TOWARD DESIGNING A CHINESE LANGUAGE TEACHER TRAINING PROGRAM: AN ANALYSIS OF TEACHERS’ MOTIVATIONS

THESIS

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A lot of research has been compiled on students’ motivations to learn, however, teachers’ motivations for teaching have been rarely discussed. The study of teachers’ motivations may be categorized into three parts: motivation to start teaching, motivation to continue teaching, and motivation to excel in teaching. This thesis focuses on identifying and analyzing the factors that affect novice teachers’ motivations to excel at teaching, specifically in the context of Chinese language pedagogy. Furthermore, this study examines what factors create a successful Chinese language teacher training program, as well as highlight the strengths and weaknesses of current Chinese language teacher training programs.

To answer these questions, I collected data through class observations, by distributing questionnaires and interviewing four Chinese language teachers. Two of the teachers participated in a Chinese language teacher training program at a large Midwest state university and currently teach at the same university, and two who are teaching at two different U.S. universities and attended training programs at a small state university in the Northwest. Although the two teacher training programs are at different locations, they follow a similar pedagogical approach. The questionnaire consists of eleven
motivating factors for teachers that the four subjects have to fill out, with one representing the factor that motivates them the most and eleven being the factor that motivates them the least. In addition to the questionnaire, an interview consisting of two sections with eleven and seven open-ended questions respectively was administered. The questionnaire and interview are both written in English.

This thesis finds that novice teachers’ primary motivations to excel stem from their personal interests and goals, which in the study include factors such as teachers’ ambition to develop and manage a Chinese language program and choosing a career in Chinese language teaching. Moreover, regarding the Chinese language teacher training programs, the strengths of the investigated programs include combining the teacher training program with intensive language program. This provides opportunities for the trainees to teach and tutor real learners of Chinese, design course-related materials, and receive a series of informative lectures on theoretical and practical issues. On the other hand, the weaknesses of the investigated programs may include having imbalanced opportunities for the trainees to teach Listening & Speaking and Reading & Writing classes, as well as beginning level and higher-level classes and issues related to tight class schedule. However, this imbalance is actually by design; the real issue may be conveying this to trainees to better alleviate their concerns.

Based on the research results, it is recommended that what motivate teachers the most are those sustainable and continued intrinsic motivations, rather than those temporary and extrinsic ones. Additionally, by understanding the strengths and weaknesses of the current Chinese language teacher training programs as well as
teachers’ motivations, this study wishes to provide constructive insights for the design of future Chinese language teacher training programs associated with inculcating a sustainable motivation.
Dedication

Dedicated to my beloved mother and sister: Pan An-Pei and Chen Jia-Ying

獻給我最愛的媽媽和姊姊
I wish to express my deepest gratitude to my advisor, Galal Walker, for creating an environment in which his students could learn that ‘knowing is doing’ as well as for his patience, motivation, intellectual insights and immense knowledge. Without his persistent guidance and help, this thesis would not have been possible. I would like to thank Dr. Mari Noda, for her continued encouragement and insightful comments, who introduced me to language pedagogy when I participated in my first Chinese language teacher training program, and whose enthusiasm for teaching motivated me to pursue my M.A. degree in Chinese language pedagogy.

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CHAPTER 1: MOTIVATION IN CHINESE LANGUAGE PEDAGOGY

“Teachers are placed in one of three categories: those who perform at an unacceptable level, those who function at an acceptable level, and those who go beyond the basic job description to teach charismatically.”

Zimbardo (11)

Motivation is one of the key factors in completing a task successfully and smoothly. When it comes to Chinese language teaching and learning, the motivation of both teachers and learners plays a crucial role in achieving a Chinese language program’s goals for the learners, i.e., to function appropriately in Chinese culture using Mandarin Chinese.

In 2010 and 2012, I attended two summer teacher training programs – as a trainee and as a Visiting Instructor of Chinese, respectively. My experience of playing both roles – as a trainee and an instructor – led me to investigate the following questions: (1) what factors affect teachers’ motivation to excel in teaching, (2) what factors determine a good teacher training program, and (3) what are the strengths and weaknesses of current
teacher training programs? To answer these questions, clear definitions of “motivation” in the context of Chinese language pedagogy will first be clarified and presented.

The research of teachers’ motivation could be categorized into three parts: motivation to start teaching, motivation to continue teaching, and motivation to excel in teaching. In this study, the focus is to identify and analyze the factors that affect teacher motivation: what leads to increasing teachers’ desire to teach better and what leads to decreasing teachers’ interest in improving their technique and performance. Previous research regarding motivation mostly deals with second language learning in general and focuses on the perspective of students’ motivation, rather than on that of teachers (Demir 1398). This study will take a first step toward analyzing teachers’ motivation specifically in the context of Chinese language pedagogy.

1.1 Motivation’s role in teaching and learning

1.1.1 Definitions of motivation

Most research dealing with motivation focuses on motivation in general in the context of psychology. One of the challenges for the current study is the lack of previous scholarly literature. In the various research studies conducted on the professional development of teachers in higher education, a great deal of attention was focused on teachers’ conceptions and on teaching behavior (McKenzie; Postareff et al, as cited in Visser-Wijnveen, Stes, and Van, 421). Nevertheless, “an important issue has been overlooked: teachers’ motivations to teach. Besides teachers’ competencies and teaching
styles, motivation is a crucial factor in how teachers function in the classroom. The combination of competencies and motivation is a determining factor with regard to the performance achieved” (Ambrose and Kulik, as cited in Visser-Wijnveen, Stes, and Van, 422). However, many professional development programs design a curriculum based on how to improve teachers’ teaching competencies and techniques, rather than focusing on how to improve teachers’ motivation to teach better. This key component has been relatively little explored; hence, I aim to explore the factors associated with teachers’ motivations.

Definitions of motivation from earlier studies are proposed by Paul R. Kleinginna and Anne M. Kleinginna (273). As mentioned previously, a major challenge in the psychology of motivation is the lack of consensus on the definition of the term. The authors compiled 102 statements, which define the concept of motivation from a variety of sources. These statements were classified into nine categories, with a tenth category containing the sceptical statements. To give a few examples, we will look into the ten categories below:

(1) Phenomenological definitions which emphasize conscious or experiential processes, such as in Bruno’s introductory text: “The term motive, objectively defined, refers to a hypothetical state in an organism that affects the relationship between stimulation and behavior… On the existential or subjective level a motive may be defined as a wish or a desire to take a particular action” (cited in Kleinginna and Kleinginna, 274).
(2) Physiological definitions which emphasize internal physical processes, such as in Bindra and Stewart’s motivation text: “Any goal-directed action is instigated by a central motivational state, which itself is created by an interaction within the brain between the neural consequences of bodily organismic states (‘drives’) and neural consequences of environmental incentives (‘reinforcers’)” (cited in Kleinginna and Kleinginna, 275).

(3) Energizing definitions which emphasize energy arousal, such as in Dashiell’s introductory text: “An entity of force, external or within the individual, which adds energy or force to a reaction; an incentive, the actual phenomenon of increase in energy or forcefulness” (cited in Kleinginna and Kleinginna, 276).

(4) Directional/functional definitions which emphasize choice, incentives, goal-directed behavior, or adaptive effects, such as in Thompson’s physiological text: “The behaviors that we call ‘motivated’ are frequently described as ‘goal-directed’ and ‘purposive.’ They do not seem to happen either at random or in an automatic, reflexive fashion but appear to be guided by their consequences, related to some goal, and carried out in such a manner as to satisfy the present and future needs of the individual or the species” (cited in Kleinginna and Kleinginna, 278).

(5) Vector definitions which emphasize both energy arousal and direction, such as in Lindsley’s motivation article: “Motivation is the combination of forces which initiate, direct, and sustain behavior toward a goal.” Moreover, as in Dethier and Stellar’s animal behavior text: “Motivated behavior, then is a drive that leads to goal-directed behavior and satiation” (cited in Kleinginna and Kleinginna, 279).
(6) Temporal-restrictive definitions which emphasize immediate or temporary determinants of behavior, such as in Arkes and Garske’s motivation text: “The study of motivation emphasizes contemporaneous influences on present behavior. Whereas learning is relatively permanent, motivation is not” (cited in Kleinginna and Kleinginna, 282).

(7) Process-restrictive definitions which distinguish motivation from other processes, such as in Gazzaniga, Steen, and Volpe’s physiological text: “About the only distinction that can be drawn between motivation and emotion is that one usually thinks of motivation as arising from within the organism, often as a result of some biological need or hormonal influence. Emotion, on the other hand, is often thought to be a cognitive response initiated by an external stimulus” (cited in Kleinginna and Kleinginna, 283).

(8) Broad/balanced definitions which emphasize the complexity of motivation, such as in Morgan, King, and Robinson’s introductory text: “Motivation has three aspects: (a) a driving state within the organism that is set in motion by bodily needs, environmental stimuli, or mental events such as thoughts and memories; (b) the behavior aroused and directed by this state; and (c) the goal toward which the behavior is directed” (cited in Kleinginna and Kleinginna, 285).

(9) All-inclusive definitions which incorporate all determinants of behavior, such as in Young’s motivation-emotion text: “Define the study of motivation broadly as a search for determinants (all determinants) of human and animal activity” (cited in Kleinginna and Kleinginna, 286).
Skeptical or disparaging statements which question the term or concept, such as in Bolles’s motivation text: “Thus, motivation seems to be neither a fact of experience nor a fact of behavior, but rather an idea or concept we introduce when we undertake to explain behavior” (cited in Kleinginna and Kleinginna, 287).

As we can see from the above ten categories, scholars treat the concept of motivation differently depending on their own intentions. And as stated earlier, this is one of the major difficulties in this study. Each of these categories has its own strengths and weaknesses regarding the context of motivation. For instance, some definitions emphasize internal mechanisms, the phenomenological or physiological aspects of motivation. However, they lack other important aspects of motivation, such as directional and functional definitions which emphasize choice, incentive, goal-directed behavior, or adaptive effects. Moreover, even within the field of psychology, psychologists have not yet reached an agreement upon the definition of motivation.

In addition to the ten categories of motivation proposed by Kleinginna and Kleinginna, one must also be mindful of the role intrinsic and extrinsic motivation play. According to Sansone and Harackiewicz (444), “a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control (e.g., Lepper & Henderlong, chapter 10 Ryan & Deci, chapter 2), which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end.” As for extrinsic motivation, it is suggested by Sansone and Harackiewicz that “Two distinct definitions of extrinsic motivation appear to have emerged: (1) when
motivation is based on something extrinsic to the activity and (2) when motivation is based on something extrinsic to the person” (445).

I will further discuss intrinsic and extrinsic motivation in Chapter 2 pertaining to the eleven motivating factors in the questionnaire and the analysis of teachers’ motivations. Furthermore, it should be noted that this thesis does not focus on how to define motivation, but on the practical aspect of the impact and influence of motivation in the context of Chinese language teaching from the Chinese language teachers’ point of views.

I synthesized the definitions of the ten categories mentioned above and came to a conclusion that in this study, “motivation” is a movement, which initiates, directs, and sustains behavior toward a goal. Although goals may be permanent, motivation is not. For example, A Chinese language learner may have a goal of being able to communicate with Chinese people using Mandarin Chinese. However although this person can hold the goal forever, the motivation to achieve this learning goal may not be sustained all the time. Furthermore, the goal of a Chinese language teacher is to cultivate learners to not only have the ability to communicate to Chinese people using Chinese, but also behave appropriately in a Chinese cultural context.

Hence, I suggest that it is crucial to understand the learning goals of students and what the progress is toward those goals in the context of motivation, because I assume that students’ motivation and teachers’ motivation are intrinsically intertwined.
1.1.2 From the motivation of students to learn to the motivation of teachers to teach

The thesis focuses on Chinese language teachers’ motivations to teach better and explores the question of whether teachers’ motivations are associated with students’ motivations. Another challenge, in addition to the lack of consensus on the definition of motivation, is that teachers’ motivations for teaching in higher education have been rarely studied (Visser-Wijnveen, Stes, and Van). Prior to exploring this main topic, we must examine prior studies regarding students’ motivations.

According to Skinner, “The word student means one who studies. If the Latin root is to be trusted, it also means one who is eager and diligent” (145). Sometimes it is not difficult to believe that while a lot of students are in accordance with the Latin definition of students who are eager and diligent to study, there are some students who certainly are not. I believe we all have had the experience of being either a student or a teacher, or both. We know that sometimes no matter how prestigious the schools are, exceptional the facilities are, hard-working the students are, and inspiring the teachers are, some students just do not study or merely study simply to get by. In this case, there is little point in building more schools, training better teachers, and developing better materials if the students will not study. We can say that there are various explanations for why a student studies. From a psychological point of view, he or she may have a desire to learn, a character of curiosity, or may be reacting to peer pressure to compete with other students; or from a practical perspective, he or she may have to complete a degree, may have money-related considerations that require getting a better job, or simply may enjoy studying in a prestigious school with a group of well-educated men and women and share
its privileges. Considering these motivations of students, I would like to raise these questions pertaining to Chinese language teachers: Do we see teachers’ motivations the same way as students’ motivations? And what reinforces teachers to teach or I should say what motivates teachers to teach?

1.2 Teaching and learning Chinese language and culture through doing

Based on my experience of participating in two summer teacher training programs – as a trainee and as a Visiting Instructor of Chinese, respectively, I found that it is vital to make the trainees, who are or will become Chinese language teachers, understand the goals of the training program as well as the expected learning goals of the language students. In this study, the two main topics are motivation and designing a Chinese language teacher training program. Regarding the first topic – motivation, knowing both the educators and learners’ goals creates a mutual understanding that leads to goal-directed behavior. Moreover, the second topic – designing a Chinese language teacher training program, in order to do so, after knowing the goals, another imperative step is to apply those approaches and concepts, which are being introduced in the following paragraphs, toward the composition of the program.

1.2.1 Three theories of learning and teaching

“Knowing is not enough, we must apply. Willing is not enough, we must do.”

1 A quote by Bruce Lee, accessed from goodreads.com. For details see references.
According to Skinner (5), there are three traditional ways of characterizing learning and teaching. Learning and teaching are a two-way cycle. The following introduction of the three theories not only applies to learners’ perspectives, but also more importantly, teachers’ perspectives. This study focuses on teachers’ motivations and the design of a teacher training program. The question now is how do we correlate these theories to the approaches we should utilize to train Chinese language teachers to teach in a Chinese language class? The three theories of learning and teaching compiled by Skinner are (1) we learn by doing; (2) we learn from experience; and (3) we learn by trial and error. These theories are discussed below.

(1) We learn by doing. As Skinner stated,

“It is important to emphasize that a student does not passively absorb knowledge from the world around him but must play an active role, and also that action is not simply talking. To know is to act effectively, both verbally and nonverbally... We do not teach a child to throw a ball simply by inducing him to throw it. It is not true, as Aristotle asserted, that we learn harp-playing by playing the harp and ethical behavior by behaving ethically ” (5).

In the case of Chinese language teaching, our goal as Chinese language teachers is to train our students not only to speak the language, but also to function successfully in Chinese culture using Chinese as their primary language. Most foreign language pedagogues believe that a person cannot learn a foreign language, but can only learn how to do things in a foreign language (Walker 16). We train our students to develop skills to communicate not only in Chinese, but also across ethnic, cultural, ideological, and national topics; hence, we train them to cultivate an understanding of Chinese
interpersonal behavioral culture and related thought patterns. We assume that our students’ goals are to interact with Chinese people in a way that will permit them to pursue professional goals in a certain domain in Chinese society. This means that if a Chinese person wants to change how he or she communicates with a student in Chinese, this Chinese person needs to adapt to the student and switch to speaking with him or her in English in order to communicate. In this case, this situation absolutely fails to meet our goal for the students. To be more specific, our students should present themselves in a linguistically and culturally appropriate way so that Chinese people would find interacting with them comfortable. In turn, Chinese language teachers should have a set of standards such as these in mind when teaching.

Skinner’s statement, “we learn by doing” (5), applies to our teaching philosophy that students indeed need to learn to actually do things in the foreign culture, in addition to learning the language. In other words, they need to perform appropriately in Chinese society as well as use the language. As a result, the focus of our teaching is the students’ performances both verbally and nonverbally.

There are two extended theories regarding the notion of learning by doing presented by Skinner: “Frequency theories” and “Recency theories.” Skinner writes, “when one instance of a response makes no obvious difference, the teacher adds other instances” (6). For example, there is a Chinese saying, 事無三不成 (shi wu san bu cheng), meaning if a person failed to complete a task the first and second time, this person can certainly succeed achieving the goal at the third time. It is a metaphor to indicate that as long as you keep trying with perseverance, you will succeed in the end. It
is in the same way that we need to train our students to carry out tasks in a foreign language. The other, “Recency theories,” according to Skinner, also emphasizes learning by doing: “An organism is likely to do again what it has done because conditions responsible for the first response probably still prevail and may even have been improved” (6). Nevertheless, this theory is under the assumption that the conditions are favorable.

