

What Motivates EFL Teachers to Pursue Professional Development Beyond Initial Teacher Training?

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Abstract

Much literature exists on the forms of motivation for teachers to enter the teaching profession (such as Fray and Gore (2018)), and much exists on the topic of professional development. Little, however, is concerned with the context of English as a Foreign Language (EFL) teaching as opposed to ‘mainstream’ teaching, and little looks at what motivates teachers to develop beyond their initial qualification. The goal of this research is thus to fill some of the gaps present in the literature, and to suggest directions for future research.

The research looks at three questions. The first asks what motivates and demotivates EFL teachers when engaging in four forms of professional development that each involve obstacles, either related to time or cost. These are Input Sessions, Paid Short Courses, Attendance at Teaching Conferences, and Diploma-level Qualifications. The second question looked at whether differences existed in the motivating factors between Native Speaker Teachers (NSTs) and Non-Native Speaker Teachers (NNSTs). The final question examined the effects of longevity on motivation and asked whether motivation was linked to the amount of experience a teacher had within EFL.

A survey tool was designed and disseminated online via social media, generating N=167 responses. A mixed analysis, which combined quantitative and qualitative features, of the responses led to the following conclusions: intrinsic aspects such as curiosity, the desire to add to their skillset, the wish to become better teachers, and personal autonomy of choice of development all feature highly among motivating factors; extrinsic aspects such as covering the cost of the development options and lack of effect on career progression tended to be seen as demotivating factors, along with the fact that there is no regulatory body in EFL

that ensures the accreditation of qualifications for use outside of EFL (in ESL, for instance); and there was a sense that teachers who were more engaged in the four development options exhibited a greater degree of teacher identity and what might be termed a ‘professional’ attitude.

Some differences between NSTs and NNSTs were found: primarily, the needs of NNSTs are at variance in the four development options, and there is a greater sense that NNSTs consider EFL a profession, with development a core feature of identity within that profession – at least when compared with novice NSTs. The difference between experienced NSTs and NNSTs in terms of teacher identity is negligible.

A connection between teacher longevity and engagement with development was seen, and suggests that one way of ameliorating attrition in EFL is to encourage development as widely as possible.

Chapter One: Introduction

1.1 Background

One year ago I completed a certificate course with International House on Teaching Young Learners and Teenagers. I found it an enormously rewarding experience, as did one of the other four teachers in our cohort. Of the others, however, one left the school halfway through the course, and the other attended the course sessions but did not complete the final piece of coursework, and did not receive a certificate.

I was puzzled by this: he had, after all, done almost all of the work, and had gone through the gruelling process of scripting his four observed lessons. Why not finish what he had started and have something valuable to add to his CV?

When I asked him, he revealed that his presence on the course had been a stipulation attached to the renewal of his teaching contract, but he had only promised to ‘do the course’ and not to get the certificate. If anything, he said, he didn’t want the certificate because it would show he was qualified to teach young learners – and the last thing he wanted was to be given more such classes. He seemed singularly unmotivated to pursue this area of professional development, and would not even have attended the sessions given a free choice on the matter.

This seemed like an area in the life of the EFL teacher that was ripe for investigation: what motivates some teachers to pursue professional development, but not others? Two articles in the wider reading for my MA led me to decide that teacher motivation should be the focus of my dissertation. The first was an article that appeared in the International House Journal of Education and Development. Ruda’s (2017) article, “You Can’t Force Teachers to Improve Their Teaching,” resonated, but it was based on the writer’s

experiences and included a lot of opinions unsupported by reference to the wider literature. As I wondered what that literature might include, I stumbled upon an article entitled “What motivates teachers to participate in professional development?” written by Richter, Kleinknecht, and Gröschner (2019). Unfortunately, the bulk of the article looked at the experiences of ‘mainstream’ teachers. From what I could gather, the teachers referred to in the article were career teachers, and professional development was an integral part of their having a career. Was this true for EFL teachers as well, or was something else at play?

My dissertation, then, is an attempt to bring aspects of the latter paper to the former, and to investigate why some EFL professionals are more motivated to invest in professional development. I am also interested in whether there is a difference between what are commonly termed Native Speaker Teachers (NSTs) and Non-Native Speaker Teachers (NNSTs), since the other successful participant on the course mentioned at the start of this soliloquy was a teacher from Romania, who told me that as a NNST it seemed important to have the certification as well as the experience when looking for employment in EFL. And finally, to return to the teacher that started this line of thinking, I would like to investigate the potential connection between professional development and teacher identity. In our conversation, he suggested that teaching was just his current form of employment: his interests ran elsewhere. My Romanian colleague, on the other hand, saw herself as *being* a teacher – she defined herself as such, and saw development as being a natural aspect of that identity.

1.2 Research Questions

Previous studies, to be discussed in Chapter Two, have looked in close detail at the motivations of teachers – to enter the profession, or to leave the profession, but in only very rare instances at why teachers invest in their skill set. In those instances where professional

development is given its due regard, the focus is almost exclusively on ‘mainstream’ teachers as opposed to EFL teachers.

There are many ways in which teachers can choose to develop their skills, and many of these require little in the way of investment – either of time or of money (These might include peer observations and extended reading in EFL, neither of which are particularly expensive or time-consuming to engage with). I am most interested in why (or why not) teachers choose to pay to develop their skills and qualifications beyond their initial teacher training, and so I have chosen to look at **Input Sessions** (the training sessions that many institutes offer to both new and experienced teachers), **Paid Short Courses** (such as those offered by International House, and which are generally paid for by the teacher), **Attendance at Teaching Conferences** (the majority of which are not free to attend, and which generally incur both travel and accommodation costs), and **Diploma-level Qualifications** (such as the DELTA).

There are three research questions (RQs), outlined below:

RQ1: What motivates teachers to attend input sessions, do paid short courses, attend teaching conferences, or gain diploma-level qualifications?

RQ2: Is there a recognisable difference in terms of motivation between native speaker teachers (NSTs) and non-native teachers (NNSTs)?

RQ3: Will it appear that those with the greatest degree of experience of teaching will also be the most motivated to develop their skills in any of the four areas explored in RQ1?

As regards RQ1, the study conducted and described in Chapter Three of this paper will be relatively open-ended, with respondents given the option of contributing their own ideas as well as answering a series of questions on the areas of development. The research approaches this area from a zero standpoint: in other words, no assumptions are made going into the research.

That is not the case in RQ2 and RQ3. In RQ2, the null hypothesis is that there will be no appreciable difference between NSTs and NNSTs in terms of professional development. However, from personal experience I have found that many NNSTs are interested in furthering their pedagogical knowledge and adding to their qualifications – perhaps because NNSTs perceive that additional qualifications will help them to compete in the job market against NSTs. I am curious to see if the research generalises my personal experience, or contradicts it.

For RQ3, I suspect that those teachers who possess the most EFL experience – those, in other words, who have taught for the longest – will also possess the most experience of all four forms of professional development, and will furthermore have the most positive perspectives to offer about involvement in the four. Though this research cannot necessarily prove that teacher longevity is connected with engagement in professional development – and by extension that teacher identity can be measured by the same – I do believe that engaging in developmental initiatives can help teachers see themselves as more than mere employees, that they belong in the classroom or the school, and that this can ameliorate some of the pressures that come with the job. Through this aspect of teacher identity, I think longevity becomes more likely, and it will be interesting to see if the research supports this position.

1.3 The Organisation of this Paper

Now that the overall theme of this research has been introduced, I would like to outline how the remainder of this paper will be organised.

Chapter Two will review the existing literature on the topic of Teacher Motivation. I will look broadly at the topic of motivation as it refers to my field, before turning attention to what the literature has to say on each aspect of the research questions.

Chapters Three and Four will look at how the research was designed, carried out, and analysed; implications from the findings of the research and the conclusions I have drawn will be covered in Chapter Five, along with a look at what this research means in the study of teacher motivation, and how it might be expanded in the future.

Chapter Two: Literature Review

Before looking in detail at the literature available on this topic, I first want to consider some of the key terms related to motivation and teaching (and being a teacher) that will be used throughout the paper.

To develop as a teacher, one must first become a teacher, and so this section will look at why teachers enter the profession in the first place, comparing routes into the profession between ‘mainstream’ and EFL contexts. I will then consider the four motivational aspects introduced by Dörnyei (2010), as they lay the foundations for a discussion of what motivates teachers to engage with professional development. Each of the research questions will then be treated in turn, first with a description of the developmental issue, and then with an analysis of the relevant literature.

2.1 Key Terms

The word ‘**motivation**’ can be traced back to Latin (and indeed to Proto Indo-European), and is connected to the joint ideas of *movement* and of *pushing*. Thus **to motivate** can be seen as pushing towards a goal or destination (Dörnyei (2010) rightly points out that this interpretation of motivation is overly simplistic, and that the issue of defining motivation is fraught (p4), but for the purposes of this research the idea of motivation presented here will suffice). The forms that such motivation can take are numerous; however, they can be divided into two principle categories. **Intrinsic motivation** looks at the sources of motivation that come from within the body being pushed towards the goal; **extrinsic motivation** considers sources from without. In short, when you are motivated, are you driven by your inner will, or are you pushed along to your goal by something else?

Connected to the issue of teacher motivation is the similar notion of **teacher identity**, which I believe can, in the long-term, become another form of intrinsic motivation (as it serves to increase a teacher's drive towards their goal) but is otherwise separate from other forms of intrinsic or extrinsic motivation.

I am an **English as a Foreign Language** (EFL) teacher, which means that I teach English to students with a different mother tongue, and I do so in a country where English is not the primary language of communication. This study does not explicitly consider **English as a Second Language** (ESL) teachers – where English is taught to students of other mother tongues, but in a country where English is the primary language of communication – but it is assumed that there will be many overlaps between the two in this research, just as there are in the careers of EFL/ESL teachers.

Finally, this research will talk about the difference between **EFL teachers** and what I term '**mainstream**' teachers – i.e. teachers in state or public schools (or the local equivalent). The biggest difference must surely be the pathway to entry: 'mainstream' teachers tend to complete a year-long Postgraduate Certificate in Education (PGCE) before entering service, whereas it is expected (but not always demanded) that EFL teachers complete the month-long Certificate in English Language Teaching (CELTA) or the equivalent. Another key difference is in the business nature of most language schools, whether they are British Council and International House at one end of the scale, or self-employed teachers at the extreme other.

2.2 Teacher Motivation – Why Do Teachers Enter the Profession?

In the preface to 'Motivating & Inspiring Teachers,' Whitaker et al. (2013) make the bold claim that "All educators entered the profession with the idea of positively impacting young people" (p. xv). Fray and Gore (2018), in their scoping review of what leads people

into teaching, found something very similar: that most studies into motivation to teach concentrate on intrinsic motivation and altruistic impulses. That may account for why teachers in mainstream schools choose the profession they do, but it is not a universal truth in EFL. Brandt (2006, p12) presents a list of possible reasons for why people take ELT certificate courses like the CELTA, but out of the nine given, only two are directly connected with the practice of teaching, whereas the others are connected with how the practice of EFL teaching can be made to fit in with the course participant's life. Hughes (2005) echoes this sentiment, writing that "[EFL] brings you into immediate contact with local people, challenges you to communicate and stretches your ingenuity to lengths you wouldn't know you were capable of" (p6). Though Hughes (2005) does go on to suggest EFL as a valid – even a desirable – career path, the emphasis is still on the benefits to the lifestyle of the would-be teacher rather than any professional considerations, and testimonials from those who managed to 'walk into' a job without prior training are featured prominently. The barrier to entry in EFL is negligible compared to work in mainstream education (Borg (2006, p18)), and it cannot be expected that all teachers will enter the profession with the lofty aims described above.

A similar but different situation may exist with regard to non-native speaker teachers. Kubanyiova (2006) writes that "The vast majority of students on the teacher preparation programmes do not have any particular attraction to a teaching career" (p8), suggesting that for many, it is the language that draws people towards becoming teachers, not the teaching itself; this is supported by other examples in the literature, such as Lengeling (2007) writing about Mexican students whose eagerness to develop their English language skills led them to become English teachers themselves.

2.3 Teacher Motivation – Dörnyei’s Four Motivational Aspects

Once teachers have entered the profession, the question becomes one of what drives them to continue teaching. Dörnyei (2010, p160) delineates four motivational aspects that should be considered in any discussion of teacher motivation: the intrinsic component of the motivation; contextual factors; the temporal axis; and the fragility of the motivation. While the case he makes for each of these factors is strong, I would argue against their universality within the field of EFL. I will therefore look at the four in turn, linking my comments to the research questions of this paper.

2.3.1 The Intrinsic Component

Dörnyei (2010) writes that

“the intrinsic dimension of teacher motivation is related to the inherent joy of pursuing a meaningful activity related to one’s subject area of interest, in an autonomous manner, within a vivacious collegial community, with self-efficacy, instructional goals, and performance feedback being critical factors in modifying the level of effort and persistence” (p163).

This assumes that teachers enter the profession with an honest interest in their subject area, and that they find the activity of teaching to be meaningful and enjoyable. It also presupposes a professional environment within which teachers work and develop together. This view is seconded by Burns and Richards (2009) who write that “Becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices” (p3).

Unfortunately, such positivity is not matched by the experiences of many in the EFL industry – and an industry it often is (perhaps not in the universities, but certainly in the private language schools), driven by profit. Many EFL teachers are self-employed and work

for more than one employer; this often robs them of the professional community remarked upon above. Others would say that the ‘community of professionals’ is an unrealised, perhaps unrealisable, goal given the heterogeneity of EFL contexts – which is a point explored by Valeo and Faez (2013), who believe that the inability to form such a professional community can lead to teacher attrition. It is possible that many in EFL lack the kinds of intrinsic motivation that Dörnyei (2010) describes.

2.3.2 Contextual Factors

Dörnyei (2010, p165) underlines the importance of the institutional setting in teacher motivation. It is important for teachers to have a positive relationship with the school that they work for in a variety of ways, from the relationship between the teacher and the school management, to the size of the classes the teachers are expected to manage. As Karavas (2010) writes, these factors “can become powerful dissatisfiers when absent or problematic” (p61).

One way in which the school can foster a better working relationship with its teacher is through the encouragement and provision of development options; in this regard, schools that offer Input Sessions or that subsidise Diploma-level Qualifications may well find that contextual factors for their teachers are more positive than otherwise.

2.2.3 The Temporal Axis

Dörnyei (2010, p165) talks not only of the motivation to *be* a teacher, but also to have a *career* as a teacher. Treating teaching as a career can be an effective way to maintain motivation for both intrinsic and extrinsic reasons: among the former can be counted the joy of becoming a bigger part of one’s profession, and among the latter there is the possibility of being paid more for the work one does as a teacher. In terms of this paper, the intrinsic

motivation of wanting to belong, which I consider a part of teacher identity, is most relevant in the discussion of RQ1 – Attendance at Conferences, about which I will talk more later in this literature review. The extrinsic rewards, however, come with a limiting point, which could be termed a kind of ‘payment ceiling,’ the limit to how much a teacher can be paid for the services they render to their school. This payment ceiling can lead to problems: as Dörnyei (2010) writes, “if the career path is ‘closed’, that is, present achievements do not create future career steps, this will have a marked negative impact on the individual’s work morale” (pp165-6). For teachers in such a position, awareness of the different development avenues open to them becomes more important, and might prove a motivating factor for the different aspects considered in RQ1.

2.2.4 Fragility

Many of the demotivating factors listed by Dörnyei (2010, pp167-73), such as stress, restrictions to autonomy, and fatigue or boredom in teaching have been described above. Lack of efficacy (or, in other words, teacher knowledge) and classroom management issues can lead to fragility and will be discussed in relation to RQ1 – Input Sessions below.

One other factor that can lead to teacher demotivation and attrition is the lack of an adequate career structure within EFL. Some would even question whether EFL was a field inhabited by professionals that are career-minded to begin with. Johnston (1997) interviewed EFL teachers in Poland and found that “EFL is discursively presented as an occupation that it is easy both to enter and to leave” (p698). He concluded that while many of those he interviewed acted professionally within their positions, saying whether EFL counted as a profession as such was much more difficult.

It is hard to distinguish the so-called career ladder of EFL. A junior teacher may well come to think of themselves as a senior teacher within a certain amount of time, but here

labelling can prove difficult due to idiosyncrasies within private institutions. The writing of a curriculum vitae becomes a greater challenge for experienced teachers moving across institutions, as the labels applied are so at variance; likewise, there is an issue for those who see paid short courses (RQ1) as a way to further their career, since the validity of these courses might not be universal.

2.4 RQ1-related

Having considered the wider field of teacher motivation, I would like now to turn my attention to the research questions posited earlier in the paper. For each question I will examine the key literature that relates to that form of professional development (RQ1), as well as look at the issue of ‘native speakerism’ as it applies to this research (RQ2), and finally consider how teacher identity, professionalism, and motivation to develop (RQ3) might overlap.

2.4.1 RQ1 – Input Sessions

Input Sessions offer teachers of all degrees of experience and expertise the opportunity to develop their skills in an organised setting. Though experienced teachers will find some benefit, I expect that it is at the novice end of teaching that the value of Input Sessions can be found.

One focus of these sessions is helping novice teachers to recall and practice the skills that they encountered in their pre-service training course. As Farrell (2009) points out, in the stress of the classroom environment first year teachers often abandon much of what they have learnt in their pre-service training and instead teach using suboptimal methods. Farrell (2009) recommends that “techniques for classroom management, including the maintenance of discipline, and how to deal with the needs of different types of students” (p186) could be

covered in a specific course – or in this case, through a series of targeted Input Sessions. Research conducted by Gilad and Alkalay (2014) in Israel highlighted the difference between what is expected of new teachers in a school and the day-to-day reality of the work; in short, incoming teachers were ill-prepared, and further support was warranted. Higginbotham’s (2019) research into the first-year experiences of post-CELTA newly-qualified teachers suggested that in many cases support was lacking. That support could be provided in part by Input Sessions.

