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**Choosing Teaching Profession as a Career:  
a case study of Ca' Foscari students**

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## **ABSTRACT**

For many decades, scientific literature in educational studies has been focused on foreign language learners' motivation; in contrast, too little attention has been paid to foreign language teachers' motivation. However, in the last few years, considering the importance of motivation in the field of education, more attention has been given to understanding university students' motivation to pursue the teaching career. It has been seen that choosing teaching as a profession includes many different factors and reasons which can influence their commitment to the profession.

Given the context described above, this study is an attempt to investigate what motivates university students to enter the teachers' profession. To do this, an empirical survey, by means of structured interviews was carried out. The participants were 17 students enrolled in the Master's Degree Course in *Scienze del Linguaggio* at Ca' Foscari University of Venice. The students had in common the aspiration to become future teachers. Through the guided imagery prompts their ideal language teacher selves were analyzed showing that most participants were positively attracted to the teaching profession, and that, their past experiences as students also had had an influence on their future job.



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## Introduction

For many years, the research has focused on the study of student motivation and its influence on the learning process. Less studied are teacher motivation and emotions, which are equally important in terms of their influence on the teaching itself and on its quality.

However, in recent years interest in pre-service teachers' reason for choosing teaching as a career has gained increasing importance. In fact, it has become essential to recruit qualified and committed teachers, as teaching plays a crucial role in preparing the future generations in any society (Bayler and Özcan, 2014). Understanding the reasons for choosing this career is important, as the reasons for entering the profession have a significant impact on teachers' commitment to the profession (Koran, 2015 cited in Pezzot, 2018, p. 291). In addition, research into what motivates student teachers to choose the profession can inform teacher recruitment, planning effective programs and wider education policy (Heinz, 2015).

Before presenting the study, a brief introduction of the reality of foreign language teaching in Italy will be given. Since the 1980s, many changes have been made in the school system in relation to language teaching (Berzetti di Buronzo, 2003).

In order to obtain the foreign language teacher qualification, the following are required:

- a. 18 credits in L-LIN 01 and L-LIN 02.
- b. 36 credits, a three-year language course.
- c. 24 credits, a two-year related literature course (Orizzonte Scuola, 2022).
- d. 24 credits in *discipline antropo-psico-pedagogiche e nelle metodologie e tecnologie didattiche* (D.M 616/2017)<sup>1</sup>.

In light of this, this thesis is divided into two parts: the literature review and the study.

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<sup>1</sup> For more see: ORIZZONTE SCUOLA, 2023, *Abilitazione docenti 60 CFU, il nodo della selezione in ingresso: sarà a numero chiuso oppure no?*  
<https://www.orizzontescuola.it/abilitazione-docenti-il-nodo-della-selezione-in-ingresso-sara-a-numero-chiuso-oppure-no/>

The first part begins with outlining the theoretical developments and importance of motivation in relation to the figure of the future language teacher. The concept of cognition is briefly introduced as it is closely linked to motivation and emotion. Then, with reference to guided imagery adapted from Hammerness (2006 cited in Dörnyei and Kubanyiova, 2014, p. 137), the vision is being presented. The notion of emotion is then discussed, with some of the main classifications of it. In relation to the emotional aspect, the Input Appraisal Theory is presented (Balboni, 2019); this theory, usually associated with the emotional sphere of the pupil, is here applied to the emotional dimension of the future teacher, thanks to the five-factor grid proposed by Balboni (2013).

The second part describes the data of a research carried out through a structured interview addressed to 17 future teachers enrolled in the Master's Degree in *Scienze del Linguaggio* at the Ca' Foscari University (Venice). The aims of this research are diverse: firstly, to explore what motivates them to join the teaching career; secondly, to understand their recognition of the importance of their past experiences as students; thirdly, to discover their main emotional experience while looking at a picture of a classroom from the perspective of the teacher; finally, using Hammerness' (2006, cited in Dörnyei and Kubanyiova, 2014, p. 137) Guided Imagery, the aim is to discover their personal vision. The results are then analysed and discussed in the light of the theoretical developments presented in the first part.

Finally, discussion of the limitations of the present study and suggestions for possible future research directions in light of these limitations are given.



# FIRST PART: LITERATURE REVIEW

## 1. Motivation in Language Teaching

*What the teacher is, is more important than what s/he teaches*

(Karl A. Menninger, 2015 cited in Burns, et al., 2019, p.1).

The first chapter of this thesis is dedicated to presenting the concept of student teacher motivation. The first part introduces the relationship between motivation, emotions and, cognition (see 1.1). Next, by presenting the guided imagery adapted by Hammerness (2006, cited in Dörnyei and Kubanyiova, 2014, p. 137), the vision of the language teacher is defined (see 1.2). Then, the concept of future teacher's motivation is analyzed (see 1.3), before viewing research carried out at an international level (see 1.4).

### 1.1 The Relationship between (Teachers') Motivation, Emotion and Cognition

Psychologists characterize the human mind according to a triadic dimension: motivation (what the subject wants and desires), emotion (what the subject feels and experiences), and cognition (what the subject thinks and believes). The three psychological dimensions are not discrete entities, since it is difficult to say exactly where one ends and the other begins, because they are closely interrelated (Dörnyei, 2001).

The concepts of motivation and emotion are analyzed in this thesis. Although cognition influences and is influenced by motivation and emotion, it will not be discussed here. It is for this reason that it will be presented in brief.

Teacher cognition is defined by Borg (2013 cited in Bier, 2014, p. 510) as «the unobservable dimension of teaching-what teachers know, believe, and think». It comprises two forms of knowledge: explicit knowledge and implicit knowledge. The first one, defined by Burns (1996 cited in Bier, 2014, p. 510) «theories of practice» refers to

what teachers know they know, for instance, all the knowledge they have acquired in the course of their training. While the second consists on the «theories *for practice*» (ibid.) and refers to the cognitive structure that the subject adopt for behaving in class, for decision making etc., which are influenced by their own experience as students. Explicit knowledge and implicit knowledge interacting with each other form the teacher's self-concept, personal vision, and their limits (Dörney, 2001).

The consequence is that teachers play a decisive role in their students. Stated in another way, past experiences as learners have a great influence on the future teacher's career.

It is shown that both positive and negative experiences as learners can have an impact on the student teacher's vision. Firstly, because of their strong emotional charge. Secondly, because the subject tends to think critically about his or her past experiences as a student, so that he/she can grasp the "I really want to be like..." and at the same time the "I do not really want to be like...".

In summary, their beliefs, ideas and opinions about how language should be taught and should not be taught are filtered from their so-called «apprenticeship of observation» (Dörney and Kubanyiova, 2014, p. 127). This is seen as important, because as claimed by Palmer (2007 cited in Dörney and Kubanyiova, 2014, p. 130) «they have the capacity to awaken a truth within us, a truth we can reclaim years later by recalling their impact on our lives».

The main purpose of remembering the past experience as learners is to take the subject backs to the seeds of his/her own vision (Dörney and Kubanyiova, 2014).

## **1.2 Vision for language student teachers**

The Oxford English Dictionary defines vision as «the ability to think about or plan the future with imagination», but also as «a vivid mental image, especially a fanciful one of the future» (Dörney and Kubanyiova, 2014, p. 9).

In the field of education, personal vision has to do with: «giving meaning to one's life, with helping to make shifts in professional careers and with coaching yourself in realizing a personal dream» (Van der Helm, 2009 cited in Dörney and Kubanyiova, 2014, p. 9).

According to Hammerness (2001), one of the most powerful elements in the field of education is having a personal vision, since the personal vision represents a kind of element to be achieved, a series of images, moments, elements of a class ideal to be

achieved. In other words, it consists of a set of images that the teacher wants or hopes to achieve, not only in the small system of a classroom or a school, but also on the larger scale of society itself. In particular:

«Teachers imagine what they could be doing in the classroom, how they could be interacting with their students, and what they and their students could be achieving. They envision classroom activities, discussion, and projects. They picture the kind of learning environment in which they and their students could work – including the design of the classroom, the type of school, and even the kind of community that would support their dreams».

(Hammerness, 2006, p. 1)

The personal vision does not appear to be uniform, but rather varies along three dimensions:

- a. Focus: the center of interest of the vision. In particular, find out which areas are involved when the teacher imagines his/her personal vision, but also how clear and precise his/her vision is. It can be a defined or a vague image.
- b. Scope: refers to the purpose of the focus, for instance, some people show visions that relate only to their classroom context or a well-defined group of students, others to the wider community.
- c. Distance: refers to how much of a gap there is between everyday reality and the subject's personal vision, which can be very distant or very close (Hammerness, 2001).

Moreover, the context in which teachers imagine themselves working and will effectively work, although it cannot be considered as an intrinsic dimension of the vision, need to be added to these three elements. It is essential to have a positive and favorable context for future teachers to be able to realize their visions in which there is cooperation between teachers-teachers/teacher-students, in which there are classroom resources, but also, more generally, collaboration with society (Hammerness, 2003).

Furthermore, vision involves a strong sensory element based on imagining the achievement of the goal. For this reason, it is believed that the vision of becoming a teacher goes far beyond the abstract goal of obtaining a degree in that field, since the

vision implies that the individual sees himself or herself actually receiving the degree certificate (Dörney and Kubanyiova, 2014). Therefore, the vision of becoming a teacher involves the sensory experience of being a teacher, an element that can actually influence the everyday classroom practice. This is why vision seems more precise than a simple goal, precisely because it is accompanied by a multi-sensory imaginary experience (ibid.). In addition, Feryok and Pryde (2013 cited in Dörney and Kubanyiova, 2014, p. 136) claimed that «the more vivid, specific and coherent the images are that the teacher construct, the more likely they are to develop their practices in the desired directions as they embark on their teaching career».

Personal vision is also crucial to a better understanding of the past, the present and the future «vision provides a means for teachers not only to develop activities and lessons that feel more consonant with their ideals, but they also serve as a means of reflection» (Hammerness, 2001, p.2). Future teachers need to ‘see’ their past experiences as students, in order to review and examine teachers they encounter during their experience as learner. This is not meant to idealise a perfect language teacher that does not exist, but, rather, «to develop a personally meaningful possible vision that is integral to who the teacher is and that is sensitive to the context in which his/her work is located» (Dörney and Kubanyiova, 2014, p. 125).

To achieve this, the future teacher has to go through three processes:

- a. Who: an analysis of the person they have become, which depends on their passions, their aspirations and their experiences.
- b. Why: a reflection on the reason that motivates them in their work as a teacher.
- c. Image: a visual reconstruction of their ideal image as a teacher (Dörney and Kubanyiova, 2014).

In the literature there are many techniques and activities that are being used to envisioning the desired future of (student) teachers. The one that much captured our attention is the guided imagery exercise adapted from Hammerness (2006, cited in Dörney and Kubanyiova, 2014, p. 137):

**Guided imagery (imagery streaming) prompts: My ideal classroom...  
(adapted from Hammerness, 2006: p. 93).**

Imagine that you are taking me on a tour around your ideal classroom. You can look around the room and you can hear and see the activities going on...

- a. What do you see, feel and hear when you walk around your ideal classroom?
- b. What are you doing in your ideal classroom? What is your role? Why?
- c. What are your students doing in this ideal classroom? What role(s) do the students play? Why?
- d. What kinds of things are the students learning in your ideal classroom? For instance, what activities, topics or texts are they working on? Why are those important for them to learn?
- e. What is the relationship between what goes on in your ideal classroom and the kind of society you would like to see in the twenty-first century?

Figure 1. Guided imagery (Dörney and Kubanyiova, 2014, p. 137)

So, guided imagery can be considered as a sort of daydreamer, that helps student teachers to generate images about their desire view of their future in a conscious way (Dörney and Kubanyiova, 2014).

Finally, it has to be recognized that no matter how much benefit personal vision can bring, it can sometimes lead to negative signals, such as disillusionment, feelings of discouragement, and disappointment. This can happen when what they have imagined differs from the reality of their working environment. Veenman (1984 cited in Hammerness, 2006, p.7) uses the term «reality shock» to define what teachers may experience when there is a gap between their ideals, their dreams and the daily reality of the school. Moreover, those student teachers with a clear personal vision are the most likely to abandon the profession when they find a gap between what they want and what actually happens (Hammerness, 2006).

### 1.3 Student Teacher's Motivation

Several factors may influence the decision to become a teacher. However, in the last decade, attention has been paid to finding out what motivates students to enter the teaching profession.

Motivation is a highly complex psychological construct that defies a clear and definitive definition. To highlight the nature of its complexity, Rheinberg (1997 cited in Caon, 2017, p. 18) defines motivation as «una categoria collettiva entro la quale sono riassunti molti processi parziali e fenomeni diversi tra loro». Its broad nature implies that there are many theories dealing with motivation, but each of them focus on one or a few variables which ends up creating reductionist models of motivation.

To understand its meaning, we might start with its etymology: the term motivation comes from the Latin *movēre* and it means “to move”. Therefore, it has often been defined as the main driver of our actions. Indeed, Dörney and Ushioda (2015) define motivation as what moves the subject to make certain choices, act, invest effort, persevere, and commit to a particular task. Ryan and Deci (2000 cited in Pandey, 2021, p. 50) stated that «to be motivated means to be moved to do something». Sinclar (2008, cited in Han and Yin, 2016, p.3) compare motivation to attraction, by saying that motivation is «what attracts individual to teaching, how long they remain in their initial teacher education course and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession». Therefore, motivation seems to be essential as the energy that sets the body and mind in motion (Balboni, 2019).

Applying the above definition to the object of our interest (the student that decide to join teacher's career), we could say that motivation is related to: why does the person decide to become a teacher?

To answer this question, it would be necessary to examine all the variables, both internal and external, that influence the behavior of the subject. However, the element on which researchers generally agree upon is that motivation influences three dimensions:

- a. The direction of action, which is responsible for the choice of a given behavior.
- b. The intensity of action, which is responsible for the effort invested.
- c. The persistence, subject's willingness to continue exerting effort over time (ibid.).

In a seminal work entitled *Schoolteacher*, which explored the motivations for teachers to join the teaching career, Lortie (1975, cited in Low et al., 2011) distinguished reasons as attractors and facilitators. Attractiveness includes attributes such as «a desire to work with young people», «seeing teaching as a mission that trainee teachers want to fulfil» and «yearning to continue with their positive experience of the school», while facilitators include issues such as «non-elitist admissions standards», «coming from a family of educators», «being seen by others as embodying the seen by others as embodying the qualities of a teacher» or «being a female career choice» (Low et al., 2011, p. 196).

According to London and Noe (1997) career motivation is a multidimensional concept based on three elements that together combined and formed the individual's career motivation. The elements are: career resilience, career insight, and carrier identification:

- a. Career resilience: is the ability of a person to adapt to changing circumstances, such as risks, personal satisfaction etc. even for negative and discouraging ones. It is seen as the element that make the motivation persists.
- b. Career insight: is the ability of a person to take a realistic view of him/her self and his/her work. This includes the capacity of formulating precise goals, be aware of the difficulty and obstacle of the profession etc. It is seen as the element that give energy to the motivation.
- c. Career identification: is the identification of the subject with his/her job, based on professional involvement, need for a recognition etc. It is seen as the direction of the motivation.

Since then, the great majority of studies have classified the main reasons that motivated students to join the career as: intrinsic, altruistic and extrinsic (Bier, 2014; Pezzot, 2018; Balboni, 2019):

- a. Intrinsic motivation: these reasons are inherent with the job activities itself. Teaching is seen as a vocation, a kind of call to teach, with a strong love for the language they want to taught.
- b. Altruistic motivation: these reasons concern with seeing teaching as a socially worthwhile job, such as a desire to help children, a way of contributing to the society because students are the future of the generation and can make the difference.

- c. Extrinsic motivation: these reasons are not specifically connected with the job itself, such as salary, job security, long holidays, working hours.

Intrinsic and altruistic motivation are generally linked. Research has shown that motivation to teach also depends on the sociocultural context and economic factors. In fact, intrinsic and altruistic motivation are more common in developed countries such as US, Australia, Canada, Slovenia, UK etc. than in developing countries. While the opposite is true for extrinsic motivation (Watt et al. 2012 cited in Wang e Houston, 2021, p. 2), countries such as Brunei, Jamaica and Zimbabwe have shown that extrinsic motivation such as important career status, salary and carrier prestige are the most dominant (Watt and Richardson 2008, cited in Pandey, 2021, p. 51).

Although this division into three categories - intrinsic, altruistic, and extrinsic motivation - seems to be the most common and the one most agreed upon by researchers, it cannot be considered to be free of criticism. Indeed, Richardson and Watt (2012) found that it is not entirely clear and precise, as there are no common definitions for the three factors, but particularly the intrinsic and altruistic seem closely related. For this reason, in 2001 Richardson and Watt developed the Factor Influencing Teaching Choice (FIT-Choice program of research), which was created in order to answer to two requests:

- a. What motivates people to join the teaching career?
- b. Why people decided to leave a more prestigious, high-status and financially career in order to enter the teaching career? (ibid.).

It uses a broader model (Figure 2) to respond to the first question, which is the object of our interest.

Measured motivation include:

- a. Socialization influences: refers to people's own prior experiences as learner and the influence of others.
- b. Self-perceptions: refers to subject's perceptions of his/her own abilities.
- c. Intrinsic value: refers to the call for teaching, the interest and the enjoyment for teaching.
- d. Personal utility value: refers to the so-called extrinsic motivation factors, such as job security, time for family and job transferability.



- e. Social utility value: refers to usually named altruistic motivation elements, such as shape future of children and adolescents, enhance social equity, make social contribution, work with students.

On the other hand, measured perceptions include:

- a. Task demand: refers to the expertise and difficulty.
- b. Task return: refers to the social status and salary.

The model also includes the fallback career, choosing teaching profession not because of some particular reason, only because people have no other choices or nothing better to do (ibid.).