(2) We learn from experience. As Skinner asserted, “the student is to learn about the world in which he lives and must be brought into contact with it. The teacher therefore provides the student with experiences” (7). In the case of Chinese language teaching, this is exactly what we try and aim to do. However, there is the question of how to provide students with Chinese experiences while teaching in an American university setting. The approach is in one of our teaching objectives for our students: we coach our students to behave appropriately in Chinese culture. In order to achieve this goal, students must practice in class. And as previously mentioned, the focus of teaching is on students’ performances not only verbally, but also nonverbally.

To give an example, in our Chinese language classes, we state explicitly and clearly that the students should not wear a cap during class and should not put their hands in their pockets while performing the assigned dialogues and carrying out the exercises in front of the class. These rules are based on the Chinese concept of politeness and etiquette when communicating. By doing so, we as Chinese language teachers hope that we can successfully achieve the goal of providing students with experiences both
culturally and linguistically. Therefore, Skinner’s theories could be applied to Chinese language teaching as well.

However, a student probably learns little to nothing from experience alone. In accordance with Skinner’s statement, we would have a two-variable formulation in which experience represents stimulus or input and doing represents response or output if we combine experience with doing. But we might ask, how do experience and doing connect? Skinner (7) indicated that when a student does something, he learns as a kind of mental action. He processes the information he receives from the environment, he organizes his experiences, and he constructs connections in his mind. Therefore, we ask our students to perform in front of the class in the hope that they can learn the language by experience and doing.

(3) We learn by trial and error. According to Skinner’s definition, “A sampling of ‘behavior’ is generally called a trial. Also, the term ‘error’ does not refer to the physical dimensions of the consequences, even those called punishment. No doubt we often learn from our errors (at least we may learn not to make them again), but correct behavior is not simply what remains when erroneous behavior has been chipped away” (7).

As we may observe in a Chinese language class, students, most of the time if not always, learn from making mistakes and having another opportunity to perform. Some students need to be corrected by the teacher and some can succeed in doing self-correction, but they are all in accordance with the concept that we learn by trial and error. Nonetheless, this does not necessarily mean that learning only occurs when errors are made.
The above three classical theories demonstrate the three essential points of learning and teaching: learning by doing emphasizes the response; learning from experience, the situation on which the response occurs; and learning by trial-and-error, the consequences. Therefore, it is rather crucial to cultivate students to function successfully in Chinese culture using Mandarin Chinese and inculcate language teachers with these concepts. Besides these concepts we should apply to how to design a teacher training program, following is another approach being discussed.

1.2.2 Cycle of compilation of the knowledge of a learned culture

“Experience is not what happens to a man. It is what a man does with what happens to him.”

Aldous Leonard Huxley, Texts and Pretexts (Noda class PowerPoint)

We should distinguish between teaching Chinese as a foreign language and teaching a commonly taught Western language in the United States, such as Spanish or German. Moreover, we must differentiate between teaching Chinese as a foreign language to American students and teaching Chinese to Chinese people in China.

The reasons to do so are, first of all, as language teachers, we must understand the cultural differences students and we have in order to know not only how to develop teaching materials, but most importantly, how to motivate students to learn, thereby achieving the goal of teachers teaching better and students learning better. Second, most students’ learning objective is to be able to communicate with people from China.
whether for career-related reasons, or personal interests. Students growing up in the United States may have very limited or little knowledge of Chinese culture. They may know it from watching Chinese Kung Fu movies, such as Crouching Tiger, Hidden Dragon; eating what they may consider to be authentic Chinese food, such as eating out at Panda Express or Pei Wei Asian Diner. In addition, some students who are very new to not only Chinese language but also Chinese culture may not be able to tell the difference between Chinese and Japanese cultures. To give an example, one student did not know that Sushi is a kind of Japanese cuisine and thought it was Chinese cuisine. There are countless examples like this, due to the lack of cultural knowledge, and it is quite common to encounter, especially in a beginning Chinese language class. Therefore, a primary focus of our instruction to students is to look at culture. As Walker and Noda (189) pointed out, “when learning to communicate in a foreign language, students are really learning about the culture.” Hence, we cannot overemphasize the relationship between language and culture. Language teachers as well as those who train language teachers therefore must keep this concept in mind when educating students.

In addition, according to Walker and Noda, “culture is what we do… and, also, how we know what we have done. In other words, culture frames our behaviors and gives us the means to recognize the completion of events and artifacts in our worlds” (189). A common Chinese expression 吃飯了 (chi fan le) can provide an example. Depending on the various contexts, 吃飯了 could imply different meanings, such as at the beginning of a meal, it means, “Let’s start eating!” As a response to a greeting, it means, “I am doing well.” As an answer to a question, it means, “Yes, I have eaten.” Or when a person
reached the capacity to eat, it means, “He or she can finally eat” (McAloon class PowerPoint). Hence, as we can see, a common expression may have many different interpretations depending on the context.

The above is an example of the performance in C2 and L2, based on situated knowledge. If language teachers simply teach students in a traditional way of translating one sentence to another, it will cause a lot of communicational misunderstandings and issues. When learning a foreign language, context is nearly everything. Turner (206) pointed out that “This is the common situation of all language: expressions do not mean; they are prompts for us to construct meanings by working with processes we already know… When we understand an utterance, we in no sense understand ‘just what the words say’; the words themselves say nothing independently of the richly detailed knowledge and powerful cognitive processes we bring to bear.” Indeed, without knowing the context, we cannot interpret the meanings correctly and appropriately. To give another example, the Mohawk hairstyle we see in American Indian culture and people’s impressions of it in modern society are quite different and the symbolism in native- and white-American cultures has little in common, as culture allows us to establish individual identities.

The implication of this concept for language study is that students do not just learn how to speak another foreign language. Rather, they learn how to carry out particular behaviors and actions in a foreign culture by using the foreign language. Walker and Noda have stressed the importance of this concept to teachers of foreign languages and pointed out that successful teachers of foreign languages create learning
environments in which they present the particular things that are accepted in and typical of the target culture (190). And language teachers prepare their students to negotiate a new culture successfully, developing a memory that can be effectively drawn upon in the rapid flow of interactions or transactions with members of that culture. Thus, developing a memory of C2 performances would be the focus of a language program and the direction in which language teachers lead their students.

This leads to the question of how language teachers help learners construct memory of C2 performances and function successfully and appropriately in another culture by using the language. Some students pursue establishing a professional career in China, while some want to live in China for a long time, or some are interested in the language and culture. However, students’ ultimate goals of learning a foreign language tend to be being able to not only communicate with people, but also, more importantly, appear intelligent when they talk with the native speakers and live in their culture. Hence, the job of a language teacher is to help students build up the kind of cultural memory and apply what they learn effectively. The process of building memory ranges from simple memories to complex ones and from the most common to less common ones. For instance, a simple memory can be as simple as how to greet a Chinese person and how to respond to a greeting, while a complex and more advanced memory can be how to present oneself in a job interview and ask appropriate questions to the interviewer. The most common memory can be how to ask for directions to a specific place, such as a restaurant, bookstore, bus stop, and so on. The less common memory depends on the
student’s own situation and expertise. It could be, for example, how to discuss philosophical issues in a seminar.

Walker and Noda (197) proposed a diagram of the process for language learners in the learning environment (see Figure 1.1).

![Compiling C² Memory](image)

Figure 1.1 Walker and Noda (2000): Cycle of Compilation (Noda class PowerPoint)

There are seven elements in building C2 stories “Cycle of Compilation”: persona, culture knowledge and language knowledge, performances and games, story (memory), compilation, cases and sagas, and lastly, second-culture worldview construction. First of
all, according to Walker and Noda, “persona refers to the personal information that the learner is willing to commit to the learning experience” (196). A student’s persona can vary and change depending on the learning environment. Each student has his or her own prior knowledge of the target language and culture. He or she may have some knowledge about the target culture from reading a textbook of Chinese history and studying Chinese calligraphy. Moreover, students may know throughout the course that Chinese has four tones with an addition of the neural tone and there are two writing systems, simplified and traditional Chinese. However, knowing all these is possible without knowing Chinese language. It is easier to acquire language knowledge than culture knowledge.

In a traditional language classroom, the teacher asks students to memorize the vocabulary and gloss it to English, do translation exercises, and take quizzes and exams. In some situations, the teacher speaks for the majority of the class, while students sit, listen, and take notes. A student’s success in the language class is determined by the teacher’s standards. In the case of a traditional language class, a student can receive good grades only if he can memorize the vocabulary and do well on the exams. In addition, this style of teaching fails to convey meanings that exist in the base culture (e.g. English) that does not easily translate into the target culture (e.g. Chinese).

On the other hand, following Turner, Walker and Noda have pointed out that “if the goal of the course is to develop proficiencies in the language and culture being studied… In such a situation students will focus on what it takes to succeed in the target culture, beyond what it takes to succeed in the course - and what it takes is more than knowledge about language and culture. Students need to engage in performances” (199).
We can find a lot of language materials that include a culture note or cultural section nowadays. However, students’ cultural knowledge is not enough; they need to participate, perform, and know when to say what and to whom. For example, 你好 (Ni hao), a very common Chinese expression, tends to be translated as “Hello,” or “How are you?”.

However, if we give it second thought, does 你好 (Ni hao) really mean just “Hello,” or “How are you?”? A lot of learners have encountered this experience that when they go to China, they say 你好 (Ni hao) excitedly and enthusiastically to strangers they encounter and what happens is that people usually either ignore them or treat them as if they were being weird and strange. Hence, the job of a Chinese language teacher is to prevent this kind of embarrassing and unnecessary situation from happening, by engaging students in performances in a language class. This is another example of how important cultural context is and what a teacher can do to educate students better.

Furthermore, by becoming aware of cultural context, students can develop automatic responses. Imagine a Chinese language learner runs into his or her teacher in the hallway. The first time, he or she might be hesitant and need a few seconds to think about what he or she should say to greet the teacher. The learner may utter not the best and most appropriate expression, such as 你好 (Ni hao), instead of 您好 (Nin hao), which is a more respectful term for greeting people who have a higher social status. However, if the learner practices several times and builds up the memory of this certain performance, he or she will develop an automatic response. As Walker and Noda have stated,

“When learners leave a foreign language class or some other form of instructional session, they take away a memory of that experience. It can be a memory that has
little relation to the ultimate purpose of communicating in the language… Or it can be a story of having done something in the target culture” (203).

Doubtless, the memory of an experience can be merely memorizing vocabulary or translating a sentence. Or it can be some performances mentioned earlier, such as greeting a teacher or greeting a stranger on the street. The purpose of introducing this kind of performance in a language class or some other form of instructional session is to increase the learners’ memory of greetings in the Chinese context.

Additionally, Walker and Noda indicated,

“We can simplify our management of such memories by categorizing the target culture memory into cases and sagas. A case is a series of stories about doing something in a culture… A saga is a series of stories about a specific set of people or a specific location” (204).

In the case of a saga in a language classroom, the location would be the classroom, and the people would be the language learners. Nonetheless, language teachers should not limit the saga to just the classroom and the learners. Location and people can be expanded to a restaurant and friends, university and graduate students, and home and family, and so on. Moreover, the case could be how to respond to questions, greet, apologize, request information, accept, refuse, compliment, and so on, thereby achieving the goal of compiling these stories into the knowledge of a learned culture.

In conclusion, the first chapter of this thesis is intended to create an understanding of “motivation” in the context of Chinese language teaching and learning, even though the lack of consensus of the definition of “motivation” poses a major challenge. Moreover, to reiterate, the goals of the educators and learners are intrinsically connected with their motivation. Students’ ultimate goals of learning of a foreign language are being
able to not only communicate with people using the language whether for career-related reasons, or personal interests, but also appear intelligent and behave appropriately when talking with the native speakers and live in their culture. Hence, helping students build up the kind of cultural memory and apply what they learn effectively is language teachers’ goal. In the same case, the language program’s goal is to develop a memory of C2 performances and thus to achieve the result of teachers leading their students toward this direction.

In addition, Chapter 1 provides the background to the teaching philosophy that I will further discuss in subsequent chapters as applied to the design of a Chinese language teacher training program.
CHAPTER 2: IDENTIFYING TEACHER MOTIVATIONS

2.1 Background of the researcher

I participated in two summer teacher training programs in 2010 and 2012. The training program that I attended as a trainee in 2010 was the Summer Programs in East Asian Concentration (SPEAC),\(^2\) at the Ohio State University (OSU). SPEAC consists of graduate-level course components and is integrated with a parallel intensive language program, both in Chinese and Japanese. A significant feature of this program is that it provides hands-on training through observation and participation in the teaching of SPEAC’s intensive language courses. In other words, the program offers trainees actual teaching experience in the classroom throughout eight weeks of training.

Moreover, not only did the program provide hands-on teaching opportunity, but also arranged tutoring times for the trainees and the language students. One purpose of the tutoring arrangement was that it could provide opportunities for trainees to focus on

\(^2\) Summer Programs in East Asian Concentration at the Ohio State University: [https://deall.osu.edu/programs/speac/teacher-training-chinesejapanese](https://deall.osu.edu/programs/speac/teacher-training-chinesejapanese)
one or two language students and observe their progress in learning Chinese during the
two-month training; hence, the trainees could offer specific, timely help and guidance to
their students. In addition, the tutoring was arranged twice a week for thirty minutes. Two
trainees would either observe how their students prepared for class and studied Chinese
or practiced Chinese with the student. Because merely observing how a student does in
class is certainly not enough, we as language teachers must also pay attention and provide
guidance as to how a student should prepare for the subject. Oftentimes, one of the
reasons for students’ poor performance in class is because, besides not studying, students
use the wrong approach to study. For instance, some students only focus on reading the
textbook without listening to the audio files, despite the language teachers’ repeated
emphasis about the importance of practicing with audio and video files. What happened
was this kind of student usually failed to perform well on the assigned dialogues in class.
The problems they encountered were they did spend a lot of time studying and they did
understand the materials; however, once they needed to speak and perform in class, they
found that they forgot what they had prepared. It is a very common difficulty that
language students encounter. This is why language teachers cannot emphasize enough the
importance of working with audio and video files and reading out loud what students are
studying, because simply reading the textbook is not sufficient, especially for learning a
foreign language.

In addition to observing the students in and outside of the classroom, the trainees
needed to write journals to take notes on what they observed and found out about the
students’ study habits, class performance, learning issues, and so on. Close to the end of
the two-month program, there were several language students who were selected to represent the successful language learners and also several to represent the kind of language learners who needed to improve and modify their approach to studying the language. Thus, the trainees who were those selected students’ tutors would present to the group of the training program what they observed about that particular student throughout the program and how we as language teachers can help and improve our approach to teaching a foreign language as well as students’ approach to learning a foreign language.

Besides the above hands-on training, I mentioned earlier that this teacher training program is integrated with a parallel intensive language program both in Chinese and Japanese. Therefore, the trainees not only had an opportunity to participate, tutor, and teach the students in the classroom, but also had a chance to observe Master Teachers. Master Teachers are those instructors in the training program with experience in that particular pedagogical approach and, usually, concurrently teaching intensive language courses. Observation of these Master Teachers’ language classes allows the trainees to view first-hand the approach and teaching philosophy as it appears in the classroom. The trainees played two roles in the program, which was a student to the Master Teachers as well as a teacher to the language learners.

Additionally, the trainees had to take classes as students. One of those classes was “Learning East Asian Languages in Cross-Cultural Context,” which focused on inculcating and assessing performative knowledge of East Asian languages, which are linguistically and culturally distant from American English. The other class was
“Presentation of East Asian Languages,” which addressed material selection and use, pacing, and presentation of aspects of language and culture.

In 2012, I participated in another two-month summer teacher training program at Portland State University (PSU). This time, I participated in the program as a visiting instructor of Chinese. This program was also integrated with a parallel intensive language program both in Chinese and Japanese, which consisted of a schedule of daily lectures on theoretical and practical issues, demonstration teaching with feedback from Master Teachers, demonstration preparation, pedagogical grammar, curriculum and materials design, and tutoring Chinese learners, and more.