Another point raised by Farrell (2009) does not sit well in the EFL context, though he is right to say that support for novice teachers should be provided through “a reduced teaching load, and the assistance of teacher educator mentors” (p186). While these would both be beneficial methods of supporting novice teachers, it is to be remembered that the majority of EFL institutions are businesses, and thus would be keen to ameliorate the cost of employing novice teachers (a point further raised in Higginbotham (2019)). Given the high attrition rates in EFL, it would be hard to make the case for such costly measures, though this does lead to a chicken-and-egg paradox: is the attrition rate down to the lack of support that Farrell (2009) and Higginbotham (2019) mention, or would the support only be required in the case of teachers who were likely to drop out in any case? Lohbeck *et al* (2018) found that there is a connection between poor subject content knowledge and high anxiety among educators, and so the suggestion is certainly that by increasing content knowledge, some aspects of burnout and stress might be alleviated. In Israel, a study conducted by Carmel and Badash (2018) found that classroom management issues, if left to fester, could easily lead to teacher attrition, but that timely intervention could prevent such a state of affairs; again, the Input Session seems like a good place in which to develop skills related to classroom management, and thus prevent avoidable teacher attrition. Teachers motivated to remain in teaching (or at least to avoid burnout) might be more motivated to attend Input Sessions.

Speaking more broadly about the place of Input Sessions in EFL, we can consider the learning activities commonly pursued by teachers. Kwakman (2003) identifies four principle areas within which professional learning activities take place: reading; experimenting; reflecting; and collaborating. It is hard to say how much time is devoted by EFL teachers to reading professional journals (the fact that such journals exist suggests that somebody must be reading them); what counts as experimenting as a professional learning activity as opposed to experimenting with new approaches as the situation requires is also difficult to see (a teacher who has not taught an exam preparation class is by definition experimenting, but does that count as a learning activity, or simply as an attempt to do the job?); but reflecting and collaborating are two activities that teachers can engage in during Input Sessions organised by the institution they work for.

It is important to note that such sessions would only be of use if they correctly identified and targeted areas requiring improvement, and that presumably sessions that were deemed irrelevant, or for which the teachers had no choice in the selection of the topic, would not align well with teacher motivation. This is not a new thought: Rubin (1978, cited in Roberts, 1998) writes:

“Teachers need to be involved in the identification and articulation of their own training needs whenever possible. This does not mean ‘knowing what they need’ in all respects but the process of articulation, with resource help, is a major way of securing involvement and commitment to personal growth” (Rubin 1978, p136, cited in Roberts 1998, p232).

It should be expected that Input Sessions that are arranged without the consultation or suggestions of the teachers involved would not be as attractive as a result, leading to lower motivation to attend. Indeed, this has already been seen in the Macedonian context. Wyatt

and Ončevska Ager (2017) found that an over-abundance of state-mandated developmental courses could prove demotivating to teachers, and recommended that more emphasis be placed on what they termed ‘bottom-up CPD’ – i.e., that decided upon and initiated by the teachers themselves.

Setting aside some time on a regular basis so that teachers can develop their competences seems like a sensible approach for any institution to take; one of the goals of this research is to consider how motivated EFL teachers are to attend such sessions, if they are offered. Furthermore, the question is raised of whether that motivation would spring from personal factors, or from the task of teaching, or from the educational institution hosting the sessions; Kwakman’s (2003) conclusions suggest that personal factors will prove the most important in this respect.

2.4.2 RQ1 – Paid Short Courses

McDonough (2007) talks about how motivation is a “transitive concept: coaches can motivate their client, teachers can motivate their students” (p369). The converse is likely true as well: students can motivate their teachers. Likewise, it is reasonable to think that students can be a cause of de-motivation for teachers – Bradley (2010) is one of few researchers to have studied this problem, his work centring on the Japanese EFL context and suggesting that when low learner motivation coincides with bureaucratic interference (i.e. the teacher is not given the freedom to solve the problem of low motivation by their own means) then teachers may well become demotivated. For those teachers affected by such problems, leaving the profession is not always necessary: movement within EFL is possible. A teacher who has burnt out from endless young learner classes might move into a position of authority, such as Assistant Director of Studies; however, to do so, it is usually necessary to gain more qualifications, which is where Paid Short Courses come in.

Farrell (2013) studied teacher expertise (focussing on ESL teachers, but the points raised surely hold for EFL as well) and concluded with the suggestion that in developmental programs, teachers should “be encouraged to take on such activities as to constantly update their subject and pedagogical knowledge, to engage in critical self-reflection, to collaborate with colleagues in order to discover new information about teaching, to access and critically examine past experiences [...]” (p1080). In my experience, Paid Short Courses can (and do) cover all of these aspects; it will be interesting in the research to discover whether these prove to be motivating factors for EFL teachers.

2.4.3 RQ1 – Attendance at Conferences

Teaching conferences are an opportunity for teachers to come together and attend talks on a wide range of topics. They can be seen, at one end of the spectrum, to be like an extension of a regular Input Session: the talk will be centred on a particular aspect of teaching, and will seek to extend the audience’s understanding of the topic. Such sessions are said to have ‘immediate practical use’: teachers can take the ideas they encounter and apply them in their next lessons. But some sessions go further: many present the results of action research, and might be presented by teachers who have reached the upper echelons of academia. If we consider such presenters to be, in a way, role models for members of the audience, we might have in such conference talks an answer to a problem raised by Borg (2016), who wanted pre-service teaching courses to support “the development of extended forms of teacher identity that have professional inquiry as a core element” (p128). Since pre-service courses such as the CELTA lack this dimension, the teaching conference might be a place in which such a mindset could be cultivated; if so, I would expect to see a link between attendance at conferences and the motivation to strengthen one’s professional identity as a teacher.

Teaching conferences are also an ideal opportunity for teachers to develop their professionalism. Nunan (2016) describes three areas of professionalism in the context of language teachers (though not specifically EFL teachers): “The first is an aspiration to maintain standards of practice, the second to contribute to the knowledge base of the field, and the third to advocate for the profession” (p165). Though conferences are not unique in their ability to satisfy these three areas, they can be considered an effective means of accomplishing all three, and so for those interested in pursuing this direction into professionalism, motivation to attend must surely be high.

Most of the literature so far reviewed in this paper has only been tangentially related to teaching conferences, and for good reason. Borg (2015) decries the lack of research into the impact of attending teaching conferences, writing that there is an assumption that such attendance is beneficial for those who consider themselves to be ELT professionals; however, there is not as yet sufficient evidence to suggest a direct link between attendance and benefits. Rixon and Smith (2017) studied the effects of membership of IATEFL and attendance at their teaching conferences, and gathered much evidence as to the positive outcomes of both; however, it should be noted that their findings were published in a history of the organisation, and since this is something of a hagiography, the views espoused should not be considered as disinterested (any negative opinions would have likely been dropped from the text before publication). Quotes from members of IATEFL (a self-selecting group; again, the authors did not seek counterpoints either from dissatisfied members, or from those who had chosen not to join) highlight the benefits in terms of improved teaching and academic competences, the feeling of being a member of the wider teaching community, professional development, and the overall opportunities presented by attending IATEFL conferences. It is to be assumed that those motivated to attend conferences will do so for much the same reasons, and that the

responses to the research will confirm this: the more interesting aspect will be in the dissenting voices, in the reasons given for not attending conferences.

2.4.4 RQ1 – Diploma-level Qualifications

Richards (2010) talks about professionalism in English language teaching, and links the idea of being a professional to becoming a member of a global community of likeminded professionals. In defining what is meant by the term professional, he describes the institutional view of professionalism (i.e. what a teacher's manager might consider to be a professional approach to teaching), and makes reference to standards: "This aspect of professionalism involves becoming familiar with the standards the profession sets for membership and a desire to attain those standards. Such standards involve acquiring the qualifications the profession recognizes as evidence of professional competence [...]" (p119). Here the divergence between ESL and EFL can be observed; the minimum qualification of competence in EFL does not allow entry into 'mainstream' teaching; the case is also true at diploma level with the DELTA and DipTESOL. Thus it is hard to prove one's teaching professionalism outside of EFL; this raises questions about why EFL teachers might be motivated to obtain (and pay for) diploma-level qualifications. They are a sizeable investment but only of value to those determined to remain in EFL. ESL, on the other hand, can be considered as more akin to 'mainstream' teaching, in that a PGCE or equivalent is often required for full-time practitioners. Richards' (2010) second aspect of professionalism looks at the professional teacher's ability to reflect on experience, and while the majority of what he says here falls outside the bounds of the present research, it is worth noting that most Diploma-level Qualifications encourage (in fact, require) teachers to reflect critically on their observed teaching performance. This is an aspect held in common with some – but not all – Paid Short Courses, and could prove a motivating factor for both development options.

2.5 RQ2 – NST vs NNST Motivation

It is beyond the scope of this paper to consider fully the issue of ‘native speakerism’, or the difference in the career experiences of NSTs and NNSTs. As Lowe and Kiczkowiak (2016) write, “[T]he terms ‘native speaker English teacher’ and ‘non-native speaker English teacher’ refer to a reality borne of socialisation into the field, rather than a measurable difference on which such a division is based” (p5). However, regardless of the socialisation process, it is still true that the needs of NSTs and NNSTs in terms of professional development are at variance, and so it makes sense to consider whether there is a difference in motivation between the two camps.

According to Borg (2006), “Professionally trained non-native language teachers are often compared unfavourably to native speakers, even when the latter are not professionally trained” (p17). Borg makes the point that this situation is different to that experienced by teachers in other subject fields (he compares EFL with Science, History, Chemistry, and Maths). One point to make in relation to Borg’s finding is that it presupposes professional training among NNSTs, and thus it follows that NNSTs might be more motivated to pursue the different forms of professional development outlined in this research than the average NST – unless, of course, NNSTs consider their initial EFL qualifications to be a sufficient addition to whatever original qualifications they possessed from their home country.

NNSTs might also be more motivated to pursue development options because their initial teacher training – particularly that typical of EFL, the CELTA or CertTESOL – is not necessarily well suited to the needs of NNSTs (Anderson 2016). These entry-level qualifications are presented solely in English (as if the target market for such courses was entirely English-speaking), and this places NNSTs at a disadvantage, as they must expend cognitive energy on thinking not only what they will say (a core competence on such courses)

but how they will frame what they will say (which is a skill taken for granted by NSTs). Furthermore, as Anderson (2016) says citing Liu (1999), NNST course participants are not given many opportunities on courses like the CELTA to develop their knowledge of the target culture – something that will prove important in the EFL classroom – despite an interest in doing so.

Given that the initial teacher training course may well not meet the needs of NNSTs, what about the other aspects detailed in RQ1? Unfortunately, it is my experience that Input Sessions are generally delivered in English, and rarely deal with cultural aspects of the language; Paid Short Courses within EFL suffer from the same shortcomings; Conferences might feature presentations in the NNST's native tongue, but only if the conference takes place in the teacher's country of origin; and Diploma-level Qualifications are like Paid Short Courses in their means and manner of presentation (in fact, there is a lot of overlap between the CELTA and the DELTA, so Anderson's (2016) findings are likely to be replicated there).

However, if there are differences between the levels of motivation recorded between NSTs and NNSTs, the difference cannot be purely accounted for on the basis of this difference in background. Vodopija-Krstanovic (2011) writes about teacher identity, comparing NSTs and NNSTs, and reaches the conclusion that “a professional teacher identity grounded in expertise is not necessarily rooted in native speakerism” (p210). Therefore for EFL teachers who are motivated to pursue professional development because they consider themselves to be professional teachers, there should not be any degree of difference between NSTs and NNSTs.

One last aspect to consider in the NNST debate is that of linguistic competence. While it might be a given that NNSTs employed in an EFL institution must at least meet the linguistic demands of the institution, NNSTs themselves might be keen on improving their language skills, and thus linguistic development might be a motivator for engaging in the four

elements of RQ1. This is certainly supported by Murdoch (1994), who surveyed Sri Lankan trainee teachers, Brosh (1996), who looked at the situation in Israel, and Swanson and Huff (2010) in rural Georgia, USA; their research suggested that linguistic competence is one of the most important qualities of foreign language teachers, and that teachers' perceptions of their own linguistic competence has a bearing on career longevity among NNSTs.

2.6 RQ3 – Teacher Identity, Professionalism, and Motivation

Much research exists directed at the development of teacher identity among 'mainstream' teachers. Not everything that has been learnt through such research applies to EFL, since the career pathways are so different between the two areas of teaching. The four-week preparatory courses that EFL teachers complete might not provide enough time to establish a teaching identity among new practitioners, especially compared to the possibilities on a year-long PGCE that also includes aspects of mentorship.

Barkhuizen (2016) called for more research into “[t]eacher professionalism and long-term professional development” (p10). Though the present paper does not provide the longitudinal detail that he suggested was needed, it does nonetheless seek to investigate the connection between identifying as a teacher and being motivated to engage in the four areas of development examined in RQ1. I think furthermore, and in connection with RQ3, that the longer teachers remain within the industry, the more they identify themselves with the profession, and the more committed they will be to development initiatives.

A clear definition of teacher identity is not easy to come by: the literature looks for consensus rather than concision. Beijaard, Meijer, and Verloop (2004) reviewed the literature on teacher identity from 1988 to 2000; by collating the findings of the published literature, they concluded that identity is dynamic and changes over time, it is contextual, the adoption

of professional characteristics varies from individual to individual, and that within any identity a multitude of sub-identities can also be found.

All of this suggests that there is a problem with applying research on broader teaching identity to teacher identity within EFL – especially when terms like ‘professional’ are employed. However, insofar as any EFL teacher can be considered a professional, it is certain that the best environment for the sharing of ‘professional’ attitudes to EFL teaching is the Conference, where teachers from different geographical and institutional contexts can interact and share their experiences in the field (this is connected with RQ1, discussed above). It would follow therefore that the teachers most interested in this aspect of professional development would also be those who have spent the most time in the field, and who identify most with the idea of being an EFL teacher.

Besides the (admittedly woolly) idea of teacher identity, there is also Kubanyiova’s (2012) idea of ideal teacher self to consider. Teachers might be motivated to approach the four areas under consideration in RQ1 for a variety of reasons, but underlying all of those connected with teacher identity is this idea that “it is not so much what the teachers know or believe but who they see when they imagine themselves in the future that has a real impact on the depth with which they approach new ideas and educational innovations” (p101). It will be interesting to see if any of the respondents echo such sentiments in their comments.

Chapter Three: Research Design

3.1 Methodological Approach

This chapter describes how the research tool was designed and disseminated. It places the research within the larger context of researching teacher motivation, and shows that this paper can be considered a part of that scheme. Later, consideration is given to the challenges of conducting research in 2020: the limitations placed on researchers as a result of the COVID-19 outbreak, and the on-going ethical and privacy concerns facing researchers regardless of when and where they operate. Finally, the research instrument is described, and I will outline how the data will be analysed.

3.1.1 Different Approaches to Research

Broadly speaking, there are two means by which research is conducted. *Qualitative* research looks at the ‘quality’ of a phenomenon, whereas *quantitative* research looks at the ‘quantity’ or size of a phenomenon. Superficially, the two realms appear separate – the former looks at how people subjectively appreciate the world, and the latter measures the world. But as Nunan (2018) says, “[M]ost qualitative data can be quantified” (p9). This suggests that the distinction between the two research approaches can readily be blurred: ‘mixed methods’ approaches are commonly employed, taking aspects of each form as suitable.

In the context of mixed method research, Riazi and Candlin (2014) talk about how two approaches are used: the deductive and the inductive. In the former, researchers start with a hypothesis and design their data collection around testing that hypothesis; in the latter, the data comes first, and patterns are sought that can provide insight into the phenomenon being

studied. Riazi and Candlin (2014) suggest that “a mix of these two research methodologies provides a more comprehensive understanding of the object of study” (p136).

3.1.2 The Position of this Research Paper

This paper works under the assumption that the qualitative and quantitative realms overlap; in other words, that subjective beliefs can overlap with countable phenomenon. A questionnaire is used as the research tool that consists of a series of statements built on the Likert-scale template. These statements are all subjective – they correspond to the respondents’ opinion or feeling regarding each of the aspects of the research questions being investigated. However, though these responses will be qualitative, they will be so on a restricted continuum (a prime benefit of using the Likert scale) and thus can be quantified.

In terms of the inductive-deductive dichotomy raised by Riazi and Candlin (2014), the research will aim for a mix: the literature review (Chapter Two) has outlined the theoretical underpinnings of this research, but it highlighted the gaps that exist in that research, thus allowing new directions to be found. So while the data analysis can offer feedback on the assumptions introduced in that chapter (the deductive approach), any patterns that thus emerge will be considered among the implications of the research (the inductive approach).

As well as the qualitative-quantitative Likert-scale questions, the questionnaire also offers respondents the chance to submit their own opinion on each aspect of RQ1. This is included as a response to Dörnyei (2010), who warns researchers that “motivation is a multifaceted concept that cannot be represented by means of simple measures (e.g. the results of a few questionnaire items)” (p198). It is hoped that by asking for respondents to express their opinions in their own words, a deeper sense of the motivational factor can be found.

