an issue with his new students: "Some students see it as another tool that they can use if they want and don't seem to realise that what they're saying is grammatically incorrect and doesn't make much sense" (S_DE7). In response to this issue, he reported:

> I've put myself forward to do a Grammar Club because all of the basic mistakes are becoming annoying, particularly with students who have had the same grammar point explained to them several times but still revert to their bad habits. (S_DE7)

His students claimed they had difficulty remembering grammar and vocabulary and Sean believed there were three reasons for this:

> First is that they don't completely understand the grammar therefore they're trying to figure out what to say solely from memory which is not a good way to learn… The second is underexposure. A lot of the students don't study outside of the centre. The final one is that the method has so many flaws…they don't learn [language] in context and it's just given to them because it's part of the topic. There is no real understanding of what they're given or being told, hence the students struggling to remember grammar structures and vocabulary (S_DE8)

In August, his monthly Grammar Club began, but he hoped "to have 2 a month soon" (S_DE8). The conviction of Sean's belief in the importance of grammar is reflected in a comment hoping that his colleagues would continue with the

Grammar Club after he departed Vietnam: "I'm just hoping that other staff members see how crucial it is for the students' understanding of the language and continue it after I've left" (S_DE8)

In his final two months, Sean focussed on developing his teaching skills and knowledge because "I feel like it's important to get as much out of this experience that I can before departing Vietnam" (S_DE9). He requested several more observations "to get some peer feedback and iron out all the wrinkles in my teaching game" (S_Q_Sep) and receiving positive feedback on his pronunciation technique and use of metalanguage was a particular "confidence booster…because I thought it went wrong and it went better than I thought" (S_int3). He further explained his reasons for requesting observations in his final interview:

> I just wanted to challenge myself on it, eh? …If you're in your comfort zone I feel like you don't learn, or learn as much anyway. So, aye, it's definitely throwing myself into deep water. I don't want to do this for a lifetime career, but, you know, if I'm going to do it, I'm going to make sure I'm doing it good - I'm doing it well, sorry, and correctly, I want to get the best out of it, you know?…Teaching people, aye, it's a job, but it's how I'm spending my life! … I'm spending my *time* doing it, so I want to make sure that I'm enjoying it and that I'm able to -like, it's a job that I *can* be creative in and that I can grow, definitely. That's my reasons behind it, eh, just self-improvement, I'm always trying to strive for it (S_int3).

Indeed, this attitude appeared to have contributed to his development as a teacher. He cited pronunciation as an ongoing area of progress, but was confident in tackling other aspects of teaching: "everything else I feel, aye, I feel no problem, I can do it no problem" (S_int3). He described elicitation as one of his strongest skills after having "worked so much on it" (S_int3), using games such as Pictionary to help elicit vocabulary. Contrary to earlier in the year, he considered grammar as "probably my strongest point" (S_int3).

Having fewer students in the VIP department and getting to know them better enabled him to personalise his teaching. He reported spending more time planning for his lessons - although he reiterated that completing a CELTA-style

plan was "a waste of time if it's going to be me teaching the lesson" (S_Q_Sep). He also made notes of what grammar and vocabulary he taught each student, so that when they were in the social area, "I'll talk to them and question them about it" (S_int3). Although this did not always succeed, "there's times that people have listened and understood it and it's just nice, so it is, it's a nice feeling" (S_int3). Overall, he reported satisfaction with his development as a teacher and was happy he could support other teachers too:

> I've improved my teaching strategies and I'm able to help people with their own by passing on something that I have learnt or picked up on. Other people have been appreciative of it all. I feel like I can teach English at a high standard to any level as I have had so many classes over my time here. I have become more aware of what kind of learner each student is and it helps me change up my classes and keep them fresh. (S_Q_Sep)

He was especially keen to ensure that other novice teachers felt welcomed into the school after having had limited support initially himself:

> It's a nice feeling for me as well too, I like it…it's very satisfying…because I know what it's like, I've experienced it, I don't like it, so I don't see why other people have to continually go through it, you know what I mean? (S_int3)

Conversely, Sean praised the support from his manager in VIP, as well as the rest of the team: "it is a very close knit team, so everybody is quite supportive of each other and stuff, very helpful…if people need my help then they'll come and ask me" (S_int3). A welcoming atmosphere and sense of community was something he also tried to encourage with his more regular students: "they're very accepting of new students…it's been nice because I've been part of helping that develop" (S_int3).

However, Sean also reported some issues during his final months, including some colleagues shirking their responsibilities. He voiced frustration at this, but was firm in his response: "I have just kind refused to do any of it and highlight that I have completed my tasks and carried out my duties to the full" (S_Q_Sep). He also perceived an incongruence between his concern for student learning and his students' efforts in practicing English:

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> Some people just don't want to try and expect the language to be injected into their brain which is frustrating. It stresses me out sometimes because I care about their progress but when they don't care the same way I do, then it's hard to keep encouraging and motivating them (S_DE9)

Classroom management was made more difficult by a particularly disruptive student who continuously spoke Vietnamese in class and distracted others, and he wrote "dealing with that has been a bit stressful as I have her quite often in class" (S_Q_Sep). His interaction with students outside of the classroom had also recently changed: "They always want to do stuff with you outside of work, which is nice and all, but it gets overbearing because it's literally every time that you have a break, every time that you're free" (S_int3). He found it difficult to turn them down because "it's a cultural thing, they take it so personally" (S_int3), so he started avoiding topics such as 'weekend plans'.

He experienced cultural differences in his personal life too:

> Vietnamese women get very attached after meeting someone once and it's very stressing because when I don't want to meet up then I'm made to feel like I'm guilty and a bad person for turning down their advances. I have even had one woman turn up to my front door uninvited and without giving her my address. It has stressed me out and makes me feel uncomfortable because I feel like I must be careful about what information that I share with them (S_Q_Sep)

In general though, he found Vietnamese people to be very friendly and was glad he chose to teach in Vietnam: "I feel like I have lucked out here, people are so nice as well too, so it just adds to it, I've made friends here, I'm happy…happy I came definitely" (S_int3). Although he had made more friends since moving department, Sean cited his family as his most significant source of support: "family, definitely … Just knowing that…there's always a safety net" (S_int3). He also credited them with helping him "remember the reasons why I left home, started this job and want to continue this job. They help me keep my feet grounded" (S_Q_Sep).

As the end of his contract drew nearer, Sean began planning for his future. Realising that he was the next teacher scheduled to leave, he noted: "I feel

excited because it's a new chapter in my life along with new challenges to face and hurdles to overcome" (S_DE9). He first intended on spending a few weeks travelling around Vietnam and was enthusiastic about finally having the chance to see the country: "because that was the reason I picked here as well…I was researching places to travel and there were all these guides going 'oh, best place is Vietnam!'…I *finally* get to do it now, you know what I mean?" (S_int3). After returning home for Christmas, he planned to resume his search for teaching positions in Dubai or New Zealand:

> I do enjoy what I'm doing…because it's a job that you can find…so much more opportunities with, different countries and stuff, so it just keeps them doors open, so it does, and that's what I want at the minute" (S_int3).

When prompted to outline any worries he might have in teaching in a new country, he responded:

> Probably the class size, probably. I'm just getting so used to tutoring - personal tutoring…It's sort of, a little bit daunting, so it is, when I see the numbers in a class of twenty or something, you know what I mean? (S_int3)

Once again, Sean reaffirmed his ultimate intention to move into translation, probably in his home country:

> I feel like I need more security in terms of where my life's going…Because at the minute it's -you know, I could be going f*cking anywhere, you know what I mean?...I don't know, [translation] just gives me a bit more security in terms of, I don't know, I know what I'm doing in life and that's what I *want* to do (S_int3).

He suspected that this would happen in about five years' time, but conceded:

> But while I've been out here I just feel there's so much more to see and do and five years isn't enough, eh? I don't know. I think I'll still be away from home, but I might be on the cusp of going back home…(S_int3)

4.8 Reflecting on his 1st year

In his third and final interview, Sean reflected on his first year experiences. Overall, he was satisfied with his development "not only as a teacher, but as a person as well too, I feel like I've grown, so I have. Knowing how to face certain challenges and stuff" (S_int3). He was confident in being able to handle teaching-related tasks because "in terms of actually how to teach the language and stuff and all it's been everything I've either been taught or gone through before and stuff" (S_int3). Indeed, Sean was consistent in his evaluation of his CELTA course throughout his first year of teaching. When asked to reflect upon how well it had prepared him for teaching, his opinions had not changed. Although he frequently commented that he avoided CELTA-style lesson planning, he stated:

> what I had done had taught me, you know, the structure of it and stuff, so
> it made me able to take notes for lessons plans so much easier, so aye,
> so I mean even though I don't do it, I'm glad I *did* do it (S_int3)

He especially valued the course "Just in terms of getting in front of a class, probably, aye, teaching people" (S_int3), as well as the range of teaching strategies it provided "so if one person doesn't understand a certain technique or understand what you're trying to get at, there's another way to go around it" (S_int3). He stated again that he had brought all his CELTA materials with him: "I haven't needed them, but, I wouldn't have brought them with me if I didn't feel like it would be useful, so aye, I feel like it has prepared me, definitely" (S_int3). He did not have any concrete suggestions for additions to the CELTA course, commenting:

> No, I feel like it covered -it covered a lot of ground, so it did. Maybe dealing
> with people? Dealing with students? Aye, probably dealing with different
> types of people. But, I mean, for that you have to go into so much *depth*,
> so you do, like so -it's such an intensive course already but, I think it's
> focused much more on your actual ability to teach the language, you know
> what I mean? (S_int3)

In terms of his actual language teaching, Sean believed his biggest success was a Dragon's Den style lesson: "it was just nice to know that I can do that, that I can do something that's mixed level and that everybody understands it and it's enjoyable" (S_int3). On the other hand, dealing with different student personalities and the five-person assessment requirement in his first department were the biggest challenges he faced during the year:

> it was near impossible! … to give good feedback and actually focus on what mistakes are they making and why are they making them, you know what I mean? Is it just a wee slip of the tongue, or…is this something they just don't understand? (S_int3)

However, Sean's attitude to dealing with challenges appears to have helped him mitigate any negative effects:

> But mostly, aye, I kept a pretty cool exterior, I tend to do. I try to be cool about everything really and just try to keep a calm mindset about it because when you go into panic mode, I've been there too many times, and it doesn't help, eh? (S_int3)

This being said, he did describe his motivation levels over the year as:

> Fluctuating, aye…so to start off, for me to actually build that confidence where I was happy with what I was doing and I felt like what I was doing was correct {I think that was difficult for me} at the beginning, so I was motivated to do that…was eager to start improving on everything, you know what I mean? Aye. And then as it went on…I think it was the fifth month or something - it was just before you came - it sort of died, so it did, a lot of it was very repetitive because there was just a lot of people were in the same levels and stuff…I think because [VIP students] were paying so much money I was so much more eager to get the best out of them, do the best for them, so aye, ever since VIP…they've gone up, because I have Events too, like this is my chance to be a bit more creative as well with them, do what *I* want to do with them, it's, aye, my motivation has gone up a lot more (S_int3)

Sean even voiced some disappointment that he had not been able to teach as many Events as he would have liked, such as one on deducing: "maybe one or two Events that were a bit more creative, a bit more fun and stuff that would actually be *so* beneficial to their learning" (S_int3). He also cited building social networks as a factor in his fluctuating motivation:

> Probably at the start, when I had not met many people…I was so focused on when I *had* my free time I was using that time to meet people and stuff…And then as time went on I sort of realised that the people I was trying to make friends with were not people I'd make friends with…just not my people…once I realised that I wasn't really focused on that anymore, aye. And then when I went to VIP then it just sort of happened naturally (S_int3)

Indeed, Sean felt that "moving into VIP definitely has been a game changer…on so many levels" (S_int3). The ability to build closer relationships with his students helped motivate him because "You want to do things for your friends. It's been quite easy to be motivated teaching" (S_int3). However, he remained critical of the language teaching company as a whole: "it's just so sales oriented and you can *see* it, when you think about it in terms of what's happened to me and stuff and when I think back to my experiences -it all adds up!" (S_int3). As a novice teacher, he found the lack of support offered by the company - both professionally and personally - particularly concerning:

> It changes your perception of a place, country, aye…it can influence your mindset completely…I think it's vital, so it is, I mean…in terms of work, I didn't really get any support with my visa, yes, that was a f*cking nightmare, that was awful so it didn't really give me confidence in the company…But aye, in terms of then integrating with people, with teachers and stuff, you know, as a new one, it's just not there, so it's not. But with VIP, it was there, it was (S_int3)

When voicing this concern with his recruiter towards the end of his time there, he suggested to her that the company should: "'have people f*cking welcomed, welcome new people in for starters', you know what I mean? 'Not just like, ok,

well here's the teachers' room, just, you know, survive'" (S_int3). Sean also followed through with his intention to confront management about his issues at the exit meeting, but explained:

> they didn't really care about anything I had to say. It started to get -I could feel it was starting to get heated, that's when I just, I was like 'no, I've a few days here left', I was like 'I'm not going to make anything unbearable for myself', so aye, I just left and made a sort of rant in terms of how I felt about them as a company and what they do to people and how they treat their own local staff and stuff so they know where I stand anyway, put it that way (S_int3)

His negative experiences with the company also featured prominently in the advice he would give his post-CELTA past self:

> Get your documents notarised! (laughs) Aye, definitely! Get that stuff done. Probably be prepared for your life to be completely different, like everything is *so* different, just…aye, definitely. Be prepared for people to come to your door uninvited (laughs). Aye, trouble with work…probably to just keep pushing through, keep pushing through and the light at the end of the tunnel (S_int3)

At this point in the study though, Sean did not appear to have any regrets about his choices, remarking "Aye, 'experience is always the greatest teacher'…definitely go *out* of your comfort zone" (S_int3). This belief extended into advice for other newly-qualified CELTA teachers: "Choose somewhere that's not like home. Aye, definitely, definitely move away -move away from wherever you are" (S_int3). He reasoned that he would not have experienced such a dramatic shift in culture or way of life:

> if I had stayed in f*cking Europe or somewhere or went to America or, you know what I mean? You just wouldn't experience it, so you wouldn't. Definitely go somewhere that's completely out of your comfort zone.

Living abroad did come with its challenges though and he referred to a death in his family as a particularly difficult point in the year: "it was hard not being back

home with people, sort of not being 'in the know' of what was going on and what was said and stuff" (S_int3). He was also surprised by a lack of cultural awareness in his students and other people, "just being aware of how to talk to people, how to engage, some people are just oblivious to it", and mentioned again the example of a Vietnamese woman appearing uninvited at his home. However, contrary to the impression he gave in his second interview, Sean stated that he was very pleased with his choice of location and the experiences he had. He commented "I feel safe here, I've never felt in any sort of danger at any time - apart from the traffic!" (S_int3). He also reflected positively on completing reflections as part of the study, crediting them with allowing him to gain perspective on his personal and professional experiences across the year:

> it's been nice just to look back and see the stuff that was annoying me is no longer annoying me and stuff that I found challenging, I no longer find challenging, aye. It's hard to keep track of these stuff when it happens so quickly, and the moment when it actually changed for you, so it has helped, so it has, I never thought it would (S_int3)

Giving a final reflection on his first year of teaching, Sean acknowledged the initiative he took to ensure he had a positive experience and looked ahead to similar experiences in his future:

> it's been emotional, put it that way, so it has. Definitely it's been challenging, on different fronts...but overall it's been very fulfilling…Because it is, it's a risk, you know yourself, moving away, it can go either way, so I'm glad it's worked out for me. But I feel like I've done stuff to make sure that it's worked out for me as well too, I haven't just played it by ear and let things go or flow naturally…I've learnt a lot about myself and I think I've grown from it. I'm glad I done it, and I feel like I want to do it again so I do, I want to do -like, have the same thing in new places, challenge myself constantly, I'm happy to do that and I really want to keep doing it and see what happens, hoping it takes me somewhere nice! (S_int3)

4.9 Summary of Sean's 1ˢᵗ year

Sean's initial motivations for choosing to teach EFL appeared to be a mix of intrinsic and extrinsic: he had had some limited previous teaching experience which he enjoyed, he wanted to remain in a language-oriented job as he prepared to transition into translating and interpreting, and he also wanted to travel. He chose to undertake a CELTA after having already completed a TEFL, which he deemed inadequate in preparing him to teach English. Throughout the year, he evaluated his CELTA training very positively, believing it prepared him well for practical teaching. He did not seem to criticise the CELTA for a lack of context-specific content, but did suggest that they could incorporate a focus on this into one of the written assignments so that candidates are more aware of cultural and contextual differences in a chosen country. Sean's positive evaluation of the CELTA may in part be explained by his pragmatic expectations of what it could offer: he knew it would be a short, intense course that could not cover everything he may need for the future. In fact, he especially valued it for its quick turnaround, which allowed him to begin teaching sooner than a longer, more in-depth course, although he hinted that he would not wish to teach in the same school as teachers with degrees in education. He credited one of his CELTA tutors for influencing him to choose Vietnam as his first teaching destination.

As soon as he began a teaching position in Vietnam, Sean came across as a confident, self-assured language teacher and did not appear to suffer from the 'reality shock' so often outlined in the literature. He reflected meaningfully and honestly about his strengths and weaknesses in teaching, taking initiative in devising his own professional development goals. A consistent theme which re-emerged throughout Sean's data is his willingness to step outside his comfort zone and push himself to develop his own skills. He consistently used phrases like 'challenge', 'develop', 'push myself' both in teaching and in relation to his wider life choices. Not only this, but contrary to existing research on novice teachers, Sean demonstrated a clear concern for his students' learning from the outset, identifying particular weaknesses and, within the confines of the school's method, attempting to address them. Although Sean frequently lamented his lack of opportunities to travel around Vietnam, this did not seem to be a high priority for him, and instead altruistic and intrinsic motivations seemed to influence him

more prominently. He consistently indicated a desire to improve his teaching both for his own satisfaction and for his students' benefit, showing active engagement in his job role as well as evidence of professional development.

Sean self-reported his motivation levels as 'fluctuating' over his year, with a distinct decrease at around the halfway point just before he moved to a new department. His classes had become repetitive, he felt constrained and stressed by the school's approach - including the new five-person Encounters and the 'flawed' method - and had also become irritated by things such as the pollution and lack of convenience in his city. However, since beginning to teach he had also experienced a shift in his attitude towards his engagement in teaching. This was exemplified in his admission in the second interview, where he described regret for not caring about students' learning at the beginning as much as he should have. This was following discussions with other colleagues, suggesting that verbal persuasion and vicarious experiences may have been at play. This being said, Sean had limited opportunities for formal professional development and did not indicate much access to social support in the workplace. In fact, he presented himself as a source of support to new teachers as they arrived. Although Sean prided himself in being as 'independent' as possible, the act of providing informal support to other novice teachers suggests he thought support was important, and his comments in the third interview confirmed this. It is possible that observation of other colleagues may have prompted this shift in thinking, as well as his markedly different experiences in the latter half of the year.

Moving to the VIP department was a pivotal moment for Sean. He received opportunities for professional development and increased collaboration and support from other colleagues. He requested a number of voluntary observations in this department so that he could receive feedback and advice on how to gauge his progress and improve his teaching. The more relaxed atmosphere with fewer students better suited his preferred approach to teaching and he was able to build closer relationships with his students. An increase in autonomy to teach Events appeared to increase his motivation and self-efficacy too and he tailored them to his students' needs - such as volunteering to begin a Grammar Club. After moving to the VIP department, he was able to better adapt his teaching to individual learners, target their errors, and motivate them.

With regards to living abroad, Sean seemed to largely take his experiences in his stride. Aside from the slump at around the halfway point, he was very positive about his location, Vietnam, and the people. Although he mentioned some cultural differences, these did not feature prominently in his data and his stressors seemed largely related to work, in that his long hours meant finding food in the evening was a hassle and socialising was also more difficult. Indeed, his opinion about the company notably deteriorated over the year, largely due to their lack of care and support for teachers both professionally and in administration matters. It is commendable that he continued to show such commitment to his students and their learning, whilst simultaneously harbouring such resentment towards his employer. Interestingly, Sean reported his family as being his primary source of social support over the year, perhaps due to his difficulty in meeting people in his first six months.

Towards the end of his year, Sean expressed confidence in being able to teach English to a 'high standard at any level'. However, it should be noted that the majority of his teaching consisted of assessment-based Encounters, requiring elicitation and correction of target grammar and vocabulary. In terms of domain-specific self-efficacy then, whilst Sean's teaching experience may enable him evaluate students' proficiency and correct their errors, he may find himself less efficacious in a more traditional teaching role where he has to present target language himself. Having become used to teaching one-to-one, he also expressed some worry about teaching larger class sizes. Additionally, in terms of task-specific self-efficacy, Sean believed grammar teaching to be a particular strength, alongside elicitation. However, he admitted that he rarely taught listening-focussed lessons, and never taught reading or writing skills. Subsequently, it can be surmised that he would likely feel less efficacious (at least initially) if required to teach these skills. This being said, based on his account of the year and his clear commitment to engage and develop within his role, I am confident that Sean would quickly rise to these challenges and build such domain- and task-specific efficacy.

To conclude, based on his intention to teach English short-term but considering his clear and consistent engagement and development during his first year, Sean could be considered as a highly-engaged switcher. He had developed a strong

sense of teacher identity, appeared to enjoy his role as a teacher and self-reported high levels of competence in teaching. He displayed obvious concern for his students' learning and sought to refine his teaching skills to better meet their needs. Throughout the year, he repeatedly indicated his intentions to ultimately transition into translating and interpreting (thereby making the label of highly-engaged persister inappropriate), but otherwise he meets the criteria for a highly-engaged teacher.

Chapter 5 James

5.1 Chapter overview

This chapter details the chronological experiences of James. Similar to Sean, James engaged with the study for his entire first year of teaching, which spanned from September until the following July. Due to logistical issues and also a lack of contact from James in April, his second interview occurred seven months after he began teaching. Echoing the structure of the previous chapter, there will first be a breakdown of the data collected from James and a brief description of his background before his experiences are outlined across five time periods: post-CELTA, the first six months, reflecting on the first seven months, the latter half, and reflecting on his first year. Finally, a summary will be given with my interpretations.

5.2 Data timeline

Table 5.1 presents a chronological overview of the data collected from James over the course of the study. Alongside three interviews (in September 2017, May 2018 and July 2018), he submitted a total of 12 diary entries spanning September to January, and six questionnaires (Oct, Nov, Dec, Mar, May and Jun). Numerous emails were exchanged throughout this period, and relevant excerpts from some have also been included in analysis.

Table 5.1: Overview of James' data

Month	Interview	Questionnaire	Diary entries
September (2017)	1st wave		1
October		Complete	4
November		Complete	4
December		Complete	1
January (2018)			2
February			
March		Complete	
April			
May	2nd wave	Complete	
June		Complete	
July	3rd wave		

| Total | 3 | 6 | 12 |

The following codes are used to refer to sources from James' data:

1st interview: J_int1

2nd interview: J_int2

3rd interview: J_int3

Diary entries: J_DE1, J_DE2…J_DE12

Questionnaires: J_Q_Oct, J_Q_Nov, J_Q_Dec, J_Q_Mar, J_Q_May, and J_Q_Jun

Emails: J_email_[date]

5.3 Background

James was thirty years old at the time of the study, and had led a semi-nomadic life since graduating from a BA in Fine Arts in his early twenties. Working as a postman for a year after finishing his course made him realise: "I didn't so much want the nine to five job, and the distinction between different spaces, between home and school, leisure spaces, so all those kind of combined to propel me off to Italy to do the WWOOFing[5] experience" (J_int1). James had previously completed an ERASMUS year in Milan as part of his course, citing this as one of his reasons for choosing to return to Italy:

> I wanted to carry on growing my own food which I started literally in {UK city}…so the Mediterranean seemed like a good idea, I think, when you've got a bit of knowledge of Italian, I thought probably might be a sensible choice (J_int1)

Following this initial volunteering experience, James bought a campervan in the UK and returned to Italy, first volunteering, and then working on two different farms in northern Italy, spending approximately four years in total doing this whilst simultaneously developing a passion for agriculture. He had met his Italian

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[5] This is an international volunteering initiative in which volunteers learn about sustainable agriculture through living and working on organic farms worldwide (www.wwoof.net).

partner during this time and therefore was keen to remain in that particular part of Italy: "currently I'm kind of committed to Italy because it's where my partner is - my girlfriend is - so that's, kind of, why I'm Italy for the moment" (J_int1).

James was not completely explicit at this point in stating his reasons for a change in career, but hinted that the stress of his previous farming job, combined with a pragmatic need for remuneration contributed to his decision:

> my last job that I had was quite full-on, quite stressful…I kind of said -'I'd rather have an occupation, rather than a job', as it were, so something I enjoy doing, it doesn't necessarily pay great, but that's what I did, that was my life, but then I realised we don't live in that kind of world so it's better to have a job that pays you something and preferably not be too stressful (J_int1)

When questioned about his longer-term teaching plans, he stated an intention to form a career in agriculture:

> probably a couple of years, because I'm trying to also form myself as a more - as being a sort of agricultural *consultant*, so it depends how long that takes to get going…I shouldn't really expect to be at a reasonable level within four years, being on a farm and studying, so I would expect to get at least three or four years of English teaching…I mean, I did the English because it was kind of a safety blanket, a safety net in Italy, but I'm not adverse to finding other jobs in Italy (J_int1)

5.4 Post-CELTA

James completed a full-time CELTA at a training centre in the UK, finishing at the end of August 2017. Prior to the CELTA, James had no formal experience of teaching, but did mention that as a senior air cadet he had taught younger cadets and attended a 'how to be a sergeant' course which covered: "it was very much PPP[6]-like procedure…and it became quite useful actually" (J_int1). He also credited his volunteering stints in helping him experiment with teaching others:

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[6] 'Presentation - Practice - Production' model, also advocated on CELTA courses

I was kind of interacting with the volunteers, teaching them how to do different agricultural farming tasks, making the jams as well, so I got a bit of practice in general teaching methodology, basically through trial and error (laughs) (J_int1).

James specifically chose to complete a CELTA course because of its reputation in Italy and the requirement for it in Italian language schools: "so it was just to have a confirmation about teaching method along with also the accreditation for applying to schools" (J_int1). His CELTA interviewer had forewarned him about the intensity of the course, "so that part I was expecting (laughs)" (J_int1), but he added "I didn't have any particular expectations actually" (J_int1). James went on to clarify:

I wanted to feel sure that I knew how to teach, that I had some kind of methods that I could rely on or fall back on, and also having the experience of teaching people that was quite -that was very good about the CELTA, it has that practical aspect to it (J_int1)

He reflected positively on this course, commenting: "I was very impressed by the level of knowledge and incorporation of that knowledge into how we were taught" (J_int1). James was notably realistic in his reflection the CELTA course, acknowledging that in terms of the amount of content:

there would not have been *time* to incorporate more, I don't think, so I think it's fairly 'stripped down' already to the basics, I mean, we rattled through everything at a good pace… I think for the time that it was, yeah, it was useful" (J_int1).

Although, he would have ideally liked more time to read suggested texts beforehand because he was a late addition to the course.

By the first interview, James had been back in Italy in a mid-sized city for around two weeks, had received an offer of one part-time job at a language school and was applying for more positions elsewhere. He was aware that September and October were "the main intake period…so I just kind of relied on that really" (J_int1) and job searching was progressing well: "I've been fortunate in picking up a few private students as well because my Italian is reasonably good, so I was able to put some advertisements on several distinct sites" (J_int1). Clarifying his

choice to take on private tutoring, James stated that compared to the average hourly pay of between seven and ten euros in language schools, "having private students is a more kind of profitable approach, because the market can - seems to be getting around 15 to 20 euros per hour for private lessons" (J_int1). In fact, he had already started private tutoring, including intensive teaching with one student:

> he wants to get his English up very quickly, we're doing two hours a day, five days a week, yeah (laughs). Although he kind of bargained me down to a below-market price, it works out in the long run because he's having a lot of lessons… also I kind of see him as a bit of a guinea pig (J_int1)

However, James required an employment contract in order to access things such as the health service and therefore viewed private tutoring as a supplement to his hours and income. In terms of his preferred number of schools, James responded that one school would be 'less hassle':

> I'd preferably have a full-time school as they all seem to pay around the same as well, so it's not really worth I don't think trying to split myself between two schools and trying to fit two timetables together (J_int1)

He was also hoping to accrue between twenty and thirty hours of teaching per week and from the schools he had visited so far, he had the impression that most taught through set textbooks:

> as you're probably aware, a lot of teachers are usually exchange students, or travellers that are temporary residents, who tend to change quite frequently, I think it's easier for the school to have set material that the teacher follows because otherwise their levels (laughs) -teaching would fluctuate so much with different teachers, and they'd also have to invest in a lot of training I guess, as well (J_int1)

He did not seem to mind having a textbook to follow, however, and described his ideal teaching role as:

> Something that I guess has a mixed level of creativity and also structure, probably a bit like what we were doing on the CELTA, so there's a course

book that will follow, but it's possible to modify the activities that the students do or how they are done (J_int1)

This being said, he noted that the language schools in Italy seemed quite different to those he had seen in the UK "where the teachers seem to be all the time preparing lessons, exchanging lesson plans, exchanging bits of paper, looking at different things -I don't really have that impression from schools [here]" (J_int1).

James aimed to teach during the day, so that he would be able to spend time with his partner in the evenings. He realised, however, that this meant he would probably have to teach children rather than adults:

> I'm not massively thrilled about teaching younger learners because I don't have much experience, but I don't have a particular problem engaging and interacting *with* children…it's more just the *presumed* hassle of managing, classroom management…if you've got children, you always seem to be a lot more active and engaged, you know, stimulate them a lot more, which I can imagine is probably a lot more tiring as well (J_int1).

He surmised also that this may impact the amount of preparation needed: "it's probably a lot harder for someone to just turn up and invent stuff for that kind of age because you'd need a lot more activities lined up, or games, or tasks" (J_int1). Indeed, he conceded that his biggest concern in teaching would be "that there won't be much material and I will have to do a lot of preparation beforehand" (J_int1), adding that this was already a challenge with his private students, particularly with regard to grammar teaching: "trying to respond to her questions can sometimes be difficult, but at least I go prepared with a textbook that has the answers" (J_int1).

When asked what he was most looking forward to in teaching, James replied:

> I think interaction with people actually…Because my last job…was quite a solitary job, so quite looking forward to going from a fairly isolated job to a very social job. Also the socialising with different staff, different kinds of mentality of colleagues…because I guess people who teach do it because they enjoy sharing knowledge and they enjoy the social environment…but like I said, the schools I've been to so far, they don't seem to have much

of a *teacher environment*, but I think that's just because I've been during the day (J_int1)

Indeed, from the outset, James hinted that teaching English, specifically, was not exactly what he wanted to be doing, instead, he outlined some other food- and farming-related opportunities that he wished to pursue:

> What I do actually want to get is in contact with one of my 'customers' as it were, on the farm, who has…a cake shop, a bakery…and I wanted to propose to her to do maybe a series of, kind of, English cooking classes…but kind of a relaxed thing, you know? (J_int1)

He also raised the possibility of becoming 'course secretary' for a vocational agricultural course: "you know, totally different to teaching, and that may -that'll be a part time thing probably in the evening or on the weekend if that comes to fruition" (J_int1). In fact, James expressed enthusiasm for learning about teaching methodology as a skill he could transfer to his future career:

> Yeah, what interests me a lot is the actual teaching aspect, teaching methodologies, ways of conveying information, I suppose…so if I'm successful in going some direction towards being this agricultural consultant, a lot of that will be very much on persuasion and information and trying to present facts, so I guess, you know, what's more effective to convince people, I guess.

With regards to living abroad, having already lived in Italy for several years, James was familiar with the culture and did not perceive any significant cultural differences: "No…I guess we're sort of almost like a unfortunately overly Westernised sort of civilisation, fairly similar, just small different things" (J_int1). Rather, he found the biggest shock to be shifting from a rural farm life to living in a city: "still it's become harder now recently…because beforehand I was living in a camper van…for two years, surrounded by friends, farm animals and fields, and nature to then going into a city" (J_int1). As indicated above, however, he had to secure an employment contract which was proving problematic:

unfortunately some of the schools I've been to they don't have contracts as such, they have a sort of 'employment letter' or 'letter of collaboration', which is not, I think, a formal contract. I've not figured that out yet because Italian employment law is pretty complex (J_int1)

As for support, James already had an established social network in Italy, including friends and his girlfriend. He commented that *"I've not really got many close friends…I guess the thing is when you move to a new place it takes a while to build up a degree of intimacy with friends"*, but added *"Italians are really friendly anyway, so making friends is not a problem"* (J_int1). Because James was near-fluent in Italian, he mostly socialised in Italian, "I don't use English at all, really" (J_int1). With regards to support in teaching, though, he hoped that I might be able to offer some guidance and suggestions at times over the study:

> just occasionally sort of snippets of your information of your experience I guess, in terms of teaching, most of those things like websites or books that you've found particularly useful to help you with either picking up [grammar] (J_int1)

5.5 The first six months

In the short period of time between his first interview and starting to teach in schools, James "had a few private lessons, passed lots of time understanding CEFR levels, preparing material for Ss and revising grammar terms (J_DE1). The first language school (henceforth School A) in which James accepted a position promoted the Callan Method, which James described as:

> the student and the teacher both have scripts basically - the same scripts - and so the student has to read from the book with the teacher…reading at the same time, and sort of, not hesitating to read *over* the student if they hesitate or have difficulty with a word. It seems to be through going at a natural speed the student can't stop and analyse it, they just kind of pick it up in some way, through association or, I don't know, from context" (J_int1).

Interaction with students largely came from scripted call-and-responses and he perceived this method to be "pretty intimidating…especially for [low level] students" (J_int1), but, nonetheless, he agreed to teach there for about five hours every week.

In his second week, a source of frustration for James was when his intensive private student cancelled his lessons:

> ostentatiously for clash with uni timetable, not sure of other reasons since I provided him with plenty of material for home study, and had made him a very reasonable offer for multiple lessons. Annoying but good to have more free time during the day and less stress worrying about preparing lessons (J_DE2)

At this point, James had already acquired more hours at another school (School B), teaching a mixture of individual students and small classes, mostly with children. In an email, he wrote:

> so far it's been fairly full on, I teach most days, dividing my time between 2 schools and about 3-4 private students. My calendar looks a bit like a screen shot of a tetras game that's about to become blocked (J_email_20thOct)

He cited classroom management as a particular issue with one class, but that this was resolved when the disruptive students were reassigned to a more appropriate level. In general though, he noted that "children are respectful and listen and cooperate when asked" (J_Q_Oct). Reflecting on a particular lesson with three younger students, he commented: "trying to keep them focused to speak only English is the only real challenge, but with prompting they respond and talk in English" (J_DE2). James highlighted some perceived weaknesses in his teaching with this group, including: "need to get better at setting tasks, sometimes my instructions are a little complex, or apparently not clear" (J_DE2). He reiterated these weaknesses in his monthly questionnaire, stating he was: "Having difficulty grading language, particularly for instruction giving. Also learning how to teach young learners, something I have no experience of" (J_Q_Oct).

James found teaching at School A challenging in that it was "quite difficult to read over students whilst also listening for their mistakes and correcting them" (J_DE3), additionally adding "not my preferred school but it's easy to get to" (J_DE3). Although he indicated discomfort with the school's prescribed method, he began to use a Callan Method technique of repeating questions in School B, which "seems to work well with younger learners" (J_DE3). Indeed, after about three weeks of teaching, James indicated that he had begun to find his feet and "starting to get used to teaching, a little at least, need to get to the school earlier to prepare the lessons better, working on that" (J_DE3). This comment was perhaps with regard to his younger learners, as in his following entry, he admitted he was "starting to feel the strain to keep up with the adult learners, particularly for specific grammar terms (passive sentences, conditionals, adverbs *rather than, instead, even* etc)" (J_DE4). To help mitigate this perceived lack of detailed grammatical knowledge, he "received from my partner's (Italian) mum (a retired English teacher) many books for different levels and grammar guides. I've got lots of studying to do!" (J_DE4).

Inconsistent lesson planning seemed to affect James' perceptions of teaching quality: "I'm still learning the basics of English and without proper preparation it's difficult to deliver a high level of instruction" (J_Q_Oct). He generally perceived planned lessons to be more successful:

> The lesson of the 8-10 year olds…went ok, but I only managed to plan for the 1st hour of the 2 hour lesson. Felt a bit disappointed at the way the lesson went, the boys are inquisitive and I can't manage to provide them enough interesting activities, especially ones that keep them talking. The other lessons went ok, although two other students, 12 and 13 year old sisters, also require activities and careful management (J_DE5).

The issue of preparation became a pervasive theme across James' data. He reported two reasons for his lack of planning, "comprehensive teaching books and lack of time between slots at different schools" (J_Q_Oct). By the end of October, he had secured teaching hours with a third school (School C) and he emphasised commuting time as an increasing obstacle in his professional and

personal life, in that it "makes for disjointed days and reduces chances for socialising" (J_Q_Oct). However, he made attempts to increase his preparation for lessons "especially for a 2 hour lesson and lessons with adult learners at the private language schools" (J_Q_Oct). He evidenced his ongoing struggle in his sixth week of teaching, writing: "prepared better for the boys, but again had trouble foreseeing how much material we would cover in the lesson and I had to resort to the book, which is less interesting for the students" (J_DE6). Indeed, James noted in his October questionnaire that he found it difficult to balance using the textbooks whilst also ensuring lessons are "interesting for the students" (J_Q_Oct). Keeping students engaged and interested seemed to be a particular priority for James, which subsequently influenced his teaching approach. This can be seen in his tutoring of a pair of young girls. James realised in his initial lesson that they responded well to drawing, and this consequently became a core activity in his weekly teaching with them:

> I had first lesson with 8 year old twin girls, charming and well behaved, I asked them to draw animals and items of clothing, which they seemed to enjoy (J_DE5)

> Another good lesson with the two…sisters, we also sang some songs from their school books and they drew things. (J_DE6)

> but I hadn't prepared anything, so they/we did drawing (J_DE7).

In terms of support at this point, shifting between different schools meant that there were "not too many colleagues to cooperate with, but I have a friendly, inquisitive nature and chat with colleagues, sharing ideas and asking advice" (J_Q_Oct). However, he listed the Director of Studies (DoS) in one school as a significant source of support, particularly helpful and willing to answer questions "relating to teaching material/CEFR levels and expectations of course" (J_Q_Oct). Another DoS "informed me about classes to cover" meaning that he could prepare in advance and "didn't have to rush in" (J_Q_Oct). His girlfriend was considered his primary source of support in October, but he also revealed that he continued to connect with some of his CELTA course mates, and "sometimes we exchange advice, it's nice to know that there is still a sort of loose

support network to share with" (J_email_20thOct). In the same email, James gave an insight into his thoughts and feelings after a month of teaching:

> I think aside from the teaching, which has had a few challenges, my main challenge has been adapting to a "normal" way of life, whilst not having normal working hours - I work late afternoons/evenings most days, with gaps to fill (J_email_20thOct)

The instability of working part-time across different schools added an additional stress:

> The initial volatility of shifts at the schools and with private students as they settle into their timetables/routines after summer is proving a little unnerving. After the intensity of my last job I was hoping for something a little more settled and regular, guess I just need to have a little patience (J_email_20thOct)

By November, James began to experiment with new methods and techniques to facilitate learning, including using technology:

> I used for the first time the digital material (a digital version of the students' book with audio and video) for one of the classes, which was interesting and so I implemented the use of level appropriate digital material for another class. I also used prompt cards with another group to evoke vocab and practice the target language of the lesson. (J_DE8)

Perhaps owing to the success of this experimentation, he also incorporated technology into his lessons with the young girls "which worked well, had them talking and asking questions, even though they were a little tired" (DE_9). He subsequently characterised "using tablet with many images to stimulate lessons with the 8yr old private students" (J_Q_Nov) as his biggest success in November. He reported improvement in his ability to grade his language too, explaining that "having both young and adult learners and mixed abilities has familiarised me with level appropriate language" (Q_Nov). James additionally indicated that he was beginning to feel more comfortable teaching grammar and wrote "got to grips with the passive in one of the lessons this week" (J_DE9).