2.1.1 The cases and observations that motivate the researcher

The two teacher training programs motivated me to teach and set for me the goal of teaching as a lifelong career. Furthermore, in the two years between the two teacher training programs, the first year, I held the position of a Chinese language fellow at Wellesley College and the second year, I was a graduate student majoring in Chinese language pedagogy at OSU, teaching some of the Chinese language classes, including Chinese Individualized Instruction (Chinese I.I). While participating in the two language programs, I closely observed other participants’ performance, both the language learners and trainees, and observed some very intriguing cases. It is worth noting that the following three cases have no relation to the four subjects in this study. The four subjects
will be introduced later in this chapter. For example, when Chen Wen-Yu³, as the first case, joined this summer teacher training program, her performance was quite poor at first. She obviously did not take the work seriously. She seemed to be unmotivated and dispassionate about participating in the program. However, during this two-month program, her attitude toward teaching changed gradually from teaching just to get the tasks done to teaching for love of teaching. At the beginning of the program, she would skip classes once in a while; after a few weeks, she was absent from classes sometimes, but close to the end of the program, she actually started to work hard on her demonstration teaching, demonstration preparation, and she even inquired about applying to graduate schools in teaching Chinese as a foreign language and related fields.

In Wang You-Qi’s case, she was a very hard-working participant throughout the program, and tried to keep up with all of her coursework as much as possible. However, she worked hard not because she was passionate about teaching, but because of pressure from her parents and her own drive for perfection. Nevertheless, I observed how Wang You-Qi gradually changed her attitude toward teaching from teaching because her parents wanted her to be a teacher to teaching due to her own interest in choosing teaching as a career. Also, at the beginning, she was maladjusted to the program, her fellow trainees, and the environment; but in the end, she successfully completed the program and started to teach at a university in the U.S. after training.

Besides the cases of the participants who were less motivated, but changed to be very motivated and passionate about teaching, there were cases of participants who were

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³ This, and all other names in this thesis are pseudonyms.
really motivated before and at the beginning of the program, but who unfortunately lost interest in teaching later in the program. For instance, Zhang Jie-Lin was at first very excited about the summer program. She attended every course and turned in every assignment on time. Generally speaking, she was a very organized and studious participant. However, since she was already an English language teacher, she found some of the teaching approaches and philosophy not to be so compatible with what she had learned before; and because of the conflict with her previous experience, she felt less engaged with the program by the end. But it is worth noting that Zhang Jie-Lin did not lose her passion or motivation to teach. She was simply less motivated during the training program because the program’s objectives and approaches conflicted with her prior training.

There were also some participants in the training program whose attitudes did not change at all. Some remained motivated throughout the program no matter what difficulties they encountered, just like those language learners who experienced major obstacles in learning Chinese, but solved their problems and continued to study Chinese as a life-long goal, while others arrived disinterested in teaching and remained disinterested. These cases will be further discussed in later chapters.

In sum, all the above-mentioned cases and observations led me to ask a series of questions that I intend to explore in this study. What factors will affect Chinese language teachers’ motivations to excel in teaching? And based on the findings of the first question, what factors will motivate Chinese language teachers? In addition, what factors
will determine a good teacher training program? And what are the strengths and weaknesses of the current teacher training programs?

To explore these questions, I made some basic assumptions and began the study by observing the videos of the teacher training programs and Chinese language classes at OSU and PSU. I also conducted questionnaires and one-on-one interviews with four Chinese language teachers.

2.2 Research Questions

“Self-efficacy” refers to a person’s belief in his or her own capabilities to perform a specific task. It determines how people feel, think, motivate themselves, and behave (Bandura, cited in Bruinsma and Jansen 188). Bandura indicated that high levels of self-efficacy are beneficial for personal accomplishment and well being in many ways. People with high self-efficacy deal with and see difficult tasks as challenges, rather than as threats. In the case of teaching a Chinese language class, some teachers expressed they like their classes being observed by people, not limited to peers and supervisors, because they see this as an opportunity to improve their teaching by receiving feedback from others, whether the observers are professional teachers or not. More importantly, they see this as a challenging task and they wish to accomplish it successfully. On the other hand, other teachers indicated that they do not want to be observed by others, even though they know ultimately it is beneficial for their own teaching performance. In most cases, especially for teachers who just started to teach, it is mandatory that their classes be observed by their supervisors, and sometimes fellow teachers, according to department
policy. Hence, there is not much of a choice. Some teachers do not like being observed because although they know it will help to be observed, they feel that they will be judged about whether they are good teachers or not, which causes their anxiety and concern. As a result, those who approach difficult tasks as challenges instead of as threats are more likely to be intrinsically interested, set challenging goals for themselves, and commit to accomplishing those tasks.

“Teacher self-efficacy concerns beliefs concerning a person’s capacity for bringing about the desired learning outcomes even when students are difficult or unmotivated” (Tschannen-Moran and Woolfolk Hoy, cited in Bruinsma and Jansen 188). Moreover, self-efficacy beliefs have been positively related to perceptions of teacher preparation, enthusiasm for teaching, commitment to teaching, well-being, and to retention in teaching (Darling-Hammond, Chung, and Frelow; Rots et al.; Tschannen-Moran and Woolfolk Hoy, cited in Bruinsma and Jansen 188).

Therefore, I raised the following questions as aforementioned 2.1.1 the cases and observations that motivate the researcher:

1. What factors will affect teachers’ motivations to excel in teaching?
2. Based on the results of the first question, what factors will motivate teachers?
3. What factors will determine a good teacher training program?
4. What are the strengths and weaknesses of the current teacher training programs?

To elaborate, in this study, the questionnaire consists of eleven motivating factor and the interview consists of two sections with eleven and seven open-ended
questions respectively. By questionnaire and interviewing the four subjects, I wish to answer the above four research questions.

2.3 Methodology

A qualitative approach is adopted in this study in order to obtain an in-depth understanding of Chinese language teachers’ behavior and motivations. In addition to class observations through video recordings and in the classroom, questionnaires among the selected Chinese language teachers and one-on-one interviews are adopted as the qualitative approach in this study. Unlike many studies in the field of language pedagogy, which have adopted a quantitative approach as their primary methodology in order to gather a lot of data, this study chose a different path to do an in-depth case study with each subject in order to fully understand and find the best solutions to the research questions.

The data for this study were collected at OSU in Columbus, Ohio.4 Regarding classroom observation conducted in the classroom, a total of twelve Chinese language students taking Chinese 1101, who were all full-time students at OSU, as well as two Chinese language instructors signed a consent form to participate in this study. Classroom observation was also conducted through watching the video recordings of SPEAC in 2010 at OSU and the Chinese Teacher Summer Intensive Training Program in 2012 at PSU.

4 IRB Protocol number: 2012E0587
The data collection for this study consisted of the teacher’s teaching performance in the classroom, a follow-up questionnaire, and a one-on-one interview with the teacher. The questionnaire consisted of a question requiring the subjects to fill out the numbers from one to eleven according to their preferences of motivating factors. The interview contained eleven open-ended questions in the first section and seven open-ended questions in the second section. All of the questions were asked in order. The purpose of the questionnaire and one-on-one interview questions was to identify the Chinese language teachers’ motivations and analyze the crucial elements to design a teacher training program in order to answer research questions 1, 2, 3, and 4.

2.3.1 Class observations

Classroom observation was conducted with as little disturbance as possible to the class, with the full consent of the language teachers and students. For the Chinese 1101 language class, I sat at the corner of the classroom and took notes on the teacher and students’ behavior and performance. I am very familiar with the Chinese 1101 course, because I have taught by using the materials before. Also, I prepared and familiarized myself with the materials being taught before the class in order to focus entirely on the teacher and students’ interactions.

The following questions regarding teachers’ performances and motivations came up and I closely examined each one: first of all, will it affect the performance of the teacher’s teaching if someone is observing the class? If so, how will it affect the teacher? Second, will it affect the performance of the teacher’s teaching if the students are well
prepared for today’s class or not? If so, how will it affect the teacher? Third, will it affect the performance of the teacher’s teaching if the teacher knows there is someone evaluating his or her performance and will give him or her feedback afterwards? If so, how will it affect the teacher? Last but not least, will the teacher like being observed by others while teaching, including by his or her supervisors and fellow teachers? Or will my presence in the classroom make him or her uncomfortable? Hence, all the above questions are included in the interview in order to answer the research questions 1, 2, 3, and 4.

In addition to this type of classroom observation, which was conducted inside of a classroom, the other type was observing through video recordings from two summer teacher training programs. One is from 2010 at OSU and the other is from 2012 at PSU. All video recordings were made during two types of courses in the summer teacher training program – demonstration teaching and demonstration preparation. I obtained the consent of all of the participants. Since I observed the teachers’ performances through video recordings, it did not cause any disturbance or interruption to the actual class. Once again, I am very familiar with the content of the courses as well as the language teachers and learners being observed, because I also participated in these two programs. The purpose of observing these video recordings is to further identify the relationship between teachers’ motivations and the design of the training program, and thus, once again, to answer the research questions 1, 2, 3, and 4.
2.3.2 A questionnaire among the Chinese language teachers

Four follow-up questionnaires were conducted after I either observed the class in the classroom or watched the video recordings to further examine and identify the motivating factors of the Chinese language teachers and hear their thoughts on the teacher training program.\(^5\) For example, what will affect their teaching performance, such as students’ preparation, motivation to learn and participate in class, knowing that someone is observing or will observe their class, or that someone is evaluating their teaching performance and will give them feedback afterwards, and so on. One reason that I raised these questions is because by observing the performances of both the teachers and students, I wondered whether the teachers’ performance and motivations may change depending on the students’ performance in class. In other words, students’ preparation for the class and motivation to learn may or may not have a major influence on the teachers’ motivation to teach. Furthermore, the factor that the teacher is being observed or evaluated by supervisors or fellow teachers may or may not affect the teacher’s performance and motivation.

2.3.3 One-on-one interviews with the Chinese language teachers

Four follow-up one-on-one interviews were conducted immediately after I administered the questionnaires among the Chinese language teachers.\(^6\) The approach that I adopted to conduct these interviews was face-to-face, through Skype, or through

\(^5\) See Appendix A for the questionnaire.
\(^6\) See Appendix B and C for one-on-one interview questions.
other similar computer software applications. The main purpose of the follow-up one-on-one interview was to further analyze the motivating factors and the design of the teacher training programs in regard to strengths and weaknesses of the programs. The open-ended interview questions may include, for example, first of all, what are the strengths and weaknesses of the program? Second, what part of the program do you find most challenging? Third, what part of the program do you find most motivating? In addition to the above questions, there may be other open-ended questions concerning some specific answers from the participants, which may need further explanation.

It is worth noting that the interview questions are more flexible than the questionnaire questions and additional questions may come up, depending on the participants’ answers. For instance, some participants found the eleven motivating factors that I provided in the questionnaire questions insufficient; hence, according to the participants’ replies, I decided to inquire what other factors might affect the teacher’s motivation to teach. Additionally, some participants may have personal opinions and comments regarding the summer teacher training program; therefore, in line with the participants’ responses, I would ask further questions about the design of the summer program. According to the data, the participants’ answers sometimes may be subjective or even biased. However, I intended to be as objective and unbiased as possible throughout the one-on-one interviews in order to reach a fair conclusion. Namely, I did not provide any personal judgments and opinions or discuss the interview questions with the participants in any way, to assure that the interviews were conducted in a neutral manner.
2.4 Subjects

The four subjects in this study have diversified backgrounds regarding education and careers. Additionally, the Chinese language programs they currently teach at have different characteristics as well. These varied elements are presented in Figure 2.1 in order to demonstrate the differences among the four subjects, which reflect each of their experience.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>School Type</th>
<th>Program Size</th>
<th>Other Teachers</th>
<th>Gender</th>
<th>Native Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OSU</td>
<td>Public</td>
<td>8 Levels</td>
<td>Over 10</td>
<td>Male</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>OSU</td>
<td>Public</td>
<td>8 Levels</td>
<td>Over 10</td>
<td>Female</td>
<td>Chinese</td>
</tr>
<tr>
<td>3</td>
<td>Concordia</td>
<td>Private</td>
<td>2 Levels</td>
<td>None</td>
<td>Female</td>
<td>Chinese</td>
</tr>
<tr>
<td></td>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nebraska</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Texas A &amp; M</td>
<td>Public</td>
<td>2 Levels</td>
<td>None</td>
<td>Female</td>
<td>Chinese</td>
</tr>
<tr>
<td></td>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corpus Christi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2.1 General information of the four Subjects and their current Chinese language programs
As we can see from Figure 2.1, the institutions the four subjects teach at are quite varied. The Ohio State University is one of the largest universities in the United States with more than 60,000 students; here Subject 1 and Subject 2 work within the Chinese language program, which itself lies within the Department of East Asian Languages and Literatures. In contrast, the other two smaller universities have far less students; Concordia University Nebraska and Texas A&M University Corpus Christi have approximately 2,000 and 10,000 students respectively and as such, the two Chinese language teachers essentially represent the entire Chinese language programs at their schools. As the only Chinese language teachers, their supervisors are from other languages (i.e., French and Spanish). In addition to the aforementioned differences among programs, the fact that Subject 1 is the only male and non-native Chinese speaker, while Subject 2, 3, and 4 are all female and native Chinese speakers, should be noted as well.

2.4.1 Chinese language teachers at The Ohio State University

Two Chinese language teachers, who were both graduate students in the Department of East Asian Languages and Literatures at OSU, participated in this study. The classes I observed were Chinese 1101 and consisted of twelve students. Although the focus of this study is Chinese language teachers, I would still like to briefly introduce the background of the language learners. All of the Chinese 1101 students were full-time college students in various majors; the majority of the students consisted of undergraduates and a few graduate students.
The two Chinese language teachers had experience in teaching Chinese as a foreign language for several years in the United States. The institutions where they were teaching were not limited to colleges and universities, but included K-12 and weekend schools. It is worth noting that Subject 1 is the only non-native Chinese speaker in this study. I personally knew these two subjects and had taught the same classes that they did, which greatly helped me better understand their motivation to teach, not necessarily through interviewing them. At the same time, my familiarity with the subjects did not interfere with maintaining my objectivity when conducting the questionnaires and interviews.

2.4.2 Chinese language teachers at the other two US universities

The subjects in this study were not limited to Chinese language teachers at OSU. It included the other two teachers at the other two universities in the United States, which are Concordia University Nebraska and Texas A&M University Corpus Christi respectively. I personally knew these two subjects from the summer teacher training program at PSU, where I was a Visiting Instructor of Chinese. Once again, this experience greatly helped me further understand the subjects’ motivations to teach.

Subject 3, had never taught Chinese as a foreign or second language prior to the training program. To be more specific, she joined the training program immediately after graduating from college and receiving her B.A. in Teaching English as a Second Language in Taiwan. She had taught English when she was an undergraduate; however,
she decided to change her career from teaching English to teaching Chinese in the United States. Her motivation in making this change will be discussed in later chapters.

The educational background of Subject 4 is quite similar to that of Subject 3. She received her B.A. in Taiwan and taught English before coming to the United States. She did not apply for the training program immediately after graduating from college, but first worked in a business-related field for two years. She later decided to change her career path from business to education, in this case, teaching Chinese. Her motivation that led to her decision to teach Chinese language will also be further examined in later chapters.

2.5 Materials

2.5.1 Motivating factors

As pointed out by Atkinson (cited in Demir 1398), “teachers are the most important factors in determining the quality of education that students receive. Teacher motivation has an important effect on students, their satisfaction, and their fulfillment.” That is to say, teachers’ motivations to teach and students’ motivations to learn are intrinsically related. Although many studies focus on the topic of student motivation, research on teacher motivation has been relatively scarce.

In this study, the four subjects each ranked eleven motivating factors on a scale of one to eleven, one representing the most motivating factor and eleven the least. The list of factors included items related to requirements, experience, personal goals, and some
related specifically to teacher training, which are viewed to have a lasting impact on teaching motivation:

Based on Sansone and Harackiewicz’s two concepts of motivation (444), which were previously introduced in Chapter 1, I categorized the following eleven motivating factors into either intrinsic or extrinsic factors. After categorization, there are six intrinsic and five extrinsic motivating factors.

M1) Students’ preparation

As mentioned earlier, I assumed that teachers’ motivations to excel in teaching would be positively related to students’ preparation and performance in class. Some teachers expressed that teaching a group of students who lack motivation to learn increases the difficulty in designing materials and maintaining high-class performance. Such cases include students who enrolled in Chinese language courses to fulfill the foreign language requirement. In other words, if the students lack motivation to learn, that will, in turn, influence the teachers negatively. However, some teachers stated that student preparation is not a factor that influences their motivation to teach. Finally, I considered students’ preparation as an extrinsic motivating factor for teachers in this study.