To conclude this section, I would like to draw a connection between this paper and the five areas of mixed methods research that are described by Riazi and Candlin (2014 p143), these being *Triangulation*, *Complementarity*, *Development*, *Initiation*, and *Expansion*. Since only one main method of data collection has been used in this research (the questionnaire – no follow-up interview was included in the research instrument, for example), *Triangulation* does not apply. However, there is an aspect of *Complementarity* to the present research, as “different data types and analysis are appropriate for different research questions and processes” (p144). Riazi and Candlin further suggest that to achieve complementarity, these different data types should be interwoven, and that is certainly the case with the questionnaire used in this research, as the open-ended qualitative questions are asked after each set of closed, Likert-scale statements. The theme of *Development*, on the other hand, might be considered as one route for the expansion of this study: the findings described in Chapter Four could be used as the basis for a further examination of why EFL teachers do or do not engage in the professional development methods studied. Likewise, *Initiation*, which “seeks to uncover contradiction and paradox” (p144), and *Expansion*, which “seeks to extend the breadth and depth of inquiry by using methods to study different components of a programme” (p145) may well provide avenues for further exploration of the research questions presented here.

3.2 Sample, Administration, and Ethics

3.2.1 The Sample

At the time that the research project was begun, many of my initial thoughts about the direction in which the work might proceed had to be dropped. Face-to-face interviews with selected teachers no longer seemed practical in light of the growing concerns around the COVID-19 pandemic. Then in early March my school was closed as part of a nationwide

lock-down, and all teaching moved online. I decided to move my research online as well, and so the decision was fairly quickly and easily made to focus attention on a Google Forms survey that could be distributed through Facebook. I chose Facebook because I have long been active on this social media channel, and currently have a large number of teacher ‘friends’ there. I also belong to a number of teaching-related groups, and knew that I was likely to reach a large number of people who would be willing to complete the survey.

The survey was posted online and linked to on Facebook several times during the months of April, May, and June 2020. In total, a large number of responses (N=167) was recorded, with contributions coming from all around the world (and including teachers who said that they currently taught ‘online’ as opposed to in a particular place). The demographics of the sample will be discussed in Chapter Four.

3.2.2 Administration

As discussed in 3.2.1, the survey was disseminated on social media, having been built in Google Forms. Google Forms was chosen for its bright, clear appearance, the ease with which the form could be customised, and for the ease with which it could be shared online; it also had the advantage of incorporating the five elements of online survey design considered critical by Andrews *et al* (2003) – these being cross-browser support, multiple submissions being prevented, the questions being presented in a logical manner, the option for respondents to save their work, for a combination of data types to be collected, and for a ‘thank you’ message to be displayed at the end (p187). Google Forms also automates the storage of the responses collected in a Google Sheets spreadsheet. Andrews *et al* (2003) suggest that this aspect of online survey tools is a strength of the form, and this certainly weighed in favour of the choice of platform.

Before the launch of the survey proper, a small pilot study was conducted among teachers at my private language school in Poland. Feedback was given online via Zoom, since the school was by then under lock-down. After the pilot study, the survey questions were reworded, but their number was kept the same. Initial worries that the survey was too long were downplayed by the members of the pilot study, who did not think that completing the survey was in any way intrusive or overly demanding in terms of their time or cognitive effort – this reassured me, given Dörnyei and Taguchi’s (2009) warning of overlong surveys causing boredom, and thus yielding unreliable results. However, some questions were reworded so as to appear more neutral in tone – one complaint in the pilot study was that “the questions put words in your mouth,” and this certainly echoes the dangers that Schwartz (1999) and Dörnyei and Taguchi (2009) warn of, regarding how the wording of surveys can bias the answers that are obtained through the instrument.

The final selection of questions is presented in Appendix A.1.

3.2.3 Ethics

Ethics Approval was sought through the University of Leicester Ethical Review Committee; this was granted, and a copy of the Ethics Review is included in Appendix B.1. When respondents arrived at the Google Forms survey, they were invited to read the Participant Information Sheet (Appendix B.2) that details what the research is, what it is for, and what the respondents’ responsibilities are. Respondents were promised that their details would remain anonymous (no email addresses were collected in the survey), though the first question in the survey does ask the respondent to give their first name. Reassurance was given that the first name would not be used to identify the respondent, and nor that it had to be their real first name. However, I wanted to have a means by which to refer to the

respondents: in the presentation of findings (Chapter Four), I wanted to reference illuminating comments by linking them to the name the respondent had chosen to give.

All of the participants were volunteers – no financial advantage was conferred on any of the respondents – and all were adults by definition, as the survey sought information about those working in the EFL field. No vulnerable groups (such as children) were involved in information collection, and it was also possible for anyone who so wished to withdraw their participation later in the data collection process.

3.3 The Research Instrument

Facebook abounds with research questionnaires and surveys, and so it is reasonable to expect that teachers who use Facebook are aware of such research instruments, know what is involved in completing one, and know what kinds of questions to expect when they complete an online survey. Therefore I felt that, assuming the structure and presentation of my survey was sufficiently similar to those I had seen before, the chances were good that I could gather a large number of accurate responses (i.e. few or none of the surveys would have to be rejected for being incomplete or incorrectly filled-out) from a wide variety of respondents around the world.

3.3.1 The Questionnaire

The questionnaire was designed using Google Forms to be broken down into separate sections, with each section appearing on a fresh ‘page.’ This would help respondents to concentrate on just the section that they had to complete on each page (without the worry that a ‘wandering eye’ would lead to the respondents completing the wrong field). Respondents were able to gauge their progression through the survey through a graphical element highlighting on the screen how much of the survey had been completed so far.

The first part of the questionnaire sought to collect information about the respondent. As well as their first name (discussed above), the respondents' age and years of experience in teaching (RQ3) and their background (NST vs NNST, RQ2) was also collected.

After that, the survey followed a simple pattern that repeated across the four areas of interest in the research. In each section, the overall topic area (e.g. 'Input Sessions') was introduced, along with a short piece of explanatory text in case the respondent was unfamiliar with the nomenclature used (e.g. Input Sessions were also described as being 'regular training sessions organised by your employer'). A five-scale Likert scale was then applied to a range of statements, so that respondents could choose between *Strongly Disagree* at one end of the scale and *Strongly Agree* at the other. The statements that followed, as pertaining to each area of investigation, were divided into two categories – those 'in favour' of the form of professional development, and those 'against.' On the face of it this contradicts Dörnyei's (2007) advice that questions should be phrased in a positive way; however, since I wished to encourage a balance of responses between those who were keen on professional development and those who were not, I felt that offering a counterpoint to the positive arguments would be necessary, and besides, Dörnyei and Taguchi's (2009) advice to include negatively worded items to avoid acquiescence bias suggests that the approach taken here was the correct one.

The Likert Scale is a useful device for capturing information that can be readily fed into a statistical analysis, provided the statements used in the scale are consistent and can provide summative data (Dörnyei and Taguchi (2009, p25)), and so the majority of the questions in the survey made use of this device. However, the teachers' opinions are unpredictable and heterogenous, and so at the end of each section respondents were invited to add a comment of their own as pertaining to that area of interest. In Chapter Four many of these comments will be shared and considered, for they constitute a particularly rich seam of information.

One problem with the use of the Likert Scale, and one that was not caught in the pilot study, was that the *Neutral* option could be considered in different ways. After the survey went live, I heard from some respondents on Facebook that they had selected the middle option, *Neutral*, because they had no interest in that area of professional development; others had not yet looked into that area of development (although I was more interested in attitude than direct experience; i.e. a teacher who had not yet undertaken a diploma-level qualification could still report how they felt about diploma-level qualifications); and others genuinely felt undecided about that aspect of development. The fact that *Neutral* carries no clear, singular meaning will mean that the results of the research will be less valuable than if this option on the scale had been more carefully labelled – or omitted altogether.

3.3.2 The Questions

Appendix A.1 presents the full list of statements used in the questionnaire. Broadly speaking, each of the statements pertains to one of three aspects of motivation to develop: intrinsic or extrinsic motivation, and teacher identity. However, given the nature of these three aspects (as described in Chapter Two), the aspects are listed in the appendix as a guide only, and cannot be considered definitive. For instance, the statement regarding Input Sessions that respondents might prefer to spend their time teaching is listed as being related to Extrinsic Motivation, the idea being that for some teachers the choice of whether or not to attend Input Sessions might come down to the financial aspect (that the Input Session represents time that could have been spent earning more money by teaching), which is an extrinsic motivator; however, it is also possible that some teachers are so intrinsically motivated to spend as much time teaching as possible that they would see Input Sessions as being a distraction from what they care most about – teaching. Indeed, that would mean that

this statement covered all three aspects – intrinsic or extrinsic motivation, as well as teacher identity.

So why list the motivational aspects? In the design of the questionnaire I wanted to achieve a balance between the different forms, so as to cover as many potential responses as possible to each of the kinds of professional development being studied. While not perfect, dividing the statements across these three areas lent a certain shape to the questionnaire that I do not think it would otherwise have possessed. I was also cognisant of Dörnyei and Taguchi's (2009, p22) warnings about the sampling of the content of the survey: it was important to me to cover as many of the possible motivating factors for RQ1 as possible, without causing the respondents to grow weary as they completed the survey.

The Cronbach Alpha for the entire questionnaire was 0.78, suggesting good reliability for the research instrument (Dörnyei and Taguchi (2009, p95)).

3.4 Data Analysis

The use of Google Forms ameliorated many of the issues that Dörnyei and Taguchi (2009, p83) delineate in terms of processing the survey data. It was not necessary to re-tabulate the data collected – export into MS Excel was painless, and allowed easy manipulation of the data.

The data cleaning methods outlined by Dörnyei and Taguchi (2009, p88) were then carried out, although the only 'impossible' data was likely to be found in the demographics section, and in fact none was detected. As for "correcting incorrectly entered values that conform to the permissible range" (p88), the fact that the questionnaire had been completed online by respondents made this step both unnecessary and, besides, impossible to complete – there was no way to know if somebody had chosen *Strongly Disagree* instead of *Disagree* by accident. For the most part, the questionnaire was filled out completely by the respondent, but

in a small number of cases the questionnaire was returned incomplete, usually (according to the comments left by the respondents) because a particular section was determined not to be ‘for’ the respondent. For example one respondent left the section on Input Sessions blank because that development feature had not come up “on my radar.” I was then faced with a choice: to remove the respondent’s contribution to the research entirely; to remove the respondents’ contribution to that part of the research, and adjust my findings accordingly; or to set as *Neutral* the responses left blank by the respondent. The decision was made to go with the second option, since the results could be analysed without them (creating charts of the results using the Excel formula ‘countif’ would ignore empty cells) and I could not say for certain whether the respondent truly felt that their choice was *Neutral*. Furthermore, in some cases respondents only made a selection for one or two of the statements in a given set, and this was rarely *Neutral* – so to think that they would have set *Neutral* for the other options would be an unwarranted assumption. Another thing to note is that I have not edited the additional comments offered by the respondents; the fact that they contain spelling and grammatical errors along with typos is not to detract from their value, and for the sake of readability the Latin ‘sic’ has been omitted throughout.

For RQ1, I will look in turn at the data returned through the questionnaire, highlighting those aspects of motivation that appear to be most interesting as they relate to the literature review in Chapter Two. For this purpose, the data will be presented graphically so that trends and differences will be most readily apparent. I shall also consider the feedback offered directly by those respondents who had something more to say on the topic.

For RQ2, which looks at the difference in responses between NSTs and NNSTs, I shall take an average of the responses for each aspect in RQ1, and look for the areas of greatest difference (i.e. for the first statement on Input Sessions, I will take the average response among NSTs and the average among NNSTs, and then subtract one from the other

to see what the size of difference is between the two). Once the differences have been calculated, I will look more closely at any responses where the difference between NSTs and NNSTs is more than 10% of the average response value (this being *Neutral*, worth 3 points, and therefore I will look at instances where the difference between NST and NNST response is greater than 0.3). Areas where the difference between NST and NNST is minute shall also be considered.

And finally, for RQ3, I shall perform a similar average-based comparison, though based on the amount of experience accumulated by the respondents.

Chapter Four: Findings and Analysis

4.1 Introduction to the Findings

In this chapter I will present the findings of the questionnaire, along with an analysis of those findings. The chapter will be divided to consider each of the RQs in turn, and each subsection will conclude with a brief list of bullet points to summarise the main findings.

4.2 Demographics

Here I will briefly present the demographics of the survey respondents. It should be noted that the vast majority of the respondents were experienced (i.e. had more than ten years of experience in EFL), female, and currently working. The number of NSTs and NNSTs was roughly similar (Chart 5), and so Chapter 4.4 should have something interesting to say about any differences between the two groups.

Chart 6 details which of the four development options that comprise RQ1 the respondents had engaged in: Input Sessions and Attendance at Teaching Conferences proved the most popular, though almost half of all the respondents had completed a Diploma-level Qualification.