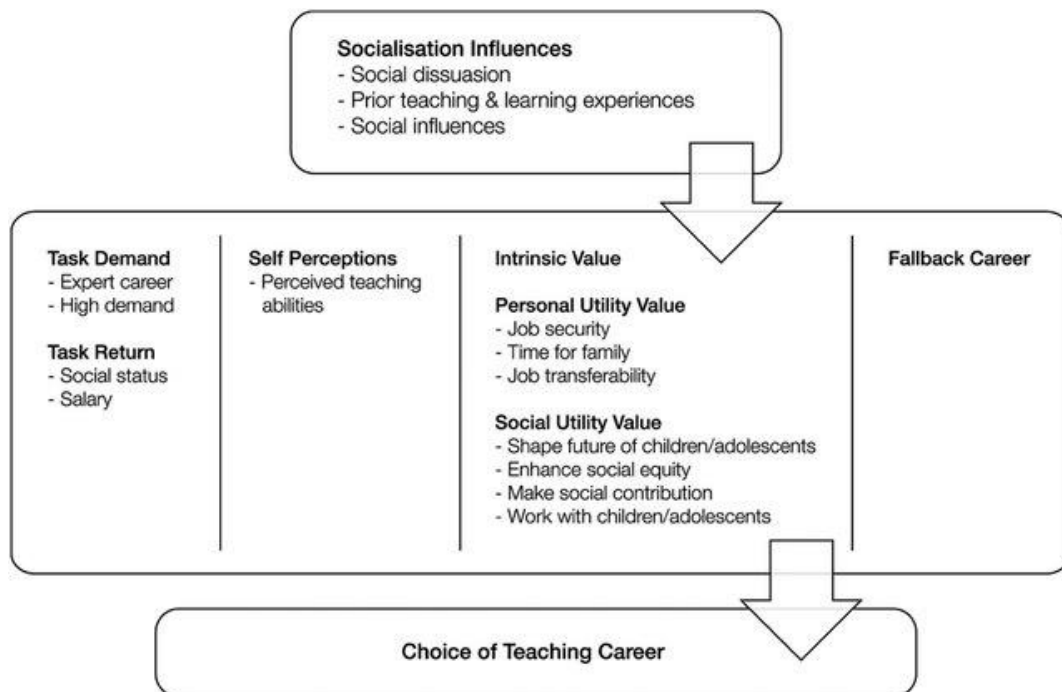


Figure 2. FIT-Choice model, Watt and Richardson, 2012, p. 187.

Other researches, added that there are other minor factors that can potentially have an impact on people's choice such as the influence of others, family, friends etc. (Hennessy and Lynch, 2017).

It seems important to understand why young people are motivated for starting this profession. Lin et al., (2012 cited in Mihelič, 2022, p. 71) quoted that «the knowledge of preservice teachers' motivations for entering teaching represents a knowledge base for developing teacher education policies and programs».

Regarding to this, Koran (2015 cited in Pezzot, 2018, p. 291) stated «the reasons for taking up this career have significant impact on teacher's commitment for the job».

Teachers are the people in the best position to shape classroom life. This is particularly true of language learning and teaching, which, as Dörnyei and Ushioda (2015) point out, is more specific than other school subjects. In fact, it is a "learnable" subject, because while the discrete elements of the communicative code (grammatical rules, vocabulary) can be taught explicitly, this is not the case for the social, cultural and value dimensions that characterize foreign language learning.

In addition, the types of motivation allow researchers to examine the relationship between the type of motivation and the remain in teaching for a long time (Low et al., 2011). As Wang and Fwu (2001 cited in Low et al., 2011, p. 196) shows people motivated by intrinsic and altruistic factors stayed longer than those motivated by extrinsic factors.

A study carried out by Kačaniku et al. (2022) has shown how flexible the motivation of the future teacher is due to the influence of so many factors. This study, comparing the opinions of Austrian and Kosovar students, added a new element: motivation to enter the teaching profession is strongly influenced by students' experiences during their school practice. Specifically, the results from both Austria and Kosovo have highlighted the decline in the motivation of students and teachers during the course of their school practice. The cause of this can be the academic programs, accused of being too much theory and too little practice. For this reason, when students enter the school environment, they may feel disorientated and this consequently can lead to loss of motivation.

Subsequently, despite the passion people may have for teaching's career, external factors can sometimes lead to a loss of motivation, called by Dörnyei and Ushioda (2015) demotivation. Demotivation is seen as the removal of previously existing motivation by certain factors. In particular, the starting point is the subject who is initially motivated, but then encounters events or experiences that affect his or her motivation, and influenced by these events, the subject loses interest and becomes demotivated (Kiziltepe, 2008).

In literature, six are the factors:

- a. The stressful conditions, such as bureaucracy and/or lack of adequate tools.
- b. The lack of autonomy, since teachers are obliged to accept educational reforms.
- c. The insufficient self-efficacy, since most preparation courses for future teachers are mainly based on providing preparation in the subject taught and not on teaching or classroom management skills. Moreover, Dörney and Ushioda (2015) had doubt about the training of teachers. When they asked whether teachers have enough skills to be able to do their job with confidence, the answer was in the negative. Teacher training tends to focus on the study of the subject to be taught. Skills related to managing a group or how to behave in the classroom are rarely addressed.
- d. The lack of intellectual involvement, due to a lack of innovation: most teachers teach the same subject and the same syllabus for several years.
- e. The absence of future prospects.
- f. The economic conditions, that are usually worse than other professions (ibid.).

Discussing teacher motivation and demotivation seems to us to be of the utmost importance, as it also influences student motivation and vice versa. As Ronald Barth (1990, quoted in Dörney and Kubanyiova, 2014, p. 123) claimed, teachers can be seen as passengers on an airplane during an emergency: they give much more attention to put the oxygen masks on children's faces without taking it for them first.

#### **1.4 Motivation to become a teacher: International view**

In the last decade, there has been a considerable amount of research, both locally and internationally, interested in the motivation of students to become teachers because of the importance it has gained in the pedagogical field.

A cross-country comparison conducted by the OECD in 2018 (cited in Taimalu et al., 2021, p. 20) showed that in some countries, teaching is a much more coveted profession than in others, which complain of a lack of teachers. In the first case, we have countries such as Greece, Ireland, Poland, Luxemburg, Korea etc., in the second case Albania, Latvia, Portugal, Estonia, Denmark etc.

In Slovenia a study was conducted (2006) in order to discover the reasons that make future's teachers of the University of Ljubljana and Maribor decided to become teachers.

In particular, they were given a list of some possible reasons and they were asked to classify them in “very important”, “fairly important”, and “not important”. The analysis of the data shows that the frequently given answers were that they enjoy the subject they will teach, they underline the importance of the language they will teach, they wanted to help children to succeed and finally and teaching have a varied rhythm of work. So, the first two items can be seen as part of the intrinsic motivation, while the third altruistic motivation and then the last one extrinsic motivation. A great percentage has also mentioned culture, by saying that one of the main reasons that bring them to decide to become teachers is the possibility to help students to become more international and make them become familiar with the culture of that place. On the contrary only a small percentage says that they were encouraged by others (Kyriacou and Kobori, 2006).

Almost the same results were shown by Mihelič et al. (2022), that conducted a comparative study between 289 preschool teachers from Serbian and Slovenian, who were asked to rate how important were some career choices from them; the results show that both are mostly guided by altruistic motivation, such as “I like working with children” and “It offers an opportunity for socially useful work”.

Kaçaniku et al.'s (2022) research on 673 students from the University of Austria and Kosovo reported that the vast majority are following a childhood dream: they are driven by the so-called call to teach. It is because they believe they have the skills to do the job: they are patient, enthusiastic, passionate, and also kind. They also have a belief in the artistic and creative possibilities that a job that is always different can have.

Also, the study conducted by Başöz (2021) in Turkey showed the same results. The 155 interviewees, accumulated with the desire to become English teachers, have given importance to the education of the children, by saying that one of the aims they wanted to pursue as a teacher is to contribute to the good of the society. On the contrary, the least influential reasons see teaching as a fallback career, which suggests that students really want to become teachers. In addition to investigating the reasons why students at the Turkish university want to become teachers, the purpose of this research was also to understand whether the level of motivation increases or decreases as the grade level increases. Here the grade level does not affect the level of motivation: first year students are as motivated as fourth year students.

The study done by Bayler and Özcan (2014) added another element. The authors took into consideration some student-teachers coming from Istanbul and Adiyaman (Turkey), shows how their sociocultural conditions and economic factors are crucial in their future-

decisions. Particularly, the participants lived in poor villages or townships, because they came from poor, lower educating and crowded families or belonged to middle class. For this reason, they were forced to enroll to university which were settled near the places where they lived. Consequently, especially men have admitted that they wanted to work as teacher because of the salary and job security. In this research, it was also found out that teaching, like in the ancient societies (Indian, Sumerians, Israeli etc.) is considered a sort of blessed profession.

Salary was mentioned also by the study conducted by Wang and Houston (2021). They interview some first-year students of the Master in Education and some students attended the first year Postgraduate Diploma in Education of a Scottish University, which are both required qualification for teaching. On one hand, students claimed to be motivated by the desire to help pupils, to influence positively their future lives, but on the other hand they added that salary, holidays and job security are as important as the other ones. In particular, the latter ones are seen as a bonus that make teaching career more appealing. The fact of having had some informal teaching experiences, has making them aware of their capabilities.

Regarding the influence of parents, friends and other teachers, some research has emphasized their influence and some has not.

Moss (2020) asked 112 undergraduates at some Midwestern University why they wanted to become teachers. The results show that 87 of the 112 interviews were driven by altruistic motivation, mainly because of the social utility of the profession such as helping children with special needs, teaching students to think autonomously and changing the future generations. In contrast to other studies, the great majority of respondents said that their decision to become a teacher was not influenced by previous experiences as learners. In other words, they claimed not to be inspired by other teachers. It may be reassuring that many students want to enter the teaching career at a time when this profession is being criticized by politicians and other public officials (Layton, 2015, cited in Moss, 2020, p. 2).

Despite their intrinsic and altruistic motivations, the Nepalese participants in Pandey's research (2021) have stated that they were influenced by their parents, their friends and their former teachers. One of them, for example, confirmed that his decision was dictated by the desire to follow in the footsteps of his father, who was also an English teacher. Others, however, agree that their choice is dictated by the recognition of the profession.

In their societies, the work of teachers is recognized by all as work of great prestige, fame and respect.

Job transferability was mentioned in Taimaul et al. study (2021), who analyzed the reasons why Estonian (718) and Finnish (322) university entrants opt for teaching. The researchers found differences between the two countries. In the case of the Estonian respondents, a greater influence of extrinsic motivations was found (for instance, most of them mentioned more time for their families) compared to their Finnish counterparts. The feeling of a vocation for teaching, on the other hand, was more strongly emphasized by the Estonians than by the Finns. However, perhaps because of falling salaries, which have become very low, teaching is not so popular in Estonia. In fact, many emphasized the difficulty of the job and said that they chose it as a fallback career. This may have been influenced by the mass media, which tends to show only negative aspects. One element that could hinder both, according to Taimalu (2021), is job transferability: both agree that they would not teach anywhere, compared to students living in English-speaking countries who feel freer in this respect. In addition, compared to the Finns who said they were more independent, the Estonian students said that others had an influence on their choice.

Another element that represents differences between countries is gender. Abonyi et al. (2021) surveyed 300 randomly selected students at the University of Ghana about their reasons for becoming a teacher. Again, the majority were driven by their desire to have an impact on the future lives of children, closely followed by the fact that they could make a contribution to the betterment of society. They added that their previous learning and teaching experience also influenced them. In contrast, the study suggests that the lower-ranked motivation that influences student teachers is the fallback career, which means that they choose to become teachers because they want to, not because they couldn't find something better. Subsequently, they state that their choice is autonomous, and that they are not influenced by others such as friends, teachers or parents. In order to understand if there are any particular differences between the opinions of women and men, an analysis was also carried out in this study. The results show that there is a high number of women who have the desire to become a teacher because they want to contribute to the new generations and at the same time, they also have more time to dedicate to their family than the male counterpart.

Simić et al. (2021), based on the ideas of 433 students, underline that despite the socio-economic situation, they choose teaching because they love children and adolescents and

therefore want to contribute to their education. On the contrary, job security and working hours were seen as less important reasons for choosing teaching. This may be because the vast majority consider teaching to be a profession with moderate social status. Moreover, they claimed that their past experiences as learners had an influence on this desire. A gender analysis confirmed that female students seem to be more enthusiastic about working with students than male students. This is because they are influenced by Serbian society, which believes that women are more caring for children and adolescents than men. Females also considered working hours, saying that teaching allows them to devote to their family, while the most men do not talk about this.

A considerable number of researches has been done in the last years in different countries in order to understand the reasons why students decide to join teaching as a career choice. To summarize, we can claim that in an international level there are several fields that have considered what makes students come into a career in teaching.

## 2. Emotion in Language Teaching

*If we want to help people learn,  
we must expect to encounter emotions,  
and we must take it seriously*  
(Zull, 2002, p. 52).

The second chapter of the thesis is dedicated to the emotions of the future teachers. The first part (see 2.1) defines emotions and why they are important for future teachers, then examines how they are categorized (see 2.2). It then presents Arnold's cognitive theory of emotions, which was later taken up by Schumann (see 2.3). This is followed by an analysis of Balboni's theory in relation to teachers, the subject of our research. Finally, some of the researches that have been carried out at an international level are considered (see 2.4).

### 2.1 Definition of Teaching Emotions

The interest in emotions, considered fundamental in many disciplines such as economics, neuroscience, anthropology, humanities, but also in education, has increased only in recent years (Beseghi, 2018). In fact, it is only in the last few years that it has been realized that teaching is not only a cognitive or social process, but above all an «emotional practice» (Denzil, 1984 cited in Dilek, Balçıkanlı, 2022, p. 1).

For this reason, it should be recognized that few studies have been devoted to future teachers' emotions. In particular, how teachers' views on emotions affect their emotional experiences and subsequent outcomes is a gap in existing research on teachers' emotions (Nalipay et al., 2021).

It seems complex to give a clear definition of what emotions are because emotions have been analyzed from different perspectives.

According to Lazarus (1991 cited in Prosen et. al., 2011, p. 142) emotions «are complex physco-physiological processes triggered in an individual as a response to a subjectively important event». Oatley and Jenkins (1996, *ibid.*) added that emotions «include specific



sequences of physiological changes, cognitive processing, verbal, and non-verbal expressions and behavior or action tendencies».

Frenzel and Stephens (2013, p.5) defined emotions as «multidimensional constructs comprising affective, psychological, cognitive, expressive, and motivational components». In order to understand it, it can be helpful to analyze all the components. In particular:

- a. The affective component is defined as the core of an emotions, because emotions cannot only be thoughts, but also felt.
- b. The physiological component is related to the fact that emotions occur both in the body, in the peripheral nervous system, and in the brain, particularly in the central nervous system.
- c. The cognitive component is related to the distinct thoughts, for instance, when someone experience fear, they will thoughts about failure.
- d. The expressive component refers to the particular facial expressions, gestures, postures etc. when people experience different kinds of emotions.
- e. The motivational component refers to the fact that behavior may be triggered by emotions (ibid.).

Lazarus (1991) states that emotions are released between the teacher and the environment in which he/she works. Specifically, Lazarus (ibid.) states that there are two interacting elements that produce emotion: the personal identity of the teacher, based on the self-concept of the teacher, the level of motivation, the perception of teaching and the situational demands that depend on the work environment. The evaluation of these two elements produces the teacher's emotions. It is the interaction between motivation and emotions that emerges from Lazarus' statements, which emphasize that the former is linked to the teacher's professional identity.

Emotions have been analyzed also from a neuroscientific point of view. Neuroscience research has identified the limbic system as the area of the brain involved in the manifestation and control of emotions. The limbic system, the seat of the control of emotions, is composed of the following parts:

- a. Amygdala: defined by Le Doux (1993 cited in Daloiso, 2009, p. 43) as the "computer of emotionality", it is a small nucleus located in the frontal part of the temporal lobe, capable of evaluating inputs on the basis of their emotional value. By scanning the input, it extracts the information that makes it possible to distinguish whether one is facing a pleasant or a dangerous situation (Cottini, 2017).
- b. Hypothalamus: produces automatic responses to stimuli and controls natural instincts (Daloiso, 2009) such as increased sweating, heartbeat, flushing of the face, etc. (Cottini, 2017).
- c. Hippocampus: produces automatic responses to stimuli and controls natural instincts (Daloiso, 2009). This is an important structure for learning mechanisms and is linked to memories and the emotions they evoke. In addition, it is the area that is responsible for long-term memory (Caon, 2017).

There is a growing body of research into why people have difficulty with normal tasks in stressful situations. The adrenal glands produce stress hormone, a steroid hormone that helps the body respond to difficult situations, when the stress is not positive causes the subject to feel anxiety, discomfort and frustration. The production of this hormone is controlled by the amygdala, which in stressful situations needs to produce more and more, which reaches the brain by affecting the hippocampus and prefrontal cortex. Especially in long-term stress conditions, the amygdala and the hippocampus fight for control: the amygdala needs to release the hormone into the bloodstream in order to cope with the stressful situation, while at the same time the hippocampus tries to limit and regulate the amount of hormone. The longer the situation lasts, the harder the latter performs its tasks and functions (Daloiso, 2015). So, these neuroscientific findings have, of course, important practical implications in pre-service teachers.

In fact, for teacher is not enough to have only academic knowledge and good teaching skills, but also emotional knowledge seems to be necessary (Prosen et al., 2011). Moreover, talking about emotions seems particularly relevant when we are talking about learning and teaching a language, which, as we have seen in the previous chapter (see 1.3), is more complex than other disciplines.

As Richards (2020 cited in Dilek, Balçıkanlı, 2022) claimed, teaching a foreign language is an emotionally charged activity. Emotions can influence the teacher, the way he or she

teaches, the relationship with the students etc. For the object of our interest - future teachers - the issue seems to be even more relevant. As Richards (ibid.) notes, the emotions of pre-service teachers have an impact on their future teaching practice and also influence their decision to teach as a lifelong career. In other words, the emotions they experience while learning to become a teacher are likely to be reflected not only in their learning during their teacher education, but also in their experiences as in-service teachers (Eren, 2013, Rowe et al., 2015 cited in Anttila et al., 2019).

Indeed, it is well known that some new teachers experience what is known as «praxis shock» when they enter the classroom (Kelchtermans, Ballet, 2002 cited in Dilek, Balçıkanlı, 2022, p.2). Regarding to this, Furlong and Maynard (1995) believe that novice teacher, even though it is true also for pre-service teachers, undergo five stages:

- a. Early idealism.
- b. Survival.
- c. Recognizing difficulties.
- d. Reaching a plateau.
- e. Moving on.

At the beginning, the subject has ideals, like an ideal image of himself/herself and what he/she wants to happen. Once in the classroom, he/she realizes that it is not just a matter of applying what he/she has learnt over the years, but of having additional skills, such as those related to emotions and other areas (ibid.).

Recognizing emotions, their importance and knowing how to manage them is what Goleman (1995) calls *emotional intelligence*. Emotional intelligence has four components:

- a. Self-awareness: it refers to the ability to recognize people's own feelings.
- b. Self-regulation: this refers to the ability to manage one's own emotions.
- c. Self-motivation: it is the ability to generate emotions such as persistence or enthusiasm when faced with problems or obstacles.
- d. Empathy: it is related to recognizing the emotions of others and walking in another person's shoes.

These are the reasons why «there is an urgent need to raise awareness about the importance of emotional experiences in pre-service teacher education as emotions will possibly affect student teachers' future teaching practices» (Dilek and Balçıkanlı, 2022, p. 4). As many scholars have pointed out, it is important not only to include different emotion-related content in teacher education programmes, but also to make students aware of the importance of being prepared to do self-reporting, such as diaries, questionnaires, but also action research through external observation, once they become teachers<sup>2</sup>.