His biggest difficulty, conversely, was in "adapting material from the course books to encourage conversation, especially with younger learners" (J_Q_Nov), but he credited his CELTA training in helping to plan for lessons: "getting more adept at rapid lesson planning/preparation, having the CELTA training certainly helps me identify quickly different aspects to focus on/be aware of" (J_DE8). Despite this, James continued to identify lesson planning as an area of weakness: "still not up to the level of preparing the lessons properly, which is a little frustrating" (DE_9).

Again, James reported that time was an obstacle, both personally and professionally. He found it frustrating "trying to squeeze in other activities around the school hours" (J_Q_Nov). In part because of this, he chose to quit School A but also gave two further reasons for this decision in his second interview: the lower pay from that school, combined with a method "which doesn't seem to work" culminated in "a very long day for not a particularly enjoyable teaching experience" (J_int2). In his other schools, he acknowledged ongoing support from his DoS at School B, who "is very helpful and always available for a chat/advice" (J_Q_Nov), but otherwise noted that he had "little contact with colleagues, where possible I try to offer ideas and ask for advice/suggestions" (J_Q_Nov).

James' third month of teaching, December, was fairly quiet, giving him time to better prepare for teaching and also observe his colleagues in the staffroom:

> teaching in various schools certainly gives a good guide to the level of preparation (little) by other teachers, a strong contrast to the concept I had from the CELTA. (J_DE10)

He perceived himself "becoming more confident and preparing better for lessons" (J_Q_Dec), but was also critical that he was "still not doing 'proper' CELTA lesson planning" (J_Q_Dec). Despite his self-criticism, it appeared that he was beginning to take a longer-term approach to his private tutoring, writing: "deciding a study program for the 8 year old twin private students, helped focus a lot for finding images and vocab/grammar to cover during hour's lesson" (J_Q_Dec). He reported that he spent the Christmas break reflecting "on some new ideas and consolidate things learnt in the last 3 months", which he found "useful" (J_DE11). He continued experimenting with materials, evaluating their impact on student learning: "One success was using a music video with some younger students to

do a listening, little hard since they're A1, better a cloze task rather than answering questions" (J_DE12). Learning from this experience, he incorporated cloze tasks into the next listening lesson he had with young learners. James reported too that he was "trying to leave myself enough time to prepare lessons for students, which is obviously helping" (J_DE12).

After January, James stopped submitting diary entries. In fact, between January and April, he only completed two diary entries (DE11 and DE12) and one questionnaire (in March). This appeared due to a number of contributing factors, one of which included him being asked to teach A1/A2 level at a public school for a month. In an email, he also added:

> My mental/motivational energy levels seem to be fluctuating quite a bit, which certainly hasn't assisted with responding to mail or other daily activities. I've attached the questionnaire for March, I'm sorry to say that more than that I can't really manage at the moment. (J_email_10thApr)

In the March questionnaire and his second interview, he gave further details about teaching in the public school:

> The start of the limited teaching contract in the public school via the private language school presented me with a bit of uncertainty as to lesson preparation. Materials at the private language school a little limited/difficult to adapt to 20-25 public school Ss. DoS listened and offered a few suggestions, but I had to create my own syllabus/material (J_Q_Mar)

James taught at this school for eight hours across two days and taught three levels, repeating the same lessons but adapting them for each level, although he sometimes found it difficult to keep track: "so I always had a slight kind of feeling that I'd already taught that class the material (laughs), or used the same images" (J_int2). He was careful to hide his knowledge of Italian because believed many students "wouldn't have forced themselves to have gone to the effort to speak in English" (J_int2). He acknowledged difficulty in adapting his teaching to suit larger class sizes having thus far taught very small groups of students, but his biggest challenge was having to create a syllabus himself: "[it] was a bit stressful trying to prepare appropriate material from scratch with limited input from Ss' teachers…challenging yet rewarding" (J_Q_Mar). Some of the teachers were

able and willing to tell him what the students had previously studied, but overall "I got the impression that the public teachers are a bit stretched for (laughs) time, resources, energy" (J_int2). There were no textbooks and he was not allowed to print off any materials because of the expense "so I did a lot of powerpoints, so, to have a lot of images" but he conceded "that made it more of a challenge to organise a lesson where you had almost zero physical resources, and some of the classes were less used to doing group work or pair work" (J_int2). However, he also reported that his biggest success in March was "creating material (slides)" (J_Q_Mar) for this group of students.

In preparing for these classes, James indicated a clash between his CELTA training and the expectations in Italian school:

> I think the most stressful part was…trying to prepare the lesson plans which was quite different from the CELTA because at least on the CELTA we had kind of a book to base our planning on, a kind of suggestion of ideas or topic or content…[here] there's a lot more teacher spoken time than student talking time, because it seems to me that -at least in these schools -the idea is to let the students hear a mother tongue speak, to kind of familiarise them with the sound and the pronunciation, but I'm undecided as to how effective that actually is for the students (laughs) (J_int2)

Nonetheless, he enjoyed the experience of teaching at a public school.

> I enjoyed the challenges of the materials and it was nice when what I'd prepared worked, it was rewarding with some of the children to get a reaction with a joke or a funny anecdote and to see, you know, that they understood and…to actually use [English] as a communicative medium. So, you know, that was rewarding, but I think mostly it was the stress of preparing for the lessons and also just to try and (sighs) keep my cool in the lessons as it were, to be a kind of presenter, an approachable teacher, I don't know what you'd call it -'presence', I guess (J_int2)

The students were generally well-behaved, although he varied his teaching to account for their energy levels throughout the day. For example, for lessons just before lunch, "I maybe tried to do music or something, use a song, a cloze,…yeah, maybe a little research task" (J_int2), although sometimes he had

to adapt his teaching if resources suddenly became unavailable: "one lesson you're thinking 'great, that activity went really well, I'll try repeat it again with that class or a different one' and then find you haven't got that (laughs)…so that was a bit -flummoxed me a bit. Yes, I got good at thinking on my feet" (J_int2).

James also reported in this questionnaire that, in terms of social support, his "domestic situation a bit unsettled" (J_Q_Mar). He did not provide further clarification within the questionnaire, but expanded on it more in his second interview. Due to logistical issues, and a lack of contact from James over April, the second interview was conducted in May. Here, he reflected on his teaching thus far:

> I guess these are the positives, when I was teaching the public school, that was an eye-opening experience to a different kind of teaching style, you know, going from private school teaching maximum five students to suddenly having twenty-five with varying degrees of motivation…I'm kind of comfortable in the private school because it's quite well structured in terms of the teaching material, so it's quite easy to organise lessons. Yeah, teaching is ok, it's the living part that's a little more difficult, but teaching is kind of ok (J_int2)

At this point, it is worth expanding on this last point as it helps give insight into James' teaching-related thoughts and experiences. Compared to the first interview, where James indicated clear intentions to move into farming and agriculture, by the second interview there seems to have been a shift in his trajectory. When asked whether he was satisfied with his development as a teacher, he replied:

> (3 sec pause) Interesting. I think -I'm not sure if I view myself as a *teacher* as such, I teach English, I'm not sure as a teacher (laughs)…I get the impression…in public school I think it's seems some people are there to teach because they have a passion for teaching, especially if they're in a state school…Being an English teacher in a private school…I kind of see it more as something I do for money rather than something I do for *passion* or a phase. I think, yes, I'm not seeing it so much as something to develop, sadly, as a teacher -as someone who teaches (J_int2)

As the interview progressed, it became clear that James was at a kind of juncture in his life, where he had to make some difficult decisions both personally and professionally:

> I came to Italy, kind of, with I guess high ideals and ambitions and dreams which have slowly deflated through living that kind of lifestyle, so I've kind of arrived at a point of not really quite knowing what the next stage will be or *could* be, so that uncertainty again is not good for a potential long term relationship because if I'm not sure really which country I want to be in, and that's maybe tied to maybe how I earn money to stay in that place because if I'm teaching English, I can do it but I'm -I suppose I'd hoped I'd do something with my life that was -had a more…not a *greater* impact, I don't know, *helped* more people (J_int2)

He noted that he still wanted to move into agriculture, "but I think I've become aware that in order to do that I need to kind of acquire university level knowledge of agriculture" (J_int2) but that this then required time and consideration of *where* to complete such training. He acknowledged that moving elsewhere "would mean leaving my girlfriend" (J_int2), with whom he had been with for five years:

> So I kind of feel also in fairness to her I need to decide or (laughs) make a commitment at some point and say 'right, I'm either staying or I'm going' so she can either, you know, we can plan for a family or she can find someone else to have a family with, it's just, yeah…(J_int2)

He added that he was "fairly *skill-less* (laughs) in terms of directly employable skills" and that teaching English was his way to remain in Italy with his girlfriend:

> we're currently still together, until I decide what I'd like to do with my future and therefore where that might take me. Yes, I'm kind of, not quite *really* decisive about what I'd like to do as a next stage, again, and that ties into how I might like to develop my career, whether I, you know, remain as a teacher or go into content development or whatever (J_int2)

This indecision, however, impacted on his engagement with teaching and his intent to develop within his role:

I'm reluctant to [develop] because I know that that would mean a lot of investment in time in terms of going to courses and reading books…because I feel like, hmm, teaching isn't -wasn't- my overall aim, but equally…I've not decided on anything else, so perhaps I'm not really winning either way, I'm not investing my time into teaching to become a great teacher and I'm not equally investing my time in some other skill or knowledge and, yeah, which isn't a good solution. I think that also perhaps I'm a bit cynical about the teaching unfortunately because I've seen, yeah, I've only seen three other schools but the level and seeing how the other teachers managed, you kind of learn, unfortunately, what gets you by the minimum, and that's, I think -I'm just above that, I hope, but I'm not far from it, I think (J_int2)

This final admission made him feel "a little bit ashamed" when he thought back to some of his CELTA course mates who were:

really committed, whereas a lot of us did it because I think we were maybe unfortunately short of an alternative, or we kind of enjoyed travelling and it was a way that kind of permitted us to live that kind of lifestyle. I did it because I found myself in a country where I felt I didn't really have any other (laughs) skills…most people who teach do a three or four year degree (laughs), so I find it, you know, insulting, I guess, that I've just done a month-long course and I'm now kind of here to call myself a teacher (J_int2)

Despite these comments, however, James conceded that he may be teaching English for longer than he initially intended: "given my lack of ability to find other solutions, I'm sort of risking a medium or a long-term solution (laughs)" (J_int2).

5.6 Reflecting on the first seven months

James clarified in the second interview that he was teaching between twenty and twenty-five hours per week in just one school (School B). Between teaching and his commuting time, he did not have extra time to tutor privately, but continued to tutor the twin girls for one hour a week "because it's kind of a gap I had in the afternoon and they're quite sweet, so it's kind of a pleasure to go and teach them"

(J_int2). He had recently quit School C for reasons outlined in his third interview: while asking for advice and suggestions about an exam he had to prepare for the students, the DoS was very "condescending" to him and implied that students needed to pass exams so that the school would have "happy customers". This attitude of prioritising money over learning "didn't encourage me to stay in that school" (J_int3). Of the exam itself, he admitted "I'm not particularly proud of that exam, it wasn't a very professionally presented paper" (J_int3).

He did not consider teaching as a particularly stressful occupation:

> I'm quite fortunate in that sense, I've went from a highly stressful job to a fairly unstressful job. I mean…the *public* schools were stressful, but only within that kind of very focused time and not nearly as stressful as my last farming job which was kind of waking up at five o'clock already kind of almost sick with nerves (J_int2)

Whilst he found different challenges with different groups of students, he reported enjoyment at being able to teach a range of ages: "it's good to have some variety between kind of having more fun with the younger students and more playful lessons, and perhaps more…serious lessons, getting into grammatical detail with the older students" (J_int2). When prompted to describe his biggest reward in teaching, James commented:

> I think the human interaction…with the students. With the younger children, you know, they make you laugh. Being able to help them discover things, yeah, finding new information…that perhaps they haven't been exposed to from school or from home (J_int2)

Conversely, he perceived his biggest challenge as:

> I think my own inexperience? And slight unwillingness to kind of put the time in to perhaps develop my lessons better perhaps, develop my own - my knowledge of the subject, you know, getting a grammar book and reading it for instance (laughs) or becoming more familiar with their exams (J_int2)

It was evident throughout his data that he relied quite heavily upon textbooks provided by his schools - also partly because he was not paid for preparation time. Regarding lesson planning, he tried "to at least arrive half an hour before to at least look through the book, maybe find some exercises that are more relevant to the students, and that seems to be for me at least to be a kind of acceptable halfway" (J_int2). He was generally very pleased with his access to resources, but still sometimes struggled to find sufficient material for his classes:

> if you don't practise [language] in some meaningful way then the student's not really going to remember it (laughs) but it's quite difficult to find material -*enough* material for half an hour, an hour long lesson where you're maybe talking or reading about something for future plans (J_int2)

To help mitigate this, James tried to utilise different coursebooks in his lessons. For example, he reported that:

> For some of the younger kids I'm borrowing stuff from the adult books because they have videos in, so I'm using those and integrating them to give the kids a little bit more -a different kind of variation of accents and things (laughs) and situations that English is used (J_int2)

With adults, he perceived a more practical, task-based teaching approach to be more appropriate but criticised his own ability to provide this:

> I intended that, but not necessarily always being that prepared or having exercises that I felt were enriching or rewarding for the students, or, you know, enable to give them a really good grasp of that particular aspect of the language (J_int2)

In relation to preparing for grammar teaching, he added: "it's a bit hard to foresee because the student might maybe raise a question on something that I've not been able to prepare for or haven't *foreseen* that you might need to prepare for, so that can be a bit…not quite *stressful*, but a bit annoying" (J_int2). He mentioned that his knowledge of Italian and Italian grammar was helpful at times for teaching English grammar and for teaching younger students, but he "[tried] to use English where possible" (J_int2).

Throughout his second interview, it was clear that James' experiences of working across different schools had led him to a number of observations in relation to expectations of teachers, collaboration, and workplace support. Confirming his suspicions from the first interview, he noted that native speaker teachers were "one of the selling points of the schools", but that this led "fairly high turnover of staff year to year" and so schools provided coursebooks "because it's easy to, you know, integrate new teachers, to say…'follow this through'" (J_int2). He perceived his schools as being "much more relaxed in terms of how they expected lessons to be run" (J_int2) because they required minimal teaching experience but speculated that other schools in the city who required two years prior experience would have higher expectations.

In contrast to his expectations post-CELTA, James observed a lack of collaboration in his schools:

> the other teachers, I mean, no, they're not very forthcoming (laughs) at sending things -if I ask them, then yeah, they'll kind of maybe offer suggestions, but that's as far as it goes because I think most of us are fairly inexperienced and we kind of all really work off the book that we have at the school…(J_int2)

Because of the lack of collaboration between teachers, however, James was unaffected by staff turnover: "because we don't have too much of a sort of teaching *team* it's not as noticeable" (J_int2). He expanded on this point, commenting that language schools in Italy:

> basically employ you as a freelance worker…and I think that kind of feeds into the environment…there's this kind of weird corporation/collaboration which the school provide the facilities and the students and you provide your teaching expertise rather than being a sort of a cohesive *team* where you all kind of work together because you're part of the same organisation (J_int2)

When asked whether he would have wanted more experienced colleagues to ask for support and guidance, James was hesitant:

Yeah, I'm not sure…because I think if there were more experienced teachers I might feel more ashamed of my, kind of, *offhand* teaching approach. Yeah, it would have been nice to be able to ask them, but I get the impression that perhaps some of the teachers -at least in the current schools I'm in- they're in those schools because the school doesn't have very high requisites for its teachers (J_int2)

On this point, James added: "I think it's an aspect of trust that if you've done a CELTA course then, you know, between that and the book you should be able to do a reasonable, kind of passable lesson" (J_int2). Indeed, he had not had any inductions into his schools, nor any teaching observations. Furthermore, James had not been offered any professional development opportunities, although he expressed desire for some additional training, including "different teaching techniques" and "training with younger students" (J_int2). He suspected that the low expectations of staff and high turnover resulted in less investment by schools into teacher development, but when asked if he thought he would benefit from a mentor, he responded:

perhaps I'm a bit reluctant in some ways because my lessons currently are fairly minimal…I think most teachers in my school, we kind of turn up and we just kind of work from the course book, whereas when I was doing the CELTA we would, you know, be up until 1 o'clock in the morning trying to prepare the lessons (laughs)… but I think we're all a little bit reluctant to kind of pass too long preparing material because you're not being paid for the extra time…it's an investment in yourself, in your quality as a teacher but equally at the end of the day you can kind of do an ok job and as long as the students sort of seem content then there's not really the motivation. It's kind of sad in a way, yeah.

Indeed, he seemed adverse to reflecting too deeply upon his engagement and development in teaching, as he explained in relation to not completing diary entries:

I think it's perhaps just my unwillingness to face up to, you know, evaluating myself because I'm aware that my lessons are not as good as

we were taught to make them on the CELTA course and I think perhaps I'm, you know, reluctant - a sort of ego-protection to not (J_int2)

Reflecting further on his CELTA course, James' evaluation remained positive: "I still think, yeah, the quality was very high. What we were taught was comprehensive for what it could be for, you know, four weeks of teaching" (J_int2). He did not seem to feel disadvantaged having had only "a morning, on [teaching] children" adding "in terms of teaching adults, yeah, I think it was a good course", but he also admitted "I'm very aware that what I'm teaching now is not up to the standard of what I was teaching on the CELTA course" (J_int2). He noted that different motivations between the language students on the CELTA and those in his private schools, characterising the former as intrinsically motivated, therefore making teaching practice "quite *easy*…whereas maybe the school children, the private kids I teach, they engage because they're well-mannered children and so do the activities because, you know, they're polite" (J_int2). He expanded further on this point:

> I think the difficulty's been trying to comes to terms with the difference between the CELTA course -between the level of what we were taught to do at the CELTA course and how we were taught to teach and then the real, the real world aspect of classrooms and the groups that we teach now (J_int2)

James echoed his comments from the first interview in that it would be "difficult to fit anything else -anything more in", but that prior reading would have been beneficial "to get us more prepared for the course, a better familiarity with some of the teaching methodologies or just, you know, grammar aspects as well" (J_int2). Overall, James seemed pragmatic in his expectations of what the CELTA could prepare him for in relation to physical teaching, but he did voice some frustration at the clash in expectations regarding the wider teaching environment and the commitment of other teachers:

> I think it *over*prepared me for a very idealised teaching environment that doesn't exist at the schools I've been in (laughs) because it was very thorough, it implied an environment where all the teachers are very

diligent, passionate about what they're doing, have reasonable resources, and colleagues who are interested, who are kind of, you know, passionate and interested in their job, who have a certain degree of professionalism - perhaps for *teaching* not just professionalism for doing a job 'you turn up punctually' or whatever (J_int2)

When asked what advice James had for newly-qualified CELTA teachers, he had a lot, which seemed to reflect his experiences of teaching abroad thus far:

Be very sure that they're moving away for no particular dreams or ideals, but just because they're curious about seeing a new place (laughs), that's the main one. Be very prepared for a culture shock. Probably that finding a job could be difficult and you might end up trying to teach at three schools at the same time until you find the one that's best for you. Do have a firm grasp of probably group activities that you can teach, or be aware of resources that provide you with good group activities. Definitely be aware of the language of the country that you're going to because that will make both finding a job, teaching, and just living a lot more pleasant. And probably, yeah, just remember what they learnt on the CELTA course because it's a good foundation that gives them a good basis for teaching but be prepared to need to adapt that to the real world requirements of schools who are maybe not willing to allow time for lesson planning, but not be too deluded by the reality of it (J_int2)

In terms of living abroad, James seemed to still be struggling with adapting to a more modern, city lifestyle: "I've kind of gotten used to certain aspects but there's still sort of a slight cultural difference at times that can be a little bit not *uncomfortable* but strange, *unhomely* perhaps" (J_int2). Not only this, but he seemed to have doubts about remaining in Italy:

Certain aspects of the culture are not things I would necessarily want to stay living in, I'm not, you know, massively in love with -I mean, it's a nice country, the people are lovely, it's got lots of positive things, it's also got lots of negative things (J_int2)

In terms of James' social support, it seemed fairly limited at this point: "I've got less people to kind of talk to which is something I've become quite aware of recently" (J_int2). He cited his girlfriend as his primary support, but was reluctant to burden her with too much "because I think the last job I had I was really, *really* stressed and it was quite difficult, I think, on our relationship" (J_int2). James found it challenging to socialise more widely due to working in the evenings, adding: "trying to form relationships, you know, can be a bit more perhaps difficult because - I'm not so sure it's the *language*, but between language, culture and I'm not sure…" (J_int2). As for making friends with other expatriates though, James was reluctant:

> I wouldn't *mind* socialising with English-speaking people but at the same time it kind of bothers me to speak English, kind of, out in Italy…I don't know perhaps *shy* or embarrassed about exposing myself, as it were, as a foreigner (J_int2)

Additionally, James did not mention any familial support and was sceptical about how much support could be provided by friends from home:

> I mean, I feel like if I have a problem I can write to my friends and they'll kind of, I guess, respond and offer their support, but sometimes there's things that you kind of have to resolve for yourself…So yeah, they're kind of more, I guess, an ear to listen, that's about…as much as they can do really (J_int2)

At the end of his second interview, James unexpectedly expressed gratitude for being able to share his teaching-related experiences with me throughout the study:

> I'm glad of the opportunity to be able to talk to someone, it's quite nice to - to talk to someone because, yeah, unfortunately the kind of job I have currently I'm actually quite isolated…so I think probably…yes, on a personal level I'm grateful for the possibility of having someone to *talk* to (J_int2)

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In fact, part of the second interview evolved into a discussion about our preferred methods of teaching, in which we exchanged suggestions and advice. Following this, James mused:

> This is the part that I do enjoy about teaching, it's like thinking up ways of communication and thinking about the psychology of communication of learning…I mean, that's something that would interest me as a more, kind of, longer-term career thing, but I don't know how you get into that. Like, book writing, teaching materials seems to be freelance which interests me a bit less because freelance living and writing is pretty, you know, hand to mouth almost in some cases (J_int2)

5.7 The latter half

Between the second and third interviews, James submitted two further questionnaires. In May, he taught only at School B and continued to privately tutor the twin girls. Although he reported that he had "become more adept at managing classes, especially younger ones, with appropriate activities" (J_Q_May), most of his responses pertained to teaching adults. He found it challenging "being questioned on finer points of grammar/getting (slightly) confused between passive forms and adjectives" (J_Q_May), but was happier with his lesson planning: "able to plan better for adults/find more interesting material from school's resources" (J_Q_May). He also perceived improvement in identifying and meeting the needs of his adult students.

Due to the summer holidays, James taught fewer hours in June but this seemed to be a benefit because: "it's easier to find energy to concentrate on teaching methods…[and] prepare" (J_Q_Jun). He summarised his month as follows:

> With fewer students I'm calmer and able to focus more on the students. Also the transition from children to adults has helped. I've also become more familiar with the school's teaching materials and so can find a broader range of suitable material for students (J_Q_Jun)

Although he had a challenge in "preparing for an intermediate course without much for-warning [sic]" (J_Q_Jun), he added that with "feeling more relaxed it's easier to be more enthusiastic about the course and find interesting

material/adapt it to the students" (J_Q_Jun). This new course required James "to design everything from -not from scratch, but pull materials together" in order to adhere to a focus on "*functional* language, like telephone calls, describing an event, being able to make requests" (J_int3). Nonetheless, James found it "enjoyable" experience which "also reminded me a lot of the CELTA and I found that training very useful for those lessons" (J_int3).

In his final interview, James indicated relief that he was no longer teaching younger students, which he had "found challenging because it's not something I've had any experience with and it's a quite different teaching style" (J_int3). Compared to adults, he found that younger students "worked through the material very quickly and…I wasn't able to find the extra activities to keep them engaged or practice further the target language for that lesson" (J_int3).

5.8 Reflecting on his 1st year

In his final interview in July, James reflected on his first year teaching:

> compared to my last job which was a very physically demanding and also stressful job, it's been a lot easier. It's been rewarding - challenging, as well - I think I would carry on doing it, it's not what I want to do with my life as an occupation but it's not so bad that I wouldn't want to continue doing it (J_int3)

He enjoyed the "human interaction" with students and added: "And I enjoy teaching as an activity, I find that rewarding - whether teaching English or teaching other things, I believe they're the same, I don't have a particular focus on English as such" (J_int3). Justifying his decision to teach English, James stated:

> I suppose I'm kind of motivated to work in this job rather than anything else because…well, I'm skilled, not *skilled*, but I'm *adapted* to teaching English (laughs) and I find it perhaps more acceptable than working in a shop as a sales assistant (J_int3)

Despite reporting otherwise in April, James considered his teaching motivations levels as "probably mostly constant" because "I'd taken the commitment for the

lessons, I couldn't really back out, so I was motivated, I guess, by that sense of duty" (J_int3). When asked whether he was happy with his teaching over the year, he responded: "I think I'm satisfied, I'm not sure I'm 'happy' with it, but I'm satisfied. I'm aware that there's a lot that I can improve, or that I *need* to improve" before adding "this last [course] with the adults has really made me aware of the holes in my - things I've kind of forgotten because of relying on the books for lessons" (J_int3). He perceived improvement in his planning capabilities especially, and had begun to notice deficiencies in the content of coursebooks:

> that's what lacking I think, consolidation activities within the lesson and then also afterwards…So yeah, that might be something I'd like to explore a bit further, is to ensure that previous lessons are included, or refreshed every now and again because otherwise, well, we forget (J_int3)

James identified other strengths too, including giving comprehensible instructions to students and "trying to find activities that maybe reinforce…the language structure for the *lesson*…It's something I try and focus on" (J_int3). Prompted to describe his biggest success during the year, however, James was less forthcoming:

> Biggest success…(8 second pause) I've not had any *failures*, so I guess it's all been a success for that (laughs)…I don't know - managing to get through the year without failing the students too badly…I think I was successful in writing generally adequate lessons for the students, I feel generally I've provided adequate -*sufficient*- answers for their questions, I've always been open with my students if I'm unsure, I say 'I don't know, I'll get back to you in the next lesson' which seems to work fine (J_int3)

Despite this somewhat negative self-perception, exam results and feedback from students were positive, with only one comment suggesting: "they would have liked a little bit more *formal* grammar teaching" (J_int3). James acknowledged a focus on grammar as a cultural expectation and noted that for CELTA-trained teachers coming to Italy, "perhaps it's useful to be aware of that" (J_int3), but he was critical of his own ability to meet this expectation:

> my main self-*criticism* would be my lack of confidence, I think - and
> possibly because of lack of knowledge - of basic English terminology for
> the grammar because in Italy there's a very strong focus on language
> teaching and so the students are very familiar with grammatical terms
> (J_int3).

James reported that his biggest challenge was teaching in the public school, but
he also stated:

> I gained confidence as the last couple of lessons I really, kind of,
> accomplished what I was doing, I got them listening to a song, which
> worked really well in a class of thirteen year-olds…-it was incredible how
> focused they were, just on a simple gap-filling exercise… so it was quite
> *eye-opening*, I think, to see a difference that the appropriate activity can
> have on student engagement (J_int3)

When asked to clarify his previous comments about the experience being
'stressful', he responded: "I think it was just apprehension prior to, but I was calm
enough in the classroom… my main concern was just having enough materials
or activities to keep the students engaged for that lesson". He credited his CELTA
training for helping him manage the larger class sizes: "in the end that was fine
though, because again from the CELTA, you remember, you put them in groups,
give them the language and the prompts, get them to do group activity work"
(J_int3). He also mentioned appreciation at receiving positive feedback from his
DoS about his lesson materials, "she wanted to collect it together so that…if this
happens again there are lesson plans ready for the students, so that was
rewarding to have that kind of feedback" (J_int3).

Regarding his regular teaching, James indicated that he was now being given
more adult classes because "the DoS has realised…that children aren't my thing"
(J_int3). This being said, he did not experience the classroom management
issues he had initially feared in his first interview, and rather, he had quite strong
beliefs about managing students:

> discipline is an excuse for saying that you're trying to keep active and
> curious people under control because you've not supplied appropriate

stimulus…but in a learning situation it's not really appropriate…So yes, when I had students who were jumping around, I would not shout at them to sit down and be quiet, I would look for other activities to get their attention again (J_int3)

Although James mentioned that he preferred teaching adults because "it's just a mindset I'm more familiar with", he conceded he would also "be curious to go back to teaching children because I see it as a challenge, but I'd want to do some kind of training first" (J_int3).

In relation to training and professional development, James had not received any through his schools. He continued to evaluate his CELTA training positively, though, echoing his comments from the first and second interviews: "I think it gave me the confidence to think I could teach, or at least a method to fall back on" (J_int3). However, he acknowledged that lesson planning to the same standard as the CELTA was not realistic within his job role: "what we're taught on the CELTA…it's really in-depth, but it's not, unfortunately *practical* for every day teaching where you have to balance the realities with not being paid for the preparation time" (J_int3). He again alluded to his lack of enthusiasm in developing:

> I mean, if I followed the training for the lessons then they all would have been pretty successful and I would have a massive catalogue of (laughs) lessons to rely on. So yeah, it's really up to, kind of -it's down to the participant…(J_int3)

In the absence of any training and feedback on his teaching, James wished he had:

> Maybe [been] more self-disciplined in terms of self-reflection on how my teaching was going…yes, I would have benefitted a lot from that because it's only now when I've been preparing these new lessons I've become aware of my -the *lack* of what I've been doing, the gaps. I guess I was less aware of because I was, yeah, I switched off my brain and was relying on the books (J_int3)

Of having to complete reflections as part of the study, he commented:

> I think it's been interesting and useful for me to be able to reflect and to be kind of forced to analyse my lessons. Yeah, at times it's been a bit perhaps difficult because I've kind of had to confront my own shortcomings, so that's been a useful experience (J_int3).

This awareness of 'shortcomings' appeared to extend to his observations of other teachers too:

> I felt *obliged* to report one of my colleagues to my DoS because she seemed to have quite high ignorance for basic grammar which I was a bit worried by, but then again, as my boss explained to me, one of the reasons for choosing that teacher was because she has lots of experience in the business world and with business vocabulary, and equally that's, I think, another factor about English teaching, it's not all about grammar (J_int3)

As for his other colleagues, James perceived them more positively: "[they] are great, they prepare for lessons, they know their stuff very well, so I think in this school, yes, it's a bit better, they are colleagues who are more engaged in teaching" (J_int3). In general, though, James reported surprise at the variation in knowledge by different teachers in his schools, and unclear expectations sometimes impacted his own engagement: "there's an aspect of 'what level are we expected to provide?' and therefore, 'should I really bother preparing a lot for the lessons if at the end of the day it's enough to rely on the coursebooks?'" (J_int3).

Whilst James acknowledged continued support from his DoS, overall, he did not miss workplace support: "I think I'm probably fairly *autonomous* usually, self-reliant" and "I think perhaps because we've all become quite reliant upon the coursebooks we have, we tend not to look outside of it too much" (J_int3). Although he conceded "it *should* be important to have a support network", because of the lack of compensation outwith teaching contact hours, he was pragmatic in his expectations of colleagues:

> as much as might you be passionate about [teaching], I've not come across anyone yet who's that level -who *has* that level of passion and

commitment to suggest meet up once a week to talk about how our week went or share materials (J_int3)

In terms of advice for newly-qualified CELTA teachers, James had narrowed it to three points. The first two pertained to teaching: he cautioned teachers against working at three schools alongside private tutoring, and recommended "ask your DoS to see -what's the expectations in the society of academic instruction" (J_int3). The final piece of advice related to living abroad:

> be aware of things in the culture that might be different and of the language, be prepared that things will be different and you may not like them, in which case, decide you don't like them and leave. Yeah, definitely don't stay if you're kind of unhappy with the situation, because you just won't be happy teaching. Enjoy it? Because it's a great opportunity -and not just an opportunity, it's a great *experience* (J_int3)

Speaking of his own immediate future plans, James speculated he would teach for another year:

> a year or something, yes. No, because I think whatever the next step will be probably something a bit more drastic, as in a change of city, country, em…(6 second pause) but I'm not ready for that, yet, or I haven't -I don't think I want to think about, so I'm just kind of putting it off and procrastinating (laughs)… I'm still very unsure and uncertain (J_int3)

He confirmed he had received a contract for another year at School B: "so they're clearly happy with what I'm doing, I actually asked to round *down* the hours from a hundred to between eighty and ninety" (J_int3). He again reported some interest in materials development, but was discouraged by the 'freelance' aspect to it, and when gently asked whether there were any points he had had doubts about teaching English, he replied: "Ahh…I think if I concentrated too much on those thoughts I probably would have left {city} and went to a different place, so for now -well, for this period, I need to focus on - not *worry* myself with those

thoughts" (J_int3). Indeed, it was evident that a confluence of factors were still affecting James' current and future personal and professional life:

> because of living at my partner's house, my residential situation therefore depends on my relationship with her, which ties into the job, so I guess in that sense I feel a little bit precarious because I don't have any particular motivation -no specific reason for being in Italy (J_int3)

He was unsure about his longer-term trajectory though and suspected that he may still be teaching English in five years' time:

> I want to say I hope not, but it's probably quite likely I will be (4 second pause) because I don't have any other concrete plans for my future, so probably I will stay teaching English, because I don't have knowledge of other subjects, really, to teach them to a high enough level (J_int3)

5.9 Summary of James' 1st year

James appeared to have largely pragmatic reasons for choosing to teach English - he wished to remain in Italy with his long-term partner but wanted less-stressful and more financially-stable employment than his previous farming job. Being a native-speaker, he believed he was 'adapted' to teach English and hoped he would be able to develop skills in teaching methodology and communication which he could subsequently transfer to a career in agriculture, but he admitted that he was not particularly interested in English teaching itself. Rather, he was most looking forward to the social aspect of the job and interacting with colleagues, hypothesising that teachers are passionate about their subject, jobs, and collaborating. James initially intended to teach English for three or four years, whilst he acquired the knowledge and experience needed for a transition into agriculture.

Undertaking a CELTA was the means to achieve employment in private language schools in Italy, and James consistently evaluated the course positively in equipping him with the basic teaching skills he needed. He was pragmatic in his expectations of the course too, repeatedly acknowledging that there would not have been time to incorporate more into such an intense course, but that he would have liked more prior reading in order to better familiarise himself with

grammar. Indeed, explicit focus on grammar appeared to be a cultural expectation in Italy, but James did not criticise the CELTA for a lack of context-specific instruction, nor did he expect more training in how to teach children despite subsequently mostly teaching young learners.

During his first year of teaching, James taught at a total of four schools, alongside some private tutoring. He was not paid for preparation time at his schools and relied heavily on coursebooks and materials available through his schools. Lesson preparation was a pervasive theme throughout his data, with many of his contributions referring to this: trying to manage teaching across multiple schools, private tutoring, and commuting between schools meant that James had little time to prepare for his lessons, and he recognised that this impacted the quality of his teaching. However, he also conceded that he lacked incentive (both intrinsic and extrinsic) to develop his teaching and engage much beyond the minimum requirements expected by his schools. His passive observations of other teachers seemed to also contribute to his lack of engagement and, contrary to his initial expectations, he found his job to be quite isolating, citing his DoS as his only real source of workplace support.

Halfway through his first year, James reported a drop in his motivation levels both in teaching and for living in Italy. This appeared as a result of a number of factors, including his personal relationship, doubt about his future career trajectory, and difficulty adapting to city-life. At this point, James seemed to be at a crossroads, but somewhat 'stuck': he began to realise that becoming an agricultural consultant may not be possible and that he must make a decision regarding his future career. However, such a decision would impact upon other integral aspects of his life, including his relationship and where he lived. James was simultaneously grappling with a disconnect between what he believed a teacher to 'be' and what he felt he was himself: he was cognisant of his choice to engage with a short one-month teacher education course, primarily in order to stay in Italy, and felt a lack of 'legitimacy' as a teacher, but also lacked any real passion to become one. Furthermore, although James had not initially predicted any culture shock or clashes in Italy, it was evident from his contributions that he did and by the second interview, he seemed to exhibit some negative opinions towards Italy. It is unclear, however, to what extent this shift in thinking stemmed

from dissonance in other areas of his life. This confluence of factors seemed to result in an internal conflict for James in that he did not want to be a teacher but would otherwise have to choose between his girlfriend (and remaining a teacher in Italy) or a more fulfilling career.

It is difficult to extrapolate James' self-efficacy towards teaching. His development in task-specific areas such as lesson planning, grammar teaching, and finding appropriate materials did not seem linear, and he was inconsistent in his self-evaluations in these areas across the year. In terms of global self-efficacy for teaching, he found it difficult to identify a significant success, instead concluding that he had provided 'generally adequate' lessons, indicating perhaps neutral self-efficacy. It appeared that James did not perceive himself to meet his conception of what a teacher should be, and this hindered his self-perceptions of efficacy as a teacher. Indeed, his lack of commitment and motivation seemed to overshadow his teaching experiences, even when they went well (such as teaching in the public school), but he remained reluctant to 'invest' in his teaching and make a conscious effort to increase his engagement and development. He seemed trapped in a cycle whereby he did not identify as a teacher but continued to teach and then subsequently did not meet his expectations of what a teacher should be but lacked incentive to develop. Figure 5.1 illustrates this cycle.

By his final interview, there seems some evidence of a greater concern for student learning beyond simply 'a sense of duty'. In particular, his final adult course seems to have prompted reflection on his practices and methods over the year and he reported increased evaluation and understanding of his own shortcomings, including acknowledgement of an over-reliance on coursebooks. Having become aware of the importance of grammar instruction in Italy, he also felt obliged to report another teacher for a lack of grammatical knowledge. However, James stated that he primarily enjoyed the social aspect of teaching and it is clear from his final comment that he continued to teach English out of necessity rather than choice.
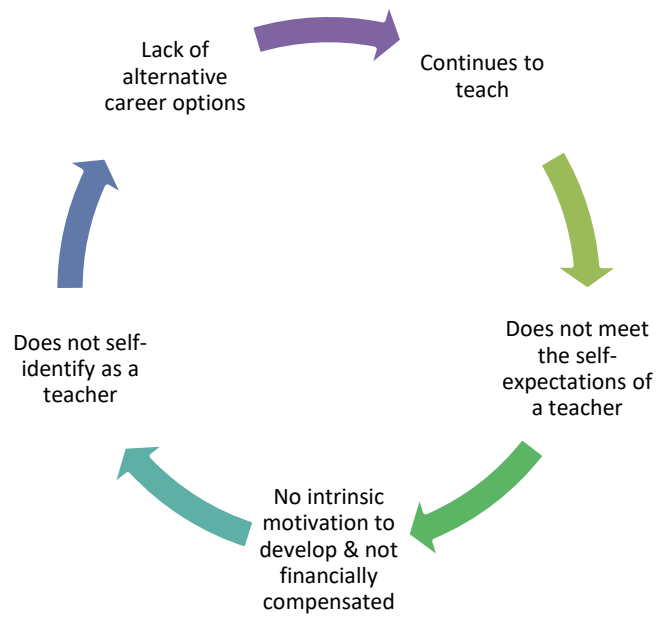
Figure 5.1: *A visual representation of James' teacher identity and development*

In conclusion, James could be considered a clear example of a lower-engaged desister. He acknowledged low commitment to the profession from the outset, but throughout the year also evidenced a lack of consistent engagement in his role (for example, in lesson preparation) and limited intent to develop as a teacher. Although there were indications of greater awareness of his shortcomings in the final interview and suggestions of future development, the apparent and ongoing internal conflict which James exhibited in relation to his sense of teacher identity would preclude him from being considered a highly-engaged switcher.

Chapter 6 Molly, Rupert & Emma findings

6.1 Chapter overview

This chapter will present the findings from the remaining three participants. These participants, Molly, Rupert and Emma, engaged with the study for six months each: Molly and Rupert withdrew from the year-long study at the halfway point, whilst Emma was recruited separately for a condensed six-month study to supplement data collected from the original participants.