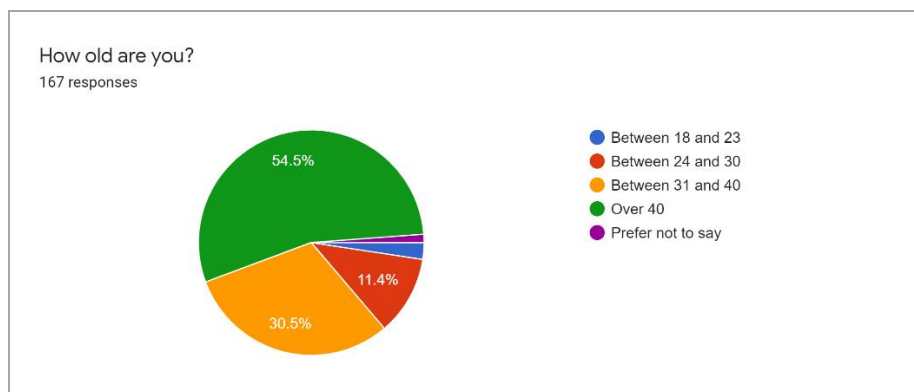


Chart 1 - Age of respondents

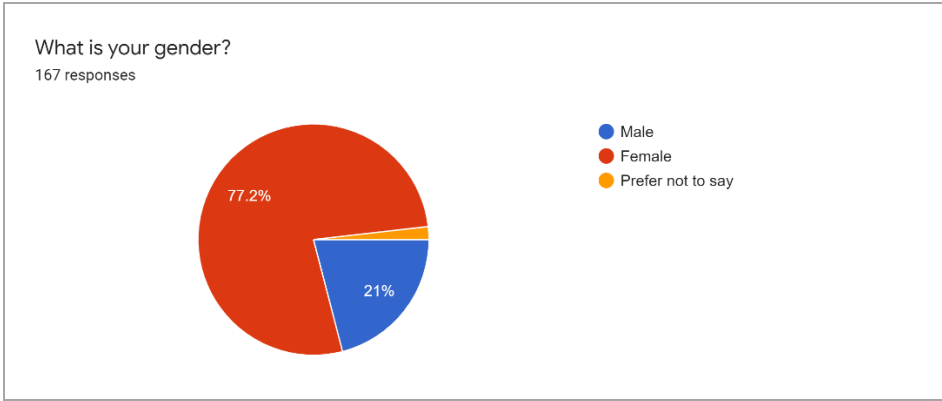


Chart 2 Gender of respondents

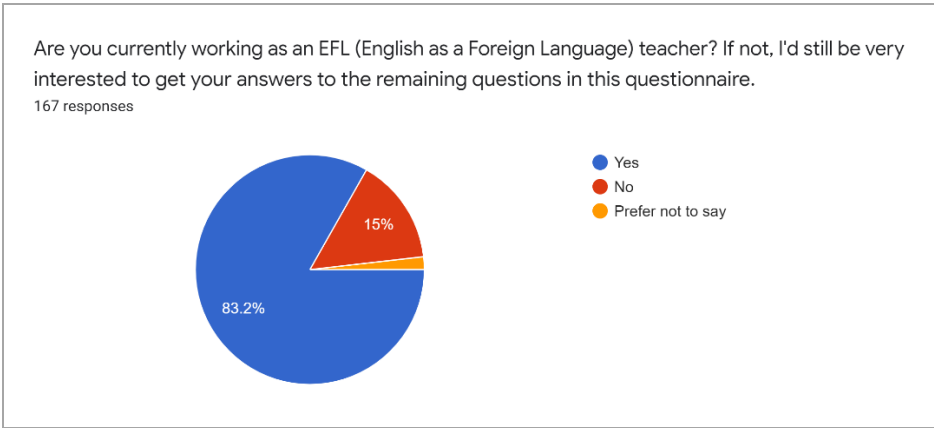


Chart 3 Employment status of respondents

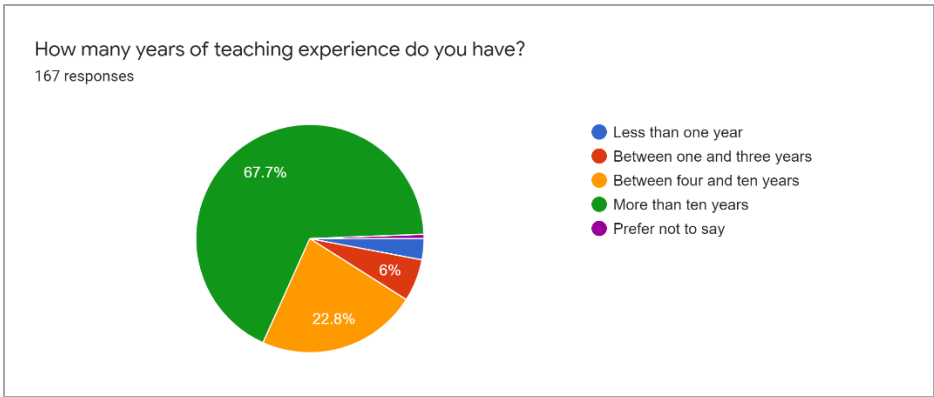


Chart 4 Experience of respondents

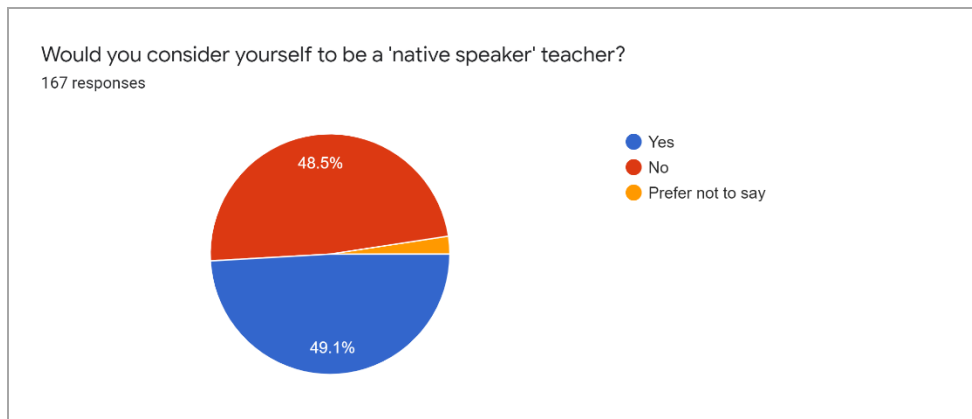


Chart 5 NST vs NNST

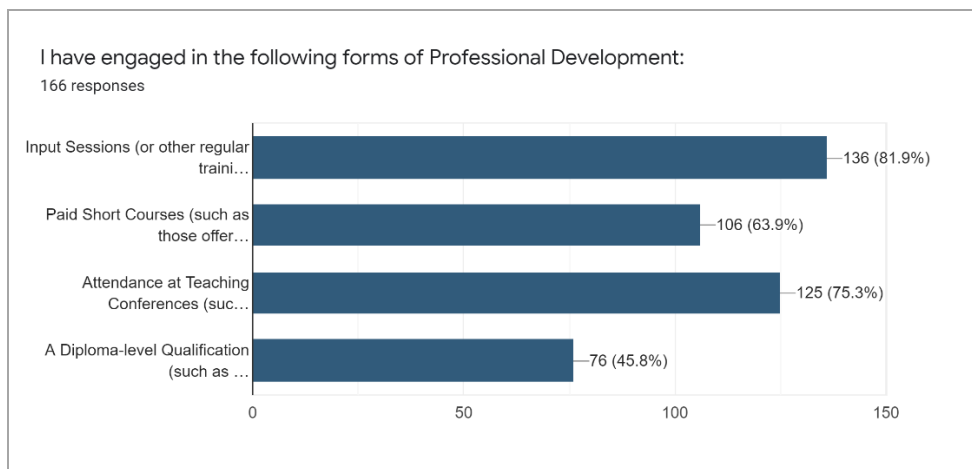


Chart 6 Professional Development engagement among respondents

4.3 RQ1 – What Motivates EFL Teachers to Pursue Professional Development?

4.3.1 RQ1 – Input Sessions

Some respondents did not complete this section, but left a note in the comments section at the end of the section stating that their institution did not offer Input Sessions; the results listed below, which generally suggest that teachers are motivated to attend Input Sessions and find them useful, might prove a source of encouragement for institutions to make sure that such regular training sessions become part of their offer for teachers.

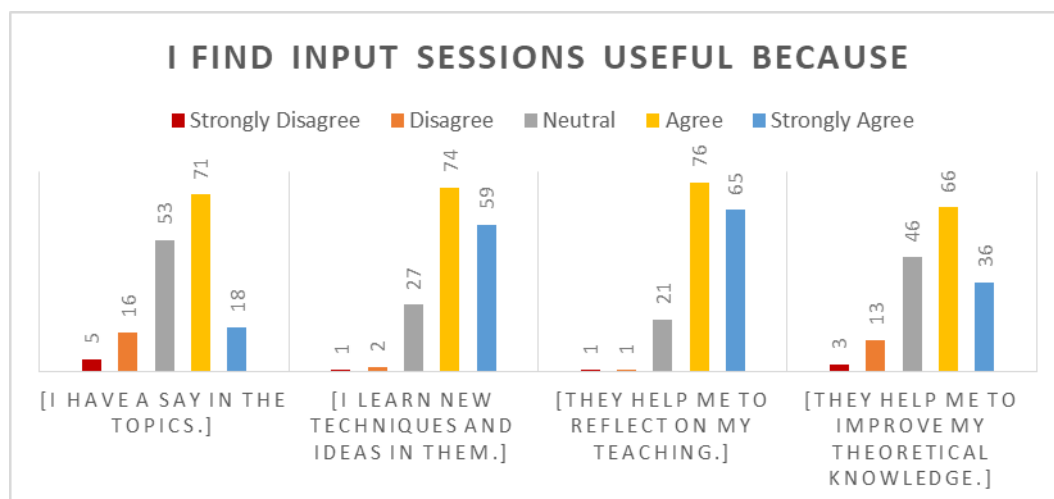


Chart 7 - Input Sessions are useful because... (1/2)

It appears that the majority of teachers are given at least some say in the topic covered in the Input Sessions, underlining the importance of content relevance outlined in Chapter 2.4.1. However, as important as teacher choice might be, as one respondent points out, “On occasion, input sessions can approach topics that you might not encounter in your class at that time but you may encounter in the following years of teaching.” So Input Sessions need to provide a balance between what is of immediate need for teachers, as well as cover some areas that may prove to be useful in the future.

Teacher reflection is also a motivating factor for Input Sessions. Aga, a NNST, writes: “They are a great way of reflecting on my teaching and help me develop my creativity; especially when I run such a session.”

Many teachers are motivated to attend Input Sessions because they can improve their theoretical knowledge, but as Chart 7 shows, the strength of motivation is greater when new techniques and ideas are introduced.

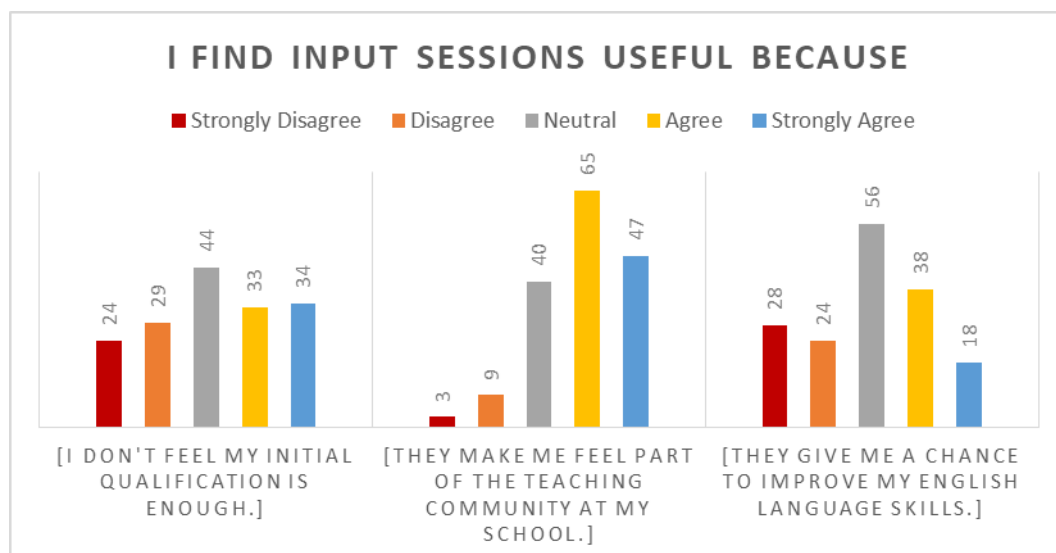


Chart 8 - Input Sessions are useful because... (2/2)

The statement linking Input Sessions and initial qualifications produced an interesting spread of results (as did the one on improving English language skills, although this will be discussed in more detail in Chapter 4.4 below). The number of *Strongly Disagree* and *Disagree* responses was nearer to the number of *Strongly Agree* and *Agree* responses than in most of the other statements, and (as will be discussed in Chapters 4.4 and 4.5) did not show any dependence on either the teacher’s native-speaker background or their length of experience of EFL teaching. Briona, an experienced NST, makes a comment that goes some way to explaining the disparity of results here: “One school I worked at divided teachers into two groups - newly-qualified/new to the school and experienced - and sessions were tailored accordingly. There is nothing worse than being an experienced, Delta-qualified teacher and having to sit through a session aimed at fresh-off-a-Celta teachers.” In other words, it is possible that those who *Agree* with the idea that their initial qualification is enough might be saying so because they have now progressed on to a higher qualification, such as the DELTA. However, if this is not the case, it could tie in with something that Magdalena, an experienced NNST in Poland, writes: “It is hard to motivate the teachers to attend them.” If this is connected with the feeling that teachers fresh off their CELTA do not need Input Sessions –

perhaps because their initial training was so recent – then that could provide a counterpoint; it should be noted, though, that the demographics do not necessarily support this. There were only five respondents with less than a year’s experience (and so were closest to their initial qualifications), and none of them disagreed with the statement. One final aspect to consider in relation to this statement relates to the quality of the Input Sessions (and who leads them), a point made by Rob, an experienced NST working in China: “Input sessions may not offer anything that you haven't developed elsewhere, or that in some cases, initial qualifications offer a stronger foundation that is more advanced than what is on offer in the input session.”

And finally, it appears that Input Sessions play a role in developing a kind of community spirit among teachers in those institutions that offer them, supporting the ‘professional community’ described by Burns and Richards (2009) in Chapter 2.2. However, this spirit is not a universal aspect; Rob, again commenting on the Chinese context, says: “In China, there is a lack of collegiality and cooperation that inhibits input sessions, rendering them more lectures than opportunities to advance and develop.” Tina, an experienced NST hailing from the US, suggests that the culture of the institution and the people who work there can have a bigger impact on the sense of belonging: “The International Houses and those other places I tried to connect with and they didn't want me there because it was for “English teachers” (from England).” Against this is a comment made by Suzie, an experienced NST, who suggests a link between successful Input Sessions and the kind of community spirit in a school that comes from sharing experiences and the fostering of an open environment in which challenges can be faced together: “I think it is important to hear about successes and problems other teachers encounter in their teaching experience. It helps you develop as a teacher to hear that often teachers have the same problems and together you can discuss ways to resolve them.” The heterogeneity of comments here calls into question the idea of the

‘professional community’ described in Chapter Two; such a community is clearly influenced by other factors.

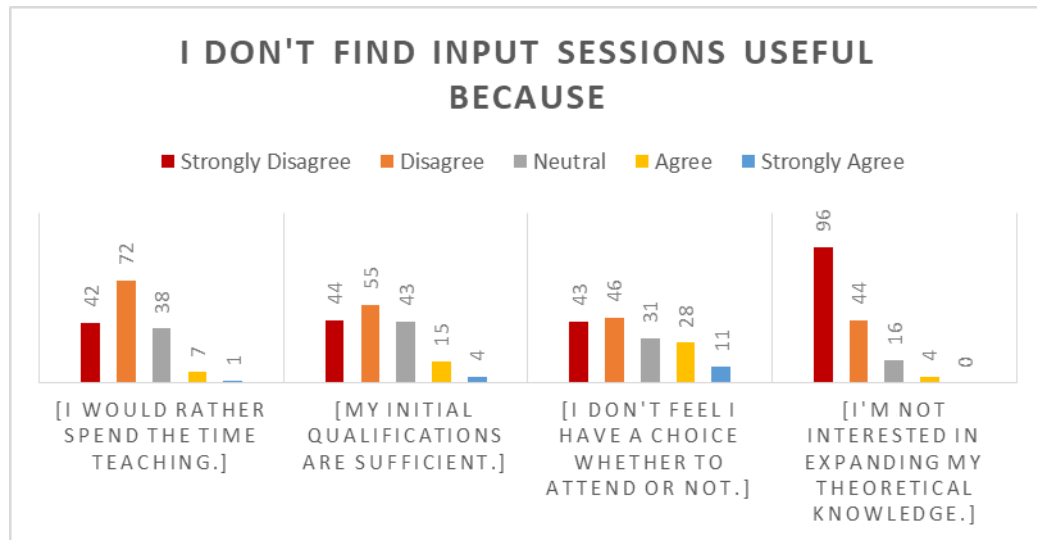


Chart 9 - Input sessions are not useful because... (1/2)

In the majority of the responses shown in Chart 9 the respondents disagreed with the statements to some extent, although there was less overall agreement between respondents with regard to the choice of attending or not. This seems an important aspect of motivation to consider – as well as being of relevance to teachers, being pitched appropriately, and given by the right people, teachers should also have the option of whether to attend or not. Michael, a NST with less than a year’s experience, adds a comment that shows how fraught this aspect can be: “Given the choice between attending an input session or planning imminent lessons, I have a suspicion I would always opt for the latter. Fortunately, as far as my personal development is concerned, this choice has been denied us. However, I am increasingly of the opinion that time is a luxury, and teachers should be able to use it as they see fit.” Other respondents also added that, given the choice between attending an Input Session and planning (or teaching) a lesson they would opt for the latter, but the most illuminating aspect of Michael’s comment is that having this choice taken away means that his long-term development is prioritised over what might be considered short-term convenience. A

counterpoint here is offered by Eimir, an experienced NST based in Russia, who says: “I’ve had compulsory input sessions led by managers who have less teaching experience than me, in groups with NQT’s. These sessions can be patronizing and, while useful to NQT’s, rarely give experienced teachers anything new. This makes you resentful of the time you are required to sit there listening to someone who doesn’t always know what they’re talking about when you could be doing something more useful.” Causing resentment among teachers is certainly unlikely to boost their motivation to attend Input Sessions, and thus the issue of choice of attendance (along with topics and who leads the session) must surely be of critical importance – which reinforces the findings of Wyatt and Ončevska Ager (2017) discussed in Chapter 2.4.1, and suggesting that their conclusions probably extend beyond the Macedonian context studied.

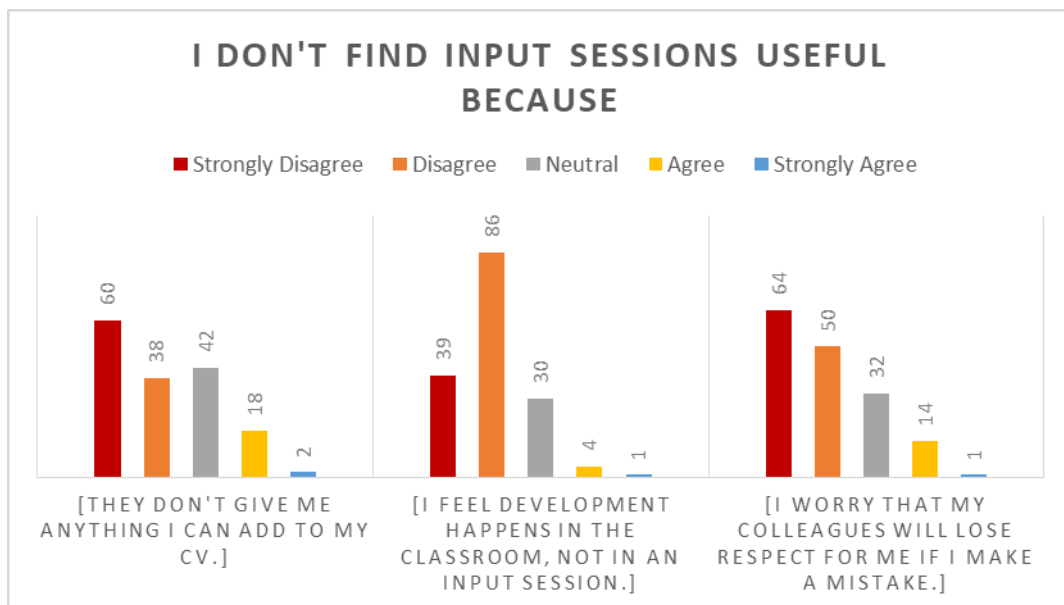


Chart 10 - Input sessions are not useful because... (2/2)

Relatively few teachers believe that Input Sessions add nothing to their CV, and there seem to be very few who worry about making a mistake in a session and losing their colleagues’ respect. Interestingly, the majority of respondents disagreed when asked if they thought development happened in the classroom, suggesting that Input Sessions are an

important means of professional development – or at least that is the impression given here. This is countered somewhat by Paraskevi, an experienced NNST, who says that “Classroom teaching is experimentation and reflection.” In other words, she suggests that development happens more in the classroom, thus agreeing with the statement; however, in the questionnaire, her response to this statement was *Disagree*, suggesting that Input Sessions offer more potential development. It is possible that this is less of a contradiction than it at first appears: many respondents suggest that Input Sessions are the ideal forum in which to share teaching experiences, and that the techniques and theories discussed in Input Sessions can be taken into the classroom for further experimentation and subsequent reflection. This point is underlined by Kasia, an experienced NNST, who says: “Development does happen in the classroom (provided the teacher reflects on their teaching), but learning from others and sharing in the input room can aid it immensely.” This understanding of the reflective process of professional development aligns most closely with the literature on the subject (though a discussion of this point is beyond the bounds of this paper).

Summary

- Most respondents are motivated to attend Input Sessions.
- Intrinsic factors include a desire to learn new skills and to develop as reflective practitioners, and teachers are more motivated to attend when they have a say in the topics covered (Wyatt and Ončevska Ager (2017)).
- Extrinsic factors such as the ability to add Input Session attendance to their CV motivate some teachers.
- Teacher identity plays a role, but it is contextual: there is no consensus on whether Input Sessions contribute to a sense of ‘professional community’ (Burns and Richards (2009)).