## 2.2 Categorization of Teaching Emotions

In literature, different models have been proposed to categories emotions (Beseghi, 2018). One model that has been around for 2,500 years is the Platonic model. The model of the Greek philosopher Plato implements the classification between *Eros*, *Pathos*, *Epithymia*. *Eros* and *pathos* are emotions *in praesentia*, meaning pleasure and displeasure respectively. *Epithymia*, on the other hand, is an emotion *in absentia*, or desire. These three emotions are the forces that pull the human being towards his body (the lower part) and make it difficult for him to reach the rationality of the soul (the upper part). It is the opposition between body and soul, between low and high, between emotion and logic, rather than the classification itself, that is of interest in our field (Balboni, 2013). As analyzed in an article by Balboni (2013), classifications of joy, displeasure, desire, and presence/absence can support emotional aspects in education, as emotions should:

- a. Provoke a pleasurable psycho-physiological response, in order to allow the formation of stable synapses, such as the acquisition, the pleasure, *Eros*.
- b. They must not activate the production of stress hormones, displeasure, *Pathos*.
- c. They must create and increase motivation, desire *Epithymia* (ibid.).

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<sup>2</sup> For more on action research as classroom practice, see: Coonan, C. M., 2000, “La ricerca azione”, Università Ca' Foscari Venezia.

Beyond this division, the one that seems to generate the most agreement among researchers is the division of emotions into positive and negative:

- a. Positive: generally, occur when a particular goal or expectation is fulfilled or realized, so when the experience is congruent with subject’s goals (Chen et al., 2022). In addition, it is thought that positive emotions are often associated with a better ability to discriminate between relevant and irrelevant information. This leads to better cognitive performance (Mordis and Economides, 2009 cited in Wang, 2022). To sum up, they are mostly associated with happiness, optimism, joy, enthusiasm etc.
- b. Negative: in general, occur when a particular goal or expectation is not fulfilled or realized, so when the experience is not congruent with subject’s goals (Chen et al., 2022). They are often related to analyzing information and making judgements (Isen et al., 1985 cited in Wang, 2022). In summary, they are most often linked to anger, sadness, anxiety, tension, fear etc.

Regarding to this Pekrun et al., (2002 cited in Beseghi 2018) distinguished not only between positive and negative emotions, but also on task- and self-related and social emotions. In addition, task- and self-related can be divided into prospective, process-related and retrospective:

	<b>Positive Emotions</b>	<b>Negative Emotions</b>
<b>Task- / Self-Related</b>	Hope, anticipatory happiness Enjoyment	Anxiety, hopelessness Boredom
<b>Prospective</b>	Joy of success, satisfaction, pride,	Sadness, disappointment, shame,
<b>Process-Related</b>	relief	guilt
<b>Retrospective</b>		
<b>Social</b>	Gratitude Empathy Admiration Sympathy	Anger Envy Contempt Antipathy

Figure 3. The domain of academic emotions, Pekrun et al., 2002 cited in Beseghi, 2018, p. 238.

Traditionally, negative emotions are thought to be the ones that need to be suppressed in favor of positive emotions, which is why they are usually the subject of research.

However, negative emotions tend to be more studied and analyzed than positive ones (ibid.), Lazarus (1991) believe that it should be emphasized that both are important, in fact valence should not be confused with usefulness, because «they enhance the individual's response to an important situation» (Lazarus, 1991 cited in Prosen et al., 2011, p. 142).

### **2.3 Cognitive Theory of Emotions: a teaching point of view**

There are many theories that deal with emotions, but the one of particular interest here, as it is the most widely accepted in educational science and glottodidactics, is the cognitive theory of emotions, also known as input appraisal theory.

This theory dates back to the 1960s and is linked to Arnold, considered one of the most influential figures in the world of psychology. It was later taken up by the Schumann. In particular, it is a 'cognitive' theory, since it presupposes a rational judgement (appraisal) inherent to an event that has triggered an emotion, which consequently leads the subject to accept and repeat this situation (Balboni, 2019). This approach, in turn, espouses Platonic *Eros* and *Pathos* by theorizing that there is also a cognitive dimension to emotion (Caon, 2017). Among the reflections and results of the studies carried out, Lucangeli (2019, p. 15) concluded that «nessun atto della nostra vita cognitiva è slegato dalle emozioni che proviamo».

Three fundamental moments take place:

- a. An event occurs and the *input* is perceived by those involved in the event.
- b. The event is evaluated, an *appraisal* takes place.
- c. The activation of a response to cope with the event depends on the previous appraisal. It is in this phase, called *arousal*, that the brain understands whether to accept, manage or avoid the event, so as to derive pleasure from it and not displeasure, and to generate the desire to repeat the experience or not (Balboni 2014). To quote Lucangeli in this regard, «la risposta della mente trasmetterà il messaggio: scappa da qui perché ti fa male» (Lucangeli, 2019, p. 19).

The brain makes this assessment on the basis of these five criteria:

- a. Novelty: the organism evaluates the aspect linked to novelty, preferring it to routinization, which can lead to boredom.
- b. Attractiveness: related to the pleasantness of the stimulus.
- c. Functionality: the subject assesses whether the input hinders or helps the achievement of the proposed goals.
- d. Feasibility: the subject judges whether the task is within his/her capabilities.
- e. Psychological and social safety: the subject assesses whether the situation conforms to his or her standards and whether it does not damage his or her social image (Balboni, 2013).

This theory and the five-factor grid were applied to the emotional sphere of the student. However, Balboni (2013) applied the same criteria to the figure of the teacher and found that:

- a. Novelty: the life of a teacher can be characterized by both positive and negative moments. The former is closely linked to the aspect of novelty, based on the desire to plan new projects, take on new challenges, undertake a new school cycle, adopt new manuals or technological devices, etc. In most school contexts, moments of novelty are relatively rare. Therefore, the teacher may experience moments of boredom due to the routine of teaching. However, too much newness can also be disorientating. The sudden changes, the organizational changes and the state management of schools can also lead to anxiety and frustration, because sometimes these changes require teachers to revise the teaching process and prospective teachers to revise the requirements for entering the teaching profession (ibid.).
- b. Attractiveness: it is related to the aesthetic of teaching tools such of textbooks, manuals, environment, etc. (ibid.).
- c. The feeling that one's self-esteem and social image are not at risk: as shown in the study conducted by Dilek and Balçıkanlı (2022), some student teachers attending the University in Turkey declared that they perceived their image to be at risk during their practicum. In particular, they experienced negative emotions such as

sadness, anger, tension, inadequacy, discouragement and anxiety after receiving insulting and unconstructive feedback from their teacher educators during their practicum. Furthermore, when the feedback was given in front of other student teachers, they stated that the situation became worse. As a result, they had doubts about whether teaching was the right career choice.

- d. Feasibility of the task: according to Balboni (2013, p. 25) «Gli insegnanti sono convinti che far acquisire una lingua sia difficile ma fattibile». This belief, based on their own experience as language learners, leads them to clash with the reality of school, sometimes experiencing what is known as «praxis shock» (Kelchtermans, Ballet, 2002, cited in Dilek, Balçıkanlı, 2022, p.2). It also depends on their expectations. Teachers often have very high expectations of their work, such as being able to motivate each student to the maximum or being completely responsible for the academic and disciplinary reality of them (Gordon, 1997, cited in Prosen et al., 2011);
- e. functional relevance: the job of a teacher does not end with the work in the classroom, but among the tasks there are also those defined as "bureaucratic", elements that often scare future teachers, since they consider that their main function is to be in the classroom in contact with their students (Balboni, 2013).

## **2.4 Emotion to become a teacher: International view**

There is not a large body of empirical research on the impact of emotions in the pre-service teacher education programs.

On an international level, Nalipay et al. (2021) conducted a comparative study with 547 in-service teachers from Mindano, Southern Philippines and 355 pre-service teachers from the College of Education of a University in the Philippines. It shows that both pre-service and in-service teachers believe that emotions are influential and can be modified. Specifically, those who recognise the malleability of emotions are likely to favor positive emotions and reduce negative emotions in the classroom for pre-service teachers and in their studies for future teachers. However, the respondents claim that they tend to reduce negative emotions, admitting that they sometimes experience several negative emotions, some more than others, such as anger, sadness and fear. Comparing pre-service and in-service teachers shows that pre-service teachers are more likely to experience negative



feelings than in-service teachers. According to Nalipay et al. (2021) this is due to the fact that they are more likely to be considered as university students, so they may be more focused on their studies than on the teaching itself. Related to this is the importance of promoting the growth of emotional mindset, especially for pre-service teachers, the subject of our interest, as it can support them in their studies, but also in their personal vision.

The Finnish study (Antilla et al., 2019) showed that teaching is indeed an emotional activity. Participants reported feeling 38 different emotions, including 18 positive emotions such as satisfaction and interest, and 20 negative emotions such as inadequacy and disappointment. The latter were the ones that caused the most loss of motivation, as opposed to the former, which increased motivation in future students. However, positive emotions are the most reported compared to negative emotions.

Moreover, some studies have analyzed the influence of practicum in pre-service students, because of the vulnerability of the students during this period, which can be considered as a kind of transition from university life to the reality of teaching (Edwards, 2021).

The study conducted by López (2019) also focuses on practicum as an element influencing future teachers. Specifically, the aim of López 's study was to analyze the emotions of 15 university students in the south-east of Mexico during their teaching practice. In addition, López (2019) also analyzed to whom they attributed their emotions, what situations caused them to feel certain emotions and, finally, what they thought about emotions in relation to teaching. First of all, according to López (2019), it should be emphasized that most of the students stated that they did not feel a calling to teach. This certainly influenced the range of emotions they felt. In general, participants reported feeling both positive emotions, such as joy, happiness and satisfaction, and negative emotions, such as stress, worry, insecurity and frustration. Responding to the second research question, the majority of pre-service teachers reported that they felt negative emotions such as stress, worry and insecurity when teaching. They then stated that they felt a kind of reality shock which made them realize that they did not have the appropriate techniques to present a new topic to the class or techniques to manage the behavior of the students. The university curriculum, which does not provide future teachers with the necessary tools to enter the classroom, is therefore somewhat criticized in this study.

Bloomfield's (2010 cited in Dilek, Balçıkanlı, 2022) study of the effects of student teaching on future teachers revealed that one student felt isolated and inadequate during her student teaching and that this had a negative impact on her professional identity.

The same issue is echoed by Dilek and Balçıkanlı (2022) who conducted a study in Turkey involving students enrolled at a Turkish university intending to teach English. The participants reported that the experience of their work placement had influenced them more than anything else. The results were mixed, with some saying they felt positive emotions, while others reported negative experiences, mainly due to the relationship with teacher educators, feedback that was either rude, insulting or unconstructive in front of other trainees. Others stated that they experienced anxiety when they had to perform at micro-teaching sessions, which sometimes negatively affected the experience. These students stated that they started to have doubts about their abilities and skills in English language teaching; in other words, they started to ask themselves “am I qualified to be a teacher?”. So, their professional self-adequacy was negatively affected.

Others claim that they have been influenced by their own experiences as a student. Stuart and Thurlow's (2000) study showed that students are influenced by their own experiences as students and that these experiences also influence the way they view teaching.

A minor part, added that their emotions are also influenced by external elements. Such as Darby's (2008 cited in Dilek, Balçıkanlı, 2022) research, which showed that some trainee teachers report feeling negative emotions such as anxiety or intimidation when starting to reform education. But when they were supported, the negative emotions gave way to positive ones such as excitement.

In conclusion, the few studies conducted at an international level have highlighted the conspicuous presence of emotions in pre-service teachers, confirming the more concordant division of positive and negative emotions and also the influence of both previous student experiences and their teaching practicum period.

## **SECOND PART: EMPIRICAL PART**

### **3. The study**

The second part of this thesis is dedicated to the presentation of a research that took place between November and December 2022. Seventeen students enrolled in the Master's Degree program in *Scienze del Linguaggio* at the Ca' Foscari University (Venice) were interviewed using a structured interview conducted via videoconferencing using Zoom, Google Meet or telephone.

In the following paragraphs, the context of the research will be introduced first (see 3.1). Then the research questions and hypotheses will be given (see 3.2) followed by the presentation of the research participants (see 3.3) and the instruments used to collect the data (see 3.4). Finally, the analysis procedures (see 3.5) and the results (3.6) will be described.

#### **3.1 Context**

An analysis of the literature has shown that it is only in recent years that there has been a growing interest in the motivation of students entering the teaching profession. Equally little attention has been paid to exploring the main emotional experiences of pre-service teachers and their personal vision.

The previous chapters (see 1.4 and 2.4) have therefore presented the main findings of some international researches that have been published to date, but the fact that there are few studies dealing with the Italian field has led us to be interested in the motivations and emotions of our future teachers. Another reason of our interest is the importance of the topic. It is becoming crucial to attract qualified and committed teachers to the profession, as teaching plays an important role in the preparation of future generations.

For these reasons, the present study set out to investigate what motivates students to enter the teachers' profession, the emotions they feel and their personal-vision.

## 3.2 Research Questions and Hypothesis

Given the previous premise, the four research questions that we will attempt to answer by analyzing the data presented in the following chapters are as follows:

RQ1: Which are the motivation factors that influence students of foreign languages to choose teaching as a career?

First of all, it is expected that future teacher recognises the importance of the theme, because as we have seen in the literature, reasons for entering the teaching career have a great influence on teachers' commitment to the job. Secondly, we hypothesise that students are primarily motivated by intrinsic motivations, in line with some international research.

RQ2: Do past experiences affect future foreign languages teachers?

As the previous research question, it is expected that future teachers will recognize the importance of their past experiences as student.

RQ3: What emotions do future foreign languages teachers feel while looking at an image of a classroom?

From the analysis of the literature, it is hypothesized that there are many emotions that future teachers experience when they look at the image of the classroom and that they therefore idealise themselves in the classroom. It is also assumed that, in agreement with international research, they report emotions classified as positive (see 2.2).

RQ4: What is the personal vision of future language teachers?

It is assumed that students who said in the previous answers that they were motivated by intrinsic motivation are also the ones who have it in their personal vision.

### 3.3 Participants

This study involved 17 students enrolled in the Master's Degree programme in *Scienze del Linguaggio*<sup>3</sup> at Ca' Foscari University of Venice in the academic year 2022-2023.

The students participating in the research were subdivided according to:

- a. Age.
  - b. Gender.
  - c. Year of enrolment.
  - d. Language the subject would like to teach.
  - e. Where the subject would like to teach: in Italy or abroad.
  - f. Grade of the school in which the subject wish to teach.
- 
- a. The age of the students who took part in the interview showed that 7 students were between 20-24 years old (41%). The same number of students were between 25-29 years old (41%), while only 3 students said they were over 30 years old (18%).

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<sup>3</sup> In the teaching regulations of the University Course, it is indicated that the main objective of the course is the development of knowledge and skills in the field of the study of Languages in a Philological, Glottodidactic, Theoretical, applied to Language Disorders and Specific Disorders. It also offers specific courses such as Didactic of Italian Language L1, L2, LS or Development Cognitive Psychology.

For more see: Università Ca' Foscari, <https://www.unive.it/pag/2967/> (Last Consulted on 13 April 2023).

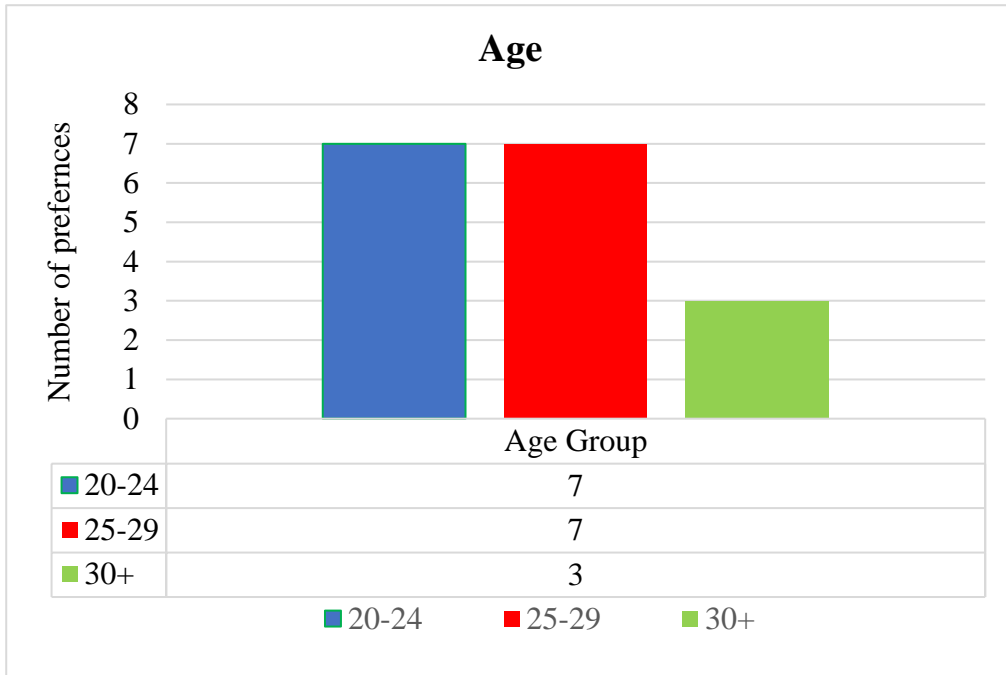


Figure 4. Age of the participants

- b. The participants in the research were mostly female. There were 15 of them, which is equivalent to 82% of the total sample, while only 2 students were male, which is equivalent to 18%. The variables also included the option of not reporting gender with “I prefer not to say”. However, none of the students involved in the research selected it.

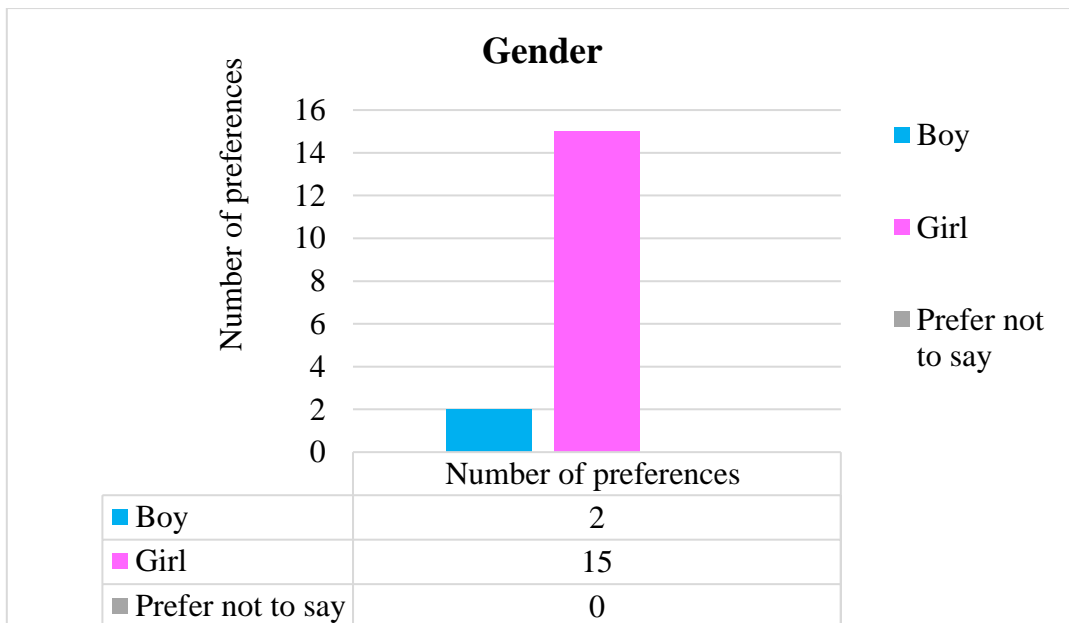


Figure 5. Gender of the participants

- c. The majority of students (65%) indicated that they were enrolled in the second year of a Master's degree. On the other hand, 29% said that they were enrolled in the first year. Only one student (6%) said she was *fuori corso*.

