TEACHERS OR LECTURERS? THE MOTIVATIONAL PROFILE OF UNIVERSITY TEACHERS OF ENGLISH

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Abstract: This qualitative study addresses a largely neglected area within motivation research: teacher motivation. It reports on a small-scale investigation with two main purposes. The first is to find out if university teachers see themselves as teachers or lecturers; the second is to explore what motivates or demotivates them to behave as teachers and teach interactive, student-centered seminars. In order to collect data, I conducted in-depth interviews with seven lecturers and also observed a seminar taught by each of them. The data analysis followed the principles of the constant comparative method (Maykut & Moreouse, 1994). In the process of analysis, teachers and lecturers turned out to be motivated by different factors; teachers seem to be intrinsically, while lecturers mostly extrinsically motivated to teach. However, demotivating factors seemed to follow a common pattern in the case of both groups. The research further supports previous evidence on the dominance of intrinsic motives in the profession (e.g., Doyle & Kim, 1999; Kassabgy, Boraie, & Schmidt, 2001) and also provides some suggestions on how to motivate teachers and students.

Keywords: teacher motivation, seminars, lectures, intrinsic motivation, extrinsic motivation

1 Introduction

While motivation is a popular and frequently researched topic, teacher motivation, compared to other fields of motivation, is still an uncharted area. A decade ago Csíkszentmihályi (1997) claimed that in the field of educational psychology he was not aware of a study which would shed light on the relationship between teacher and student motivation. The situation is similar in the field of language pedagogy. Dörnyei (2001) points out that "[t]here are few publications discussing the nature of 'motivation to teach'" (p.156) and these conditions have not improved considerably, since in a recent book he has claimed that "there is indeed very little published work on the motivation of language teachers" (Dörnyei, 2005, p.116); consequently, "this is clearly a fertile ground for future investigations" (p.117).

In an attempt to broaden our understanding of teacher motivation, I conducted a small-scale qualitative study which concentrates on a very specific segment of the topic: university lecturers' motivation to teach interactive, student-centered classes. The rationale for choosing this topic is related to a recent study (Menyhárt & Kormos, 2006) exploring English majors' motivational profile, which, conducted in the School of English and American Studies (SEAS), Eötvös Loránd University (ELTE), revealed that one of the reasons which demotivates students is the impersonal, non-student-centered atmosphere and lecture[1]-like nature of the seminars[2]. Therefore, I decided to examine this issue from the teachers'

[1] a talk that is given to a group of people to teach them about a particular subject, often as part of a university or college course (OALD)

[2] a class at a university or college where a small group of students and a teacher discuss or study a particular topic (OALD)

perspective; explore their teaching style and what motivates or demotivates them to teach interactive classes. In order to collect data, I conducted in-depth interviews with seven university lecturers and to enhance the validity of the research, I also observed a seminar taught by each of them. The results of this investigation are hoped to prove useful and help us further understand the complex nature of teacher motivation.

2 Motivation, teaching and lecturing

"Motivation is, without question, the most complex and challenging issue facing teachers today." (p.116) – observe Scheidecker and Freeman (1999) in their practical book on motivation. Indeed, *motivation* is a multi-faceted notion; however, in fact, it is its complexity and variety that make it such an interesting and challenging issue. According to Oxford and Shearin (1994, p.12), "motivation determines the extent of active, personal involvement" in an activity. In every-day life, we usually use the term when we want to explain why people think and behave as they do. Dörnyei (2001) argues that teaching itself is a type of human behavior; therefore, general models of motivation must be applicable to describe it. Consequently, we can claim that motivation to teach determines *why* people decide to teach, *how persistent* they are, and *how much effort* they put into it (based on Dörnyei, 2001).

It is generally true that when *lecturing*, we teach the materials, i.e., we give input, whereas when *teaching*, we teach the students, i.e., we facilitate their development. During the delivery of a lecture we concentrate on conveying the latest and most relevant information, data, knowledge, while during the teaching of a class teachers concentrate on the students according to whose needs and abilities they tailor the lesson plan. Teachers prepare for the lesson having their students in mind, their level of knowledge, possible reactions, and the questions they may ask. Very often teachers have to make quick decisions on the spot and amend the lesson plan if necessary (see Shavelson & Stern (1981) on teachers' interactive decision-making in class). Although students may ask questions during a lecture, it has a more set structure with a preplanned talk to deliver. Although both teaching and lecturing are complex tasks, teaching may require more flexibility and spontaneity, better interpersonal skills and more empathy than lecturing.