This chapter differs from the previous two in that it will present only the most prominent themes and experiences from each participant's data, rather than an in-depth chronological account. The experiences of these three participants were vastly different, not only because of their differing initial motivations, but also due to the nature of their employment and their access to social support. Indeed, these three participants seem linked in citing social support as a key theme during their first year: for Molly, it helped somewhat to buoy her negative self-perceptions of efficacy and manage stress; Rupert longed for advice and guidance from experienced teachers to aid his own professional development; and Emma's struggles with her new reality were somewhat alleviated as she built a support network over time.

6.2 Molly

6.2.1 Data timeline

Table 6.1 represents a chronological overview of the data collected from Molly. Molly withdrew from the study after approximately six months, and her engagement with the study was inconsistent. As can be seen, after her initial interview and once she started teaching in China, her contributions were erratic. However, her variable engagement with the study itself provides interesting insights into her journey as a novice teacher and is therefore valuable to include for consideration. As much of the data provided could not be corroborated through subsequent interviews or regular diary entries or questionnaires, the interpretations here are limited and tentative.

The following codes are used to refer to sources from Molly's data:

1st interview: M_int

Diary entries: M_DE1, M_DE2, M_DE3, M_DE4, and M_DE_ref

Questionnaires: M_Q_Jan

Emails: M_email_[date]

Table 6.1: Overview of Molly's data

Month	Interview	Questionnaire	Diary entries
September (2017)	1st wave		
October			1
November			1
December			
January (2018)		Complete	
February			
March			1 & 'reflection on first 6 months'
Total	**1**	**1**	**4**

6.2.2 Background

Molly was in her mid-twenties and had graduated from a degree in French and History of Art the previous year. Following graduation, she had no fixed career goals and initially began aiming towards speech therapy before deciding to complete a CELTA so that she "could travel and work at the same time" (M_int). Molly enjoyed travelling and had lived in Europe several times as part of a year-abroad at university, and as an au pair for a couple of months after completing her CELTA course in March 2017. She 'loved' the English language and considered that a job which combined English, working with people and travelling as "just perfect really" (M_int).

Molly really enjoyed her CELTA course, exclaiming "yeah, I've just never loved anything so much!" (M_int). This being said, she also admitted that she preferred the theoretical content to the practical: "the *teaching* was the most difficult part for me, I loved the studying, but I found the teaching really, really scary and nerve-wracking and stuff - as a lot of people did" (M_int). Following her teaching practice though, she noted an increase in her confidence: "I felt like I'd improved loads. I felt I knew the whole format of the lessons and stuff" (M_int). Molly hadn't had any specific prior expectations from the course, but she was surprised that they taught so much grammar: "I wasn't expecting it to be as good as it was" (M_int).

When searching for jobs, Molly had no particular criteria about location or pay, although mused that she would probably prefer teenage students because following her recent au pair stint, "it turns out I *hate* children" (M_int). She did,

however, want to ensure that her school was "*legitimate*, you're not going to show up and not have a contract and you're on the other side of the world" (M_int). She also looked for support in terms of settling into a new country, finding accommodation, and opening a bank account, for instance. She subsequently accepted a position in China at an established international chain of language schools, noting: "so I picked the company over the location…China seemed the…best for me as a newly-qualified teacher" (M_int). Molly admitted that she "never had any interest in China *ever* but I just thought because I enjoyed the CELTA so much I wanted to try and make it a career" (M_int). Securing a job post-CELTA was an extremely quick process, with Molly commenting: "I had the idea of going to China on the Monday and then the next week it was happening so (laughs)" (M_int) but because she had several significant life events during the summer, she postponed her move until October 2017. She estimated she would work around forty hours per week "teaching from three to seventeen years-olds…Yeah, there's two weeks training when we get there for the specific {language school} methods, yeah, and then I don't know that much about what *kind* of teaching I'll be doing…" (M_int).

In fact, Molly expressed nervousness about beginning teaching in a monolingual, monocultural environment after teaching multilingual students on the CELTA "the cultural side of it, I'm not prepared for at all" (M_int). Her worries about teaching also revealed some existing pre-conceptions of China, including that 'respecting authority' was critical and that she may struggle with classroom management: "But then apparently -I don't know whether it's just a stereotype, but in China, the discipline and motivation isn't really a problem" (M_int). She also cited time management and workload as further concerns. Conversely, she was most anticipating building relationships with students and seeing them progress through her instruction. Molly was hoping "to develop and learn about teaching grammar…because I really enjoyed the specific grammar lessons in the CELTA" (M_int). She also hoped to be into a routine by the six month mark: "enjoying it…and remembering a bit easier the grammar rules and that kind of stuff, because I've forgotten a lot of the stuff", while after a year of experience, she predicted she would have a better understating of what age she wanted to teach and whether she would stay in China, "come back to the UK or pick a different country" (M_int). She anticipated staying in China for at least eighteen months because her boyfriend had also accepted a position with the same school starting in January 2018, but following that:

then I couldn't tell you, because every time I've gone abroad…I've changed my mind at every point, like what I want to do next so obviously you get, kind of, 'itchy feet' once you've got there (M_int)

In terms of the future, Molly intended English teaching to be "a long-term career" and mused that she would like to transition to teaching adults "once I get maybe a bit more confident" (M_int). She was also considering specialising in business English, after a recommendation by her CELTA tutor. Furthermore, she thought that by participating in the study, she would have evidence of "how I've progressed" (M_int), noting that she had kept a journal since childhood and writing diary entries "should come quite naturally actually" (M_int).

Across Molly's data, several key, interlinked themes emerged. Molly acknowledged several critical incidents, partly or wholly attributable in some way to stress. These incidents not only appeared to reflects shifts in her engagement with teaching, but also signalled her reliance on colleagues and managers as a source of support.

6.2.3 Critical incidents, stress, and social support

Six months passed between Molly completing the CELTA and leaving for China. Shortly before she left the UK, she bought two CELTA coursebooks "because it occurred to me I should probably have done some revision on grammar and stuff" (M_email_13thOct). Her first week in China was consumed by immigration matters, but she was able to visit the school and although she left 'feeling positive', her initial impressions were less so. She observed the staff room to be "overcrowded…messy and chaotic", and she also expressed surprise at a lack of Western-style toilets: "Although I know I'll get used to this, I imagine that this could worsen stressful days when I'm overwhelmed with work" (M_DE1). In her second week, Molly received training. She was shocked that she was the only member of her cohort to have a CELTA qualification and was frustrated that the training covered the same topics on the CELTA, expecting it to be "a frustrating and boring day" (M_DE1).

Molly's teaching did not begin well, and she categorised one of her first lessons as a 'disaster'. She was to teach alongside a local teacher, but there was miscommunication between them regarding timing and content, and as she began teaching a particular grammar point, she realised "I hadn't learnt how to teach this" (M_DE2). Following this, she identified a number of learning points, including "next time I will consider what I could do if the students struggle with the

material. I will also practise with the material while I still have time to ask for help",
but she also noted some positive feedback from her team-teacher: "[she] said the
students liked me and I should be more confident" (M_DE2). In another lesson,
although she felt more prepared, Molly felt very nervous and "didn't teach the
lesson because I started crying uncontrollably 30 mins before" (M_DE2). She
blamed the 'panic' on a "number of things related to being in an alien environment
and beginning a new job I really care about" (M_DE2), including high personal
expectations, ongoing digestive issues which were affecting her sleep, a high
number of classes, and an unfortunate cultural miscommunication ordering lunch
in a restaurant. Again she outlined several learning points to try and reduce her
stress levels - one of which being "Chill out and aim for mediocrity instead of
greatness" (M_DE2) - as well as receiving support from her DoS. She reflected
on the incident:

> I'm glad this happened because it made me realise how stressed I'd been
> getting. After the initial disappointment in myself for not being able to
> teach, I felt relieved although I can't quite explain why. My DoS told me
> that I would have a lot of support to plan the lessons I'm covering this week
> (M_DE2).

The rest of her teaching that week went comparatively better and although she
identified some weaknesses, such as not spending long enough 'presenting'
target grammar, she worked to address them in her subsequent lessons. She
received more positive feedback from a team-teaching colleague which seemed
to boost Molly's self-confidence:

> she was pleased with my self-reflection, i.e. that I knew what was going on
> and what to improve on; I had a good rapport with the students; my
> confidence increased in the second class; the parents (who peek through
> the window) were visibly pleased with my smiley face; my instructions and
> gestures and demo-ing were really strong so the stuff I can work on will be
> more 'in depth, advanced' things like pacing and tracking participation. I
> was very excited to hear this. Need to believe in myself more apparently,
> and ask for help if I need it (M_DE2)

Molly seemed to take this feedback on board, outlining more developmental goals
and noting: "I think I need to read about tracking participation as I don't know
anything about it" (M_DE2). Along with her submission of DE2, Molly wrote: "I'd
like to add how useful I found writing the reflections. 1 because it clarifies what to

work on and 2 because it creates a kind of cathartic feeling of making a negative situation positive" (M_email_15th Nov).

After DE2, there was a temporary lack of contact from Molly, but her 'reflection on first 6 months' provides some detail about this period. In her six-week probation observation, it transpired that Molly "didn't understand the aims of the activities I was running, and was told I didn't actually teach the students" (M_DE_ref). She attributed this to her biggest concerns in class being "keeping the students entertained…[and] getting my plans finished" (M_DE_ref). She reflected favourably on this incident, however, perceiving it as "This was an important turning point as I started to emphasize the aim of each activity in my plans" (M_DE_ref). Also at this time, Molly recollected feeling overwhelmed with the responsibilities of her role: "I wasn't coping with the planning and started to hate the job for how time consuming it was". She even began searching for another job at the end of December, "but decided the problem was probably due to my organisation skills, so I should work on them before switching jobs" (M_DE_ref).

Molly's only questionnaire was submitted in January, three months after she began teaching, and it gives more insight into her self-perceptions and experiences. She reported spending more time lesson planning (twenty-five hours) than teaching (twenty hours), with three hours spent on administration. She indicated increasing confidence in her teaching abilities, outlining this as her biggest success: "I'm paying more attention to the students rather than the lesson plan. I'm proud of how I adapt instruction to individual needs and how I've coped with challenges" (M_Q_Jan). She expressed satisfaction with her lesson planning "because I now have a larger repertoire of activities to use, I understand the aim of the lessons, and many of my lessons are duplicates" (M_Q_Jan). She also scored herself highly in adapting instruction, motivating students, and cooperating with colleagues, but did concede that "sometimes I let students' enjoyment of games take priority over covering new material in the lesson" (M_Q_Jan). She was particularly proud of how she had coped with challenges in January, however, writing:

> I'm proud of my improvement in this area as this month I haven't become painfully stressed. This is despite dealing with some of the most challenging behaviour I've seen yet and only having one day off a week (M_Q_Jan)

Indeed, Molly reported that classroom management was a challenge with some younger learners, adding "obviously my CELTA didn't prepare me at all for this,

but the [induction] training didn't either". However, after discussing "at length with the co-teacher, progress advisor and teaching assistant" she implemented some new strategies and saw "improvement in all but one student" (M_Q_Jan). In fact, Molly reported receiving a substantial amount of support and guidance from her colleagues and managers. She also requested an observation so that her DoS could highlight new learning points "because I felt I'd fully understood the previous set of feedback she gave me" (M_Q_Jan). This being said, it appeared that not everything was positive, and Molly wrote that she had been diagnosed with a stress-induced health problem "I assume caused by the move to China and the new job" (M_Q_Jan). The language barrier made the medical process more difficult, but her managers were understanding. Her boyfriend had also recently joined her in China and was "very understanding of the stress I've previously suffered from work" (M_Q_Jan).

February again saw a lack of contact from Molly. She emailed to say "everything was crazy for a while and I didn't get the time to do the reflections" (M_email_23rdFeb) but that she "would like to start afresh if possible" (M_email_9thMar). She subsequently submitted a reflection on her first six months of teaching which provided a mixed evaluation of her current situation. Her biggest improvement was learning about games to use in class from her colleagues and she was enjoying helping a one-to-one student prepare for a public speaking competition. She also wrote that while homework and administrative responsibilities were still 'annoying', classroom management "no longer causes me anxiety, mainly thanks to experience and advice from colleagues" (M_DE_ref). However, she was frustrated about having "little freedom in what or how I teach" and acknowledged "I can still get very stressed. I cried in work last week because I'd had 2 difficult lessons" (M_DE_ref). At the end of March, Molly wrote her final diary entry. When teaching in front of parents for the first time, she admitted reverting back to a previous area of weakness in that she "definitely didn't give the students enough encouragement as I was mainly focused on myself and the parents and getting to the end of the lesson" (M_DE3). She also spoke of mixed success in engaging two particular demotivated students:

> I succeeded with the high-level student, perhaps because I made an extra effort to greet him and directed lots of questions towards him. Despite giving the same amount of attention to the low-level student, [he] was only engaged at the most active points in the lesson (M_DE3).

After no contact again in April, Molly emailed to apologise and reaffirm her engagement with the study. She wrote "I'm afraid I've not been able to establish the habit of writing reflections", giving the following reasons:

> I feel pressured to spend all my time in work planning future lessons rather than reflecting. I did reflect when I first started, and I did during my CELTA, so I think it's mainly the lack of time which has affected me. Secondly, I find work quite stressful so like to forget about it as soon as the last lesson is over. Thirdly, I'm teaching very low-level English and am frustrated by this…I find that the majority of my planning & effort goes into classroom management/game planning, which is not what I'm interested in. Also, our office is tiny, noisy and chaotic and doesn't lend itself to thinking hard and carefully (M_email_2ndMay)

However, following this contact, Molly failed to provide further data and finally withdrew from the study on the 20th of May, citing difficulty managing her time.

6.2.4 Summary of Molly

Molly's case could perhaps be considered an extreme one in the sense that her experiences in the first six months resulted in noticeable changes in her motivation and perceptions of efficacy. Despite the fact that her initial motivation (following the CELTA) was so high that she intended to make English teaching a long-term career, the reality of her context and associated stress led to both psychological and physiological problems. Molly's development was not linear, but she did generally appear to be making conscious effort to work on her skills as a teacher, largely through the support and guidance provided by her managers and colleagues and it was clear how much Molly valued such feedback. However, stressors relating both to work and living abroad appeared to contribute to shifts in her motivation and self-efficacy - to the extent that she actively avoided reflecting upon her teaching.

Without further data, it is difficult to accurately assign Molly into particular category of teacher either before or after her first six months of teaching. In her interview she indicated that she would like to develop within teaching, and pursue English teaching as a long-term career, suggesting that she might initially be a highly-engaged persister, but she did also indicate traits of indecisiveness and impulsiveness. Molly did evidence development within her role, encouraged by her managers and colleagues, but her engagement and commitment seemed shaken at times as a result of stress: her final contributions especially indicated

deeper discontent with her teaching experience thus far. She blamed lesson planning for leaving her little time to reflect, but she simultaneously admitted deliberate avoidance of reflections due to stress. She also conceded that classroom management and game planning took most of her focus which was a frustration to her. As such, it is questionable to what extent Molly was able to develop as a teacher, and her engagement and long-term commitment to the profession could also be called into doubt. It is reasonable to speculate that Molly's experiences over six months may have resulted in a shift to a lower-engaged desister, but as she did not respond to a request to answer a selection of questions at the end of her first year of teaching, this is impossible to confirm.

6.3 Rupert

6.3.1 Data timeline

Table 6.2 gives an overview of the data provided by Rupert. He was initially extremely diligent in reflecting on his teaching, providing great detail about his lessons and his experiences in navigating the ELT sector in Poland: Rupert alone contributed over 12,000 words worth of diary entries. However, this depth of detail was unsustainable, and despite my reassurances that shorter summaries of his experiences were entirely acceptable, with increasing teaching responsibilities, his contributions ceased in January. Rupert withdrew from the study at after approximately six months, explaining that after taking on more students since Christmas, "I am really struggling for time and am not able to give your research the focus it deserves" (R_email_4th April). However, he acquiesced to answer a few additional questions reflecting on his first year of teaching, which he submitted in the middle of September 2018. In contrast to Molly, Rupert's withdrawal appeared to be as a result of sustained commitment to his students and their learning, rather than stress or avoidance of reflecting.

The following codes are used to refer to sources from Rupert's data:

1st interview: R_int

Diary entries: R_DE1, R_DE2…R_DE10, and R_DE_ref

Questionnaires: R_Q_Oct, and R_Q_Dec

Emails: R_email_[date]

Table 6.2: Overview of Rupert's data

Month	Interview	Questionnaire	Diary entries
September (2017)	1st wave		
October		Complete	4
November			5
December		Complete	1
January (2018)			
February			
March			
September (2018)			1 'reflection on first year'
Total	**1**	**2**	**11**

6.3.2 Background

Rupert was the oldest participant in the study, in his early-forties, and had already had a fifteen year career in the construction industry (quantity surveying) behind him. Rupert and his family were relocating to his wife's home country of Poland, and he made the 'pragmatic choice' (R_int) to switch careers and move into English teaching because it was quicker than learning Polish fluently (although he considered himself A2 level). Rupert was recommended to take a CELTA course by a NEST friend in Poland, and was the only participant to complete the part-time CELTA, held over six months and finishing in February 2017. From the outset, he was critical of the course, particularly with regard to its lack of "a focus on aspects of the language which as a native speaker are *innate*, but aren't really explicitly understood and explainable" (R_int). To address his perceived gaps in knowledge, Rupert turned to self-study, researching areas such as grammar, and the Lexical Approach: "I'm a little bit overwhelmed with just how much learning I've got to do in order to get to that point that I thought that the CELTA course would teach me" (R_int). He had also expected more teaching practice across the six months, but conceded that the course did give him "a much greater idea of what it is to teach that I would have had had I read a few books" (R_int).

Rupert had not secured any employment before moving to Poland in June 2017, and instead sought to accumulate teaching hours through word-of-mouth and by approaching different schools and companies who may have been in need of an English teacher. Although he knew that it may be difficult to find full-time teaching hours in one particular school, he was relying on his position as a native speaker to accrue hours. Rupert stated a preference to teach adults and business English

because he was more familiar with that area and did not particularly want to teach children "until I've wrapped maybe a year under my belt teaching, and *learning* about how children learn other languages" (R_int). To acquire more business-oriented students, Rupert initially aimed at "undercutting" (R_int) language schools by offering lower rates. However, acknowledging his lack of experience and reputation in the city, he noted "I'll just have to keep myself flexible and open to…what could be possible -especially in the first year" (R_int).

During the study, Rupert had dealings with no fewer than six schools. In fact, he quickly found the ELT sector in his small city to be complex both legally and socially: many businesses and public schools had existing relationships and contracts with particular language schools. Additionally, he felt compelled to reject more comprehensive hours offered at some language schools due to restrictive contract clauses, whereby he was liable to pay the school money if he performed poorly and precluded from teaching any of their existing students for twelve months. This meant that Rupert opted for freelance teaching, spread across multiple schools and private students. However, this led to its own challenges, particularly with regards to a lack of access to other teachers from whom he could receive support and advice, and this, combined with his consistent efforts to develop as a teacher, become the dominant theme throughout Rupert's data.

6.3.3 Navigating the ELT sector and trying to develop in isolation

Despite English teaching as a career being a 'pragmatic' choice, Rupert intended on remaining in this profession until he retired: "so the next twenty or so years" (R_int). He was keen to develop his knowledge and skills as an educator and commented "longer term I'm not going to be a very successful teacher if all I'm doing is doing my first year, then repeating my first year in my second year…I need to develop as a teacher" (R_int). He was already planning future professional development and was encouraged by a DoS's higher qualifications: "I think DELTA is the direction that I want to go…I was hoping that I could learn from her experience going forward, in order to develop myself as a teacher" (R_int), although this working relationship was soon terminated by Rupert once he found that the DoS was untrustworthy and volatile. In order to develop his own teaching, Rupert anticipated guidance and advice from more experienced teachers, which was not initially forthcoming: "I'm *re*reading sections of the 'Learning Teaching' that we were told to go through on the CELTA course

because I feel like I need that support, like I'm not *yet* getting with a school, with an experienced teacher" (R_int).

Early on in his teaching, it was evident that Rupert was utilising the full range of his knowledge and strategies for the benefit of his students. For his one-to-one students in particular, he was able to build rapport and find out their needs and interests in order to better tailor his teaching. To illustrate, with an older teenage student who enjoyed physics and chemistry, he sourced GSCE textbooks to help her and searched online for other relevant material to engage her. With adult classes, he began keeping a record of the lexis introduced in class "in order to recycle it at a later stage" (R_DE3). He reported spending longer per week planning for lessons than actually teaching, but noted that "I also need to start planning a few lessons ahead to link language areas so that there's a smooth progression week to week" (R_DE3). He was concerned that he was too focussed on students 'enjoying' lessons at the expense of learning and suspected that positive feedback from them may be attributed to this. Rupert was also conscious that he was not consistently following the methods taught on the CELTA, and that, in comparison, he was doing things "wrong":

> in fact other than the two earlier lessons on Tuesday where I'm starting to be able to apply the CELTA principles of timing, giving instructions, ICQs, tentative steps into CCQs, pair work and feedback along with setting out logical stages etc, all my other lessons appear to be, for the time being, outside of the CELTA framework/approach (or perhaps it is my inability to adapt the teachings of the CELTA course to the one-to-ones and this lesson that makes it feel that way so far) (R_DE3)

Teaching younger learners was another area in which Rupert reported difficulties, particularly when they misbehaved: "I've spoken to a couple of other teachers about what to do with unruly students and haven't received any helpful advice" (R_DE3). To help mitigate issues in future classes with young learners, he began conducting a 'ground rules' session with each new class, where both he and the students could clarify their expectations of the lessons. In DE5, he also outlined a 'points based system' in these classes, awarding or deducting points based on different criteria.

Reflecting on his first month of teaching, Rupert spoke of his struggle adapting to a job where he was unable to 'switch off' and this was affecting his sleep:

> My problem is, I think, perfectionism and overthinking things and wanting every class to be a success even though the literature, online resources and a conversation with a friend who is a native speaker all point to the first year being a learning experience and that there will be, without fail, lessons which are unsuccessful (R_Q_Oct)

He was frustrated that his preparation on the CELTA course had not prepared for things such as creating syllabi or dealing with grammar questions, explaining:

> Language analysis is sparse on the CELTA course and seems to revolve around pronunciation (assimilation, elision, liaison etc) rather than the grammar concerns and queries that students actually have (R_Q_Oct)

Throughout this period, Rupert continued to navigate potential contracts with other schools, but with varying degrees of success. He spoke of one particular native-speaker DoS (School F) who was being very calculating and tactical in his interaction with Rupert: "for some reason I think he sees me as competition" (R_DE3). In his October questionnaire, Rupert voiced a desire for more context-specific support and guidance:

> At the moment the advice I'm taking is via books and the internet but this isn't always directly applicable to my work environment…I am pretty much left to my own devices, which I don't think is the best way forward (R_Q_Oct)

However, he felt unable to ask his local teacher colleagues for advice yet, perceiving them as "rather distant/stand-offish" (R_Q_Oct), and despite trying to arrange a meeting with local primary teachers, this had not yet come to fruition. He noted that he had one helpful DoS, but interaction with another, in School B, was "unfortunately negative and cause quite a bit of stress" (R_Q_Oct). This DoS requested that Rupert begin planning his lessons using a very strict and regimented structure which Rupert struggled with because "it doesn't allow for a response to the individual needs of the students or for developing particular language points as they arise" (R_Q_Oct). He added: "it also somewhat constrains any creativity or adaptability that I might have developed so far" (R_Q_Oct). Nonetheless, he followed these instructions, writing: "I try my best to do as the DoSs say, even when their advice/requirements go against what was taught on the CELTA course" (R_Q_Oct). In November, Rupert's autonomy and creativity was further constrained by this DoS. After a group of adult learners expressed dissatisfaction at Rupert's teaching approach (which included

teaching sentence stress through a poem, as recommended in one of his self-study books), the DoS responded by asking Rupert:

> to refrain from introducing authentic texts of any kind to the class (!) and stick rigidly to the course books. He also stated that it was a cultural difference that Polish people need to be told when to write things in their notebooks and that I should be explicit in doing so (R_DE6)

Again following this advice, Rupert subsequently reported that the students seemed happier with the change in format, musing that increased 'Teacher Talking Time' was "perhaps…something they have come to expect from previous lessons at the school" (R_DE7).

In his other classes, Rupert reported mixed evaluations. By introducing Pictionary into some classes, he joked "the students enjoyed this activity so much I'm not sure I'm going to be able to top it. I may have peaked as a teacher" (R_DE8), whereas with a group of teenagers, he reflected: "need to find a way to consistently engage this group week-to-week. Not succeeding so far" (R_DE8). In his December questionnaire, he reiterated this perceived lack of consistency: "some lessons go very well, language is explored and new lexis introduced etc. Others go terribly, especially those with the younger learners and maintaining discipline" (R_Q_Dec). At this point though, Rupert noted that he was "starting to recognise patterns in my teaching. I realised one of them was planning too much to do so that the students don't get bored or I'm not left hanging in the middle of a lesson not knowing what else to do" (R_DE9). He also perceived himself to be "more able to be reflective on my own teaching and its qualities. I'm trying to concentrate less on activities that the students do and more on the actual learning the students will be, hopefully, achieving" (R_Q_Dec).

Furthermore, his development as a teacher did not seem to go unnoticed and Rupert was pleased to be offered a contract extension at School E until June. However, this in turn prompted some tactical manoeuvring from the DoS of School F, who suddenly wished to start 'co-operating' (R_DE10) with Rupert. Appearing to recognise his value as a teacher, Rupert rejected this advance, but in his December questionnaire, he reflected further on his experiences thus far:

> When {School F DoS} contacted me at the beginning of the month he said to me that he thinks I'm taking the difficult route in trying to figure it all out myself without any support in place. I happen to agree. Had I taken a different route into teaching and accepted the Ts&Cs at {School A} here in

{city}, I might have had a different, more supportive experience. As it is, I can rely only on myself. And it is hard at times. (R_Q_Dec).

It was following this that Rupert withdrew from the study, but his answers to a small number of questions at the end of his first year give an overview of his year. Assessing his motivation, he characterised it as fluctuating:

> At first, I was excited to get into teaching and to take advantage of all the opportunities that teaching might potentially hold, but this eagerness soon became anxiety as I examined whether I was doing a good job…I had doubts about whether I had made the right decision to move into teaching. Such doubt, of course, was punctuated by several highlights in the teaching year where successes were achieved and student motivation was high as a result of my efforts (R_DE_ref)

He was not entirely happy with his development over the year, but acknowledged that his self-expectations were probably too high:

> I don't believe I matched up to my initial expectations, that I would somehow evolve into my picture of the idealised teacher suggested by the CELTA course: always organised, technically brilliant, fun, motivating and able to control the pace of a lesson and the motivation of all students etc. Perhaps that time will come in future, perhaps not (R_DE_ref)

In relation to the CELTA, Rupert additionally asserted that the methods promoted were not always accepted by his students in Poland. He commented that his students were resistant to pair and group work, and that they "want to speak to a native speaker and not to another student" (R_DE_ref). He then went on to describe a number of deficiencies of the CELTA course he had taken, the first being:

> There is no emphasis on the basic aspects of language teaching: how to teach grammar (despite the "guided discovery" lesson plan templates), when and how to teach lexical phrasing and collocations (not covered), techniques and exercises for teaching pronunciation (R_DE_ref)

Similarly, he outlined a limited focus on teaching writing, no focus on teaching absolute or 'false' beginners, no coverage of teaching coherence or cohesion, and too much emphasis on different learner styles, adding "this is nonsense and has been debunked (Thornbury et al) but is still taught on the course" (R_DE_ref). Finally, he highlighted the importance of L1 language knowledge, which he

classified as "absolutely essential when in a foreign country and actually teaching". Although he acknowledged that this was mentioned in the CELTA, "this is downplayed somewhat" but "a native speaker will suffer, especially at the lower ends of the learning spectrum, from not having knowledge of students' L1" (R_DE_ref). This segued directly into some advice for newly-qualified CELTA teachers, whereby he recommended them to learn as much of the language of their target country as possible before arrival. Of teaching in another country, Rupert also cautioned that: "other native speakers are not there to be the welcoming, co-operative colleagues the CELTA course would have you believe they are. They are your competition" (R_DE_ref).

Additional advice concerned the eschewing of expectations relating to lesson planning: he highlighted the impracticality of CELTA-style lesson planning in reality and that the "dynamics of student involvement preclude the exact execution of a plan", whilst his concluding piece of advice was:

> What you teach is not what will be learnt. The sooner you realise this, the bigger the break you can give yourself about achieving your status as a "great teacher." You will have enough pressures on you during your first year to worry about perfectionism (R_DE_ref)

6.3.4 Summary of Rupert

In short, Rupert could be considered a highly-engaged persister. He intended to teach English long-term, was undoubtably engaged in his teaching, and demonstrated clear intent to develop from the outset. However, the legal and social complexity of the ELT sector in his city proved a challenge in securing stable employment in one institution, and working freelance across multiple schools made it difficult for Rupert to access the support and guidance he so desired. He continued to develop professionally through self-study, but he dictated instances whereby he accepted the advice of his DoSs despite conflict between his own beliefs and his developing knowledge of the profession, which could be seen as negatively impacting his self-efficacy. Indeed, his data suggests that Rupert was particularly amenable to verbal persuasion and vicarious experiences and that he valued the input of more experienced educators in building his sense of efficacy in teaching, as could be seen in relation to teaching and managing the behaviour of young learners, for example.

From his final reflection, although it does not indicate any increased social support, it is not unreasonable to assume that Rupert remained on his intended

trajectory, independently developing his knowledge and skills as an educator. His (somewhat critical) self-evaluation of his teaching and development indicates that he continued to hold himself to a high standard, and his insights into the perceived deficiencies of the CELTA suggest evidence of continued consideration of and engagement with aspects of language teaching beyond the 'basic toolkit' offered by a SITEC.

6.4 Emma

6.4.1 Data timeline

Table 6.3 gives an overview of the data provided by Emma over the six months. Compared to Molly and Rupert, she was more consistent in submitting contributions, and alongside a second interview, a fuller picture of her experiences over her first six months could be realised.

Table 6.3: Overview of Emma's data

Month	Interview	Questionnaire	Diary entries
September (2018)	1st wave		
October		Complete	4
November			1
December		Complete	
January (2019)		Complete	
February		Complete	2
March		Complete	
April	2nd wave		
Total	**2**	**5**	**7**

The following codes are used to refer to sources from Emma's data:

1st interview: E_int1

2nd interview: E_int2

Diary entries: E_DE1, E_DE2…E_DE7

Questionnaires: E_Q_Oct, E_Q_Dec, E_Q_Jan, E_Q_Feb, and E_Q_Mar

Emails: E_email_[date]

6.4.2 Background

Emma was recruited through a CELTA page on social media, in her late twenties and originally from the USA. Emma had worked in diversity and recruitment at a university in the USA for several years before deciding to complete a sociology-based master's in Ireland, but was unable to secure a steady, interesting job on her return. She chose to complete a CELTA because she "really want[ed] to move abroad and so teaching English is like a really good way to do that" (E_int1). She also liked languages and "the idea that I could have a lot of opportunities to move anywhere in the world and meet new people" (E_int1) was appealing to her. Her predications that the course would be 'really difficult' were true, but she was satisfied with her outcomes: "obviously there's a lot more that I need to learn and grow and stuff but…for a four week course I feel like I learned a lot…I remember feeling at the end of the course, being like 'yeah, I feel like a teacher'" (E_int1).

Following completion of the CELTA in August 2018, she secured a teaching job at a well-known chain of language schools in a large city in Vietnam. This was the same company as Sean, and therefore Emma had a similar role, assessing students in Encounters with 'hot' error correction, teaching Social Clubs and Events, and working across nine hours with a three hour break in the middle. Also similar to Sean, Emma had a 'very quick turnaround' between accepting the position and moving to Vietnam - under three weeks. She had had no fixed idea of an 'ideal' teaching position and applied for over twenty jobs around the world, but was drawn to this company because it offered help finding accommodation, free Vietnamese classes, and "it's teaching adults, which is what I really wanted, I'm not really interested in working with children" (E_int1). She was also attracted by the fact that lessons were already planned, "so I don't anticipate too much time for all that sort of stuff, lesson planning" (E_int1).

In the first interview, Emma expressed excitement for moving to a new country. She had lived abroad in Ireland before, but acknowledged that Vietnam "could be a lot different because of the language and the culture and everything else", whilst adding "I'm kind of excited for this sort of change" (E_int1). She was keen to learn the language, commenting "this is a really good opportunity for me to really *commit* to a language, so that's what I kind of anticipate doing in my free time, to be honest" (E_int1). She was also looking forward to teaching and developing within her new role: "I think what I'm looking forward to most when teaching is learning, if that makes sense? I'm just really excited to see how I learn and develop teaching skills and I'm excited to see what students have to say" (E_int1). She especially hoped to address areas of teaching raised in her CELTA

feedback: "I hope that at six months I really kind of start to understand and anticipate problems and grade my language, kind of have all those things down pretty well" (E_int1).

As for her longer-term future, Emma was less certain: "I loved teaching when I did the CELTA…but that was only for four weeks, so I'm kind of nervous to see how much I like teaching after, you know, a year, and several hours a day of teaching and teaching the same thing over and over again" (E_int1). She perceived herself as "the type of person that I don't really know if I like something unless I do it" but that if she did enjoy it, "I'd like to teach for maybe five years?" (E_int1). However, she had no long-term fixed career goals and outlined doing a PhD, being a professor, and working in international education as some potential interests, "but I have a lot of other ideas, but that's kind of my problem, I can't figure out what I want to do" (E_int1).

The most prominent theme to arise from Emma's data was that of expectations: the expectations Emma held in relation to her job role and the company, which often conflicted with her reality; and the unclear and vague expectations the company held of its staff, which became a frequent source of stress and anxiety for Emma. Despite increasingly negative perceptions of the company, Emma credited the support she received from her colleagues and immediate managers as helping to alleviate stress, manage the challenges of living abroad and facilitate her development as a teacher.

6.4.3 Expectations, reality and workplace support

Upon arrival in October, Emma received an 'orientation' week but because she arrived alone and because her managers were happy with her demonstration lessons, the training she received during this week was 'lax'. Whilst she found the trainers 'polite', she commented: "perhaps I was extra vulnerable due to my anxiety about moving to a new country or starting a new career, but I didn't feel very welcomed in this company" (E_DE1). Over time, Emma attributes many of her subsequent difficulties in teaching to this poor induction.

Once she began teaching, Emma immediately noticed a disparity between her expectations of lesson planning and the reality because she had to rewrite lesson plans into a shorter template. This took time and effort to "process in my head how the lesson would go. So I felt like I was working a lot" (E_DE2). She also struggled with the assessment-based nature of lessons and although she observed some colleagues teaching Encounters, she "still didn't feel very

prepared to assess students" because the CELTA "didn't teach us assessment so it's all very new to me" (E_DE2). She found herself 'guessing' the students' level when teaching. Two more clashes between expectations and reality arose in this second week. Firstly, she was left to find accommodation herself without the assistance promised in her interview, and navigating this process in a different country, an unfamiliar city, and with a different language made her feel "very stressed out and overwhelmed". Secondly, she discovered that the promised Vietnamese classes did not formally exist, meaning that "essentially I'd be asking for favors from my colleagues" (E_DE2). This was a frustrating revelation: "I really need Vietnamese to live here and having classes with the job was one of my requirements for a job, so I was very disappointed to find this out" (E_DE2). Paying and attending private lessons, however, was unrealistic with her schedule and budget.

Emma continued to spend substantial amounts of time planning lessons - fifteen hours a week on top of thirty hours of teaching, and she reported having little time for anything outside of work. Yet, she expressed doubt over her teaching abilities: "I don't feel as though I am a very good teacher. I think I am enthusiastic and perhaps charismatic but underneath that I don't feel very confident about my teaching skills" (E_DE3). She wished there were more developmental opportunities to "grow my technical and intellectual skills in teaching English" (E_DE3). At this point, she began to raise doubts over her decision to move abroad to Vietnam, and of the company itself. She noticed a high turnover of staff which made her nervous about remaining there for a year:

> I'm still unsure about this job. I do enjoy teaching the students, but there is such a turn-over of staff…I think my managers are nice and care about me, but I wonder if the nature of this company (very corporate) drives teachers away? Or do most teachers quit after a year? (E_DE3)

Indeed, Emma was confused about the perceived prioritisation of 'fun' over 'learning', which conflicted with her CELTA training. She had received praise from her manager for generating a 'fun atmosphere' in the classroom, but revealed that another novice teacher had been fired for not doing so, even though Emma could see "he's a really good guy who cares about teaching and wants to be a good teacher" (E_DE4). She blamed the "little to no training in this job", adding:

> I think is unfair because no one told me comedy skills were a prerequisite to being a teacher. In the way that his personality has harmed him, I feel

like mine has benefited me. I do joke and laugh and keep a pretty relaxed atmosphere with my students but I don't think that makes me a good teacher. I'm sure that my error correction, focus on target language, instruction, graded language etc is just as good as his or worse. I wonder if this company is more concerned about getting students to sign or re-up contracts than students actually making progress in their English language skills (E_DE4)

Despite receiving support from her managers in preparing for lessons, she questioned "if this company is set up institutionally to support teachers" and wondered whether to find another job, or wait and see what happened: "who knows maybe they'll fire me too" (E_DE4).

These thoughts continued to linger and in her October questionnaire, Emma admitted that the perceived 'instability' of her job "has given me a lot of anxiety" (E_Q_Oct). It seemed to affect her evaluation of teaching too: "I'm not really sure if my instruction is that good. I can't tell if the focus of my center is on students having fun/feeling good or learning" (E_Q_Oct). She again attributed unclear expectations to her poor orientation:

> I feel like I wasn't given as much training as I needed. For much of my position, I'm not really sure about what the goals are or what the purpose of something should be (E_Q_Oct)

For example, she felt conflicted about how much hot error correction to give students, believing that too much was "frustrating for students and effects their fluency and confidence in speaking which is the only focus of our classes" (E_Q_Oct). Likewise, she worried about how much feedback to give students, but asking colleagues did not help to clarify what was expected by the school: "I don't feel like many of the staff agree on the answers to these questions so if I ask too many people I'll get conflicting responses" (E_Q_Oct). Emma felt that her CELTA training had not prepared her for the issues she was facing in her school and reported mixed strategies for dealing with the stress and uncertainty:

> I've dealt with it by stressing a lot and working a lot to plan for lessons, asking other teachers, or reading online advice. I've also dealt with it by biting my nails and crying while riding my motobike taxi from work (E_Q_Oct)

In terms of social support, Emma wrote "a lot of my coworkers have been very nice and have invited me out to eat etc. But I don't feel comfortable asking for

support or telling them the hard time that I am having". She also noted that the time difference and technological issues made contact with friends and family back home sparse, adding "I think since I'm really struggling this time having an inaccessible support system is very difficult" (E_Q_Oct).

November appeared to signal a shift in Emma's mindset. She had passed her probation and continued to receive positive feedback from her manager: "I'm trying to be more confident in myself and my teaching skills. Sometimes I just have to remind myself to have the confidence of a mediocre straight man" (E_DE5). She was also starting to feel more optimistic about living in Vietnam, writing "I have felt more hopeful in recent days that things will get better", although this was tempered with the revelation that she had "some serious stomach problems going on most likely from the food and food hygiene in Vietnam" (E_DE5).

In December, Emma wrote "I've been really busy and pretty down" (E_email_26thDec). Remaining in Vietnam over the festive holidays seemed to exacerbate Emma's feelings of homesickness and she indicated guilt over moving abroad: "I've tried to keep my problems to myself because I don't want my family to worry" (E_Q_Dec). She cited 'colleagues' as her secondary source of social support but also acknowledged "I'm learning it's best to deal with things on my own" (E_Q_Dec). "Morale at the center has been pretty low" (E_Q_Dec), with more staff turnover, and she worried that this may lead to more resignations and staff shortages.