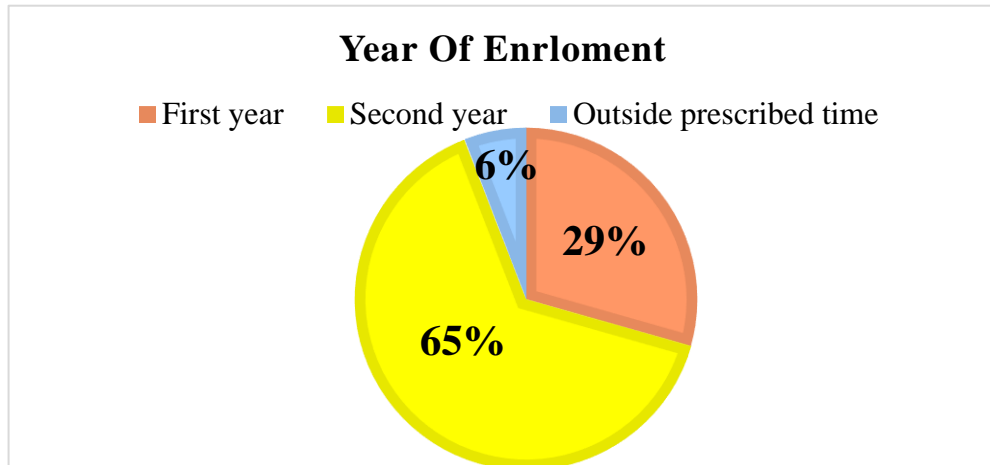


Figure 6. Year of Enrolment of the participants

- d. Students responding to the interview were asked to indicate the language they would like to teach. They were given the opportunity to give two preferences. In terms of first preferences, English was the most popular language. 9 out of 17 respondents indicated that they would like to teach English as their first choice. This was followed by Italian to foreigners, which was chosen by 4 out of 17 students. Finally, 2 out of 17 students tied for first place with Spanish and the same 2 out of 17 with German. With regard to the second variable, the distribution of preferences was even: 6 out of 17 students indicated that they would like to teach Spanish, followed by 5 students who said they wished to teach English, then 4 out of 17 students choose German and finally 2 out of 17 students selected Italian to foreigners.

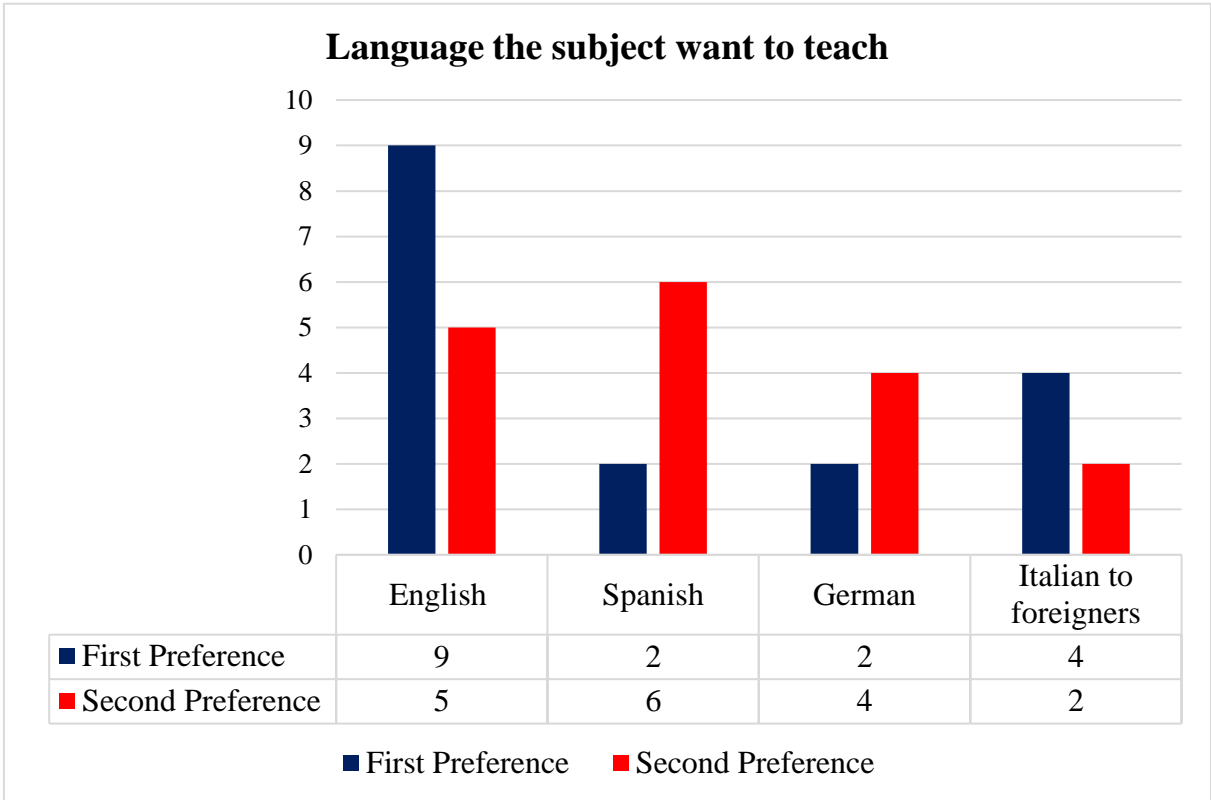


Figure 7. Languages the participants want to teach

- e. The place where students would like to teach was in Italy for 15 out of 17 students (88%), while only 2 out of 17 students (12%) indicated they had the desire to teach abroad.

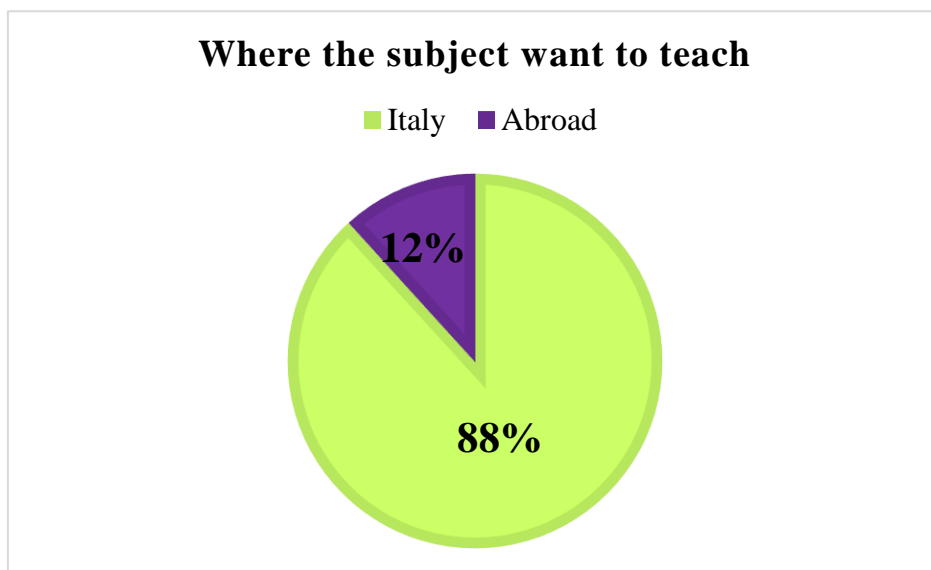


Figure 8. Place where the participants want to teach



f. The students who were part of the research were then subdivided on the basis of the previous subdivision. Students who indicated their intention to teach in Italy then indicated the type of school: Secondaria di Primo Grado, Secondaria di Secondo Grado or Adults Education<sup>4</sup>. Uniformly, 53% of the students indicated secondary school, immediately followed by primary school with 40%. Finally, only 7% of the students said that they wanted to teach adults, and this was the student who said that her first preference was to teach Italian to foreigners. For the division of the students who would like to teach abroad, since the schools abroad were organized in different ways, the division was made conventionally according to age groups, with children from 0 to 12 years, adolescents from 13 to 19 years and finally adults from 19+ years. The 2 students who indicated that they would like to work abroad, added that they would like to teach adolescents.

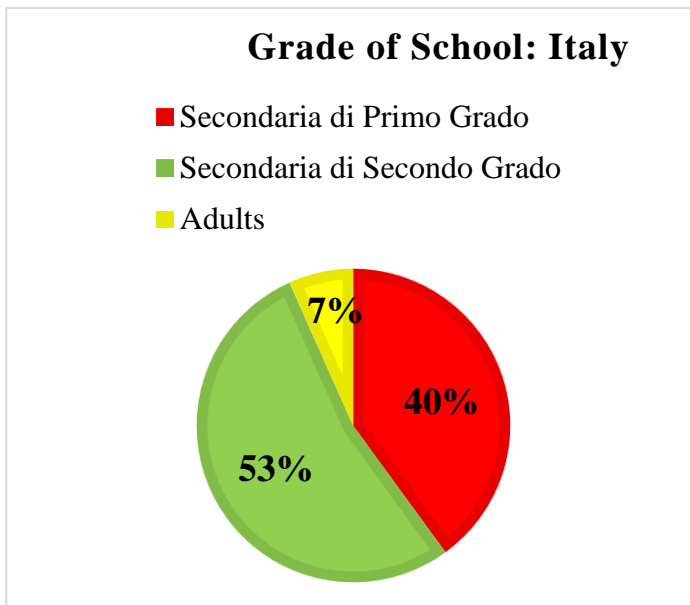


Figure 9. Grade of School where the participants want to teach: Italy

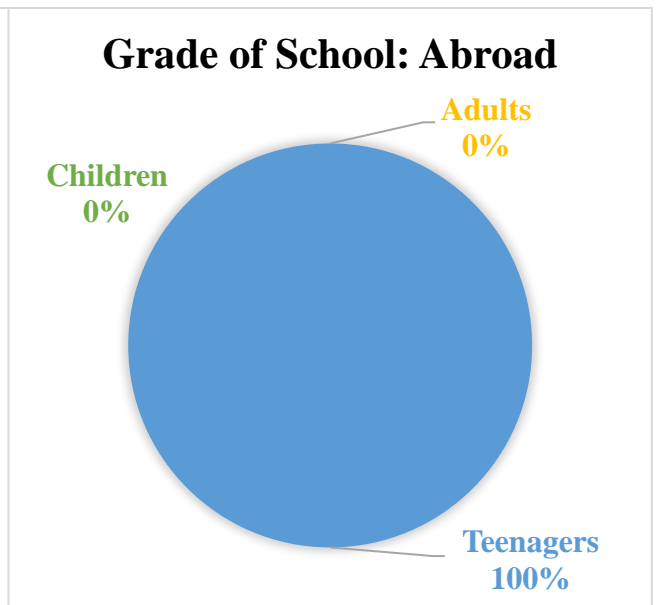


Figure 10. Grade of School where the participants want to teach: Abroad

<sup>4</sup> In this case, since the ministerial law implies that the one-cycle primary education course is preferred for teaching in primary schools, primary school was not taken into account.

### 3.4 The interview

The administration of the final interview took place between 9 November and 5 December 2022.

The sample of students surveyed was determined using a strictly random (i.e. convenience) sample. In particular, a message stating that we were looking for some students willing to participate in this interview was posted on the University's Facebook and Whatsapp groups specific for the *Scienze del Linguaggio*. Those students who showed interest were contacted and explained how the study would take place.

So, the following data is not intended to be generalized, but to explore the reality and views of a small sample. In fact, the students who participated in the research do not constitute a perfectly representative sample of the entire population, as they were selected by means of convenience sampling<sup>5</sup>.

The instrument used to collect the data is a structured interview<sup>6</sup>. The decision to use a structured interview is due to the desire to have a more individualized approach to data collection, which would allow more freedom than a closed questionnaire.

The model chosen as a starting point for the construction of the interview is the one presented in Dörnyei and Kubanyiova (2014). Concerning personal vision, we chose to use Guided Imagery adapted from Hammerness (2006, cited in Dörnyei and Kubanyiova, 2014, p. 137), since it was more in line with the aim of this study.

As mentioned in the introduction to this work, the research is mainly of a qualitative nature, due to the fact that the structured interview is composed by open-ended questions. In order to make the interview accessible to all participants and to avoid the risk of linguistic interference, it was chosen to be subjected in Italian<sup>7</sup>.

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<sup>5</sup> Convenience sampling is a non-probability sampling technique. Subjects are selected because they are easily accessible and close to the researcher. In other words, subjects are selected simply because they are easier to recruit for the study.

For more on convenience sampling, see: Data Science, 2020, *Campionamento di convenienza (campionamento accidentale): Definizione, Esempi* <https://datascience.eu/it/matematica-e-statistica/campionamento-di-convenienza-campionamento-accidentale-definizione-esempi/> (Last Consulted on 1 April 2023).

<sup>6</sup> Interviewing is a systematic way of talking and listening to people and is another way of collecting data from people by talking to them. As Corbetta (2003, cited in Kajornboon, 2005, p.2) explains, in a structured interview - sometimes known as a standardized interview - respondents are asked the same questions using the same words in the same order.

For more see: Kajornboon, A. B., 2005, "Using interviews as research instruments", in *Language Institute*.

<sup>7</sup> It is the mother-tongue of all the participants.

The interviews took place either by videoconferencing using the Zoom application/Google Meet (5) or by telephone (10) and were expected to last between 15 and 25 minutes. As the respondents answered the questions, the researcher took notes on the computer; this allowed to mark the answers and avoid the risk of forgetting or skipping some thoughts.

The structured-interview consisted of five parts, corresponding to the classification of participants and the four research questions (see 3.2):

- a. The first part consisted of five questions. It was dedicated to personal questions, in order to obtain more information about the research participants and to outline the characteristics of the observed group. In fact, they were asked for their age, gender, year of enrolment, the language they would like to teach and the place where they would like to teach it (see 3.3).
- b. The second part of the questionnaire consisting of three questions, aimed to understand what motivated students to choose the teaching profession, why they have chosen to become a teacher, when they have understood that it is the right choice and, finally, why they would like to teach precisely this language and in this context:
  1. Continui questa frase: Vorrei insegnare perché...
  2. Quando ha capito che desiderava dedicarsi all'insegnamento?
  3. Perché vorrebbe insegnare una lingua? Perché proprio quella particolare lingua? Perché proprio in quel contesto?
- c. The third part of the questionnaire consisted of three questions aimed at understanding whether or not, in their opinion, their past experiences as students could have an impact on their future as teachers. In particular, they were asked to reflect on their experiences as a student, by firstly describing a teacher who did not seem to be an example to follow and then a teacher who instead influenced them positively. Finally, they were asked whether they thought these experiences could have an impact on the kind of teacher they would like to become:

4. Ripensando alla sua esperienza come studente (in qualsiasi contesto di apprendimento, quindi nella scuola dell'obbligo, ma anche l'università o dei corsi che ha seguito) ricorda un docente che non le è sembrato un esempio da seguire? Potrebbe descriverlo e raccontare perché?
  5. Ripensando alla sua esperienza come studente (in qualsiasi contesto di apprendimento, quindi nella scuola dell'obbligo, ma anche l'università o dei corsi che ha seguito) ricorda invece un docente che la ha ispirata positivamente? Potrebbe descriverlo e raccontare perché?
  6. In che modo queste esperienze possono avere un impatto sul tipo di insegnante che vorrebbe diventare?
- d. The fourth part of the questionnaire, which consisted of one question, was aimed at understanding the main emotional experiences of future teachers. In particular, they were first shown a picture of a classroom seen from the perspective of the teacher's desk, given one minute to observe it, and then asked to indicate five emotions they felt when looking at the image. After that, they were asked to explain the reason for these emotions:
7. Adesso le mostrerò un'immagine. Si prenda del tempo per elencarmi cinque emozioni che prova vedendo l'immagine. Poi prenda un'emozione per volta e mi dia le motivazioni del perché tale scelta.



Figure 11. Image of a classroom

- e. The last part of the structured interview consisted in six questions. The aim is to discover the students' personal vision, as it is considered to be of great importance and influence for future teachers. (see 1.2). To do this, we used the guided imagery exercise adapted from Hammerness (ibid.), based on imagining taking the interviewer on a kind of guided tour of their ideal classroom. First trying to use their sense of sight and hearing in order to understand what they see and what they feel while moving in their ideal classroom. Then moving on to understand the emotional aspect, what they feel walking around their ideal classroom. After that, we asked about their role as teacher in their ideal classroom and the role of the corresponding students. At the end, they were requested to make a sort of future prediction about the relationship they would like to see between their ideal students and their idealized society:

Si immagini di portarmi a fare un tour nella sua classe ideale. Sta quindi insegnando ... (lingua).... a..... (grado di scuola e luogo). Riesce quindi a sentire, percepire e osservare cosa accade.

8. Cosa vede mentre cammina nella sua classe ideale?
9. Cosa sente mentre cammina nella sua classe ideale?
10. Cosa percepisce mentre cammina nella sua classe ideale?
11. Cosa sta facendo nella sua classe ideale? Qual è il suo ruolo? E perché?
12. Cosa stanno facendo i suoi studenti nella sua classe ideale? Qual è il loro ruolo? E perché?
13. Che relazione esiste tra cosa accade nella sua classe ideale e il tipo di società che vorrebbe vedere?

### **3.5 Analysis procedures**

The following procedure was used to analyze the qualitative data from the structured interview. First of all, all the answers were re-read and divided into four parts corresponding to the four research questions. Then, for the first part, that related to the

information about the participants, a table with all items was created. The items were those that corresponded to the division of the participants: age, gender, year enrolled, language they want to teach, where they want to teach and in which grade.

Only for the part concerning the emotions (question 7 and question 10) a graph was made. This was done for two reasons: to understand which emotions were the most frequent and to be able to classify them.