In addition, for the purposes of the present study, it has to be noted that teaching a seminar at a university usually takes place in a classroom with a limited number of students (ideally 12-16). It is interactive, involves communication between the teacher and the students, balanced teacher-student talk, and offers a variety of tasks and a more personal atmosphere. As opposed to *teaching*, *lecturing* generally takes place in a lecture hall, with a large number of students, therefore it is usually more impersonal in nature, does not necessarily involve interaction, and is dominated by teacher talk.

3 Group dynamics in the university context

Group dynamics can be defined as "the combined configuration of mental, emotional and physical energy in the group at any given time; and the way this configuration undergoes change" (Heron, 1999, p.51.). All teachers should be aware of its importance in teaching, especially in language teaching, because groups can be a source of motivation to learn and group dynamics can also directly promote learning (Dörnyei & Malderez, 1997). It is also important to note that the more cohesive a group is, the more motivated its learners are

(Clément, Dörnyei, & Noels, 1994). While in secondary education members of a class learn, develop and perform together usually for four years or even longer, in higher education, mainly due to the large number of students and the different extra-curricular activities they are involved in, it is more difficult to form groups and utilize all the benefits. At universities, mostly one-semester-long courses are offered, which means that different groups are formed at the beginning of each semester. Unfortunately, five-month-long courses cannot always provide students with the opportunities group dynamics can offer because cohesive groups are difficult to form during one semester (see Section *8.2.*) However, this is certainly not impossible. As the nature of a lecture does not allow for *teaching*, seminars, that smaller groups of students attend, are the places where actual *teaching* can happen both in terms of utilizing group dynamics and meeting the students' needs (Menyhárt & Kormos, 2006).

4 Intrinsic rewards of teaching

Probably the best-known theory of motivation is the self-determination theory (Deci & Ryan, 1985), which includes the intrinsic/extrinsic dichotomy. Intrinsically motivated people perform an activity because it challenges their creativity, and they find pleasure and enjoyment in it, while people who are extrinsically motivated do the activity to gain some reward or avoid punishment. However, the boundary between the two is not so clear-cut; Deci and Ryan claim that under certain circumstances extrinsic motivation may lead to intrinsic motivation.

According to Dörnyei (2001), intrinsic rewards are the most prominent and satisfying aspects of teaching. These motives concern the educational process (experiencing students' development as a result of the teacher's help) and the subject matter (teaching an interesting and important subject, which may be the research field of the teacher; increasing both the teacher's and the students' level of competence and knowledge in it). Therefore, we may conclude that motivated teachers are mostly intrinsically motivated. As external incentives (money, status) are not substantial enough to attract to and retain teachers in the profession, intrinsic motives must be the key to provide gratification to teachers and help them to find pleasure in their job (White, 2006). As Sinclair, Dowson and McInerney (2006) point out, there is a world-wide shortage of teachers, and many qualified teachers leave the profession because of job dissatisfaction or burnout.

One of the studies that further supports the importance of intrinsic motives in teaching is Doyle and Kim's (1999) investigation of ESL/EFL teacher motivation and dissatisfaction. Examining US and Korean college teachers' motivational profile, the authors concluded that in both EFL and ESL contexts, intrinsic motivation emerged as the main factor increasing teacher motivation. The majority of the teachers, called "Super Teachers", reported that no external factor can diminish their intrinsic motivation. Kassabgy, Boraie and Schmidt (2001) also revealed the importance of the intrinsic incentives (such as helping students to learn English, challenge and variety in the job, good relationship with students) in an ESL (Hawaiian) and EFL (Egyptian) context. Since teacher and student motivation are strongly interdependent (e.g., Csíkszentmihályi, 1997; Dörnyei, 2001), students who are taught by intrinsically motivated teachers are more likely to be intrinsically motivated learners themselves. Wild, Enzle, Nix and Deci (1997) claim that students who have intrinsically motivated teachers are more motivated to learn, are more interested in the materials and have higher task enjoyment than those taught by an extrinsically motivated teacher. We can see

clearly that the majority of the research conducted in this field reinforces the prevailing role of intrinsic incentives.

5 Background of the study

As pointed out in the introduction, the issue of impersonal and lecture-like seminars emerged in a recent article on English majors' motivational profile (Menyhárt & Kormos, 2006; Kormos *et al*., 2008) where it was revealed that students, in spite of the fact that English is the language of instruction of subjects related to their major, did not have the opportunity to use the language outside their language practice classes. Therefore, they often had difficulty communicating in English. Students also reported a lack of opportunity to speak English in classes, and resented the fact that most seminars were similar to lectures, with the teacher standing at the front delivering a speech, while students took notes. The students' displeasure seemed to be heightened by the impersonal atmosphere of the seminars where teachers did not know their students' names, there was no interaction and communication between the students and the teacher, and students were mere passive listeners.