In terms of her own teaching, Emma stated "I'm feeling more and more confident" (E_Q_Dec), but reiterated conflict over the school's expectations of lessons: "while I want my classes to be fun, it's still difficult to have fun as a priority over education" (E_Q_Dec). She continued to receive positive feedback on her teaching from both her managers and students, which prompted her to volunteer to teach more Events. Although she found managing these Events challenging because her school "is [not] very good at communication", her manager told her "(informally - at a bar) that he sees a lot of leadership potential in me, which was flattering" (E_Q_Dec). This was reaffirmed in January, where Emma asserted that her managers "want me to pursue more leadership opportunities" (E_Q_Jan).

By January, Emma mentioned that her lesson planning had reduced for Encounters because she was now familiar with most of lessons, but she still felt pressure to ensure the Events were fun too. On top of this, she wrote that both her managers and students had asked her to spend more time outside of class interacting with students. She found this difficult "because I've never been in an

education center where beyond the classroom teachers were expected to socialize with students" (E_Q_Jan). Overall, she indicated that life in Vietnam was complex:

> While the job is going fairly well for me and I am receiving positive feedback, I still find the job very time-consuming and I don't have much time for any activities or social life beyond the workplace. As before my social circle in Vietnam only consists of my colleagues who I like but I don't believe it's that healthy. Furthermore, since all but one of my colleagues is contemplating quitting (overworked and underpaid) it makes me concerned about my work and social life" (E_Q_Jan)

February brought several more instances where expectations of the school made Emma doubt her abilities as a teacher. Firstly, she described a situation in which a student refused to continue Emma's Encounter and claimed she was immediately quitting the school. Emma was initially confused by this reaction, but upon reflection, attributed it partly to her own teaching methods: "I think as the student's sentences ran-on I probably furrowed my brows or made confused faces" and "I'm sure that I used a lot of "hot correction" in that class" (E_DE6). Yet, this was what was expected of her:

> 'Hot correction' is required of us by our managers. Meaning that whenever a student makes an error (ANY ERROR) our managers want us to indicate that they've made an error (verbally or physically). My managers have encouraged me to use a lot more nonverbal correction.

She contrasted this approach with her CELTA training and questioned whether such a strict error correction policy was beneficial for students, adding:

> I'd like to better understand the philosophies about correction, fluency and self-esteem in language learning as I don't fully agree with what is being asked of me currently. (Or perhaps, I have misunderstood what has been asked of me.) (E_DE6)

In the following week, her manager informed her that her fail rate of students was too low - around 1.5% compared to the expected 10%:

> He told me I need to raise my standards for the students and not be afraid of repeating them…I asked if my scores were too high for the students and he said no my scores were about average 80%s mostly, but I need to repeat more students. I'm not sure what I'm doing wrong because I don't

feel like I have low standards or pass students that don't deserve it (E_DE7)

This seemed to noticeably affect Emma's self-confidence and she wrote "I'm not sure why I'm so sad about it exactly but it's really bumming me out these last few days", but she hoped that by observing other teachers soon "I can understand what I'm doing wrong" (E_DE7).

It appeared that February as a whole was a low point for Emma. Although she travelled home for a short break, she reported having "a hard time coming back to work and to Vietnam" (E_Q_Feb). She experienced 'low' mood and "often had classes where I really struggled to find the energy and enthusiasm needed to teach", unable to then "provide as much of an energetic, fun performance as these students want from me" (E_Q_Feb). Emma was also frustrated at being given several more Events which she viewed as "not about teaching or learning but essentially coming up with silly games for adults to play and decorating the center for students to take pictures" (E_Q_Feb). She bemoaned them as requiring "a lot of unpaid planning hours from me and were not a part of my teaching training" (E_Q_Feb). She took these issues to her managers:

> I have expressed my exhaustion (along with my coworkers) to my superiors but there is nothing they can really do as all the teaching hours, events, additional classes, (unpaid) trainings are mandated by upper management (E_Q_Feb)

Indeed, Emma observed she was not the only teacher to be feeling this way:

> Once again morale is very low in the center…The other teachers also feel really exhausted and frustrated with the hours required of us along and our salaries…Several of my coworkers are actively looking for other work.

Perhaps as a culmination of all these experiences, Emma decided: "that I will not stay until the end of my contract in September" (E_Q_Feb).

Emma's sixth month of teaching was comparatively more neutral. She was working on increasing her repeat rates, and she wrote that she was "I'm pretty much used to all aspects of the job at the moment" (E_Q_Mar). She mentioned particular success in making spontaneous adaptations to her lessons, although she simultaneously reported:

> I don't feel as though my level of instruction has improved in any significant way. I don't have time to reflect on my classes after I do them, so I don't

have time to think about what I can improve or change about my lessons (E_Q_Mar)

She taught a particularly disappointing Event, but her managers agreed to give her a break from them because she had taught more than other teachers. Socially, "there is a comraderie [sic] among my coworkers and I have had a good time with them in and outside of work" (E_Q_Mar), but in terms of living in Vietnam, she was increasingly struggling with the heat, the lack of nature, ongoing digestive issues, and being so far from family. Emma was debating leaving her contract early so as to spend summer with her family, but felt conflicted in this regard because "I do like my bosses and my coworkers. I would be sad to leave them, especially to disappoint my bosses" (E_Q_Mar).

In her second and final interview, Emma characterised her teaching experience as two-sided: "I didn't think I would like it so much. I didn't think I'd love the actual teaching part of it, actually the students", but on the other hand, she was critical of her company:

> I just feel like a lot of things didn't live up to, as far as like the contract and the promises. Because there's -because they have *so* many students that want to learn and they have so many teachers that want to teach that I don't think they prioritise retention of the teachers (E_int2)

She was frustrated that the company also gave minimal assistance in areas such as legal administration and filing taxes, despite hiring many Americans every year, but her biggest criticism was the lack of promised Vietnamese lessons: "a lot of your independence is taken away without being able to speak a language…A lot of things that you want to do can become very difficult" (E_int2).

She reported receiving a lot of support from her colleagues, however, and as well as sharing advice and teaching suggestions together, Emma confided in them about her frustrations, especially because it was so difficult to contact her friends and family at home. Her managers were also a significant source of support in helping her navigate the complexities of her first six months:

> They're really nice, if I complain about something, if they can change it, they will change it…or even if I have an idea or suggestion, they are really eager to hear my idea or suggestion. That's really nice. The issue is that a lot of things that are frustrating about this job are things that they have no control over (E_int2)

She consistently received positive feedback from them on her teaching, to the extent that "the team leader wants me to do trainings now, give training to other

teachers" (E_int2). She cited the support from her managers as a key motivating factor: "[they] really believe in me and they want me to do better and they, I think, give a lot of encouragement" (E_int2). Her other motivating factor was:

> Seeing the students learn, or like hearing students being able to express themselves really is great… A lot of times I go into work frustrated or down and then...but when I leave work I'm really upbeat...I've never been in a class thinking like 'I don't want to be here, I want to go home'. It's great (E_int2)

Although she again wished for more time to reflect and improve on her classes, Emma was "mildly happy" with her development thus far:

> Probably would have liked to have developed better, progressed further… I'm only seven months in, so I don't feel like I'm an expert teacher but I definitely feel a lot more confident in a lot of areas" (E_int2)

She perceived her motivation levels as having "probably decreased a little bit" (E_int2) during her time in Vietnam and indicated ongoing conflict about error correction, giving feedback, and prioritising fun over learning, particularly as her school's approach in these areas diverged from that promoted by the CELTA. She had observed a lack of consistency amongst teachers here too, but added "we have been trying as a team to kind of come together as far as how much feedback or correction we're giving" (E_int2). She also reiterated her desire to learn more about the theories behind language learning. This being said, Emma did express more confidence and understanding of the 'repeat rate' expectation following conversations with her colleagues:

> I misunderstood the purpose of a repeat, I guess, in my mind kind of what a repeat was…So once you change your criteria for that, then it's...I'm repeating more (E_int2)

Emma still reflected positively on her CELTA course, but wished that it had given some more advice and guidance about searching for jobs, having had only a brief session on this: "I would like more advice on how to look at employers, like now if I apply for another...I'll have a lot of questions for them about the job" (E_int2). Indeed, she was still unsure about her future. She predicted she would be unlikely to get a teaching job in her home state because of strict qualification requirements, but did not rule out teaching in the future:

Maybe I would. If I *could* teach English in {state}, I would like to do that. Or maybe I'll go home for a while and I'll get restless and then I'll go and teach abroad again. I kind of like that I always have [the CELTA qualification] (E_int2)

When prompted to give some advice to her past self and also newly-qualified CELTA teachers, she gave the same response:

It would be to ask a lot of questions about the company and the job and really interrogate everything they say, that they have on…the job advertisement, like every little thing. Ask questions, how does this work? When is it going to happen? What is it going to look like? Be very inquisitive and not take anything for granted or trust anything that they say. And to believe in yourself (E_int2)

Following the end of the study, Emma emailed a final contribution, indicating an intention to help advise newly-qualified CELTA teachers embarking on their teaching journey:

I've been thinking about our discussion, and I'm going to connect with my CELTA program to offer to help/answer any questions for any graduate who wants to move to Vietnam or work for my company - hopefully, I can help some young [novice teachers] make informed decisions. (E_email_18thApr)

6.4.4 Summary of Emma

Emma was open about her excitement to move to a new country and teach English. She was looking forward to teaching adults, developing her teaching skills, and learning a new language, and believed that her chosen language school would be able to deliver in this regard. However, this was not the case, and she was disappointed to find that her reality was not what she had expected: her company did not provide language classes, or help her with finding accommodation, and their assessment-based approach to teaching was not what she was prepared for. Additionally, it was not always clear to Emma what was expected of *her* as a teacher, and throughout her six months she faced multiple instances where the school's approach to teaching contrasted with her CELTA training, leading her to doubt her own teaching abilities. She reported high levels of stress and anxiety - especially initially - and questioned her decision to move to Vietnam and work for this company. However, her managers appeared very supportive of Emma, helping her to navigate challenges, clarify expectations and,

where possible, make changes to help her. Their consistently positive evaluations of Emma and her potential appeared to bolster her confidence in teaching despite her own self-perceptions, suggesting that verbal persuasion was a particularly powerful source of efficacy for Emma. Additionally, although throughout the study Emma reported difficulty contacting friends and family back home, over time it was evident that as she built relationships with colleagues, they became an increasingly important source of support for her. She was able to share both personal and professional frustrations with them, as well as sharing advice and suggestions about teaching.

It is difficult to assign Emma into a particular category. Initially she could be considered as a highly-engaged switcher, keen to begin teaching and develop her skills, whilst still predicting EFL teaching to be a relatively short-term endeavour. By the end of the six months, however, her motivation had decreased slightly and it was unclear whether her reduced lesson planning was due to lower engagement, or greater familiarity with the existing lesson plans. She was also undecided about her future, keeping her options open in relation to English teaching. This being said, she still expressed inclination towards developing her knowledge and skills for teaching. Ultimately, further data would be necessary to more accurately categorise Emma as a highly-engaged switcher, or whether her first year experiences may have prompted a shift to a lower-engaged desister.

6.5 Summary

This chapter has outlined the experiences of three participants - Molly, Rupert, and Emma - over their first six months of teaching. Whilst Molly and Rupert both withdrew from the year-long study (ostensibly from stress and time management issues, respectively), Emma was recruited specifically for a condensed study. The three participants had vastly different experiences in their respective EFL settings, but a common theme amongst them was social support - or lack thereof, in Rupert's case. The following chapter will provide a cross-case analysis by examining the data in relation to the research questions outlined in 3.1.

Chapter 7 Cross-case analysis

This chapter will act as a bridge between the narratives of each individual teacher, presented in the previous three chapters, and the discussion of these findings in relation to the literature which will be offered in the next chapter. This chapter will be structured by considering each of the research questions proposed in 3.10 in turn.

To more accurately reflect the nuances of the participants' motivation and self-efficacy across the year, RQ1 and RQ3 will discuss each novice teacher's case in turn before providing commentary upon the group as a whole and linking this to existing literature. RQ2 and RQ4, on the other hand, allow more scope to compare and contrast the novice teachers' first year experiences, and therefore for the most part, they will be discussed as a group.

7.1 RQ1: Prior to entering in-service teaching, what initial motivations do expatriate novice teachers have for teaching EFL?

Echoing existing research within English language teaching, the five novice teachers displayed "complex, multi-layered, and varied" (Mullock, 2009, p.8) motivations for teaching EFL. However, it appears that for each participant, a certain motivation was more influential than others, so much so that this motivation could be considered 'primary'. Other motivations, whilst influential, could be labelled as 'secondary'. Before outlining the initial motivations of the participants, it is worth noting that because these novice teachers were chosen specifically because of their decision to complete a CELTA, it is not applicable to compare them to research which suggests that many NS teachers 'fall into TESOL'. Indeed, all five made a conscious choice to undertake teacher education and enter ELT, regardless of their longer-term career intentions.

Circumstantial factors, as outlined in Mullock (2009), appeared to be the most significant initial motivation of Rupert and James, who were both emigrating to their respective countries. Rupert was moving to Poland with his family and wished for a stable, sustainable career but recognising the problems his lack of proficiency in Polish would cause, he sacrificed his previous career in the construction industry for English teaching. However, he intended to remain within the profession for the rest of his working life. James, on the other hand, wished to re-join his partner in Italy and indicated a clear intention to move into

agricultural consulting, seeing English teaching as a stepping stone to achieve this. By teaching English, he could earn a living in a less-stressful occupation (compared to manual farming) whilst mapping out his progression into his true passion. In other words, EFL teaching was a 'fallback' career for James (Richardson & Watt, 2014).

As for Sean, Molly and Emma, travelling and working abroad were the most significant factors in their initial motivation to teach English. Sean primarily wanted to take the opportunity to travel whilst he was young and saving for future education, but he did also consider teaching as intrinsically rewarding after having taught a little in Spain. He was clear in his intention that this was a fairly short-term career, however. Molly similarly wanted to travel and work simultaneously and considered English teaching as a good way to achieve this. It is worth noting that her motivation to teach long-term increased only *after* she completed a CELTA, and she had previously been indecisive about her future career direction. Finally, having previously enjoyed living abroad, Emma wanted to repeat this experience by teaching English. She was also undecided about her future career.

Although it does not appear that any of the participants possessed a strong sense of vocation to teach, they did all indicate an interest in languages. Sean (Spanish), Molly (French), and Rupert (French) had studied languages at university, whilst James began learning Italian on his year abroad. Emma too expressed clear enthusiasm for learning Vietnamese and considered the provision of language lessons as an important criterion in her job search. Only Molly explicitly voiced a love of English, but Sean and Emma partly chose English teaching so that they could work with languages. Even though interest in languages may not have been the primary motivation for the participants, it undoubtably played a role, and is therefore worth recognition.

To summarise this question, table 7.1 outlines the most prominent initial motives given by the novice teacher participants for choosing to teach English.

Table 7.1: Overview of initial motives for English teaching

Motivation	Level of influence	Participant(s)
To travel/work abroad	Primary	Sean, Molly, Emma
Circumstantial factors (e.g. emigration)	Primary	James, Rupert
Interest in language	Secondary	Sean, James, Molly, Rupert, Emma

Intrinsic satisfaction	Secondary	Sean
Lack of long-term career vision	Secondary	Molly, Emma
A wish to change career	Secondary	Rupert
EFL teaching as a fallback career	Secondary	James

7.1.1 Do these motivations change over time?

Following the CELTA course, all of the participants were anticipating some level of satisfaction from teaching, despite Sean being the only novice teacher to express intrinsic motivation prior to the course. Molly was the most vocal in expressing her motivation after completing the course, exclaiming that she had 'never loved anything so much!'. Although her main motivations pre-CELTA were to travel and work, her enjoyment of it subsequently led her to decide that English teaching would be her long-term career. The CELTA did not seem to provoke quite such significant changes in the other participants, but Sean, Rupert and Emma indicated an increase in intrinsic motivation to teach, in that they were looking forward to seeing the progress of their students. James, on the other hand, was most anticipating the social aspect of teaching and he also outlined a belief that other teachers are both intrinsically and altruistically motivated, which, interestingly, appeared to directly contrast with his own motivations. Once the novice teachers assumed their teaching roles, however, their motivational trajectories differed quite substantially. For this reason, each novice teacher will be considered in turn.

7.1.1.1 Sean:

Although Sean's primary initial motivation was to live and work abroad (with some intrinsic motivation), his motivation to teach was interesting in its shift to a combination of intrinsic and altruistic motivations. Once he began teaching, it soon emerged that he received satisfaction from developing his skills and knowledge as a teacher. Despite not having access (in his initial role) to formal mentoring/support or developmental opportunities, he was autonomous in identifying and addressing perceived weaknesses in his teaching. Not only this, but Sean began showing evidence of altruistic motivations, seeking to work on the weaknesses which were most relevant to his students' needs. For example, in his first diary entry, he noticed a weakness in his classroom management which meant that weaker students were less involved, so he decided to make a

'conscious effort' to actively involve these students more. Similarly, when he found his lessons becoming repetitive, he continuously made adaptations to sustain his own interest so that his students' learning was not negatively affected. Similar examples of identifying self-development goals for both intrinsic and altruistic motives are evident throughout Sean's contributions.

Sean explicitly described this shift towards altruistic motivation in his second interview, where he credited interactions with colleagues for changing his thinking. Whereas he initially considered teaching as a job to keep him 'afloat', thus reflecting his primary motivation to live and work abroad, his attitude shifted and he became more concerned with his students' learning and how he could develop his teaching to better meet their needs. Furthermore, citing a particular student's progress as his biggest success in teaching at the halfway point again evidences Sean's heightened altruistic motivation and how it interlinked with his intrinsic motivation.

Despite the fact that his primary motivation to teach English was to live and work abroad, during the year, Sean lacked opportunity to regularly travel and explore his location. Additionally, he displayed a less positive attitude towards Vietnam in his second interview and it appeared that his expectations of living abroad, travelling, and socialising had not been met. However, none of this negatively impacted his motivation to teach and he continued to show consistent engagement with his teaching. Contrarily, when he did have the chance to travel, he noticed that his baseline motivation increased which subsequently heightened his students' motivation and he reported being able to provide better lessons for his students. This echoes existing empirical evidence which has found teacher enthusiasm to have a positive predictor of student motivation and engagement (Patrick et al., 2000; Kunter & Holzberger,2014).

Similarly, although Sean detailed an increasing dislike of the company he worked for, his motivation for teaching did not appear negatively impacted either, and he still reported satisfaction and enjoyment from his job. Sean himself acknowledged a shift in his motivation at the halfway point, where he had less satisfaction and enjoyment because of the repetitiveness of his lessons and the teaching approach in the school (including assessing up to five students at a time through a method which he viewed as 'flawed'), but there was little evidence to suggest this impacted his teaching because he continued to display concern for his students' learning alongside efforts to develop his teaching skills. This being said, it was clear that Sean was aware that such negative experiences within a company *could* impact a teacher's motivation, as was evidenced in his decision

to confront the higher management team at the end of his contract about not welcoming new staff and how they treated both their local and expatriate teachers. In fact, it could be argued that offering himself as a source of support for other new teachers provides further evidence for Sean's intrinsic and altruistic shift in motivation for teaching.

Sean's intrinsic and altruistic motivations significantly increased once he moved to the VIP department, where he was able to build relationships with students, be more creative and autonomous in his teaching, and better target students' needs. Volunteering to introduce a Grammar Club, for instance, was something he received satisfaction from because it specifically targeted a weakness he perceived in his students, again indicating a link between these two types of motivation for Sean. He also stated that his motivation had increased for teaching because the tuition fees were so high (an extrinsic motive), but also because he had built stronger rapport with his students and wanted to give his best to them. He additionally exploited the opportunities available in VIP to develop his teaching, by requesting observations and engaging with training. He maintained high motivation to teach for the remainder of his time in Vietnam.

At the end of his year, Sean revealed that his motivations to teach English remained varied. He confirmed an increase in intrinsic and altruistic motivation, but also expressed clear indication to 'travel and work abroad' elsewhere and so this primary motive had not disappeared entirely. After moving to the VIP department, Sean's social and personal life also improved, and by the final interview he had a more positive evaluation of his location than at the halfway point, so much so that he expressed enthusiasm about having a similarly positive experience in another country.

To summarise, Sean's motivation to teach remained consistently high throughout the year, despite being unable to travel and exploit his location, and he could therefore be considered an example of a highly-engaged switcher. Indeed, he quickly developed altruistic motivation whilst in situ, and experienced enhanced levels of intrinsic motivation. It could be argued that because Sean's motivation to teach soon shifted to altruistic and intrinsic motivations, the fact that he had such negative opinions of his company and that he had limited opportunities to travel - in other words, his initial motivation to teach EFL, to work and live abroad - did not result in decreased motivation to teach.

7.1.1.2 James

James' motivation to teach followed a very different trajectory from Sean's. James' initially showed little evidence of intrinsic or altruistic motivations to teach, instead considering EFL teaching as a 'safety net' - or, in other words, a fallback career. He believed his native-speaker status made him 'well-adapted' to English teaching, but he did anticipate the social aspect of teaching to be enjoyable.

From the outset, it was clear that James had little commitment or passion for *English* teaching specifically, viewing it more as a means-to-an-end. However, within the first month he did report attempts at identifying and addressing his weaknesses in teaching, such as studying CEFR levels and grammar and working on giving level-appropriate instructions. He also recognised his role in motivating his own students, and indicated engagement in trying to find materials and activities which stimulated his students' interest, including incorporating digital technology into his classroom. This shows evidence of some engagement and intent to develop, however, evidence of any shifts towards intrinsic or altruistic motivation was minimal across James' data. Lesson planning emerged as a particularly contentious issue because although he perceived planned lessons as more successful, he was not extrinsically motivated by financial compensation, nor was he intrinsically or altruistically motivated to plan in his own time. He largely reported disappointment with his teaching because of insufficient planning and difficultly in sourcing interesting activities for his students within the materials he had available. From the frequency with which James raised the issue of lesson planning, it can reasonably be assumed that this issue partially contributed to James' apparent lack of enjoyment and satisfaction from teaching. In fact, although at several points in the first couple of months James reported feeling more 'comfortable' with teaching, it was not until his fifth month that James made any comment towards *enjoyment* of it, when he reflected upon his experience at the public school. He described this experience as 'challenging but rewarding', although when asked in his second interview to elaborate on this, he cited this enjoyment as stemming from constructing a syllabus and building rapport with his students rather than the act of teaching English.

At the halfway point, James acknowledged himself that his 'mental/motivational energy levels seem to be fluctuating quite a bit'. Indeed, his contributions were inconsistent in relation to his enjoyment of and engagement with teaching. For instance, he considered tutoring his twin private students as 'kind of a pleasure' and quit a particular school because it prioritised money over student learning, suggesting some evidence of intrinsic and altruistic motivations to teach.

However, he simultaneously acknowledged a lack of willingness to plan better lessons or develop his skills and knowledge as a teacher. Additionally, his observations of his colleagues and their apparent lack of intrinsic or altruistic motivation to teach made him 'cynical' about English teaching and led him to engage 'just above' the minimum expected of him as a teacher. He struggled to view himself as a legitimate teacher, admitting he was teaching for extrinsic rewards rather than a 'passion' before inferring that he viewed English teaching as a less worthy occupation in comparison to what he had envisioned himself doing at this stage of his life. However, he was conscious that unless he made a significant change in his personal life - potentially sacrificing his long-term relationship - he had no other option than to continue teaching, and yet, he still expressed reluctance to devote effort and energy into developing his teaching. Furthermore, because he perceived that his schools had low expectations of its teachers, there was 'not really the motivation' for him to develop from that perspective either.

Such an account suggests a lack of real intrinsic or altruistic motivation for James and that circumstantial factors (joining his girlfriend in Italy) and - increasingly - English as a 'fallback' career continued to be his predominant motivations to teach. In fact, it emerged in the second interview that James' attitude towards Italy was shifting. He indicated trouble adjusting to city life and although he had not initially predicated any culture shock or difficulties socialising, there were 'aspects of the culture' which he did not like. He also struggled to form new relationships with Italians, but was reluctant to socialise with other foreigners. It could be argued, then, that James' primary motivation to teach was in order to maintain his romantic relationship, because he did not otherwise seem to receive much enjoyment or satisfaction from either living in Italy or teaching English. This provides further evidence of English teaching as a 'fallback' career as a significant source of James' motivation to teach.

This being said, in the latter half of his year, some shifts in James' motivation and engagement started to emerge. James indicated an increased ability in focussing on his students' needs - particularly adults - and finding appropriate activities for his lessons. With fewer classes, he also reported feeling more relaxed and enthusiastic about his lessons, suggesting a slight increase in intrinsic motivation. Furthermore, despite having previously purposefully avoided self-reflection, James began displaying greater awareness of his own shortcomings along with intentions to rectify them. For example, he acknowledged that he had 'switched off his brain' during most of the year and relied heavily on coursebooks and other

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set materials, but that these materials did not provide sufficient consolidation activities and so he was making efforts to address this. Interestingly, he reported feeling 'obliged' to report a colleague for what he perceived to be a lack of basic understanding of grammar, which again demonstrates an increase in concern for student learning.

However, despite these apparent increments in intrinsic and altruistic motivations, they do not seem to have superseded his original initial motivation for teaching English. Reflecting on his year, he considered it both 'rewarding' and 'challenging', and that while English teaching was not his preferred career choice, it was 'not so bad' that he would quit. He reiterated that this was the most appropriate choice of occupation for him as a native-speaker, but believed that his motivation to teach stemmed from a 'sense of duty' to his schools. He struggled to identify his biggest success in teaching, instead making reference to his limited engagement over the year and giving no indication of enjoyment or satisfaction as a teacher. In fact, his advice to newly-qualified CELTA teachers was revealing in that it inferred that a teacher will not be able to enjoy teaching if they are unhappy with their physical cultural and social environment. By James' own admissions, it was clear he was unhappy with his own personal environment, and this did seem to have a negative impact upon his engagement with his job and his willingness to develop. However, although he appeared to be at a crossroads in his life, he was reluctant to make any decisions and he conceded that despite not wishing to still be teaching in five years' time, he probably would be because of a lack of viable alternative career options.

Essentially, James' motivation to teach English remained low throughout his first year. In the last few months there was some evidence of increased enjoyment from teaching (intrinsic), awareness of his weaknesses and increased concern for student learning (altruistic) which suggest greater engagement and intent to develop in the future than he displayed in his first year, but English teaching was still not want he wanted to do. However, he recognised that his career trajectory was inextricably linked to his personal life (circumstantial) and therefore because he was reluctant to jeopardise his relationship (and consequently compelled to remain in Italy), English teaching continued to be a fallback career rather than any sense of vocation. This, coupled with the fact that he himself perceived his engagement and development in teaching still to be lacking, suggests evidence of lower-engaged desisters who remain in the profession longer-term.

7.1.1.3 Molly

As mentioned above, Molly showed a significant shift in her motivation to teach following the CELTA. She experienced an increase in intrinsic motivation towards teaching, although she did also indicate that she preferred the theoretical content to the practical and that she found teaching practice itself very difficult. Nonetheless, she was keen to make English teaching a career, and chose China as her first posting because she evaluated the particular school as providing significant support in emigration matters. Two points are worth noting here that may help explain her subsequent decline in motivation to teach: she had had 'no interest' in moving to China prior to the CELTA; and she 'hated' children. Molly was most looking forward to building relationships with students and seeing them progress, again indicating an increase in intrinsic motivation. She envisioned teaching adults once she began building confidence and perhaps transitioning into Business English teaching in the future.

Once Molly arrived in China, she appeared to experience a reality shock in relation to the school, perceiving the staffroom to be 'noisy, messy, and chaotic' and the lack of Western toilets as a potential source of stress, perhaps clashing with her vision of what working in China would be like. Additionally, despite enjoying the CELTA so much (and having a six month gap since completing it, during which time she had not revised), Molly expressed frustration and boredom at having to complete similar training as part of her induction, possibly suggesting a decrease in her intent to develop and intrinsic motivation. From her first few lessons too, it was obvious that she derived little enjoyment from them, labelling them as 'disastrous'. She attributed her stress and anxiety to living in an unfamiliar environment, cultural misunderstandings, and starting a new job she 'really cared about', which again implies that reality shock - both in terms of her physical environment and professional environment - was having an impact on her intrinsic motivation to teach.

Although within her - inconsistent - contributions there was some evidence of engagement and attempts to develop as a teacher (seemingly as a result of social support), Molly revealed that she had started searching for a new job in December, feeling overwhelmed and resentful towards her job and responsibilities. She ultimately decided to remain in her position, attributing her problems to her own lack of organisation. In January, she indicated some enjoyment from teaching, but also revealed she had been diagnosed with a stress-induced health issue and had struggled to get sufficient medical attention because of a language barrier. Similarly in March, Molly reported mixed success

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and enjoyment from teaching, highlighting particular frustration that she had limited autonomy in what she could teach. In her final contribution, Molly admitted finding her job very stressful to the extent that she wanted to forget about it outside of work hours. She additionally reported a lack of enjoyment because she was teaching very low-level students and forced to prioritise classroom management and game planning, and that the workplace environment was not conducive to 'thinking hard and carefully'. In other words, by the time Molly withdrew from the study, it was clear she was receiving little enjoyment from teaching itself, nor did she appear to enjoy working in China. As for living abroad, her experiences appeared similarly negative and presumably did not live up to her initial expectations.

In conclusion, then, although she experienced an increase in intrinsic motivation following the CELTA, Molly's motivation to teach deteriorated over the six months in response to a number of contextual and professional factors, to the extent that it could be argued that she became a lower-engaged desister.

7.1.1.4 Rupert

Rupert was the only participant who possessed a long-term intention towards English teaching prior to the CELTA, viewing a career move into English language teaching as a 'pragmatic' decision as he and his family emigrated to Poland. However, contrary to James, English teaching did not appear to be a 'fallback' career for Rupert, rather it was a conscious choice among several other alternatives. Rupert's longer-term intentions and commitment were illustrated through his explicit intention to develop within his role and he had already identified the DELTA[7] as a future goal. However, once he arrived in Poland, Rupert found that moving into the ELT sector and establishing himself was more challenging that he had anticipated, and this also had knock-on effects for the nature of his development.

To begin with, Rupert encountered problems trying to secure consistent teaching hours. Many of the businesses and public schools he approached had existing relationships with private language schools and yet he found that contracts from language schools were too restrictive and risky to accept. As time went on, he continued to struggle making inroads in the sector, perceiving much political manoeuvring and bureaucracy, so much so that his warning to newly-qualified

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[7] The Diploma in English language teaching to Adults; a more advanced teacher education course for more experienced teachers

CELTA graduates was that other native speakers were 'competition' rather than a source of support.

The freelance nature of his job meant that Rupert felt isolated, lacking the support and guidance of more experienced teachers that he had initially hoped for. However, he was pro-active and autonomous in his own development, consistently reflecting (in-depth) on his teaching, identifying areas of weakness to improve, and self-studying to improve his content knowledge in particular. With regards to his actual teaching, Rupert also soon displayed consideration for his students' learning through, for example, conducting needs analysis sessions when first meeting students, identifying students' interests, and integrating innovative materials and activities to facilitate language acquisition. This indicates a shift to altruistic motivation for teaching.

However, whilst he showed clear concern for student learning, there was limited evidence that Rupert was deriving much satisfaction from his teaching. He himself suggested that this was because he was a perfectionist and he was focussed too much on his classes going well, despite knowing that his first year would be 'a learning experience'. Other constraints upon an increase in intrinsic motivation related to requirements from DoSs, who stipulated that Rupert teach in ways that clashed with his own beliefs about effective teaching and limited his creativity and autonomy.

In his reflection on his first year of teaching, Rupert described his motivation to teach as fluctuating: he was initially excited to begin teaching, but this decreased because he was unable to meet his own high expectations in teaching and he even doubted his decision to change career. However, he concluded by noting that this was mitigated by instances in which student learning and motivation was high due to his efforts.

In summary, it can be argued that Rupert, although citing 'emigration' (circumstantial factors) as his primary reason for choosing English teaching, in contrast to James he considered ELT not as a 'fallback' career, but as one in which he could develop and improve. Although this development was hampered somewhat by a lack of access to experienced colleagues, Rupert was autonomous in identifying and addressing any areas of weakness, and despite evidencing little intrinsic motivation (yet), he indicated clear altruistic motivation and engagement in his teaching. Therefore, Rupert could comfortably be considered a highly-engaged persister.

7.1.1.5 Emma

Following her CELTA course, Emma was excited to move abroad and to begin teaching. She hinted at an increase in both intrinsic and altruistic motivation, in anticipation of developing her skills and helping students learn, but still envisioned teaching as a fairly short-term occupation. While she was open-minded about where to accept a job, because she was very enthusiastic about learning a new language, language lessons were a key criterion in her job search along with assistance in immigration matters, and this led her to a particular company in Vietnam.

However, once she arrived in Vietnam, Emma's expectations of both living and working abroad were repeatedly disappointed and she quickly began to doubt her decisions. In terms of work, she did not feel 'very welcomed in this company', she received minimal assistance in finding accommodation, and the promised language classes did not materialise - all of which resulted in feelings of stress, anxiety, and frustration. Not only this, but vague expectations (which often conflicted with her CELTA training) of her as a teacher led to doubts about her own abilities, and the perceived 'instability' of the job combined with low morale amongst the teachers made her seriously consider finding alternative employment. With regards to living abroad, whilst Emma had limited time outside of work, she repeatedly mentioned challenges arising from not knowing the local language. She also felt guilt about moving so far from her family and experienced some health issues which she attributed to the food and low food hygiene standards. Whilst these negative experiences clearly conflicted with her primary motivation to teach English (to live and work abroad), over time, she reported increased confidence in teaching and indicated some suggestions of heightened intrinsic motivation - largely due to the support she received from her managers and colleagues. For example, in December she volunteered to lead some Events following positive feedback from her managers and students. She also reported satisfaction at being told she had 'leadership' potential and being asked to lead some training sessions for other teachers.

Her fifth month of teaching was particularly difficult for Emma. She had briefly travelled home but (contrary to Sean's experience) on her return her motivation for teaching appeared to decline and she found it difficult to engage as much with her teaching. Again, she received support from her managers and colleagues. Indeed, although it took a while to build a support network in Vietnam (consisting primarily of her colleagues), support from others generally appeared to help sustain her motivation to teach. However, at times, it was also a double-edged

sword - she found comfort in the sense of 'camaraderie' amongst colleagues in response to work pressures, but she also felt a sense of fragility in her support network because so many colleagues were actively searching for other jobs.

Emma's disappointing experiences with both living and working abroad were somewhat alleviated once she had built a support network with colleagues. Indeed, in her final interview, she cited her managers as one significant motivating factor, whilst the other was the substantial amount of satisfaction she received from the act of teaching. In fact, she revealed here that despite the challenges with her company and in living in Vietnam, and regardless of how 'frustrated or down' she was feeling before a class, after it she would leave feeling 'really upbeat' and these experiences reaffirmed her decision to teach. For these two reasons, it appears that - similar to Sean - Emma was able to sustain motivation to teach in spite of a negative perceptions of her company.

To summarise, Emma self-reported her motivation levels as decreasing only slightly during her six months, despite disappointments with both her job and her location. Although there was limited evidence of intrinsic motivation within her narrative[8], from comments in her final interview, it must be assumed that she did experience a shift towards intrinsic motivation following the CELTA. Assigning Emma to a particular category of teacher is difficult, however: there was a lack of self-perceived development and, at times, her engagement in teaching noticeably decreased. She had also decided to leave her contract early and return home to (likely) find a job outside of ELT, but remained open-minded about teaching English again in the future. Further data would be necessary to ascertain whether Emma would still be considered a highly-engaged persister, or whether she had become a lower-engaged desister.

7.2 RQ2: To what extent do expatriate novice EFL teachers feel their short initial teacher education course prepared them for the realities of teaching:

7.2.1   2.1. Prior to starting to teach?

Following their CELTA courses, the majority of the participants indicated satisfaction with their preparation, echoing the findings of Kiely and Askham

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[8] As a reminder, only 'key' themes were highlighted for Molly, Rupert, and Emma rather than full narratives, and therefore it is not to be assumed there were no other indications of Emma's intrinsic motivation

(2012) in that: "though the skills may have been raw, and the knowledge fragile, they had a clear and confident sense of what good practice involves" (p.508). Sean was able to give unique insight into the preparation provided by another alternative route in English language teaching - an 120 hour TEFL certificate. He regarded CELTA as far superior in quality, commenting that it was much more practical, giving him more confidence to begin teaching than just having the TEFL. He admitted to being a little nervous to leave too long a gap before starting to teach, but was grateful to have his CELTA materials to revise if necessary.

James, similarly, had some limited previous experience with teacher training, having attended an air cadets training course as a teenager. He wanted a 'confirmation' of teaching methods and to feel confident that he could teach, and he felt that the CELTA achieved this. He was particularly impressed by the modelling by the tutors and the teaching practice element of the course. James' satisfaction regarding the teaching approach promoted on the CELTA can be inferred from his description of his ideal job which would be similar to the CELTA by having a coursebook to follow alongside the freedom to adapt or modify activities. Conversely, he wished to avoid teaching young learners because he had no experience with them and suspected that classroom management and maintaining sufficient energy levels would be more challenging than teaching adults.

As mentioned above, Molly's enjoyment of the CELTA was so great as to influence her decision to teach English as a long-term career. However, she also conceded that while she very much enjoyed the academic side, the teaching was very difficult. At the end of the course, she perceived significant improvement in her teaching and felt confident she knew the 'format of lessons', with grammar lessons being a particular highlight. Molly did have some fears about moving in-service though, particularly relating to aspects which were not covered within the CELTA, such as teaching monolingual and monocultural students, cultural issues, and classroom management of children, indicating that she did not feel completely prepared to teach English to children in China.

Emma recalled that she 'felt like a teacher' by the end of the course and although she was aware she had more to learn, she believed she had learnt a lot during the four weeks. She was slightly apprehensive about teaching full-time, but identified a couple of post-CELTA learning goals which she wanted to address in her first six months, including anticipating problems and grading her language, indicating awareness of some weaknesses in her teaching.

Rupert was the only participant who explicitly reported dissatisfaction with the CELTA from the outset. He had anticipated much more focus on language awareness and grammar and he perceived deficiencies in these areas which he felt he had to address through self-study. He also would have preferred more teaching practice, but he did concede that the CELTA prepared him better for teaching than books alone would have. Rupert was also the only participant to have completed the part-time CELTA and the longer duration of the course - combined with his high commitment and intent to develop - may have resulted in differing expectations from the other four participants.

Indeed, something which helps explain the participants' evaluation of preparation was their expectations of the CELTA course. Sean, James and Emma, for instance, had all expected the course to be very intense - and they confirmed this to be the case afterwards - but this did not appear to negatively impact their evaluation. In terms of the content, however, these participants, and Molly, had fewer specific expectations in terms of pedagogical or content knowledge. Molly even expressed surprise at how much language awareness was covered. Sean, for instance, wanted it to be more practical than his TEFL qualification, but, more importantly, was attracted by its fast turnaround so that he could begin teaching abroad quickly and he was therefore pragmatic in his expectations of how much the course could prepare him. Likewise, James explicitly rejected the idea that more could be added to the course and was happy with the content it covered within the short timeframe, but he noted that more prior reading would have helped him build more knowledge and confidence, particularly in language analysis.

7.2.2   2.2 After six months of teaching?

Once the novice teachers began teaching, it was evident that each struggled with some aspects of teaching. It is notable, however, that - with the exception of Rupert - they did not typically blame their CELTA training for their lack of knowledge or skills, despite having opportunity in the monthly questionnaire to re-evaluate their preparation in light of recent teaching experiences.