The remaining sections were analyzed using a thematic approach. Firstly, in order to find common themes, all questions were re-read, for instance by reading question number one and answer number one of all interviewees. Secondly, a written table was made with, on one side, all the themes related to, for instance, answer number one of all the participants and, on the other side, the number of participants who touched on that particular theme. In this way, we found all the themes that were aligned and the number of respondents that introduced that particular theme.

### **3.6 Results**

In this section we report the data collected from the responses received. The information will be read according to the structured interview. Therefore, we will start with the analysis of the data related to the second part of the instrument, which deals with the motivations in relation to their choice to become a teacher.

Question 1: Continui questa frase: Vorrei insegnare perché...

Three themes emerged from the data analysis:

- a. Teaching as a vocation and/or as a dream.
- b. Teaching as a way to make a positive difference.
- c. Teaching as an enriching profession.

- a. Teaching as a vocation and/or a dream in the drawer

A large proportion of the future teachers, particularly 8 out of 17 students, stated that they had always known that they wanted to become a teacher, some considered it as a sort of vocation and others as a dream. In this respect, a 26-year-old participant who wanted to teach Italian to foreigners or English said:

“Perché è il mio sogno nel cassetto da quando sono piccola, per questo motivo credo di poter trasmettere molto ai miei futuri studenti”

A 29-year-old pre-service teacher who declared to be interested in teaching English or Spanish was in agreement:

“Perché è una cosa che mi ha ispirata da sempre, ho infatti sempre pensato di volerlo diventare anche grazie alla mia personalità. Lo considero uno dei lavori più difficili, ma allo stesso tempo più soddisfacenti”

#### b. Teaching as a way to make a positive difference

Almost the same number of future teachers, in particular 6 out of 17 students, stated that they wanted to become teachers because their desire was to improve some elements that in their opinion were not so functional for language teaching. In other words, they believed that they could make a positive difference because after their experience as students and after their studies and training they have realized that some elements were not adapted to the teaching of foreign language. As a future teacher of German or English said:

“Perché vorrei trasmettere agli adolescenti l’importanza della formazione individuale per crearsi un proprio pensiero, cosa che non sempre avviene nei sistemi di educazione attuale, e rendere a poco a poco la società migliore”

#### c. Teaching as an enriching profession

A small number of the participants, 3 out of 17 pre-service teachers, explained that the contact with the future generation will enrich them not only professionally, but above all personally. A participant of 17 years old, who wanted to teach Spanish or Italian for foreigners said:

“Perché so già che mi renderà felice e mi farà sentire bene con me stessa: fare qualcosa per gli altri, educare i ragazzi, rapportarmi con la generazione futura, lo sento come qualcosa di profondo che mi può migliorare”

Question 2: Quando ha capito che desiderava dedicarsi all’insegnamento?

From the data analysis, three themes emerged:

- a. After trying other unfulfilling careers.
- b. Teaching as a lifelong dream.
- c. After helping others in difficulty.

- a. After trying other unfulfilling careers

Some participants, 5 out of 17, declared that they only started to think about teaching after having experienced something different. Some realized it after having chosen a University Course to later understand it was not right for them, others after having started jobs, they discovered that it did not satisfy them or make them feel fulfilled. In the first case, a student of 24 years old, who said to be interested in teaching English or Spanish declared:

“All’ultimo anno della Triennale, studiavo lingue per l’interpretazione turistica e l’impresa, ma ormai alla fine ho capito che non era il mio percorso, le lingue le avrei volute insegnare. In Magistrale mi sono rimboccata le maniche e ho recuperato alcuni esami”

In the second case, for a 32-years-old interviewer, who had the desire to teach English or German, an experience was crucial:

“Tre anni fa ho avuto un’esperienza di volontariato in Tanzania, che mi ha portata a che fare con giovani adolescenti. Niente altro da aggiungere, ho lasciato il lavoro per riprendere gli studi e poter insegnare”

- a. Teaching as a lifelong dream

In line with the previous question, a small number of pre-service teachers have always known that they wanted to become a teacher, in particular 2 out of 17. As a 26-year-old student confirmed:

“Da sempre, da quando ero alle elementari sognavo di essere come la mia insegnante delle elementari, giocavo anche a fare la maestra”



b. After helping others in difficulty

The great majority of the participants, 10 out of 17 saw the motivation for this path in his/her personality and way of doing things: putting oneself in the shoes of others, empathy, helping people in difficulty, respect for the obstacles of others are the reasons why teaching is the right path. A future teacher of German or English claimed:

“L’ho capito quando ero alla scuola primaria e trovavo piacevole aiutare una mia compagna che era in difficoltà con le materie scolastiche. Trovavo gratificante trasmettere quel poco che avevo capito a qualcuno che non lo avesse ancora fatto e poi vederlo contento di aver appreso”

A pre-service teacher who would like to teach English or Italian for foreigners was in agreement:

“L’ho capito quando facevo la triennale e ho iniziato a fare ripetizioni ad alcuni studenti, mi sono resa conto che mi riusciva bene, loro mi capivano e mi dava molta soddisfazione”

Question 3: Perché vorrebbe insegnare una lingua? Perché proprio quella particolare lingua? Perché proprio in quel contesto?

In order to analyze this question, it is necessary to divided it into two parts: the first answers why the participants have the desire to teach languages and that specifically languages, while the second one aims to know why they wish to teach in a precise school level.

For the first one the thematic that raised from the analysis are two:

- a. Languages studied.
- b. Languages that enrich more.

a. Languages studied

Consistently, 8 out of 17 students considered that the choice was linked to the languages they have studied from compulsory school to university and thus the languages they were most familiar with. As declared by a participant who wished to teach English or Italian to foreigners:

“La scelta è ricaduta sull’inglese perché è la lingua che ho studiato e so meglio. So anche il portoghese, ma non lo posso insegnare perché non ho i crediti. All’università però dopo un corso di Italiano a stranieri mi ha interessato anche questo”

b. Languages that enrich more

On the other hand, for 9 out of 17 students, the languages they would like to teach were the ones that have most enriched them as students and therefore, in their opinion, will enrich future generations. Regarding to this, a 25-years-old pre-service teacher stated:

“Vorrei insegnare sicuramente spagnolo perché è una lingua a me cara, la cultura spagnola è qualcosa che mi affascina. Inoltre faccio parte del Mato Grosso e ho avuto molte occasioni che mi hanno portata a contatto con la cultura latina, ciò mi ha arricchito molto e penso possa essere così anche per i miei futuri studenti”

A future teacher of German or English added:

“Credo sia importante insegnare una lingua straniera come il tedesco non solo per agevolare le prospettive occupazionali dei giorni nostri, ma anche per arricchire i discenti non solo dal punto di vista delle conoscenze di usi, costumi e modi di pensare diversi dal proprio per abbattere quelle barriere culturali che purtroppo oggi sono ancora presenti. Per l’inglese, invece è ovunque come si può non conoscerlo?”

For the second one, three themes emerged:

- a. Find themselves better.
- b. Contributing to the future of students concretely.
- c. Teaching literature.

- a. Find themselves better

The great majority of interviewer, 8 out 17, affirmed that the cause of choosing a particular school level was dictated by the fact that they simply felt to be more

confident with pupils of that age. A future teacher of English or German at the Scuola Secondaria di Secondo Grado believed:

“Mi trovo semplicemente meglio a comunicare alla pari, penso che trovarmi di fronte a studenti più maturi mi renda ciò più stimolante”

On the contrary, others feel better with students younger in age, such as a participant who wanted to teach English or German at the Scuola Secondaria di Primo Grado:

“Sicuramente è una fascia d’età difficile, ma ho fatto l’educatrice nei campi estivi e sento di sapere come gestirli. Negli altri campi invece non ho contatto, per questo mi sento più a mio agio in qualcosa di conosciuto”

b. Contributing to the future of students concretely

Some pre-service teachers, 6 out of 17, on the other hand, thought about the idea of the future and the influence their work can have on future generations. A future teacher of the Scuola Secondaria di Primo Grado of English or Spanish said:

“Le lingue sono un mezzo di comunicazione, uno strumento per capire il mondo, ed è secondo me importante già da più piccoli avere questa consapevolezza, per poter interagire fin da subito con più realtà, per aprirsi più porte... è proprio questo quello che vorrei trasmettere”

Another respondent that wished to teach in the same level and the same languages agreed:

“La situazione attuale è critica, manca un percorso adatto, delle idee e dei modi di insegnamento adatti a ragazzi in età fragile. Nella fascia della scuola media i ragazzi hanno più bisogno di supporto, hanno bisogno di basi necessarie per il loro futuro, è una possibilità di veduta anche in vista della scelta futura della scuola superiore”

c. Teaching literature

According to the Ministerial Regulations<sup>8</sup> of the Italian school organization, foreign literature is only taught at Scuola Secondaria di Secondo Grado. This is the reasons why, 3 out of 17 students with a strong passion for literature wanted to teaching in that particular school level:

“La scelta della scuola secondaria di secondo grado è dettata dal fatto che mi piacerebbe poter insegnare anche la letteratura e la cultura tedesca, e sono argomenti che potrei trattare molto più approfonditamente solo con alunni frequentati queste scuole”

In this section we now turn to the questions relating to the second research question, which aimed to explore the respondents' pasunt experiences as students and to understand whether they felt these might influence their future teaching in any way.

Question 4: ripensando alla sua esperienza come studente (in qualsiasi contesto di apprendimento, quindi nella scuola dell'obbligo, ma anche l'università o dei corsi che ha seguito) ricorda un docente che non le è sembrato un esempio da seguire? Potrebbe descriverlo e raccontare perché?

From the analysis of these question four main thematic emerged:

- a. Lack of collaboration.
- b. Preference-making.
- c. Choosing teaching profession because there was nothing better.
- d. Undermining self-confidence.

a. Lack of collaboration

Some pre-service teachers, 3 out of 17, when thinking about a teacher who did not inspire them positively, talked about collaboration. In particular, they noticed that some of their teachers did not collaborate not only with them as students but also with other teachers. As a result, lessons were not in line with their needs, teachers did not

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<sup>8</sup>For more on Ministerial indications, see: Ministero dell'Istruzione, dell'Università e della Ricerca, 2019, *Indicazioni Nazionali per i Licei* <https://www.miur.gov.it/-/indicazioni-nazionali-per-i-licei> (Last Consulted 13 April 2023)

listen to their needs and there was no thematic connection. A future teacher of English or Spanish affirmed:

“Ricordo di un’insegnante alle elementari, in quinta. Non faceva gruppo, parlava male degli altri, sia dei compagni, sia dei suoi colleghi che erano nostri insegnanti. Questo per me non aiutava la coesione della classe, era anche poi molto severa spesso ingiustamente. Ci mancava proprio coesione e collaborazione anche tra di noi, eppure ero piccola.

b. Preference-making

The experience that had the most negative impact on 2 out of 17 interviewees was the observation of teachers' preferences. As declared a pre-service teacher of English or German:

“Al liceo, anche se era l’insegnante di latino e greco, non faceva lezione per tutti, ma ci faceva proprio sentire divisi in più bravi e meno bravi. Ci rendeva competitivi, i meno bravi venivano messi da parte per dare spiegazioni e preferire solo i più bravi, perché diceva che potevano stare al passo e potevano comprendere”

c. Choosing teaching profession because there was nothing better

However, some future teachers, 5 out of 17, stated that they have been influenced in a negative way by those teachers who have shown little passion, no interest in them and who have made them think that they have chosen to become a teacher only because it is the only option or because they do not know what else to do. A 26-years-old participant who wanted to teach Italian for foreigners or English:

“Il professore delle superiori ci portava in biblioteca, si sedeva sul banco e diceva che potevamo fare quello che volevamo, potevamo cercare un libro da leggere o anche giocare al cellulare. Certo, ci rendeva autonomi del nostro apprendimento, se non fosse per il fatto che lui andava al bar e se noi avevamo domande o volevamo dei consigli o suggerimenti lui non c’era”

d. Undermining self-confidence

On the other hand, a large majority of the students, 7 out of 17, interviewed said they were negatively influenced by teachers who targeted their students' self-confidence, sometimes with unconstructive criticism or personal remarks, not recognizing a failed test or assignment as mere performance. Like the experience of a future teachers of German or English:

“Ricordo più di un docente che non ho apprezzato purtroppo dal punto di vista lavorativo, sia perché non mostrava passione per quello che faceva ma soprattutto per il modo di comportarsi quando noi alunni sbagliavamo. Sottolineo che il loro insegnamento era unicamente trasmissione di ciò che sapevano. Quando chiedevamo qualcosa di più o avevamo dei dubbi si mostravano scocciati e muovevano critiche poco costruttive, che mi rendo conto adesso minare l'autostima di noi apprendenti”

The same experience was narrated by a student, who declared to have the desire to teach Spanish or Italian for foreigners:

“La mia professoressa di inglese non era assolutamente un esempio da seguire, ci sminuiva, ci dava solo tanti esercizi perché diceva che nella vita non avremmo mai combinato nulla di buono”

Question 5: Ripensando alla sua esperienza come studente (in qualsiasi contesto di apprendimento, quindi nella scuola dell'obbligo, ma anche l'università o dei corsi che ha seguito) ricorda invece un docente che la ha ispirata positivamente? Potrebbe descriverlo e raccontare perché?

The analysis of the data revealed the presence of three main themes:

- a. Mutual respect.
- b. Involvement of all.
- c. Lifelong lessons.

a. Mutual respect

3 out of 17 respondents said to have positive memories of a teacher whose behavior was characterized by mutual respect, who solicited and valued student's ideas without

judging or only with constructive opinions. But, above all, teachers that respected student's learning times, as told by a future teacher of English and Spanish:

“Più di uno sicuramente. In prima superiore ne avevo molti, scherzavano con noi, creavano coesione, catalizzavano l'attenzione e ci rispettavano. Creavano un clima di apprendimento disteso dove ognuno poteva esprimersi senza essere giudicato”

b. Involvement of all

On the other hand, the majority, 11 out of 17, said that they were positively inspired by teachers who showed their passion, shared their knowledge by involving everyone and left space for interaction. Teachers who sometimes favored certain learning styles and activities to the benefit of others, and then used others without excluding anyone. Furthermore, the 11 students spoke of teachers who proposed innovative teaching activities in order to increase their motivation. As one future German and English teacher said:

“Ho un bellissimo ricordo di un'insegnante di tedesco al liceo che frequentavo. Ricordo che era molto giovane e quando spiegava metteva tutta la sua passione per la lingua e la cultura tedesca. Ho apprezzato molto anche le proposte didattiche innovative, ci aveva chiesto cosa ci avrebbe fatto piacere studiare e conoscere in lingua tedesca. Noi avevamo dato le nostre risposte su un foglio in anonimato e poi ha preso le nostre idee per poter fare lezione e farci apprezzare così di più la lezione. Mi ricordo di aver fatto traduzioni di passi di poesie, letture di libri in tedesco, visione di alcuni film. Ma di lei ho apprezzato soprattutto come si comportava alle interrogazioni: motivava in sede separata ogni alunno, dicendo il motivo del voto che aveva dato, come poteva migliorare e cosa era andato invece bene”

c. Lifelong lessons

On the other hand, 3 out of 17 students affirmed that they had been positively influenced by those teachers who did not stop at the discipline level. In other words, those teachers who not only taught the language but also educated the students themselves. A 24-years-old pre-service teacher of English and German stated:

“Senza ombra di dubbio, la mia insegnante alle superiori, penso per il modo in cui insegnava, ma soprattutto per la persona che era. Certo l’ambito delle superiori permette di creare un rapporto diverso, più maturo, ma non tutti ci riescono. Lei c’era riuscita, soprattutto al di fuori dell’ambiente scolastico, lei c’era sempre”

Another respondent, who wanted to teach Italian for foreigners or English at the same grade of school of the previous one Scuola Secondaria di Secondo Grado consented:

“In questo caso mi viene in mente una docente in particolare, quella che ha avuto la forza maggiore. Sono contenta che si tratti di una donna. Era la mia professoressa delle medie, lo è stata per tre anni e per giunta era l’insegnante prevalente, quindi ci vedevamo per molto tempo. È stata una grande donna, forte, tenace, quello che si dice essere modello di donna che mi è stato impresso a livello umano. Sapeva fare il suo lavoro, ci teneva, ma soprattutto ci sosteneva, lei dava cento e ovviamente in cambio voleva 100, senza umiliare mai, ripeteva le cose tutte le volte che era necessario ad ognuno di noi. Quando ero in terza media capì incinta. La cosa che mi ha colpito di più e mi ha fatta riflettere di più, è che è rimasta fino alla fine, fino a quando riusciva, perché diceva che avevamo gli esami di terza media e lei ci teneva a preparaci bene. Non ha mai diminuito la qualità del suo insegnamento con estrema passione. Una grande donna”

Question 6: In che modo queste esperienze possono avere un impatto sul tipo di insegnante che vorrebbe diventare?

Main themes arising from analyzing these data were:

- a. Having a comparison.
- b. No-influence.

- a. Having a comparison

Most of the participants, in particular 16 out of 17, stated that past experiences as students, both positive and negative, would certainly influence the way they would like to teach. Otherwise, they generally believed that they had become aware of how they 'would like to be', but also how they 'would not like to be', by having known



different teachers, with different ways of doing things, different characters, different teaching styles. In fact, all 16 of those interviewed said that both the positive and negative experiences they had gained would help them in the future. A pre-service teacher of Spanish or English stated:

“Sicuramente queste esperienze danno delle idee, una sorta di binari da seguire, il classico vorrei tanto essere come in contrapposizione con il non vorrei essere per niente come”

Others are in agreement, such as a 26-year-old participant who is interested in teaching the same languages:

“Dal punto di vista umano mi hanno fatto capire come relazionarmi, quando porre limiti ai momenti di svago. Dal punto di vista didattico ho potuto vedere molti approcci, ho visto come vorrei essere, quanto vorrei non mollare nessuno studente, ma trovare dei metodi alternativi per aiutarli in qualche modo, modificando la didattica sulla base della mia classe. Cose che magari non sempre ho visto fare, ma vorrei poter cambiare e migliorare”

Another one, who wish to teach Italian for foreigners or English said:

“Sono importanti perché possono essere un confronto, un modello da seguire. Io personalmente mi vorrei rivedere nei modelli positivi di insegnanti che ho avuto, ma non rinnego i modelli negativi se così si può dire di docenti che ho avuto, perché allo stesso modo sono utili per avere un confronto, per capire dove poter migliorare”

#### b. No-influence

Only one 32-year-old respondent, who would like to teach English and German at Scuols Secondaria di Secondo Grado, stated that although she had had a number of teachers who had a positive influence on her, she did not believe that this will influence her way of teaching:

“Ho alcuni ricordi di insegnanti che mi hanno ispirata positivamente certo non così tanto, non mi hanno lasciato così tanto il segno da dire di influenzare il mio modo di insegnare futuro”

In order to understand the main emotional experiences reported by future teachers, a graph is proposed in this section. As explained above (see 3.4), the respondents were shown a picture of a classroom seen from the point of view of the teacher and were given time to list five emotions that they felt when they saw this picture and then to give the reasons for them.