M2) Teacher training requirement

In this study, Subject 1 and Subject 2 are currently teaching at OSU while Subject 3 and Subject 4 are teaching at the other two American Universities. For OSU Chinese
teachers, it is mandatory to complete the Department of East Asian Languages and Literatures (DEALL) teaching assistant training program prior to teaching. For the remaining two subjects, they are likewise required to undergo teacher training programs before beginning classes. At the time this study was conducted, Subject 1 was a Chinese linguistics PhD student with a Graduate Teaching Associateship (GTA), Subject 2 was a lecturer of Chinese who has an M.A. in Chinese language pedagogy, and Subject 3 and Subject 4 were trained as Chinese language teachers but teaching at universities to fund degrees in other areas of study. Three of these instructors confront the daunting task of pursuing academic degrees outside of pedagogy while teaching; on the other hand, one, Subject 2, specialized in Chinese language teaching and did not have other school obligations. Regardless of their various areas of specialty and career paths, each of these instructors underwent teacher training with the intent of instructing classes upon completion of the training program. Whether this teacher training requirement is a key motivation in teaching will be discussed further in Chapter 3. Finally, I considered meeting teacher training requirement as an extrinsic motivating factor for teachers in this study.

M3) Meeting the expectations of supervisors

During the first semester of teaching, supervisors and related faculty observed all four subjects classes frequently. For Subject 1 and Subject 2 from OSU, their supervisor wrote a Language Class Observation Report after each observation. The Language Class Observation Report contains eight questions for the observer to fill out as follows:
(1) In what communicative activities did the students engage during this hour?

(2) What were the focal points of instruction? Were they also the focal points of learning? Did they reflect what was on the schedule?

(3) What were the common difficulty areas among students? (Which sounds, vocabulary, structure, and/or functions?) What did the instructor do to help students overcome them?

(4) How were skill-getting and skill-using activities balanced?

(5) Which effective elicitation techniques did you observe?

(6) If you were to teach a similar class, what would you do to improve it? Give reasons for changes you would make.

(7) Which activities were useful in evaluating students’ ability to perform?

(8) Other comments.

(Chinese Language Class Observation Report, 2012)

From these eight questions, supervisors had clear expectations of the teaching performance. Moreover, instructors understood those expectations via training and feedback. Hence, it is reasonable to assume that ability to meet those expectations is one of the motivating factors in teaching. Lastly, I considered meeting the expectations of supervisors as an extrinsic motivating factor for teachers in this study.

M4) Competition among peers
In teacher training programs, a fair number of teachers revealed to the researcher that competition among their peers motivates them and, furthermore, is the strongest motivating factor. For example, PSU’s teacher training program of Summer 2012 had approximately 20 Chinese language teachers. These teachers inevitably had to face the stress of comparisons with other teachers. Supervisors compared student-teachers utilizing teaching demonstrations and daily quizzes on theoretical issues and practical applications. These constant comparisons to peers, however, helped motivate approximately half of the teachers in training to strive for excellence in their peer group. For the other half, however, the comparisons did not serve to motivate and, in particular, they viewed the teaching demonstrations as a difficult and stressful task. While it is unclear how peer competition may influence teachers, it is clear that it was an often-discussed issue in teacher training. This research aims to better understand if competition among peers is perceived as a motivating factor or not. Lastly, I considered competition among peers as an intrinsic motivating factor for teachers in this study.

M5) Class observations

As explained in the above M3, being able to meet the expectations of supervisors may be a motivating factor in teaching. In addition to supervisors and instructors, occasionally there are fellow student-teachers or visiting scholars who observe classes. As well, during the summer teacher training program, trainees observed fellow trainees’ classes and wrote observation reports. A number of teachers indicated that they feel less stress while being observed by fellow student-teachers, because of the camaraderie
among the student-teacher peer group who regularly exchange and discuss lesson plans, props, and teaching notes. Furthermore, some teachers expressed that they benefit when visiting scholars observe classes. For instance, during the time of this research, several visiting scholars from China observed Subject 3’s classes. The visitors did not observe in an advisory capacity, as with the aforementioned supervisors, but rather simply to see Chinese language classes and course material in the United States. Subject 3 claimed that she saw this as an opportunity and a challenge that she was honored to do for the visiting scholars. Finally, I considered class observations as an extrinsic motivating factor for teachers in this study.

M6) Master Teachers’ assessment and feedback of demonstration teaching

The majority of teachers indicated that the most challenging task during their teacher training program was the demonstration teaching, in which the teachers in training conducted a real class while being observed by trainers and peers. For example, PSU’s teacher training program required each trainee to do a total of six demonstration teachings. Three of the demonstrations used Basic Spoken Chinese: An Introduction to Speaking and Listening for Beginners (BSC) and three used Integrated Chinese (IC). Included in the preparation for the demonstration teaching was a demonstration preparation, in which the student-teachers taught a class to fellow trainees to receive feedback before the demonstration teaching. Hence, including demonstration preparation, each trainee had twelve opportunities to receive feedback on their teaching throughout the summer training program.
The focus and time of each demonstration teaching varied. Demo #1 focused on drill checks and was only 5 minutes in length. Demo #2 focused on dialogue checks, elicitation, and manipulation, and lasted 15 minutes. Demo #3 combined the techniques in Demo #1 and #2 as well as contextualized drills and exercises, and was 15 and 25 minutes for IC and BSC respectively. Moreover, each trainee submitted a self-reflection report, after which the Master Teachers provided feedback as well as a score according to a teaching rubric. The demonstration teachings were recorded and I observed the recordings after receiving the trainees’ consent.

The self-reflection report and evaluation form for Demo #1 included the following criteria: voice/manner interaction, content/coverage, student involvement, and teacher feedback. The purpose of the evaluation forms was to better prepare the trainee to critically view the teaching demonstration recording and Master Teachers’ feedback in order to more effectively write the self-reflection reports. In so doing, the trainees were able to understand the strengths and weaknesses of their teaching and improve. The assessment and feedback of the demonstration teaching was to some stressful, but to others challenging and motivating. Finally, I considered Master Teachers’ assessment and feedback of demonstration teaching as an extrinsic motivating factor for teachers in this study.

M7) Expectations of training program curriculum

As mentioned previously, the training program consists of daily lectures on theoretical and practical issues, weekly quizzes on lectures and readings, demonstration
preparation and demonstration teaching, student and class observations, as well as
developing Chinese language tests. Some trainees indicated that a few parts of the
curriculum did not fit their expectations. For instance, they believed the program would
include a large amount of lectures by Master Teachers as opposed to the practicum-heavy
curriculum. In addition, trainees revealed that they thought the demonstration teachings
were to be a full class hour, rather than only 5 to 25 minutes. Some trainees expressed
that after the program, they do not feel confident to teach in their schools. It should be
taken into account that the majority of the trainees at PSU had no particular experience in
teaching Chinese language in an American university setting; hence, one may expect
feelings of doubt even after a training program. I did, however, consider the fit or non-fit
of the training program to the trainee’s personal expectations as one of the motivating
factors in this study. Finally, I considered expectations of training program curriculum as
an intrinsic motivating factor for teachers in this study.

M8) Ambition to develop and manage a Chinese language program

As language teachers, our primary goal is to facilitate L2 learning in order for
students to function successfully in Chinese culture and the teacher training program
trains language teachers to better achieve this goal. The teacher training program utilizes
the Performed Culture approach, in which student performance in the L2 is the focus. The
program not only trains L2 teachers in language teaching/learning at the college level, but
also addresses material creation and administrative aspects of a Chinese language course
at an American institution of higher learning. Among those teachers who choose the
teacher training program, some showed stronger initiative to eventually create and oversee Chinese language programs. Thus, the ambition to develop and manage a Chinese language program is considered to be one of the intrinsic motivating factors for teachers to excel in teaching.

M9) Choosing a career in Chinese language teaching

While some teachers in the training program will go on to develop and oversee Chinese language programs, others indicated that they solely wished to pursue teaching in the classroom. As well, still other teachers did not decide on such careers until after the training program or, in some cases, after teaching in American institutions. Indeed, the career choices of the participants were varied, as well as the initial motivation for joining the training program. A fair number of participants expressed that they thought of the program as a way to experience a different type of job. It is not hard to imagine, then, that some teachers did cultivate a passion for teaching, one which they did not previously have, while others may find that teaching is not their ultimate career path. For those teachers who developed this teaching passion, regardless of when they decided, choosing a career in Chinese language teaching is counted as a motivating factor to pursue better teaching performance. Finally, I considered choosing a career in Chinese language teaching as an intrinsic motivating factor for teachers in this study.

M10) Interest in language
All four subjects in this study have a diversified background regarding education and career, yet they do have one clear link—interest in language as a whole. Each subject’s background is as follows: Subject 1 has a B.A. in Linguistics, an M.A. in Chinese Linguistics, and has experience in teaching Chinese K-12 and higher level education in the U.S. Subject 2 holds a B.A. degree in Teaching Chinese as a Foreign Language, an M.A. in Chinese Language Pedagogy, and experience in teaching Chinese at various levels in both China and the United States. Subject 1 and Subject 2 followed different routes, but ultimately showed consistent interest in the study of languages. Subject 3 never taught Chinese as a foreign language before coming to the United States to receive training. Nevertheless, she has a B.A. degree in Teaching English as a Second Language and taught English when she was in undergraduate school. Subject 3 indicated that she is passionate about teaching and plans to change from teaching English to Chinese. Subject 4 has a B.A. degree in Spanish and, like Subject 3, had experience in teaching English prior to the Chinese teacher training. While her personal interest lay in learning foreign languages, after graduating from college, she began work in a business-related field due to the poor job market. However, after two years of working in an international trade corporation, she recently made the decision to teach Chinese language as a career. Although subjects’ teaching experience varies, they are all highly passionate about learning and teaching languages. Lastly, I considered interest in language as a whole as an intrinsic motivating factor for teachers in this study.

M11) Family expectations
According to my observations from the teacher training program, some teachers chose teaching Chinese as a career not because of personal interests or goals, but due to family expectations. A few teachers even indicated that this family expectation factor is one of their major motivations for pursuing this career and joining the teacher training. In this study, Subject 3 claimed that her family influenced her decision to become a Chinese language teacher. Subject 3’s parents believe that teaching is a stable and fulfilling job and, moreover, one of her parents is a teacher. Hence, I considered meeting family expectations as one of the intrinsic motivating factors for teachers in this study.
CHAPTER 3: WHAT MOTIVATES CHINESE LANGUAGE TEACHERS

3.1 Results

3.1.1 Results of the questionnaires and interviews – Subject 1

As mentioned in Chapter 2, the data of the questionnaire and interview was collected face-to-face, through Skype, or through other similar computer software applications. The main purpose of the questionnaire is to identify teachers’ primary motivations regarding teaching performance by asking the participants to choose precise motivating factors. Also, the purpose of the follow-up one-on-one interview is to help further analyze the motivating factors and the design of the teacher training programs in regard to strengths and weaknesses of the programs.

According to the result of the questionnaire of Subject 1, he addressed that (1) His first motivating factor is M10 (Interest in language). According to Subject 1’s interview, he stated that he not only enjoys teaching and being in a class, but also loves the language and learning process both as a teacher and a student. (2) Subject 1’s second motivating factor is M8 (Ambition to develop and manage a Chinese language program). Subject 1
has a background in linguistics as well as Chinese linguistics. His ultimate career goal is
to become a professor in a linguistics related field, and one of his greatest motivating
factors is to become an expert in any language related field. (3) Subject 1’s third
motivating factor is M3 (Meeting the expectations of supervisors). He stated that being
able to meet the expectations of his supervisors is important because he wants to make
sure he is doing a great job. (4) Subject 1’s fourth motivating factor is M9 (Choosing a
career in Chinese language teaching). He mentioned that in the long run he would want to
be a Chinese language teacher so long as the position met his requirements. This job is
closely related to his current field of Chinese linguistics. (5) Subject 1’s fifth motivating
factor is M1 (Students’ preparation). In the previously chapter, I assumed that teachers’
performances and motivations may vary depend on students’ preparation in class. In
other words, students’ preparation for the class and motivations to learn would influence
teachers’ motivations to teach. Nevertheless, Subject 1 stated that he does not feel
motivated or less motivated due to students’ preparations and performances. To be more
specific, he would change his methods of teaching (e.g. slow down the pace, repeat the
drills, and redesign activities) so that students need to participate more actively. (6)
Subject 1’s sixth motivating factor is M2 (Teacher training requirement). According to
Subject 1, his current goal is not to stay at the same institution. Rather, he would prefer to
travel around and explore other opportunities. Hence, M2 is not a strong motivating
factor to him. (7) Subject 1’s seventh motivating factor is M6 (Master Teachers’
assessment and feedback of demonstration teaching). Subject 1 addressed that he wants
to have feedback in order to improve his teaching, but it does not really affect his
motivation. He wants to improve because he wants to become a better teacher, but not to explicitly impress anyone. (8) Subject 1’s eighth motivating factor is M5 (Class observations). Similar to the reason for motivating factor M6, Subject 1 does not see this factor affecting his motivation to teach. His primary motivation comes from his personal interests and goals. (9) Subject 1’s ninth motivating factor is M4 (Competition among peers). He stated that personally speaking, he doesn’t feel competitive among his peers and he does not have a competitive nature and personality. Hence this is less of a motivating factor to him. (10) His tenth motivating factor is M7 (Expectations of training program curriculum). Subject 1 addressed that he did not have a precise and clear expectation of the program. To him, this is quite irrelevant to his motivation to teach more effectively. (11) Finally, Subject 1’s eleventh and last motivating factor is M11 (Family expectations). According to Subject 1, his family does not pressure him into doing any specific kind of job, and they fully support his decisions in regard to careers and education. Hence, this factor does not influence his motivation at all.

In sum, Subject 1’s first motivating factor is M10 (Interest in language). He not only enjoys teaching and being in a class, but also loves the language and learning process both as a teacher and a student. Therefore, his first and primary motivations to teach are derived from intrinsic factors – personal interests and goals in language.

According to the interview of Subject 1, this is his first time teaching at a university level. Previously Subject 1 has taught at the K-12 level at a middle school and high school, and has also spent two years teaching at a language-based after school program. He taught those classes at evening and on weekends; hence he could be able to
attend school as a student during weekdays. Subject 1 also stated his desire to teach Chinese stem from his enjoyment teaching and being in a class, as well as his interest in the language and learning process as both a teacher and a student. He also believes there will be no change to his teaching performance if someone is observing his class. Subject 1 said he might feel more nervous teaching classes in front of his peers and evaluators; however, he likes to think that he does not change anything in his classes for their sake, even though the observers may hold different opinions. Moreover, Subject 1 indicated that if students consistently lack motivation in learning Chinese and are not well prepared, he would change and adjust the pace of his teaching. On the contrary, if students are very well prepared, then he will go faster in class and make sure the students can learn as much as they can absorb. However, whether students are well prepared or not will not affect Subject 1’s motivation to teach this class. To give another example, if he teaches a group of students who tend to be quiet in class, he will design activities to make the students participate more actively. Yet these actions are just modifications to his class structure and do not affect his motivation to teach. Similarly, if there is someone who will evaluate his teaching and will give him feedback afterwards, it may make Subject 1 change his amount of preparation for a class, but it will not affect his motivation to teach.

Furthermore, Subject 1 pointed out that he enjoys being observed by others, including his supervisors and fellow teachers, which is because he finds those constructive comments and feedback very helpful as it is something he may not acquire from his own perspectives. Also, he indicated that becoming better as a teacher and
preparing for the upcoming semesters are the two major motivations during the summer teacher training program. In addition, Subject 1 is primarily motivated by his own interests when it comes to teaching Chinese. He has a background in linguistics, specifically Chinese linguistics, and his ultimate career goal is to become a professor in a linguistics related field. However, Subject 1 indicated his ultimate goal is not teaching Chinese language; rather he believes possessing strong knowledge about Chinese language is an important skill to further his career interests. Teaching, even when it is not directly related to linguistics, still serves to better his abilities as a teacher.

Additionally, Subject 1 said that if given the chance to change the design of the curriculum of the training program, he would implement or improve two sections: one is to demonstrate how FACT classes are to be taught as currently there is no demonstration teaching for FACT classes. Seeing as these classes play a crucial role in delivering information to students covered in previous ACT classes, Subject 1 would like to have an example of how to effectively relay this information. ACT classes, which are conducted entirely in Chinese, are designed to elicit students’ performances. The purpose of an ACT class is to create a salient and simulated Chinese environment in which students interact with teachers as well as with each other in Chinese. Hypothetically, teachers wish that when students walk into ACT classrooms, they should no longer feel that they are in the United States. Subject 1 believes the reason that there is ACT demonstration teaching but no FACT is because the majority of the language classes are ACT classes. Due to the lack of FACT demonstration teaching, he has observed a lot of other instructors’ FACT classes as models. Secondly, Subject 1 would add a class covering the use of Carmen,
which is an online learning management system to create course activities and share materials for instructors, staff, and TAs at OSU. Because of Carmen’s critical role in the class (e.g. entering daily grades and comments for each student, uploading materials), it would be helpful and more efficient if there were an instructional class on Carmen for new teachers.