All of the teachers experienced some form of 'clash' between the CELTA methods and the expectations of their teaching context. Sean and Emma, for instance, were required to 'assess' students and identify their grammar errors immediately, correct them and provide feedback. Sean frequently found this challenging, but did not criticise the CELTA for not including more training in this area. On the

other hand, Emma *did* acknowledge that the CELTA had not prepared her for assessing students and she found herself having to 'guess' the students' levels. Especially at the beginning of her teaching, Emma expressed a lot of doubt and insecurity about her teaching methods - seemingly as a result of the difference between her CELTA training and the expectations of her school: throughout the study, she struggled to reconcile her CELTA training with the amount of error correction and feedback expected by her school, doubting that the school's approach was beneficial in developing students' fluency in English. The school's focus over 'fun' over 'learning' provoked further conflict between her CELTA training and her reality. In Italy, James' students expected more teacher-fronted instruction which conflicted with his CELTA-training and beliefs about effective language learning. Although he was also expected to provide more explicit focus on grammar, James admitted that this was difficult because he was 'still learning the basics' of English. Both Molly and Rupert alluded to context-specific constraints on their autonomy, with Rupert in particular discouraged by a DoS from experimenting with techniques and materials he had found through self-studying. Furthermore, he noted that CELTA methods such as pair-work and group-work were inappropriate for his Polish students, who expected more teacher-fronted instruction.

In terms of common issues which most of the novice teachers mentioned, Sean, James, Molly and Rupert all reported frustration at their own lack of language awareness, yet, again, none but Rupert overtly criticised their pre-service education for insufficient preparation in this area. Additionally, all except Emma made reference to the CELTA-style lesson planning, which they considered impractical and excessive, but interestingly, while Sean indicated confidence in his own adapted lesson planning, James and Rupert criticised themselves for not adhering to the methods and lesson plans promoted through the CELTA. In fact, they labelled their approach as 'not proper' (James), or 'wrong' (Rupert), indicating the impact that the CELTA had upon their beliefs about effective language teaching. James seemed to particularly suffer from an awareness that he was not putting in as much effort into his teaching as he had on the CELTA, and therefore was not utilising the preparation he had been given.

Three of the teachers (James, Rupert, and Molly) taught young learners as part of their job, all of whom found this transition challenging throughout the duration of the study. Adapting their methods to engage learners and managing behaviour in the classroom were particularly frequent issues which these teachers reported in their data. Molly especially seemed to struggle with this aspect of her job,

indicating that having to primarily focus on classroom management and games was a significant source of stress.

Despite evidence of challenges throughout their first six months, when prompted to reflect on their CELTA course in the second interview, Sean, James and Emma[9] continued to evaluate it positively. Sean reiterated that the balance of practical skills was very good and that it gave him good knowledge of 'how to set up a lesson'. Emma, likewise, thought the course prepared her very well and expressed gratitude that she would have the qualification for future teaching opportunities. James also acknowledged the quality of the course, praising it in particular for developing his ability to identify key points in the lesson quickly. However, he simultaneously conceded that his lack of engagement meant that he was not teaching to the high standards set by the CELTA.

In terms of additions to the content, all three of these participants were pragmatic in their expectations, acknowledging that the limited timeframe constrained additional input. Sean also added that "there are just some things they can't teach you" (S_int2), indicating a belief that teaching requires on-the-job-learning. He did, however, suggest that the theoretical assignments could be made more relevant and useful for CELTA-trainees by incorporating a context-specific assignment to help raise awareness of the cultural and educational characteristics of a particular country. This linked directly with his own gradual realisation that knowledge about these aspects would make it easier to adapt his teaching and expectations to his Vietnamese students. James had no suggestions for additional content other than more reading prior to the course, whilst Emma sought more advice on job-searching and pertinent questions to ask potential employers.

This being said, the novice teachers' advice to newly-qualified CELTA teachers gives further insight into their experiences in relation to their CELTA preparation. It is interesting that both Sean and Emma - coincidentally working for the same company - highlighted that new teachers should be cautious and critical in their evaluation of potential employers before accepting a job. James, on the other hand, wished to emphasise that although the CELTA gives a good foundation for teaching, it may not reflect the reality for new teachers in terms of compensation for lesson planning and having a supportive workplace atmosphere.

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[9] Both Molly and Rupert had withdrawn prior to the second interview

7.2.3 2.3 Upon completion of their first year of teaching?

Sean and James were the only two participants to engage with the study for their entire first year of teaching, but, in general, their positivity towards the CELTA course remained constant across the year. When prompted in their final interviews to suggest any additions to the course, neither teacher requested any extra content or pedagogical knowledge, rather, James suggested that CELTA-trained novice teachers should be made aware of the expectation of a focus on grammar if they intended to teach in Italy. He credited the course for helping him manage larger class sizes, and giving him the confidence to teach along with appropriate methods to use, although he reiterated that CELTA-style lesson planning was unrealistic, especially without being paid for preparation time. Sean similarly considered CELTA-style planning excessive, but was simultaneously happy that he had learnt this because it enabled him to make notes for his lessons in Vietnam more quickly and effectively. He also praised the course for teaching him about appropriate structures for lessons, and in equipping him with the practical skills he needed as a teacher.

In his submission of a 'reflection on the first year', Rupert, again, was the only participant to consistently reflect negatively on his CELTA course. As well as language awareness and grammar teaching, he perceived it as lacking instruction in how to teach writing, lexical phrasing and collocations, pronunciation, and coherence and cohesion. He also criticised it for placing too much emphasis on 'debunked' learner styles and too little on the benefit of knowing the local language. It is worth bearing in mind that he was also the only participant to complete the part-time CELTA, so it is possible that the longer time-frame may have increased his expectations of what the course would provide. However, his criticisms of the CELTA course at the end of his first year were thorough, reflecting his ongoing professional development in terms of reading and self-study about ELT.

This raises further questions about how the expectations of pre-service teachers shapes their evaluations of the course. Contrary to Rupert, Sean and James acknowledged that the CELTA course was constrained in the amount of content and pedagogical knowledge it was able to impart within the limited time-frame. This appeared to temper their expectations of preparedness, and they understood that they would have to also learn on-the-job. Indeed, the limited time-frame specifically appealed to Sean in that he wanted to start working quickly rather than spend more time studying. These pragmatic expectations can

perhaps explain why these novice teachers did not criticise their CELTA despite facing challenges in their teaching.

7.3 RQ3: How do expatriate novice EFL teachers perceive their self-efficacy levels during their first year of teaching?

From the previous research question, it is clear that although most of the novice teachers evaluated their SITEC training highly, they also acknowledged that the time constraints limited what could be covered which would suggest lower self-efficacy towards particular aspects of teaching. This question focusses specifically on the self-efficacy of the novice teacher participants, acknowledging that their perceptions of efficacy vary depending on task-, domain-, and context-specific factors (see 2.3.3). However, within the confines of this this chapter, it is not possible to outline and analyse the self-efficacy of every novice teacher in relation to every aspect of their teaching, nor is there sufficient data on each element from each participant to make an accurate assessment of this. As a result, only the most salient themes will be considered for each novice teacher, reflecting what the novice teachers themselves found most pertinent to discuss in their contributions.

7.3.1.1 Sean

For Sean, ensuring he was providing effective instruction which met his students' needs was a primary concern and, as a result, his perceptions of efficacy are predominantly linked to this. This concern was borne from interaction and passive observation of his colleagues after his arrival in Vietnam. Sean indicated high levels of (global) self-efficacy following the CELTA but the nature of his subsequent teaching role differed vastly from what he was prepared for, particularly with regards to task-specific factors - such as a focus on hot error correction - and domain-specific factors - including the fact he was assessing students rather than traditional teaching. However, he quickly adapted and demonstrated some domain-specific efficacy in trying to calm his students' nerves as they began the Encounter. He was also quick to identify context-specific factors which impeded his perceived ability to provide effective and tailored instruction, such as the poor quality of some of the set materials and his inability to build rapport with his students because he did not see them regularly. Despite this, he reported high task-specific efficacy in identifying and correcting his

students' errors in November. Where Sean perceived deficiencies in his teaching, he made conscious efforts to rectify such weaknesses. To illustrate, in realising that the repetitive nature of the lessons threatened to make him complacent in the classroom and thus impact his students' learning, he actively sought to change elements to keep lessons fresh, showing evidence of positive mastery experiences.

In December and January, Sean pinpointed additional context-specific factors which impinged on his ability to teach effectively. He displayed a growing scepticism towards the method promoted by the school, which he believed did not provide students with a sufficient balance of language skills, he noted that his students struggled with both pronunciation and critical evaluation, and, in recognition of particular Vietnamese cultural aspect ('shaming'), he found it difficult having to reprimand his students where necessary. He attempted to address the former three difficulties in his Social Clubs, which allowed for some freer, creative teaching, whilst the latter simply had to be done at times.

Despite having previously expressed confidence in his ability to identify and correct students' errors, his task-based efficacy in this regard was not always stable and he admitted in his second interview that he found this task very challenging at times. This was compounded by the need to assess four students simultaneously and he did not believe this was 'fair' for his students. Furthermore, constraints on time (context-specific) meant that he was not always able to address his students' needs to the extent that he wanted. He additionally perceived weaknesses in his ability to elicit target language from students and at times explain particular grammar structures, highlighting these as areas he was actively seeking to improve, although he also indicated a belief that better knowledge of the Vietnamese cultural and educational context would help address these weaknesses and allow him to provide more effective instruction. Regardless of these multiple challenges, Sean indicated high perceptions of global efficacy for teaching, characterising his approach as 'very efficient'.

Indeed, this high global efficacy was evidenced by his enthusiasm to apply for a promotion, where he could 'showcase his skills'. Sean was successful in securing this new role and once in situ reported even higher global efficacy because some of his previous challenges were alleviated, for example: he could build better relationships with students; he assessed only one student at a time and thus could focus better on identifying and correcting their mistakes; and he had greater autonomy through the addition of Events. In his new department, he also had opportunities to attend professional training which helped him address some of

his perceived weaknesses (such as elicitation and pronunciation). Furthermore, he now had access to a supportive and collaborative teaching team, from whom he received substantial feedback (verbal persuasion) upon his teaching practice which Sean utilised to continue improving his teaching. To illustrate such improvement and an increase in task-specific efficacy over time, Sean volunteered to begin and lead a Grammar Club because he perceived that his students lacked basic grammatical understanding. In fact, in his third interview, Sean described grammar teaching and elicitation as his two strongest skills in teaching.

By the end of the year, Sean reiterated his high perception of self-efficacy for teaching and was looking forward to facing new challenges and providing effective instruction in another context. Although he expressed some concern about teaching larger class sizes and skills such as writing and reading, given that he was able to increase his baseline efficacy in Vietnam in spite of task-, domain-, and context-specific challenges, it is reasonable to assume that his high self-efficacy would enable him to overcome these new challenges too.

7.3.1.2 James

For James, 'lesson planning' has been taken as a primary focus because it was a recurrent theme throughout his data and it also exemplifies differences and fluctuations in task-, domain-, and context-specific efficacy. Lesson planning could be considered as a particular task within language teaching, but, as will be illustrated below, James' efficacy towards this task was additionally influenced by domain- and context-specific factors.

Following the CELTA, James described his ideal teaching position as one which had a coursebook but which also allowed for some adaptations and creativity. This approach to lesson planning was what he had done on the CELTA, indicating that mastery experiences contributed to his efficacy here. Indeed, James initially indicated higher self-efficacy for lesson planning and sourcing materials, as could be seen in his visceral reaction to his intense private student suddenly cancelling his lessons: James believed that he had provided the student with 'plenty of' materials and therefore was confident that this could not be the reason for the cancellation. This indicates that James perceived high task-specific efficacy for lesson planning for this particular private student (a domain-specific factor). However, once James started teaching at schools (a different domain), he began mentioning difficulty with lesson planning, remarking that he needed to prepare

better. He also perceived deficiencies in content knowledge (grammar teaching, specifically), and this combined with insufficient preparation meant that James did not feel efficacious in delivering 'a high level of instruction' (global efficacy). With children (domain-specific) and grammar teaching (task-specific), this lack of self-efficacy manifested itself in negative physiological feedback - disappointment, frustration, and strain.

As he continued teaching, despite trying to allocate more time to lesson planning, he noted difficulty in sourcing appropriate materials for his young learners and estimating how much material to prepare and he was concerned that he could not keep them interested. However, once he identified successful activities, he began incorporating them more frequently into his lessons - evidencing the positive impact of mastery experiences. He also began integrating technology into his classrooms to facilitate learning, specifying this as his biggest success in November. This illustrates the fluctuating domain-specific efficacy James had towards planning for teaching young learners.

In terms of lesson planning more generally, although he noted that the CELTA had enabled him to more quickly ascertain key aspects to focus on in lessons, James still perceived lesson planning as a weakness because it did not meet the standards encouraged by the CELTA. He expressed frustration at this incongruence in both November and December, indicating lower task-specific efficacy towards lesson planning, but in January, there was evidence to suggest that he was preparing more consistently and feeling more positive about his efforts.

James' experience of teaching at a public school - which he characterised as 'challenging but rewarding' - more clearly illustrates that self-efficacy is neither stable, nor linear. Indeed, James' global efficacy in planning for the teaching at this public school was influenced by his perceptions of efficacy at task-, domain- and context-specific levels. His task-specific efficacy was low because even though he had recently reported an increase in self-efficacy for lesson planning, he had had no prior experiences of creating a syllabus from scratch. In terms of domain-specific efficacy, he had had no prior experience teaching larger classes, the students had varying motivation which made it difficult for him to consistently engage them, and, again, they were children (with whom he was still building mastery experiences). Context-specific factors additionally influenced his efficacy in lesson planning in that more teacher-fronted instruction was expected, he was unable to use any physical resources, and there were often sudden changes in access to classroom-based resources, requiring him to abandon plans and 'think

on his feet'. Whilst he reported this experience as 'stressful', over time, there was evidence to suggest that his self-efficacy increased regardless of the task-, domain- and context-specific challenges. He reported gaining confidence in engaging students and an increased ability in selecting appropriate materials, and he was gratified that his DoS wanted to compile his lesson plans together for use in the future.

Interestingly, however, in his final interview, James expressed relief that he would not be teaching children the following year, and that he would prefer additional training before teaching them again in the future, inferring that he did not perceive his efficacy to be as high for teaching children as it could have been. Rather, he indicated higher domain-specific efficacy for teaching adults. Indeed, in his final few months, he primarily taught adult students, for whom he found it much easier to source appropriate materials and plan effective lessons. Although he still experienced some deficiencies in grammatical knowledge (task-specific), he generally received more positive physiological feedback when teaching this group.

To summarise James' self-efficacy in relation to lesson planning, it can be seen that his self-efficacy towards lesson planning was not linear and was influenced by a variety of task-, domain-, and context-specific factors.

7.3.1.3 Molly

Following the CELTA, Molly indicated mixed perceptions of efficacy. Having found the practical aspect of the course difficult (and experiencing negative physiological feedback), she believed she had improved significantly and reported task-specific efficacy in structuring lessons and grammar teaching. However, she also admitted that she was nervous about teaching monocultural, monolingual students, managing her time and workload, indicating some lower task- and context-specific efficacy.

Once she began teaching, Molly appeared to face a number of challenges which influenced her efficacy and her initial few lessons were either labelled 'disastrous', or she was unable to teach at all. In these particular instances, there appeared a conflict between the negative physiological feedback she felt during the lesson (anxiety, stress, panic) and the positive verbal persuasion she received from her colleagues afterwards. In fact, most of Molly's allusions to (positive) self-efficacy seemed to stem from feedback from colleagues. Indeed, after each 'critical incident' in Molly's narrative, she reflected positively upon it suggesting that her

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own perceptions of the event and the negative physiological feedback she experienced during it was superseded by the encouragement and praise she received from others. This seemed to allow Molly to persevere with teaching and make some attempts towards development.

It could be argued, though, that such feedback instilled in Molly an unrealistic, inflated perception of her global efficacy at times. For example, despite her initial teaching ostensibly going poorly (negative mastery experiences), when she was told many of the aspects of her teaching were 'really strong' and that she should work on more 'in-depth, advanced' techniques like pacing and tracking participation, Molly expressed 'excitement' and intent to do so. However, this positive verbal persuasion juxtaposed with a revelation at her six-week probation observation, in which Molly was told she did not understand the aims of her activities and was therefore not actually teaching the students. For a teacher, this is a fairly basic, yet crucial, ability to have, and it is unclear whether Molly was unable to identify this weakness in herself before this incident, or whether she had become reliant on the feedback from others to gauge her efficacy. Nonetheless, rather than succumbing to a low sense of global efficacy for teaching, Molly conceptualised this event as a 'turning point', where she began to emphasise each lesson aim (although admittedly, this incident was discussed retrospectively). At the same time though, she indicated difficulty with lesson planning and workload, which affected her to the extent that she began searching for a new job. However, she recognised that her organisational skills were perhaps to blame and pledged to improve in this area.

In her only questionnaire, submitted after three months of teaching, Molly perceived her efficacy as high in areas such as adapting instruction, motivating students and coping with challenges, adding too that she understood the aims of her lessons. She also indicated positive mastery experiences which increased her task-specific efficacy in relation to lesson planning. However she conceded that she was struggling with classroom management of younger students (domain-specific) which induced stress. This was partially mitigated through extensive interaction with colleagues, who provided successful strategies to manage this issue (vicarious experiences). Indeed, her perceptions of efficacy continued to be highly influenced by feedback from colleagues, and evidence of verbal persuasion and vicarious experiences influencing Molly's teaching approach can be found throughout her January and March contributions.

A lack of subsequent contributions make it difficult to speculate upon her perceptions of efficacy in the interim, but her final contact in May seemed to

indicate ongoing negative physiological feedback and a decrease in her efficacy towards lesson planning and classroom management. Her workload similarly seemed to be affecting her perceptions of efficacy and overall, it appeared that Molly had experienced a deterioration in her sense of global efficacy for teaching.

In summary, at times there appeared an incongruence between Molly's own evaluation of her efficacy and the perceptions of her colleagues, but that the latter seemed to have tangible effect upon perceptions of efficacy.

7.3.1.4 Rupert

As indicated in RQ2, Rupert perceived many deficiencies within the content covered by the CELTA course, and this impacted his perceptions of efficacy both at the beginning of his teaching, and throughout the year. Whilst he indicated that the CELTA had helped develop his pedagogical skills, he was concerned about a lack of content knowledge, particularly with regards to (task-specific) grammar teaching and being able to explicitly explain structures which are innate to a native-speaker. Although he tried to rectify this through self-study, he felt 'overwhelmed' at having to address such a large - self-perceived - gap. It is worth noting here, however, that Rupert appeared to display a certain amount of global efficacy for English teaching because of his NS-status, and he exploited this aspect of his identity when looking for employment. His aim was to teach adults (domain-specific) and business English (domain-specific) as he did not feel confident in teaching younger learners, but was equally realistic about his options as an inexperienced novice teacher.

At the beginning of the year - and indeed, throughout - Rupert, where possible, sought advice and support from more experienced teachers (verbal persuasion and vicarious experiences). However, this was not readily accessible as a freelance teacher and he frequently had to resort to self-study in an attempt to replace this. Once he began teaching, although he reported doing things like needs analysis sessions, tailoring his teaching to students' needs and interests, and even thinking about longer-term planning to promote student learning, his perceptions of efficacy seemed low. He criticised himself, for example, for not implementing CELTA-promoted methods consistently and was concerned he may be prioritising student 'enjoyment' over learning. He also outlined low confidence in classroom management with younger learners (domain-specific) and although he sought guidance from other teachers, he did not receive any 'helpful advice'. Through his own experimentation (mastery experiences) though,

he implemented some innovative strategies to help alleviate issues. He continued to lament the lack of language awareness taught on the CELTA, reporting difficulty in addressing his students' questions and concerns in this area (task-specific). These low perceptions of efficacy indicated by Rupert can perhaps be explained by his admission that he is a perfectionist, holding himself to very high standards which he was unable to meet - in fact, this was acknowledged by Rupert in his final reflection at the end of his year.

Further difficulties that Rupert reported were more context-specific and he acknowledged that self-study could not help increase his confidence in these areas. However, attempts to get advice from experienced local teachers had so far failed. Perhaps in response to an overall lack of support and guidance from others, Rupert seemed more inclined to accept advice when it *was* given - even if it conflicted with his own preferred approach to teaching. There were two instances in which Rupert reported receiving such advice from a DoS. Ultimately, Rupert struggled with having so little access to social support and he expressed some regret at having decided to teach freelance rather than accept a contract at a school.

When reflecting on his first year experiences, Rupert alluded to context- and task-specific difficulties he had experienced - largely as a result of perceived deficiencies or inappropriate methods in the CELTA. For instance, he noted that his Polish students were not always receptive to pair or group work and that they preferred speaking with him (a native-speaker) than each other in class. Alongside insufficient language awareness, he identified a number of other areas which the CELTA had not addressed.

In summary, although Rupert overall seemed to harbour quite low self-perceptions of efficacy, in terms of his knowledge, awareness, and development, he was actually one of the strongest teachers. It is possible, then, that Rupert exemplifies a case where self-efficacy doubts are actually conducive to development as a teacher when combined with intent to change (Hiver, 2013).

7.3.1.5 Emma

At the end of the CELTA course, Emma perceived having a reasonable amount of efficacy towards teaching - she felt like she had learnt a lot in such a short space of time, but was equally aware that she had much still to learn. However, once she started teaching in Vietnam, a range of domain- and context-specific factors induced substantial feelings of doubt about her abilities as a teacher

(global efficacy). The root of many of her resultant issues was her lack of sufficient induction into the school which meant she was not aware of the expectations of her in her role (context-specific), but the first challenge she faced was a lack of domain-specific efficacy for assessing students, which had not been covered on the CELTA.

In three other respects, her CELTA training clashed with context-specific expectations: the apparent prioritisation of 'fun over learning'; how much 'hot' error correction to do; and how much feedback to give to students in class. Whilst all three of these issues were pervasive across Emma's narrative, the first prompted particular doubts about her abilities. To illustrate, although she was given positive feedback (verbal persuasion) from her managers about creating a 'fun' atmosphere in class, Emma's observations (vicarious observations) of another novice teacher who was subsequently fired induced a decline in her efficacy because she perceived many of her (task-specific) skills 'just as good as his or worse'. This also resulted in an increase in anxiety towards teaching (physiological feedback). As for hot error correction and feedback, Emma continued to question her approach to these tasks, but was unable to extrapolate clear expectations or guidance from other colleagues (vicarious experiences). These two issues remained a challenge for Emma throughout her participation in the study.

In relation to social support, initially, Emma felt unable to confide in her colleagues or ask for their advice, but over time, as she constructed relationships with them, her managers and colleagues became significant sources of efficacy information (verbal persuasion and vicarious experiences, respectively), particularly as she was unable to easily maintain contact with her family and friends at home. Such instances of where her perceptions of efficacy were enhanced due to social support included when her managers recognised 'leadership potential' in her, and being able to observe other teachers to understand why her fail rates were so low. Indeed, finding out her fail rate of students was too low was another significant incident in her experiences. This caused internal conflict for Emma because she had previously built domain-specific efficacy in assessing students, but by her final interview, this sense of efficacy appeared restored.

At the end of the six-month study, although Emma still struggled with the three context-specific issues outlined above, she otherwise reported familiarity and confidence with the other aspects of her job (mastery experiences). Again, she seemed aware that there were areas in which she could improve, but she was bolstered by the ongoing support from her managers in particular, and she

enjoyed the physical act of teaching, noting that she always left class feeling 'upbeat' (physiological feedback).

In summary, Emma's perceptions of efficacy seemed particularly impacted by context-specific factors in her teaching, but her doubts about her abilities were somewhat alleviated by verbal persuasion and vicarious experiences in particular.

7.3.2 3.1 To what extent do these perceptions link to their sense of teacher identity?

7.3.2.1 Sean

Although Sean consistently expressed a conviction to ultimately move into Spanish translation and interpretation and also hinted at feeling a lack of legitimacy as a teacher following a SITEC, overall he displayed a clear sense of teacher identity throughout the year. Even in his first interview, he acknowledged an intention to target his students' needs so as to facilitate learning (although he revealed in his second interview that, prior to interaction with colleagues in Vietnam, he initially thought that if students did not learn he would not be 'overly' fussed). From very early on in his teaching he evidenced continual consideration towards his students' learning, as has been exemplified in the above discussion. This enhanced sense of teacher identity combined with his beliefs regarding effective teaching, seemed to allow Sean to overcome a number of self-efficacy-related, contextual, and social challenges in Vietnam. To illustrate, in spite of his increasing disdain towards his company and its methods, his drive to ensure he was delivering the most effective instruction for his students meant that he was minimally affected by an initial lack of workplace support or developmental opportunities, for example. Furthermore, he was autonomous in identifying areas in which he could improve his teaching.

Sean indicated a number of beliefs about effective teaching which shaped his teacher identity and influenced his teaching approach. However, sometimes he was unable to enact these beliefs due to task-, domain-, and context-specific factors. For example, from the outset, he indicated an aversion to traditional student/teacher roles, and wished to have closer, more casual relationships with students which allowed for mutual learning. This was made difficult by his lack of regular students and he found it tiring at times to continuously have to encourage new students to use his name rather than 'teacher'. He also felt that being relaxed

in class was more conducive to effective teaching and learning and avoided using a 'teacher voice' because this hampered building rapport with students.

At multiple points during the year, Sean consciously labelled himself a 'teacher', and, in fact, voiced frustration that context-specific factors constrained his ability to teach the way he wanted. However, this changed when he moved to the VIP department, where he had greater autonomy in his teaching, the atmosphere was more relaxed, and he could build closer relationships with his students. For these reasons, Sean conceptualised moving department as a 'game changer' and by the end of the year, he expressed satisfaction with his experiences and his ability to provide effective instruction for his students.

7.3.2.2 James

As is evident throughout James' findings and the discussion thus far, James had a complicated professional identity. Even following the CELTA, he did not display any vocation towards teaching English specifically, instead perceiving it as an interim occupation whilst he prepared to move into agriculture. Once he began teaching, he relied heavily on the coursebooks and materials available within his schools to plan his lessons, conscious that he was not paid for planning time. Whilst adherence to set materials seemed acceptable in line with his schools' expectations, James appeared conflicted, knowing that he was not putting in as much effort as he had on the CELTA course but simultaneously adverse to investing time and effort into improving his lessons. He explicitly acknowledged a lack of teacher identity in the second interview, consciously rejecting the label of 'teacher', and asserting that, as someone who taught in a private school, he did so for 'money' rather than a 'passion'. This contrasted with his beliefs in relation to public school teachers, who taught for intrinsic and altruistic reasons. In fact, he considered it an 'insult' to other more committed teachers to call himself a teacher having only done a four-week SITEC. Consequently, he did have any intrinsic or extrinsic incentive to develop.

However, at this point, it also emerged that his intended career may not be attainable and his professional identity as a future 'agricultural consultant' was in doubt. This prompted a realisation that he may have to teach English for longer than initially intended and yet this did not appear to strengthen his sense of teacher identity. Interestingly, James criticised his CELTA training for promoting a 'very idealised teaching environment', with committed, engaged teachers who were passionate about their jobs. It is unclear whether he believed that this kind

of professional atmosphere would have helped him construct a stronger sense of teacher identity, but, certainly, it is strange that he had such high expectations of others whilst openly presenting an opposing archetype.

In his final interview, James displayed a slight shift in his sense of teacher identity: he conceded that he found the act of teaching rewarding, but that he had no real connection to English as a subject to teach. Yet, being in Italy and having insufficient knowledge of other potential subjects, he was resigned to English teaching, preferring it to 'working in a shop', for example. He revealed that, due to a lack of alternative career plans, he may have to continue to teach English for the foreseeable future. It is possible that he had begun reconciling himself to this fact, as he did demonstrate some evidence of a stronger English teacher identity in his final months, such as in recent efforts to reflect upon his teaching and weaknesses.

To summarise James, there appeared to be a complex relationship between his self-efficacy and identity, where his lack of a teacher identity impacted upon his self-efficacy in two predominant ways: he did not meet his expectations of what a teacher should be, and thus this impacted upon his global sense of efficacy for teaching; and, he did not want to be a teacher and therefore had minimal incentive to invest time and effort into development to increase his perceptions of efficacy. This cycle continued throughout James' first year of teaching, although there were signs that this was beginning to change at the end of his first year of teaching.

7.3.2.3 Molly

Overall, Molly's sense of teacher identity was difficult to accurately discern. Although at the conclusion of the CELTA she foresaw English teaching as a long-term career and indicated tentative speculations about future specialisation within ELT, throughout her experiences in China, there was limited evidence to suggest that she was able to construct a strong sense of teacher identity without primarily relying on the social support and encouragement of her colleagues. As an additional consideration, she commented that she 'hates children' in her initial interview, and yet accepted a job which focussed exclusively on young learners. Her recurrent challenges with classroom management appeared to affect her perceptions of efficacy as well as her sense of identity.

Her early experiences seemed to indicate a reality shock for Molly which challenged her emerging sense of identity. She described an incident where she

was unable to teach due to stress and anxiety, partly attributable to 'really caring' about her job, suggesting that she did see herself as a teacher, but her initial self-evaluation and goal-setting inferred a weaker sense of teacher identity. Indeed, after only two weeks of teaching, Molly lowered her expectations of herself as a teacher quite dramatically, aiming now for 'mediocrity instead of greatness'.

As time passed, allusions to teacher identity were mixed. Positive feedback from colleagues seemed to buoy Molly's perceptions of herself as a teacher (even after the six-week probation incident were she was told she was not actually teaching the students) although she admitted increasing difficulties in lesson planning and dislike for the job. She appeared to demonstrate a stronger sense of identity in January, as evidenced in her questionnaire responses where she highlighted improvement in areas such as focussing more on 'students rather than the lesson plan', and coping with challenges better despite increased classroom management issues. Yet, at the same time, she revealed she had been diagnosed with a stress-induced health issue which was (in her words) 'caused by the move to China and the new job'. In light of such a visceral physical reaction to her new reality, it is reasonable to assume that this had at least some impact upon her sense of identity as a teacher. Further impacts on her identity included limited autonomy in teaching, heavy workload, and classroom management, and prior to her withdrawal from the study, Molly indicated active avoidance of reflecting upon her teaching (due to stress) and a negative attitude towards the main aspects of her job (teaching low-levels, lesson planning, and managing young learners) and her workplace environment ('noisy and chaotic'). As a result, it can be assumed that Molly's sense of teacher identity had deteriorated after six months in China.

7.3.2.4 Rupert

Due to his clear and continuous efforts in developing his knowledge and practice - even before he began teaching - it can be argued that Rupert had a strong sense of teacher identity from the outset. His consistent admonishments of the deficiencies he perceived in the CELTA further suggest this, as he expected a much broader and in-depth amount of knowledge and training, more than a 'basic survival toolkit' (Hobbs, 2013) could provide. Additionally, he was already considering future professional development (DELTA) - indeed, the only participant to do so.

From his descriptions of his teaching experiences, Rupert seemed to demonstrate conscious efforts in applying the knowledge and skills he had developed through his CELTA and self-study. His sense of teacher identity could also be extrapolated from instances in which he went beyond what may be reasonably expected of an average teacher, sourcing additional materials and resources to engage students in language learning through their personal interests, such as GSCE physics and chemistry textbooks. Yet, he still seemed critical of his efforts in teaching.

Indeed, despite being aware that the first year of teaching requires a certain amount of trial and error, Rupert found difficulty in reconciling himself to the fact that he was not consistently able to meet his self-imposed expectations as a teacher. He labelled his teaching as 'wrong' for not always managing to incorporate CELTA methods, and even indicated disbelief that another (NS) DoS viewed him as 'competition' despite being so inexperienced. It was perhaps these internal doubts that made Rupert more inclined to accept advice from a DoS which directly conflicted with his previous learning and his approach to teaching, deferring to a teacher with (hypothetically) more experience and knowledge.

This being said, there were instances where he reflected positively upon his efforts, such as evaluating his ability to effectively reflect, and shifting focus to the 'actual learning' students did rather than the specific activities. In rejecting the offer of 'collaboration' from a somewhat calculating DoS, Rupert also appeared to recognise his value and improvement as a teacher. Finally, whilst at the end of the year he still expressed some disappointment at not meeting his high expectations, he also showed more empathy for himself in that he recognised student learning is not always guaranteed, regardless of the effectiveness of the teacher.

7.3.2.5 Emma

In her first interview, Emma explicitly mentioned that following the CELTA, she felt 'like a teacher'. She was aware that she had a lot of developing yet to do but she was excited about this and most looking forward to 'when teaching is learning', despite some nerves about going from a short CELTA into full-time teaching. However, it is clear that as soon as she arrived in Vietnam, context-specific expectations challenged her sense of identity, and did so multiple times over the course of her first six months of teaching.

Her first doubts stemmed from the nature of her teaching role - the fact that she was assessing students rather than 'teaching' them. After a few weeks in Vietnam, she explicitly commented that she did not feel like 'a very good teacher' and that although her classroom persona was acceptable, she doubted her actual teaching skills. This was compounded by the fact that there was seemingly an expectation to prioritise 'fun' over 'learning' which conflicted with her CELTA training and her own beliefs about effective teaching. Watching another novice teacher be fired for not creating a fun atmosphere not only made Emma anxious about the security of her own job, but she fundamentally disagreed with the school's apparent requisite that teachers have 'comedy skills', particularly when this was not made clear in the induction period. Although she believed her personality to naturally be fairly relaxed and humorous, she did not believe this made any more effective as a teacher than her former colleague.

Indeed, Emma was frequently frustrated that the school had not openly indicated their expectations of teachers. Further evidence to this was her confusion over the benefit of hot error correction in class. This again clashed with her CELTA training, and she also believed too much impeded the confidence and fluency of her students and that this was not her preferred approach to teaching. Similarly, she was unsure about how much feedback to give students after class. As time passed, although she appeared to build confidence in other aspects of her teaching, these three particular issues remained incongruous with her sense of teacher identity.

A further two incidents in which Emma's teacher identity was challenged occurred in her fifth month of teaching. In the first, she attributed her teaching methods as prompting a student to suddenly quit the school. Due to the expectations surrounding hot error correction and feedback, her managers had recommended she use more nonverbal feedback, and yet Emma perceived this to be what provoked such a strong reaction in her student. Following this, she expressed a desire to learn more about correction and feedback strategies because she did not 'fully agree' with what was being asked of her. The second incident involved being told (after five months, no less) that her fail rate of students was too low. Emma was clearly confused by this and unsure of what she was doing wrong because she felt like she had high standards and did not pass students who did not deserve to.

Overall, it could be argued that the lack of clarity surrounding elements of her job role hampered Emma's development of teacher identity to some extent. At the end of the study, Emma acknowledged that she had learnt a lot, but that she did

not yet feel like an 'expert' teacher and still had more to develop. However, she was gratified to have been asked to led teacher training sessions. Interestingly, in the final interview, she made clear an intention to contact her CELTA centre so that she could help newly-qualified graduates 'make informed decisions' if they were intending to move to Vietnam or work for her company, suggesting a certain extent of perceived 'expertise' as a teacher.

7.3.3 3.2 To what extent do these perceptions link to their development?

7.3.3.1 Sean

Sean's self-perceptions of efficacy showed a clear relationship with his sense of teacher identity in that he consistently strived towards providing effective instruction tailored to his students' needs. In order to achieve this, he was pro-active in developing professionally by continuously reflecting on his teaching, identifying weaknesses, and address them. He was almost entirely autonomous in doing so because although he had had a short induction period upon arrival (for which he provided a mixed evaluation of its quality), he otherwise had minimal access to training or feedback on his teaching until he moved department after seven months. In his early teaching experiences, he identified areas in which to develop including timing, classroom management, grammar, and grading his language. Evidence of a particularly significant developmental goal - which somewhat challenged the status quo of his school - was becoming stricter in his assessment of students who were studying at a higher level than they should have been. This enabled him to better address the needs of the other students in the class, rather than having to extend most effort towards an especially weak student to the detriment of the others. He initially found it difficult to inform the weak students that they had failed, but ultimately he perceived this as the most fair and beneficial approach for all students. In implementing this approach, he subsequently believed he had 'improved as a teacher', again illustrating the relationship between efficacy, identity, and development.

Another area which exemplified links between Sean's self-efficacy, identity and development was outlined in his second interview. By this stage, Sean was familiar with most of the set lessons for Encounters, but rather than rely on his accumulating mastery experiences, he began to refine his practice by deviating from the prescribed lesson plans, setting his own 'context' (see 4.5), and evaluating the activities in relation to whether they encouraged meaningful,

natural language. Such efforts again led him to report increased efficacy towards teaching.

Further evidence of Sean's consistent engagement with development can be found throughout his narrative, but it is worth commenting in more detail upon his development following his promotion. In the VIP department, as well as the atmosphere better matching his teacher identity more generally (discussed above), he now had access to a supportive, collaborative teaching team and formal training opportunities. Sean exploited these opportunities fully, acknowledging that some of the training sessions offered useful information and strategies he could incorporate into his teaching. Interestingly, one session in particular, on the school's promoted method, did not match with his beliefs about effective teaching and therefore he rejected the content and did not incorporate it into his practice. Sean also voluntarily requested several observations in order to help 'gauge his progress' and receive feedback upon his teaching (verbal persuasion). He experienced a notable increase in self-efficacy when another teacher expressed desire to work with him, perceiving him to be an effective teacher. Increased efficacy also led Sean to establish a Grammar Club, which simultaneously demonstrates ongoing concern for students' learning and also his own development. Having previously cited grammar knowledge as an area of weakness, volunteering to lead a regular class on the topic indicates his increased self-efficacy in this area.

Indeed, in his final interview, Sean expressed satisfaction at his development across the year. He recognised the value in 'getting out of his comfort zone' and even though teaching was not his ultimate career, he wanted to ensure he was as good a teacher as he could be -both for his students' benefit, but also because he was spending his time doing this activity and wanted to enjoy it himself too. In fact, he perceived himself as having developed both as a teacher and as a person, but simultaneously acknowledged the active part he played in guaranteeing he got the most out of his experience in Vietnam. Furthermore, there was little doubt he would approach his next teaching role with the same attitude, and he looked forward to new challenges.

7.3.3.2 James

As has been illustrated already in RQ3 and 3.1, James' perception of self-efficacy was entwined with his weak sense of teacher identity, and this impacted upon his development during the year. He was conspicuous in his failure to identify any future developmental goals in his initial interview, whereas all of the other

participants did. However, he did show evidence of self-reflection and intent to develop early on in his teaching, including some self-study to address a lack of content knowledge (grammar), and identifying some weaknesses in teaching methods such as grading language and giving instructions. Yet, after his first month of teaching, evidence of conscious efforts to identify and address weaknesses was minimal until December, where he reportedly spent his Christmas break reflecting on his teaching and consolidating what he had learnt thus far. This would perhaps suggest that a lack of time had thus far impeded his ability to reflect and pinpoint areas to develop, and indeed, James had to juggle multiple schools and private students alongside high commuting time. However, from his second interview revelations regarding his lack of teacher identity and conscious reluctance to develop, it is reasonable to assume that this had played a significant role also. This is not to say that James did not develop as a teacher at all during this period - in fact, he showed innovation in integrating technology into his classes and consideration towards the most appropriate materials to use for his students, for example - but he lacked *conscious* effort to develop and showed fairly limited attempts to evaluate his teaching beyond commenting upon lesson planning and sourcing materials.

James' reluctance to develop professionally was compounded by observations of his colleagues, whom he also perceived to lack any incentive to go beyond the minimum expectations. He also had no access to formal professional development opportunities, but he still rejected the idea of having a mentor or interaction with more experienced teachers to ask for advice because these options would force him to confront his lack of effort and engagement in his teaching role. Even though he was conflicted about labelling himself a 'teacher' after having only completed a four-week SITEC, he showed no inclination to redress this through either self-study or accessing some additional training, despite acknowledging that teaching English may be a longer-term occupation for him.

It was not until his final interview that James indicated some conscious inclination to identify weaknesses and develop his teaching skills and knowledge. At this point, he indicated greater awareness of his students' learning and what he needed to address in his own teaching to facilitate this learning, such as ensuring that target language is frequently recycled. He also expressed a desire for additional training before teaching children again in the future, suggesting that he was more willing to develop his teaching skills in response to perceived deficiencies. Furthermore, he expressed regret at having not been as 'self-

disciplined' at reflecting on his own teaching, recognising the benefit it would have had on identifying his weaknesses even though it would have meant confronting his 'own shortcomings'. As a final point, then, although James continued to view English teaching as a necessity rather than a choice, there was evidence to suggest that at the end of his first year of teaching he had increased intent to consciously developing his skills and knowledge to ultimately improve his teaching.

