

Effective Strategies to Enhance and Maintain University English Teacher Motivation in Japan

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This paper provides findings on a study which explored effective teacher motivation management strategies current university non-native EFL teachers in Japan utilize in their course of career. Teachers who have higher motivation can devote their lives more to give a lot to the learners and be productive on the education. Therefore, teacher motivation management is an essential issue to live a fruitful and productive life as an EFL teacher and researcher. In this study, six currently working Japanese university EFL teachers, three male three female, age ranges from 39 to 55 were interviewed individually on their teacher motivation strategy. Each teacher was asked how they manage their teacher motivation for teaching and research by reflecting back their whole career as a teacher and researcher. In this paper, twelve specific strategies were embedded from the data gathered by semi-structured interviews. The specific approaches are introduced along with quotes from the participants. The true aim on this study is to gain understanding of what kinds of teacher motivation management are utilized and give practical suggestions both for novice and experienced teachers simultaneously in order to contribute to the teacher education and development.

Keywords: teacher education and development, teacher motivation, tertiary education, strategies

1 Introduction

Today, teacher motivation is gradually becoming a popular area of research in TESOL and applied linguistics fields. It is because English education plays a significant role in turning Japanese university students into global citizens so that they can utilize their potentials fully throughout their careers and enrich their personal lives. Now, university teachers have such an important role to play in English education in Japan. At the university level, teachers have the freedom to choose from various unique and effective strategies and

approaches to teach English so that learners can utilize the skills they gained.

With university English teachers playing such an important role, each one in this study is examined in depth, revealing their growth and transformation throughout their career. In English education, understanding the learners is essential; however, at the same time, it is crucial to gain an understanding of teachers as well.

As previous studies show, highly motivated teachers can produce more and provide more to learners while positively influencing learner motivation (Csikszentmihalyi, 1997; Day, 2004; Wild, Enzle, & Hawkins, 1992). Martin (2006), Roth et al. (2007), and Pelletier et al. (2002) show that teachers and learners mutually influence each other's learning and teaching.

The researcher conducted this teacher motivation research with the intent of contributing to: English education and higher education in general, in Japan; teacher education; educational psychology, in helping to understand the overall mental process of university English teachers' motivation in Japan; and Japanese society by helping to improve the working conditions of teaching and researching and quality of education.

Today, higher education in Japan is facing various significant shifts. Therefore, it is the right time to take a closer look at university English teachers. According to the Ministry of Education, Health, Science and Welfare (MEXT), as of May 2016, there were 755 universities in Japan, consisting of 86 national universities, 88 regional universities, and 601 private universities. The number of universities is increasing while the numbers of children has been gradually decreasing in Japan. Due to the decrease in number of children in Japan, MEXT has identified serious issues at universities, mainly, difficulties in managing private universities. Along with the university management issues, changes in qualities of students can be another issue. Even though the number of children is decreasing, the number of universities is increasing. The university entrance rate in Japan has been gradually increasing. According to MEXT, the 2015 university entrance rate was 51.5%, which is the highest to date.

This paper gives special attention to university English teacher motivation. Teacher motivation for both teaching and research is dealt with throughout this research. In this paper, the motivation of university English teachers is relevant to both teaching in the classroom and research, which is individually cultivated outside of the classroom, because they are inseparable professional requirements. In reality, an individual's emphasis on and level of interest in either one can be very different, yet in order to contribute to university education in their profession, both should be essential.

At work, we teachers often reflect on how the day's lesson went at the end of the day. Furthermore, we often think about how we can make tomorrow's lesson better. However, these ideas are not commonly shared in academic communities and this field has not yet been fully explored. Our days at work consist of various aspects including our students, colleagues,

administrators. Understanding this practical side of teaching as well as teachers' perceptions, motivations, and attitudes, and the psychological processes of this profession can offer significant meaningful realizations about our lives as teachers.

1.1 The need to explore teacher motivation

Han and Yin (2016) emphasize the significance of teacher motivation research since it is closely related to a number of education variables, which include student motivation, educational reform, teaching practice, and teachers' psychological fulfillment and well-being. In this paper, teacher motivation means all kinds of efforts done to sustain a teacher in this profession, including both teaching and research, since both aspects are necessary to work productively as a university English teacher in Japan.