Unfortunately, this problem does not seem to be unique to the Hungarian university context. White (2006), examining Australian university students, reported that the seventy-nine undergraduates she interviewed complained about the physical and symbolic distance between students and their teachers. In large lecture halls, students felt "they have no identity in the classroom" (p.236) and no chance to form meaningful relationships with their teachers: teachers do not know their names, students are "just a flock of sheep through the university's eyes", "part of an anonymous mass" (p.236). In mass education, students often feel that lecturers want them to be passive attendees rather than active participants. However, this turned out to be in sharp contrast with students' expectations. Students prefer to be involved and would like lecturers to focus on them as individuals. As White's research has revealed, the possibility of active participation and "some sense of relationship with the lecturers" (p.236) can contribute to a better university experience and a higher level of motivation on the students' part.

It can be concluded from both the Hungarian and Australian students' answers that some university lecturers lecture rather than teach during seminars. This is even more problematic in a situation where the students' major is a second or foreign language which they would like to use and practice. Consequently, I decided to examine the other side of the coin, that is, why university lecturers teach or lecture and what motivates or demotivates them to teach. As a result, the following research questions are addressed:

1. Do university teachers teach or lecture during seminars?
2. What motivates or demotivates them to teach interactive, student-centered classes?

6 Method

6.1 Participants

The participants of the in-depth interviews were instructors at the School of English and American Studies (SEAS), Eötvös Loránd University (ELTE), Budapest. Both for the purposes of this qualitative study and for practical considerations, a sample size of seven

lecturers (three from the Department of Applied Linguistics, two from the Department of English Studies, one from the Department of American Studies and one from the Department of Linguistics) was chosen for the investigation through purposive opportunity sampling. The participants were between the age of thirty-one and forty-two, three of them were female and four were male who have eight to eighteen years of teaching experience and had been academics for six to eighteen years. As for their ranks, three of the participants are lecturers, two are assistant lecturers, one is a temporary lecturer and one is a 'lector', i.e., native English-speaking teacher. Except for the lector, the instructors are all native speakers of Hungarian.

6.2 Data collection

Data for this study were obtained from two sources. The majority of data came from in-depth interviews conducted at the end of the fall semester of the academic year 2007/2008. In order to enhance internal validity, I also observed a seminar of each lecturer prior to the interviews mainly to see if their classes were interactive (see *Appendix A* for the observation sheet).

During the interviews, I used a semi-structured interview schedule (see *Appendix B*) with a set of a few fixed questions, but the participants were also encouraged to elaborate on particular topics or introduce other relevant issues. After the interview schedule had been surveyed, it was piloted with a thirty-four-year-old male lecturer to make sure all the questions were clear, to check if it elicited relevant answers and did not lead to ambiguity. Following the finalization of the interview schedule, everyone was interviewed only once; six informants in Hungarian, one in English. The interviews lasted for 17-39 minutes, were recorded, transcribed and sent back to the participants for comments and suggestions. In order to ensure confidentiality, each interviewee was informed that identities would not be revealed to a third person.

I observed the seminars prior to the interviews in the fall semester of 2007. They were of various types: a Critical Thinking, an Academic Skills, an Advanced American Grammar, a History of English, a Translation Skills class and two English Literature classes. Each seminar was supposed to be a ninety-minute-long class with the participation of a small group of students. In reality, however, except for one, all of the lecturers were five to ten minutes late, and one of them finished fifteen minutes earlier because, as one of them said, the tasks planned for that class had been completed. The number of students present varied from five to twenty-two but there were one to four absentees in each class. During the observation, I was taking notes both of the teachers' and the students' behavior using the observation sheet (*Appendix A*). I concentrated on the following aspects: interactivity, communication between the teacher and the students, the balance of teacher/student talk and the variety of activities. Moreover, I noted whether the participants used supplementary materials, whether the lecturers knew the students' names, and the general atmosphere of the class.

6.3 Data analysis

The data I gained from both the observations and the interviews were mainly textual (Dörnyei, 2007). The observation was a supplementary data collection method in order to obtain a more detailed picture of the teaching style of the participants and to provide answers to the first research question, that is, if academics prefer to teach or lecture during the observed seminars. The data obtained from the interviews were analyzed according to the

principles of the constant comparative method (Maykut & Moreouse, 1994) to find an answer to the second research question: why are university lecturers motivated or demotivated to teach?