7.3.3.3 Molly

Not only were Molly's perceptions of efficacy heavily reliant on verbal persuasion from colleagues, her developmental goals were too. She initially made attempts to independently identify areas for development, but these did not necessarily seem realistic or conducive to improving her abilities as a teacher. For instance, in her second week of teaching, which had included two lessons which went particularly badly, she revised the high standards she had set for herself and identified a new goal of 'aiming for mediocrity'. Following these negative experiences, however, she began receiving feedback and guidance from colleagues and it was from this point that she appeared to develop a reliance on others to identify her weaknesses and provide developmental goals. For example, in direct response to feedback from a colleague, Molly expressed intent to study more advanced teaching techniques such as 'pacing and tracking participation'. She switched her priorities of keeping students 'entertained' and adhering strictly to lessons to a focus on students and emphasising the aims of lesson activities following feedback from her DoS (although Molly conceded this development was not always consistent). She also noted that her development in classroom management was primarily as a result of advice and guidance from colleagues. Further evidence of this reliance on others was when Molly requested a voluntary observation so that she could be given additional learning points because she felt like she had 'fully understood' the previous feedback she had been given.

Molly's variable engagement in submitting diary entries must also be acknowledged in reference to her development. She was initially enthusiastic about them, hoping (in the first interview) that they would provide evidence of her progress which she could utilise in the future, and noting that as she had kept a diary since childhood this activity would therefore 'come naturally'. In her first month, she even explicitly credited diary entries as valuable opportunities to identity areas to develop and enabling her to reflect on negative experiences

more positively. However, her apparent failure to subsequently reflect consistently on her teaching suggests either a reluctance to reflect on her teaching (similar to James) or that she was now relying upon the feedback from others to either explicitly or implicitly identify developmental goals. Indeed, her final contribution indicated that while time constraints impacted her ability to regularly reflect, because of stress she also wanted to 'forget' about her teaching as soon as it was over. She also added that she was not enjoying her job or responsibilities, suggesting that this also had a negative impact upon her inclination to develop as a teacher.

To conclude, it could be argued that Molly was either reluctant or unable to meaningfully reflect independently on her teaching and evaluate her weaknesses as she seemed particularly influenced by verbal persuasion from colleagues. Although her development was not linear, her progress in particular areas appeared largely as a result of exploiting the advice and vicarious experiences of her colleagues.

7.3.3.4 Rupert

Rupert presented a particularly interesting case in that despite conscious, consistent intent to develop throughout his year, he continued to perceive his abilities and knowledge as lacking. He immediately turned to self-study to help him address the gaps which he felt the CELTA course had left in his knowledge - content knowledge, especially, but he also reported reading about 'The Lexical Approach' too. As mentioned above, Rupert was also the only participant to actively consider future formal professional development and, in fact, he was hopeful that by working under a DoS with this qualification he could learn from her expertise.

In the absence of interaction with more experienced colleagues, Rupert was autonomous in engaging with self-study and also reflecting deeply on his own practice, ascertaining which areas he needed to further develop. When he faced challenges, such as classroom management with young learners, he experimented with different tactics to alleviate this, including implementing an innovative 'points based' reward system. At times, however, he lamented his lack of opportunity for more support in context-related matters. Indeed, when he did receive advice from more experienced teachers, he chose to accept it, despite recognising the negative impact it would have on his development. To illustrate, Rupert's autonomy and creativity were hampered by his DoS' request that he

refrain from using authentic texts in the classroom, in spite of the fact that this was a recommended approach advocated by his reading and study.

By the end of his year, although he continued to perceive gaps in his knowledge and abilities, it is clear that Rupert remained committed to developing as a teacher. Indeed, his identification of particular areas which the CELTA did not cover indicate a deeper consideration of aspects of language learning not evidenced by any of the other participants. For instance, not only did he express desire for content on teaching writing, but also instruction on how to teach coherence and cohesion. Furthermore, his inclusion of a reference to support his critique on the coverage of 'learner styles' shows evidence of continued engagement with wider teaching-related literature.

7.3.3.5 Emma

Despite outlining several developmental goals in her first interview - including grading her language and being better able to anticipate and address problems - along with a general inclination to improve as a teacher, Emma's subsequent development was hampered by workload and confusion over the unclear expectations of her school, as has already been discussed in detail in 7.3.2.5. Her induction, an initial opportunity for Emma to develop context-specific skills and knowledge, was cut short by her company once they were happy with her demonstration lessons and this left Emma with lasting unanswered questions about her role. She frequently expressed doubt over her skills and abilities and at multiple points during the study wished for more developmental opportunities, particularly in response to incidents which impacted upon her perceptions of efficacy. For instance, after the incident with the student walking out of the class - in Emma's analysis, because of her hot error correction and feedback methods - Emma voiced a desire to better understand the theoretical underpinnings of 'correction, fluency and self-esteem' in language learning because she disagreed with the school's expected approach in relation to these areas. However, it is unclear whether she made physical attempts to do so. In fact, other than one allusion to 'reading online advice' in her first month of teaching (notably before building a social support network with whom she felt comfortable asking for help and advice) she did not indicate any self-study in her contributions. Additionally, although she mentioned some training offered by her school, further information was not given.

By the end of the six months, Emma admitted that she did not feel her instruction had 'improved in any significant way', citing her workload as putting constraints on her time and preventing her from reflecting on her teaching in a meaningful way. However, considering her managers were encouraging her to lead teacher training sessions, it is possible that Emma's self-evaluation of development was modest. She was only 'mildly happy' with her development over the course of the study but equally recognised that she had built confidence in a number of areas. She also reiterated that she wanted to learn more about the theory of language learning, but ultimately, it is difficult to discern whether she would act upon this going forward, particularly knowing that she was leaving her contract early and was unlikely to continue teaching English in the immediate future.

7.4 RQ4: What key factors influence the self-efficacy levels of expatriate novice EFL teachers during their first year of teaching?

It is evident that there was a wide range of factors which influenced the self-efficacy of novice teachers during their first year, and although some factors were more influential for particular teachers, there were also some commonalities between the group. 'Key' factors have been identified based on their occurrence across two or more participants, and broadly fell into four categories: pre-service education; professional/contextual; social; and personal.

Perhaps one of the most unexpected findings from this study is that although almost all the novice teachers experienced some challenges in relation to living abroad, there was little evidence to suggest that this *directly* impacted upon their self-efficacy. Nevertheless, because this was a crucial feature of their experience, a further category - living abroad factors - is also included.

These key factors are presented in tables, in descending order from frequency, indicating: which teachers experienced them; whether the effect was positive or negative (or both); and an example from the data.

Table 7.2: Pre-service education

Key factor	**Teachers**	**Impact (+/-)**	**Example**
CELTA content knowledge	Sean, James, Rupert, Molly, Emma	+	(+) Emma felt like she had learnt a lot during the four weeks
	Molly, Rupert, James	-	(-) Rupert perceived deficiencies in areas such as language awareness, teaching writing, collocations, etc.
CELTA-promoted methods clashing with context	Sean, James, Rupert, Emma	-	Rupert discovered that pair and group work was not always accepted in his Polish and that more teacher-fronted instruction was preferred.
Lack of grammar/language awareness	Sean, James, Rupert, Molly	-	James faced difficulties in answering students' questions about grammar structures due to a lack of explicit language awareness.
CELTA pedagogical content knowledge	Sean, Molly, Emma	+	(+) Sean believed the CELTA prepared him for practical teaching much more effectively than the TEFL.
	James	-	(-) James struggled initially with setting tasks and giving instructions.
Failing to meet CELTA 'standards'	Sean, James, Rupert	-	James was aware that his effort was low and he was not meeting the standards set by the CELTA.

Table 7.3: Contextual factors

Key factor	Teachers	Impact (+/-)	Example
Difficulties in classroom management	Sean, James, Molly, Rupert, Emma	-	Rupert found it challenging to manage young learners, particularly when they were being disruptive.
Building rapport with students	Sean, James, Molly, Rupert, Emma	+	Building rapport with students enabled Rupert to better identify students' needs and address them.
Recognition of abilities/appreciation	Sean, James, Molly, Rupert, Emma	+	Emma was 'flattered' when her managers noticed leadership potential in her and encouraged her to lead training sessions.
Heavy workload	Sean, James, Molly, Emma	-	Molly found it very difficult to manage her time due to her heavy workload, leading to increased stress and anxiety.
Expectations of schools/imposed methods	Sean, James, Rupert, Emma	-	Emma was frequently unsure of her school's expectations of her, leading her to doubt her abilities as a teacher.
Lack of awareness of cultural expectations	Sean, James, Rupert, Molly	-	James discovered a more explicit focus on grammar was expected in Italy.
Lack of work-life balance	Sean, James, Molly, Emma	-	Emma had little time to do much outside of work.
Negative workplace atmosphere	Sean, James, Molly, Emma	-	Both Sean and Emma noted 'low morale' amongst colleagues.
Lack of professional development opportunities	Sean, James, Rupert, Emma	-	James had no access to professional development opportunities and attributed this to low expectations of teachers by schools.
Student engagement/motivation	Sean, James Sean, James, Rupert, Molly	+ -	(+) James noted it was 'eye-opening' to see the impact of appropriate activities on student learning.

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			(-) Sean was frustrated when he seemingly cared more about students' learning than the students
'Corporate' nature of private schools	Sean, James, Rupert, Emma	-	Emma perceived more emphasis was placed on attracting students and making money than retaining teachers.
Autonomy	Sean, Emma	+	(+) Sean enjoyed being able to select his own topics.
	Rupert, Molly	-	(-) Rupert's autonomy was constrained by DoS' requests.
Unpaid work hours	Sean, James, Emma	-	James was not paid for lesson planning.
Teaching one-to-one	Sean	+	(+) Sean found it easier to provide error correction with individual students.
	James, Rupert	-	(-) Rupert found it difficult to adapt CELTA methods to individual students.
Job instability	James, Rupert, Emma	-	Perceived job instability caused Emma anxiety.
Teaching low-levels	Sean, Molly, Rupert	-	Sean found teaching low-level students 'draining'.
Teaching children	James, Molly, Rupert	-	Molly was frustrated at having to focus more on classroom management than teaching.
Ineffective induction	Sean, Molly, Emma	-	Emma's viewed an ineffective induction as the cause of many of her subsequent problems in teaching.
Access to resources	Sean, James, Emma	+	James relied heavily on the resources available in his schools.
Having to 'fail' students	Sean, Emma	-	Both Sean and Emma initially found it difficult to assess students and fail them.
Unvalued as teachers/lack of voice	Sean, Emma	-	Sean felt like his concerns and feedback were not taken seriously in his exit interview at his company.

	James, Rupert	-	Rupert found navigating the ELT sector challenging due to perceived bureaucracy and competition.
Freelance nature of employment	James, Rupert	-	Rupert found navigating the ELT sector challenging due to perceived bureaucracy and competition.
Creating own syllabus	James, Rupert	-	James found it difficult to create a syllabus from scratch.
Teaching large classes	Sean, James	-	Teaching large classes in the public school was challenging because of the varying motivations and proficiency levels of students.

Table 7.4: Social factors

Key factor	**Teachers**	**Impact (+/-)**	**Example**
Support from DoS	Sean, James, Rupert, Molly, Emma James, Rupert, Emma	+ -	(+) Emma's DoSs consistently encouraged her and tried to alleviate her problems where possible. (-) Rupert received limited support from his DoSs, and when he did, it was sometimes negative.
Access to social support in the workplace generally	Sean, Molly, Emma Sean, James, Rupert	+ -	(+) Molly's received frequent advice and guidance from her colleagues about issues she was struggling with. (-) Rupert struggled to find out about context-specific problems and solutions without access to supportive, experienced teachers.
Interaction with colleagues	Sean, Molly, Emma James, Rupert	+ -	(+) Sean's interactions with and passive observations of contributed to a shift in his thinking towards student learning. (-) James' interactions with and passive observations of his colleagues made him cynical about teaching and his engagement levels dropped to just above the bare minimum expected.

Familial support	Sean, Molly, Rupert	+	(+) Sean cited his family as his biggest source of social support over the year.
	James, Emma	-	(-) Emma wished to 'spare' her family worry and therefore did not tell them how difficult she was finding work and life in Vietnam.
Collaborative workplace atmosphere	Sean, Molly, Emma	+	Once Sean moved to the VIP department, he perceived there to be a more collaborative atmosphere and teachers there were much more willing to collaborate and support one another.
Isolation	James, Rupert	-	Despite envisioning teaching as a very social job, James reported feelings of isolation.

Table 7.5: Personal factors

Key factor	**Teachers**	**Impact (+/-)**	**Example**
Reflective practice	Sean, James, Molly, Rupert	+	(+) Rupert reflected deeply and meaningfully on his teaching practice and over time noted increased ability to recognise his strengths and weaknesses.
	James, Molly, Emma	-	(-) Prior to his final month of teaching, James actively avoided reflecting on his teaching because he did not want to truly acknowledge his lack of engagement and development.
Difficulties in lesson planning	Sean, James, Molly, Rupert, Emma	-	Sean found it unrealistic to do CELTA-style lesson planning.
Seeing students' progress/Evidence of effective practice	Sean, James, Rupert, Emma	+	Seeing students learn from her instruction helped Emma sustain her perceptions of efficacy in the face of confusion regarding expectations.

Experimentation with methods	Sean, James, Rupert, Emma	+	James began incorporating digital technology into his teaching over time, reporting notable successes.
Stress/anxiety	Sean, Molly, Rupert, Emma	-	Molly indicated consistently high stress levels during her participation, which at times directly impacted on her teaching -such as in her first week where she could not teach a lesson at all.
Perfectionism/high self-expectations	Sean, Molly, Rupert	-	Rupert admitted that his low perceptions of efficacy were because he had such high expectations of himself.
Native-speaker identity/expertise	Sean, James, Rupert	+	Despite evincing limited motivation towards English teaching, James perceived himself to be 'adapted' to the job because he was a native-speaker.
Self-study	James, Rupert	+	Rupert consistently turned to self-study to address perceived gaps in his knowledge and address weaknesses in his teaching.
Difficulty adapting materials	James, Rupert	-	James frequently found it difficult to adapt materials from available resources to use with his students, particularly young learners.
Knowledge of L1 of country	James, Rupert	+	Rupert believed knowledge of the L1 to be 'absolutely essential' for English teachers teaching abroad, and without it they would struggle, particularly with lower-level students.

Table 7.6: Living abroad

Key factor	**Teachers**	**Impact (+/-)**	**Example**
Culture shock	Sean, James, Molly, Emma	-	Emma particularly suffered from culture shock, particularly linked to the weather, the lack of nature, and the food.

Support for initial emigration/administration	Molly Sean, Emma	+ -	(+) Molly was given support for her company to find accommodation, set up a bank account, and complete visa paperwork. (-) Despite specifically seeking such assistance in her job searching, Emma received limited help to find accommodation, resulting in stress and anxiety. Nor did she received help to file taxes later in the year.
Building a support network outside of work	Sean, James, Emma	-	Sean struggled to build a social support network outside of work despite his strong desire to do so. Most of his social support in Vietnam came from other teachers from the school.
Local language knowledge	James Emma, Molly	+ -	(+) James spoke near-fluent Italian before he began teaching and this helped him find an initial job. He was also able to socialise in Italian. (-) Emma struggled to do many things she wanted in Vietnam because of the language barrier. She was frustrated that the promised language classes were not delivered.
Cultural differences/clashes	Sean, James	-	Sean's experience of socialising in Vietnam was made more challenging because he perceived Vietnamese people to lack a sense of humour. When dating, he also experienced a woman unexpectedly show up to his door despite not giving her his address.
Health issues	Molly, Emma	-	-Both Molly and Emma were diagnosed with health issues, Molly from stress, and Emma from food and food hygiene.

Chapter 8 Discussion

Building on the foundation laid by the previous chapter, this chapter will situate the findings of this study within the existing knowledge field. Broadly following the ideas presented in Chapter 2, language teacher motivation will first be considered, followed by self-efficacy.

8.1 Language teacher motivation

Ultimately, the results of this study confirm Mullock's (2009) findings that teachers reasons for entering EFL teaching were "complex, multi-layered and varied" (p.8). However, it is clear from the cases of these five novice teachers that motivation is not a stable construct, and instead fluctuates in response to a number of personal, professional, and contextual influences (Hiver, 2017; Richardson et al., 2014).

Prior to their SITEC courses, Sean was the only novice teacher to indicate any intrinsic motivation, and rather, all the participants reported more extrinsic initial motivations for choosing to teach English - for emigration, or to live and work abroad. This contrasts with research within general education, which typically points to altruistic and intrinsic motives as being the most influential for teachers. Instead, the initial motivations of the participants in this study largely corresponded to research done by Johnston (1997) and Mullock (2009), although it is important to note that 'falling into TESOL' was not an applicable motive for these teachers because of their conscious decision to undertake a CELTA course.

However, it is worth noting that while only Molly declared particular interest in *English*, all five participants had either previously learnt language themselves, or expressed a desire to do so, suggesting that an interest in 'language' played a role in their decision to choose ELT. Although a love of English or language is frequently cited as a common motive for NNESTs (TALIS, 2019a; Yuan & Zhang, 2017; Moodie & Feryok, 2015; Shih, 2016), it is not documented in the existing literature in relation to NESTs. Even though it may not have been a primary motive for any of the participants, it is notable that all five novice teachers shared this interest in language which thus suggests that subject-matter is an important consideration for expatriate novice EFL teachers (Roness, 2011; Sinclair, 2008).

In terms of their commitment to the profession, only one of the expatriate novice teacher participants (Rupert) indicated a long-term intention to teach English prior to the CELTA, and therefore the remaining four teachers could be considered as having low commitment to the profession. Analysing their initial motivations for teaching, however, only Sean indicated some slight existing intrinsic motivation for teaching, having briefly taught in Spain, and none indicated any altruistic motives. In other words, this group of teachers did not seem to possess a sense of vocation (Chesnut & Burley, 2015). Based on the literature within general education, then, this would suggest that these teachers would be less likely to engage professionally with their job, have lower outcomes in terms of job satisfaction, well-being, and self-efficacy (Richardson & Watt, 2014; Wrzesniewski et al., 1997; Day & Kington, 2008). However, this was not inherently evident amongst all of the teachers and the initial motivation(s) reported by the novice teachers did not always predict the commitment, engagement and intent to develop they displayed in their teaching role.

In fact, regardless of their initial motivations prior to the CELTA (and the fact that none displayed a 'sense of vocation'), all novice teachers indicated an increase in intrinsic and/or altruistic motivation at some point during the year (Konig & Rothland, 2012; Wong et al., 2014), although this varied dramatically across the participants. Following the CELTA, all participants (with the exception of James) showed evidence of some increased intrinsic motivation towards teaching, particularly in relation to the practical aspect of the course, which suggests that, despite its limited duration, teaching practice on a SITEC course may be able to foster increased intrinsic motivation and commitment, even in teachers who displayed initial extrinsic motivation (Yang & Zhang, 2017). Indeed, Molly was explicit in her shift in commitment towards ELT following her enjoyment of the course. In other words, intrinsic motivation should not be considered a stable personality trait but rather something which can be influenced by teacher education and other factors (Richardson et al, 2014). Some of the teachers also displayed a shift in altruistic motivation to teach - namely Sean and Rupert - whereas James failed to develop any notable intrinsic or altruistic until the end of the year, likely due to his complex sense of teacher identity which will be discussed below.

Once the teachers began teaching, they displayed varying levels of engagement and intent to develop. Sean, Rupert, and Emma reported some level of enjoyment from teaching and all appeared able to draw upon a newfound sense of 'vocation' to help alleviate the significant challenges they experienced, echoing Gu and Day's (2006) findings. James' engagement and intent to development was

minimal, however, conforming to Richardson and Watt's (2014) finding that 'fallback career' motivations can negatively impact upon engagement and commitment. Molly, on the other hand, was overwhelmed with the reality of her work and unable to sustain her motivation to teach, indicated through a decline in engagement and intent to develop.

To speculate more deeply upon the proposed model of expatriate novice EFL teacher motivation as outlined in 2.2.4, the case could be made that Watt and Richardson's (2012) FIT-Choice model is applicable for expatriate EFL teachers. All five novice teachers could be assigned into one of the proposed categories within the framework at the beginning and the end of the study. Sean (highly-engaged switcher), James (lower-engaged desister), and Rupert (highly-engaged persister) appeared to conform to their initial categorisations and their commitment, engagement, and development reflected these classifications throughout their first year of teaching. Molly and Emma, on the other hand, did not stay consistent. Following the CELTA, Molly showed signs of being a highly-engaged persister, whilst Emma could be classified as a highly-engaged switcher, but both these novice teachers evidenced a decline in motivation as a result of numerous influences, including a 'reality shock' in teaching (Baguley, 2019; Richardson & Watt, 2010), mis-matched expectations (Kyriacou & Kunc, 2007), and socio-cultural challenges teaching abroad (Johnston, 1997; Yang et al., 2014), all of which impacted upon their engagement and development in teaching. Both Molly and Emma could realistically be considered as lower-engaged desisters by the end of their participation in the study. Notably, however, their challenges were partially alleviated by a strong support network in situ (further discussed below) and, interestingly, Emma's regard for her managers even discouraged her from leaving her contract earlier than planned which (to some extent) resonates with Pomaki et al.'s (2010) findings that social support can reduce teacher turnover even in light of excessive workplace demands. Conversely, the lack of support received by James and Rupert at times contributed to or exacerbated difficulties in teaching, leading to a decline in motivation. These findings strengthen existing research which outlines social support as an important factor in the motivation of expatriate novice EFL teachers (Wyatt, 2013; Bageley, 2009; Faez & Valeo, 2012; Farrell, 2008a).

Although my supplementary category ('those who are initially extrinsically motivated to teach EFL (short-term), but discover a passion for teaching which increases their long-term commitment') was not found within this particular group of teachers, I maintain that this is a viable additional category for the field. For example, Molly displayed a significant shift in motivation immediately following

the CELTA and could have fallen into this category had she had a more positive experience in China. As it was, she instead provided an example of someone who found the reality of EFL teaching (certainly in that particular context) to be too challenging. Indeed, the fact too that both Molly and Emma appeared to change category in response to their first year experiences shows that these categories are not necessarily fixed following pre-service education and that they are susceptible to change over time. This supports my initial argument that categorisation of expatriate novice EFL teachers should be assessed in-service and elucidates the need for additional longitudinal research in this area.

A final point relevant to language teacher motivation is the longevity of EFL teaching as a career (Pennington, 1995). As mentioned above, prior to the CELTA, only Rupert intended EFL teaching as a long-term endeavour, whilst the other four teachers did not and rather it was seen as a stepping stone to a future career (James) or a way to satisfy a desire to live and work abroad (Sean, Molly, Emma). This is important to acknowledge because it seems that SITEC-trained expatriate novice teachers are less likely to intend to stay within the profession long term, which - according to research in general education - can impact upon job satisfaction and engagement (Darling-Hammond, 2010; Ostad et al., 2019). Certainly in the case of James, this lack of commitment impacted upon his intrinsic motivation, engagement and development in his role and, to a lesser extent, the same could be said of Emma. Conversely, however, Sean's case demonstrates that even someone who considers EFL teaching a short-term option can be actively engaged and developing as a teacher.

In terms of EFL teaching being considered a career which is easy to leave and re-enter (Johnston, 1997; Mullock, 2009), Emma explicitly made reference to this. Although she planned to initially return home and find alternative employment, she also voiced gratitude that the CELTA qualification would enable her to potentially move abroad to teach English again in the future. In contrast, James exemplified a case where an individual remains in teaching due to a lack of other alternatives despite evincing little commitment or enjoyment (Johnston, 1997; Mullock, 2009). Further research would be necessary to identify any future shifts in their motivation to teach. Indeed, the findings of this study in relation to language teacher motivation lend support to the argument that this construct should be examined longitudinally (Alexander et al, 2014).

8.2 Self-efficacy

From the tables presented in 7.4 it is clear that there are a vast number of potential impacts upon the self-efficacy of novice teachers as they navigate the transition to in-service teaching in a new social, linguistic, and cultural context. These impacts broadly fall under four categories - pre-service education, personal factors, contextual factors, and social factors - but it is worth noting that none of these categories influence self-efficacy independently, and rather there is a considerable amount of complexity and overlap whereby one group of factors is connected to another. For instance, particular contextual factors (such as 'a negative workplace environment') will impact upon social factors (such as 'interaction with colleagues' and 'access to social support in the workplace'). To illustrate these relationships, a model of novice language teacher self-efficacy is presented at the end of this chapter. An additional category of factors is also briefly discussed - living abroad - whilst acknowledging that this category has limited direct impact upon expatriate novice EFL teacher self-efficacy.

8.2.1 Pre-service education: SITECs

Having established that their SITEC-training was able to provoke a positive change in motivation for many of the expatriate novice teachers, it is worth looking more closely at their evaluations of the CELTA in relation to their self-efficacy. Challenging Senior's (2006) assertion, most participants - with the exception of Rupert - did feel prepared following their CELTA. Although they found it challenging, they were generally satisfied with the content covered and the quality of the course (Kiely & Askham, 2012; Anderson, 2016; Howard, 2018; Ferguson & Donno, 2003). Prior to beginning to teach, the participants seemed satisfied with both their pedagogical content knowledge and content knowledge (Shulman, 1986).

Once the teachers began teaching, however, task-, domain-, and context-specific self-efficacy doubts began to emerge. In terms of task-specific efficacy, Sean, James, Molly and Rupert all indicated a lack of language awareness, similar to accounts in previous research (Anderson, 2016; Howard, 2018). Additionally, despite being reported over three decades ago, it appears that Dellar's (1990) findings remain consistent, with the participants of this study also indicating that insufficient training in areas such as teaching monolingual (and monocultural) students, unsuitable methodology, and difficulties in lesson planning were issues they experienced. This being said, despite such challenges - see 7.2.2 for more

details - none other than Rupert overtly criticised the CELTA for not sufficiently preparing them. Even those who ended up teaching children (James, Rupert, and Molly) did not appear to hold the CELTA responsible for a lack of preparation. Rather, following the course, the majority of the participants showed awareness that they had gaps in their knowledge which would have to be addressed through self-study or practical experience, which appears to support Kiely & Askham's assertion that SITECs cannot fully prepare novice teachers for all the issues they may face and instead helps them "to a state of readiness for work and ongoing learning" (2012, p.497).

It appears, then, that CELTA participants are pragmatic in their expectations of how much a short initial teacher education course can prepare them for teaching English in a different country. Such thoughts were openly voiced by Sean and James, who were both satisfied with their preparation throughout the year despite one (Sean) making concerted efforts to develop and the other (James) predominantly relying just upon his CELTA training across his year. In fact, only one participant (Rupert) was consistently critical of the CELTA, but this may be attributable to two reasons: Rupert was the only participant to complete the part-time CELTA and therefore the extended duration of the course (in terms of months, not input hours) may have increased his expectations of what could realistically be covered; and he was also the only participant to envision English teaching as a long-term career prior to the CELTA and therefore in wanting to possess extensive, in-depth professional knowledge to feel competent in his new endeavour, he found the CELTA lacking. For expatriate novice teachers who view EFL teaching as a short-term endeavour, however, their overwhelmingly positive evaluations of the course suggest that SITECs are successful in meeting their expectations and establishing adequate baseline self-efficacy for teaching.

Bearing in mind the (majority of) participants' attitudes towards the content of their CELTA, then, it would be disingenuous to suggest any significant additions or adaptations to the course content to increase their perceptions of efficacy, although there is scope for some minor changes. James wished for prior reading, but as he was a last-minute addition to his course, his experience may not be reflective of other SITEC-takers - indeed, no other participant specifically requested this. Sean, on the other hand, believed it would be beneficial to give trainees the opportunity to select a particular context (i.e. the country in which they would like to teach) and identify potential cultural and educational problems they may face. This resonates with Farrell's (2009) suggestion of an element in teacher education dedicated to the challenges in the first year: "teachers in preparation could also be asked to create a profile of the school in which they

intend to teach, discuss their teaching issues with the current teachers, and observe classes before they take up full-time employment" (p.186). Whilst this exact approach would not be feasible for SITEC-takers who have no specific job secured prior to the CELTA or those who will move to another country, the opportunity to situate one of the assignments within a particular context, as Sean suggested, would make this assessment more meaningful and relevant to their future roles. Not only this, but it may help partially address the absence of context-specific instruction on the CELTA, which is widely considered crucial for novice teachers (Freeman & Johnson, 1998; Peacock, 2009; Nguyen & Walkinshaw, 2018). Faez and Valeo (2012) similarly suggest that pre-service ELT teacher education programmes should include scenarios and simulations requiring trainee-teachers to adapt their instruction to different contexts whilst still in the safety of their teacher education programme.

One theme which did emerge across the participants in relation to their SITEC-training was that of 'mis-matched expectations', whereby the novice teachers' realities did not fit with their expectations post-CELTA (Rogers & Babinski, 2002; Kyriacou & Kunc, 2007). Indeed, regardless of their initial motivation or perceptions of efficacy, not one of the novice teachers had a smooth experience in terms of their employment. Those that did find full-time employment at one particular language school were unhappy with their company (Sean and Emma) or the physical workplace environment (Molly). James and Rupert, on the other hand, faced other challenges in securing hours and coordinating teaching across multiple schools as freelance teachers. Both struggled managing their time, including lesson planning, and they also had no opportunities for formal professional development, nor stable access to supportive, experienced colleagues to help them develop or manage more context-specific issues.

The novice teachers found these mis-matched expectations to be jarring and they often indirectly impacted upon the novice teachers' self-efficacy, either through social or cognitive means. For instance, Rupert and James were explicitly vocal about the CELTA providing an unrealistic, idealised picture of EFL teaching, in terms of expected workplace atmosphere and support and neither was able to access collaborative, supportive experienced colleagues for guidance on issues which impacted their self-efficacy. Rupert also vocalised his frustration at not matching the CELTA's idea of an 'ideal' teacher in his first year which led him to doubt his abilities as a teacher. Although both Sean and Emma were able to secure employment with a company very quickly, over time their attitudes towards it deteriorated, largely due to the 'corporate nature' of the company and its lack of care and consideration for teachers and their retention. Sean at times indicated

regret at having so quickly accepted a position without full, critical consideration of the company and the teaching position, and wished to caution other newly-graduated CELTA teachers against this. Emma, too, in light of her experiences, wished for more guidance from the CELTA about finding suitable employment, including what questions to ask potential employers to better ensure a more positive experience. With the limited data from Molly, it is not possible to extrapolate with certainty her evaluation of her school - indeed, her access to social support was unparalleled - but the physical staffroom environment was something she raised as an issue several times as impacting her ability to work efficiently.

Little empirical evidence has been documented in the existing literature about expatriate novice EFL teachers' first year experiences in the private sector, although there is speculation that a proportion will find themselves in jobs in which the pay and conditions are not ideal, or teaching in stressful environments without support, and that this can put them off language teaching altogether (Medgyes & Kiss, 2019; Mullock, 2009; Senior, 2006). In light of the struggles these five novice teachers faced due to the nature of employment secured, it is certainly worth raising awareness of the fact that expatriate novice EFL teachers' subsequent experiences may not be as idyllic as their CELTA course might portray. It is plausible that native-speaking novice teachers who rely on a SITEC qualification with no previous teaching experience will not struggle in finding employment but that this employment will potentially be lacking in appropriate support and professional development opportunities (E. Howard, 2018). This is important to acknowledge because mis-matched expectations about their subsequent teaching roles had a noticeable effect on all of the novice teachers in some way, but particularly Molly and Emma who appeared very likely to leave the profession because of their negative experiences.

For these reasons, I argue that SITECs have a duty of care towards their candidates to inform them of what they may realistically expect as novice teachers with no previous experience; that they may be limited in what jobs they will be eligible for, and that these jobs may be less likely to provide adequate support structures. At the very least, SITECs should raise awareness of key things to consider when searching for an initial teaching position, such as whether there is any formal social support provided, or whether they will have access to professional development opportunities. Emma herself highlighted the importance of making CELTA-takers aware of their potential reality, hoping that by sharing her own less-than-positive experiences of working abroad, she could help newly-qualified teachers "make informed decisions".

8.2.2 Personal factors: identity, development and reflection

With respect to securing employment, it must also be acknowledged that all of the participants benefitted by way of their native-speaker status. Each participant wished to emigrate abroad for one reason or another and they were each able to secure jobs despite having little to no teaching experience other than through the CELTA. This implicit privilege would not necessarily be afforded to non-native English speaking teachers (Clark & Paran, 2007; Ruecker & Ives, 2014). It is unclear to what extent each of the novice teacher participants were consciously aware of this bias (Kiczkowiak, et al., 2016), but they benefitted from it nonetheless: Sean, Molly, and Emma all reported extremely quick job offers. Rupert explicitly utilised his status as a NS in approaching local schools and businesses when searching for a job and he did appear conscious of this advantage when negotiating contracts and hours. James attributed the teaching approach promoted by his schools (relying on coursebooks) was in response to the high turnover of native-speaking staff. However, despite considering himself as 'adapted' to teaching English due to his NS-status, James, also appeared to grapple with some guilt in relation to the expectation he would be able to teach after completing a training course which spanned only four weeks. To a lesser extent, Sean indicated some internal conflict regarding this also, narrowing his job search to private schools so as not to attempt to compete with more qualified teachers.

This leads to wider consideration of identity and how this intersects with perceptions of self-efficacy and intent to develop. Indeed, from the narratives presented in 7.3, it is clear to see that a novice teacher's perceptions of efficacy both shape and are shaped by their sense of teacher identity and subsequent development. Many of the participants (Sean, James, Molly, and Emma) made explicit reference to their identities as teachers, with both Sean and James - at least initially - evincing a lack of legitimacy as teachers following a SITEC. Yet, these identities were not stable, as previously indicated in the literature, and were particularly susceptible to context-based (Scotland, 2014; Day & Kington, 2008; Flores & Day, 2006; Li, 2017) and social factors (Barcelos, 2017; Li, 2017; Burri et al., 2017; Scotland, 2014). For instance, Molly and Emma both reported that they felt like teachers at the end of their CELTA, but their teacher identities were consistently tested throughout their six months, particularly because of context-specific influences. They were at the same time bolstered by the impact of social support and encouragement from colleagues, but such support did not appear to

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entirely alleviate their challenges and by the end of the study, both teachers appeared to have a weaker sense of teacher identity than initially, with less evidence of, and intent to, develop their skills as teachers. As well as Molly and Emma, this was also evident in James who displayed a particularly weak sense of identity from the outset. Sean, on the other hand, constructed a strong sense of teacher identity through consistent development, as did Rupert.

As was made clear in 2.1.4.1, it is crucial for SITEC-trained novice teachers to engage with professional development and build upon the basic foundation of skills and knowledge imparted by their SITEC. The participants' variable engagement with development is important to acknowledge here because the two teachers who did actively seek to develop their teaching skills and knowledge - Sean and Rupert - showed evidence of a concern for student learning substantially quicker than the three who did not (who displayed more prolonged concern for classroom management, for example (Nunan, 1992; Bullough, 1987; Fuller, 1969)). This shift to a concern for students was even sooner than Kiely and Askham (2012) found amongst their SITEC-trained participants. Additionally, both Sean and Rupert began integrating more innovative techniques and methods before six months (Marshall et al., 1990; Kang & Cheng, 2014), and unlike most novice teachers, Rupert also showed concern towards situating lessons within a wider curriculum (Tsui, 2009; Shulman, 1986). Sean and Rupert's consistent intentions to develop is reflected in their status as 'highly-engaged' teachers.

What is more remarkable is that neither of these novice teachers had initial access to formal developmental opportunities or training, and rather they were self-motivated and autonomous in identifying weaknesses and seeking to address them. Undoubtedly, the nature of employment secured by the participants is also worth mentioning in relation to the inconsistent opportunities for professional development that the participants had: Emma was the only teacher to receive regular training from the outset, whilst Sean did so after his promotion, but Rupert and James received none. The fact that Rupert and Sean were so pro-active in seeking development to address perceived gaps in their knowledge and skills speaks to their strong sense of teacher identity, and yet James, Molly, and Emma's fairly limited development could be attributable to their lack of teacher identity (James) or the insurmountable context-specific challenges to their teacher identity and abilities (Molly and Emma).

This, then, indicates a symbiotic relationship between self-efficacy, teacher identity, and development, whereby perceptions of efficacy influence teacher

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identity and provide scope for development; teacher identity makes self-efficacy more salient and provides impetus to develop; and engagement with development (or lack thereof) can either strengthen or weaken both self-efficacy and teacher identity. This relationship is illustrated in Figure 8.1.
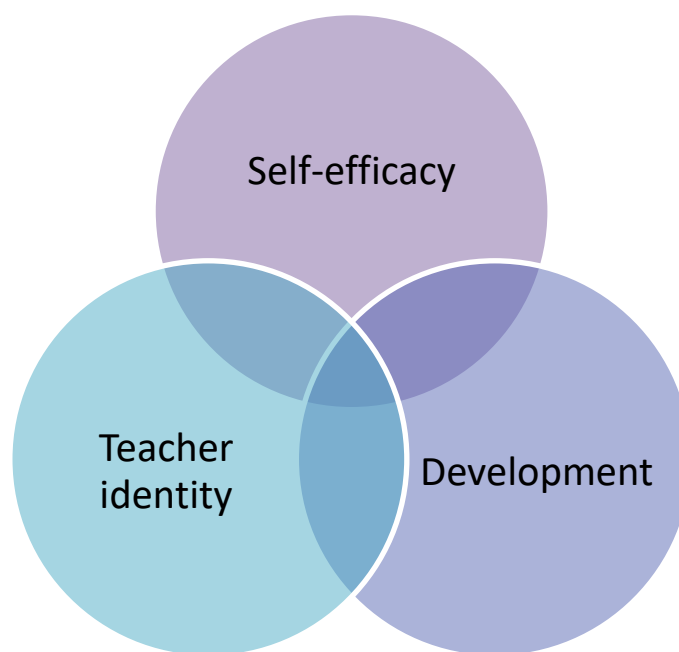
Figure 8.1: *The symbiotic relationship between self-efficacy, teacher identity, and development*

Something which helped facilitate individual teacher's evaluations of self-efficacy and development was reflective practice. This, of course, was a key component in data collection, but the participants' variable engagement with this developmental tool gives further insight into the relationship between self-efficacy, identity and development. Although the CELTA and other SITECs have been criticised for their ability to build novice teachers' capacity to meaningfully reflect (Hobbs, 2007; M. Borg, 2002; Brandt, 2006), Sean and Rupert's contributions suggest that this is possible on such a short course as both consistently utilised the opportunity to reflect deeply upon their lessons and identify strengths and weakness (thereby providing insight into their perceptions of efficacy). They were able to subsequently revise their perceptions of efficacy through the cognitive process of reflection (Wyatt, 2015; Wheatley, 2002). James and Molly, interestingly, actively avoided reflecting at times precisely because they did not want to consciously acknowledge that they were not meeting the expectations of themselves, nor those established through the CELTA. At the end

of his year, however, James expressed regret at not reflecting more regularly, having realised that self-reflection would have enabled him to identify the weaknesses in his teaching (such as an over-reliance on coursebooks) earlier. Such evidence provides further support for the benefit of reflective practice for novice teachers in building self-efficacy and stimulating development (Kumazawa, 2013; Rots et al., 2012), but, simultaneously, that critical evaluation of one's own teaching may be consciously avoided if one has a weaker sense of teacher identity or is less committed and engaged with the profession (lower-engaged desister).

