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Exploring the Motivating and Demotivating Factors for CLIL Teachers: A Qualitative Research at Banking Academy of Vietnam

Nguyen Thi Minh Hang*

**Banking Academy of Vietnam*

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Abstract: *This study investigates the motivating and demotivating factors influencing teachers engaged in Content and Language Integrated Learning (CLIL) at the Banking Academy of Vietnam. Employing a qualitative research design, in-depth interviews were conducted with five CLIL instructors to uncover intrinsic and extrinsic motivational elements. The Self-Determination Theory (SDT) framework was applied to analyze the findings, revealing a complex interplay of autonomy, competence, and relatedness in shaping teacher motivation. The results show the necessity for institutional support and professional development opportunities to enhance CLIL implementation and teacher satisfaction.*

Keywords: *CLIL Teachers, Banking Academy of Vietnam*

Introduction

Since the term was first coined by David Marsh in 1994, Content and Language Integrated Learning (CLIL) has emerged as a teaching approach that offers numerous advantages for learners. Marsh emphasizes that CLIL not only strengthens language proficiency but also enhances learners' cognitive development and intercultural competence (Marsh & Rohiola, n.d.). However, from a teacher' perspective, teaching CLIL not only brings about oportunities but also pose a number of challenges. Understanding the motivating and demotivating elements for CLIL instructors is crucial to support them in the path of delivering this special subjects. This study is implemented at the Banking Academy of Vietnam, aiming at indentifying fostering and obstructing factors for CLIL teachers' motivation. The study utilizes the Self-Determination Theory (SDT) as a conceptual framework.

Literature Review

Motivation

Motivation is a fundamental psychological construct that drives human behavior, influencing the direction, intensity, and persistence of actions. According to Deci and Ryan, who developed the SDT, motivation is affected by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2000). Autonomy refers to the need to feel in control of one's actions, competence involves the need to feel effective in one's activities, and relatedness is the need to feel connected to others. When these needs are met, individuals are more likely to exhibit intrinsic motivation, engaging in activities for their inherent satisfaction rather than external rewards. This theory has been widely applied to various fields, including education, to understand what drives individuals to engage and excel in their professions.

Motivating Factors for Teachers

Several factors have been identified as critical in motivating teachers. Autonomy in the classroom, recognition, professional growth opportunities, and supportive leadership are key motivators. According to (Skaalvik & Skaalvik, 2011) teachers are more motivated when they feel a sense of belonging within their school community and receive recognition for their efforts. Providing opportunities for professional development is also vital, as it helps teachers feel competent and effective in their roles (Guskey, 2002) Moreover, supportive leadership that fosters open communication and provides a clear vision can significantly enhance teacher motivation (Blase & Blase, 2003).

Demotivating Factors for Teachers

Conversely, several factors can lead to teacher demotivation. Burnout and stress are significant demotivators, as highlighted by (Maslach & Leiter, 2008) Burnout, characterized by emotional exhaustion, depersonalization, and a sense of reduced personal accomplishment, often results from high workloads, lack of administrative support, and challenging student behavior. Inadequate compensation and lack of resources further contribute to teacher demotivation. Additionally, a lack of continuous professional development can lead to decreased motivation, as teachers may feel their

skills are not improving or that they are not supported in their professional growth (Guskey, 2002) Poor school leadership, characterized by a lack of support and vision, can also undermine teacher motivation, making it crucial for school leaders to be supportive, communicative, and visionary (Blase & Blase, 2003)

Content and Language Integrated Learning (CLIL) and Teacher motivation

Content and Language Integrated Learning (CLIL) offers numerous benefits for teachers, including professional development, enhanced student engagement, and collaborative opportunities. By integrating language and content instruction, teachers develop both subject matter and language teaching competencies, which fosters professional growth and job satisfaction. Besides, CLIL's dynamic classroom environment increases student motivation and participation, further enhancing teachers' motivation (Dalton-Puffer, n.d.).

However, teaching CLIL presents several challenges. High proficiency in the target language is required, which can be stressful, particularly for non-native speakers (Lasagabaster & Sierra, 2010). The increased workload from preparing dual-focused lessons can lead to burnout. Limited access to resources and training further hampers effective CLIL implementation, negatively impacting teacher motivation (Pérez Cañado, 2016). Lastly, assessing both content knowledge and language proficiency remains a significant challenge, causing frustration among teachers (Luis Banegas, 2011)

Addressing these challenges through targeted professional development and adequate support is essential for sustaining teacher motivation and the successful implementation of CLIL.

Methodology

Research Design and Participants

This study employs a qualitative research design to gain an in-depth understanding of the motivating and demotivating factors for CLIL teachers. Qualitative research is particularly well-suited for exploring complex, context-dependent phenomena and capturing the nuanced experiences of participants. In-depth, semi-structured interviews were chosen as the primary data collection method to allow for rich, detailed responses.