7 Results

7.1 Preliminary results – the observation

The first research question seemed easier to answer. On the basis of the class observations, it appeared that out of the seven instructors, three do not teach but lecture in seminars. The seminars where there was little sign of teaching were the Advanced American Grammar, the History of English and one of the two English literature classes. Interestingly enough, these seminars were of two types. In two classes, the lecturers stood up and delivered a speech without asking the students questions or trying to involve them. Although there were some rhetorical questions posed, and the students were welcome to comment on the topic, there were very few students who occasionally added a remark. Furthermore, the teachers did not know most of the students' names, there were no tasks to solve, the students did not communicate with each other, the atmosphere was rather impersonal and the majority of the students seemed bored. In its nature, this class was not much different from a lecture.

The other seminar with very few elements of teaching was quite similar to the two above. The only difference was that in this case it was not the teacher, but one of the students who lectured. Later, when I interviewed the teacher, I learned that this was not an exceptional case: at the beginning of each semester, topics (in the form of articles) are distributed among the students who have to make an hour-long presentation on them. The students in this seminar were also supposed to comment and ask questions concerning the presentation. However, they did not seem motivated and enthusiastic enough to become involved, and as no questions were posed, the teacher finished the class fifteen minutes earlier. Although the student who gave the presentation had a chance to speak, the class was far from being interactive: the rest of the students were not involved and the teacher was a mere observer, too.

In contrast, the other four seminars (an English for Specific Purposes, an Academic Skills, an English Literature, and an Advanced Writing Skills class) seemed fairly student-centered and had a friendly atmosphere. The teachers seemed to know the participants personally, supplementary materials such as notebooks, books, and tape recorders were used, there were 3-5 different activities in a seminar, students were working in either groups or in pairs, teacher-student talk was balanced and the students were encouraged to speak.

7.2 Teacher or lecturer? Does it make a difference?

The preliminary results based on the observations were supported by the interview data. The participants who lectured and the one who had the students lecture saw themselves as lecturers[3]:

> I see myself as a lecturer. It is mainly because I didn't do any teacher training and how shall I put it ... the pedagogical dimension of what I'm doing is less important

[3] Referred to as lecturers hereafter.

> than if I was teaching in a secondary school, for example. [...] I'm more interested in literary processes and poems and I put less emphasis on how I teach them. (#2)[4]

> I am a lecturer. A teacher to me is someone in a primary or secondary school. (#3)

> I see myself as a lecturer mainly because the subjects I teach cannot be taught in a different way. I don't want to push my students to work in pairs or groups and my colleagues have the same opinion. (#7)

The reason for lecturing and paying less attention to the pedagogical dimension of the profession may be twofold. First, in a sense, it guarantees a certain distance by protecting teachers from having to concentrate on individuals and their problems; thus, it eases the pedagogical and psychological burden (White, 2006). Secondly, lecturers' distance from teaching may be due to the fact that they spend more time and energy doing research, as it is clearly proven by the following quotation:

> I prefer doing research over teaching because teaching is often unrewarding. I can't talk about and deal with what I like in my job, I have to simplify the topics. (#2)

Apart from intrinsic reasons for doing research, Alenzi and Mohamed (2007) argue that "given the relatively low ranking of teaching, most academics feel constrained to focus more on research, even if it does not represent their natural strength" (p.4). In addition, universities and faculties and even teachers themselves are often judged on the basis of their research performance. Therefore, overload and external expectations lead to inadequate teaching. Nevertheless, the other four participants, without hesitation, claimed that they saw themselves as teachers[5].

> I'm a teacher, for sure. [...] A teacher is a facilitator. [...] I think when a lecturer teaches a class s/he is in the focus while in a teacher's class, the students are in the focus of attention. (#1)

> I see myself as a teacher. […] Lecturing is just front up and talk the students to death basically. And I don't think that's the best use of class time. I don't think you'll ever build a good group if you do that. You can't lecture, you've got to engage the students. I think lecturing can be a very good way to turn the student off completely. (#6)

Besides being a facilitator and helping students to engage and take an active part in the classes, for most participants, being a teacher includes having a personal, meaningful relationship with the students. They feel obliged to help their students and they feel responsible for them.

> The students know my e-mail address and I often encourage them to get in touch with me if they have any problems or questions. […] I also tell them to come in and see me in my office hours and I usually give them some extra tasks, or if they have difficulty writing argumentative essays, we practice that, too. (#5)

[4] The quotations from the teachers were translated to English by the author, the numbers in brackets indicate the code assigned to the respondents.
[5] Referred to as teachers hereafter.