4.3.2 RQ1 – Paid Short Courses

As with Input Sessions, not every respondent completed this section of the questionnaire.

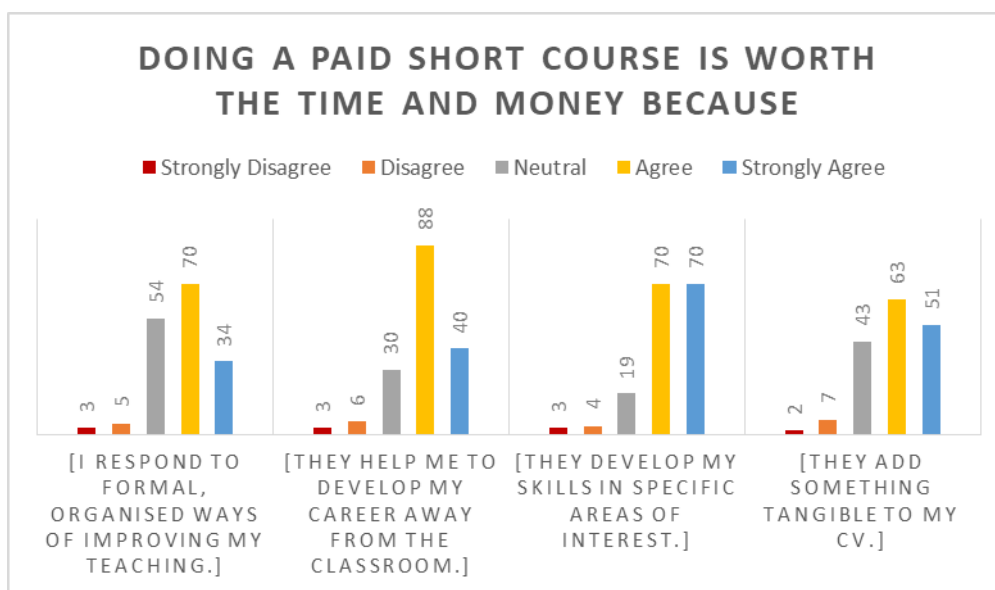


Chart 11 - Paid Short Courses are worth doing because... (1/2)

The respondents' comments in this section suggest that there was some disparity between what I meant with the statement "They help me to develop my career away from the classroom" and what was subsequently understood. Some saw that this was connected with the matters discussed in Chapters 2.4.2 and 2.6, namely that some teachers might see Paid Short Courses as a means of moving their career *out* of the classroom (and *into*, say, a management position within their school). However, many others saw that the idea here was that professional development need not take place *within* the classroom, but could instead take place *away* from that physical space. As a result of this confusion – the blame for which must be laid at the feet of this researcher – this statement must be ignored in the context of this paper, as it does not offer consistent and thus quantifiable responses for consideration.

The other three aspects detailed in Chart 11 however all point towards the vast majority of teachers agreeing with the statements given. The formal nature of Paid Short Courses is attractive to most respondents, and the ideas that teachers can both develop their skills in areas of personal interest and add these new qualifications to their CV are likewise motivational factors. Nicholas, a NST based in Poland, suggests that the biggest difference between Paid Short Courses and Input Sessions is that the former can more readily be added to one’s CV, even though the latter might offer more benefits: “Ultimately I think input sessions provide a much better way to actually improve teaching, but there is no tangible certificate to show it.”

Flexibility of choice is certainly important for some. Sonia, an experienced NST, compared the courses she chose to do with the one mandated by her employer: “The paid short courses that I chose to do were all useful as broadening my perspective of teaching and deepening my understanding of a topic I wanted to know more about. The paid short course that I had to do in order to keep my job was largely irrelevant to me.” This latter aspect returns in Chart 12 below.

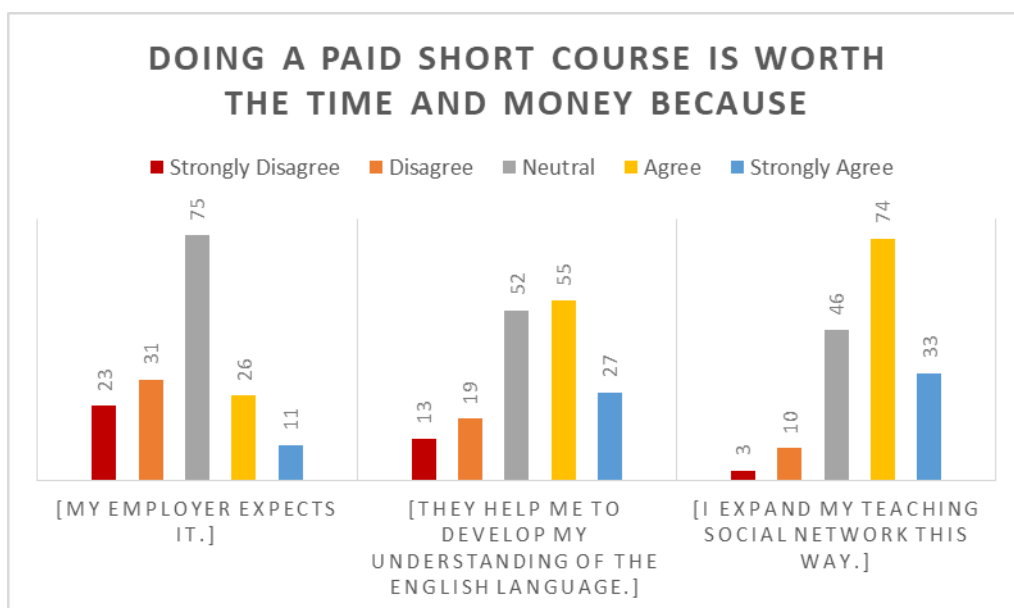


Chart 12 - Paid Short Courses are worth doing because... (2/2)

The question of who decides on when to do a Paid Short Course – or even on the topic that it should cover – generated a broad range of responses. Sonia above introduced the fact that employer-mandated courses might not be appropriate to all teachers. Michael, mentioned before, has much to say on this topic, and again his comment is insightful: “My employer broached the idea of my doing the Certificate in Teaching Young Learners (CTYL) in September with all of the subtlety of a sledgehammer. It is certainly expected. However, it is not an idea I have ever really entertained. [...] Paying to complete a course to teach a cohort for whom I have never expressed a preference [...] does not sound particularly appetising.”

The idea of using Paid Short Courses as a means of improving one’s knowledge of the English language is one that is not universally subscribed to, and will be discussed in more detail in Chapter 4.4, as there is a clear difference between NSTs and NNSTs in this regard.

The idea of using Paid Short Courses for networking purposes is more attractive, though again not universally so. Kate, an experienced NST teacher, writes: “I think these work well when there’s good interaction between participants and this is built into the course. I made lasting friendships when doing my IHWO DoS course.” However, whether the prospect of making new connections motivated Kate to complete this Paid Short Course, or whether the networking aspect was a beneficial extra, is something that her comment does not make clear, so it is entirely possible that the networking aspect of Paid Short Courses is less of a motivating factor than the chart might suggest.

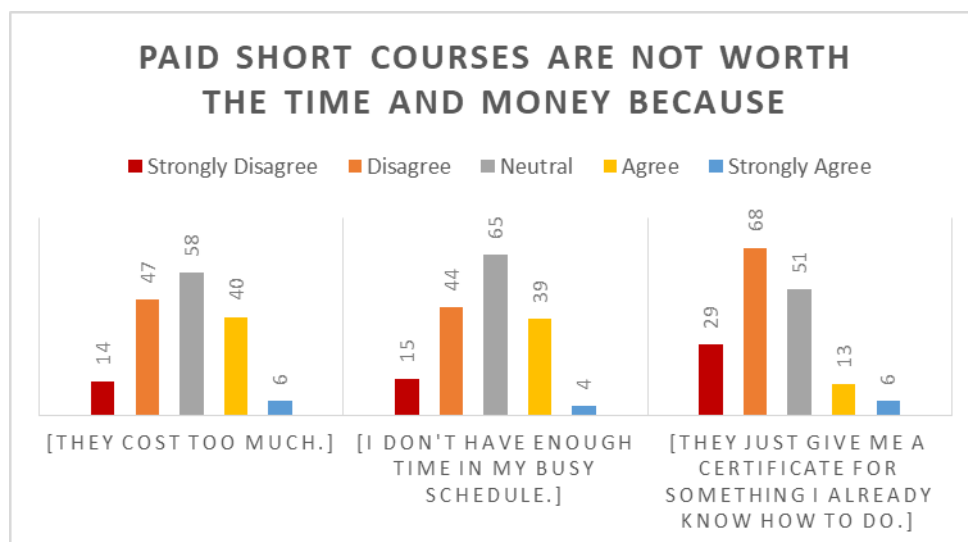


Chart 13 - Paid Short Courses are not worth doing because... (1/2)

The practical matters discussed in the first two statements of Chart 13 highlight the issues that many teachers have with both financial and time management concerns. Julia, a NST based in Korea, takes a middle approach, balancing the costs against the rewards: “Short courses while an additional burden on your time your teaching does become better.” Ryan, a NST working in Poland, looks at the financial aspect in his comment: “I would do more if they led to a salary increase or were paid by me employer.” His thoughts are echoed by Miriam, an experienced NNST working in Slovakia: “In general, I would say, that paid courses are not worth the money, because in Slovakia, when you work as EFL teacher, whether in state or private sector, they usually don’t lead to a salary increase.” The issue of money is clearly a concern for many teachers, and either has to do with the cost of the courses, the lack of an increase in salary following the completion of a course, or a combination of both issues.

Time pressure is also a concern for many teachers, such as Debi, an experienced NST, who did not complete the Paid Short Course that she signed up for: “I have tried to do one course. I couldn't fit it into my schedule.”

Olga, an experienced NNST based in Ukraine, links the idea of getting a certificate – which may be considered extrinsic motivation for many – with the intrinsic motivation of

satisfying her curiosity: “The certificates didn’t give me any pay rise or promotion. I don’t believe in taking a course for the sake of getting another certificate, rather because of curiosity.” This links back to the financial aspect of such courses, certainly, but also suggests that for many teachers, the point of doing a Paid Short Course is about the journey more than about the destination: none of the respondents really talked about doing a course on an area they already knew about simply so that they could put the certificate on their CV.

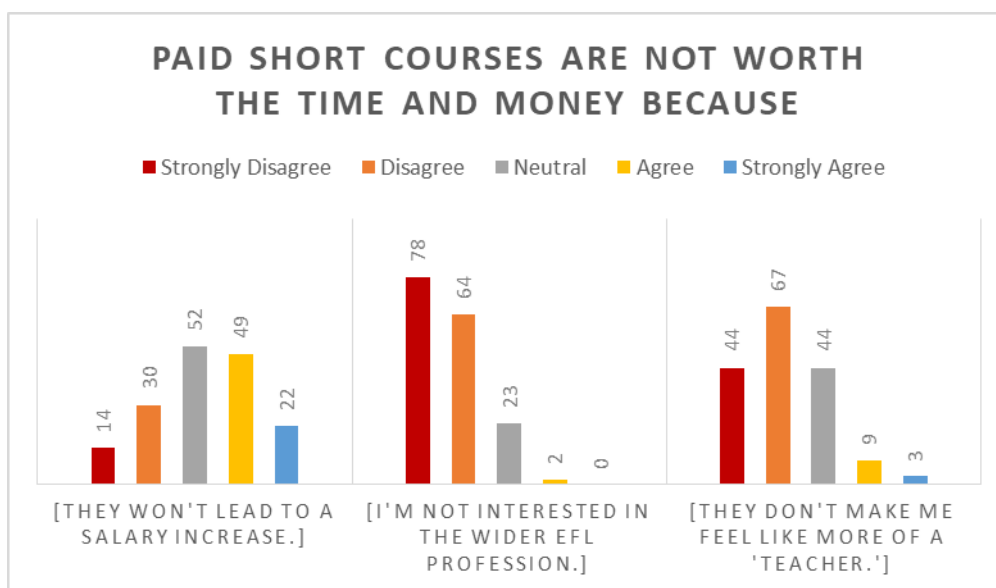


Chart 14 - Paid Short Courses are not worth doing because... (2/2)

The first statement in Chart 14 divided the respondents’ opinions; some, such as Ludmila, an experienced NNST now retired, says that Paid Short Courses led to a salary increase, while many other teachers report that these courses have no bearing on how much they earn. As a consequence, this statement offers little insight into the motivation of teachers to do Paid Short Courses – if no salary increase is on offer at a particular institution, the prospect of a salary increase cannot be a motivational factor by definition.

The last two statements, connected with teacher identity and the sense of community in EFL, suggest that many teachers see themselves as fitting into the wider EFL profession,

and that Paid Short Courses offer some way into this avenue. To a lesser extent, completing these courses might have some bearing on how much teachers identify with their profession.

One final comment that I want to consider in this section comes from Rob, whose other comments I have already shared above. He says that “since EFL is vastly unregulated compared to its ESL cousin, the failure for these credentials to count towards something outside the EFL profession (such as ESL) is also a reason not to take them. I returned to Canada with 13 years of experience, a TEFL accreditation, and a number of other CPD and Conference/Paper presentations and no one would look twice at my CV because I was so obviously EFL applying for ESL positions. My CPD didn't make a difference in this either, which was disheartening to say the least.” I have quoted Rob at length here because the points he makes are extremely relevant to all of the issues connected with RQ1 (and so I will be returning to his thoughts in Chapter Five when I discuss the implications of the findings). Having an interest in the wider EFL profession might be a motivational factor for teachers to choose many of the options detailed in RQ1, but the fact that this interest does not run both ways – or, rather, that the interest is into a closed circle, and cannot be readily shared beyond that circle – but it can simultaneously work to demotivate teachers for whom membership of the EFL profession is not a long-term or sustained goal.

Summary

- Intrinsic factors such as the desire to explore areas of interest in EFL play an important role in motivating teachers, but when enrolment on courses is mandated by the employer motivation suffers.
- Teachers suffering from in-class burnout (as described in Bradley’s (2010) study in Chapter 2.4.2) can explore alternative career options through Paid Short Courses without having to leave the profession.

- Extrinsic factors such as the ease with which Paid Short Courses could be added to teachers' CVs were considered of importance, although there was a suggestion that in terms of quality of learning there is sometimes little difference between Paid Short Courses and Input Sessions.
- As discussed in the summary to Input Sessions, the 'professional community' aspect of Paid Short Courses is dependent on those involved – some teachers saw networking aspects as motivating factors, while others described the very same aspects as demotivating.
- The time and financial commitments involved in Paid Short Courses were generally seen as demotivating factors. Respondents suggest there is no guarantee that the financial investment will be repaid.
- The lack of formal recognition of Paid Short Courses beyond the world of EFL is considered a demotivating factor. EFL qualifications gained by this route might not be recognised in either ESL or 'mainstream' teaching, as described in Chapter Two. Valeo and Faez (2013) suggested that teachers with qualifications outside of EFL/ESL might be more prone to attrition since EFL/ESL is considered a 'second career path' for such teachers; it is certainly possible that the converse is also true, that for those potentially considering a career outside of EFL/ESL, the lack of recognition of Paid Short Courses would prove a greatly demotivating factor.

4.3.3 RQ1 – Attendance at Conferences

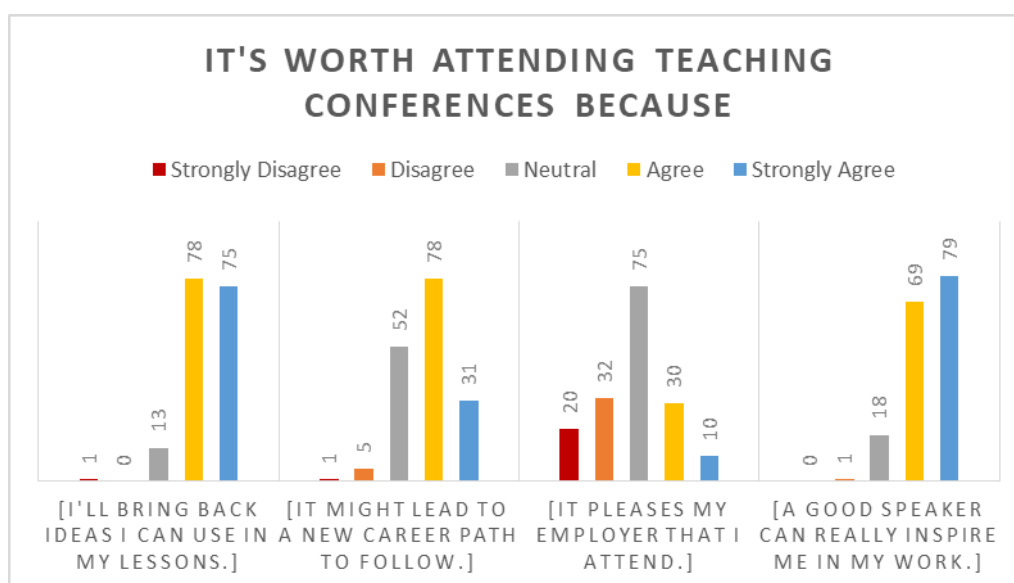


Chart 15 - It's worth attending teaching conferences because... (1/2)

According to Chart 15, the biggest factors in favour of attending conferences are the potential usability of new ideas, and the inspiration provided by a good speaker. Brian, an experienced NST based in the US, talks about the utility of new ideas: “Teaching conferences are a wonderful way to bring back new ideas and techniques, even if something doesn't seem directly of use in my own classroom, it is always relatable to some way and there are always takeaways. Cross pollination of ideas is always a good thing.” This ‘cross pollination’ strikes me as an important point; though there might be similarities between Input Sessions and Conferences, attendance at the latter offers the prospect of serendipitous sharing in a way that cannot be matched by the former.