It should be noted that all the questions on the second section interview, which mainly focuses on analyzing the summer teacher training program, are asked after the subjects completed the first section interview and those questions are subject to change according to the answers to the first section interview. For Subject 1, he stated that there are other factors that may affect his motivation to teach in the future, such as schedule, money, and location. Seeing as Subject 1 is currently a Graduate Teaching Assistant (GTA), these factors do not matter, but others do such as seeking recommendation letters for future jobs. If he desires to become a Chinese language teacher in the future, it would motivate him to work harder while teaching Chinese in order to ask his supervisors for recommendation letters. Furthermore, if on a scale of 1 to 10, Subject 1 scaled himself a six or seven by the end of the training program. He mentioned that during the program, the trainees received feedback almost every day. At the end, they all felt that they still have so much further to go in order to be well prepared for teaching. Hence, if he evaluates his performance of teaching during the program, he believes that he still has a long way to go.

Subject 1 believes the weakness of the program was that the time schedule was too tight, resulting in insufficient time for the trainees to prepare for all the demonstration
teaching on top of other assignments. On the other hand, he believes the strengths of the program are the ample opportunities for demonstration teaching and observing Master Teachers’ classes as well as helpful feedback from Master Teachers. For Subject 1, the most challenging parts of the program were demonstration teaching and being Japanese learners for Japanese trainees. To elaborate, the summer teacher training program includes both Chinese and Japanese trainees based in the Department of East Asian Languages and Literatures. Regarding the demonstration teaching, both Chinese and Japanese trainees need to have learners in the classroom; hence, while the Chinese trainees are conducting demonstration teaching or preparation, the Japanese trainees would be Chinese learners in the classroom and vice versa. The purposes of the design is to give trainees a better understanding of what their students are experiencing through learning another foreign language, as well as providing an ample supply of “students” to practice teaching skills. This design had caused some concerns among trainees because they had to spend time learning another language in addition to managing their tight schedule of demonstration teaching. It should be noted many trainees, such as Subject 1, did not have any problems regarding this design, which in Subject 1’s case is due to his prior knowledge of Japanese. Japanese fulfills a language requirement for Subject 1 as he is a PhD student. This concern or issue will be further discussed in later paragraphs.

Finally, Subject 1 found the most motivating part of the program was his own self-improvement. That is to say, his greatest motivation during the program was to become a better and well prepared teacher for the incoming semester. Subject 1 mentioned that his motivation to teach derived primarily from personal interests and
goals in language, partly from family tradition with his mother and grandmother who were both teachers, as well as from his experience teaching and tutoring while he was in high school.

3.1.2 Results of the questionnaires and interviews – Subject 2

According to the result of the questionnaire of Subject 2, she addressed that (1) Her first motivating factor is M8 (Ambition to develop and manage a Chinese language program). According to Subject 2’s interview, intrinsic factors are what motivating her to teach the most. Among the intrinsic factors, choosing a career in Chinese language and ambition to develop and manage a Chinese language program are the two most important motivating factors for her. (2) Her second motivating factor is M9 (Choosing a career in Chinese language teaching). As mentioned in her first motivating factor, M8 and M9 are the two most motivating factors for her. (3) Her third motivating factor is M10 (Interest in language). During the interview Subject 2 frequently addressed that she pursued this specialization in Chinese language pedagogy and career in teaching Chinese out of her own interests and goals. (4) Her fourth motivating factor is M3 (Meeting the expectations of supervisors). Subject 2 stated that it is important to keep a good relationship with supervisors and have exceptional teaching performance in order to meet their expectations. (5) Her fifth motivating factor is M5 (Class observations). Subject 2 expressed that she found it motivating because she likes to receive feedback from others to discuss and improve her teaching techniques. (6) Her sixth motivating factor is M6 (Master Teachers’ assessment and feedback of demonstration teaching). As Subject 2 mentioned in her fifth motivating factor, receiving feedback is what motivates her in this
regard. However, it is worth noting that after picking out the first five motivating factors, the rest of them do not seem to have much relevance to Subject 2. During her summer teacher training program, one of the Master Teachers stated that only in training program like this, there would be a lot of people giving you feedback based on your demonstration teaching. When you officially start to teach on your own, you will have fewer chances to receive guidance. Indeed, Subject 2 completely agrees with this statement and she sees this as a precious opportunity to make improvement. (7) Her seventh motivating factor is M1 (Students’ preparation). Subject 2 mentioned that if the whole class is unprepared, then she may have to modify or delay the class schedule; however, she has not encountered this kind of situation yet. Inevitably, there will be students in class who are not well prepared. Nonetheless, this is less of a motivating factor to her. (8) Subject 2’s eighth motivating factor is M7 (Expectations of training program curriculum). The summer training program’s curriculum fit her expectations and she found it highly helpful and constructive. However, this is also considered to be a more minor motivating factor to her. (9) Subject 2’s ninth motivating factor is M4 (Competition among peers). She expressed that there is definitely competition among peers, but she believes this kind of competition motivates everyone to improve, rather than to seek personal gains at the expense of colleagues. (10) Subject 2’s tenth motivating factor is M2 (Teacher training requirement). Subject 2 said she will keep pursuing her studies after teaching at OSU; therefore, this factor is also a minor motivating factor to her. (11) Finally, Subject 2’s eleventh motivating factor is M11 (Family expectations). Her family fully supports her decision regarding education and career. That is to say, Subject 2’s family does not put
stress on her to ask her to choose a certain career. She decided to do what she is doing currently due to her own passion and interests. Hence, this factor does not influence her motivation at all.

In sum, Subject 2’s greatest motivating factor is M8 (Ambition to develop and manage a Chinese language program). She not only sees her current profession as a lifelong career, but also wants to advance and aims for becoming an expert in the field. Therefore, her strongest motivations to teach are derived from intrinsic factors – personal interests and goals in language.

Subject 2 completed her B.A. in Teaching Chinese as a Foreign Language in China and is currently in her second year teaching Chinese at OSU. Prior to studying in the United States, she had the experience of teaching summer Chinese language programs in China. The reasons Subject 2 chose this field of study are as following: first, she sees teaching Chinese as a long term career, and that is also the reason she chose Teaching Chinese as a Foreign Language as her undergraduate major. Second, she believes that this is or will be a promising career due to the economic and industrial developments in China. Third, as a result of her personal interests, Subject 2 has greater interest in language and education than other subjects such as math and science. Subject 2 also emphasized that she feels no family pressure or expectations that have led to her current career. She has several goals for teaching Chinese: first, in the long term, she would like to develop a Chinese program herself. Second is to design a whole set of teaching materials, and third is to direct a Chinese program in a school.
In addition, Subject 2 stated that if there is someone going to observe her class, she thinks her teaching performance would stay the same with a small possibility that she may put more efforts into preparation for the class. Similarly, if there is someone who will evaluate and give feedback after observing her teaching, Subject 2 believes it will not affect her performance and preparation. It is worth noting that Subject 2 said that students’ level of preparation would not affect her performance and motivation. If students are unprepared, she may feel frustrated, but would adjust her teaching techniques in order to motivate her students more. Moreover, like the other subjects, Subject 2 enjoys being observed by others, and finds it especially beneficial when she receives feedback so that she can improve and discuss her teaching techniques with others.

In regard to the training program, as described previously, it consists of three core courses: theoretical lectures, material selection and use, and practicum in East Asian Languages. Subject 2 found that the practicum course, which contained hands-on training through observation and participation in the teaching of language courses, was the most motivating. Before attending this program, Subject 2 taught Chinese at a high school in the Columbus area for a year. She stated that the training program provides demonstration teaching experience and feedback of detailed teaching techniques are what motivating her to teach the most. Thus, it is not surprising that she made considerable improvements participating in the program. Subject 2 asserted that the three core courses are all very useful and helpful, due to the fact that they not only set a background for introducing pedagogical approaches, but also successfully combine those approaches with practical teaching techniques.
However, according to Subject 2, one suggestion would be to include demonstration teaching in higher level Chinese language classes with Speaking and Listening track as well as Reading and Writing track, so that besides observing Master Teachers’ higher-level classes, the trainees could experience different settings while conducting their demonstration teaching.

On Subject 2’s second section interview, she gave further explanation in regard to what may affect her motivation to teach. Subject 2 stated that she found students’ feedback highly important to her. Each Chinese language class is 55 minutes and with such a short period of time, she wants to make sure students can learn as much and efficient as they can; hence, Subject 2 believes teacher’s preparation of class is crucial. For example, if she was well prepared on how to present a drill, students could understand the context and example immediately. This preparation creates a smoother flow in class and she would feel a greater sense of accomplishment and fulfillment. However, if she did not design her lesson plan well, students’ puzzled and confusing faces would frustrate her. Subject 2 addressed that she would reflect upon her teaching after each class to see if anything needs to be improved and modified in order to make the next class better. Thus, students’ feedback in this regard motivates Subject 2 to excel in teaching.

Furthermore, if on a scale of 1 to 10, Subject 2 scaled herself a full 10 points by the end of the training program. She stated that she had been working exceptionally hard and believed she accomplished the task – summer training program very well. Hence, she evaluates her performance of teaching during the program a full 10 points. In regards to
the strengths and weaknesses of the program, Subject 2 asserted that all the facets of the program were very strong and helpful, and overall found there were very few weaknesses. Whereas some trainees found teaching Chinese to Japanese trainees and being learners of Japanese for Japanese training to be challenging, Subject 2 found this design to be brilliant. She stated that among all the trainees, if the Chinese trainees had to be “fake” Chinese learners for their own demonstration teaching, it would be highly unrealistic. On the other hand, if we could have Japanese trainees to be our “fake” Chinese learners and the Chinese trainees to be their “fake” Japanese learners, it would be much better to serve the purposes of the design as previously mentioned: to give trainees a better understanding of what their students are experiencing through learning another foreign language. Therefore, Subject 2 thinks it worked well at that time and she was really looking forward to knowing what her students were experiencing to learn another language. Based on her previous experience, with some students constantly complained that learning another language is very challenging and exhausting and wanted teachers to reduce their workload, Subject 2 was eager to find out the validity of their argument by becoming a language learner again.

For Subject 2, demonstration teaching was not too challenging, since she taught Chinese before and had a background of teaching Chinese as a foreign language. Prior to the start of the summer program, Subject 2 heard from previous trainees that the program is very challenging and demanding, so she anticipated the workload for the program and was very willing to accomplish the task. Her only suggestion to change the program is to
give trainees more opportunities to engage in demonstrating teaching in both Listening & Speaking class as well as the Reading & Writing track.

3.1.3 Results of the questionnaires and interviews – Subject 3

As mentioned previously, the data of the questionnaire and interview was collected face-to-face, through Skype or through other similar computer software applications. Skype was used exclusively for both questionnaires and interviews with the two Chinese language teachers outside of Ohio State. To reiterate, the main purpose of the questionnaire was to identify teachers’ greatest motivating factors regarding teaching performance by asking the participants to choose precise motivating factors. The purpose of the follow-up one-on-one interview is to help further analyze the motivating factors and the design of the teacher training programs in regard to strengths and weaknesses of the programs.

According to the result of the questionnaire of Subject 3, she addressed that (1) Her first motivating factor is M9 (Choosing a career in Chinese language teaching). According to her interview, what motivates Subject 3 the most to excel in teaching is her wish to create a lifelong career as a Chinese language teacher. Subject 3 decided to participate in the summer program immediately after she graduated from college with a B.A. degree in Teaching English as a Second Language degree in Taiwan. That is to say, she did not have any experience in teaching Chinese prior to coming to the United States, only some experience in teaching English. According to her, it was a very exciting and brand-new opportunity not only because this was the first time she will be teaching
Chinese, but also the first time she will be working outside of her native country. It intrigued me that what reasons made her set the goal of being a Chinese language teacher in the long run. The reasons will be explained in the following paragraphs. (2) Subject 3’s second motivating factor is M2 (Teacher training requirement). Currently, Subject 3 believes herself to be a novice within her career seeing as she became a Chinese language teacher without any background or previous knowledge. In other words, Subject 3 was afraid she would not be fully qualified for the job later. Hence, her number two motivating factor is being able to teach at the institution after training. (3) Subject 3’s third motivating factor is M10 (Interest in language). The reasons behind her first motivating factor, choosing a career in Chinese language teaching, are from her personal interests and goals. It can be inferred from her B.A. degree that Subject 3 is interested in languages and education. Subject 3 stated that she has always wanted to study or work abroad to broaden her horizons and experience the world. Therefore, teaching Chinese in a higher education institution in the United States seems to be a perfect opportunity for her. (4) Subject 3’s fourth motivating factor is M4 (Competition among peers). It is worth noting that Subject 3 believes competition among peers is one of her primary motivating factors. She stated that during the summer program, other trainees’ performances affected her own performance. For instance, if she saw everyone was very actively participated in class and diligently preparing demonstration teaching, Subject 3 would feel that she needed to follow everyone else, because she did not want to look bad in front of other trainees. On the contrary, when she felt that she did a great job in class and demonstration teaching compared to others, Subject 3 would tend to be more relaxing, due to the
satisfaction with her own performance. Moreover, she would feel less hardworking while seeing other trainees being less studious. In conclusion, peer pressure is one of the factors that motivates her to excel in teaching. (5) Subject 3’s fifth motivating factor is M11 (Family expectations). She stated that her parents have always hoped that she could find a stable and prestigious job, such as teaching or working in the Taiwanese government. For Subject 3, being a teacher is a career she could see herself doing, since she is interested in languages and education and teaching is considered a stable and relatively prestigious career. Hence, interestingly, the motivating factor, family expectations, is important to Subject 3. (6) Subject 3’s sixth motivating factor is M8 (Ambition to develop and manage a Chinese language program). According to Subject 3, her first motivating factor is M9: Choosing a career in Chinese language teaching. It is not surprising to know that she wants to exceed her current teaching performance and pursue the excellence in teaching. However, the reason Subject 3 lists M8 as the sixth motivating factor is, as a novice teacher, she thinks that there is a very long way to go until she can even think about being an expert in Chinese teaching. (7) Subject 3’s seventh motivating factor is M1 (Students’ preparation). She said whether students are well prepared or not may affect her mood for teaching, but not necessarily affect her motivation to teach. To elaborate, Subject 3 would adjust and modify her teaching techniques if students were underperforming. For instance, if a student cannot do drills properly, she would make sure to allow the student to repeat a drill after asking other students to perform to check for comprehension. However, if Subject 3 felt a student’s subpar performance on a dialogue is due to a lack of preparation, she would later call on the same student early in class as a punishment or
a motivation for the student to work harder next time. The purpose of doing so is not to allow students to listen to others perform the dialogue, thus allowing them additional time in class to prepare because sometimes while teachers randomly call on students to perform the dialogues on stage, some students tend to prepare right on the spot by listening to others and perform poorly later when it is their turns. Therefore, students’ preparation is crucial to Subject 3’s teaching techniques, but not in a way that affects her teaching motivation. (8) Her eighth motivating factor is M3 (Meeting the expectations of supervisors). According to Subject 3, she is currently the only Chinese language teacher employed in the school, so she does not have direct supervisors as Subject 1 and Subject 2 do. Her supervisor is the director of another language, therefore may be less familiar with Subject 3’s teaching approach. Hence, she has a relative amount of freedom to explore and design teaching materials. The above reasons result in Subject 3 placing this motivating factor as the eighth one, because she does not think being able to meet the expectations of current supervisors is what motivates her to excel in teaching. (9) Subject 3’s ninth motivating factor is M5 (Class observations). Subject 3 said that if there will be people, no matter they are her peers or Master Teachers and supervisors, she may prepare more thoroughly and even try to adapt to the teaching approach the person uses. However, relatively speaking, it would not affect her motivation to teach better. Subject 3 asserted that she prepares for the class as thoroughly as possible no matter if she is being observed or just conducting a standard class lesson. Thus, this factor is considered to be one of her more minor motivating factors. (10) Subject 3’s tenth motivating factor is M6 (Master Teachers’ assessment and feedback of demonstration teaching). As stated in her
questionnaire and interview, Subject 3 would like to receive people’s feedback regarding her teaching performance due to her wish to improve her teaching, but not to impress people. Hence, people’s feedback does not have much affect on her teaching motivation.

(11) Subject 3’s last and eleventh motivating factor is M7 (Expectations of training program curriculum). Subject 3 thinks that, overall, the curriculum of the summer training program was very strong and helpful. Moreover, prior to the program, she did not have many precise and exact expectations. Hence, she considered this factor as the least motivating factor.