1.2 Teacher motivation management strategy

As for the teacher motivation management strategy, Corno and Kanfer (1993) suggested specific teacher motivation management strategies. Various strategies are proposed on what teachers should do inside and outside of classrooms. The specific strategies are as follows. First, immediately after a lesson, a teacher should consider how the lesson went and make mental notes on what can be done differently next time. Second, the teacher should imagine being named "Teacher of the Year" and how such an award would satisfy him or her. Third, a teacher should observe other teachers as a learning tool. Fourth, a teacher should marshal inner resources, and should remember that he or she had gone through something more intense than the present situation and made it through. Fifth, a teacher should analyze why he or she feels so anxious about certain aspects of his or her work and think through ways to overcome these feelings. Sixth, a teacher should embellish his or her teaching—keep changing what he or she does – so that it is more interesting for him or her to teach the lesson again. Seventh, a teacher should rearrange the classroom layout for maximum attention from students. And finally, a teacher should call teacher study groups to resolve problems cooperatively.

Falout (2010) pointed out the issue that native English teachers face various negative factors, leading to demotivation. Furthermore, specific motivation strategies for university native English teachers in Japan were suggested. The specific strategies include controlling their emotions, participating in the community, and improving their self-awareness ability.

Nowadays, it has been pointed out that due to the limited number of studies on teacher motivation, this particular area of research is gaining more interest in order to explore further the details on the mechanism of teacher motivation (Erkaya, 2012; Han & Yin, 2016). Since the concept of teacher motivation is relatively new, it needs to be explored since through a proper

understanding of the mechanism of teacher motivation, teachers can devote their life to their chosen mission and make a positive contribution to the world with true joy and happiness. With a hope of giving new perspectives on teacher motivation research in higher education in Japan, the following research questions were created below.

2 Research Questions

In this study, the researcher will investigate the following points related to teacher motivation of Japanese university teachers to answer the following research questions.

1. Do they find a need or desire for learning teacher motivation management strategy?
2. What kinds of teacher motivation management strategies are effective for current Japanese university teachers?

This paper investigates effective strategies to enhance and maintain a high level of English teacher motivation including teaching motivation and research-related motivation. The purpose of this study is to contribute to teacher education and development by finding out what kinds of effective strategies are utilized among currently working Japanese university English teachers in Japan. In this study specific strategies were elicited from individual semi-structured interviews. Most importantly, the true aim of this research is to make a positive contribution by suggesting practical approaches which teachers could utilize throughout a career as university English teachers.

3 Participants

Six Japanese university EFL teachers volunteered to participate in this study (See Appendix A). They comprised three male teachers and three female teachers, ranging in age from 39 to 55. Their teaching experience at universities in Japan ranged from 7 years to 30 years. Participant F had experience of teaching at a university abroad. He mentioned that the experience of teaching outside of Japan had presented him with great challenges, yet from these experiences he had gained great confidence that allows him to cope with working in various teaching styles that are adaptable to all different teaching situations. All other teachers had taught in tertiary level education in Japan, yet did not have experience of teaching outside of Japan.

All the participants are currently working in the Tokyo area as university English teachers. All had received formal education in Japan. Participants A, B, D, and E earned their master's degrees in Japan, while Participants C and F obtained their master's degrees in the United States. Their research areas were varied, including TESOL, applied linguistics, and

English literature. All the teachers were very passionate working teachers at the time of the study. At the same time, apart from Participant B, most of the teachers were regularly working on their research, mainly during the summer and winter breaks.

Regarding their lifestyle, five participants were married while one participant (Participant E) was single. Regarding their employment conditions, five of the teachers were working as full-time teachers, while one teacher, Participant E, was a part-time teacher and teaching at multiple universities. More specifically, Participants A and D had tenured positions. Participants B, C, and F were working in contract positions with limited years as full-time teachers.

Regarding the selection of participants, the researcher had access to them through working as a teacher and researcher in job-related networks through work and conferences, both domestic and international.

Fortunately, they were all willing to contribute to the study, and they were quite open to their own experiences both on practical teaching matters and academic matters. Their perspective on English education and personal values in their life and priorities from the daily job to whole career was analyzed. Each participant was a relatively experienced teacher and researcher.

4 Methods

In this section, as a method of research, a semi-structured individual interview was conducted in a quiet, secured place which protected their privacy. This teacher motivation strategy requires a certain level of exposure in regard to their own experiences and views as university English teachers in Japan. Therefore, an informed consent form was utilized before the interview and explained verbally.