Though it is still considered positively, the potential new directions that attendance at conferences might offer for a teacher’s career is also considerable.

The aspect here that attracted the most disagreement from respondents was connected with the idea that attendance at a conference only pleases the teacher’s employment. In some cases this was clearly true, and in others entirely not – but since none of the respondents expanded on their answer it is hard to see the rationale. As Jack, an

experienced NST, says: “I have found some employers' attitudes to be suspicious of career progression at the expense of teaching a lesson,” suggesting that attendance at a conference might even, in some cases, displease an employer.

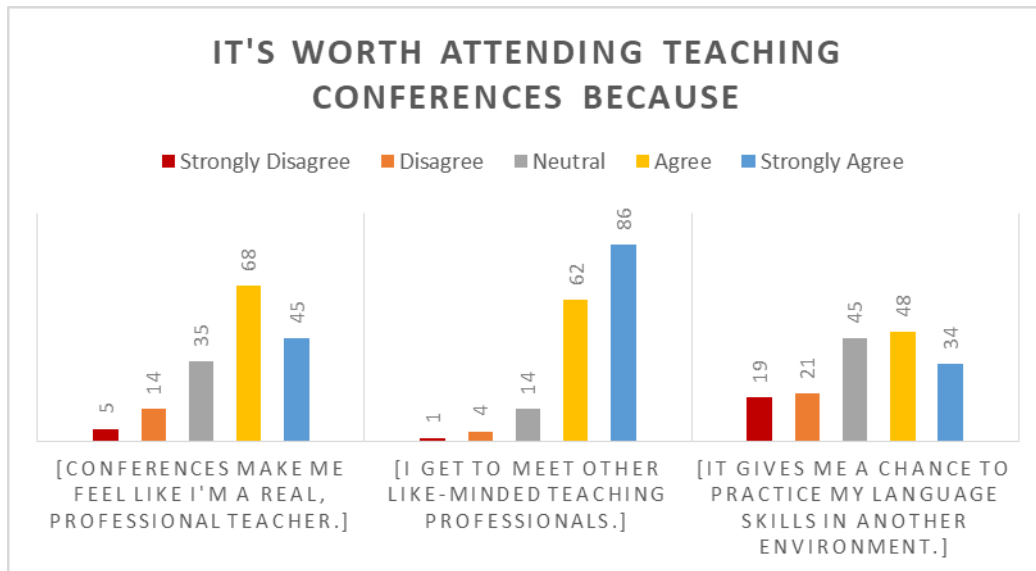


Chart 16 - It's worth attending teaching conferences because... (2/2)

The third point in Chart 16 will be considered more fully in Chapter 4.4; otherwise, the issue of teacher identity is at the forefront of the other two aspects of attendance at a conference that are considered here. The networking aspect – or at least the chance to meet other teachers and to share experiences – is one that many respondents mentioned in their comments. Ilona, an experienced NNST, summed up the attitudes of many when she said, “Conferences give me a boost of energy and motivation and quite often the reassurance that I'm doing things right or that I'm in the same boat with other tutors when it comes to challenges.” Karen, a novice NST, linked this aspect to the wider issue of mental well-being: “For me, it's all about meeting and connecting with other teachers. It's a mental health advantage more than any real teaching skills advantage.” There are counterpoints to these arguments, however; Julia (mentioned earlier) says: “I personally dislike the networking

aspect.” Given how almost unavoidable networking must be at teaching conferences, a dislike of this aspect of such events could have a considerable demotivating effect.

Debi, whose thoughts I have shared already above, also considers the identity of being a teacher and how attendance at a conference might reinforce the feeling: “Attending conferences with like-minded colleagues makes me feel like a professional. Really important for my attitude.”

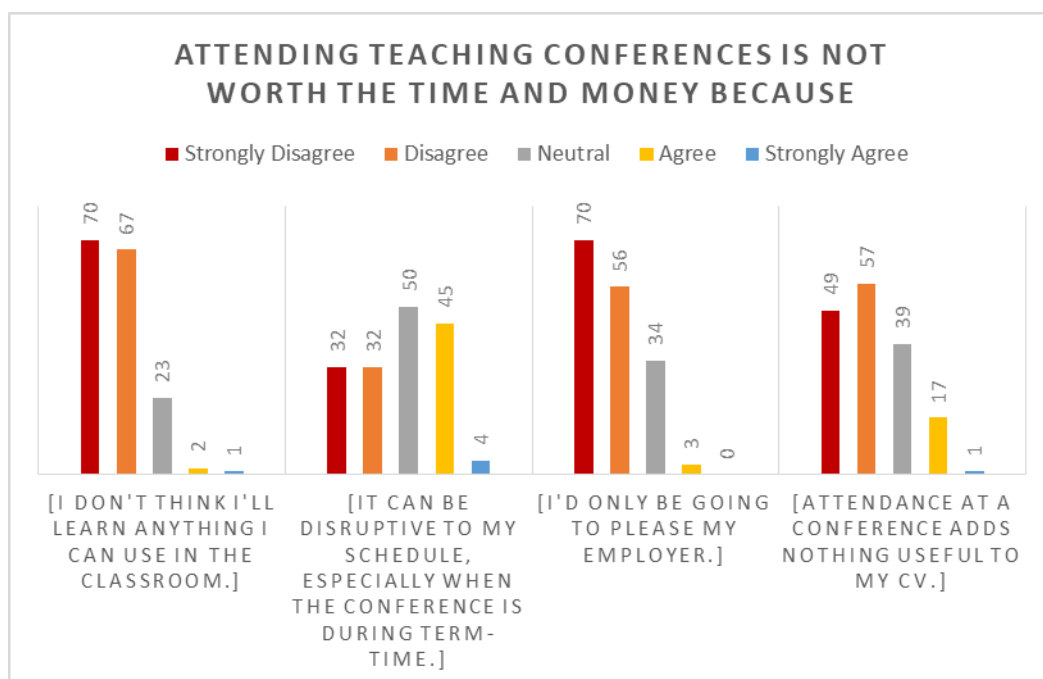


Chart 17 - It's not worth attending teaching conferences because... (1/2)

Responses to the first statement in Chart 17 suggest that the vast majority of teachers who attend conferences will come away with something useful, and that this utility could be a major reason for attendance in the first place. This point is similar to, but not identical, to one raised in Chart 15, which presented much the same results. However, the responses to this statement suggest that, while attendance at a conference might not be motivated solely by a wish to gather new ideas (networking might have an equal bearing on motivation), the majority of attendees do nonetheless expect to come away with something of value.

The issue of time pressures is certainly more pertinent, and many respondents added comments about how disruptive conferences can be when they fall within the main school terms. Suzie (mentioned above) speaks for many when she describes the impact of this issue: “Recently in the past 13 years I have found they are at times when I need to be teaching and can't take the time off. I often think my students need me more than I need to be absent to go to a conference. It is hard to reschedule the lessons missed.” The motivation of a teacher to accumulate new skills and ideas, and to network, must be weighed against the practicalities that Suzie considers in her comment. Glenda, an experienced NNST, is faced with the same conundrum: “I usually cannot attend them because I cannot get days-off to attend them.”

The statement regarding attendance only pleasing the teacher's employer considers a similar aspect to one introduced in Chart 15, but was used as a check to see if any teachers were driven to attend conferences by their employer, and for no other (prominent) reason. The responses to this statement suggest that only a very small minority of teachers find themselves in the position of attending conferences for the sake of their employer, potentially against their own will (or at least reluctantly).

As for the benefits of attending conferences in terms of what a teacher can put on their CV, the majority thought that attendance would be a good addition, while some considered it an irrelevance; to what extent this is a motivating factor for teachers is unclear, however, since none of the respondents followed up this statement with any ideas of their own.

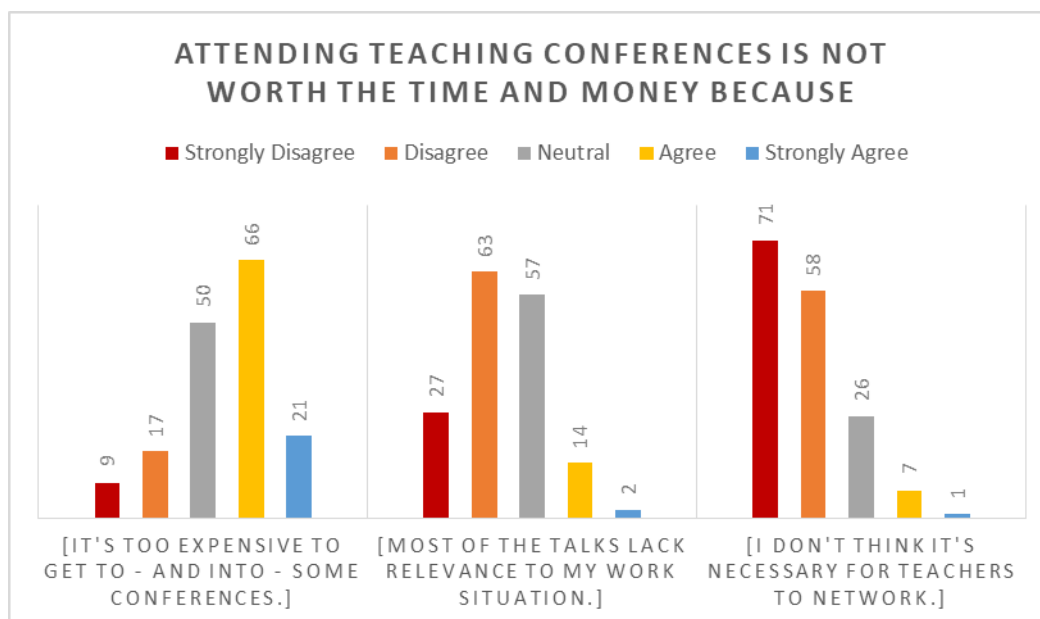


Chart 18 - It's not worth attending teaching conferences because... (2/2)

The last three statements in this section considered the issues of money, relevance, and networking, and here the results are quite striking. Most of the respondents reported that they were of the belief that teachers should network, suggesting that feeling a part of the wider teaching community is both beneficial and expected.

The issue of relevance is a complex one, and I will also return to this aspect of conferences in Chapter 4.5, since there was a marked difference in the responses given to this statement depending on the amount of experience of the teacher involved.

The most salient point though is that many of the respondents felt that the expense incurred by conference attendance over-rode many other issues. Tarveen, an experienced NST, offers a useful comment: “Attending the IATEFL is too expensive, local conferences do not have the rigour of the international body.” Clearly the idea of attending a conference is appealing to her, but it must be the right conference, and it must be affordable – and the right conference tends not to be. Kate (mentioned above) talks about how attendance at a conference was only possible thanks to financial support: “I've been fortunate to attend several large conferences paid for by my employer. Without that I wouldn't have been able to go because of costs.” Other teachers make the same point, but one that I find particularly

interesting is offered by Olga (mentioned above): “I strongly believe that a good teacher must invest both money and time to visit the EFL events, both as an attendee and a presenter.” Here Olga seems to be suggesting that teacher identity – she talks of the prototypical ‘good teacher’ – and professionalism trump the combined issues of cost and time pressure. Unfortunately, as we have seen from the comments left by other respondents, this view seems overly idealistic.

Summary

- Intrinsic factors such as discovering new (and useable) ideas and the generally motivating effect of a good speaker proved to be important among respondents.
- Extrinsic or identity factors connected with networking and developing a career within EFL also have a positive effect on motivation.
- The teacher identity-related aspect of networking at conferences is seen as a positively motivating factor by many.
- The irrelevance or lack of usefulness of talks at conferences are considered demotivating factors, as are the time and financial costs associated with attendance.
- Borg (2015) suggested that too little research had been done into the positive effects of attendance at conferences, but the results of the questionnaire here do support the general assertion that attendance can be a useful tool in terms of increasing teacher motivation, increasing teacher knowledge, and reducing attrition within EFL through increasing the sense of belonging to a wider community. However, there is a difference between what the respondents report and what might be true in reality: it is possible that there is no effect on teacher’s in-class habits as a result of attendance at conferences.

4.3.4 RQ1 – Diploma-level Qualifications

In the comments offered by the respondents, some expressed uncertainty about what was meant by ‘diploma-level’, saying that they had already gained a master’s level qualification; subsequently, their responses were left blank, and have been ignored in the data analysis that follows.

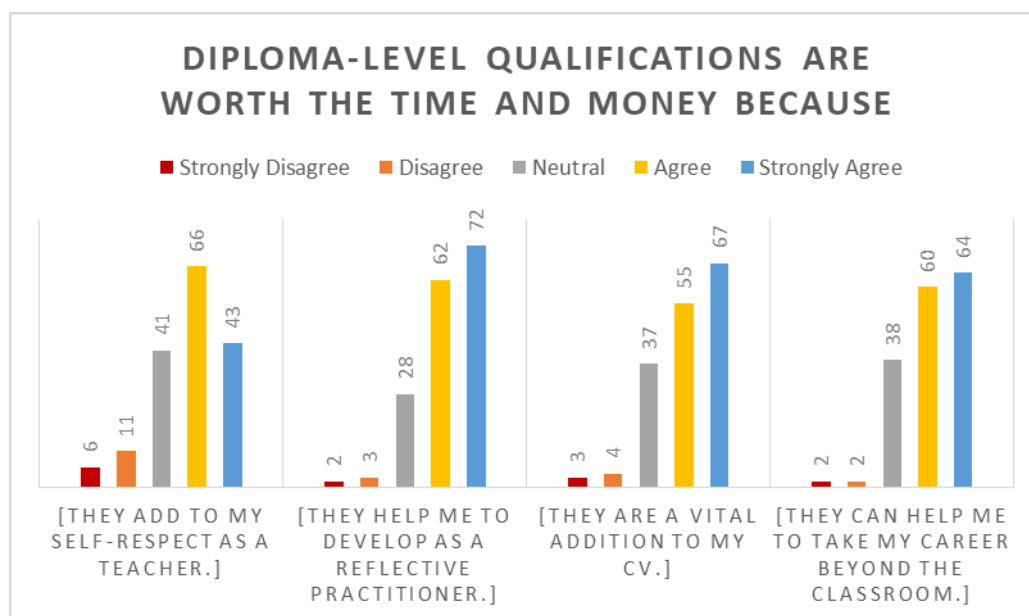


Chart 19 - Diploma-level qualifications are worth it because... (1/2)

Chart 19 shows that the majority of the positively-worded statements met with the agreement of the respondents. The third and fourth points overlap to an extent (though not in all cases – there will be some teachers who want a diploma-level qualification on their CV but want to remain in the classroom). How much overlap there is between different factors is highlighted by Kate (mentioned above), who says: “My motivation was for myself when I started, although for the final module it was a requirement of my role and I wouldn't have my current job without it.” Here we can see that while the intrinsic motivators of curiosity and self-fulfilment play important roles, they can lead very easily into extrinsic motivators such as needing to meet the requirements for a desired post.

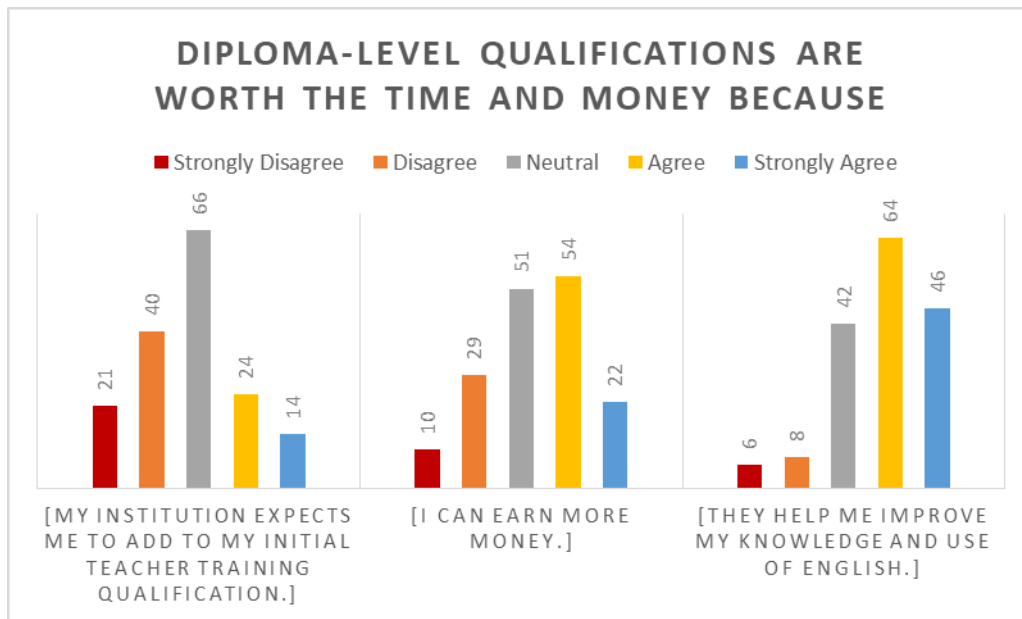


Chart 20 - Diploma-level qualifications are worth it because... (2/2)

The respondents produced mixed opinions when asked about their institution's expectations that teachers should add to their initial teacher training qualification, and as was observed in Chapter 4.3.3, this clearly varies from institution to institution.

In terms of the potential boost to the teacher's salary, the situation is also not clear cut. Kate (mentioned above) concludes her comment with: "It's a big investment in time and money and so I think people just looking for a salary increase will be disillusioned!" This perhaps suggests that for teachers who have done their research into post-diploma outcomes, a salary increase (which the respondents do not all agree is likely) might be a relatively low motivator compared to the intrinsic forms seen in Chart 19.