In sum, Subject 3’s first motivating factor is M9 (Choosing a career in Chinese language teaching). Similar to Subject 2, Subject 3 sees her current profession as a lifelong career. In addition, she emphasized that she wants to be able to stay in this field after training. Therefore, a conclusion from her primary motivations to excel in teaching is mostly derived from intrinsic factors – personal interests and goals in language.

According to the interview of Subject 3, it is her first time teaching Chinese in the summer training program, although she has some previous experience of teaching English because of her B.A. degree in Teaching English as a Second Language. When she was asked what the reasons are that made her want to teach Chinese, she addressed that she has always been interested in language and education which is why she chose Teaching English as a Second Language as her major; however she wants to study or work abroad after graduating from college, rather than directly start to work in Taiwan. Therefore, teaching Chinese in the United States is a perfect opportunity for her. Additionally, her family expects her to have an education related career, which is
considered to be a stable and prestigious job. Thus, her own interests and goals combined with her family’s expectations led to her desire of teaching Chinese as a career. Currently, the main purpose of teaching Chinese for her is to build a job network, be able to stay in this field, and have it as a long-term career.

In regard to the factors which would affect her teaching motivation, Subject 3 stated that her motivation to teach better is not affected by someone observing her class, but she would prepare teaching more thoroughly and even suit the observers’ teaching preferences. For instance, if there are two supervisors, and each of them has different teaching philosophy, she would adjust her teaching techniques to the supervisor’s if she knows who is going to observe her class. The reasons for doing so is because she is a new teacher, a novice in the language teaching field, so she wants her teaching techniques to be compatible with others in the school. From the result of her questionnaire, her first motivating factor is M9 (Choosing a career in Chinese language teaching) and second motivating factor is M2 (Teacher training requirement). Subject 3 hopes to be able to do this job in the long term by, undoubtedly, being able to do a good job teaching in the current school.

Furthermore, whether students are well prepared or not does not affect Subject 3’s motivation to teach. It is worth noting that this factor may affect her mood for teaching, but not her motivation. For example, she may feel frustrated if her students did not prepare for the class well or she may feel a strong sense of accomplishment and fulfillment if her students perform wonderfully in class. On the other hand, she would modify her teaching techniques depends on students’ feedback. Nevertheless, Subject 3
claimed that this is not a main factor, which would influence her motivation to teach. In addition, Subject 3 addressed that the factor if there will be someone evaluating her teaching and will give her feedback afterwards does not affect her as well, but possibly with a slight chance. Because she thinks that being observed and receiving feedback are only temporary, what would motivate her the most would be permanent and intrinsic factors. Moreover, Subject 3 stated that she enjoys being observed by other people. For example, one time, there were several Chinese visiting scholars went to her class to observe how she taught Chinese, because those Chinese visiting scholars are interested to know how to teach Chinese in an American college setting and how it differs from teaching Chinese in China and in the United States. In this case, she really likes the discussion and suggestion regarding her teaching so that she can make improvements. She sees this as a challenging and encouraging task to accomplish. To sum up, Subject 3 claimed that this factor functions the same as the previous factors, she may prepare for the class more thoroughly, but ultimately it is not what would motivate her to excel in teaching.

During the summer training program, Subject 3 asserted that competition among peers was a fairly motivating factor to her. Given the situation that there were approximately 20 Chinese trainees as well as 20 Japanese trainees, it could be considered a big group of teachers being trained to achieve the goal of completing the program successfully. For Subject 3, seeing other trainees working hard would motivate her to do better in class. Additionally, she thinks that the summer program did make her well prepared for her following teaching job in a university; nonetheless, she addressed that
one of the improvements the program could make is to increase the number of demonstration teaching. During the program, each trainee had 6 chances of demonstration teaching and 6 chances of demonstration teaching preparation of two different sets of teaching materials. Namely, a total of 12 opportunities were given to each trainee to teach on stage. Given the circumstances that there were around 20 trainees and the intensive program lasted only two months, six times of practice teaching was relatively fair, but it could be considered to be an improvement to make for the future programs. Other improvements could be made include: first, there could be more opportunities for the trainees to observe Master Teachers’ classes, especially in higher level ones Speaking and Listening track as well as Reading and Writing track. Second, there could be more chances for the trainees to do demonstration teaching, as mentioned earlier, Subject 3 thinks that twelve times of practices were not sufficient and third, there could be more demonstration teaching opportunities of advanced level Chinese and Reading and Writing track. Subject 3 thinks that each trainee should at least have a chance to do a demonstration teaching of a full class time, which in this case, is 50 minutes. The duration of each demonstration teaching was 5, 15, and 25 minutes. However, due to the lack of advanced Chinese class and time limits, there was not any demonstration teaching of these kinds. In conclusion, when it comes to teaching Chinese, Subject 3’s motivation primarily comes from intrinsic factors, such as her own interests in teaching languages and wish to work abroad.

On Subject 3’s second section interview, she listed some additional factors in regard to what may affect her motivation to excel in teaching. She stated that being a
teacher as well as working in the United States are considered to be a prestigious career to her family and friends in Taiwan and having this job makes her feel a sense of pride and accomplishment in regard to what roles she plays and how people see her. In addition, another motivating factor is due to a personal reason that her significant other resides in where she works at currently. Therefore, she has the motivation to keep this job and stay. Furthermore, concerning how she evaluated her teaching performance during the summer program with a scale of 1 to 10, with 1 is the lowest and 10 is the highest grade, she graded herself an 8. Subject 3 mentioned she worked hard during the program, but the reason that she did not give herself a full grade is because it was her first time in the United States, she felt she spent too much time sightseeing during the program and did not make full efforts into the training work.

Overall, she thought very highly of the summer program; however, there were a few suggestions. For example, the summer training program was consisted of approximately 20 trainees from Taiwan and 20 trainees from Japan. She found that it may be more beneficial to the program as well as to the trainees if there were Mandarin-speaking trainees from Mainland China. In this way, both trainees from Taiwan and Mainland China can expand their horizons by communicating with each other, and thus learning the linguistic and phonetic features mutually. Moreover, it can create more competition among the trainees; hence they would be more motivated according to Subject 3, who expressed that competition among peers is one of the highest motivating factors. Another instance was Subject 3 found having to be a learner of Japanese very demanding, which mainly resulted from she did not have any background of learning
Japanese and the coursework in addition to learning Japanese caused her anxiety.

Regarding the most challenging part of the program Subject 3 found was the daily lectures on theoretical and practical issues by Master Teachers. The reasons may include: first, she was not used to lectures in English, so she encountered a language difficulty. Second, she did not have any Chinese teaching experience prior to the program; hence the approach and practical issues were relatively new to her and she found it hard to apply the approach to practical uses at first. On the other hand, the part of the program she found most motivating was competition among peers and the trainees were able to teach Chinese to the real Chinese learners. For instance, the trainees not only had the chance to do demonstration teaching to the learners of the intensive first level Mandarin Chinese, but also had the opportunity to design test items, final oral interview scripts, and syllabi. Therefore, besides competition among peers, the practical teaching experience was the most motivating part of the program.

3.1.4 Results of the questionnaires and interviews – Subject 4

Subject 4’s questionnaire results showed that (1) Her first motivating factor is M8 (Ambition to develop and manage a Chinese language program). Subject 4 sees this factor as her ultimate goal, in addition to creating a career as a Chinese language teacher. (2) Subject 4’s second motivating factor is M9 (Choosing a career in Chinese language teaching). She addressed that M8 and M9 are quite similar, but she sees M8 as the ultimate goal and M9 as a process to help reach that goal. (3) Her third motivating factor is M10 (Interest in language). Subject 4 addressed that she has been passionate about

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language learning and teaching, and her dream job is to become a language teacher. (4) Subject 4’s fourth motivating factor is M3 (Meeting the expectations of supervisors).

Undoubtedly, Subject 4, as a novice in teaching Chinese, would pay more attention to her colleagues and supervisors’ opinions and impressions to help guide her along and to remain competitive in her field. (5) Subject 4’s fifth motivating factor is M2 (Teacher training requirement). Followed by her fourth motivating factor, it is M2, in order to meet her goal of performing well as a teacher at the college she is teaching. (6) Subject 4’s sixth motivating factor is M5 (Class observations). It is worth noting Subject 4 addressed that after her fifth motivating factor, the rest are not much different. Moreover, as she mentioned in the first part of her interview, Subject 4 enjoys people observing her class and receiving feedback in order to improve her teaching. However, having peers or other observers in her classroom does not affect her motivation to teach. (7) Subject 4’s seventh motivating factor is M6 (Master Teachers’ assessment and feedback of demonstration teaching). As stated in the last motivating factor, Subject 4 found evaluations to be helpful, but it does not affect her motivation due to this factor is considered temporary to her. (8) Subject 4’s eighth motivating factor is M1 (Students’ preparation). As Subject 4 believes students’ preparation and motivations to learn may affect how she teaches the class. That is to say, she may adjust her pace for the class if most of the students are unprepared or she might spend more time doing drills and exercises for the class if students’ performances are subpar. Nevertheless, this factor would not necessarily affect her motivation to teach better. (9) Subject 4’s ninth motivating factor is M4 (Competition among peers). During the intensive summer
program, there were approximately 20 trainees from Taiwan that attended the same classes every day from 9 a.m. to 4 p.m., and occasionally even later in the afternoon. Trainees also lived in the same dorm. According to Subject 4, participants in the program developed camaraderie and very close friendships with each other through constant interaction and by helping each other overcomes difficulties in the program. The group of trainees is akin to a family who can count on each other while living far from their native countries. While Subject 4 said competition did exist among the trainees, it was in a good way that helped motivate everyone to push him or herself harder to succeed in teaching Chinese. (10) Subject 4’s tenth motivating factor is M11 (Family expectations). Subject 4 is fully supported by her family regarding her education and career decisions. She feels no pressure or expectations from her family about choosing a career. Thus, family expectations are not a factor motivates her to teach. (11) Subject 4’s last motivating factor is M7 (Expectations of training program curriculum). Subject 4 stated that while attending the summer program, the idea that the training program’s curriculum would motivate her to teach never came to her mind. This is likely because she did not hold any specific expectations prior to the start of the program. In addition, she thinks that the training program was only short term, which lasted for approximately 2 months; hence she rated M7 last.

In sum, Subject 4’s first motivating factor is M8 (Ambition to develop and manage a Chinese language program). Similar to other subjects, Subject 4 sees her current profession as a lifelong career. Seeing as Subject 4’s second motivating factor is M9 (Choosing a career in Chinese language teaching), a conclusion from her primary
motivations to excel in teaching is largely derived from intrinsic factors – personal interests and goals in language.

On Subject 4’s second section interview, she had no experience of teaching Chinese prior to the training program, although she had little experience in tutoring English while she was an undergraduate student in college. Subject 4 received her B.A. in Spanish in Taiwan and had a business-related job for two years before applying for the summer program. The reasons she changed her career path quite dramatically from business to language teaching were she worked at the same company for two years and she found that the job was not what she wanted, so she was desperately looking for other solutions to change her job. She had a chance getting to know the ALLEX foundation (Alliance for Language Learning and Educational Exchange: the information concerning ALLEX foundation will be further explained in the next chapter), and what ALLEX offered caused her curiosity and hope. Later on, she applied for the program and went through a series of interviews and other selective processes, she successfully being placed to be a Chinese language teacher in an American college. Prior to the beginning of teaching, it is required for her to receive training at PSU. Hence, the aforementioned information was how Subject 4 started her journey of teaching Chinese and by knowing that could help us understand better the rationale of her motivation to excel in teaching.

In regard to the questions of her teaching performance, Subject 4 stated that her motivation to teach better is not affected by someone observing her class. To give a further explanation, the same as what Subject 3 mentioned, knowing there will be people

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observing the class would not necessarily change her motivation to teach, but she would
definitely prepare more thoroughly and try to adapt her teaching methods closer to those
who observe her, such as her supervisors and other colleagues. Furthermore, she asserted
that whether her students are well prepared or not will not affect her motivation either.
She would prepare her classes and design different materials, such as drills and exercises,
according to the students’ levels in the class, but whether the students are studious or not
would not increase or decrease her motivation to teach. She believes the fact that she
being a good teacher can motivate students to learn. Moreover, Subject 4 said that if there
is someone evaluating her and will give her feedback afterwards, it would not affect her
teaching as well. To elaborate, she found feedback from others, not limited to supervisors
and teachers, very helpful in the sense that she could get an idea of her teaching from the
learners’ perspectives. She enjoys her class being observed and receiving feedback from
people and she sees this as a way to keep improving.

As for the summer training program, what motivated her the most to teach was
having a passion for language learning and teaching as well as wanting to excel in
teaching Chinese so that she can be competitive in the job market. When it comes to
teaching Chinese, her primary motivations come from her own interests, rather than other
extrinsic factors. She personally found that the program was very strong and helpful for
preparing her incoming teaching, especially she was a novice teacher in the field. If she
could change the design of the program curriculum, she stated that it would be better if
the trainees have opportunities to teach higher-level Chinese classes in Speaking and
Listening as well as Reading and Writing tracks. Because when she arrived at the school
which she is currently teaching, she was anxious at first about having to teach an advanced Chinese language class without prior training.

On Subject 4’s second section interview, she listed some additional factors in regard to what may affect her motivation to excel at teaching. Besides the factors have been discussed, Subject 4 stated that for her future career plan, location of the school, prestige of the school and salary of the job will be other motivating factors for her to teach better. Practically speaking, those factors will push her to excel in teaching so that she can achieve her goal of teaching at a desired institution in a favorable location with a satisfactory salary. On a scale of 1 to 10, she evaluated her own teaching performance during the program a number 9. Subject 4 stated that she worked very hard and learned from the beginning to become what she is currently capable of doing, which is being able to teach at an American college. The reason that she did not give herself a full 10 is because she thinks there are always rooms for improvement and being better.

In regard to the design of the program, Subject 4 thinks very highly of the summer training program, especially the demonstration teaching as well as rehearsal class for it with feedback from Master Teachers. Moreover, the opportunities of designing test items, final oral interview scripts, and syllabi and tutoring learners of Chinese. In sum, Subject 4 thinks that the strength of the program is the practical curriculum that it offers. On the other hand, she found the weakness of the program may be the trainees were unable to do demonstration teaching for a full class time, which was 50 minutes, and unable to have a chance to teach a higher level of Chinese class in both Listening and Speaking as well as Reading and Writing tracks besides the intensive first level Mandarin Chinese.
Furthermore, the part of the program she found most challenging and also most motivating was the demonstration teaching. According to Subject 4, teaching a group of Chinese learners itself was challenging and motivating, but besides the learners, there were Master Teachers as well as other trainees observing her made it the most challenging part of the program. Having to overcome the stress came from the observers was challenging but at the same time, the stress also motivated her to perform better as a teacher during the summer program. Although for now this factor – class observations is not as motivating to her as before due to the fact that she sees it as very temporary.

3.2 Findings

3.2.1 Findings and discussion of the questionnaires

As mentioned in the last chapter, a qualitative approach is adopted in this study in order to obtain an in-depth understanding of the Chinese language teachers’ behavior and motivations. The data include four subjects; two are currently teaching Chinese at OSU and the other two are teaching Chinese at Concordia University Nebraska and Texas A&M University Corpus Christi respectively.

According to the results of the questionnaire (see Figure 3.1), M9 (Choosing a career in Chinese language teaching) is a strong determining factor to motivate teachers to excel in teaching. As we can see from Figure 3.1, the smaller number the motivating factor obtains, the more important the motivating factor is to the subjects. That is to say, the closer the motivating factor is toward the center, the more effective the motivating
factor is to the subjects. Although each subject’s ultimate goal may not be the same, they generally see their current career as a lifelong one and wish to retain it and excel at it. It is worth noting that based on the design of the questionnaire, a conclusion on these teachers’ greatest motivations to excel at teaching can be reasonably inferred. However, it does not necessarily mean that the motivating factors that appear farther away from the center are insignificant to the subjects. Relatively speaking, Figure 3.1 is an overall representation of the importance of each motivating factor to the four subjects by comparison.