As for research questions in this study, the researcher explored if current Japanese university English teacher find a need to gain understanding on teacher motivation management strategy. Then this study investigated what kinds of teacher motivation strategies are effective through a semi-structured interview. In the previous study, long-term teacher motivation was investigated by semi-structured interviews with a life line chart. As a continuous research from the previous study, this research was conducted to gain an understanding of teacher motivation strategy. Following are the research questions asked in individual semi-structured interviews.

1. Do you feel that you find a need or desire for learning teacher motivation management strategy? If so, why do you think so? If not, why not?
2. Did you find effective strategies to sustain or develop high level of teacher motivation?
3. If so, what kinds of strategies were effective for you to sustain or

empower teacher motivation?

When analyzing the qualitative data, special attention was taken into consideration in order to protect their privacy by keeping their anonymity, confidentiality, and using informed consent. The research was carried out with a special attention by not including any components that identify individuals such as participants' names, schools they attained degrees at, and universities they work for. The researcher took a special care to secure their privacy by all means.

5 Results and Discussion

Overall, they are currently doing well on coping with their own teacher motivation management. It is because they are familiar with teaching at universities through their career. Each participant had an experience where they did not feel comfortable at work at least once in their career. Through each struggle, they found a particular environment they could work in comfortably by seeking a comfortable place following the values and priorities of their job. Therefore, their overall teaching motivation level was relatively high. It is clear that through gaining these experiences, they learned that it is quite natural to have ups and downs in their teaching and researching motivation.

For instance, one participant (Participant E) mentioned that now he can predict overall classroom flow through the semester from the beginning to end. In other words, he can visualize how he can structure each lesson including the materials to cover and pacing for each lesson. However, it took time to figure out what kinds of teaching methods and approaches actually work in each lesson by exploring students' levels and needs and wants. To stabilize his own style of teaching, he was eager to learn an effective methodology. As a matter of fact, he did not have a chance to learn how to teach English since his concentration in his masters and doctoral program was English literature. In order to learn and explore effective and meaningful teaching methods, he used to go to various kinds of workshops and seminars every weekend. Although he is still actively exploring practical methodologies particularly in English teaching and conducting practical research by trying out various innovative teaching methods in his university English classes, his confidence level is much higher than before.

Regarding the first research question, interestingly, all the teachers answered that they did not find a need to know teacher motivation management skills. They seemed to know each strategy needed to manage their own teacher motivation. When they were asked additional follow-up questions about why they do not find a need or desire to develop knowledge of teacher motivation management, they mentioned they did not have any problem with the motivation issue.

As for the second research question, following strategies were

suggested. By conducting this semi-structured interview, practical hints were given by six individuals and these comments from current Japanese EFL teachers could be very practical suggestions and recommendations both for experienced teachers and novice teachers to create more productive and successful lessons. Here are the practical suggestions to sustain and empower teacher motivation.

After individual semi-structured interviews, data was transcribed, and then analyzed. As a result of the analysis, twelve specific effective strategies were embedded by the careful considerations. First, specific effective strategies were given, and then each participant's related episodes including their experiences and insight were followed.

5.1 Reflective teaching practice

Among the six participants, three of them answered that they regularly spent time to reflect on their own teaching. For instance, Participant C mentioned that at the end of day, she regularly reflects on how her classes worked well or not. When she had a natural flow in her teaching, she could feel a great feeling, including a sense of accomplishment and joy of teaching. *“At the end of day, I always reflect on my own lessons. When everything went well and when I found that students enjoyed learning, it's such a nice feeling. It's really obvious and easy to find if students understand the contents I'm teaching or enjoy their learning. There are many signs to show if they understand or enjoy the contents, materials, and methods I'm teaching. By taking a look at their facial expressions and their attitudes, I can really feel if the lessons work well or not.”*

In addition, she added that it is always an exciting time for her to create materials to teach and make a lesson plan to teach better in her next lesson. *“It's always an exciting time for me to think about all the possibilities of what kinds of teaching materials I can use or how I can teach with exciting and stimulating materials.”* She is showing that she has developed her teaching techniques and insights through her thirty-year career as a university EFL teacher.

Moreover, Participant D noted that his teaching technique was improved by reflecting on his own teaching at every opportunity. At the beginning of his teaching career at private universities, he did not have any experiences of teaching. Besides that, he mentioned that he has never learned any methodology of teaching through his formal education in his life. Certainly his passion towards literature brought him to teach English. Yet, he soon found that many courses he was assigned to teach were not related to literature. In reality, he realized he learned a lot by his daily trials and errors and reflecting on daily teaching practices, especially as he realized which teaching techniques and approaches actually worked on what kinds of students. Participant D admitted as follows.