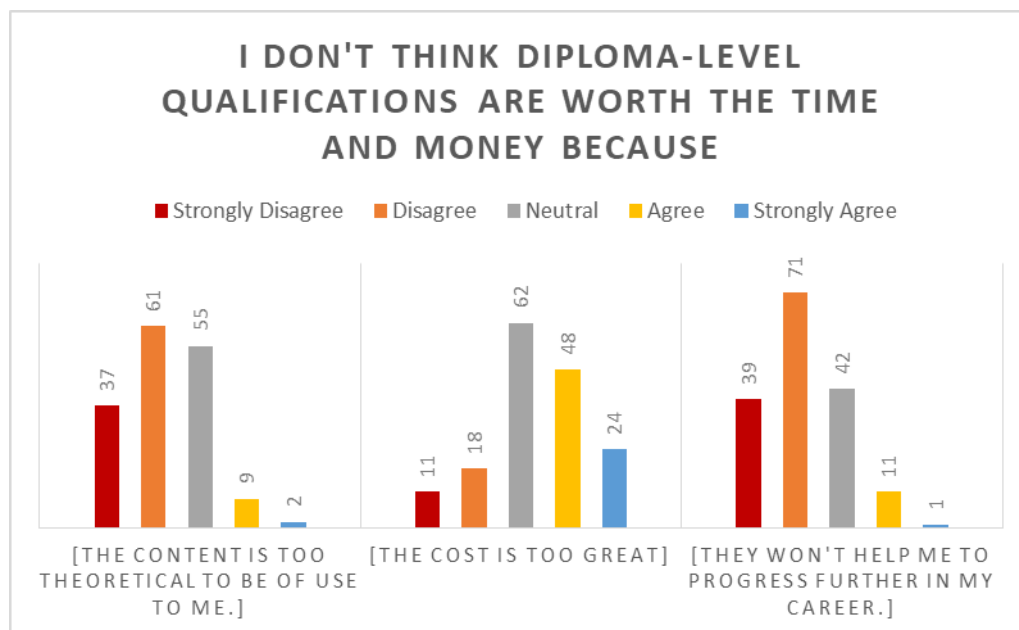


Chart 21 - Diploma-level qualifications are not worth it because... (1/2)

Very few of the respondents worried that the content would be too theoretical. Greater agreement was reached on the topic of cost; indeed, this sometimes proves a barrier – and is connected to the lack of salary increase in some contexts – as demonstrated by the comment left by Jill, a NST who works primarily online: “I would love to do one but I cannot justify the cost as a self employed online teacher. My students would not recognise the qualification so I wouldn't be able to put my prices up. I am sure I would enjoy it and it would improve my teaching but it is too expensive if it doesn't lead to a salary increase.” Nicholas (mentioned above) also adopts a pragmatic line: “A DELTA is a must to be a DoS or have some high teaching position, which will lead to a bigger salary. But how much bigger? Is the juice worth the squeeze? The people who make the most money in a school aren't even teachers, but business administrators. It seems like higher qualifications are only worth it to people who are very interested in the subject.” One aspect of his comment that I think particularly revealing comes at the end – it seems as if he does not consider himself to be one of those people “who are very interested in the subject,” and perhaps this reflects the

absence in him of an EFL teacher identity, especially when compared to those who see diploma-level qualifications in a more positive light.

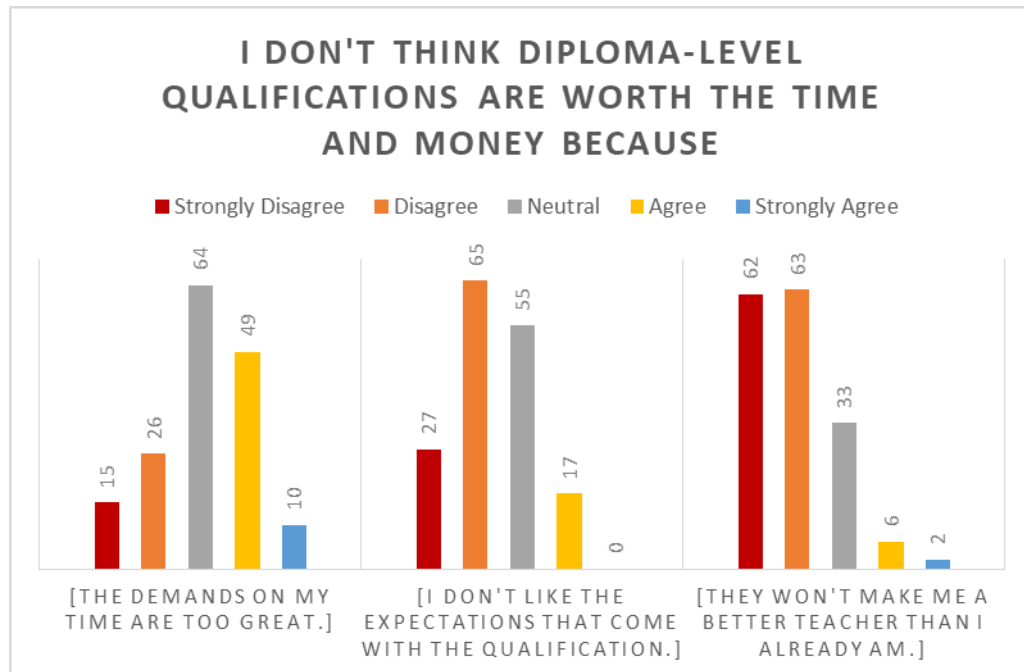


Chart 22 - Diploma-level qualifications are not worth it because... (2/2)

Although none of the respondents addressed the idea directly, it does seem generally true that many teachers are too busy to find the time to take a diploma-level qualification. Pam, a NST in Poland, addresses this point: “DELTA is a vast commitment in terms of time, effort, and money. It is a challenge and at times a struggle. It involves making sacrifices. So it is therefore not worth doing unless you are going to use it to progress your career.” Her point connects with many of the other ideas expressed in Charts 19 and 21, and suggest a deep interconnectedness between career development, salary increase, and career awareness that stand on one side of any cost-benefit analysis performed by teachers leading to the decision of whether or not to do a diploma-level qualification.

The statement regarding post-diploma expectations produced an interesting spread of responses. Most respondents disagreed with the statement, but there was a not-insignificant number of respondents who did agree, their thoughts perhaps being addressed by Michael

(mentioned above): “As a first-year teacher, I have yet to reach a place where I am entirely comfortable with even my basic duties.” For those not yet secure in their skills as a teacher, perhaps there is a fear that the presence of a diploma-level qualification on their CV could produce unrealistic expectations in their employer.

The majority of respondents suggested that a diploma-level qualification would indeed make them a better teacher, but this view was not universal. Rob (mentioned earlier) writes: “[T]he time and cost of the DELTA made me leery, but also the notion that there was no guarantee this would make me any better at what I was doing, but I'd have to pay in terms of time and money to find out, and that's not something I could afford to do.” He makes an interesting point, and one that presumably relates to Paid Short Courses as well. Without doing a particular course, it is hard to predict the likely impact that it will have on teaching outcomes; there is presumably an assumption on the part of most teachers that the outcomes will be positive and that development will happen, but it is not a given.

Summary

- Intrinsic factors such as curiosity and a desire to develop as a reflective practitioner were considered of importance, but were balanced by extrinsic factors such as needing a Diploma-level Qualification to secure a desired teaching position. There is a suggestion that the strength of motivation to complete this qualification needs to be higher than in the case of Paid Short Courses.
- The time and financial costs associated with the qualifications are demotivating factors. Some teachers suggest that the obstacles presented here are insuperable without external support. Diploma-level Qualifications can lead to a salary increase, which suggests that the financial aspect can be an extrinsic form of motivation, but respondents warn against placing too much stress on this outcome.

4.4 RQ2 – NST vs NNST Motivation

As outlined in Chapter 3.4, the differences between NST (N=82) and NNST responses (N=81) will be explored through a consideration of the difference between the averages given by the respondents. Table 1 lists the statements that yielded the greatest difference in average response. A negative difference shows that the NNST response outweighed the NST response, and vice versa for positive differences.

Table 1 Difference in average responses for NSTs and NNSTs

Statement	Difference between NSTs and NNSTs
I find input sessions useful because they give me a chance to improve my English language skills.	-0.97 (2.43 vs 3.40)
I don't find input sessions useful because I don't feel I have a choice to attend or not.	+0.57 (2.66 vs 2.09)
I don't find input sessions useful because they don't give me anything I can add to my CV.	+0.50 (2.28 vs 1.78)
I find input sessions useful because they help me to improve my theoretical knowledge.	-0.40 (3.46 vs 3.86)
I don't find input sessions useful because my initial qualifications are sufficient.	+0.02 (2.16 vs 2.14)
I don't find input sessions useful because I worry that my colleagues will lose respect for me if I make a mistake.	-0.01 (1.89 vs 1.90)
Doing a paid short course is worth the time and money because they help me to develop my understanding of the English language.	-0.78 (2.99 vs 3.77)
Doing a paid short course is worth the time and money because I can expand my teaching social network this way.	-0.56 (3.55 vs 4.01)
Paid short courses are not worth the time and money because they just give me a certificate for something I already know how to do.	+0.41 (2.60 vs 2.19)
Paid short courses are not worth the time and money because I'm not interested in the wider EFL profession.	+0.02 (1.70 vs 1.68)
Doing a paid short course is worth the time and money because they add something tangible to my CV.	+0.01 (3.91 vs 3.90)
It's worth attending Teaching Conferences because it gives me a chance to practice my language skills in another environment.	-1.06 (2.80 vs 3.86)
Attending Teaching Conferences is not worth the money because attendance at a conference adds nothing useful to my CV.	+0.49 (2.35 vs 1.86)
It's worth attending Teaching Conferences because Conferences make me feel like I'm a real, professional teacher.	-0.45 (3.57 vs 4.02)
Attending Teaching Conferences is not worth the money because most of the talks lack relevance to my work situation.	+0.44 (2.54 vs 2.10)
Attending Teaching Conferences is not worth the time and money because it can be disruptive to my time and schedule, especially when the conference is during term-time.	+0.43 (2.89 vs 2.46)

These findings are fascinating, as they suggest that there is a noticeable difference between NSTs and NNSTs when it comes to the subject of **Attending Teaching Conferences**: out of the fourteen statements in this development area, nine show a divergence in the average response, and there are no cases where the averages balance out, as they do in the other areas.

The additional comments offer some insight into the disparity. Daniel, a NNST, says that “Conferencing is among the most developing TT thing I’ve done. If it were up to me, I’d be mandatory part of teacher’s job.” Another NNST, Olga, says, “I strongly believe that a good teacher must invest both money and time to visit the EFL events, both as an attendee and a presenter.” Ilona says, “Conferences give me a boost of energy and motivation and quite often the reassurance that I’m doing things right or that I’m in the same boat with other tutors when it comes to challenges.” Several NNSTs mention the fact that you meet other professionals at conferences – the key word being *professional* – and the sense is certainly of NNSTs feeling more like members of a profession here than is the case with NSTs.

Language-related issues are the main specific factor of difference in three areas, and here we can see that the difference is due to a greater sense of positivity among NNSTs – regarding **Input Sessions** the average response was 3.40, for **Paid Short Courses** it was 3.77, and for **Teaching Conferences** it was 3.86. This suggests that the point raised in Chapter Two, that the three development aspects mentioned here should increasingly focus on language-related issues to support the development of NNSTs, is correct.

However, an interesting point is raised by the NST Tina, who says that language issues are something that puts her off attending conferences: “When I check in anywhere, people get really nervous and shy because there aren’t a lot of native speakers of English, and forget to give me translating headphones or let me know about room changes – stuff like

that.” Whether this experience is universal is hard to gauge, though it is one that I am familiar with from my own visits to international conferences. One would imagine though that it would put teachers off returning to teaching conferences, and not necessarily from attending their first one.

There is far more agreement between NSTs and NNSTs on the topic of **Diploma-level Qualifications**; in fact, there are no areas that show more than 0.27 points difference. The areas highlighted in the Table above show those with the most similarity between the two kinds of teacher. To what can this highly noticeable similarity be attributed? Perhaps when teachers reach the level of expertise usually demanded by diploma-level courses there is no longer a tangible difference between NSTs and NNSTs in terms of professional identity: both NSTs and NNSTs believe that a diploma-level qualification will make them a better teacher than they already are, and that they are generally comfortable with the expectations that come with the qualification.

Summary

- NNSTs are more positively motivated to engage in development activities that improve their knowledge of the English language or of English-speaking culture, underlining the points made by Anderson (2016) and suggesting they may have general applicability.
- There is little to no suggestion from these findings to suggest that what Lengeling (2007) found in the Mexican context – that many NNS students fall into teaching out of a desire to use or develop their English-language skills – holds true over time. While NNSTs are motivated to pursue the development options in RQ1, there emphasis is on developing as teachers, not simply developing as users of the English language.

- NNSTs might be more likely on average to consider themselves as being professionals within EFL. However, this difference seems to disappear over time – novice NSTs appear ‘less professional’ in their sentiments than NNSTs, but experienced teachers show no difference in their stance towards professionalism. There is a temptation to reverse the sentiments expressed by Vodopija-Krstanovic (2011) and suggest that, in the first years of EFL teaching, professional identity is more grounded in being a NNST than in being a NST.

4.5 RQ3 – Teacher Identity, Professionalism, and Motivation

The same procedure for finding the greatest similarities and differences between NSTs and NNSTs was followed to see if there was a difference between those with the greatest experience of EFL teaching and those with the least. However, while there was little difference in the number of NST and NNST respondents, that is not the case with regards to RQ3. The respondents were thus grouped into one of two categories: those with ten years or more of experience in EFL teaching, and everyone else (excepting one respondent who preferred not to state how long they had been teaching for). Teachers who were not currently working (and those who declined to say) were discounted from this part of the study, as the focus here is on longevity as much as anything else. For this comparison, I looked at the average responses of currently working teachers with over ten years’ experience (N=92) against currently working teachers with under ten years’ experience (N=46).

Table 2 Differences between long-serving EFL teachers and those newer to EFL

Statement	Difference between Experienced and Less Experienced teachers
I don't find input sessions useful because they don't give me anything I can add to my CV.	-0.33 (2.00 vs 2.33)
I find input sessions useful because they make me feel part of the teaching community at my school.	-0.01 (3.88 vs 3.89)
I don't find input sessions useful because I'm not interested in expanding my theoretical knowledge.	+0.01 (1.55 vs 1.54)
Paid short courses are not worth the time and money because they cost too much.	-0.56 (2.68 vs 3.24)
Paid short courses are not worth the time and money because I don't have enough time in my busy schedule.	-0.37 (2.74 vs 3.11)
Doing a paid short course is worth the time and money because I respond to formal, organised ways of improving my teaching.	+0.01 (3.77 vs 3.76)
Attending Teaching Conferences is not worth the time and money because attendance at a conference adds nothing useful to my CV.	-0.65 (1.91 vs 2.56)
Attending Teaching Conferences is not worth the money because most of the talks lack relevance to my work situation.	-0.48 (2.15 vs 2.62)
Attending Teaching Conferences is not worth the time and money because it's too expensive to get to – and into – some conferences.	-0.35 (3.31 vs 3.67)
Attending Teaching Conferences is not worth the time and money because it can be disruptive to my schedule, especially when the conference is during term-time.	-0.38 (2.55 vs 2.93)
Attending Teaching Conferences is not worth the time and money because I don't think I'll learn anything I can use in the classroom.	+0.01 (1.70 vs 1.69)
I don't think Diploma-level qualifications are worth the time and money because the cost is too great.	-0.53 (3.22 vs 3.75)
Diploma-level qualifications are worth the time and money because they help me to improve my knowledge and use of English.	-0.43 (3.66 vs 4.09)
Diploma-level qualifications are worth the time and money because they are a vital addition to my CV.	-0.42 (3.96 vs 4.38)

There are not many notable differences between teachers of more than a decade's experience and those earlier in their careers when **Input Sessions** and **Paid Short Courses** are considered. Regarding **Input Sessions**, both groups of teachers see them as a team-

building opportunity, and as a way to improve their theoretical knowledge. Somewhat surprisingly, experienced teachers seem to consider **Input Sessions** more important in terms of their CV – I would have expected the opposite, as early career teachers would perhaps be more keen to flesh out their CV with evidence of professional development, given how little experience they would be able to report when moving from one school to another.

Experienced teachers seem much more likely to appreciate the benefits that **Conferences** present – they are more positive about the impact attendance can have on their CV, and they also report being more likely to find talks that are relevant to their teaching context. Could it be that experienced teachers have a better understanding of their own context, and are therefore more able to see how seemingly-recondite lectures and seminars might relate to the work they are engaged in? That is possible, but there could perhaps be a ‘sweet spot’, or a specific stage in a teacher’s career, when attendance at conferences is more useful than at other times. Suzie (mentioned above) says, “I also feel that as I’ve been teaching for over 33 years the topics covered at conferences are often meant for newer or trainee teachers and cover aspects that I often already know about.” Rob (mentioned above) makes a similar point: “The issue of relevance is a really important point - I often found myself struggling to find conferences focused on my teaching that filled in some gap in my knowledge or was related to what I was doing. I would look through conference content and it just wasn’t related to anything I wanted to do.” As an experienced teacher, is Rob simply more aware of what he wants, or is it the case that he knows he is less likely to suddenly find himself being asked to teach young learners because of the stage he has reached in his career? Would it be that a teacher with fewer years of experience would be more open to conference sessions that seemed irrelevant to their work context because that work context was still in a state of flux?