> Today, for instance, I needn't have come in, I do not teach on Fridays but I'm here from 8:30 till 4 to teach extra classes and help my students prepare for exams. They tell me what the problem areas are, and we talk them over. [...] I would feel terrible if I felt they didn't get the help they need. (#4)

> That's [relationship with the students] very important [...] there are classes which are completely anonymous, teachers don't know the names, and they're not really interested in the individuals, they just pass around an attendance sheet at the beginning of each class and they have no clue who these people are in from of them, and they are not interested, either. But I don't like it and it's not the best way even for difficult content subjects. It's not really teaching. (#6)

However, whether university instructors should behave as teachers or lecturers in class is not so obvious and straightforward to decide. First of all, university instructors are called lecturers in the UK and professors in the US[6], which may give the impression that they are expected to lecture primarily. Furthermore, the job descriptions[7] of the participants do not address the teaching/lecturing problem: there is not a single line referring to methodological issues, such as how university lecturers should teach, or whether they should teach at all or only lecture. Instead, emphasis is put in these documents on scientific work, research, and syllabus design.

Nevertheless, it seems that there are students who like to be taught even in higher education institutions (Menyhárt & Kormos, 2006; White, 2006; Kormos *et al.*, 2008). However, when I asked the participants whether they know the students' preferences concerning teaching styles, those who see themselves as lecturers did not really have conceptions:

> I wish I knew. I think it depends on the student; some prefer teachers, others lecturers. (#2)

> This is an interesting question. ...I don't know. (#3)

> I don't know, sorry. (#7)

Surprisingly, participants who see themselves as teachers believe that students expect them to be lecturers:

> I haven't thought of that much, but judging from the students' written feedback, I usually get them in the first semester to write about differences between school and university, I think most students expect a lecturer. (#6)

> Sometimes I feel students would be happier with a lecturer. It just eases their task if I dictate information, it's easier for them to prepare for the exams. (#4)

[6] From the lower to the higher rank in the UK: assistant lecturer, senior lecturer, associate professor, professor; in the US : assistant professor, adjunct professor, associate professor, full professor.

[7] Based on the job description of assistant lecturers and senior lecturers at SEAS, ELTE.

The reason some teachers feel students prefer being lectured to may be related to the students' occasional demotivation. Most students apply to university and become English majors because they are extremely interested in the language and would like to become highly proficient in it. However, in the first year of their university studies, some of them become highly demotivated because university turns out to be different from what they had expected (Menyhárt & Kormos, 2006). Therefore, they concentrate on 'surviving': passing exams and getting a degree, and not on university experience and gaining knowledge. In other words, students, most of whom are intrinsically motivated when first entering university, soon become extrinsically motivated. This is supported by the participants' complaints:

> Students just want to complete the subjects, get a pass for each, get a degree, because they want to go abroad or wherever. (#1)

> The less motivated students just want to get through university, want to earn a degree. I think they like to be told what to do and what to know, and do not really want to challenge themselves or be particularly active. (#4)

This then becomes a vicious circle: students become demotivated and sometimes rather passive because they have little positive language learning experience, which makes teachers behave as lecturers. They only dictate information and do not prepare activities or teach interactive classes, which then further demotivates students:

> When I'm sitting opposite a group of uninterested idiots, it totally demotivates me, then I don't even prepare for the class, I just go in and say something. (#2)

In addition, the fact that lecturers do not even know about the expectations of their students may be due to lack of feedback. Apart from the English Applied Linguistics Department, where there is a feedback sheet for the students to fill in at the end of each semester, there is no other official way of informing teachers of student opinion concerning teaching methods or styles.

> I don't get enough feedback to be able to carry on teaching with this intensity. (#4)

> I don't know much about students' reaction, there's no feedback. (#2)

Moreover, it seems that sometimes there is no informal way of giving feedback, either.

> In the secondary school where I teach, a student told me once that I'm her mentor. It meant so much to me. I will never forget it and this is what makes people continue this job and remain in the profession. Here [at university] I don't get such comments. Students don't tell us when they don't like something. They don't think there's a point. You know, they just want to get a grade [...] and the following semester they will attend other seminars with other teachers and other students. There are very few students who care and are really interested. (#1)

Although there undoubtedly are advantages of the present system of not having fixed groups throughout one's university years (students can arrange their timetables, choose the teachers and classes they like), it can further worsen the impersonal atmosphere of the classes. Furthermore, as I have argued above, it is not easy to utilize the advantages of group dynamics within such a short period of time. In each semester students attend seminars and

lectures together with different people, and it may happen that students will never meet the same people or the same teacher twice throughout their university career. As a consequence, most students do not wish to establish relationships and make a special impression on the teacher and their peers, or give constructive feedback.

> Sometimes I feel that students are not really keen on doing group work and pair work because they don't think there is a need for getting to know other people because they will be with different students the following semester. [...] And you don't want to open up to so many people. (#1)

A possible solution may be the assignment of mentor teachers to first-year students or the formation of study groups at least until the specialization tier to keep groups together once they have been formed and also to provide a safe place with a personal atmosphere for students where they can feel free to share their opinions with their peers and the teacher.