“I have never learned anything about methodology by reflecting on my formal education. I gradually learned how to teach by reflecting on what I taught and how I taught through my daily teaching and practice. Every semester, I gradually came to understand better students’ needs and wants and preferences for learning. For instance, as for science-major students, they tend to be relatively quiet and tend to prefer to work individually at their own pace. On the other hand, as for liberal arts-major students, they tend to prefer to work on various interactive activities by sharing ideas from a small group discussion or a classroom discussion.” (Participant D)

Participant F emphasized the importance of reflection of each lesson in his daily teaching. Therefore, in all courses that he is teaching, he distributes a reflection log for every student. By reading the student’s log, he can understand what they enjoy learning and the difficult parts that cause the students to struggle. When he asks students to write a log, he always asks his students to reflect on each lesson and write what they have learned and what they could not learn in each lesson. He regularly checks students’ comprehension levels and their personal voices in each lesson. He can gain a lot of insights and tips from the reflection log and make good use of it in the next lesson. In this way, when he finds that students have not understood certain content or failed to acquire a specific skill, he tries to teach the content or skills to the learners. To reflect on teaching, he realized that this reflection log facilitates him to reflect his lesson in a realistic way and makes it possible to plan a meaningful lesson in the next lesson. As a teacher, he invented his original way to reflect his own lesson by listening to learners’ direct voices on his teaching and their learning. He explains the use of the reflection log as follows:

“I regularly use a reflection log in my class. Checking a student’s comprehension level and gaining insights on what they understand, or don’t, actually helps me to plan a constructive and meaningful lesson for learners, so I utilize this form in every class. Besides, it’s worthwhile from another aspect, and since students can understand that they are being evaluated by how much and how deep they understand the content and skills, learner autonomy is naturally developed and they are conscious that they need to be responsible for their learning. ”

In this way, participants developed their own method for meaningful reflection and a way to provide effective lessons by deepening an understanding of themselves and the students simultaneously.

5.2 Keep learning as a life-long learning

In order to empower teacher motivation, it became clear that to keep having a view that teachers are also learners is essential to keep their growth as professionals. Teachers who are eager to keep learning and share the knowledge and insights gained from experiences can keep evolving themselves. Simultaneously, it is realistic and helps to facilitate their growth as a teacher and researcher from a long-term view.

Participants shared their discovery through their teaching and researching career, saying that it was essential to perceive their career from a long term view and to have curiosity about what transpires in their daily life. To do this, participants shared their views on their growth as teachers. Once teachers started their career as a teacher, the amount they are learning and what they are learning depends on each person's will and motivation. How far you can learn, how much you can learn, how much you can deepen learning in the field depends on what you want from your daily teaching and your career.

Participant C shared her view that it's very important to enjoy what she does in her daily teaching. Therefore, she constantly keeps her eyes open to various teaching materials and methods and tries new ways to teach. After teaching English in tertiary education in Japan for thirty years, her passion and enthusiasm for teaching has become quite powerful and she feels that her insights on teaching and the learners are deepened with her experiences, and naturally she found that her teaching is getting easier over time. She stated her ideas as follows:

"I am constantly trying to find new stimulating materials and methodologies to make my lesson fun and learnable for my students. It's a pure joy on discovering something catchy in my teaching. It's such an exciting moment when I consider how I can apply the teaching materials and methods in my own teaching situation. Imagining how I can make the use of the idea in my reality is one of the best moments. I enjoy the process. Then if my lesson actually went well with the new materials or methods, it becomes my pleasure and provides more motivation and passion towards my teaching."

In addition, participant D mentioned that even though he did not have any formal opportunity to learn any specific methodology through his formal education, since his major both for undergraduate and graduate degree was literature and the coursework did not include any teaching-related classes, he admitted that he was able to sharpen his insights on teaching and gain greater understanding on teaching and learning by accumulating many daily teaching experiences including both successes and obstacles. No one directly taught him how to teach English courses, yet he gradually acquired a lot of

skills and knowledge through his experiences. In fact, he had a chance to receive a special award as an excellent teacher from one private university since he received an excellent evaluation from students. He remembers that he started to teach as a university English teacher since he wanted to be a professional researcher following his true passion, literature. At the same time, he felt that he had no other options for his career after receiving a Master's degree in English literature. Therefore, he was not excited about starting his career as a university EFL teacher at all. He also admitted that he was not conscious of himself as a teacher at all, and started to teach simply to make a living. The following quotes reflect his views on lifelong learning.