The participants were selected using purposive sampling to ensure a diverse representation of CLIL teachers with 2-5 years of experience teaching CLIL and 16-25 years of experience teaching General English. This selection aimed to capture insights from experienced educators who have shifted into the CLIL paradigm. Five teachers were interviewed, comprising both male and female participants to provide a balanced perspective.

Data Collection & Analysis

Data were collected through semi-structured interviews, each lasting approximately 60 minutes. The interview protocol included questions related to the teachers' motivations for engaging in CLIL, the challenges they face, and the institutional support available to them. The semi-structured format allowed for flexibility in probing deeper into specific areas based on the participants' responses.

Thematic analysis was used to analyze the interview data. The transcripts were coded inductively to identify recurring themes related to the motivating and demotivating factors. This involved an initial coding phase to generate a broad range of codes, followed by a focused coding phase to refine and consolidate these codes into key themes. These themes were then mapped onto the SDT framework to explore how the basic psychological needs of autonomy, competence, and relatedness influence CLIL teacher motivation.

Findings and Discussion

Motivating Factors

Autonomy

Many teachers expressed a sense of autonomy as a significant motivator. The freedom to design their curriculum and teaching methods was highlighted as a critical factor enhancing their job satisfaction. Teachers felt empowered when they could tailor their lessons to fit the needs of their students and integrate creative approaches to teaching content and language simultaneously. Teacher A said *" We were worried at first when participated in curriculum design for CLIL subjects as they relate not only to language but also contents. After consulting with content teachers, we finalized a balanced curriculum. The feeling of achievement at that time was so great."*

Competence

A strong sense of competence emerged as another key motivator. Teachers who felt confident in their subject matter and language proficiency reported higher levels of motivation. Professional development opportunities, such as workshops and training sessions, were cited as essential in enhancing their teaching skills and overall competence.

Self-Esteem

Firsly, the sense of success when coping with new professional challenges, such as combining content and language instruction, significantly boosted teachers' self-esteem. Successfully navigating

the complexities of CLIL provided a sense of accomplishment and professional growth, further motivating teachers.

Secondly, recognition from colleagues was a powerful motivator. Teachers felt a sense of pride and validation when acknowledged for their unique expertise in both linguistic and business or finance subjects. The recognition that "*only those with both linguistic and finance or business expertise are capable of teaching CLIL*" served as a significant motivational factor.

Learners' Interest

All respondents agree that learners show higher level of interest in CLIL subjects compared to GE subjects. The increased interest and engagement of learners surely motivated teachers. Witnessing students' enthusiasm and improved learning outcomes provided a substantial boost to teachers' motivation and job satisfaction.

Demotivating Factors

Lack of Institutional Support

One of the most prominent demotivating factors was the perceived lack of institutional support. Teachers reported insufficient resources, such as teaching materials and technological tools, which hindered their ability to deliver effective CLIL instruction. Additionally, the lack of administrative support and recognition was a significant source of frustration.

Workload and Stress

The dual responsibility of teaching content and language was reported as a significant source of stress. Teachers highlighted the extensive preparation time required for CLIL lessons, which often resulted in burnout and demotivation. The increased workload without corresponding compensation or support exacerbated these feelings.

Lack of Pedagogical Experience

The lack of pedagogical experience specifically tailored to CLIL was a significant demotivating factor. Teachers felt inadequately prepared to handle the unique demands of CLIL instruction, leading to anxiety and reduced motivation.

Pressure to Improve Expertise

Teachers reported feeling pressured to constantly improve their expertise in both the language and the specific discipline they were teaching. This ongoing pressure, coupled with the fear of providing incorrect explanations, contributed to a sense of inadequacy and demotivation. Teacher B shared that *"Sometimes my students asked questions that I felt unconfident to give immediate answer. That made me embrassed and stressed.."*

Conclusion and Recommendations

This study provides valuable insights into the motivating and demotivating factors for CLIL teachers at the Banking Academy of Vietnam. The findings underscore the importance of institutional support, professional development, and a collaborative work environment in enhancing CLIL teacher motivation. Addressing the identified demotivating factors, such as workload, language proficiency challenges, lack of pedagogical experience, and pressure to improve expertise, is essential for fostering a sustainable and effective CLIL teaching practice. The study suggests some changes to support CLIL teacher's performance and satisfaction as follows:

Institutional Support

Educational institutions should provide adequate resources and support for CLIL teachers, including teaching materials, technological tools, and administrative assistance. Recognizing and rewarding the efforts of CLIL teachers can also enhance their motivation and job satisfaction.

Professional Development

Continuous professional development opportunities are crucial for enhancing teacher competence and confidence. Institutions should offer regular training sessions, workshops, and language courses to support CLIL teachers in their professional growth.

Collaborative Environment

Fostering a collaborative and supportive work environment is essential for enhancing relatedness among teachers. Institutions should encourage teamwork, peer observations, and collaborative planning to create a sense of community and mutual support.

Workload Management: Addressing the workload and stress associated with CLIL teaching is critical. Institutions should consider reducing the teaching load, providing additional preparation time, and offering stress management resources to support teachers in their dual instructional roles.

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