7.3 The teachers' motivation to teach

Having seen above that neither the ranking system nor some (less motivated) students require university lecturers to behave as teachers, one might wonder why some instructors still teach interactive classes and sometimes even do overtime to help students to prepare for exams. In other words, why have four out of seven participants chosen the more difficult path and act as teachers instead of being lecturers? On the basis of the content analysis of the interviews, five major categories emerged as determining and positively influencing the lecturers' motivation to teach – all categories can be described as intrinsic motives:

1. Teaching as a vocation
2. Teaching an interesting and valued field
3. Intellectual development
4. Planning lessons
5. Responsibility

7.3.1 Teaching − a vocation

The participants who see themselves as teachers maintained that teaching is indeed a vocation for them, which supports previous research results that emphasized the importance of intrinsic motives in the profession (e.g., Doyle & Kim, 1999; Kassabgy, Boraie, & Schmidt, 2001; Gheralis-Roussos, 2003). Three of them reported that they had always wanted to become teachers and it was not simply a job but much more for them:

> I love doing it. All my life I have seen myself as a teacher and I have always wanted to be one. As a child, I was teaching my dolls [...] (#1)

> Teaching has become part of my life. I've been teaching here for seven years now and I also studied here. Somehow this whole community, its structure and system have become an essential part of my life. I cannot imagine doing another job. [...] but, you know, this is not simply a profession, an obligation or a job but a vocation and I'm responsible for my students. (# 5)

7.3.2 Teaching – an interesting and valued field

As Dörnyei (2001) claims, "the intrinsic dimension of teacher motivation is related to the inherent joy of pursuing a meaningful activity related to one's subject area of interest" (p.160). All the teachers in this study experience motivation when they teach a subject related to their field of interest or research.

> I really enjoyed teaching the qualitative research course and the other one I really enjoy every time I do it is the media course. I enjoyed the qualitative research class, because that's the sort of research I do and I'm interested in it anyway. [...] The media course I like because I've been a sort of media junkie so anything to do with the media I find interesting. (#6)

> The anxiety course was my favorite because I feel I'm really good at that topic. (#1)

7.3.3 Intellectual development

Intellectual development that the profession provides also helps teachers to remain motivated and gives them a feeling of being important and that their work is not in vain.

> This semester, for instance, we spent quite a lot of time doing summary writing and the first summary I gave my students was ... I didn't expect them to be very good [...] they made all sorts of mistakes and I gave it back and we talked about all the important aspects, then I gave them another summary. A big majority made a radical improvement. [...] This improvement really made me happy. I felt good when I gave the summaries back to them. [...] Seeing the students develop really pleased me and it was worth doing. (#6)

> In the past eighteen years I had my own views of poems. But it really motivates me when students give me new ideas and new viewpoints. Unfortunately, it doesn't happen very often. (#4)

> I like lots of things about teaching. I like the fact that it's a job I can learn about all the time. I think I'm a lot better at it now than I was when I started ten years ago. (#6)

In a similar vein, Csíkszentmihályi (1997) claims that working with students and experiencing their improvement can intrinsically motivate teachers. In addition, when the teachers themselves experience intellectual development due to students' ideas and knowledge, it also has a great motivating force on teachers.

7.3.4 Planning lessons

Nias (1989) interviewing primary school teachers revealed that teachers find lesson planning and student discussions motivating. In a similar vein, the teachers I interviewed maintained that not only the process of teaching but also the process of preparation for

courses can energize them. They reported to experience 'flow' (Csíkszentmihályi, 1997) when they find and design an activity and imagine how students will react to it and how they will like it. It seems to be a very positive experience for teachers to have their creativity challenged.

> I usually prepare a lot for my courses sometimes even the night before the class, I spend hours to find the best supplementary material, and use all kinds of colorful materials and slips of paper. I love doing it and it really motivates me. (#5)

7.3.5 Responsibility

Shoaib (2003) argues that "an intrinsically motivating aspect of the teaching profession is when teachers feel responsible for the job they hold and everything that is associated with it" (p.151). Conducting qualitative interviews with thirty Saudi teachers, Shoaib observes that responsibility, being the most frequent motive for entering the profession, contributed to the intrinsic motivation of more than two thirds of the teachers and it was also found to provide satisfaction and fulfillment for most of the participants. In a similar vein, in the present study, university teachers emphasized that besides many other features, they like working as teachers because the job involves dealing with people, which gives this profession a sense of responsibility, and therefore, a sense of being important:

> We're dealing with people here, not documents or machines, and that's a huge difference. (#5)

> I like it that I work with young people, people who still have a reasonably open mind, and some of whom are very bright. (#6)

7.4 The lecturers' motivation

As opposed to these five categories which motivate teachers to teach, the three participants who see themselves as lecturers seem to be motivated by different factors. The only motivating factor they mentioned is the active behavior of students in class.