With respect to expatriate novice EFL teachers' ability to construct a strong sense of teacher identity during a SITEC, the results from this study are mixed. Both Sean and Rupert appeared largely secure in their sense of teacher identity throughout, even with limited access to support and formal developmental opportunities, and these two teachers were highly motivated and engaged in their roles. James, however, did not envision himself as a 'teacher' at any point during the study which can be assumed as hampering his construction of teacher identity, nor did he have access to training or support to stimulate its development. The fact that Emma and Molly both explicitly referred to their increased sense of teacher identity in their first interviews (especially having chosen to do a CELTA because of a lack of long-term career vision) suggests that a SITEC *can* facilitate construction of teacher identity, but that this identity is fragile and vulnerable in the face of context-specific challenges.

In summary, I would argue that a SITEC course is too short and intense to truly arm its graduates with long-term strategies (such as meaningful reflective practice) for self-development unless they either have a strong sense of teacher identity, or wish to construct one. In the absence of formal developmental opportunities - which affected most of the teachers - autonomous intent to develop was necessary to build upon the skills and knowledge gained through the CELTA, but this was not always consistently demonstrated by the novice teachers in this study, namely those with less commitment and engagement. Furthermore, those with a weaker sense of teacher identity appeared more vulnerable to negative context-specific factors, although positive social factors could to some extent mitigate negative impacts. For novice teachers who do not have regular access to mechanisms which encourage professional development, such as access to experienced, supportive colleagues or opportunities specifically provided for further development, however, without a strong sense of teacher identity, they "may be doomed to flounder" (Kagan, 1992, p.147).

8.2.3 Contextual factors

Despite the positive evaluations the expatriate novice teachers had of their SITEC-training, and the generally high perceptions of efficacy each held before they began teaching, their self-efficacy levels did appear to fluctuate over the year in response to a wide range of factors. A significant number of these factors were context-related in nature, some of which had positive impacts on self-efficacy perceptions, whilst most had negative effects (see Table 7.3). Again, it is worth reiterating that (other than Rupert) the participants did not appear to attribute their context-related issues to insufficient preparation, but this section will illustrate the potential consequences novice teachers can face in situ having not been taught to situate their practice within a specific social and contextual environment (Freeman & Johnson,1998).

Existing research into teacher self-efficacy has proposed a number of contextual factors which can impact upon novice teacher self-efficacy. In general education, examples include available resources, supervisory support, time pressure, and autonomy (Tschannen-Moran & Hoy, 2007; Skaalvik & Skaalvik, 2009) and while these factors were also evident in this study (although I have classed 'supervisory support' under social factors), they account for only a small number of the contextual factors cited by the novice teacher participants. In Table 7.3, twenty-four separate contextual factors have been identified. This is an unwieldy number and unlikely to be of much practical or theoretical use in the field. In ELT, Farrell (2016) outlined broader categories of contextual factors faced by novice teachers, including workplace conditions, curriculum policy, bilingual policy, cultural differences and social demographics of the students and the school. Mapping the contextual factors found in this study onto these categories again shows some correlation, but these categories do not fully represent the contextual factors experienced by the expatriate novice EFL teachers in this study. For example, 'bilingual policy' was not evident within the participants' data, while 'curriculum policy' did not seem an accurate label for many of the teachers either - for instance, it did not appear that James or Rupert were following set curricula, and such information for Molly was not available. This being said, the category of 'workplace conditions' could be seen as encompassing more than half of the contextual factors outlined by the participants without adequately reflecting their nuances. For these reasons, I propose an alternative set of categories of contextual factors which are more relevant for expatriate novice EFL teachers in

the private sector, as shown in Table 8.1 along with the specific contextual factors found in the study.

Whilst social demographics of the students and the school and cultural differences remain unchanged, curriculum policy and bilingual policy have been removed and workplace conditions has been divided into two separate categories: teaching-related workplace conditions; and wider workplace conditions. The former encompasses factors which directly relate to teaching and the novice teachers' abilities to successfully carry out their professional duties, while wider workplace conditions includes broader factors which have a more indirect impact upon novice teacher self-efficacy.

Table 8.1: Updated categories of contextual factors faced by expatriate novice EFL teachers

Category of contextual factors	Contextual factors within this category
Social demographics of the students and the school	Difficulties in classroom management; building rapport with students; recognition of abilities/appreciation; negative workplace atmosphere; student engagement/motivation; teaching one-to-one; teaching low-levels; teaching children; unvalued as teachers/lack of voice; teaching large classes
Teaching-related workplace conditions	Heavy workload; expectations of schools/imposed methods; lack of professional development opportunities; autonomy; ineffective induction; access to resources; having to 'fail' students; creating own syllabus
Wider workplace conditions	Lack of work-life balance; 'corporate' nature of private schools; unpaid work hours; job instability; freelance nature of employment
Cultural differences	Lack of awareness of cultural expectations

Social demographics of the students and the school was the largest category, and included four factors which were either positive or could be both positive and negative in nature: building rapport with students; recognition of abilities/appreciation; student engagement/motivation; and teaching one-to-one. The first, third, and fourth factors here are particularly interesting because it highlights that working with students can be a source of satisfaction and

enjoyment for EFL teachers (Flores & Day, 2006; Ulvik et al, 2009; Werbinska, 2016). Recognition of abilities/appreciation is also noteworthy in that such verbal persuasion appeared to boost the novice teachers' confidence in teaching, thereby increasing perceptions of efficacy.

Teaching-related workplace conditions represents the second most frequent category, which includes the only other two (potentially) positive contextual impacts found within this study: autonomy; and access to resources. Autonomy was seen to positively influence self-efficacy when the novice teachers were able to be autonomous, such as Sean, who received much satisfaction from deviating from set materials and in teaching the more creative classes such as 'Social Clubs' and 'Events'. Conversely, Rupert was noticeably ambivalent about following his DoS' request that he stop incorporating authentic materials into his lessons, thus constraining his autonomy. Sean, James, and Emma all appreciated having access to resources through their schools - particularly James, who relied heavily upon them in his teaching.

Many of the contextual factors included within wider workplace conditions could be argued as being specific to teaching EFL within the private sector, especially the last four. These particular factors, for example, seemed to have had a noticeable, negative, effect upon the novice teachers' overall motivation and these factors were repeatedly cited as a source of frustration and dissatisfaction, as has been discussed in 8.2.1.

Interestingly, cultural differences accounted for only one of the contextual factors cited by the participants. However, this is not to say that this factor was any less important than the others, and indeed cultural expectations were mentioned by four of the novice teachers (Sean, James, Molly, and Rupert), and more than once by several of them. For instance, Sean frequently highlighted challenges he faced in this regard, including attempting to eschew traditional teacher/student relationships, discipling his students whilst being mindful of the 'shaming' aspect to the culture, and trying to teach critical thinking. Additionally, several of the teachers noted that their teaching methods were inappropriate for their context (such as James and Rupert), supporting existing research (Ferguson & Donno, 2003; M. Borg, 2008). Recognising the significance of this 'isolated' factor for expatriate novice EFL teachers in terms of self-efficacy illustrates a benefit of qualitative research in that deeper insight and understanding has been gained. The importance of this factor may have been overlooked and outnumbered if these contextual factors were to be purely quantified.

8.2.4 Social factors

The impact of social factors emerged as a key theme across all of the participants. Despite the negative impacts that the majority of contextual factors had upon the self-efficacy perceptions of the novice teachers, social factors were instrumental in either helping to mitigate effects or compound them. Indeed, in Table 7.4 the dual nature of social factors can be seen, with the most frequent four factors (support from DoS; access to social support in the workplace generally; interaction with colleagues; and familial support) having both positive and negative impacts upon the teachers' self-efficacy.

The findings from this study provide further evidence of the importance of social support for novice teachers, not only for feeling welcomed and supported in a new social environment (Faez & Valeo, 2012; Farrell, 2008a; Hayes, 2008; Flores & Day), but also in terms of developing their self-efficacy. In fact, in relation to the four sources of efficacy information, it is worth highlighting that across all of the participants, the impact of social influences (of lack thereof) appeared to play a particular role in their perceptions of efficacy, to the extent that it sometimes overrode previous positive mastery experiences. For example, as a result of verbal persuasion, Rupert acquiesced to adhering to a strict, regulated lesson plan and stopped incorporating authentic texts into his lessons thereby constraining his emerging creativity and autonomy in teaching. Emma, likewise at the request of her managers, began incorporating more non-verbal correction into her lessons which resulted in a particularly negative experience which subsequently led her to doubt her abilities as a teacher. Vicarious experiences, for instance, had a significant impact upon James' engagement with lesson planning and teaching because he observed other teachers relying on the coursebooks and doing the bare minimum. Conversely, Sean recognised the *value* of vicarious experiences in building efficacy and despite not initially being able to observe other teachers himself, he was enthusiastic about letting others observe him so that they could learn from his experience. This somewhat supports Tschannen-Moran et al.'s (1998) hypothesis that whilst mastery experiences are being built, the other three sources have greater influence, yet there was less evidence to suggest that physiological feedback is as important as verbal persuasion or vicarious experiences for novice EFL teachers.

However, the individual novice teacher participants did not have equal levels of access to social support, which seems to ratify speculation that a culture of support is not necessarily the norm in private sector language institutions (Farrell, 2015) which can also often be characterised by high levels of turnover (Johnston,

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1997; Senior, 2006). The cases of James and Rupert are particularly noteworthy with respect to social factors because they were working freelance across multiple schools and did not have regular colleagues from whom they could seek guidance and advice. For Rupert, this was particularly disappointing as he had envisioned learning from other more experienced teachers to help him develop his own teaching skills and knowledge - particularly in teaching young learners and managing the classroom. The value he ascribed to 'expertise' perhaps explains why he was so deferential to his DoS' advice, even when it conflicted with his own beliefs. James, conversely, had held preconceptions that language teachers would be highly motivated, collaborative and supportive and when he found this not to be the case it made him 'cynical' about teaching and negatively impacted his own engagement. The experiences of these two novice teachers lend support to Farrell's (2015) warning that without initial support, novice teachers can face challenges in relation to lesson planning, delivering lessons, classroom management and identity development. Certainly, the data from James and Rupert provides further support for the argument that working within an unsupportive workplace environment can diminish self-efficacy and motivation (Yuan & Zhang, 2017; Werbinska, 2016).

Molly and Emma provided contrasting cases in that their access to supportive, collaborative managers and colleagues seemed to have particularly notable *positive* effects on their perceptions of efficacy. These teachers both had especially challenging beginnings to their teaching careers. From the outset, Molly was highly susceptible to the verbal persuasion of her colleagues - so much so that she appeared to rely heavily upon feedback from colleagues rather than self-evaluate her own abilities. Although Emma's workplace support network took longer to build, positive feedback from her managers helped her sustain her self-efficacy despite doubt stemming from mis-matched expectations. While Mullock (2009) and Howard (2019) argue that a lack of support and recognition from managers and colleagues can be a source of dissatisfaction or even demotivation amongst expatriate teachers, the findings of this study suggest that support and recognition from managers and colleagues can be a source of satisfaction and increased motivation amongst expatriate teachers (Wyatt, 2013; Zenoubi et al., 2017). Furthermore, Pomaki et al.'s (2010) findings are worth reiterating here: that social support is inversely linked to teacher turnover and novice teachers with sufficient perceived social support are less likely to intend to leave their role, even when confronted with significant workload demands. Indeed, without such supportive managers and colleagues, it is entirely plausible that Emma would have ended her contract even sooner and, given the unlikelihood of finding an

English teaching job in her home state, she possibly would have left ELT entirely. Molly too began searching for a new job after only two months, and it is possible that the extent of social support she received played a role in her decision to remain in her position. Such findings are tentative, but they do hold implications for the wider issues of teacher retention and attrition.

As for social support outside of the workplace, this too was variable. Rupert and James both already had established support in their respective contexts (Rupert, his family and James, his partner). Similar to Medgyes and Kiss' (2019) findings, two of the teachers - Sean and Emma[1] - who moved to unfamiliar countries had to largely rely upon their colleagues as a social network outside of work too, which neither of them had initially intended or desired. Sean, having an inherently social nature, struggled initially with a lack of social interaction and although this improved significantly after his promotion, he cited his family as his primary support during his time in Vietnam, showing support for Brannan and Bleistein's (2012) findings about the positive effects family and friends can have for novice teachers. Conversely, Emma actively avoided sharing her struggles with her family to spare them the worry (Ulvik et al., 2009). Interestingly, James too voiced reluctance at times to share too much about his professional life with his girlfriend, but the lack of both professional and personal social support left him feeling 'isolated', potentially further intensifying the difficulties he faced regarding his career and future.

Undoubtedly, there is a clear necessity for adequate social support for novice teachers joining the profession as this has the potential to increase their motivation and self-efficacy and even encourage them to remain in their role in the face of substantial challenges. However, such support is not equally available across the private sector, which raises further questions about how expatriate novice EFL teachers can be supported in their first year. Further exploration is necessary to establish how these teachers can be better socially supported as they navigate their first year of teaching.

8.2.5 Living abroad

As a final comment, perhaps the most surprising finding from this study was that whilst the contextual factors in 8.2.3 had a direct impact on novice teachers' motivation to teach or perceptions of efficacy, the actual experience of living

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[1] Molly provided no data about her social networks in China outside of the workplace, other than her boyfriend after his arrival in January

abroad did not. Although four of the teachers (Sean, James, Molly and Emma[2]) did experience issues in terms of living abroad (see Table 7.5), none seemed to be so influential as to diminish motivation or self-efficacy independently. This is particularly interesting to note because three of the novice teachers specifically indicated 'to live and work abroad' as their primary motivation to teach. Out of those teachers (Sean, Molly and Emma), Sean and Emma's shift in intrinsic and altruistic motivation seemed to mitigate the somewhat disappointing experiences they faced in Vietnam, including a lack of work-life balance, difficulty building a social support network outside of work, and minimal opportunities to travel. Both seemed to derive a substantial amount of enjoyment from teaching and interacting with students, which they both explicitly cited as a key factor in remaining in their roles despite deteriorating attitudes towards their schools, and - for Emma - an increasing desire to leave Vietnam and return home. Molly, on the other hand, experienced a noticeable 'reality shock' once she began teaching and the subsequent cultural and linguistic difficulties that she encountered seemed to exacerbate the occupational stress she felt (Travers & Cooper, 1996; Gu & Day, 2006; Reeve, 2018), to the point that she was diagnosed with a stress-induced health issue. However, it is important to highlight that this stress (alongside a decrease in motivation and self-efficacy) appeared primarily attributable to her work and that issues with living abroad *added* to it.

This being said, living abroad can result in additional challenges which expatriate novice EFL teachers must navigate whilst simultaneously adapting to a new profession. Recognising that these challenges may compound negative experiences in their professional sphere, it is important for expatriate novice EFL teachers to be aware of what they are. Some factors which emerged during this study and which are already documented in the literature are: culture shock or cultural differences (Donohue, 2016; N. Howard, 2019; Kim, 2012); emigration-related administration (Medgyes & Kiss, 2019); building a support network outside of the workplace (Donohue, 2016; Yang et al., 2019); and language barriers (Donohue, 2016). Additionally, for both Emma and Molly emigrating did seem to provoke "physical and mental disruption" (Neilsen, 2011, p.23) and the reality of living abroad did not live up to their expectations (Neilsen, 2011; M. Borg, 2008; Senior, 2006). These two participants subsequently experienced stress-related health issues, partially attributable (by their own admissions) to moving abroad.

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[2] Rupert gave no information about his life outside of teaching and therefore cannot be included in analysis here

8.3 Model of novice language teacher self-efficacy

In line with existing research into teacher efficacy, the accounts of these expatriate novice EFL teachers show that perceptions of efficacy are neither stable, nor linear (Fives & Alexander, 2004; Bandura 1997), but that self-efficacy is necessary to maintain motivation to teach (Dörnyei, 2001), navigate the challenges in the first year (Richardson & Watt, 2010; 2014), and develop as a teacher (Kagan, 1992). By acknowledging both the four sources of efficacy information alongside consideration of task-, domain-, and context-specific efficacy, it is clear that a novice teacher's self-efficacy is indeed susceptible to influence from both cognitive and social dimensions, but also that it is variable across an individual teacher because of their different motivations and intentions within the profession. Seeing the variation in efficacy across different tasks, domains, and contexts (exemplified in 7.3), I would agree that it is reductionist to claim the ability to accurately assess the holistic self-efficacy levels of novice teachers, and I echo calls that more attention be given to task-, domain-, and context-specific efficacy (e.g. Wyatt, 2015; Wheatley, 2002).

In synthesising the cumulative findings of this study on expatriate novice EFL teachers, I propose the following model (Figure 8.2) to represent novice language teacher self-efficacy, taking into account the complex interplay with a number of other important constructs. The relationships between these constructs are as follows:

- *Self-efficacy* is a particular framework through which to view teacher motivation, but *motivation to teach* - encompassing initial motivations and how these may shift over time - can influence perceptions of *self-efficacy*. Likewise, perceptions of *self-efficacy* can increase or decrease *motivation to teach*.
- *Motivation to teach* potentially impacts upon the choice of *teacher education* programme (i.e. the choice to do a SITEC rather than a longer, more in-depth course), and also *personal factors* such as identity, in that limited *motivation to teach* can impede the construction of teacher identity (evidenced by James, for example)
- *Teacher education* helps novice teachers develop a baseline level of efficacy, and also influences the extent to which novice teachers are prepared to face *contextual factors* (such as awareness of cultural expectations)
- *Contextual factors* directly influence self-efficacy as well as connect with *social factors* through social demographics of the students and the school

- *Social factors* are influential in three ways: they can directly influence *self-efficacy*, they can impact upon *personal factors* (for example, Rupert's DoS constraining his ability to experiment with methods), and they are linked to *contextual factors*
- *Personal factors* (including teacher identity, intent to develop, experimental with methods -see Table 7.5) both shape and are shaped by *self-efficacy*. Likewise, *personal factors* can increase or decrease *motivation to teach*.
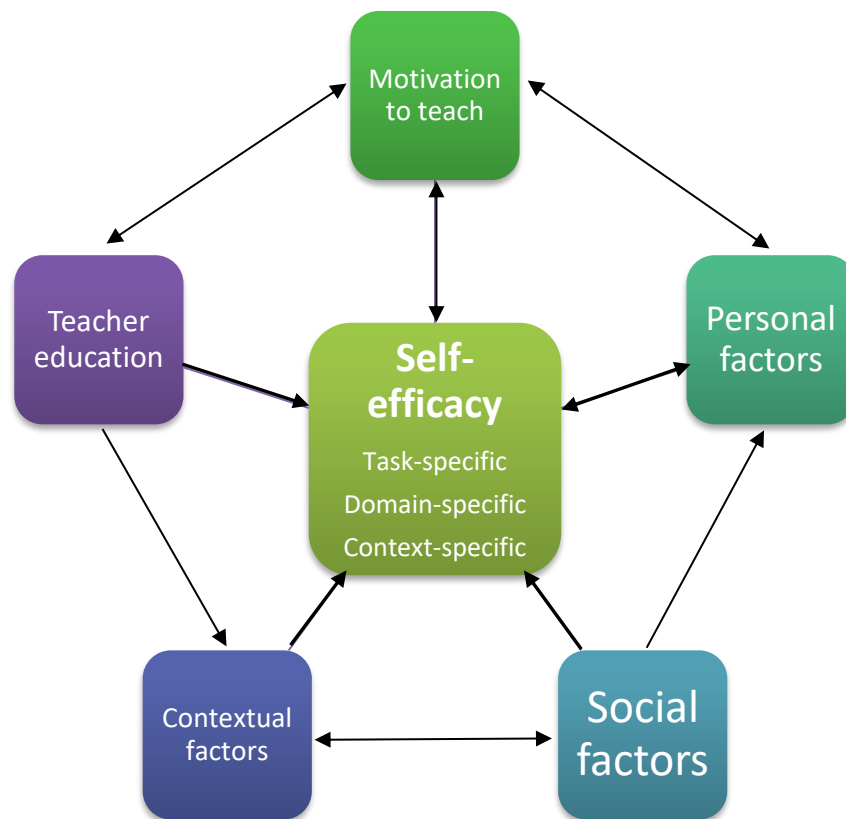
Figure 8.2 *Model of novice language teacher self-efficacy*

I believe that this model adequately represents the complexity of novice language teacher self-efficacy and can be used as a springboard for further inquiry into this important aspect in a novice teacher's early career experiences.

Chapter 9 Conclusions

This final chapter will outline the practical and theoretical implications of this study, before acknowledging the inherent limitations. Possible avenues for future research will then be suggested, before a conclusion is given.

9.1 Implications

There are several practical and theoretical implications which have emerged as a result of this study. In terms of practical implications, these fall under two categories: pre-service education; and in-service support.

9.1.1 Practical implications

9.1.1.1 Pre-service education

Despite the novice teachers generally expressing satisfaction with their pre-service education, there is scope for CELTA courses and other SITECs to better prepare their candidates for teaching English in an unfamiliar country:

- As suggested by Sean, a context-specific element could be integrated into the theoretical assignments, requiring candidates to choose a particular country and identify common linguistic and cultural factors which may pose potential challenges for teachers. This would help address the lack of context-specific content and better prepare novice teachers to situate their practice.
- As requested by both Sean and Emma, more input on how to critically evaluate potential employers would be beneficial so that candidates can make informed choices when applying for and accepting teaching roles.
- In line with Rupert and James' comments, more realistic (less idealistic) expectations should be provided for candidates about their potential workplaces, in that there may not necessarily be access to professional development opportunities or a supportive collaborative atmosphere. Awareness of this may further assist candidates in their job searches, as per the previous point.

9.1.1.2 Supporting novice teachers and their well-being in-service

It is not realistic to expect that SITECs can fully prepare novice teachers for what they will face once they transition to the classroom (Kiely & Askham, 2012) - particularly with regards to contextual factors - but the findings of this study echo existing research in acknowledging the significance of social support in the workplace. This is important not just for motivation and self-efficacy, but also in terms of well-being, as was clearly evidenced by Molly and Emma - without the consistent support they received from their managers and colleagues, it is entirely plausible that their experiences would have been even more negative and have had further detrimental effects upon their health and well-being.

However, it is clear from this research that social support in the workplace cannot be assumed. Whilst it would be preferable for adequate social support to be put in place across all language teaching institutions, in the private sector, where there is an increased likelihood of a higher turnover of staff and a potential 'corporate' element (as seen in Sean, James, and Emma's narratives), this recommendation is unlikely to gain traction. Rather, for novice teachers who do not have access to workplace social support, this support could be sought elsewhere. For example, Mercer and Gregersen (2020) suggest connecting with a local, national, or international teachers' association, which could either be physical or online. This may not only provide access to materials, guidance, and advice but also "positively reinforce" language teacher identity (p.28). Indeed, the digital sphere provides further scope for social support and connectedness: SITEC-trained expatriate novice teachers could remain in contact with their course mates, or other novice teachers through social media, as was initially the case with James. Alternatively, some form of ongoing relationship or informal mentorship scheme between past and present SITEC-trained novice teachers could be established in which information and advice is shared, as was suggested by Emma in her final interview.

Regardless of the form, it is undeniable that expatriate novice teachers could benefit from social support from other teachers. Furthermore, this should not only be accessible just after their initial arrival - given that the novice teachers in this study appeared to experience a slump in motivation between four and six months, ongoing support is necessary in order to help them process their emerging teacher identities and the fluctuating self-efficacy they may experience at this point.

9.1.2 Theoretical implications

As problematised in 2.3.2, on the whole, self-efficacy research in education has been largely quantitative in nature, often reflecting 'global' efficacy beliefs whilst neglecting micro-analytical considerations including the task, domain, and context. With this approach, it is difficult to examine the complex judgements and interpretations made in relation to self-efficacy and in response to these micro-analytical considerations. Similarly, in 2.3.3, language teacher self-efficacy research is recognised as lacking in qualitative understanding, microanalytical understanding, and longitudinal understanding. The aim of this study was to begin to address these gaps in the literature, primarily with regard to novice language teacher self-efficacy, and by taking a qualitative, longitudinal approach to analysing novice EFL teacher self-efficacy in the first year and acknowledging micro-analytical considerations, I have developed a model which can be applied in future novice language teacher self-efficacy research.

My proposed model of novice language teacher self-efficacy (Figure 7.2) helps advance the knowledge field by exposing a complex interplay between a vast number of aspects, including motivation to teach, teacher education, and personal, contextual, and social factors. It highlights the dynamic nature of the relationships between self-efficacy and other aspects, recognising that a shift in one aspect (such as social factors) may influence self-efficacy directly as well as indirectly if this aspect impacts others too (for example, a new colleague may provoke a change in contextual factors as well as personal factors). This model provides scope to qualitatively explore key aspects which are particularly important for novice language teachers, allowing space for other researchers to delineate the exact nature of each individual aspect for their specific research participants. To put it another way, the model recognises that every novice teacher is an individual with unique differences in motivation, education, context, social interaction, and personal characteristics, and encourages consideration of these separate aspects in language teacher self-efficacy research.

This model was constructed from examining self-efficacy over time and, as such, it also lends itself to acknowledging temporality in that the constructs specified are not stable and are susceptible to change. In other words, this model can be used at different time points - whether that be more regular intervals across an academic year such as in this study, or at intervals spanning a longer period of time, such as a teacher's career - to provide a clearer indication of how perceptions of efficacy may or may not shift in response to changes over time in the other aspects within the model.

Additionally, the model acknowledges the centrality of micro-analytical considerations in relation to self-efficacy. When applying this model to other research studies, care should be taken to identify task-, domain-, and context-specific considerations, because, as highlighted throughout the findings and discussion chapters, perceptions of efficacy are variable and dependent on the task, domain, and context of a novice language teacher. To reiterate, although Sean appeared to have high perceptions of his efficacy in teaching overall, these perceptions could easily change if presented with an unfamiliar task (such as teaching writing), domain ('teaching' rather than 'assessing'), or context (a European country rather than Vietnam), meaning that simply claiming 'Sean has high self-efficacy for English language teaching' would be misleading. Alternatively, one particular task, domain, or context could be selected as a research focus (although the other two considerations would still need to be recognised in analysis). For instance, possible areas of focus raised in this study could be self-efficacy in the teaching of grammar (task), in teaching children (domain), or teaching in a Vietnamese context (context). I believe a more explicit focus upon and consideration of task-, domain-, and context-specific considerations in teacher self-efficacy research will provide a more nuanced, accurate picture of this complex construct.

Furthermore, although it has been constructed following a study of expatriate novice EFL teachers, I argue that this model could be applicable to language teachers more widely because, even if novice teachers are working within a familiar context, they are still likely to meet contextual factors which challenge their perceptions of efficacy, such as heavy workload, student engagement and motivation, and a lack of professional development opportunities. Likewise, teacher education, personal factors, and social factors are liable to play a role in how other novice language teachers perceive their efficacy, regardless of the nature of their pre-service education, or their specific subject or subsequent teaching context. Given the importance of teacher self-efficacy beliefs and the potential impact they can ultimately have upon student learning, this model could be used to further understanding of novice language teacher self-efficacy and how to foster it.

9.2 Limitations

There are a number of limitations relating to this study - some of which are innate within longitudinal, qualitative, and case-study research designs. Firstly, it must

be acknowledged that the recruitment criteria for the study inherently excluded the participation of non-native CELTA-trained novice teachers. Not only are NNS-takers of CELTA are more likely to have had previous teaching experience (as revealed in 2.1.4.1), but they are also less likely to be able to secure jobs employment outwith their own contexts when compared to NS (see 1.3.2). Although it was originally hoped that a mix of NS and NNS novice teachers could be recruited, the requirements for participants to have had little to no prior teaching experience and to be seeking employment in a country other than their own inadvertently excluded potential NNS participants.

Moreover, it is possible that the participants involved in this study may not necessarily be representative of all expatriate novice EFL teachers and that this particular group may have comprised of more highly-engaged persisters and switchers than found amongst another group of SITEC-trained expatriate novice teachers. Copland et al. (2019) asserted that more data is available on experienced and qualified EFL teachers because they are more likely to hear about and participate in research. I would also contend that less data is available on SITEC-trained expatriate novice EFL teachers because they are less likely to view English language teaching as a long-term career and thus may have less intent to engage or develop within their role. For these reasons, participation in empirical research might be seen as uninteresting or not worth their time, particularly in longitudinal, qualitative research where sustained engagement is required through repeated, time-consuming measures. This line of argument would then suggest that the participants involved in this study had (at the outset, at the very least) intentions to develop and engage with their new profession to a certain extent. Indeed, following the first interview, it was evident that several of the participants were attracted to the study because they saw some opportunity for either self-development or support during their first year. Even James (who was categorised as a lower-engaged desister from the beginning) explicitly asked whether he could draw upon my knowledge as an experienced teacher. Hence, this particular group may, on average, show more motivation and self-efficacy than other SITEC-trained expatriate novice EFL teachers.

Further limitations of this study related to data collection and data analysis. All of the data was self-reported, leaving the potential for issues relating to validity, honesty, and bias (Cowie, 2009). Whilst it would have been preferable to observe the novice teachers in their teaching so as to independently ascertain how their motivation and efficacy influenced their practice, due to logistical constraints, this was not possible. The interviews at the middle and end of the study helped to somewhat mitigate the above issues through the opportunity to probe further into

thoughts and experiences contained within the dairy entries and questionnaires, but it must be acknowledged that the data provided by participants may not always have been a true and accurate reflection of their experiences. For instance, it is impossible to corroborate whether there may have been any instances of exaggeration across the participants' contributions, such as whether Molly's classroom implementations in January did indeed result in "improvement in all but one student" (M_Q_Jan) or whether Sean may have overestimated his development in any particular areas of teaching.

In addition, the nature of the data collected resulted in discrepancies between the participants. The data collection methods used - particularly the diary entries - were purposefully open so that the participants could report on any experiences, thoughts, and events which they felt were important to them over time. However, this meant that the data provided was not always comparable across participants. To illustrate, some participants, including Sean and Emma, often referred to their personal lives and relationships outside of the workplace, whereas Molly and James rarely did and Rupert did not at all. In such areas, it was challenging, if not impossible, to draw conclusions from a cross-case analysis, including, for example, in the theme of 'living abroad' (see 8.2.5). This being said, efforts were made throughout Chapter 8 to highlight where certain participants could not be included in the discussion of a particular theme.

Discrepancies across the participants were also found in the volume and consistency of data provided. Table 3.1 outlines the breakdown of data compiled for each participant and the differences are stark. For instance, Rupert contributed over 12,000 words of diary entries across only four months, whilst James contributed less than 2,000 over his year of participation (although this was, of course, supplemented by more questionnaires and interviews). Nonetheless, the differing volumes of data required careful management and interpretation during analysis, both in analysing individual cases and when undertaking cross-case analyses. Applying Interpretive Phenomenological Analysis (see 3.6.1) helped facilitate the management and interpretation of data both at the individual and the group level, ensuring that repeated, key themes were highlighted within individual participant's narratives whilst not holding too much weight in the cross-case analyses. To provide an example of this, whilst James relied heavily upon course books and materials in his teaching experiences and this was a recurrent, key theme within his dataset, it was not one which appeared frequently amongst the other novice teachers and therefore I was cautious in implying that it was an important consideration in novice EFL teacher motivation or self-efficacy. However, it is plausible that other researchers

may have drawn alternative or additional conclusions based on the volume of data provided by each participant.

Attrition and inconsistent data were further issues which compounded data collection and analysis. Attrition is an inherent concern within longitudinal research and despite striving to recruit more participants than necessary to account for possible attrition, this was not achievable (see 3.7). The attrition of both Rupert and Molly after approximately six months had implications for the findings of the study because their data was incomplete and it left only two participants (who could have also withdrawn at some stage) remaining for the year-long study. To help mitigate this whilst simultaneously offering a way to utilise Rupert and Molly's experiences over their first six months, Emma was purposefully recruited for a condensed six-month study. However, more pressingly, the contributions from Rupert and Molly - whilst valuable and insightful - were irregular and inconsistent, and this subsequently affected analysis because constructing a complete chronological account of their experiences would have required assumptions and questionable interpretations on my part. Hence, it was decided that the use of key themes to represent the findings from these participants - including Emma - would be a more rigorous and acceptable approach. Of course, this method of presenting findings juxtaposed the chronological narratives from Sean and James, but the aim of this study was to reflect the first year experiences of novice EFL teachers and to present Sean and James' accounts thematically too risked losing the nuanced effects of time and how temporality influences the interplay between particular constructs. For example, the effect that Sean's promotion had in relation to contextual, social, and personal factors and how these changes positively influenced his self-efficacy and motivation to teach may have been missed if his data had been presented thematically. This being said, it must be noted that by presenting all participants' data in the same way - in other words, thematically - alternative interpretations may have been revealed. For instance, it is plausible that the theme of 'identity' may have become a more prominent construct to consider. To summarise, the challenges brought about by participant attrition and inconsistent data across participants necessitated an adaptation in how the data was analysed and the findings were presented. While the intention was that the thematic accounts of Rupert, Molly and Emma would complement the chronological narratives of Sean and James, presenting the participants' findings in a more consistent manner may have led to alternative interpretations.

9.3 Further questions and future research

Having considered both the implications and limitations of this study, it is worth raising some additional questions and problematic areas which have emerged, before moving on to suggest future avenues of research.

9.3.1 Further questions

Although the findings from these five SITEC-trained, novice EFL teacher participants do not indicate that their more extrinsic initial motivations and lack of long-term commitment to teach inherently predicts their levels of engagement or intent to develop, this study raises further questions about short, initial teacher education courses and some of the candidates who choose to undertake them.

Most of the participants in this study appeared pragmatic in their expectations of the CELTA course, expressing (in their initial interviews, at least) that they were aware of the need to continue developing. However, this is not to say that the CELTA and other equivalent SITEC models should escape further scrutiny, or continue to be promoted as a viable teacher education programmes. The findings of this study make clear that the CELTA course cannot fully prepare novice EFL teachers for the reality of teaching and for any CELTA-takers who *do not* have intentions to continue their professional development in-service, the quality of their subsequent instruction is likely to be impaired. Admittedly, recruiting participants who openly acknowledge that the CELTA, or other similar SITEC, is simply a means of travel and remuneration is, as suggested above, likely to be difficult, but with the plausible hypothesis that such SITEC-trained teachers do exist, this calls into question the worth of such courses -particularly when they continue to cater towards native-speaker candidates.

In a similar vein, continued endorsement of SITECs perpetuates the power and privilege of native speakers, regardless of whether they have long-term intentions within the profession or not. In the wider context of English language teaching research, this is not only inappropriate, but irresponsible. Indeed, reflecting upon the 'native/non-native debate' presented in 1.3.2, it must be acknowledged that these five participants certainly benefitted from their native-speaker status, as they all managed to secure jobs in their target countries without difficulty despite their lack of experience. However, as indicated across the five participants, whilst it may be easy enough to secure a job with a CELTA, the EFL private sector does not necessarily provide the necessary support, professional development, or even assistance in basic immigration matters to its expatriate employees.

Compounding this is the additional difficulties for novice EFL teachers in adjusting to their new context and building social support, which are well documented in the literature (see 2.1.4.2) and evident in this study. In summary, by viewing the CELTA and other SITECs as unproblematic, the ELT community is potentially doing a disservice to both the SITEC-trained teachers, and their future students: the former, by potentially leaving them to navigate both a personal and professional transition without adequate knowledge and support, with consequences for their well-being and job satisfaction; and the latter, by turning a blind eye to the continued hiring of educators based on their native-speaker characteristics rather than their teaching competence (Christison & Murray, 2019; Medgyes & Kiss, 2019).

Whilst it may not be possible to conduct research specifically into the issues highlighted here, I believe that such important topics should be borne in mind, especially when research areas such as EFL teaching, the private EFL sector, native speaker privilege, and power and privilege in ELT.

As a final, relevant, comment here, I recognise that even the term 'expatriate', which I have used throughout this thesis, is problematic. Initially, I adopted this term for lack of a concise alternative, with the intention that 'expatriate' would encompass both my native- and non-native speaking participants (because they would all be teaching outside of their home country). However, because my recruitment criteria essentially precluded NNS CELTA participants (as discussed above), the term appears to have become synonymous with 'native-speaker' - and therefore loaded with connotations of power and privilege - which was not my aim. Over time and through interactions with others, I have become increasingly uncomfortable with the use of 'expatriate' to refer to my participants and I endeavour to seek more appropriate terminology in future research.

9.3.2 Future research

There are many potential avenues of research stemming from the findings of this study. Firstly, my proposed model of novice language teacher motivation should be applied and evaluated with different teacher populations, as outlined above in 9.1.2. This would confirm whether or not it is more widely applicable and allows for further refinement or adaptation. Another potential area requiring additional research and clarity is the relationship between self-efficacy, development, and teacher identity. Tentative links have been found here (outlined in Figure 7.1), but targeted research is necessary to further develop understanding and establish any implications.

Additionally, having qualitatively explored novice teachers' perceptions of self-efficacy, what remains is to derive practical application, as argued by Wyatt (2017) and Wheatley (2002). For instance, inquiry could focus on how task-specific efficacy informs classroom practice and affects student learning. Likewise, inquiry could be made into how SITEC-trained novice teachers build (or do not build) domain-specific efficacy for teaching young learners. It would also be insightful to examine how more experienced language teachers navigate a shift in domain or context and see whether their perceptions of efficacy are significantly impacted or whether they can draw upon previous TSE beliefs to adapt their practice. Ideally, such research should also incorporate an element of observation, to analyse how self-efficacy beliefs are enacted in the classroom.

Shifting focus slightly, integrating consideration of a specific emotional dimension when exploring novice language teachers' early experiences and development may provide valuable insights into how important emotion is in influencing their motivation, self-efficacy, and cognition. Throughout the participants' data, frequent allusions to emotion were made, including 'enjoyment', 'frustration', 'pride', 'anxiety', 'disappointment', 'relief', and closer examination of the role of emotion plays may also shed light upon how to maintain novice teacher well-being in the early-career stages. Research such as Schutz and Zembylas' (2011) '*Advances in Teacher Emotion Research*' have lain the groundwork for such inquiry in general education, but empirical research with a focus on language teachers - including expatriate novice EFL teachers - remains sparse.

9.4 Conclusion

The purpose of this study was to begin to address gaps in the field in relation to novice English as a Foreign language teachers who choose to complete a short initial teacher education course before relocating to another country to teach. Four research questions emerged from consideration of existing literature, pertaining to initial motivation, the extent to which SITECs are able to prepare expatriate novice EFL teachers for teaching, how these teachers perceive their self-efficacy during their first year of teaching, and the key factors which influence their self-efficacy during this period.

To summarise the main findings, there is reason to believe that expatriate novice EFL teachers have divergent reasons for choosing to teach compared to teachers in general education, with extrinsic motivation playing a more significant role initially. However, motivation is dynamic and can shift in response to a variety of

influences, and intrinsic and altruistic motivation can be developed over time. One such influence is pre-service education. Expatriate novice EFL teachers gave generally positive evaluations of their CELTA training, suggesting that this group perceive SITECs as able to sufficiently prepare them for teaching English in another country. In fact, the novice teachers showed pragmatic expectations of their SITEC in terms of preparation, with awareness that such a short course could not realistically prepare them for every eventuality they might face once they began teaching.

Despite generally perceiving their global self-efficacy levels as fairly high following the CELTA, the participants' perceptions of efficacy fluctuated over the course of their first year in response to a wide range of factors - most of which were contextual in nature, but also linked to personal, and social factors. Self-efficacy beliefs were also identified as being highly task-, domain-, and context-specific. Social support (or lack thereof) was seen to play a particularly important role in the self-efficacy of novice EFL teachers, as well as influencing their development and identity construction. Living abroad, however, did not appear to have a direct impact upon the self-efficacy perceptions of novice teachers, but could be considered as having an indirect effect through stress, difficulty building wider social networks, culture shock, and language issues.

In short, I believe that this research study was able to achieve its original aims of shedding light upon the motivation and self-efficacy of a particular sub-group of novice language teachers. Although it does appear that expatriate novice EFL teachers have more extrinsic motives to teach and less long-term commitment to the profession, this does not inherently predict lower levels of engagement or intent to develop. Rather, the findings of this study infer a complex dynamism between motivation to teach, pre-service education, personal factors, contextual factors, and social factors, as is illustrated in my proposed model of novice language teacher self-efficacy.

