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DOCTORAL DISSERTATION

BEATRIX PRICE

**ENGLISH LANGUAGE TEACHERS' ASSOCIATIONS PROVIDING CONTINUING
PROFESSIONAL DEVELOPMENT**

AN INTERNATIONAL MIXED-METHODS ENQUIRY

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Abstract

ELTAs try to ensure the quality of teaching English as a foreign language in the world. Their goals and purposes are expressed in their mission and vision statements. They provide continuing professional development (CPD) to their members and other stakeholders, such as EFL teachers and ELT professionals, by organising regular CPD events, providing resources in the forms of publications, webinars, and so on. Their strength is providing possibilities for professional development where ELT professionals feel safe to share their knowledge and expertise. They are membership organisations, functioning through the voluntary work of their members who devote their time and energy without compensation, whilst also performing their full-time jobs. ELTAs operate on an international, continental, regional and national level, and have smaller units, communities of practice, depending on several factors, such as geographical, professional interest, values, and so on. The strategic direction of ELTAs always depends on the current leaders of the association, but is also shaped by the history of the community. ELTA leaders are the drive, the energy and the committed advocates of second language teaching and teachers' CPD.

Changes in the world pose their challenges for ELT professionals, so in order to keep up with the rapid changes of technological advancement and other demands, EFL teachers and other stakeholders in ELT seek solutions in professional communities. However, ELTAs also face their own challenges such as to how to keep up with the diversification of the accelerating world. How to provide CPD and how to create optimal conditions so that EFL teachers want to be members of fee-paying associations when there are numerous possibilities for free professional development online? An extensive body of research can be found on CPD in ELT and on teacher motivation, however, studies investigating CPD in the context of ELTAs are scarce in general, and empirical studies in ELTAs are still absent on an international level.

One of the main aims of this research was to investigate how ELTAs provide CPD to their members. It provides an overview of ELTA research through the lens of communities of practice from an organisational point of view. Secondly, the motivation of ELT professionals to engage in CPD and ELTA leaders' motivation for running their organisations were also examined through the Motivational Self System theory (Dörnyei, 2005, 2009; Markus & Nurius, 1986; Kubanyiova, 2009). Finally, the enquiry attempted to find out how ELTA members become involved in their communities, and how they commit themselves to the work of ELTA leaders to sustain their learning organisations.

Due to the complexity of the investigation, since it deals with membership organisations as well as people who are the beneficiaries and the organisers of such complex entities, several research areas were included in the enquiry. With its multidisciplinary approach, it reached across various subdisciplines of language pedagogy and applied linguistics, and covers themes such as continuing professional development, CPD practices in ELTAs, communities of practice, leadership development in ELTAs, the functionality of ELTAs as learning organisations, teacher motivation, and the second language motivational self system.

The dissertation presents a mixed-methods enquiry of five interrelated studies: 1) a focus group interview study with ELTA leaders ($N = 27$), exploring English language teachers' associations, 2) a questionnaire study with ELTA leaders ($N = 54$) on ELTAs' CPD activities, 3) a small-scale questionnaire study with English language teachers (EFL) ($N = 49$) in Hungary on their motivation for continuing professional development, 4) a large-scale questionnaire study

also with EFL teachers in Hungary ($N = 315$) on their motivation for continuing professional development in Hungary; and 5) semi-structured in-depth interviews with English language teaching professionals ($N = 16$), on their motivation for continuing professional development in English language teachers' associations.

The findings from the studies confirmed that ELTAs act as empowering platforms for professional networks. The outcomes of the research lead to new directions. As one of the novelties of the enquiry, the outline of the ELTA motivational self system is presented. Communities of practice should be complemented by systems thinking (Senge, 2005; Reynolds, 2018), in order to adopt a more holistic approach with vision and shared vision for the future of ELTAs. The results of the questionnaire studies with EFL teachers show that professional knowledge is more up-to-date in members of ELTAs than in those teachers who do not belong to teachers' associations. From the findings of ELT professionals' trajectories, it has been revealed that ELTAs enhance professional development in their communities of practice. Outstanding ELT professionals, such as the participants in the interview study, shared that teachers often become teacher trainers and have the potential to become ELTA leaders. Based on the conclusions, implications and recommendations were also made, a checklist for ELTAs is recommended and some suggestions for ELTAs and policymakers are included. Future directions and recommendations for further research are outlined.