> Interest is very important in a group. Students should be interested instead of just sitting in the classroom with a bored face. It is always good if they respond to what I say or ask questions. (#2)

> A good course obviously depends on the group. [...] When they are interested and keen on learning, or when they add comments or ask questions and have their own ideas, which actually happens quite rarely. (#3)

> I am motivated when the students are open and receptive to what I'm saying. (#7)

These quotations are rather surprising, especially having seen that these lecturers' classes were far from being interactive and, similarly, the students were far from being active. Moreover, if we consider the differences between the teachers' and the lectures' motivational profile, it becomes clear that the lecturers expect motivation to come from the outside, that is, from the students. In other words, they are extrinsically motivated, whereas those who see

themselves as teachers are motivated by the very nature of the profession intrinsically, which seems to explain why teachers and lecturers behave differently in class.

7.5 Demotivation

Although the teachers seemed quite happy with their jobs and teaching is rewarding for them as it satisfies their psychological and intellectual needs, several factors appeared which admittedly have a negative effect on their motivation. The demotivating factors showed a common pattern in the case of both the teachers and the lecturers and can be grouped around two major themes: stress and inappropriate facilities.

7.5.1 Stress

"Teaching is one of the most stressful professions" – Dörnyei's (2001, p.165) statement proved to be true in the case of university teachers as well. It turned out to be the most demotivating factor that can sometimes even prevent teachers from adequate teaching. The stressful nature of teaching is summarized well by one of the participants:

> It can be stressful when you have a lot of work to do, it can be stressful sometimes if you want things to be successful and for some reason or another they are not as successful as you'd like them to be. You can become stressed quite easily if you worry about that too much. And it's also stressful because there is no great job security. [...] I have a one-year contract and you know, that's very little job security. But I don't think it's better for anybody right now because the education situation is terrible. Plus the pay is really bad. (#6)

Low salaries are a major source of dissatisfaction for many teachers (Johnson, 1990; Kerlin & Dunlap, 1993; McKeachie, 1997). This problem was mentioned by six participants who are, consequently, forced to take part-time jobs, which can further distract their energy and attention from teaching:

> It's not a secret that salaries here are not extremely high, so for the past few years I have had to do part-time jobs to be able to pay the costs of living. (#5)

In addition to job insecurity and low salaries, another source of stress is set syllabi. The participants reported a sense of frustration when they do not have time to cover all the materials:

> I don't like classes when we have to rush. When there's so much to cover that I'm sweating at the end of the lesson because we've run out of time again. (#5)

Autonomy in teaching, especially in syllabus design, is a very important motivating factor for many academics. Shoaib (2004) found that for his interviewees who were teaching in higher education institutions autonomy of some sort (e.g., control of curriculum, control over exams and marks) is of great motivational force. Unsurprisingly, the lack of autonomy can have a demotivating effect on teachers' performance.

7.5.2 Lack of resources and equipment

Another often-mentioned problem that can make the teachers' job more difficult is the lack of appropriate resources and the bad economic situation of the education system.

> This is a terrible situation we're in. [...] The university or this part of the university is underfunded. (#6)

> We're allocated to the basement and the cellar or wherever, and I cannot take a DVD player, pictures or films into the classroom. For instance, I ordered a lot of films for this course and they had just arrived from the US when I was told there was no DVD player. Then I brought one, but then it turned out that the room is far too light and we cannot see the screen. These things totally demotivate and demoralize me. [...] Sometimes I know I don't teach a good class but not because I'm not able to but because I'm not supported. I don't get help when I ask for a projector or something. (#4)

This is not a unique phenomenon and not necessarily the result of the Hungarian economy. Investigating US and Korean teachers' motivational profile, Doyle and Kim (1999) have revealed similar results. They report that one of the most important factors leading to dissatisfaction is the lack of appropriate resources for teaching. Similar demotivating factors were identified by Gheralis-Roussos's (2003) who, examining Greek EFL teachers, found that external factors such as inadequate facilities and resources strongly demotivate teachers.

8 Conclusion and implications

In this paper, I investigated the motivation of university lecturers to teach interactive classes and act as facilitators of student learning at a Hungarian university. The research was motivated by the discrepancy between student expectations of lecturers' teaching style and the way some lecturers teach classes (Menyhárt & Kormos, 2006; Kormos *et al.*, 2008). On the basis of previous research evidence (White, 2006; Kormos *et al*., 2008), students claim to prefer student-centered classes and a personal atmosphere in seminars where they can open up more easily, where they are not simply faces in the mass but individuals with their own thoughts and different learning needs. However, they complained that some lecturers fail to meet these expectations, which demotivates them when they prepare for classes or want to be active participants.