![Figure 3.1 Results of the questionnaires: Motivations of the Chinese language teachers (Continued)](image-url)
Another two motivating factors receive the same score, which are M8 (Ambition to develop and manage a Chinese language program) and M10 (Interest in language). The findings demonstrate that the four subjects not only want to work as Chinese language teachers in the long run, but also that they want to excel in teaching due to personal interests and goals, which are in accordance with the most important motivating factor M9. Among the four subjects, teaching Chinese was a new experience to Subject 3 and Subject 4. However, all subjects had experience in language related fields prior to teaching Chinese: Subject 1 has a B.A. degree in Linguistics and an M.A. in Chinese Linguistics; Subject 2 has a B.A. degree in Teaching Chinese as a Foreign Language and an M.A. degree in Chinese Pedagogy; Subject 3 has a B.A. degree in Teaching English as a Second Language and Subject 4 has a B.A. degree in Spanish. As previously explained
in this chapter, all four subjects listed M10 (Interest in language) relatively high. One of the subjects gave M10 the order of 1, which means it is the most important motivating factor to him/her, and the other three subjects all gave the order of 3 to M10.

Another interesting finding is while M8 (Ambition to develop and manage a Chinese language program) received the same number of order as M10, subjects ranked it quite differently compared to M10. Two of the subjects assigned M8 the order of 1 and another subject gave it the order of 2 while specifically mentioning no matter in what fields of Chinese teaching (e.g., Chinese language, literature, linguistics or cultural history), excelling at teaching is his major objective. Lastly, the final subject ordered M8 as a 6, which means it was a much more minor motivating factor to her. This subject explained that since she was a novice teacher when starting the training program, she assumed it would be a long time until she could consider herself to be an expert in teaching Chinese. Therefore, she listed other motivating factors as more effective than M8, thus explaining the relatively low order of 6 she assigned to M8.

A few additional primary motivating factors addressed by the subjects are analyzed as follows. First, Subject 1 stated that some practical factors may affect his motivation to teach in the future such as schedule, salary and location. These factors do not currently have a large impact on his motivation because of his position as a GTA. Additionally, obtaining quality recommendation letters and references may be a current motivating factor for Subject 1. Second, specifically in the case of Subject 2, students’ feedback is an additional motivating factor. Subject 2 is willing to change her class structure based on her students’ needs, and their feedback motivates her to refine and
improve her teaching. Third, according to Subject 3, teaching in the United States is considered to be a prestigious role by her family and friends’ in Taiwan. Subject 3 is also influenced by the location of her significant other and his residence may play a large part in determining where she would want to teach. Thus, Subject 3’s significant other is an additional motivating factor to her. Finally, much like Subject 1, practical factors such as location of the school, prestige of the school and job salary are all motivating factors to Subject 4. That is to say, these factors will have significant impact on Subject 4’s motivation to excel in teaching.

3.2.2 Findings and discussion of the interviews

According to the results of question 4 in the interview, observers in subjects’ classes do not affect their motivations to teach, at least from a general perspective. Subject 1 said observation may make him feel nervous, but he likes to think that he does not change anything in regards to his preparation. Likewise Subject 2 believes her motivation to teach would stay the same; however, she may put more effort into preparing classes that are going to be observed. In contrast, Subject 3 explicitly stated that observation would affect her preparation of the class and would slightly affect her motivation to teach better. That is to say, she would more thoroughly prepare teaching for classes in which she knows she is going to be observed. Interestingly, Subject 3 said she might even adjust her own teaching approaches to suit the observers’ preferences. This is because, as a novice teacher, Subject 3 wants her teaching approach to be compatible with other teachers, rather than using a distinctive teaching approach, at least until she
becomes more experienced. Finally, Subject 4’s views on this subject are very similar to those of Subject 3. In other words, Subject 4 would prepare more thoroughly and adapt her teaching approach to be more in line with the observers’, especially if the observer is her supervisor.

In regards to question 5 of the interview, student’s preparedness level does not affect the subjects’ motivations to excel in teaching. Subject 1 said, if students appear to lack motivations to learn Chinese and are not well prepared, he will modify his teaching approach to help them, such as repeating drills more times and constantly reviewing previously covered content. If students are very enthusiastic and well prepared, Subject 1 said he will go through the contents faster and make sure the students can learn as much and as efficiently as possible. However, students’ preparation does not affect Subject 1’s motivation to teach; it only affects his day-to-day class content. In the case of Subject 2, she said she may feel frustrated if students lack preparations for class, and she would try to adjust her teaching techniques to motivate her students more. However, students’ preparation does not affect her motivation to teach. For Subject 3, students’ preparation has some effect on her as she stated that if students are not well prepared, her mood is affected in that she may feel frustrated and defeated, much like Subject 2. Conversely, if students are working hard, she may feel a strong sense of accomplishment and fulfillment. Nevertheless, it does not affect her overall motivation to teach. Lastly, Subject 4’s statements also correspond with the other subjects’; namely that she may prepare and design her class differently depends on the students’ feedback. However, students’ preparation does not affect her motivation to teach. She also believes that she
herself will eventually motivate students to be better learners through her own demonstrated hard-work.

Interestingly, as stated in the questions 6 and 7 of the interview, evaluation and feedback from others does not affect subjects’ motivations to teach. Additionally, they all enjoy being observed and receiving feedback. For Subject 1, 2, and 4, they all stated that they would prepare as thorough as possible knowing there will be someone going to observe their classes. However, their motivations to teach stay about the same. Also, they all find those constructive feedback and comments from the observers very valuable, because they may not be aware of their strengths and weaknesses from their own perspectives. In regard to Subject 3, the factor may affect her but only in a small degree. She stated that being observed and receiving feedback are only temporary; the other intrinsic factors are something would affect her permanently. Lastly, she appreciates the opportunities of being observed, because she sees this as a challenging yet encouraging task to accomplish and to improve her teaching overall.

According to the categorization of the motivating factors mentioned in Chapter 2, question 10 on the interview again shows that, all four subjects are primarily motivated by their intrinsic factors to excel in teaching. Subject 1’s expertise is Chinese linguistics and his ultimate goal is to become a professor in the field of linguistics. He also believes that it is highly beneficial to have deep knowledge of Chinese language itself. Hence, no matter what subject he will teach, excelling in teaching is his main objective. Subject 2 received her B.A. degree in Teaching Chinese as a Foreign Language and has since been studying and working in this field. She provides an interesting contrast to Subject 1 in
that it is her excellent academic performance in language that resulted in her interests in language. That is to say, she receives a constant feeling of accomplishment and fulfillment from studying language because it has always been her strength in comparison to other math and science related subjects. Regarding Subject 3, she received a B.A. degree in Teaching English as a Second Language and had experience in teaching English before starting to teach Chinese. Similar to Subject 2, she developed a passion for language since she was in school and she has always wanted to work abroad. Therefore, teaching Chinese in the United States is an ideal job and it is her strongest motivation. Although Subject 4 did not receive a B.A. degree in either Teaching English or Chinese as a Foreign Language, she has been tutoring students in English since she was in college. Similarly to Subject 2 and 3, prior to the beginning of teaching Chinese, language is Subject 4’s strongest subject at school and thus it cultivated her passion of learning and teaching a language.

In conclusion, all four subjects’ strongest motivations to excel in teaching stem from their own personal interests and goals, including ambition to develop and manage a Chinese language program and choosing a career in Chinese language teaching. In regard to the results of the interview concerning the summer teacher training programs, they will be further discussed in the next chapter – a Chinese language teacher training program based on inculcating a sustainable motivation.

3.3 Features of motivated Chinese language teachers

Based on the findings of this study so far, it is clear all four subjects’ desire to teach Chinese comes from their own personal interests and goals in language. However,
one still cannot say that all Chinese language teachers are motivated primarily by the same factors simply because the subjects in this study were. There are some additional findings from the researcher who observed the summer training programs and the four subjects’ classes.

As mentioned previously, the teacher training program consists of three major types of courses and is integrated with a parallel intensive language program both in Chinese and Japanese. The three types of courses are briefly explained again as follows: Learning East Asian Languages in Cross-Cultural Context, which consists of lectures on theoretical and practical issues in general; Presentation of East Asian Languages, which is composed of lectures and discussions on how to consider material selection and use and what are the strengths and weaknesses of the current materials; Practicum in East Asian Languages, which provides hands-on training through observation and participation in the teaching of intensive language courses as well as demonstration teaching, demonstration preparation, and designing test items. One other distinctive feature of the program is it provides the trainees opportunities to tutor learners of both Chinese and Japanese.

During the summer program, all the trainees had the same class schedule. Although most trainees were highly motivated and enthusiastic about the program, some achieved exceptional performances while others merely performed at an acceptable level. Therefore, it is a good idea to examine the differences between the two types of trainees in the hope to identify shared motivation traits among those trainees who performed exceptionally.
Through observation, it is clear that some trainees treated every class seriously and prepared for class as much as they could, while some merely wanted to finish the task in front of them. It is understandable that in a group of people, there will be some who are good at certain things and others are not. However, some trainees did additional work due to their own interests. For instance, besides the usual schoolwork, whenever some trainees had a demonstration teaching or demonstration preparation, some trainees asked others to help them rehearse lesson plans they had designed to practice teaching. This is likely at least partly to mitigate any fear of performing in front of others, which even among teachers is quite common. Practice truly helps improve teaching skills, and this is as true for novice teachers as it is for experienced teachers. In addition, some trainees would make appointments with Master Teachers to discuss how they could improve before and after their demonstration teaching. Those trainees who put extra efforts into the training were certainly highly motivated and enthusiastic especially after applying the theoretical and practical issues they had encountered into the actual teaching.

Another finding is that those who put greater efforts into tutoring learners of Chinese are more motivated Chinese language teachers. Every trainee had to tutor a Chinese learner twice a week for 30 minutes. Observations revealed a few trainees were more hesitant and reluctant to conduct tutoring, because they were afraid of one-on-one teaching. Conversely, some trainees expressed they were more interested in tutoring than teaching in a classroom. They stated that through tutoring they were better able to discover issues or difficulties each student encountered. As we can see, everyone has
his/her own preferences when it comes to teaching: some trainees like to teach a large group of students in a classroom, some prefer to tutor one-on-one, and some have no preferences. Throughout the program, one trainee spent more time than it was required at tutoring; not only did she design supplementary materials for her assigned student, but she also helped other trainees’ students. Some people may wonder why these trainees were willing to spend more time doing extra work given the already intensive schedule they had. It is because they enjoyed what they were doing and they believe that greater effort brings them closer toward their goals.

Another interesting finding is that after the program, the trainees opened a closed group on facebook to keep in touch with each other and exchange comments and thoughts regarding teaching Chinese. After observation, it is clear that those who actively participated in the online group are motivated Chinese language teachers. For example, a fair amount of trainees would frequently post and upload their lesson plans, power points, teaching materials, test items, and sometimes even supplementary materials, such as videos about Chinese New Year and songs about the Chinese zodiac, to share with other trainees. Some would post thoughts about what they were learning from teaching students, what difficulties they had encountered in their schools and how they solved the problems. There is one post from a trainee, which expressed how frustrated she felt because one of her students treated her very impolitely in class. During one midterm in class, a student appeared to be absent-minded so this trainee came to him and asked if there was anything wrong. He told her he did not want to take the exam at the time and the trainee addressed her concerns that since he already knew what the questions were for
midterm, it would be unfair to other students if he chose to leave the classroom at this moment. Surprisingly, the student told her she could tear up his exam paper and he did not care about the exam, and left the classroom. The trainee reported the incident to her department and later received sincere apologies from the student; however, this trainee still felt shocked and frustrated over the incident. She posted this matter to the facebook group and received a lot of constructive comments and encouragements from her fellow trainees. This is just one of the many examples of how the trainees communicate and share resources after the training program.

Finally, based on further observations after the program, those teachers who are willing to spend additional time with their students are motivated Chinese language teachers. To elaborate, some teachers would schedule additional appointments outside of regular office hours with each student to talk about any concerns they may have or difficulties they may encounter. These motivated Chinese language teachers certainly hope to excel in teaching by listening to the students’ feedback and helping their learning issues.

In conclusion, it is clear motivated Chinese language teachers do excellent work on what is required of them, but more importantly, go beyond requirements given to them to help learners in different capacities and to improve their teaching. They are passionate about their jobs and excel by never stopping learning and sharing with others.
CHAPTER 4: A CHINESE LANGUAGE TEACHER TRAINING PROGRAM BASED ON INCULCATING A SUSTAINABLE MOTIVATION

4.1 Background of the Chinese language teacher training programs

It is crucial to have a clear understanding of the background of the teacher training programs mentioned in this study in order to fully comprehend the connections between the teacher training program and teachers’ motivations to excel in teaching. In the following paragraphs, the information about the program and the organization, which is associated with each other, will be further explained.

4.1.1 SPEAC at The Ohio State University

SPEAC, as discussed in Chapter 2.1, is a training program for both teachers of Chinese and Japanese. The objective of the program is to develop trainees’ language teaching skills through a series of lectures, discussion, observation of classes, and demonstration teaching in a parallel intensive program in both Chinese and Japanese. The
program aims to cultivate trainees’ competency of the Performed Culture approach used in Chinese and Japanese teaching. Trainees of Chinese and Japanese share some lecture hours together, but mostly work in separate sections for their own language-specific classes. Those trainees are expected to have a near-native or high level of competency in both the target language (Chinese or Japanese) and English.

The courses that the program provides can be counted as graduate level credits or the trainees have the option of choosing it to be non-credit as well. Generally speaking, although the participants are usually students at OSU, there are some from other schools or organizations, such as ALLEX Foundation, which is mentioned in Chapter 3.1.4, will be further discussed in the next section. To give an additional explanation, most participants from OSU are graduate students at the Department of East Asian Languages and Literatures (DEALL) who wish to improve and excel in teaching East Asian languages while pursuing their M.A. and/or PhD degrees.

4.1.2 ALLEX Foundation

ALLEX (Alliance for Language Learning and Educational Exchange) is a foundation that enables universities in the United States to begin or maintain a high quality Chinese or Japanese language program by providing them with professionally trained, native Chinese or Japanese teachers. To give a brief history background of the foundation, according to the ALLEX website, in 1988, a group of preeminent scholars of Japanese pedagogy established Exchange:Japan, which was an organization designed to increase the number of professionally trained instructor in American classrooms by
providing universities an economical means to form or enhance Asian language programs. One of the founders was Dr. Eleanor Jorden, who was a Professor of Linguistics at Cornell University and taught Japanese at many educational institutions as well as widely regarded as the primary trailblazer of the field of Japanese language pedagogy; and Akio Terumasa, who was a visionary in international education and one of Japan’s leading philanthropists. In 2003, Exchange:Japan was expanded to ALLEX Foundation by Thomas Mason, Jr. as the Executive Director and Kazunori Ueno as the Chairperson to continue the important mission of Exchange:Japan. ALLEX has been recruiting and training bright and exceptional Japanese and Chinese students to become professional instructors teaching at numerous North American universities.

One primary feature of the ALLEX Foundation is that it provides participating universities with professionally trained language instructors who provide educational services in exchange of the opportunity to study. The ALLEX Foundation recruits participants through a series of selective procedures, such as interviews and Chinese pinyin tests, in order to select the most exceptional candidates. Then a matching process is used to pair the candidates with participating schools based on educational background and TOEFL and/or GRE scores. This helps elect the most suitable candidate for each school. For example, candidate A, who has a B.A. degree in linguistics from an university at Taiwan, wishes to pursue an M.A. degree in applied linguistics in exchange for teaching Chinese language classes at a university. According to various considerations, if it turned out he is fully qualified, he then may be distributed to one of the participating schools. Essentially, the ALLEX Foundation recruits the candidates,
screens them, and sends them for training through the ALLEX Chinese and Japanese Teacher Training Consortium, comprised of Cornell University, the Ohio State University, Portland State University and Washington University in St. Louis. The training programs are directed and taught by preeminent experts in Chinese and Japanese language pedagogy. I was a participant in the ALLEX Foundation and received the training at OSU prior to pursuing an M.A. degree at the university.

As the ALLEX Foundation website stated, “We believe that learning a foreign language is the gateway to understanding and appreciating other cultures, and that training expert language teachers goes hand in hand with propagating foreign language study” (allex.org).

4.2 The design of the Chinese language teacher training programs

Although the training programs that the ALLEX foundation provides are circulated among four universities, the curriculum aims for the same objectives and is based on the Performed Culture approach. The curriculum of the program consists of the following components: first, a daily lecture component on theoretical and practical issues, which covers such topics as the principals of effective Chinese and Japanese language pedagogy, classroom teaching techniques, the linguistic analysis of Chinese and Japanese, and the approaches behind designing test items and the curriculum itself. Furthermore, there are weekly quizzes on lectures, readings, and pedagogical grammar to test the trainees’ understanding of the materials. Second, an observational component, in which trainees observe and analyze actual language classes taught by Master Teachers by
writing observation reports. Third, a demonstration and demonstration preparation component, in which trainees teach actual language classes, which are videotaped and later critiqued by Master Teachers and fellow participants. In addition, each trainee is required to complete a self-reflection report once finishing his/her demonstration teaching and later will receive feedback with a precise rubric from Master Teachers. Fourth, the participants are professionally trained on how to develop test items, such as oral interview scripts and syllabi, and select teaching materials, as well as critically discuss materials’ strengths and weaknesses. Last but not least, the learners of Chinese and Japanese in the parallel intensive language program are assigned to the trainees for tutoring. There are sessions for those trainees to discuss the difficulties and issues they have encountered while tutoring. For instance, there was a lecture, which was a presentation by selected trainees to talk about their students. The students being selected usually are those who perform exceptionally or relatively poorly during the program. Hence, through the presentation, all the trainees can gain a better understanding of how and why those students’ performances may vary so vastly.