“When I reflect on my teaching, at the beginning I was not motivated to teach English at all. I simply started to teach to make a living, but gradually I found a joy in teaching and developed my own lessons combining my background and knowledge of literature and English. Reflecting on my career, when I was a novice teacher I was neither a good nor motivated teacher at all. However once I had an opportunity to receive a special award for excellent teaching from a private university and the president of the university personally gave me positive words about my teaching and devotion to education to the university. After that I was motivated to teach more effective and meaningful lessons and to make contributions for the university students.”

In contrast, participant F started his teaching career in tertiary education in Japan full of dreams and passion towards teaching. Reflecting on his motivation for teaching, his whole career demonstrates motivation both for teaching and research at a very high level. His following quote explains how he sees his own teaching motivation. *“When I am completely satisfied with my teaching, then my motivation might go down. However, I have never experienced the feeling even once. Always, there is something I can make better after teaching lessons.”* He explains that there is always something to learn.

5.3 Be sensitive to visible and invisible responses from students

Another teacher motivation management strategy is to be sensitive both to the visible and invisible needs and responses from students. Three participants referred to the importance on having sensitivity to students' needs and wants. Various teachers shared their ideas that it is essential to understand students from different angles such as their skill level, motivation level, and their purposes of their learning, interests, and attitudes for English learning. After conducting semi-structured interviews with six participants, it became clearer that as long as they care about what learners seek to learn and how they seek to learn, they can sense their needs and wants and give

effective lessons. Since learners' needs analysis is essential to give effective, meaningful, and engaging lessons for the learners. There are various ways to deepen one's understanding of students' needs and wants in daily teaching situations. In each individual interview, each teacher shared how important it was to notice what students desire to learn and how they hope to learn. When mutual understanding between teachers and learners is strengthened through the daily teaching and learning environment, they can understand each other better and naturally they can create a positive cycle of smooth communication in each lesson. By being sensitive in the classroom and seeing various visible and invisible responses from students give lots of helpful and useful information regarding learners' preferences, comprehension skills, motivation, interests, and personality.

For example, Participant C explains the importance of understanding learners as follows. *"I can feel and sense how I am doing in the classroom by taking a look at students' eyes and attitudes. They give me lots of information if they understand the objective or activity or if they enjoy the lesson."*

Another participant, Participant D, mentioned that all kinds of words of appreciation towards teaching is the greatest source of motivation for him as follows. *"All kinds of positive feedback on my teaching is the greatest source of teaching motivation. For example, it can be direct words or their facial expressions. I can feel it when things go well or not when I am teaching. It's very simple."*

In addition, Participant F also mentioned that student motivation is the greatest source to empower teacher motivation. The next quote explains how powerful and dynamic student motivation is to the teacher. *"Teacher motivation depends on learner motivation. Therefore, I am always trying to figure out how they perceive my lesson by asking students to write a reflection log at the end of each lesson and try to make meaningful communication."*

To empower teacher motivation, especially positive feedback from students can be very powerful to motivate each teacher. Therefore, various teachers showed that they were actually making daily efforts to understand what learners enjoyed learning through the process of their English classes including their preference for topics, activities to understand their motivation regarding their attitudes, interests, and pure curiosity in their learning.

5.4 Accumulate successful experiences through daily teaching

Accumulating successful experiences through daily teaching is probably one of the most powerful teacher motivation strategies. Participant B emphasizes gaining successful experiences both inside and outside of classrooms actually helped her to gain confidence in teaching and enhanced her teacher motivation. In class, when she finds that students are actively engaging in various activities and exercises to develop their acquisition skills, she feels

happy and it gives her a sense of achievement. Also, when students come to see her in her office after class, she feels happy to build a comfortable relationship with mutual trust and respect. When students need help in their learning, she likes to listen to their voices carefully and give the best support to each student.

“I would be happy to help and support each student and contribute to their education, so I am trying to spend time with students as much as possible. Especially, I am trying to spend time with my students who are taking my seminar courses. I am consciously telling them to come over to see me when they have any question or concern with English learning. Some of them come to see me to discuss non-academic issues, yet it is truly my pleasure to talk about any issues that they would like to discuss.”