Question 7: Adesso le mostrerò un'immagine. Si prenda del tempo per elencarmi cinque emozioni che prova vedendo l'immagine. Prenda un'emozione per volta e mi dia le motivazioni del perché tale scelta.



Figure 12. Image of a classroom

Since each respondent was asked to name 5 emotions, it was calculated that the total number of emotions is 85, given that the number of respondents is 17.

There was no one emotion that dominates over the others, but there were different emotions that the respondents indicated they felt when looking at the picture of the class. The emotion that was mentioned by the highest number of future teachers was *gioia*, with 11 out of 85. The motivations associated with *gioia* were mainly the sense of being in this place, the realization of the dream, and seeing oneself in front of the class. The second most frequent *ansia* was that of not being able to teach, being in front of an empty room

and not knowing what to do. In the words of a 23-year-old who wanted to teach Italian to foreigners or English at a Scuola Secondaria di Primo Grado and is in her second year at the university:

“Provo un po’ di ansia sinceramente, perché messa lì avrei quella che si definisce l’ansia da prestazione, forse perché non mi ritengo di sapere esattamente cosa fare in classe. Le istituzioni, quali la scuola, ma soprattutto l’università dovrebbero prepararci in maniera più pratica sul da farsi in classe, perché leggere sui libri e studiare sui libri è tutt’altra cosa rispetto alla realtà scolastica”

This was followed by *curiosità*, *eccitazione* and *paura* in 7 out of 85 cases. As far as the former is concerned, respondents said they were *curiosi* because they did not know what is going to happen in their future. The same reasons were given by those who feel *eccitati*. Some of them saw the same situation and felt *ansia*, defined as a kind of lack of security in routine and everyday life. As the 34-year-old future teacher, who wanted to teach English and German in Scuola Secondaria di Secondo Grado and was currently in her second year said:

“Paura per il ruolo che ricopro, per la consapevolezza che dovrei riuscire a tenere le redini di più classi, un giorno potrebbero seguirmi senza problemi, il giorno dopo invece potrebbero non avere la stessa propensione. Alcune attività potrebbero essere funzionali per una classe, ma magari non per altre o per altri studenti. Magari alle volte mi prefisserò una lezione che non verrà come voglio o non sarà così come l’avevo pensata”

*Tristezza*, *allegria* and *fiducia* followed each other in a tie five times out of 85. These are in fact opposing emotions, especially *tristezza* and *allegria*. *Tristezza* came from being aware that she could fail, as noticed by a student of 26 years old, enrolled in the first year:

“Tristezza perché guardo la classe e mi sento triste perché so che molto probabilmente fallirò, sbaglierò soprattutto all’inizio magari e questo mi mette tristezza perché potrei non avere i mezzi per migliorare”

The same emotion was explained by a 29-year-old participant enrolled in the second year who would like to teach Italian to foreigners or Spanish in Scuola Secondaria di Secondo Grado:

“Provo un po’ di tristezza perché penso che così mi sentirò quando sarà l’ultimo giorno di scuola con i miei alunni e mi sarò affezionata a loro, ripenserò a tutto quello che abbiamo vissuto insieme”

The same situation was perceived with *allegria* by some participants:

“Vedo la classe e mi sento allegra, penso che sicuramente ci saranno dei momenti difficili, ma li vivo con allegria perché ce ne saranno di altrettanti belli”

The participants who expressed to feel *fiducia*, however, were motivated by their vision of the future, *fiducia* in the young people who represent the new generation that can bring positive changes in the world, but also in them as teachers. As a 23-year-old participant in her second year who had the desire to teach Italian to foreigners or English at Scuola Secondaria di Secondo Grado explained:

“Fiducia nel futuro che sta avvenendo, ho di fronte a me teste pensanti che possono cambiare le cose che non vanno, ma in realtà anche fiducia in me, dopo tutti i sacrifici che ho fatto per studiare e mantenermi gli studi non può che essere altrimenti”

With the same motivations, *speranza* was mentioned 4 times, which was on a par with *concentrazione*. *Nostalgia* and *felicità* followed with 3 mentions out of the total 85. Nostalgia was mentioned by the 3 respondents aged 30 and over, who agreed that they felt nostalgic because they wished to return to their school days.

*Stanchezza*, *noia*, *irrequietezza*, *incertezza* and *insicurezza* were mentioned 2 times out of 85. These reasons were seen as a kind of criticism of the bureaucratic system and the way to become a teacher today. As a 29-year-old student in the second year who wanted to teach English or Spanish at Scuola Secondaria di Secondo Grado stated:

“Da un lato non vedo l’ora, dall’altro sono molto stanca. Ogni giorno avvengono dei cambiamenti sul reclutamento per diventare insegnanti, bisogna sempre stare

attenti, perché aggiungono esami, crediti e non sono neanche chiari su cosa va fatto. Questo è molto stancante e fa arrivare alla mia età senza neanche un giorno in cattedra”

*Rabbia, stupore, stress* and *tranquillità* were mentioned 1 out of 85 times. Once again, these were conflicting emotions. *Rabbia* was related to the previous reason, seeing the arrival, but being constantly postponed because of changes in lecturer recruitment. To this, a future teacher indicated *stress*. *Stupore* and *tranquillità*, on the other hand, were indicated by those who saw themselves in the classroom, realizing they have made it. A 26-year-old student in the first year who had the desire to teach Italian to foreigners or in English affirmed:

“Stupore perché finalmente sono lì, finalmente sono nel mio posto nel mondo, so che mi stupirò anche tante volte ascoltando le cose che mi racconteranno i miei ragazzi”

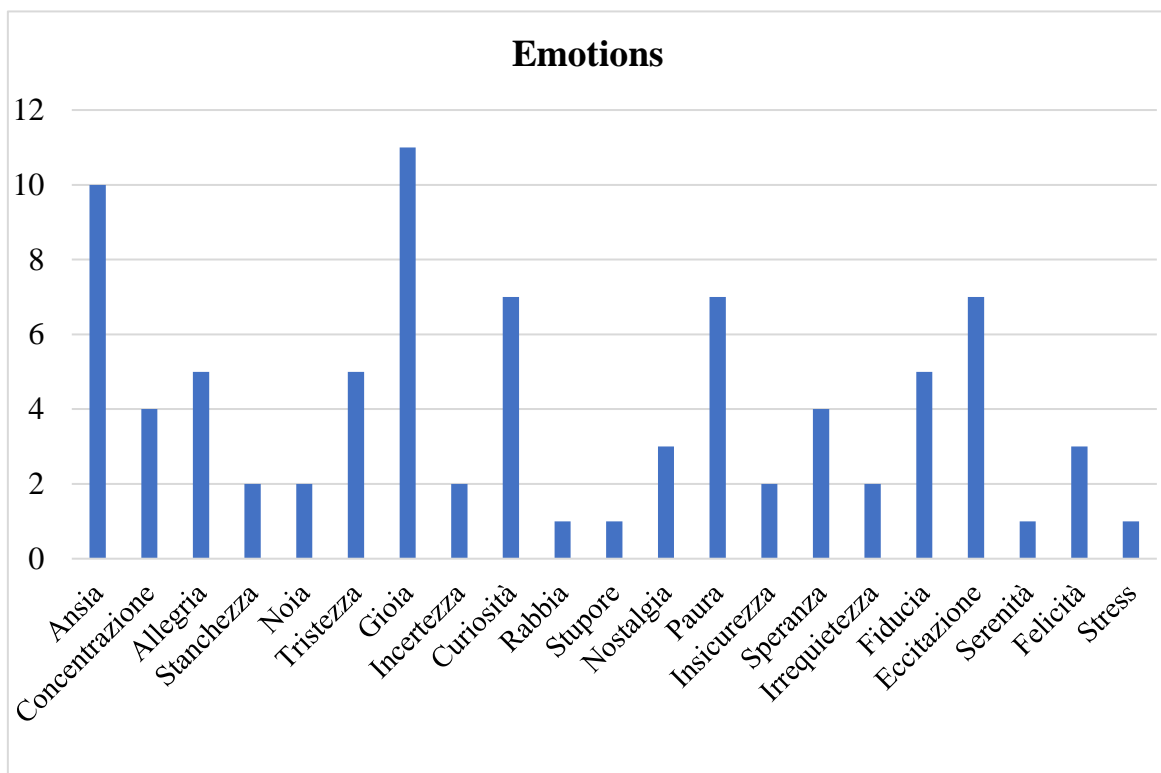


Figure 13. Emotions future teacher feel

To know the personal vision of the future teachers that participated at this study the guided imagery exercise adapted from Hammerness (see 1.2) was used.

Following the guided imagery exercise, participants were asked to imagine that they were taking the interviewer on a tour of their ideal classroom. The interviewer tried to put the participants in the position of teaching the language he/she wanted to teach to the grade or age group he/she had chosen. The guiding questions were suggested after giving them some time to picture the situation in their minds.

Question 8. Cosa vede mentre cammina nella sua classe ideale?

Three themes emerged from the analysis of the data:

- a. Respect and collaboration.
- b. A personalized classroom.
- c. Happy faces of the students.

- a. Respect and collaboration

Some pre-service teachers, especially 2 out of 17, said they clearly saw respect and cooperation among their students. A 29-year-old participant, who wanted to teach English and Spanish in Scuola Secondaria di Secondo Grado, shared her personal vision:

“Vedo studenti che collaborano, che si aiutano, che danno una mano a chi è in difficoltà, che si scambiano delle parole di conforto. Non vedo assolutamente degli episodi di bullismo, ma vedo ragazzi disciplinati che sono motivati e si impegnano per poter seguire la lezione”

- b. A personalized classroom

The majority of the students, 9 out of 17, focused their attention on the physical environment and explained how important and strategic they were in the process of language acquisition.<sup>9</sup> As declared by a 31-years-old future teacher who wished to teach Italian for foreigners or Spanish at the Scuola Secondaria di Primo Grado:

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<sup>9</sup>As Maueri (2015) writes, the learning space can facilitate learning. The development of language skills does not take place in a vacuum, but in a physical and social space where there are people with emotions and attitudes. In addition, the body is also an active participant in the learning experience. Therefore, material aspects should also be taken into consideration in

“Vedo un’aula non troppo grande perché la mia classe ideale è composta da pochi studenti, quindi non si tratta di una classe pollaio, una classe di massimo 15 studenti. Li vedo seduti nei banchi a cerchio così loro vedono me, io vedo tutti loro, ma allo stesso tempo anche tutti loro si vedono perché secondo me gli studenti sono tutti uguali, non vedo qualcuno davanti o qualcuno dietro, non vedo queste gerarchie. Attaccati alla parete vedo dei disegni o dei lavori fatti da loro. Vedo anche una biblioteca di classe dove ci sono dei libri in lingua che loro possono usare per esercitarsi o per leggere. Vedo anche un angolo con i tappeti per fare mindfulness”

A future teacher of English and German at Scuola Secondaria di Secondo agreed:

“Vedo dei lavori dei ragazzi appesi alla parete che potrebbero essere il risultato dei lavori di gruppo fatti in classe, che personalizzano la classe. Vedo una disposizione dei banchi dinamica, che si spostano sulla base delle attività che si deve fare, ma mai singoli. Tendenzialmente vedo banchi da tre in modo che possano lavorare insieme o semplicemente con un compagno di classe pronto a rassicurare l’altro in caso di necessità. Forse li vedo a ferro di cavallo o a cerchio. Non esiste una conformazione uniforme, dipenderà dall’attività sicuramente”

c. Happy faces of the students

On the contrary, 4 students out of 17, did not focus their vision on the surroundings environment, but on their students, claiming to see happy and enthusiastic students faces in front of them. A 25 years-old future teacher of Spanish or Italian for foreigner stated:

“Vedo il sorriso di alcuni ragazzi appena entrati a scuola, appena entrati nella mia classe. Li vedo lì che entrano e sono pronti ad imparare, ma soprattutto a raccontarmi prima la loro giornata e poi felici di imparare, di conoscere cose nuove, desiderosi di sapere che cosa ho preparato per loro”

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classrooms, as they are elements that influence students' motivation and implement cognitive actions in the course of learning activities. For instance, the arrangement of desks can have certain benefits, such as intensifying information and exchange between students.

For more see: Maugeri, G., 2015, “Gli ambienti di apprendimento nell’insegnamento delle lingue straniere”, in *Edizione Ca’ Foscari*.

Question 9. Cosa sente mentre cammina nella sua classe ideale?

Dall'analisi delle risposte a questa domanda emergono due temi:

- a. Positive talk.
- b. Silence and concentration.

a. Positive talk

The majority of the participants, 15 out of 17, heard chatter in their classroom. Moreover, they agreed that it was a positive chatter aimed at helping them learn and testing their knowledge. A 26-years-old future teacher of Italian for foreigners or English declared:

“Sento silenzio per i primi cinque minuti forse, ma neanche. Poi sento loro che provano con gli elementi che hanno imparato a fare domande, a parlare sia con me sia con loro. Sono chiacchiere positive, anche se non sono strettamente inerenti alla didattica, usano la lingua che stanno apprendendo con autonomia per poter semplicemente comunicare, che è poi la realtà quotidiana che si troveranno se andranno all'Estero magari”

Concorde was a future teacher of German or English at Scuola Secondaria di Secondo Grado:

“Sento gli stessi studenti divisi in gruppo partecipare alla lezione, comunicare in lingua straniera. Sento risate per il divertimento alterne a momenti di silenzio perché magari non sanno come formulare le frasi e quindi ci stanno pensando”

Relevant was the personal vision of a future teacher of Italian for foreigners or English to adults:

“Sento rumori positive, rumori di teste pensanti che parlano in maniera libera, propositiva e costruttiva, studenti che hanno libertà di essere sé stessi, senza paura di essere giudicati”



b. Silence and concentration

Only 2 out of 17, who both wished to teach at the Scuola Secondaria di Secondo Grado, said that in their classroom there would be silence as a result of pupils' concentration on their work. A 25 years-old pre-service teacher of Spanish or Italian for foreigners narrated:

“Sento silenzio, silenzio di concentrazione, studenti intenti magari a scrivere o a creare qualcosa che ho richiesto loro. Forse, il silenzio può fare paura, ma in realtà lo sento dettato dal fatto che è un silenzio costruttivo”

Question 10. Cosa percepisce mentre cammina nella sua classe ideale?

An analysis of these responses showed that there were a wide variety of emotions that future teachers felt when they imagine themselves in their ideal classroom.

According to 6 out of 17 future teachers, the emotion they felt most when imagining themselves in their classroom was *soddisfazione*. *Soddisfazione* was most often associated with having arrived at that place, having achieved the goal they had set themselves, whereas others state that they felt satisfied because they saw their students working and learning the foreign language in a happy, proactive, respectful and collaborative way. As explained by one of the future teachers of English or German in the Scuola Secondaria di Secondo Grado:

“Provo soddisfazione, mi scoppia il cuore, vedo di avercela fatta, di essere riuscita a raggiungere quell'obiettivo che mi ero prefissata, vedo che anche se nel mio percorso ho avuto momenti di sconforto o ostacoli, sento di avercela fatta”

Followed later by the *coinvolgimento* declared by 4 out of 17 participants, saying they feel so because they saw their students involved as well. As told by a future teacher of German or English in the Scuola Secondaria di Secondo Grado:

“Mi sento coinvolta se così si può dire, percepisco che i miei studenti stanno apprendendo inconsciamente divertendosi, comunicando fra loro, facendo gruppo, e mi sento al contempo coinvolta anche io, mi sento di dimenticarmi di star lavorando”

On a par with 2 out of 17 future teachers, *felicità*, *tranquillità* and *curiosità* were declared. As with *soddisfazione* declared by other participants, *felicità* is dictated by being in the classroom teaching. A 26 years-old pre-service teacher of Italian for foreigners or English stated:

“Mentre cammino nella mia classe ideale provo felicità, come se camminassi 10 metri sopra terra, sono felice di dove sono, mi sento gli occhi puntati addosso, ma non in modo negativo, ma in modo molto positivo. È come se volessero chiedermi tante cose, ma alle volte non hanno ancora le capacità per farlo, io mi sento felice perché riesco a captare quali sono le loro difficoltà e trasformarle in opportunità per tutti. Magari alle volte non li capisco del tutto, però mi sento felice per essere in grado di dare il meglio di me”

*Curiosità*, on the other hand, was expressed by the two participants attracted by the sense of novelty. In other words, according to them, teaching was not always the same, every day was different, and this was stimulating. A pre-service teacher of Spanish or Italian for foreigners in the Scuola Secondaria di Secondo Grado affirmed:

“Percepisco curiosità sotto diversi aspetti, da un lato per i ragazzi li percepisco curiosi nel sapere che cosa sta per accadere, quali saranno le esperienze che porterò loro fare, se saranno di loro gradimento o cosa impareranno di nuovo. Anche io però mi sento curiosa, ogni giorno lo sento diverso, una nuova scoperta”

Only 1 participant, a 32 years-old future teacher of English or German in the Scuola Secondaria di Primo Grado, said that she perceives *affetto*, linked to the relationship that she has with her students.