On a more personal level, undertaking this research project has broadened my understanding of the links between motivation and self-efficacy and, reflecting on my own experiences as a novice teacher, I can better understand why my motivation and perceptions of efficacy deteriorated in response to a number of personal, contextual, and social factors. As a language teacher educator now myself - in a context where teacher attrition and sustaining teacher motivation are key concerns (Roness, 2011) - the knowledge I have gained from this doctoral study will help inform my own practice. By acknowledging the importance of initial motivations, more consciously facilitating the development of a sense of teacher

identity, and recognising task-, domain-, and context-specific efficacy, I hope that I can better prepare my students for the transition to in-service teaching, enabling them to maintain their motivation to teach in the face of contextual, social, and personal impacts upon their perceptions of self-efficacy.

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Appendix A   Study advert

Are you interested in contributing to an exciting PhD research study on the experiences of first-year EFL teachers?
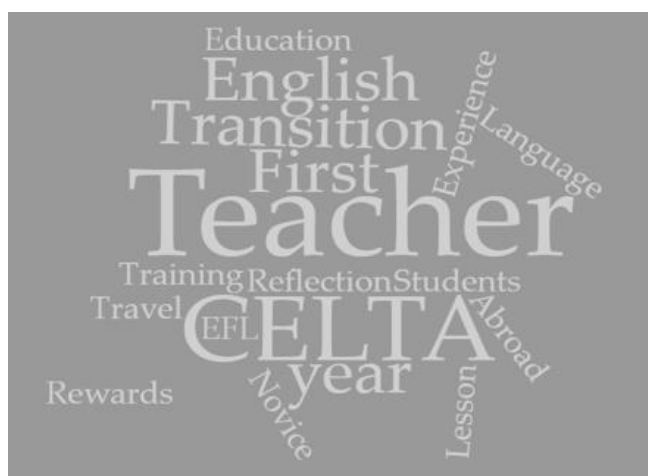
Call for participants who:

-have recently completed a CELTA course

-have had no -or very little- teaching experience outwith the CELTA course

-have started teaching abroad/are planning to teach abroad before January 2018* (in a country which is not your own)

If you match this criteria, I'd be very grateful if you would consider joining my study. Further details and information can be found by emailing Natalie Donohue at ednad@leeds.ac.uk

Thank you!

Appendix B   Study information sheet

Dear Teacher,

My name is Natalie Donohue and I am currently doing a PhD in Education at the University of Leeds and I would like to ask for your participation. Having taught English as a Foreign Language myself in Japan and Turkey, I'm very interested the experiences of teachers in their first few years of teaching English language in countries where English isn't an official language (English as a Foreign Language -EFL). The experiences in the first few years of teaching are formative for teachers and can have lasting influence over their professional decisions and therefore I'd like to conduct some case studies of novice English language teachers over the course of six months to track their experiences whilst they adjust to teaching.

If you have had *little to no teaching experience* prior to the CELTA, and if after qualifying you *are intending to teach outside the UK* and in a country *which is not your home country*, and would be interested in participating in a case study, I would be very grateful. Participation is likely to involve:

- doing two interviews (most likely via Skype) over the six months,
- filling in short monthly questionnaires,
- and, according to your preference, weekly completion of a (brief) reflective teaching journal or short weekly feedback sessions via Skype.

The purpose of these activities is to gain an insight into the experiences and opinions of teachers themselves, but I would also hope that they will be of some benefit in helping you to adapt to you new context of work. All data collected will remain entirely confidential and anonymous at all times.

I believe that research in this area is necessary as transitioning from training to teaching can be can be a challenging time for new teachers -in my personal experience, I found that my first few years of teaching included some unexpected challenges as well as some unanticipated rewarding experiences. I am interested in further understanding the personal experiences of EFL teachers whilst they navigate their first year post-training to identify whether it may be of benefit for novice teachers to be provided with support structures in their first teaching position, or whether teacher training courses should include training in wider aspects of teaching so as to better support novice teachers as they transition to teaching. I hope to publish the final results in the form of journal articles and that the findings of this research project will be of benefit to

both teachers teaching English language in EFL contexts, and teacher educators.

If you are interested in volunteering as part of this study (whether or not you already have an EFL teaching job secured), or if you have any further questions about the research project, please contact me at nadonohue@gmail.com.

Thank you very much for your time, and I look forward to hearing from you.

Best wishes,
Natalie Donohue

Appendix C   Consent form

Consent to Participate in Research

Project researcher: Natalie Donohue

Project name: 'A study of the first year teaching experiences of EFL teachers'

Project Supervisor: Martin Lamb, University of Leeds, Leeds, UK

Explanation of the study

The aim of this study is to explore the first year teaching experiences of newly-qualified English language teachers teaching in non English-speaking countries (English as a Foreign Language). This is to observe the development of teacher identity and gauge the extent to which newly-qualified teachers believe their teacher-training programme prepared them for EFL teaching.

Your participation

This study will be conducted over the period of approximately one year. By participating in this research, you will be asked to complete three interviews over the course of a year, monthly questionnaires, and weekly diary entries or short video interviews. The interviews will take place at the beginning, middle, and end of your first year of teaching and will be audio-recorded. At least one interview (usually the first) will be conducted face-to-face, whilst the remaining two will be held over video-calling software such as Skype. The initial interview will ask for information about your teaching-training programme along with your hopes and predictions for the year, whilst

the following two interviews will be tailored to you based upon your questionnaire and diary entry responses, as well as asking for your thoughts and opinions on your first year experiences in EFL teaching. The monthly questionnaires will be distributed and returned via email, and will ask you to give a brief overview of your teaching experiences over the month, including any challenges or successes you had and your reaction to them. Finally, you will be asked to complete either weekly diary entries (either written or audio-recorded) or short video interviews, depending on your preference. Here you will be asked to comment on any aspect of your day-to-day job you feel is important, including success, challenges, frustrations, doubts, and questions. Written or audio-recorded diary entries will be submitted weekly via the internet, while short interviews will be conducted over Skype.

Confidentiality and Anonymity

Both confidentiality and anonymity are of the utmost importance and every care will be taken by the researcher to ensure any information you give will be kept confidential at all times. Data will be kept safe on either an encrypted laptop or 'cloud' system and be seen only by the researcher and official research supervisors from the University of Leeds. Any information you give during the interviews, questionnaires, or diary entries will be kept anonymous in the write-up of the data. Therefore, please do not be afraid to answer truthfully, as all information will be kept both anonymous and confidential.

Right to withdraw

You are in no way obliged to participate in this research, although your cooperation would be greatly appreciated. You may withdraw at any point during the course of data collection. If you wish to withdraw, consent will be asked as to whether any data received from you can be used, otherwise it will be discarded. However, once data has been analysed and written up or published, it may not be possible to identify your responses and therefore withdrawal beyond this point is not possible.

The results of the research

The results of this study will be published in a thesis in a requirement to complete a PhD in Education. Publications in scientific journals may also be sought in the future. If you wish, you may request a digital copy of the finished research and results.

Data archiving

As a requirement of the research council which funds this research (ESRC), data collected in this study will be stored in a secure repository, where, after a period of embargo, other researchers will be able to apply for access for use in their own academic research projects. You will have the option of opting-out of this scheme.

Contact details

If you have any further questions or concerns about this research, please feel free to speak to Natalie Donohue (nadonohue@gmail.com) or email Martin Lamb (PhD supervisor at the University of Leeds) at M.V.Lamb@education.leeds.ac.uk.

<div align="center">Thank you very much for your time and cooperation!</div>

Please check one of the following boxes.

☐ I have read and understand the above consent form and *agree to participate* in this study, additionally giving permission for my data to be archived for use in future academic research.

☐ I have read and understand the above consent form and *agree to participate* in this study without permission for my data to be archived for use in future academic research.

☐ I have read and understand the above consent form and *do not wish to participate* in this study.

Name:_____   Date:_____

Signature:_____

Appendix D   Interview guides

The following interview guides were developed for interviews with Sean.

Interview guide (1st interview)

Ground rules

The interview should take about an hour. The Skype connection may not always be reliable, so if possible we'll initially try video call, but switch to audio call if the connection drops. If you freeze or cut out at any point I may have to ask you to repeat your response, apologies in advance! Please feel free to do the same with me. The interview will be audio-recorded.

-Do you have any questions before we begin?

Introductions

My name is Natalie, English language teacher for 5 years, two in Japan, one in Turkey and language schools in the UK. Currently studying a PhD in Education at the University of Leeds, but also completed a BA and MA in TESOL with Trinity Certificate in Teaching and in-service CELTA.

-Could you tell me a little about yourself and your background?

Initial motivations

-Why did you choose to complete a CELTA course?

-Have you had an alternative career or training before deciding to do a CELTA qualification?

-What sparked your interest in teaching English abroad?

-What did you expect from the CELTA course? Did it meet your expectations?

Work-related questions

-Do you have a job lined up?

　　　If yes: Can you tell me about it? Where/what position/how many hours etc.

　　　If no: What type of job are you looking for?

-Did you have a job offer by the time you finished your CELTA?

-How long did it take you to find a job?/How long have you been looking?

-What would be your ideal teaching job, in terms of location, pay, workload, students etc.?

-Why did you choose to teach in _____?/Why do you want to teach in _____ _____?

-What is the most important factor you look for in a job? (e.g. pay, location, hours, age of students, type of school, etc.)

-What duties does your job include? How many hours do you spend teaching/lesson planning/completing admin per week?

Self-efficacy

-What are you looking forward to most about teaching?

-Do you have any concerns about starting a teaching job? Do you feel like the CELTA has prepared you well for teaching abroad?

-In terms of teaching, where do you see yourself in 6 months? What about in 1 year's time?

Living abroad/language/culture

-Have you experienced living abroad before?

-Do you speak/do you plan to study the language of the country you will move to?

-Is there anything you're worried about moving abroad?

Long-term goals

-How long do you intend on teaching English abroad?

-What are your long-term goals?

Participatory element

-What would you like from this research?

-Do you have any questions, concerns or suggestions?

2ⁿᵈ interview guide for Sean

Overview

-So first of all -what are your overall thoughts of teaching in Vietnam?

-Any problems adjusting to either teaching or moving abroad?

Work environment

-Can you describe your job? Do you feel like it's quite relaxed, or is it quite stressful?

-Is it typically adults that you teach, or do you teach some children too?

-Do you work with closely with other teachers at any point in your establishment? (e.g. in team-teaching, sharing classes etc.)

-You've mentioned that there is sometimes negativity in your workplace that can affect your morale. Can you explain more?

-Is there a high teacher turnover at your school? Does this affect you in any way?

-You've said that you tend to avoid stresses, and seem like you are quite open to change in your work environment. Would you say you're quite a laid back person in general? Do you ever feel particularly stressed?

Motivation

-How would you describe your motivation to complete each aspect of your job?

-How much time do you spend on each aspect of your job? Do you think this time and energy is lacking, sufficient, or excessive?

-Are you satisfied with the teaching style expected of you?

-Do you have much freedom in the classroom?

-You mentioned that the method used at your school is almost like audio-lingualism, does having to teach in this way affect your enthusiasm or motivation for teaching? Given the choice, how would you ideally like to teach?

Self-efficacy

-You generally seem to be quite confident in your teaching abilities and report that you are improving every month. Is there any aspect of teaching you find difficult? What have you done/what do you think you are going to do to improve?

-Do you ever feel unable to complete a required aspect of your job? Why?

-Are you happy overall with how you're developing as a teacher?

Stress

-What do you find to be the biggest rewards of your job?

-What do you find to be the biggest challenges of your job?

Support networks

-When first arriving in Vietnam, did you have a supervisor or someone to help you get settled in and do any paperwork?

-If you have any non-work related issues, is there someone you can ask for help?

-If you have a bad day, who do you typically turn to?

-Are you able to keep in contact with friends and family much back home? Does this affect you in any way?

Mentoring

-From your questionnaires, it doesn't seem like you've had any formal mentoring -is this something you feel would benefit you, or are you happy as you are?

-Do you have more experienced colleagues you can ask for help if needed?

In-service

-From your questionnaires, it seems like you haven't received any training other than your induction week, it that correct?

-What sort of training and activities did your induction week include?

-Is there any training you would like to receive at your school?

CELTA

-Reflecting over the last six months, what are your thoughts on the quality of the CELTA course and what you were taught on it?

-Is there anything you wish the course had included?

-To what extent do you think CELTA prepared you for the reality of teaching abroad?

Living abroad/language/culture

-Have you experienced any homesickness since living Vietnam?

-Are you currently studying Vietnamese?

-Have you experienced any issues communicating with your colleagues?

-Do you feel that living Vietnamese ever contributes to feelings of stress in your job?

-You mentioned in your first diary entry that you weren't sure if coming here was a mistake, has there been any other point you felt like leaving Vietnam?

Future

-In the first interview, you said teaching was a short-term career. Have your thoughts on this changed?

-How long do you think you will stay in Vietnam?

-How long do you think you'll be an English teacher?

Finally

-If you could give a newly CELTA-qualified teacher some advice about moving abroad to teach, what would it be?

-Is there anything that you would like to suggest, or comment upon with regards to this study? Anything which you feel you would benefit from?

3rd Interview Guide for Sean

Catch-up

-So, how have the last couple of months of teaching gone? Anything major you'd like to talk about first?

-You've been teaching in the VIP department since April, how does that compare to your teaching beforehand? Is it as relaxed as you predicted it would be?

-You say in your diary entry that you feel like you're actually 'teaching' students now - what do you mean by that? (Is there still as much error correction?)

-Back in April you had some training on error correction -did you request this, or was it mandatory?

-You talked about having some difficulty with elicitation previously, is this still the case?

-You mentioned in the August/September diary about attending some workshops about achieving goals and prioritising aspects of your job, can you explain a little more about that?

-Can you explain a bit more about the 'Grammar Club' you offered? Was this a one-off, or regular?

-Last interview you were saying that you really wanted to meet more people, did you manage to?

-You said in the last interview that you were going to use your exit interview to bring up some issues that you had (e.g. visa notarisation, training etc.), how did it go? Were you able to explain your frustrations?

Reflection

-This is your final week of teaching, right? So you're nearing the end of your first year of teaching. How would you describe it?

-After having taught for one year, has anything surprised you about EFL teaching? Anything you didn't expect?

-What was the biggest challenge you faced this year?

-What was the biggest success you had?

-How would you describe your motivation levels throughout this year? Did they remain relatively constant, or were there fluctuations?

-What would you say were the main factors which affected your motivation this year, both inside and outside teaching?

-Have you heard of 'self-efficacy' before? How would you describe your self-efficacy levels towards teaching overall? Are there certain aspects you feel you have higher self-efficacy for?

-Would you say you felt stressed at any point this year? Why?

-Did any particular point in the year (e.g. exams, student intake etc.) cause you increased stress?

-How important would you say having a support network is for new teachers? Either friends, family, colleagues or DoSs.

-It sounds like the team you work with in VIP are more collaborative and closer than Flex -how did that influence your motivation?

-We talked a bit about the teacher turnover in the last interview -was the VIP department different at all? Did many teachers leave or join?

-You've seemed really proactive in volunteering to lead classes or offer new classes, asking to be observed -what were your reasons behind this?

-Overall, are you happy with your teaching/development this year?

-Are you happy with your decision to come to Vietnam in particular? (Have you been able to learn any Vietnamese?)

-In our first interview, can you remember what you answered to the question 'where do you see yourself in one year's time?'? 'Pushing on to New Zealand or Dubai'. Do you think you've met your prediction? Looking back was it realistic?

-If you could go back to this time last year, what advice would you give to yourself?

CELTA

-You've mentioned a couple of times that you don't feel you've stuck to the training that CELTA gave you in terms of lesson planning. What would you say was the biggest benefit of the course?

-We've discussed this before, but I'll ask again in case there's anything you've thought of since. Is there anything you wish the CELTA had taught you?

-And how successfully do you feel like the CELTA course prepared you for teaching?

Future

-In the last interview you weren't sure whether you'd definitely be leaving Vietnam and going to Dubai or New Zealand. I know you're going back to Ireland for a while and want to move to New Zealand soon, but have you made any decisions about your immediate future? Will you continue to teach English for a few years?

-nervous?

-Where do you see yourself in 5 years' time?

Finally

-If you could give a newly CELTA-qualified teacher some advice about moving abroad to teach, what would it be?

-Is there anything that you would like to suggest, or comment upon with regards to this study? Anything which you feel you would benefit from or have benefitted from?

Appendix E   Diary entry prompts

Diary entry

Diary Guide:

Diaries can be completed by writing in a physical notebook, typing on a word document or private blog, audio-recorded, or video-recorded. Please choose the style which you prefer.

- write about anything related to teaching or your job role
- feel free to raise questions, recount successes or challenges, raise doubts, express frustrations etc.
- write as soon as possible after teaching, so memories are fresh
- write regularly (at least 3 times a week, ideally every day for a short time)
- remove or do not scan any pages which are confidential
- forget style, grammar and organisation (it's not an assignment)
- be candid, open and natural
- try to support reflection with examples

Guide adapted from Miller (1997)

Short video interview

Short video interview prompts:

Please think about the following questions before each interview:
- What went well this week?
- What was challenging this week?
- What do you feel were some key moments this week?
- Is there anything you feel you need to work on or improve?

Appendix F   Questionnaire

<u>Monthly Questionnaire</u>

Thank you for taking the time to complete this questionnaire. Please respond based on your teaching experiences over <u>the last month</u>.

If you need more space for answers, feel free to insert extra lines or space. If you wish to add extra comments or notes, you can also do so under the relevant question, or at the end of the questionnaire. Similarly, however, do not feel as if you must fill all available space if the question is not relevant to you or your teaching situation.

Part 1: Teaching & Duties

1. Please complete the following table with information about your current teaching job/s.

Type of teaching (e.g. language school, language department within a university, private tutoring)	*Contact hours per week*	*Age of students*	*Level of students* (e.g. beginner, intermediate, advanced)

2. On average in the last month, how many hours have you spent per week:

    -teaching   _____ hrs

    -lesson planning   _____ hrs

    -doing administration   _____ hrs

    -other aspects of your job (please specify)

    ....   _____ hrs

3. -Are you satisfied with the following aspects of your job this month:

        -teaching   YES/NO

            WHY/WHY NOT _____

        -lesson planning   YES/NO

            WHY/WHY NOT _____

        -doing administration   YES/NO

            WHY/WHY NOT _____

        -other aspects of your job (please specify)

        ....   YES/NO

            WHY/WHY NOT _____

4. On a scale from 1 (not at all certain) to 7 (absolutely certain), and providing relevant comments where possible, how well do you feel you have successfully achieved the following this month:

        (i) *Delivered quality instruction*   _____

            Comments:

        (ii) *Maintained Discipline*   _____

            Comments:

        (iii) *Adapted Instruction to Individual Needs*   _____

            Comments:

        (iv) *Motivated Students*   _____

            Comments:

        (v) *Cooperated with Colleagues*   _____

            Comments:

        (vi) *Coped with Changes and Challenges*   _____

            Comments:

5. What has been a success this month?

_____

_____

_____

_____

_____

6. What has been a challenge this month?

_____

_____

_____

_____

_____

7. Have there been any changes to your work environment? (e.g. new colleagues, new students, different classes, etc.) How have you adapted to these changes?

_____

_____

_____

_____

_____

8. Has anything happened this month that you felt unprepared for following your teacher training? How did you deal with it?

_____

_____

_____

_____

_____

Part 2: Support and professional development

9. Are there any aspects of your work, environment, or social spheres which have made you feel stressed this month?   YES/NO

WHY/WHY NOT _____

10. Are there any aspects of your work, environment, or social spheres which have helped relieve stress this month?   YES/NO

WHY/WHY NOT _____

11a. Compared with your previous/home country, when faced with challenging situations or stress, who now forms your primary support network (e.g. family, friends from home, friends in current country, colleagues etc.)? Please complete the following lists with the person/group who gives you the most support at the top.

N.B. You do need to complete the entire list if you feel you receive support from one or two groups.

    <u>Home</u>   <u>Current country</u>

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

11b. If your support network has changed since moving abroad, can you comment why?

_____

_____

_____

_____

_____

12. Have there been any instances this month where you felt you needed support within your teaching establishment? Did you get it? Who did you get it from, e.g. DoS, teacher colleagues, admin staff etc.?

_____

_____

_____

_____

_____

13. Have you had any experience of being mentored this month, either formally, informally, or both? Please comment upon the nature of the mentoring, and whether the experience was positive or negative.

<div align="center">BOTH/ FORMAL/ INFORMAL/ NONE</div>

FORMAL: _____

INFORMAL: _____

14. Have you been offered any opportunities for professional development this month? Please comment on the nature of the professional development, and whether the experience was positive or negative.

<div align="center">YES/NO</div>

NATURE: _____

EXPERIENCE: _____

15. Are there any non-work related factors that you have found challenging this month?

_____

_____

_____

_____

_____

16. Are there any other comments or points you would like to make in relation to the past month?

Thank you!

Appendix G   Ethical approval

The Secretariat
Level 11, Worsley Building
University of Leeds
Leeds, LS2 9JT
Tel: 0113 343 4873

Email: ResearchEthics@leeds.ac.uk

UNIVERSITY OF LEEDS

Natalie Donohue

School of Education

University of Leeds

Leeds, LS2 9JT

ESSL, Environment and LUBS (AREA) Faculty Research Ethics Committee

University of Leeds

8 November 2021

Dear Natalie

Title of study:	What factors influence the levels of motivation and self-efficacy of novice EFL teachers?

Ethics reference: AREA 16-164

I am pleased to inform you that the above research application has been reviewed by the Chair of the ESSL, Environment and LUBS (AREA) Faculty Research Ethics Committee and I can confirm a favourable ethical opinion as of the date of this letter. The following documentation was considered:

Document	Version	Date
AREA 16-164 NADonohue Ethical_Review_Form_V3 (1).doc	1	09/06/17
AREA 16-164 Appendix 1 Research Question.docx	1	09/06/17
AREA 16-164 Appendix 2 Participant information sheet.docx	1	09/06/17
AREA 16-164 Appendix 3 Novice teachers Consent to Participate in Research Form.docx	1	09/06/17
AREA 16-164 Appendix 4 Former EFL teachers Consent to Participate in Research Form.docx	1	09/06/17

The committee chair made the following comments about your application:

- This is a really well-thought through study, with good and appropriate attendance to the ethics of the research. You ask about data archiving. The Timescapes Archive is set up to ingest, curate and make available qualitative longitudinal data. I would suggest you apply for a copy of the terms and conditions of use, and for data ingestion guidelines. The general guidelines for the Timescapes Archive are to conduct light touch anonymisation where only the most revealing identifiers are removed (participants' name). The terms and conditions of use stipulate that anyone reusing the data must strive to anonymise any data in publications and so on. Therefore, anonymisation is the responsibility of the data user, as well as the data generator. This gives a double protection to participants. There are also guidelines about how to secure consent for archiving on the Timescapes Study website, amongst the methods guides there - namely the ones by Bren Neale and Libby Bishop, where ethics of QL are dealt with in great detail and will be useful for your PhD methods chapter. These are gold standard guides, and lead the field in this area.

Please notify the committee if you intend to make any amendments to the information in your ethics application as submitted at date of this approval as all

changes must receive ethical approval prior to implementation. The amendment form is available at http://ris.leeds.ac.uk/EthicsAmendment.

Please note: You are expected to keep a record of all your approved documentation and other documents relating to the study, including any risk assessments. This should be kept in your study file, which should be readily available for audit purposes. You will be given a two week notice period if your project is to be audited. There is a checklist listing examples of documents to be kept which is available at http://ris.leeds.ac.uk/EthicsAudits.

We welcome feedback on your experience of the ethical review process and suggestions for improvement. Please email any comments to ResearchEthics@leeds.ac.uk.

Yours sincerely

Jennifer Blaikie

Senior Research Ethics Administrator, the Secretariat

On behalf of Dr Kahryn Hughes, Chair, AREA Faculty Research Ethics Committee

CC: Student's supervisor(s)

Appendix H   Transcription conventions

Transcription Conventions

[ ]   are used for instances where the named person is speaking and the other person speaks, or interrupts. (i.e. Participant: …and then this happened [Interviewer: yeah], then we did this…). Also used if there is an overlap between the two speakers.

( )   are used for paralinguistic features such as laughter, sighs, pauses in speech, or if the speaker alters their volume of speech; the specific feature is labelled.

Italics are used to indicate emphasis given by the speaker.

{ }   are used to replace information which may identify the participant in some way, including names, specific locations, and identifiable details about schools. Also used to indicate any inaudible portions of audio which cannot be accurately transcribed.

…   are used to indicate if a speaker trails off when speaking.

Appendix I   Transcription sample (Sean)

Sample taken from Sean's 3rd interview.

Interviewer: You seemed really proactive in volunteering to lead classes and events and, yeah, asking to be observed and stuff as well, what were your reasons behind this?

SEAN: Eh, well like I said to you earlier on, I just wanted to challenge myself on it, eh? I mean, if you're not in your comfort zone [yeah] -well, if you're in your comfort zone, sorry, I feel like you don't learn, or learn as much anyway [mhmm]. So, aye, it's definitely it's throwing myself into deep water. I don't want to do this for a lifetime career, but, you know, if I'm going to do it, I'm going to make sure I'm doing it good -I'm doing it well, sorry, and correctly, I want to get the best out of it, you know? Because I want to enjoy it as well too, you know what I mean? [mhmm] I do, like. Teaching people, aye, it's a job, but it's how I'm spending my life! [Yeah] You know what I mean? I'm spending my *time* doing it, so I want to make sure that I'm enjoying it and that I'm able to -like, it's a job that I *can* be creative in and that I can grow, definitely. That's my reasons behind it, eh, just self-improvement, I'm always trying to strive for it [ok], that's it.

Interviewer: Overall are you happy with your teaching and development this year?

SEAN: Aye, definitely. Definitely [mhmm]. Aye, not only as a teacher, but as a person as well too, I feel like I've grown, so I have. Knowing how to face certain challenges and stuff. Aye, it's been nice just to know that I can do these things [yeah], so it is. Yeah, aye, I feel like I'm still -as I said earlier on, there's still room for improvement, but I'm on the right -I feel like I'm on the right path, on the right track [yeah].

Interviewer: Is there anything that you wish you'd done, or wish you'd done more of, or anything?

SEAN: (4 second pause) There was one or two Events that I have now because the other day we were at a meeting -a team meeting but I was like 'I'm not here next month', so we were given Events for next month and a few ones came to my head that I would like to do, like there was one -I had a social club down on the Flex course where you have to deduce -calculate and deduce what happened from different scenarios [ah right, yeah] and stuff [yeah]. I feel like the people here, a lot of them, see in terms of problem solving, it's -problem solving with the *language* [mhmm], it's just not there, so it's not. I mean, obviously these people are very successful in their careers and stuff [yeah], and so they've already solved it, you know what I mean, in other aspects of their life, but in terms of *language* it's not fully there [right], so it's not. And it's just that Event, the way I thought about it, it breaks down everything in terms of, you know, 'what are we thinking for? *What* is the question asking? Ok, so what can we think of?', you know what I mean? I just had these ideas flying around and I told everybody about them, and sort of as I was talking about them I was getting excited and I was like 'f*ck!' [laughs] 'I'm not here to do this', you know what I mean? [Yeah]. So aye, maybe one or two Events that were a bit more creative, a bit more fun and [mhmm] stuff that would actually be *so* beneficial to their learning [yeah] as well too. So aye, that was a bit of a disappointment [mhmm].

Interviewer: Alright. Are you happy with your decision to come to Vietnam in particular rather than anywhere else?

SEAN: Em, aye, I feel like I lucked out here, definitely. I had China in sights [yeah] and then Vietnam came knocking first and I was like 'aye, f*ck it, let's go to Vietnam' [laughs], so aye (laughs) it was good, so it was. Scary at the start when I landed off the plane and I was like -you know that feeling when you land [mhmm] and you're like 'a few hours ago I was in {home country} but now I'm in Spain or something', you know what I mean? [Yeah] You're in a completely different part of the world and it's just a bit mind-boggling [yeah], you know what I mean? So when I landed and there was just all these Asian people, I was like

'there's not one person here who's from Europe or anything, not one Westerner' [(laughs) Yeah] 'this is madness!', I was like 'I've never been in a situation in my life like this', you know what I mean? [mhmm] So aye, definitely, definitely glad, so I am. People are really nice -the freedom of just travel and stuff round the country is great, so it is, eh [yeah]. Aye, just how -just how people are towards you in general as well too, I feel safe here, I've never felt in any sort of danger at any time [mhmm] -apart from the traffic! [Mm (laughs)] Other than that it's been great, so it is, I feel like I have lucked out here [yeah], people are so nice as well too, so it just adds to it [yeah], I've made friends here, I'm happy, happy I came, happy I came definitely [ok].

Appendix J   Sample framework matrix by participant (Sean)

Theme/Month	Post-CELTA (September)	October (no teaching)	November	December	January	February
Motivation	Wants to travel and save up money for translation and interpretation exams; didn't think he'd ever go into teaching, but enjoys it; plans to teach for five to ten years before moving to T&I, but open-minded; shows indication of commitment to students' learning and meeting students' needs		Classes are well planned, but can be repetitive and not well designed for group work; low workplace morale affecting his mood at times; classes and life are somewhat repetitive, but trying to mix things up in classes and life; different students almost every class, no rapport	Doing a lot of the same assessments and can lose interest to the detriment of his students, but trying to mix things up to keep it fresh;	Uncertainty about leadership - atmosphere feels more relaxed and free at the moment, but this is uncertain; making social clubs creative and entertaining has been challenging, admits it's easy to rehash previous work, but not always appropriate for all students; prefers teaching higher level students	Choosing to focus on developing students' independent thinking skills, which is 'near impossible', using his social clubs to do so.
Self-efficacy	Some limited teaching experience in Madrid, with young learners; feels fairly confident after the CELTA -would have been 'way out of my depth' if he'd went		Very little prep needed or work outside of teaching hours; Strengths -fun environment and judgement free so students will feel at	Seems to be building confidence in assessing students' level - thinks too many students are at the incorrect level and affecting the learning of others in the	Happy with progress in pronunciation teaching and graded language, slowing his speech down at the beginning, then becoming more natural over time;	Has improved on his improvisation: straying from set materials and creating his own, more 'natural' contexts to address

	abroad with only TEFL; verbal persuasion very helpful in increasing confidence on CELTA, bit nervous about going it alone abroad		ease and be more fluent, weakness - lesson timing and classroom management, trying to grade language and remember ICQs, but acknowledges this and working in it; high scores for NTSES; observed, verbal persuasion given both positive (oral) and negative (written)	class. Has decided to be stricter in his assessments and repeat students who aren't at the correct level. Difficult to communicate this to students at times; feels he has improved as a teacher in identifying students' errors and providing feedback; satisfied with having some autonomy and teaching students some unfamiliar grammar; Slightly lower NTSES scores -frustrated that some students seem to be pretending to understand classroom instructions; social club lesson went well, adapted to students' needs	struggling with re-adjusting language after having a high level class; finding it difficult to 'shame'/discipline students talking in class; identifying specific students errors and addressing them, e.g. 'th' pronunciation, this has had a noticeable effect on students' pronunciation; instruction giving is improving	target language; focusing on improving students' independent thinking skills; still struggling with students shouting answers, admits feeling uncomfortable disciplining adults
Stress	Bit of a perfectionist? Wanted everything on the CELTA to go perfectly; CELTA was mentally and physically tiring		Long hours leading to loss of concentration so isn't consistent in error correction at the end of the day	Difficult telling students that they're at too high a level; excited for Christmas	Uncertainty in work atmosphere?; students talking during class but doesn't like confronting them due to cultural implications (losing face)	Struggling to discipline adults

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Social support & interaction	Slightly worried about making friends abroad, wants to immerse himself; Student relationships are important -wants approx. ten consistent students to build rapport and to learn from each other		Low morale in the workplace impacting on his mood at times; new teachers so some peer support; some old teachers are leaving, so negativity will hopefully decrease; different students almost every class, limited rapport; housemates providing social support, with recruiter second	Some tension lifted because staff are on holiday; some new teachers have arrived, making attempts to welcome them and help them settle in	Team leader resigned and manager leaving in a few weeks - 'leaderless' and no 'push for structure' but feels like there is a freer, more relaxed atmosphere, although this is uncertain; prefers higher level students because he can tell jokes and have conversations; 'colleagues' now first in social support; unclear what relationship he truly has with teachers -teachers 'stick to themselves'	New management and team-leader. New teachers too; admits there's 'no real cooperation' between colleagues; parents and colleagues form social support this month
Cognition	Already showing concern for his students' learning; looking forward to creative side of teaching and autonomy rather than PPP or grammar; doesn't want traditional teacher/student roles; believes adults will have more motivation and manners than younger learners		Thinks if learners are not afraid to make mistakes, their fluency will increase; prefers higher level students because he can have a conversation with them, lower levels are tiring; slows down speech for students to understand; spoken fluency important to	Thinks too many students are at the incorrect level and affecting the learning of others in the class. Has decided to be stricter in his assessments and repeat students who aren't at the correct level; trying to keep things fresh in teaching despite repetition because it's not fair on students if he loses	Slows speech down at beginning of teaching new students, but becomes more natural over time. Telling students that people don't naturally speak so slowly; disciplining students when they talk over one another in class; identifying students weaknesses and addressing them, e.g. 'th' sound	Teacher identity seems to be coming through more -using a novel way to get students to contribute in class: getting them to ask him a question then ignoring them and starting blankly. This prompts laughing and some improvement -reflects his relaxed teaching style?; Trying to

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			him, sometimes he doesn't interrupt students who are talking (discipline)	interest; starting to believe that the method is flawed and that the language taught is robotic/memorised without real understanding		encourage students to use his name instead of 'teacher' because it breaks down traditional teacher/student barriers; hates ICQs, but acknowledges their necessity at times
Development	First did a 120hr TEFL, but realised it wasn't enough and then did a CELTA; likes to challenge himself? Taught an optional peer teaching lesson on TEFL		Reflecting on strengths and weaknesses and working on them despite not having to do much outside of class time; evidence of lots of reflective practice	Thinks he has improved as a teacher and it better able to understand student errors and how to address them; offered opportunity to earn a promotion, excited to show off his skills despite increased expectations	Happy with pronunciation teaching and grading language	No planned observation because of staff changes
Engagement with the study	Likes the sound of doing diary entries to have a physical record of experience; interview clarified some of 'what he wants' from teaching abroad					
Living abroad	Location is the most important factor in job searching at the moment, wants to feel		Initial doubt when he arrived because everything is so different, but thinks		Travelling to {another country} for two weeks, very excited; trouble	Very excited about his trip which influenced his students' motivation

	safe and secure and have good weather; has experienced living abroad and culture shock before		he made the right decision; work commitments impinging on work/life balance - can't train for a boxing match; budgeting money difficult			with eating because of working hours	too; budgeting money after his trip was a challenge
Other	Always been interested in languages, wants to stick with jobs in this area		Considered leaving job for better pay, but fringe benefits make it worth it; not much lesson planning or admin	HR helping with visa issues; opportunity for promotion		Had to travel to {another city} for visa issues; numbers of students per class is increasing by 1	Got the promotion, but only mentioned it in passing

Appendix K   Sample framework matrix by theme (motivation)

Participant/Month	**Pre-CELTA (Initial motivations)**	**Post-CELTA**	**1st month**	**2nd month**	**3rd month**	**4th month**	**5th month**
Sean	Wants to travel and work; save money for translation exams; some intrinsic	Plans to teach for five to ten years before moving to T&I, but open-	Classes are well planned, but can be repetitive and not well designed	Doing a lot of the same assessments and can lose	Uncertainty about leadership - atmosphere feels more relaxed and	Choosing to focus on developing students'	Prefers speaking lesson in social clubs, sometimes listening, avoids reading and writing; thinks the relaxed

	motivation - previously did some teaching in Spain; didn't think he'd ever go into teaching, but enjoys it;	minded; shows indication of commitment to students' learning and meeting students' needs	for group work; low workplace morale affecting his mood at times; classes and life are somewhat repetitive, but trying to mix things up in classes and life; different students almost every class, no rapport	interest to the detriment of his students, but trying to mix things up to keep it fresh;	free at the moment, but this is uncertain; making social clubs creative and entertaining has been challenging, admits it's easy to rehash previous work, but not always appropriate for all students; prefers teaching higher level students	independent thinking skills, which is 'near impossible', using his social clubs to do so.	atmosphere of the VIP department will make him more comfortable. More motivated now that at the beginning; listening to other teachers' concerns and understanding about the students feelings regarding repeating, feels like he needs to be consistent in his effort especially in evening classes; feels like he's 'cheated' some students. Wants to teach things, but then has to rush to cover the material. Would like more Social Clubs for autonomy; important for his motivation too. His motivation more important than students' because he motivates students. Two hour SC would be better too. Increase in commitment despite teaching still be a short-term career (three years max). Looking forward to starting in the VIP department.
James	Wants to join his partner in Italy (circumstantial reason); Language schools in Italy require a CELTA and	Looking forward to the social aspect of teaching: collaborating with other teachers in	Getting used to teaching, largely going well; some difficulties with grammar but intending to self-	Lesson planning seems to be a frustration - wants to do better;	Little intrinsic or altruistic motivation evidenced by other teachers in the staff room; Used Christmas break to		

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	wanted to learn how to teach (not necessarily just English); long-term plans to become an agricultural consultant, and teach English in the meantime whilst studying about it; reality shock -needs a job that pays rather than something he enjoys; English teaching as a 'safety blanket'	the workplace especially; interested in teaching activities not related to teaching, e.g. baking lessons	study; not enjoying teaching at the Callan Method school	started incorporating digital technology into lessons which was a success	reflect, consolidate and think of new ideas, so evidence of some commitment/motivation towards job at this stage		
Molly	Wants to travel and work at the same time; no concrete career plans (nothing related to degree and was working towards speech therapy before deciding to do a CELTA)	Enjoyed the CELTA so much that English teaching going to be a long-term career; wants to specialise in something e.g. grammar or business English	Felt 'positive' after a tour of the school, but surprised by lack of Western toilets and the chaos of the staffroom; bored and frustrated with similar training to the CELTA during induction; Unable to teach/crying incident: wanted to do a 'great job' but now aiming for 'mediocrity	Finds writing reflections 'cathartic'	6 week appraisal incident, told she wasn't meeting teaching aims but now more focussed on this issue; started looking for another job	Diagnosed with a stress-induced health issue	

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			instead of greatness'; lots of learning goals recognised, but seem unrealistic/reactionary				
Rupert	Emigrating to Poland with family; previous career as a quantity surveyor, but too difficult to become proficient enough in Polish to continue, 'pragmatic' decision to teach English	Self-studying to improve knowledge in language awareness especially; finding the ELT sector challenging so far, lots of competition and bureaucracy; considering a DELTA in the future	Altruistic motivation -needs analysis lessons and thinking about progression between lessons/content; finding it difficult not to be a perfectionist; advice from DoS about lesson structure, constraining creativity	Advice from DoS about not including authentic materials and sticking to course book, frustrating	Shift to student learning rather than focus on specific tasks; contract extension; contact from sneaky DoS but rejected his advance		
Emma	No concrete career plans despite MA; can't find interesting job at home; wants to move abroad	Looking forward to moving abroad and learning a new language; also looking forward to students' learning	Doesn't feel welcomed by company; had to find accommodation herself, no support; promised language classes non-existent; doubting teaching abilities due to	Unsure whether to look for another job, thinks they might fire her anyway; job instability affecting stress levels; stress-	Morale low at the centre, inducing anxiety; told she had 'leadership potential' by managers which was 'flattering'	Lack of work-life balance, but teaching going fairly well; staff turnover still a source of anxiety; doubt about her error correction	'Low point'; went home for a trip but low mood on return and difficult to find energy and enthusiasm to teach; frustrated at having to teach 'silly' Events; low morale; decided to quit contract earlier than September

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			assessment, staff turnover and another novice colleague being fired	induced health issue; guilt about moving abroad		and feedback following incident with a student in Encounter	