In addition, another participant referred to the power of accumulating successful experiences as follows: *“Of course when I have received a terrible evaluation in the past, I have felt down. Yet, overall, when I receive a positive evaluation and direct comments from students for my lesson, I feel empowered in many ways. Every time I gain successful experiences, I feel like giving better lessons and giving a more interesting and meaningful lesson.”* She explains that gaining successful teaching experiences powerfully adds to her confidence and it stimulates teacher motivation in a positive way.

5.5 Set realistic short-term goals and long-term goals

Not every teacher mentioned it, yet three teachers shared that their values and attitudes on their goal setting can be a motivator on teaching. It might be possible to suggest that another way to empower teacher motivation is to set realistic short-term goals and long-term goals. Two of the participants, A and D, had times that they could not visualize their goals when they were lost in their career at times. When they were struggling with teaching with many part time teaching positions, they could not think of clear goals and had trouble visualizing a clear future. It was a time when they strongly felt their efforts were not rewarded. Then both of them said that they completely stopped working on research because they doubted if working hard on both teaching and research was a meaningful activity, either for their life or their career. However, now they have clear goals and their motivation level is high both as a teacher and researcher. Therefore, it seems worthwhile to have clear goal-setting in one's mind. Three participants, Participants A, D, and F, shared their values and attitudes towards teaching and research.

Participant A said that every time she set a goal, she achieved each one of the goals. From the beginning of this career as a university English teacher until the present, she got a sense of achievement little by little by achieving every small goal, including finding her first part time teaching position

through getting a tenured teaching position, along with a great deal of teaching and research experiences. Currently she has a tenured position and now she has some new goals to achieve both in teaching and research.

Furthermore, Participant F emphasized continuing to work on research, even little by little, regularly. He found that working on one page every day makes it possible to show his ideas by visible shapes including various types of publications and conference presentations. Even when he is busy with daily teaching in the middle of the semester, he is regularly trying to write for research publications so that he can keep creating new work even for a short period of time. He says that the accumulation of daily effort can make it possible to achieve his goals. So far, he had published many books and publications by taking actions every day. He emphasized that it is very important to set a realistic goal and divide tasks into small sections. His current goal is to write up his dissertation which he has been working on in a PhD program. Writing one page a day is a rule he decided on to achieve his goal, and he tries to follow the rule regularly. By this method, he can feel a sense of achievement regularly and see the progress step by step.

5.6 Work on research which can contribute to education directly

Through the interview that it became clear that to keep a high level of motivation for both teaching and research, connecting something you have a strong passion or interest in and something you can contribute to the society or education with is the key. Two teachers, participants A and E, repeatedly emphasized that they hope to write and present something which can contribute to the society or English education/ language education. It can give motivation to work toward since these teachers find that the research they conducted has a positive influence on their actual teaching, and they find that a sense that they are contributing to real world teaching gives a deeper level of satisfaction. When their findings have an influence on actual practice in the field of English education, they feel a sense of joy and achievement.

5.7 Find an environment you feel comfortable working

As previous research data shows, it became clear that the working environment is one important aspect to consider in maintaining or empowering teacher motivation. Participants shared negative comments about working environments where they don't feel comfortable. The causes can be various, but mainly it's often related to the school culture, management, and student population, including their own motivation levels, interest levels, and attitudes towards English learning.

For instance, regarding the student population, two participants shared their experiences from the past. At such difficult times, Participants C & E shared their experiences. While they were working in such an environment, it

made them think about what they are doing in their life. They mentioned that they started to have doubts about whether they might be wasting their energy and time teaching students who had no motivation or very low motivation. For psychological and mental health, this is a very critical point to consider for teachers.

Participant B also shared the idea of the importance of working in an environment with colleagues who are comfortable to work with. Especially regarding the teaching motivation, she emphasized the point about working in a comfortable teaching situation when reflecting on her past teaching situations. Right now she feels comfortable working due to harmonious human relationships at work, yet she admitted that once she had a difficult time working with some colleagues. She feels that it was the right choice to leave that school and now she is fulfilled with her teaching and researching at her current university.