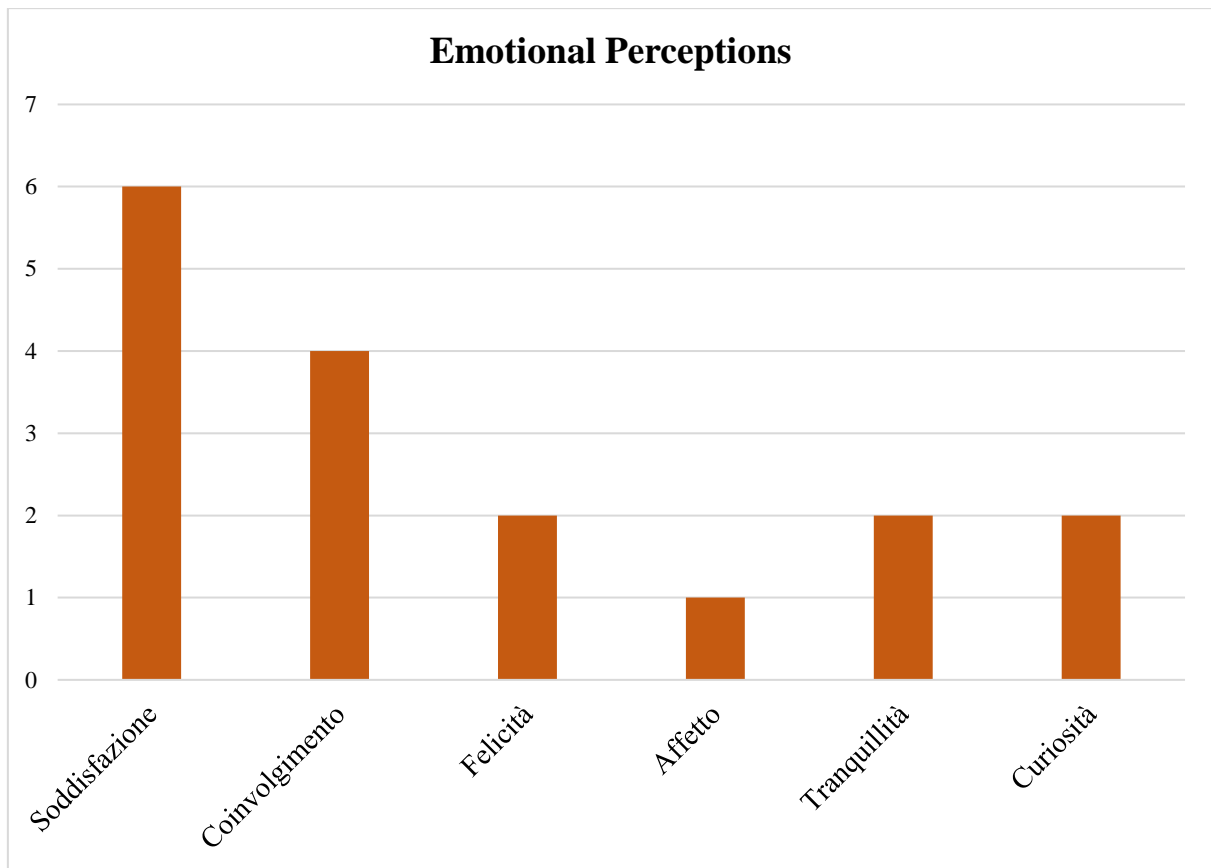


Figure 14. Emotional Perceptions

Question 11. Cosa sta facendo nella sua classe ideale? Qual è il suo ruolo? E perché?

Analyzing these data five main role emerged:

- a. Guide.
- b. Instructor.
- c. Dynamic role.
- d. Facilitator.
- e. Adviser.

- a. Guide

Most of the participants, 7 out 17, stated that their role in the ideal class is that of a guide, in the foreign language learning process of the students. In fact, a 31-years-old pre-service teacher of Italian for foreigners or English in the Scuola Secondaria di Primo Grado declared:

“Il mio ruolo è quello di insegnante-guida, sicuramente non sono io il centro dell’attenzione, il perno nella lezione, non mi vedo seduta in cattedra con gli occhi puntati verso di me che sto parlando o spiegando argomenti di grammatica. Mi vedo più come una guida che li indirizza nel loro processo di apprendimento della lingua straniera, che li guida verso il metodo di studio più adatto a loro o che li indirizza verso un altro percorso nel caso quello imboccato non sia corretto. Perciò non mi vedo seduta in cattedra, mi vedo passare tra i banchi posizionati a gruppi, una sorta di comunità, perché credo sia più funzionale anche in base agli studi che ho effettuato sull’apprendimento”

Even the person who would like to teach adults agreed:

“Mi ritengo solo un veicolo che possa guidarli, dandogli quell’input in più per farli parlare, conversare far tirare il più possibile fuori le conoscenze che hanno e stimolarli ad apprenderne di nuove. Data anche l’età sicuramente li vedo venire a un corso da me tenuto a scuola per necessità, per imparare una lingua perché gli serve nel pratico, quindi non avrebbe senso che io mi mettessi in cattedra e iniziassi a spiegare a macchinetta”

#### b. Instructor

The role of guide was followed by the role of instructor, which was mentioned by 4 out of 17 students. For the majority teachers who had the desire to teach in the Scuola Secondaria di Secondo Grado and this mainly referred to the first approach to the classroom and the first lessons.:

“Il mio ruolo è quello di istruttore, spiego in che modo vorrei che avvenissero le lezioni, come vorrei che studiassero, che vorrei rispetto, collaborazione e aiuto reciproco. Mi sento come un dirigente delle attività, certo il focus è il loro apprendimento, ma penso che essendo alla scuola media abbiano bisogno di qualcuno che li indirizzi”

#### c. Dynamic role

Subsequently, 3 out of 17 student teachers stated that they felt that their role in the classroom was dynamic and therefore tended to vary, for example, according to the activities they proposed.

d. Facilitator

On the other hand, 2 pre-service teachers said that their role was that of a facilitator of their students' learning.

e. Adviser

Only 1 out of 17 who wished to teach German or English at secondary level believed:

“Mi sento una consigliatrice, una che dispensa consigli perché loro sono attivi parlando e conversando in lingua straniera tra di loro e io ogni tanto intervengo per consigliare loro dove migliorare, cosa avrebbero potuto dire in maniera diversa, cosa invece ho apprezzato molto”

Question 12. Cosa stanno facendo i suoi studenti nella sua classe ideale? Qual è il loro ruolo? E perché?

Two roles were highlighted:

a. Collaborators.

b. Observers.

a. Collaborators

Most of the future teachers idealise their students through a personal vision, imagining them as collaborators to the learning of the foreign language by taking a proactive approach to the didactic proposals. In particular, most saw their students as active components, that learn the language concretely in order to be able to use it and not for the purpose of completing simply exercises. As what is said by a future teacher declared to be a sort of teacher-guide of Spanish or Italian for foreigners in the Scuola Secondaria di Secondo Grado:

“Vedo i miei studenti svolgere un'attività che ho dato loro sulla cultura spagnola tramite il computer e divisi in piccoli gruppi. Ho precedentemente dato loro una scaletta di domande da seguire per scoprire in autonomia qualcosa legato alla cultura spagnola, magari sulle tradizioni. Poi chiederò loro di mettere insieme le informazioni con il resto della classe in modo da poter avere il quadro chiaro sulle tradizioni tipiche spagnole. Li vedo quindi collaborare tra di loro, senza escludere nessuno”

Also, a student-teachers of Italian for foreigners or English in the Scuola Secondaria di Primo Grado has the same vision:

“Gli studenti sono attenti alle mie indicazioni, non sono distratti perché sono interessati alla lezione che sto proponendo e stanno ascoltando ciò che sto spiegando loro. Ho proposto loro un lavoro di gruppo che li vede collaborare, scambiarsi idee in lingua straniera, ma non in modo finto, li vedo entusiasti perché si stanno divertendo. Non avrebbe senso per quanto ritengo io lo studio fare altrimenti. È anche più funzionale per loro collaborare tra pari piuttosto che ascoltare me”

b. Observers

In contrast, 2 out of 17 participants indicated that they saw their students as observers who were intent on listening to the lesson without distraction; these were the participants who had previously indicated that they had a sense of silence and concentration in their classroom:

“Il ruolo dei miei studenti ideali è quello di osservatori e scrutatori, guardano tutto quello che accade in classe, sono attenti ad ascoltare magari chi sta parlando con i turni di parola che sia io o che sia un compagno di classe”

Question 13. Che relazione esiste tra cosa accade nella sua classe ideale e il tipo di società che vorrebbe vedere?

In response to this question, respondents tended to emphasize that the classroom can be seen as a small part of future society. For this reason, they concentrated on what they would like to see in future society:

- a. Cooperation.
- b. Communication.
- c. Integration.
- d. Respect.
- e. Attention.

a. Cooperation

The majority of future teachers, 7 out of 17, indicated that they would like to perceive more collaboration between their ideal class and the kind of society they would like to see. A future-teacher in the Scuola Secondaria di Secondo Grado said:

“Ciò che accade nella mia classe ideale vorrei potesse accadere nella società che immagino: divertimento, curiosità, empatia, collaborazione, unione e altruismo a prescindere dalla persona che hanno davanti. Una società incentrata su queste caratteristiche, priva di qualsiasi tipo di barriera pronti a offrire una spalla quando altri sono in difficoltà”

b. Communication

Only 2 pre-service teachers out of 17 said that they would like society to be more attentive to the needs of the students who are the future generation.

c. Integration

Some future teachers, 4 out of 17, however, expressed a desire for a society that is ready to promote *inclusione* and eliminated all forms of discrimination against diversity. As a pre-service teacher of Scuola Secondaria di Primo Grado stated:

“Una classe è una società in piccolo, quindi vedendo nella mia classe inclusione, nessuno escluso per genere, sesso, religione, data l’eterogeneità delle classi attuali anche per quanto concerne la disabilità, vorrei vedere anche una società più inclusiva che apre le porte a tutti non mettendo nessuno in secondo piano, non vedo alcuna differenza, tutti le stesse opportunità”

d. Respect

A further 3 future teachers out of 17 spoke about respect and agreed with the rest of the participants that a class was a little part of society. In other words, they wanted to teach respect in order to have more free and socially mature people in society.

A future-teacher in the Scuola Secondaria di Primo Grado affirmed:

“E’ il motivo per cui mi piacerebbe insegnare, la mia classe ideale è una porzione della società futura che mi piacerebbe formare secondo certi valori, principi, la lingua permette di mettere a contatto con qualcosa di diverso, potrebbe essere un

canale per educare alla diversità, alla curiosità, a qualcosa di nuovo, una sorta di buttarsi. L'importanza del non giudizio, di non dover sempre giudicare, la libertà di commettere errori, se non fai errori secondo me non stai facendo niente, solo facendo gli errori si possono sistemare le cose, riformulare le frasi non è un reato. Vorrei vedere questo nella società anche, una società che rispetta tempi, spazi e anche errori altrui senza puntare il dito”

It's interesting the vision of the participant who declared to have to teach to adults:

“Quello che vorrei è convivialità, rispetto dell'altro, non giudicare senza conoscere o solo per sentito dire, cercare di apprezzare le persone che si hanno davanti, conoscendole a fondo, avendo rispetto per le loro storie, origini. Essendo che mi piacerebbe insegnare italiano a stranieri o inglese agli adulti immagino una classe mista con diverse età, genere sessuale, origini e provenienze. Spesso nella società odierna le persone vengono giudicate per il colore della pelle o vengono guardate male solo perché provengono da un determinato paese. Vorrei vedere una società che non si ferma a queste cose basandosi su meri pregiudizi”

e. Attention

One out of 17 students who would like to teach in a Scuola Secondaria di Secondo Grado, on the other hand, included all the ideas analysed above and stated that she would like to see more attention in general. She had the desire to see students who were concentrated not only to getting a good grade at school or making their parents happy, but who were concentrate to laying the foundations for their future. At the same time, she had the desire like to see a society that is committed to promoting the right to study for all, that is going to be respectful and stops competing with each other:

“Mi è subito venuto in mente dello studente che si è suicidato perché non aveva detto che aveva difficoltà con gli esami all'università e tutti, genitori, parenti e amici, erano in realtà pronti a festeggiare la sua laurea. Questo è uno dei casi che si stanno sentendo molto negli ultimi periodi. E non per finire nel polemico, ma di chi è la colpa? Di una società che ci pone l'uno contro l'altro, che ci chiede di correre in continuazione, non lasciandoci spazio per svagare, per accettare che un esame non è andato come vogliamo perché sono tutti pronti a puntarci il dito contro. Mi chiedo se usciti dall'università a 25 o 26 anni una società ci possa



offrire un posto di lavoro a pochi soldi al mese o addirittura ci metta nella situazione di sentirci sbagliati se non ci laureiamo nei tempi previsti. Vorrei insegnare per far capire ai miei studenti che non ci corre dietro nessuno, che ognuno di noi ha i propri tempi e non per forza se uno fa più veloce di noi ci dobbiamo sentire inferiori, ma di studiare e impegnarsi per loro stessi. La classe è una parte di società, è una relazione talmente stretta”

## 4. Discussion

The final chapter summarises and comments upon the main results of our research, with the aim of providing the fullest possible picture of future teachers, the focus of our research.

The chapter is structured as follows: first, the four research questions are discussed in the light of the results obtained from data analysis (4.1, 4.2, 4.3, 4.4). This has made it possible to become aware of the limitations of the present study and, consequently, to formulate possible developments for future research, which could resolve the critical points identified here and use our results as a starting point for further investigations (4.5).

### 4.1 Research question 1

With the first research question – which are the motivation factors that influence students of foreign languages to choose teaching as a career? - our aim was to investigate the reasons why a sample of students enrolled in the Master's in *Scienze del Linguaggio* at the Ca' Foscari University of Venice want to become teachers. To do this, they were first asked to finish a simple sentence "Vorrei insegnare perché ...". Then they were requested to remember when they have understood that they wanted to become teachers, and finally to say why they wished to teach a particular language in a precise context.

Returning to the tripartition of motivation into intrinsic, extrinsic and altruistic, on which several scholars agree, 11 out of 17 declared that they were driven by what is called intrinsic motivation, so these reasons were inherent with the job activities itself. In other words, teaching was seen as a vocation, a kind of call to teach, with a strong love for the language they declared to had the desire to teach. In fact, participants stated that they saw teaching as a vocation and/or a dream in a drawer (8) while others believed it as an enriching profession (3). Some of them reported that they have always known that they wanted to become a teacher, from a very early age (2), and therefore did not have a specific moment that led them to make this decision. Others, on the other hand, regretted that they had not immediately realized that this is their dream or that they have taken other paths, such as other university courses, in order to open up more opportunities for themselves in the future. But after realizing that the university course did not satisfy them or the job, they decided to change and follow their dream in the drawer (5). Others came

to this realization when they felt that helping others in need, perhaps a fellow student, gave them a sense of satisfaction (10).

On the other hand, 6 out of 17 said that they are motivated by altruistic motives, so saw teaching as a socially worthwhile job, such as a desire to help children, a way of contributing to the society because students according to them were the future of the generation and could make the difference. In fact, some of them, in the immediately following question, which aimed to understand when they realised that they wanted to join teaching career, added that they discovered that they enjoyed helping others. Additionally, they felt empathetic and able to put themselves in other people's shoes, elements that they were considered to be necessary for a teacher (10).

Therefore, no respondent indicated that they wanted to become a teacher because of extrinsic motivation: these reasons that are not specifically connected with the job itself, such as salary, job security, long holidays, working hours. This could also depend on the socio-cultural context and economic factors in Italy, as intrinsic and altruistic motivation are more common in developed countries than in developing ones (Watt et al. 2012, as cited in Wang and Houston, 2021, p. 2). In fact, similar results to our research can be found in some studies located in developing countries (see 1.3) (Moss, 2020; Mihelič et al, 2022).

These results are reassuring, since, as Wang and Fwu (2001, cited in Low et al., 2011, p. 196) claim people who are motivated by intrinsic and altruistic factors stay longer than those who are motivated by extrinsic factors. This is relevant in our context because, as has been shown previously (Dörnyei, 2015, see 1.3), language teaching cannot be equated with teaching any other school subject, as it is not just a matter of teaching grammatical rules and vocabulary. But teacher should also pay attention to the social and cultural dimensions which form an integral part of learning the foreign language. In this light, motivation becomes one of the most influential factors in foreign language teaching.

Reasons for wanting to teach a foreign language rather than another were related both to past experience and to competence. In the first case, eight respondents stated that they chose certain languages as their specialization because that were the most enriching for them as students and therefore, in their opinion, could be equally so for the younger generation as well. Their motivation is thus dictated by what Richardson and Watt in the FIT-Choice program of research (2001) classifies as socialization influences. So that ones that refers to people's own prior experience as learner. In the second case, on the other hand, eight participants declared<sup>3</sup> that they wanted to teach certain languages because

that were the ones they have studied at school and therefore they felt most familiar with. Their motivation is thus dictated by what Richardson and Watt in FIT-Choice program of research (2001) calls self-perception: that one that refers to subject's perceptions of his/her own abilities.

Similarly, 8 future teachers claimed that they wanted to teach a certain age group rather than another, due to their self-perception. In other words, some of them felt that they were able to relate to younger students, others to older ones, also thanks to some previous experiences such as school camps, animation etc. Same results to ours are found in the study carried out by Wang and Houston (2021); the fact of having had some informal teaching experiences, has make participants aware of their capabilities, which led them to make certain choices. To the same question, 6 participants replied that they were dictated by those defined as altruistic motivation or, to use Richardson and Watt's (2001) classification, social utility value which refers elements such as shape future of children, and adolescents, enhance social equity, make social contribution, work with students, motivations also mentioned by our 6 respondents. On the other side, a small part (3) stated that they wanted to teach in a specific age group, in this case Scuola Secondaria di Secondo Grado, because they had the desire to teach foreign culture. Similar results are found in the research conducted by Kyriacou and Kobori in Slovenia (2006), where a great percentage has mentioned culture, by saying that one of the main reasons that bring them to decide to join teaching career it the possibility to help students to become more international and make them become familiar with the culture of that place.

In conclusion, the analysis reflects that the importance of motivation from an educational perspective is recognised by a good percentage of the sample, which is driven by intrinsic and altruistic motivations. This can be seen as reassuring, research in the motivational 'area is in our opinion important because as told by Koran (2015, cited in Pezzot, 2018, p. 291) «the reasons for taking up this career have significant impact on teacher's commitment for the job».

## **4.2 Research question 2**

With the second research question - do past experiences affect future foreign languages teachers? - we wanted to investigate whether participants recognised the influence of past experiences as students on their future as teachers.

To do this, we first asked them to recall a teacher who did not inspire them positively and then a teacher who seemed to them to be an example to follow because, as the literature suggests, future teachers need to 'see' their past experiences as students in order to review and examine teachers they encounter during their experience as learners.

Regarding teachers who did not inspire them positively, an analysis of the data showed that the majority of research participants stated that they considered certain teacher behaviors as examples not to be followed. For instance, some of them talked about teachers who undermined their self-esteem by making unconstructive comments. Others narrated about teachers who did not take into account the heterogeneity of the class, preferring a teaching style aimed at raising the level of those who were already at a high level, without considering students in difficulties. On the other hand, some other future teachers stated that they were negatively inspired by those teachers who, in their opinion, chose teaching as a fallback career. This element is taken into account in Richardson and Watt's Factor Influencing Teaching Choice, better known as the FIT-Choice research program (2001), which criticise the tripartite division that most scholars of motivation have adopted into intrinsic, altruistic and extrinsic motivation, because according to them some elements are not considered, such as teaching as fallback career. Numerous studies have shown how encountering a motivated teacher helps students' motivation to grow. According to scholars, it's intrinsic motivation that has the greatest impact on motivating students, as a study by Bakker (2005, cited in Becker *et al.* 2014, 6) shows a motivated teacher generally brings more enthusiasm and energy to his or her lessons. This has the effect, firstly, on the students' recognition of the teacher's commitment and then, indirectly, on the motivation of the students themselves. Going back to the future teachers, the object of interest of our research, recalling the experiences that did not leave a good impression on the students themselves could be helpful to remind them of how they would like to be as a teacher, considering also their personal vision, since knowing one's own motivations and supporting them is fundamental to improving effectiveness. To be aware of one's role means to use this knowledge to intervene in order to modify elements aim at motivating even the least intrinsically motivated students, because of the main missions of the teacher might be to transmit passion and enthusiasm. The additional element considered by a small proportion of participants was the lack of cooperation not only with students but also with other teachers. As Hammerness (2003) points out, the external context also needs to be included and cannot be considered as an intrinsic dimension of the vision. In other words, it is important to have a positive and favorable context, in

which there is cooperation between teachers-teachers/teacher-students, in which there are classroom resources, but also, more generally, collaboration with society.