In order to examine university lecturers' motivation and their attitude towards teaching, a sample of seven participants was interviewed. The number of participants and the fact that they were all from the same university do not allow for generalizations. Although the results are likely to show a similar pattern in other universities, further research is needed to find out about the teacher-lecturer ratio and also to explore additional intrinsic incentives to further motivate teachers and lecturers.

Bearing this limitation in mind, let us return to the two research questions. The first research question aimed to answer whether university lecturers teach or lecture during seminars. The class observations revealed that four out of the seven participants act as teachers while the other three are lecturers. It has to be noted that the way one teaches or lectures may depend to a great extent on the subject. However, it is interesting that the two

literature classes were of two different kinds: in one seminar the students were *taught*, whereas in the other they were *lectured to*, which shows that even in the case of difficult content subjects, it is possible to involve students and teach an interactive class.

The second research question wished to provide a deeper insight into the motivational features of teachers. In the process of data analysis, five major categories − all of which relate to intrinsic motives − emerged which seem to motivate teachers to teach interactively and pay careful attention to their students. The first category was the concept of teaching itself which, for teachers, is more than a job. It is an essential part of their lives which they cannot leave behind when their working hours are over, but quite often they are willing to do overtime to deal with their students and give them all the help they need. They are also motivated by the subjects they teach, especially if these are related to their fields of interest. Furthermore, teachers are highly motivated to see the students', as well as their own, intellectual development. In addition, most teachers seemed to be energized when they could be creative when preparing their classes and also when presenting the tasks for the students. They also feel the importance of their work and that they are responsible for their students. As opposed to these features which are dominant in motivating teachers, the participants who see themselves as lecturers expect motivation to come from students only, and they do not seem to be motivated by the nature of their profession. What is more, they admitted that for them doing research is a more important aspect of being an academic; therefore, we may say that lecturers are mostly extrinsically motivated to teach, although they may be intrinsically motivated when doing research.

Apart from the motivating factors, two main sources of demotivation were revealed when analyzing the data. Stress − including low salary, job insecurity, as well as set curricula − and inadequate teaching facilities appeared to negatively affect teacher performance. Nevertheless, in the face of all the inadequate circumstances and demotivating factors, those who see themselves as teachers do not stop investing their effort and energy, still persist, and teach interactive, student-centered classes.

Although external incentives, such as the pay of teachers, are mostly decided at a national level, several things could be done in order to further motivate teachers, to prevent them from leaving the profession and to help student expectation and teacher behavior to converge in the hope of making student learning more effective. In order to attract more teachers to enter the profession and also remain there, external expectations towards them should be lessened. First of all, teachers should not be judged merely on the basis of their research performance. More emphasis ought to be put on the teaching aspect of their being academics. It would also be crucial to organize training sessions or workshops on teaching methodology in higher education, especially for instructors without a teaching degree (Kormos *et al*., 2008). These sessions, however, would be useful for all teachers to exchange experience and to improve their teaching methods.

The importance of feedback is another issue which seems to be neglected in higher education. The interviews revealed that the participating teachers are not aware of their students' expectations and they receive very little feedback on their performance. This may be changed by encouraging students to share their opinions with their teachers regularly. Nonetheless, opening up is only possible in a personal, friendly atmosphere. The present system, however, where new and different groups are formed every semester makes the formation of cohesive groups difficult. A possible solution may be the formation of study-groups or study-communities whose members start their university studies together and also

remain together until the specialization phase starts in order to avoid the drawbacks of mass education and provide a stable environment where students are more likely to share their views with the other members of the community. In addition, it would help students to have a more intensive university and learning experience, in the course of which motivated students could further motivate teachers.

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APPENDIX A

Observation Sheet

- Number of students present:
- Beginning/end of the lesson:
- Tasks presented by the teacher:

- Do the students know each other?
- Does the teacher know the students' (names)?
- Interaction between the students, and the students and the teacher:

- Ratio of teacher/student talk (approximately):
- Number of students who speak in class:
- Supporting materials used during the lesson:

- Other comments:

APPENDIX B

Interview Schedule

Preliminary data
Age, sex:
How long have you been teaching?
How long have you been teaching at ELTE?
Do you teach/work somewhere else too?
Position at ELTE:

1. What do you think the difference is between a teacher and a lecturer?

2. Which do you see yourself as? Why?

3. Which do you think you are expected to be?

4. Tell me a situation when you feel motivated to teach.

5. Tell me a situation when you are demotivated to teach.

6. Is there anything else you would like to add?

Thank you. ☺