5.8 Socialize with people who feel comfortable with in the fields

Basically teachers prepare lessons regularly by themselves and teach in classroom by themselves, and work on research by oneself. Teachers are basically on their own. In fact, one participant admitted that socializing with teachers and researchers who feel comfortable with working empower her teacher motivation. Working on research can be a lonely process and researchers appeared to often feel alone. Since researchers tend to live in an isolated society or community in a sense. To be productive on research and teaching, she feels that meeting peers who live in the same community and building personal social life with them actually help her give stimulation about teaching and researching career. Loneliness and socially isolated feeling prevents one to move forward. For her, building a friendship with someone who can share goals and dreams can empower her teaching and researching motivation.

5.9 Enjoy yourself outside of work by doing what you want to do such as enjoying hobby

Two participants clarified that not only teaching and researching but also having a fulfilling private life is a key to sustaining a high level of motivation. Balancing work and private life is an issue for teachers since the job itself is usually done by themselves alone. Also, many teachers spend time outside of the classrooms for preparation of daily lessons and work on research with their free time. Especially regarding research activity, it is often done using their free time outside of their office, so it can be a never-ending process. Therefore, some researchers suggested that keeping a well-balanced private life / work balance is essential on teacher motivation management.

Participant A emphasized the importance of her private life since

simply enjoying herself outside of work gives her plenty of inspiration for her teaching and research as well. She also shared her view on the relationship between her private life and her career. All kinds of stimulation, both at work and outside of work, can give her power to simply enjoy what she does. To raise the quality of her work in teaching and researching, that often contributes to her satisfaction in life.

Participant D also mentioned how powerful it is for him to do what he enjoys outside of work since various activities he enjoys give him unexpected innovative ideas for teaching and research. For example, books he reads for pleasure, including novels, sometimes gives him new ideas on teaching and research.

From their shared story, taking time for themselves for pleasure besides teaching and research is essential to maintaining mental health and sustaining a high level of teacher motivation simultaneously.

5.10 Having a mentor who can be a role model

As mentioned above, teacher and researcher work individually and independently. Therefore, in order to empower teacher motivation, having a mentor is one way to empower teacher motivation. This idea was shared by the youngest participant among the six participants. Participant A shared her positive experiences by having a mentor. Since she was an undergraduate student until she was in a PhD program at a national university, she had a role model whom she would like to follow as a teacher and researcher and as a human being as well. The role model was her English teacher whom she met in her English class when she was an undergraduate student. The female university English teacher was a very successful university lecturer and researcher. At the same time, she had such a happy private life outside of her career. For Participant A, the role model was a very successful cosmopolitan, elegant, and smart career woman who is managing to provide effective lessons and conduct research in the profession while contributing to both education and research. At the same time, she was married to a very elegant, smart husband who lives in New York. The following quote summarizes the power of having mentor as a role model.

"I met a teacher whom I have admired since I was an undergraduate student. I met her when I was a university student when she was my English teacher. I really enjoyed learning a lot from her class, and as a matter of fact, the area of my research is directly related to the contents I learned from her. She inspired me in many ways as a teacher and researcher. Besides, she was such an elegant, smart, cosmopolitan beautiful teacher. She gave me a clear vision and dream that I also would like to live like her as a teacher and researcher and make a contribution to the society internationally."(Participant A)

Surprisingly, her current life is overlapping with the role model's life in many ways. Currently, she got a tenured position at a private university. She is fully enjoying teaching and researching. Although it took more than a decade to make her dreams come true, her mentor gave her lots of hope and dreams and kept her trying her best with her teaching and research throughout her career. She had a clear vision for what kind of teacher and researcher she wanted to be from her very young age. That must have been helping her to shape her own career as a teacher and researcher. A role model can be a powerful source to empower your teacher motivation.

5.11 Work collaboratively with other researchers who share common interests both domestically and internationally

Two relatively young participants, Participants A and D, implied that working with others can create a new possibility by sharing creative ideas and specialized knowledge and having a chance to present work with a sense of joy. At the same time, some researchers mentioned how lonely it is for them to work on research individually. Working on research with others who share similar interests can be productive for all the members.

Participant A mentioned that she recently started to give international conference presentations with her close colleagues who share similar research interests. She had been working on her research on her own until recently, yet she has realized that there can be productive and meaningful learning experiences in sharing with a colleague. Another participant, E, is one of the most active teachers and researchers who also emphasized the joy of collaborative research. He often goes to domestic seminars and workshops and conferences on English teaching. Working with someone who has a genuine interest and desire to grow as a teacher and researcher can be a powerful source to push him quite hard with his research. The reverse can apply as well.