Regarding the other part of the question aimed mentioning a positively inspiring teacher in their life, most of them reported experiences about teachers who recognised the classroom as a heterogeneous system in which different, unique and unrepeatable human beings interact with each other. These teachers did not prefer some activities and exclude others, but modified the learning environment according to the learners' stylistic characteristics, structuring appropriate activities that bring success to all learners. As one student who had the desire to teach English or German at Scuola Secondaria di Secondo Grado recalls:

“(...) ho apprezzato molto anche le proposte didattiche innovative, ci aveva chiesto cosa ci avrebbe fatto piacere studiare e conoscere in lingua tedesca (...)”

Others said they appreciated teachers who showed mutual respect, who recognised them as learners who could make mistakes without feeling judged, and others talked about teachers who taught not only their discipline but also life-long lessons.

Having reflected on their experiences, most of the participants, in particular 16 out of 17, showed a good awareness of how these would influence their future teaching. Only one participant, who said she wanted to teach English and German at Scuola Secondaria di Secondo Grado, stated instead that she believed that her experiences as a student would not have as much influence on her future as a teacher. Borg's concept of teacher cognition (2013, cited in Bier, 2014, p. 510) is composed of two dimensions: the explicit knowledge and the implicit knowledge. It is precisely the latter, consisting of «theories *for* practice», refers on the cognitive structure that the subject adopts for behaving in class, for decision making etc. which are influence by previous experiences as learners.

The reason why, they were asked to recall both positive and negative experiences is that, contrary to what is commonly believed, both positive and negative learning experiences can have an impact on the student teacher's vision. Firstly, because of their strong emotional charge. Secondly, as also recognized by the 16 research participants, this can be by comparison, because the subject tends to think critically about his or her past experiences as a student, so that he or she can grasp the "I really want to be like..." and at the same time the "I really do not want to be like...".

To summarize, the teacher is implicitly influenced by his past experiences as a student, having internalized the elements, both positive and negative, of his own teachers. Teachers therefore tend to teach as they were taught.

### 4.3 Research question 3

With the third research question - what emotions do future foreign languages teachers feel while looking at an image of a classroom? – we aimed at discovering what are the emotions future teachers felt when looking at a picture of an empty classroom.

The interest in exploring emotions as well was dictated by the importance of emotions in the school environment. Regarding to this, Denzil points out (1984 cited in Dilek, Balçıkanlı, 2022, 1) that teaching is not only a cognitive or social process, but above all it is an «emotional practice».

As suggested by the literature, the most widely accepted classification between emotions is positive-negative; this was therefore applied in the analysis of these data.

Since each future student was given the opportunity to indicate 5 emotions, and since the number of respondents was 17, the total number of emotions was 85.

With this premise, it can be seen that there is no one emotion that dominates over the others, but there are different emotions that the respondents said they felt when looking at the picture of the class. In other words, the analysis of the data showed the significant presence of emotions, as the respondents indicated that they felt 21 different emotions.

Taking into account the literature, which classifies positive emotions as those that occur when a certain goal or expectation is fulfilled or realized, that is, when the experience is congruent with the subject's goals (Chen et al., 2022), here are reported by the research participants 48 times out of 85. Of these, *gioia* was the one that was quoted most with 11 preferences, followed by *curiosità* (7), *eccitazione* (7), *fiducia* (5), *allegria* (5), *speranza* (4), *concentrazione* (4), *felicità* (3), *stupore* (1), *serenità* (1).

Negative emotions, on the other hand, defined as those that occur when a particular goal or expectation is not met or realized, that is, when the experience is not congruent with the subject's goals (Chen et al., 2022), are selected 37 times out of 85. Of these, the one that was most indicated is *l'ansia* (10), then *paura* (7), *tristezza* (5), *nostalgia* (3), *stanchezza* (2), *noia* (2), *incertezza* (2), *insicurezza* (2), *irrequietezza* (2), *rabbia* (1), *stress* (1).

The analysis of the data show, first of all, that the number of positive emotions is greater than the number of emotions indicated as negative. This is something agreed in literature, including the one presented earlier by Antilla et al. (2019) in Finland (see 2.4). This might be dictated by the fact; nobody declares to choose teaching profession only because they have no other choices or nothing better to do.

Secondly, it is noticeable that the same situation is experienced by future teachers in different and also sometimes contradictory ways. For instance, some students indicated that some of the emotions they reported were related to the aspect of novelty: perceiving teaching as something not static, but in constant change, because each day was different, and each student too. In this regard, some respondents said that this situation made them feel *curiosi* or *eccitati*, while others declared that they feel *ansiosi*. So, we are faced with a range of mixed emotions, some positive and some negative. This may seem strange, but when the cognitive theory of emotions is applied to the figure of the teacher, Balboni (2013) finds that this is not so. In particular, the scholar points out that the aspect of novelty can produce a binary result. On the one hand, the aspect of novelty can be positive, as it permits to plan new projects, take on new challenges, undertake a new school cycle, adopt new manuals or technological devices, etc. On the other hand, it can be negative and disorienting, mainly due to organizational changes that require teachers to revise the teaching process and prospective teachers to revise the requirements for entering the teaching profession.

The last element, that of the requirements for entering the teaching profession, was indeed mentioned by some students, who claimed that they experience negative emotions such as *ansia*, *stanchezza*, *noia*, *irrequietezza*, *incertezza*, *insicurezza* as *rabbia*. According to a 29-year-old student in her second year, who declared to had the desire to teach English or Spanish at the Scuola Secondaria di Secondo Grado, the constant changes at institutional level in Italy made future teachers lose their certainties. As she explained:

“da un lato non vedo l’ora, dall’altro sono molto stanca. Ogni giorno avvengono dei cambiamenti sul reclutamento per diventare insegnanti, bisogna sempre stare attenti, perché aggiungono esami, crediti e non sono neanche chiari su cosa va fatto. Questo è molto stancante e fa arrivare alla mia età senza neanche un giorno in cattedra”



This is also supported by the study carried out by Darby's (2008, cited in Dilek, Balçıkanlı, 2022) which shows that some trainee teachers report feeling negative emotions such as anxiety or intimidation when reform education start.

In relation to the school system, was perceived as cause of experiencing negative emotions, mainly *ansia*. In particular, when they saw the image of the empty classroom, they admitted that they did not feel completely able to know what to do. Therefore, they criticised in a way the institutional system, which according to them should pay more attention to helping people understand how to behave in the classroom, and not just focus on teaching subject discipline. As stated by a 23-year-old who wanted to teach Italian to foreigners or English at a Scuola Secondaria di Primo Grado and is in her second year:

“(...) le istituzioni, quali la scuola, ma soprattutto l’università dovrebbero prepararci in maniera più pratica sul da farsi in classe, perché leggere sui libri e studiare sui libri è tutt’altra cosa rispetto alla realtà scolastica”

Similar results to this research are shown by the study carried out by Kaçaniku et al. (2022), which add important evidence to the fears of our future teachers: the results from both Austria and Kosovo have highlighted the decline in the motivation of students and teachers during the course of their school practice, the cause of this can be the academic programmers, accused of being too much theory and too little practice. For this reason, they feel disorientated and this consequently led to loss of motivation. This is also taken into consideration by Dörney and Ushioda (2015) that had doubt about the training of teachers. In particular, when they asked whether teachers have enough skills to be able to do their job with confidence, the answer was in the negative. According to them, teacher training tends to focus on the study of the subject to be taught, and on the contrary, skills related to managing a group or how to behave in the classroom are rarely addressed. Likewise, Prosen *et al.* (2011, 142) claim that «for teachers, it is not enough to have only academic knowledge and good teaching skills, it is also important to have emotional knowledge and skills for effective work with student».

This criticism suggests that most of the participants are aware of the importance of their role in the classroom, since from the moment they asked themselves whether they had the appropriate competences to teach and recognised the synchronicity that existed between information and emotions, in this case. In other words, they seem conscious that their role is not only to transmit ideas and concepts, considering the student as a container to be

filled, but on the contrary, they are aware that their role is to form human beings, putting their well-being first (Nardelli, 2020).

Given that, we know that both positive and negative emotions deserve attention because, as Lazarus suggests (1991, cited in Prosen et al., 2011) valence should not be confused with usefulness, because «they enhance the individual's response to an important situation». But it might also be taken into account that, according to Balboni, emotions, although important, must not be associated with *Pathos*, i.e., negative emotions, because they could activate the stress hormone. With reference to neuroscientific evidence (see 2.1), prolonged stress situations, due to a battle between the amygdala and the hippocampus and the consequent production of stress hormones, affect the subject and inhibit the success of even simple tasks.

#### **4.4 Research question 4**

With the fourth research question - what is the personal vision of future language teachers? - we aimed to explore the personal vision of the research participants. In particular, after an initial analysis of the literature and being attracted by the personal vision and its importance, it was decided to use Hammerness's (2006) guidery imagery to give the students participant in the research a kind of experience that would catapult them into their future vision. In a certain sense, we hope to have succeeded, in a small way, in making the interviewees reflect, to a better understanding of the their past, their present and hopefully the future. Also. because as told by Hammerness (2001, p.2) «one of the most powerful foundations for educational reform is having a personal vision».

This is why we are interested in vision, because it goes far beyond the abstract goal of obtaining a degree in that field, since it implies that the individual sees himself or herself actually receiving the degree certificate (Dörney and Kubanyiova, 2014).

The students were then asked to take the interviewer on a tour of their ideal classroom, using the senses of sight and hearing, due to the fact that the vision of becoming a teacher involves the sensory experience of being a teacher (Dörney and Ushioda, 2014).

Starting with the sense of sight, most of the participants (9) introduced the importance of the physical environment in learning, stating that they saw a personalized classroom based on the students' activities, needs and requirements. As Maugeri (2015) declares the development of language skills does not take place in vacuum, but in a physical and social

space, because also body is an active participant in the learning experience. For this reason, material aspects should also be taken into consideration in classrooms, as they are elements that influence students' motivation and implement cognitive actions in the course of learning activities. In response to the same question, the other pre-service teachers did not focus on the material environment, but on the rest, in fact 4 students stated that they saw happy faces in their students, while 2 students saw respect and cooperation.

In terms of the sense of hearing, the majority (15) of the research participants said that they heard positive chatter, while the remainder (2) claimed that they heard silence because students were focused on learning. This is in line with the role they have indicated for their students, in fact the 15 participants that have seen their students as active in their learning, added that they hear positive chatter, whereas the same 2 who declared that they heard silence claimed that they see their students as mere observers, focused on listening to the lesson without distraction. At the same time, the visions for their role as lecturers were different, with the majority feeling that they are guides for their students (7), followed by instructors (4), dynamic role which depends on the activities (3), facilitator (2), and adviser (1).

With regard to the emotional experiences that the future teachers said they perceived in their ideal future classroom, these were varied, but all classified as positive, so that one that occur when a particular goal or expectation is fulfilled or realized, so when the experience is congruent with subject's goals (Chen et al., 2022). These were in order of most declared *soddisfazione* (6), *coinvolgimento* (4), *felicità* (2), *tranquillità* (2), *curiosità* (2), *affetto* (1).

Finally, when research participants were asked to idealise the role between their ideal class and the society they would like to see, again several elements were mentioned: cooperation (7), integration (4), respect (3), communication (2), attention (1). So, generally speaking, we could say that those surveyed would like to see improvements on a number of fronts, but that they generally felt that the classroom is a small part of society that deserves much attention. As a future teacher hoped:

“Mi è subito venuto in mente dello studente che si è suicidato perché non aveva detto che aveva difficoltà con gli esami all'università e tutti, genitori, parenti e amici, erano in realtà pronti a festeggiare la sua laurea. Questo è uno dei casi che si stanno sentendo molto negli ultimi periodi. E non per finire nel polemico, ma

di chi è la colpa? Di una società che ci pone l'uno contro l'altro, che ci chiede di correre in continuazione, non lasciandoci spazio per svagare, per accettare che un esame non è andato come vogliamo perché sono tutti pronti a puntarci il dito contro. Mi chiedo se usciti dall'università a 25 o 26 anni una società ci possa offrire un posto di lavoro a pochi soldi al mese o addirittura ci metta nella situazione di sentirci sbagliati se non ci laureiamo nei tempi previsti. Vorrei insegnare per far capire ai miei studenti che non ci corre dietro nessuno, che ognuno di noi ha i propri tempi e non per forza se uno fa più veloce di noi ci dobbiamo sentire inferiori, ma di studiare e impegnarsi per loro stessi. La classe è una parte di società, è una relazione talmente stretta”

To conclude, future teachers have showed to have a variety of personal vision based on their own ideas and opinions. It would be interesting to see in the future whether this corresponds to classroom reality, because no matter how much benefit personal vision can bring, it can sometimes create disappointment and disillusionment, particularly when there is a gap between everyday reality and the subject's personal vision. As Hammerness (2001, p. 2) claims «vision can make some teacher's ambition soar, but it can also prompt self-doubt and despair».

## **4.5 Limitations of the study**

The analysis of the present study revealed some research limitations. Two methodological weaknesses have been identified, which mainly relate to the reference sample and to the instrument that was used.

Since the participants were selected by convenience sampling, they do not constitute a fully representative sample of the whole population of appearance. In other words, they are actually 17 students who became aware of the research and spontaneously decided to take part. As we did not have the resources to conduct a rigorous random sampling, we could not proceed in this direction. This circumstance has implications from the point of view of the generalizability of the results obtained, which is not possible in view of the nature of the sample.

In terms of the instrument used, a structured interview was preferred. Moreover, by preferring a structured interview, participants were limited, as they could not go in-depth or to reveal details.

## Conclusion

*In schools we spend a great deal of time placing oxygen masks on other people's faces while we ourselves are suffocating*

(Ronald Barth, 1990 quoted in Dörnyei and Kubanyiova, 2014, p. 123)

This quote from Ronald Barth, who compares teachers to airline passengers in an emergency, highlights the importance of reflecting on future teacher's motivation. The themes of pre-service teachers' motivation and emotions are relatively new, but we are convinced that its inclusion in the literature deserves as much attention as that of students (Balboni, 2019). Teachers have one of the most difficult tasks: to ensure the well-being of the students in order to promote a stimulating working environment, a peaceful and constructive stay at school and meaningful and lasting learning (ibid.).

In the light of this, this qualitative study set out to explore foreign language pre-service teachers' motivation enrolled in the in the Master's Degree Course in *Scienze del Linguaggio* at Ca' Foscari University of Venice through the analysis of different aspects. Several motivational models and theories presented in the literature review were considered, in order to examine the results of the structured interview.

From the answers given by 17 future teachers, the research presented here produced results that:

- a. Confirm the positive findings about the motivation of future foreign language teachers.
- b. Demonstrate a good awareness of the influence their past experiences as students have on their future as teachers.
- c. Give reassuring results about the emotions they feel when they see a classroom seen from the point of view of the teacher.
- d. Show a variety of personal vision in line with future teacher's own ideas and opinions.

Despite its exploratory nature, this study has contributed to our understanding of some of the possible reasons that may influence students to join teaching career. As told by Heinz (2015) research into student teachers' motivations for their career choices can inform

teacher recruitment, the planning of effective teacher education programs, and wider education policy. However, as pointed out on several occasions, motivation is not a stable individual characteristic, but is subject to inevitable fluctuations: it is therefore important to maintain (or increase) it over time, and not to take it for granted, and consider it unworthy of attention.

In addition, as many scholars have frequently highlighted, it is important to include different emotion-related content in teacher education programs, but especially to make students aware of the importance of being prepared to do self-reporting, such as diaries, questionnaires, action research through external observation

Aware of the fact that issues related motivation cannot easily explored in a comprehensive way, we hope that this study has brought some contribution to the reflection in the field.

# Appendix

## Intervista

### I partecipanti:

- 1) Quanti anni ha?
- 2) Indichi il suo genere: Maschile/Femminile/preferisco non dirlo
- 3) A quale anno di università è iscritto/a?
- 4) Quale lingua vorrebbe insegnare?
- 5) Dove vorrebbe insegnare?
  - In Italia
  - All'Estero
  - 5.1) Se in Italia, in che grado di scuola vorrebbe insegnare?
  - 5.2) Se all'Estero a che fascia di studenti vorrebbe insegnare?  
Bambini/Adolescenti/Adulti.

### Cosa motiva gli studenti a scegliere la strada dell'insegnamento:

- 1) Continui questa frase: Vorrei insegnare perché...
- 2) Quando ha capito che desiderava dedicarsi all'insegnamento?
- 3) Perché vorrebbe insegnare una lingua? Perché proprio quella particolare lingua?  
Perché proprio in quel contesto?

### Le esperienze passate hanno un'influenza:

- 1.1) Ripensando alla sua esperienza come studente (in qualsiasi contesto di apprendimento, quindi nella scuola dell'obbligo, ma anche l'università o dei corsi che ha seguito) ricorda un docente che non le è sembrato un esempio da seguire? Potrebbe descriverlo e raccontare perché?
- 1.2) Ripensando alla sua esperienza come studente (in qualsiasi contesto di apprendimento, quindi nella scuola dell'obbligo, ma anche l'università o dei corsi che ha seguito) ricorda invece un docente che la ha ispirata positivamente? Potrebbe descriverlo e raccontare perché?

2) In che modo queste esperienze possono avere un impatto sul tipo di insegnante che vorrebbe diventare?

### **Emozioni:**

- 1) Adesso le mostrerò un'immagine. Si prenda del tempo per elencarmi cinque emozioni che prova vedendo l'immagine.



(Immagine 1: Aula vista dalla cattedra)

- 1.1) Prenda un'emozione per volta e mi dia le motivazioni del perché tale scelta.

### **Come si vedono/idealizzano nel loro futuro da docenti:**

- 2) Si immagini di portarmi a fare un tour nella sua classe ideale. Sta quindi insegnando ... (lingua).... a..... (grado di scuola e luogo). Riesce quindi a sentire, percepire e osservare cosa accade.
  - 2.1) Cosa vede mentre cammina nella sua classe ideale?
  - 2.2) Cosa sente mentre cammina nella sua classe ideale?
  - 2.3) Cosa percepisce mentre cammina nella sua classe ideale?
  - 2.4) Cosa sta facendo nella sua classe ideale? Qual è il suo ruolo? E perché?
  - 2.5) Cosa stanno facendo i suoi studenti nella sua classe ideale? Qual è il loro ruolo? E perché?
  - 2.6) Che relazione esiste tra cosa accade nella sua classe ideale e il tipo di società che vorrebbe vedere?



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