All the components of the curriculum aim at enabling the trainees reach the goals of having a profound understanding of developing Chinese and/or Japanese language teaching; having ample opportunities in teaching real learners of Chinese and Japanese in an American university setting and receiving abundant constructive feedback from experts as well as becoming well prepared and fully qualified to teach language classes at an American institution. The design of the teacher training program greatly influences the manner in which trainees will teach in the future, and hence how their students will learn
a language. Therefore, the importance of analyzing the current teacher training programs cannot be underemphasized.

4.3 The trainees’ experience – before and after the Chinese language teacher training programs

The summer teacher training program lasts only two months, which is relatively short. How does it allow participants to become professionally trained and fully qualified to teach in such a short period of time? The question leads to how important the design and curriculum of the program are. The programs, which have been analyzed in this study, have very prominent features: first, the training program is integrated with a parallel intensive language program; second, in addition to lectures deal with theoretical and practical issues, it provides hands-on training through observation and participation in the teaching of the program’s intensive language courses as well as opportunities to tutor the learners of Chinese and Japanese. All things considered, the program offers a solid and profound training both theoretically and practically. The last chapter aims at providing answers to the research questions: What factors will determine a good teacher training program and what strengths and weaknesses do the current teacher training programs have? The following paragraphs concerning the experience from the trainees have helped me find the answers.
4.3.1 Prior to the Chinese language teacher training programs

According to most trainees, they all experienced the same feelings of anxiety as well as anticipation prior to the program. The anxiety came from they knew they would have to devote themselves to these two months of long intensive courses, especially those who were still very novice to the field. However, to those who had ever touched upon education and language, what they feared about most was learning new approaches and applying those to the real teaching. On the other hand, some of the anticipation came from the trainees knowing they would achieve their goals by acknowledging that participation in the program would be the first step towards facing the challenges of working in another country with the mission of carrying forward the Chinese language and culture. One of the trainees prior to the summer program mentioned this fact:

“I am very excited about participating in the training program, because I believe it will train us to be well prepared to conquer the difficulties we will encounter in the near future. I have taught English for several years in Taiwan. Even though I know teaching English and Chinese are certainly different, I assume it won’t be too challenging for me.”

From her statement, we can assume that she might do very well in the program; nevertheless, she turned out to be not as exceptional as we thought she would be. The reasons may be that at the beginning she was overly confident and held very strong opinions regarding language teaching, and because she was an English teacher it was subsequently hard for her to accept and subsume all the new ideas she learned in the program. There was a time she felt a conflict between her prior teaching methods and the new ones provided from the program. To this she expressed that she needs to make more
efforts to adjust the context from teaching English in Taiwan to teaching Chinese in the

United States. To give another example, another trainee stated this fact:

“I am very looking forward to this program, but at the same time, I am worried if I will have a hard time catching up with the coursework, because I was a computer science major when I was in college and everything to me right now is so new. I was not happy with my old job, and I think this will be a great change for me. What makes me keep going is I know I’ll be reaching my dreams soon – studying and working in the United States!”

According to this trainee, she was nervous and concerned at first, mostly because of her lack of background. Nonetheless, she was highly motivated due to her personal goals. In the end of the program, she did very well overall, although she had struggles in teaching on stage. Compared to the other trainee mentioned earlier, she did not have difficulties in accepting the approach in teaching Chinese; instead, she absorbed it and applied it to real teaching successfully. These two statements provide us with better understanding of what the trainees might think prior to the program and I will examine what they think after the program in the following paragraphs.

4.3.2 After the Chinese language teacher training programs

One interesting finding is, according to most of the trainees, at the end of the program, they frequently enthusiastically talked about how they really taught learners of Chinese in a language course and how they successfully applied what they have learned in the lectures to actual teaching practices. Some trainees even mentioned that they changed their career paths to something very different and they never thought that they would be able to teach in front of people. One of the trainees stated this fact:
“This program was not what I thought it would be and it is so much more rewarding and fulfilling than I expected! Before the program, I was worried and had no confidence in my skills of teaching, but now I think I’m almost ready, even though there are still endless things to learn along the way. I think the best experience of the program was providing us the opportunities to teach real college students, rather than only teaching us approaches from textbooks. Knowing that I can really teach in a classroom motivates me to become a true long term Chinese teacher!”

Another trainee mentioned that:

“I am very thankful of what I have learned in this program. At the beginning of the program, I felt overwhelmed with having to learn so many things in one day as well as an intense schedule. However, within such a short period of time, I have a solid knowledge of how to be in charge of a language class from designing syllabus to a final oral interview and test items. Another feature about the program that I really liked was the lectures not only dealt with introducing approaches but also realistic issues such as student misconduct, student disabilities, and student evaluations. It enables us to know how to react in situations like this that we may not be able to handle easily.”

From the statements of these two trainees, we can more easily understand the strengths of this teacher training program. Another interesting finding is that one of the trainees indicated how useful and helpful the lectures concerning practical issues were. To elaborate, besides the issues mentioned above, the topics also included troubleshooting, such as classroom emergency preparedness and response information, assisting disruptive or distressed individuals, emergencies with students with disabilities, and inter-student conflicts. While teaching learners of Chinese, we did encounter situations from the aforementioned topics. For example, there were two learners of Chinese who did not get along well and did not want to sit next to each other in class. Sometimes we could even sense the intense feelings between them. Hence, as instructors, the trainees needed to learn that they have the ability and responsibility to control the class and how they should respond if this kind of situation occurs. All things considered,
the trainees are primarily very enthusiastic to talk about the fact that they can use the skills they have developed from the program in their incoming teaching. The joy comes from the feeling of fulfillment and accomplishment, and thus has been a motivation for many teachers to keep pursuing an excellent standard of teaching.

4.4 Future Chinese language teacher training programs

This study is an investigation of the two primary research questions: first, what factors affect teachers’ motivations to excel in teaching, and in this regard, what factors motivate teachers. Second, based on the analysis of the current teacher training programs, what determines a good teacher training program and what strengths and weaknesses do the current programs have. I suggest that if we are able to find the answers to those questions, it will be beneficial to the design of better programs in the future by having a clearer understanding of teachers’ motivations and hence develop programs based on inculcating a sustainable motivation.

In conclusion, based on the results of the questionnaire and interview, I found that what motivate teachers to excel in teaching the most are mainly their own personal interests and goals in language, which in the study are intrinsic factors including ambition to develop and manage a Chinese language program and choosing a career in Chinese language teaching. There are certainly other factors, such as meeting the expectations of supervisors, teacher training requirement, students’ preparation, and class observations. However, the findings indicate that what motivates teachers to excel in teaching the most are sustainable and continued factors, rather than those temporary ones.
Furthermore, according to the four subjects, I analyzed the strengths and weaknesses of the programs and achieved the goal of having a better understanding of what makes a good training program. To reiterate, the strengths of the investigated programs include: first, the programs’ integration with parallel intensive language programs, hence they provide opportunities of demonstration teaching to the real learners of Chinese as well as constructive feedback from Master Teachers. Second, they offer opportunities of designing test items, final oral interview scripts, and syllabi. Third, there are ample opportunities to tutor learners of Chinese, therefore to receive a better and deeper understanding of how students learn and what difficulties they may encounter. Fourth, they provide a series of informative lectures on theoretical and practical issues. In sum, the well-combined practical and theoretical feature is the major strength of the investigated programs.

On the other hand, the weaknesses of the programs include: first, compare to demonstration teaching at the beginning level of ACT classes, there are no or relatively few chances of demonstration teaching of FACT classes and higher level ACT classes both in Speaking and Listening track as well as Reading and Writing track. Second, the time schedules are too tight, however because they are summer intensive programs which last two months, it is understandable that the time schedules must be arranged in an intense manner. Third, one subject stated that she wished there were more opportunities to conduct demonstration teaching; however in the same case, due to the short summer programs, it is reasonable to only have this many demonstration teaching opportunities for each trainee.
The aforementioned weaknesses of the programs are some trainees’ concerns; nevertheless, it is crucial to understand the objectives of the training programs to reach a fair and sound conclusion. Regarding the imbalanced teaching opportunities of FACT classes from the trainees’ point of views, the training programs have valid and practical reasons to do so. Firstly, the design of these teacher training programs is based on the Performed Culture approach, in which focus is on student performance in the L2. The predominant form or mode to teach Chinese, in either the United States or China, is fact instruction. In other words, lectures conducted by Chinese teachers are the default method of instruction in Chinese. Therefore, the focus of the teacher training program is on ACT classes, which is more difficult and also requires more creativity to teach. Most of the trainees in the teacher training programs started without any prior teaching Chinese experience in a higher education institution in the United States. Therefore it is even more vital to emphasize the practice of ACT classes, which usually requires a longer time to grasp than FACT classes. Oftentimes, FACT classes are supposed to support ACT classes and teaching an ACT class takes a lot more work than teaching a FACT class, which is mostly giving information, explanation, and the so-called lecture mode.

An explanation of the trainees’ concerns is that they may stem from a cultural perspective among Chinese teachers that consider FACT style instruction to be the traditional method of instruction. In Subject 3’s case, her family, friends, and herself see teaching as a prestigious role, because, in China, teaching is culturally considered to be a well-respected career. Teachers are perceived to be highly educated people who pass on their knowledge to those who may not possess the same level of knowledge. Hence,
novice teachers may hold this view of teachers, which clearly coincides with their expectations of more training in FACT classes. Consequently, the trainees do not necessarily need training in FACT classes; rather they need training in how to integrate FACT classes within the overall curriculum that emphasizes learning through ACT classes. As a result, I suggested that this concern of the trainees may be slightly misplaced, because training in FACT classes is not the goal of the programs. Instead, the programs are purposefully built on teaching novice teachers how to instruct ACT classes. If the program only focuses on how to do FACT classes, it may only need three weeks; if the program’s objective is to train novice teachers how to develop a Chinese language program on ACT classes, it certainly requires a much longer amount of time and more effort on the part of the novice teachers. For instance, in the beginning Chinese language class, teachers can largely conduct the whole class without FACT classes. The reasons teachers instruct occasional FACT classes are to give students a change of pace and a chance to ask questions. An ACT session can be likened to students playing a game where they earn points and try to reach their own goals, whereas a FACT session can be seen as a coach giving advice to the players. Players will not acquire any points simply by listening to their coach’s speech. In conclusion, students make progress toward a goal through ACT classes and the role of a teacher is to create an environment in which students are motivated to achieve their goals.

In addition to the above discussion of the relationship between ACT and FACT classes, one interesting finding is that some subjects think the parts of the program where the trainees of Chinese had to be “fake” Japanese learners for the Japanese trainees and
vice versa that the Japanese trainees had to be “fake” Chinese learners, were highly worthwhile in the sense that they can give both Chinese and Japanese trainees a better understanding of what their students are experiencing through learning another language, so that each side the trainees would have sufficient “fake” students to practice demonstration teaching for another set of teaching material speaking from a practical perspective. Some trainees found this design of the program serves the purpose well, while others found it very challenging and stressful on top of their already intense workload.

4.5 Conclusion: motivation toward a goal

According to the definition of motivation in this study, “motivation” is a movement, which initiates, directs and sustains behavior toward a goal. In other words, motivation is what drives people to make progress toward a goal. If the Chinese language students have goals, then the Chinese language teachers have goals, and the Chinese language programs have goals. Therefore, progress and movement toward those goals will be motivations for both the students and the teachers. Even though the four subjects came from different backgrounds (two subjects participated in the Chinese language teacher training program and currently teach at a large Midwest state university – OSU and two subjects attended the training program at a small state university in the Northwest – PSU and currently teach at different U.S. universities), all of them are primarily motivated to excel in teaching due to intrinsic motivating factors. For instance, Subject 2’s ultimate goal as a Chinese language teacher is to develop and manage a Chinese language program by herself. In order to achieve her goal, she needs to excel in
the field of Chinese teaching. Hence, the concept of motivation is closely tied up with the concept of goals as well as the movement toward those goals.

The aforementioned findings and subsequent discussion are the conclusion of this study regarding teachers’ motivations and the investigation of the teacher training programs. The limitations of this study and recommendations for future studies may include the following: first, it is a case study which consists of only four subjects. Future studies may increase the number of subjects to reach more objective and profound findings regarding this topic. Due to the time constraint, this study wishes to focus on fewer subjects to get into greater details of each subject. Second, this study conducted in-depth research about the two teacher training programs, which are located at two different regions, but follow a similar pedagogical approach. Future studies could broaden the numbers of teacher training programs to various locations and pedagogical approaches so that the strengths and weaknesses of the current teacher training programs will be more thorough and complete. Third, the subjects in this study include one non-native Chinese speaker and three native Chinese speakers; therefore, it is recommended that future studies have a balanced number of non-native and native Chinese speakers. Fourth, it should also be advised that future studies acquire the same amount of male and female subjects. Moreover, the eleven motivating factors in this study are limited to the researcher’s own observations. Therefore, it is suggested that future studies include broader motivating factors, such as students’ progress, which should be taken into consideration.
Last but not least, in regards to trainees’ concerns about the training programs, suggestions for the programs may include the following: first, based on the concepts I developed, designing a curriculum that further explains the concepts of the ACT and FACT classes as well as the objectives of the program, so that the trainees may have a clearer expectation of demonstration teaching. Second, according to the results of the questionnaires and interviews, it would be helpful to design a teacher training program with a well-combined theoretical and practical curriculum and with a focus on the intrinsic motivations that will help keep novice teachers moving toward their goals.

To reiterate, this is a preliminary and constrained study, which analyzes three cases and four subjects who were actively engaged in the training programs. The researcher investigates these subjects with slightly low experience levels and examines the factors that keep them working toward the goal of excelling in teaching. Finally, this study wishes to help design a broader study with more subjects and to provide constructive insights for the design of future Chinese language teacher training programs associated with inculcating a sustainable motivation.
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Appendix

Appendix A - Questionnaire with the Chinese language teachers

Please select the motivation factors according to your own preference by filling out the numbers from 1 to 11. One is the factor that motivates you the most and eleven the least.

___ M1 Students’ preparation
___ M2 Teacher training requirement
___ M3 Meeting the expectations of supervisors
___ M4 Competition among peers
___ M5 Class observations
___ M6 Master Teachers’ assessment and feedback of demonstration teaching
___ M7 Expectations of training program curriculum
___ M8 Ambition to develop and manage a Chinese language program
___ M9 Choosing a career in Chinese language teaching
___ M10 Interest in language
___ M11 Family expectations
Appendix B - First section interview with the Chinese language teachers

1. Is this your first time teaching Chinese? If not, please indicate how long have you taught Chinese?
2. Why do you want to teach Chinese? Please provide detailed reasons.
3. What are your goals for teaching Chinese?
4. Will it affect your motivation to teach better if someone is going to observe your class? How does it affect you?
5. Will it affect your motivation to teach better if your students are well prepared or not? How does it affect you?
6. Will it affect your motivation to teach better if you know there is someone evaluating your teaching and will give you feedback afterwards? How does it affect you?
7. Do you like being observed by others while you teach, not limited to your supervisors and fellow teachers?
8. During the summer teacher training program what motivated you to teach the most? For example, students’ preparation, competition with other trainees, program curriculum design, interests, or others?
9. Do you think the teacher training program make you well prepared for your incoming teaching job?
10. When it comes to teaching Chinese, are you primarily motivated by your own interests or other external factors?

11. How would you change the design of the curriculum of the summer teacher training program if possible? For example, the hour distribution of demonstration teaching, class observations, and Master Teachers’ lectures.
Appendix C - Second section interview with the Chinese language teachers

All the questions are asked after completing the first section interview:

According to the subjects’ answers to the first section interview,

1. What other factors may affect your motivation to excel in teaching?
2. How do you evaluate your performance of teaching during the summer teacher training program?
3. What do you think of the design of the summer teacher training program?
4. What are the strengths and weaknesses of the summer teacher training program?
5. Which part of the summer teacher training program do you find most challenging?
6. Which part of the summer teacher training program do you find most motivating?
7. Other questions concerning some specific answers from the subjects will be asked for further explanation.