5.12 Accept that there are high times and low times in both teaching and research and leave it as it is

Finally, as one more strategy to empower teacher motivation, it is a fact that through one's long-term career as a non-native speaking university English teacher, it seems natural to have some ups and downs in one's career. In fact, the retirement age is now extended when compared to previous days. Now, the average official age for retirement is 65 years old at many national and private universities. At some universities, teachers can work until the age of 70. All participants said that as a matter of fact, they had hard times teaching and researching as well. However, it does not necessarily last long when one tries to solve the problems in the ways mentioned above. All the participants are willing to develop their career and keep growing as university English teachers.

6 Analysis and Implication

These twelve strategies imply that actions and behaviors which originally come from intrinsic motivation are the most effective strategies for many currently teaching and researching university English teachers in Japan. Key concepts from the first study to the last set of research; all kinds of actions and behaviors related to intrinsic aspects of motivation such as curiosity, self-growth, and a sense of achievement seem to have the most powerful effects on teacher motivation management.

On the other hand, actions or behaviors from extrinsic motivation such as monetary rewards or promotion were not mentioned at all in the interviews. It might be mainly because there is no guarantee if one can get a tenured position even if they work very hard. In the interview, some teachers mentioned how competitive it is to get a tenured position at universities now. One very experienced female participant, Participant C, used to work in a tenured-track position at a private university. At the time, she prioritized her private life more than her career since she had got married and she was very busy taking care of young children. She stated at the time she could not predict that current job security issues among university English teachers would occur as they are right at the moment. It might imply that if you set a goal that is related to extrinsic motivation, it can make your life more difficult and often even stressful. In reality, it becomes more competitive to get a full-time teaching position at universities, especially in the urban areas in Japan. From this perspective, extrinsic motivation might be hard to sustain because there is no guarantee to be given the chance. Job security is another critical issue to consider.

As another important aspect to maintain high teacher motivation, the working environment is definitely one issue which impacts one's ability to a good job at work. Therefore, participants mentioned that if you don't feel comfortable working at a certain environment, you should leave the position and find a better place as they did. The working environment includes various aspects such as school culture, university policy, atmosphere of the school, student population, and colleagues, which amount to many things you cannot change. Therefore, participants suggested that it is not a wise way to stay at a university where you cannot use your full potential at work. However, in reality, it is not always possible to make such an action since there is no guarantee that you can find another job immediately.

In summary, these twelve strategies to maintain and empower a high level of teacher motivation were embedded and suggested through semi-structured individual interviews. Some teachers were more conscious on how to empower themselves as a teacher and researcher, yet others admitted that they had never thought about their own teacher motivation management strategy. Interestingly, when they are asked if they feel that they want/need to manage their teacher motivation better, all the participants

answered that there is no need to work on teacher motivation management to the same degree that they work on research since their teacher motivation level is quite high.

Overall, the researcher hopes these approaches can provide some hints for novice and current university English teachers so that their daily work and career flows smoothly. The insights gained through the interview give a sense of reality gained through their daily teaching practice and daily effort on research as well. Their words give us a hint that balancing teaching and research with private life are all interconnected.

In this paper, twelve strategies were suggested from the embedded data, yet there should be more varieties of approaches besides the ones suggested in this paper. Also, the researcher found it important to clarify that each teacher had different values, preference for teaching and research, and attitudes toward both. Therefore, the variations of teacher motivation management strategies could be unlimited and the combination of these approaches should all be different and this depends on the individuals. These strategies could be beneficial both for novice teachers and current teachers. It might give some hints to find effective ways to overcome the difficulties they face in their teaching situations or research. The researcher is full of appreciation for participants who were willing to share their personal views along with personal experiences in teaching and research since their shared voices among currently active university English teachers in Japan has made it possible to conduct this research.

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Appendix A

Participants' Information

	Gender	Age	Teaching experience (Years)	Education	Area of research	Employment condition
A	Female	39	11	Completed courses for PhD	Linguistics	Full time lecturer
B	Female	43	10	MA	Linguistics	Full time lecturer
C	Female	55	30	MA	TESOL	Full time lecturer
D	Male	45	18	MA	Literature	Full time lecturer
E	Male	41	12	Completed courses for PhD	Literature	Part time lecturer
F	Male	40	7	MA (PhD student)	TESOL/ Applied linguistics	Full time lecturer

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