Nicholas (mentioned earlier) talked about the social aspect of an upcoming conference (cancelled due to COVID-19): “Even though it was canceled, my main motivation to attend the Torun conference was to socially network, see more of Poland.” Sandwiched between these positions – of overexposure in Suzie’s case and undermotivation in Nicholas’s – we find statements like Michael’s, who says that he is “intrigued by the prospect of teaching conferences.” Though Michael has less than a year’s experience, he seems more likely to benefit from attendance at a conference than either Suzie or Nicholas; other teachers in the same position – either relating to curiosity or to a desire to learn more about their industry – might find themselves benefitting equally from attendance.

The results for **Paid Short Courses** and **Diploma-level Qualifications** are very interesting, as they would seem to suggest that less experienced teachers see the latter in a positive light, or at least more positively than their more-experienced peers. It could be that the impact of adding a **Diploma-level Qualification** to one’s CV takes time to be felt, and when it does, it is less than at first imagined. That would account for why experienced teachers were slightly less positive about the effects it could have on their career – they have had the time to see what those effects were. Experienced teachers are also more likely to have a wider context in which to place the cost and time implications of doing such a qualification. Anna, an experienced teacher, says that doing a Diploma-level course was “my best decision ever, however, time and money are factors and only a supporting husband for me made it possible!” And as described with **Attending Conferences**, it is also possible that there is a ‘sweet spot’ in which teachers would most benefit from doing such a course. Einir, an experienced teacher, has no intention of obtaining a Diploma-level qualification: “There’s a niggly feeling I get that I ‘should’ do a DELTA one day but 1. It’s expensive. 2. It’s time-consuming. 3. There’s a lot of theory in Part 1 that wouldn’t be particularly useful in the classroom. 4. I’m already DoS – getting the DELTA would only be ticking the boxes and

strengthening my CV. This gives me no motivation whatsoever to take the course.” With regards to **Paid Short Courses**, one explanation for the disparity with the results for **Diploma-level Qualifications** could be connected with the dissemination of information regarding the two. Though this is not backed-up by the research directly, it is possible that novice teachers are more generally aware of courses such as the DELTA and see this as the eventual goal of their development; more experienced teachers, on the other hand, might consider **Paid Short Courses** to be more useful because of their specificity and applicability to precise career goals.

Summary

- There is a difference between novice and experienced teachers that can be seen in the ‘maturity’ of responses to the questionnaire. Experienced teachers seem more realistic about what **Diploma-level Qualifications** can do for their career, and seem slightly more appreciative about what **Paid Short Courses** can do for them.
- Experienced teachers reported having engaged in more of the development options explored in RQ1; while this might seem obvious, it does suggest a connection between longevity and continuous development, and perhaps adds to Barkhuizen’s (2016) call for more research into the topic. It is possible, based on just the demographics of this research, that one cure for attrition within EFL is to ensure that access to the development options described herein is made available for as many teachers as possible.
- The inculcation of a professional teacher identity can be pursued by encouraging teachers to attend conferences, and this identity seems to strengthen over time. Kubanyiova’s (2012) suggestion of an ideal teacher self is supported by this

research, and a consideration of the respondents' comments suggests that, with experience, teachers can be seen to be moving in this direction.

Chapter Five: Conclusion

In this final section I shall consider the implications of the findings of the research, draw conclusions about what the findings mean for EFL teacher motivation to pursue professional development, and suggest future research avenues that can build on what has been presented here.

5.1 Intrinsic Motivational Factors

The findings discussed in Chapter Four demonstrate that, for all four development options considered in this paper, intrinsic motivational factors are clearly in evidence. Teachers are motivated to pursue professional development for reasons of personal curiosity, the satisfaction of discovering new ideas, and the wish to improve their abilities in the classroom – this latter aspect also adding an element of teacher identity to the proceedings.

All of this suggests that, whatever the demotivating factors, EFL teachers will always be interested in pursuing the four development options of this paper. Essentially, there appears to be no problem here that requires fixing on the teachers' side. However, it should be noted that the respondents to this questionnaire were all sufficiently motivated to respond in the first place; Dörnyei and Taguchi (2009) warn that this can lead to the results looking more positive than they really are. Future research should aim therefore to seek out dissenting voices wherever they exist in EFL, and to discover why some teachers choose not to pursue professional development because of a lack of the intrinsic motivating factors explored in this paper.

5.2 Extrinsic Motivational Factors

While it can be said that the intrinsic factors acted to increase the motive force for teachers to pursue professional development, the same is not true of the extrinsic motivational factors.

Some do assist in motivating teachers. Some teachers wish to develop their career, and others wish to increase their salary. These are more extrinsic than intrinsic, though career development could be seen through the lenses of intrinsic motivation and teacher identity – depending on the teacher. The difference is highly subjective, and calls for further research in the EFL context as opposed to the ‘mainstream’ teaching context – a point raised in Chapter Two.

Some prove to be demotivating factors. Time and cost are both demotivators and were mentioned many times in the respondents’ comments. These two factors interact; the time it takes to pursue each of these development options adds to the cost, in some cases because of the potential loss of earnings incurred, and sometimes because of additional concerns, such as travel time to attend conferences. Time and cost are difficult obstacles to overcome, and are in some instances insuperable.

5.3 Teacher Identity Factors

It is sometimes difficult to draw a distinction between teacher identity and other motivational factors, especially when there is overlap between the three. However, a clearer sense of teacher identity is made apparent in some of the comments, and point at a problem that underlies everything else.

The history of English as a Foreign Language teaching is a long and complex one, and it is beyond the scope to describe it in its entirety in this paper. However, one salient point is clear: it is still a mostly unregulated field, with no clear sense of career progression

beyond that which teachers can figure out for themselves. It is quite unlike mainstream teaching in this regard. While many teachers are intrinsically motivated to pursue professional development, some correctly point out that such development has less value when it exists in a self-contained bubble: qualifications earned in one area are not necessarily transferrable to any other. This is especially true for movement between EFL and ESL. There is also no well-defined career path for teachers to follow; if it is true that professions have career paths that are open and well-communicated to members of that profession, then one must ask to what extent EFL teaching is a profession. This research raises the point but cannot offer much guidance: broader research into the professional aspects of EFL is certainly called for.

However, it is clear from the results of this research that many within EFL are striving towards a professional teacher identity, with some highlighting the importance of networking and building a professional community of like-minded teachers – and this applies to all four development options in RQ1.

5.4 NSTs and NNSTs

The research discovered some interesting things about the NST/NNST debate.

Firstly, there are some differences between the motivational factors of NSTs and NNSTs when they pursue professional development. Some of this is to be expected. Since there is a cultural element present in much EFL teaching, and NSTs tend to be born into that culture as well as the language itself, it was relatively obvious that NNSTs would be motivated to close this gap. One could raise the point that “English culture” is a multifaceted thing and that a NST born in South Africa might know little about the culture of Wales or New Zealand, and therefore that South African NST should be more motivated to develop their cultural awareness. However, that is slightly beyond the scope of this research. What is

not, though, is that the needs of NNSTs are not always met by the development options discussed here, and that, if nothing else, there is an untapped market that trainers and training institutions would do well to target.

The other point is that, on the whole, NNSTs take a more positive view than NSTs when it comes to pursuing professional development. Again, taking the average, this might come as no surprise: many of the NNSTs who responded to the survey suggested that their background was English language teaching – many studied the subject at university, and saw becoming an EFL teacher as their ultimate career goal (though this is not universally true, as reported by Lengeling (2007)). This comes in stark comparison to NNSTs, many of whom ‘fell’ into the career, having studied something completely different at university (note that the audience for books such as Hughes (2005) and Brandt (2006) will generally be native speakers, and it is in these books that we find non-teaching-related reasons for entering EFL). It is also possible that there is an element of complacency here – that NSTs believe they already know enough about the language, and do not need to develop their understanding of it any further to become more competent teachers. There are hints of this in the research, but the answer to this question lies in studies of teacher cognition that are beyond the bounds of this paper. However, much of the literature on teacher cognition considers the subject as being separate from professional development, and so future research that considers how NSTs and NNSTs feel about their language awareness – and asks them what they intend to do about any shortcomings – would explore this area more comprehensively.

5.5 Teacher Longevity

Many studies exist on the subject of why teachers enter and leave the profession, but most consider ‘mainstream’ teaching, which generally involves at least a year’s study pre-service. The same is not true of EFL, where a one-month course is the expected barrier to

entry. Furthermore, as Valeo and Faez (2013), among others, have remarked, EFL/ESL is often a second-career option, and so teachers at risk of attrition may readily be tempted back to their original career.

However, there are suggestions in this research that there is a connection between motivation to pursue development and teacher longevity. Those who have been in EFL for the longest also possess the most experience of the developmental options described in RQ1. While this might seem a given, perhaps it is not: perhaps the reason that these experienced teachers have survived in the business for so long is precisely because they have engaged so continuously with the development options available to them. If that is true, then we might also say that through this engagement, experienced teachers have moved closer towards Kubanyiova's (2012) notion of the ideal teacher self.

As a concluding remark, I would like to say that this research shows that much of what is understood of teacher motivation for 'mainstream' teachers needs to be reconsidered before it can be applied to the EFL context. Besides entering the profession for a wide variety of reasons, the motivation for EFL teachers to continue in the field and to develop beyond their initial qualifications is sufficiently diverse to warrant closer examination. This research, it is hoped, is a step in that direction.

WORD COUNT: 19,553

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Appendices

A.1 Questions Used in the Research Tool

KEY

IM	Intrinsic Motivation
EM	Extrinsic Motivation
TI	Teacher Identity (including native-speakerism)

Personal Information

What is your first name?

How old are you?

What is your gender?

Are you currently working as an EFL teacher?

How many years of teaching experience do you have?

Would you consider yourself to be a 'native speaker' teacher?

Where in the world are you currently working?

Professional Development

I have engaged in the following forms of professional development:

- Input sessions
- Paid short courses
- Attendance at teaching conferences
- A diploma-level qualification

For each of the following 4 sections, a Likert Scale was used, with the following options:

Strongly Disagree

Disagree

Neutral

Agree
Strongly Agree

At the end of each numbered section, the respondent was invited to add their own comment.

1. Input Sessions

Reasons in favour

- IM I have a say in the topics.
- IM I learn new techniques and ideas in them.
- IM They help me to reflect on my teaching.
- IM They help me to improve my theoretical knowledge.
- TI I didn't feel my initial qualification was enough.
They make me feel part of the teaching community at my school.
- TI They give me a chance to improve my English language skills.

Reasons against

- EM I would rather spend the time teaching.
- EM My initial qualifications are sufficient.
- EM I don't feel I have a choice whether to attend or not.
- EM I'm not interested in expanding my theoretical knowledge.
- EM They don't give me anything I can add to my CV.
- TI I feel development happens in the classroom, not in an input session.
- TI I worry that my colleagues will lose respect for me if I make a mistake.

2. Paid Short Courses

Reasons in favour

- IM I respond to formal, organised ways of improving my teaching.
- IM They help me to develop my career away from the classroom.

- IM They develop my skills in specific areas of interest.
- EM They add something tangible to my CV.
- EM My employer expects it.
- TI They help me to develop my understanding of the English language.
- TI I expand my teaching social network this way.

Reasons against

- EM They cost too much.
- EM I don't have enough time in my busy schedule.
- EM They just give me a certificate for something I already know how to do.
- EM They won't lead to a salary increase.
- TI I'm not interested in the wider EFL profession.
- TI They don't make me feel like more of a 'teacher.'

3. Attendance at Teaching Conferences

Reasons in favour

- IM I'll bring back ideas I can use in my lessons.
- IM It might lead to a new career path to follow.
- EM It pleases my employer that I attend.
- EM A good Speaker can really inspire me in my work.
- TI They make me feel like I'm a real, professional teacher.
- TI I get to meet other like-minded teaching professionals.
- TI It gives me a chance to practice my language skills in another environment.

Reasons against

- IM I don't think I'll learn anything I can use in the classroom.
- EM It can be disruptive to my schedule, especially when the conference is during term-time.
- EM I'd only be going to please my employer.
- EM Attendance at a conference adds nothing useful to my CV.
- EM It's too expensive to get to - and into - some conferences.

EM Most of the talks lack relevance to my work situation.
TI I don't think it's necessary for teachers to network.

4. Diploma-level Qualifications

Reasons in favour

IM They add to my self-respect as a teacher.
IM They help me to develop as a reflective practitioner.
EM They are a vital addition to my CV.
EM They can help me to take my career beyond the classroom.
EM My institution expects me to add to my initial teacher training qualification.
EM I can earn more money.
TI They help me improve my knowledge and use of English.

Reasons against

IM The content is too theoretical to be of use to me.
EM The cost is too great
EM They won't help me to progress further in my career.
EM The demands on my time are too great.
TI I don't like the expectations that come with the qualification.
TI They won't make me a better teacher than I already am.



B.1 Ethics Review

University Ethics Sub-Committee for Science and Engineering
and Arts Humanities

21/04/2020

Ethics Reference: 24762-cdw21-ss/ar:english

TO:

Name of Researcher Applicant: Christopher Walker

Department: English

Research Project Title: What Motivates EFL Teachers to Pursue Professional Development Beyond Initial Teacher Training?

Module Name or Course: MA Applied Linguistics and TESOL - Block 5

Supervisor's or Module Leader's Name: Julie Norton

Dear Christopher Walker,

RE: Ethics review of Research Study application

The University Ethics Sub-Committee for Science and Engineering and Arts Humanities has reviewed and discussed the above application.

1. Ethical opinion

The Sub-Committee grants ethical approval to the above research project on the basis described in the application form and supporting documentation, subject to the conditions specified below.

2. Summary of ethics review discussion

The Committee noted the following issues:

It is useful to upload research instruments, such as the survey you plan to use, so the reviewer can check this is ethically appropriate. It would be a good idea to share this with your supervisor before you embark on data collection. I wish you well with the study.

3. General conditions of the ethical approval

The ethics approval is subject to the following general conditions being met prior to the start of the project:

As the Principal Investigator, you are expected to deliver the research project in accordance with the University's policies and procedures, which includes the University's Research Code of Conduct and the University's Research Ethics Policy.

If relevant, management permission or approval (gate keeper role) must be obtained from host organisation prior to the start of the study at the site concerned.

4. Reporting requirements after ethical approval

You are expected to notify the Sub-Committee about:

- Significant amendments to the project
- Serious breaches of the protocol
- Annual progress reports
- Notifying the end of the study

5. Use of application information

Details from your ethics application will be stored on the University Ethics Online System. With your permission, the Sub-Committee may wish to use parts of the application in an anonymised format for training or sharing best practice. Please let me know if you do not want the application details to be used in this manner.

Best wishes for the success of this research project.

Yours sincerely,

Dr. Elizabeth Hurren
Chair

What Motivates EFL Teachers to Pursue Professional Development Beyond Initial Teacher Training?

You are being invited to take part in a research project that seeks to answer the question of why some EFL teachers pursue professional development, and why others don't. Before you decide on whether to take part, it is important for you to understand why the research is being done and what it will involve. Please take the time to read the following information carefully before you decide whether or not you wish to take part. You are welcome to discuss this project with others if you wish before you make your decision.

Please feel free to write to me at cdw21@student.le.ac.uk if there is anything that is not clear or if you would like more information.

Purpose of the Research

I have been an EFL teacher for over ten years, and in that time I have engaged in numerous professional development initiatives. Some of my colleagues have done more, others less, and some have decided against doing any at all. I am curious to know why. The aim of this research is to investigate the different motivating factors – and de-motivating factors – that connect teachers to the professional development options they pursue. The project will run through the summer of 2020, and will form the basis of my master's dissertation.

Why have I been chosen?

You have been chosen because of your relationship to the field of EFL – either you are a teacher now, or you were in the past. I am interested in the experiences of people like yourself. Perhaps you reached this survey through your social media newsfeed; others will likely end up here by the same means, and for the same reason.

Do I have to take part?

No. Your participation in this research is entirely voluntary; if you would prefer not to participate, you need only close this browser tab and go about your day. There will be no penalty or loss of benefits if you decide to withdraw or not participate, and if you decide at a later date to withdraw your responses to the survey there will be no financial penalty or loss of benefits.

What do I have to do?

Participation in this research is relatively simple. Please read and complete this online survey, answering as truthfully as you can. You will be asked about the different forms that professional development can take, and whether you have pursued any of them. You will also be asked what, in general terms, motivated you to pursue those forms, and also what prevented you from pursuing others. Once you have completed the survey, your participation in the research will be complete. My task will be to collate the responses and to analyse them, seeking the common threads that unite teachers in this field.

What are the possible disadvantages of taking part?

I can see no disadvantages, other than that you will be spending the next quarter of an hour or so answering questions in this survey.

What are the possible benefits of taking part?

The benefits are mostly dependent on the participant, in a way. By considering your history in the field, you might come to a better understanding of your own place within EFL. It is possible that by working through this survey professional development avenues you had been unaware of will become open to you. It is also hoped that the results of this research will eventually be published in some form; if and when that happens, you will be able to see where you stand in the wider scheme of things. Are you engaging in the same kinds of professional development as your peers? Is there a connection between professional development and career longevity? If you are curious about such things – as I am – then the outcome of this research will interest you.

Will my taking part in this project be kept confidential?

All the information that is collected about you during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications. The results of the research will be used in my master's dissertation, and beyond that, hopefully, in a published account to be disseminated online.

Contact for further information

If you need more information about this research, please don't hesitate to write to me at cdw21@student.le.ac.uk

Thank you

I would like to take this opportunity to thank you for reading this information, and for considering participating in this research.

18/04/2020