Keywords: English language teachers' associations, continuing professional development, communities of practice, teacher education, teacher motivation, possible future selves, leadership development, collaboration, vision

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List of Acronyms

Acronym	Full name
AAAL	American Association of Applied Linguistics
ANOVA	Analysis of Variance
ATAK	Angoltanárok Köre (Hungarian acronym) The Society of EFL Teachers
BC	British Council
BESIG	Business English Special Interest Group
CITA	Co-operation and Innovation in Teachers' Associations in English
CoP	Community of Practice
CPD	Continuing Professional Development
DALT	Developing an Association for Language Teachers (1st IATEFL Handbook)
EAP	English for Academic Purposes
ECML	European Centre for Modern Languages
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTA	English Language Teachers' Association
ELTE	Eötvös Loránd Tudományegyetem (Eötvös Loránd University)
ELTP	English Language Teaching Professional
FGI	Focus Group Interview
ESL	English as a Second Language
ETC	English Teachers' Club
FIPLV	Fédération Internationale des Professeurs de Langues Vivantes (French acronym) International Federation of Teachers of Living Languages
GISIG	Global Issues Special Interest Group
IATEFL	International Association of Teachers of English as a Foreign Language
ICT	Information and Communications Technology
INSET	In-Service Education and Training
IS	Interest Section
LACS	Language Associations and Collaborative Support
L2	Second Language
LPP	Legitimate Peripheral Participation
LTA	Language Teachers' Association
MANYE	Magyar Alkalmazott Nyelvészek és Nyelvtanárok Egyesülete (Hungarian acronym) Hungarian association of applied linguists and language teachers
NEST	Native English Speaker Teacher
NNEST	Non-native English Speaker Teacher
NYESZE	Nyelvtanárok Szakmai Egyesülete (Hungarian acronym) The professional association of language schools in Hungary
OECD	The Organisation for Economic Co-operation and Development
PLN	Professional learning Network
RALT	Running an Association for Language Teachers: directions and opportunities (2nd IATEFL Handbook)

RB	Regional Branch
RELO	Regional English Language Office, a U.S Department of State organisation
SIG	Special Interest Group
SPSS	Statistical Package for Social Sciences
STA	Strengthening Teacher Associations
TA	Teachers' Association
TEIS	Teacher Educator Interest Section
TESOL	Teachers of English to Speakers of Other Languages
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WMS	Wider Membership Scheme
YETI	Young English Teachers' Special Interest Group

1 Introduction

1.1 Rationale

This dissertation examines how English as a foreign language teachers' associations (henceforth ELTAs) contribute to the professional development of their members, how they act as empowering platforms for English as a foreign language (EFL) teachers and other professionals, educationalists and researchers who are engaged not only in English Language Teaching (ELT) but in teacher training, materials writing, curriculum design and other established fields in foreign/second language (L2) education and applied linguistics. ELTAs play an important role in the enrichment of quality language teaching practices, enhancement of teachers' professional development and contribute to educational change worldwide. This resulted in an abundance of ELTAs globally in the second part of the 20th century and beyond, and their important role provided the aim of this research, to find out how and what kinds of CPD they provide and how they contribute to their members' professional growth.

The two largest international teachers' organisations were established in the 1960s, the Teachers of English to Speakers of Other Languages (TESOL) in 1966 in the USA and the International Association of Teachers of English as a Foreign Language (IATEFL) in 1967 in the UK to create a professional body for the aforementioned ELT professionals. TESOL and IATEFL were founded with the original aim of providing continuing professional development (CPD) for their members, as well as promoting better teaching. Since the foundation of these two international associations, many ELTAs have been created on a continental, regional or national level. Today almost every country in the world has either formal or informal ELTAs, with fluctuating membership, due to the challenges the profession needs to face. Within the field of ELT, not only does English as a global lingua franca propose new challenges and questions for all professionals involved in EFL teaching but the internet revolution, globalisation, commercialisation, diversity and ethical issues all pose trials. Teachers can access online resources, join online communities and attend webinars free or for a fee. In consequence, paid CPD events and ELT conference attendance are decreasing.

Therefore, recently the emphasis on providing CPD to members has shifted more towards offering a community where best practices, new theories, methods and above all, mutual support, can be found. Apart from the tangible benefits that ELTAs offer, intangible benefits are just as important such as personal and professional growth and the sense of belonging to these professional organisations (Falcão & Szesztay, 2006). Despite the

challenges, both TESOL and IATEFL with their associates and affiliates comprise many ELT professionals who strive towards better CPD for their own and their colleagues' benefits, where teachers and ELT professionals can feel part of a larger learning community. The numbers speak for themselves: TESOL International has 12,000 members and an additional 40,000 members in their affiliates (Wheeler, 2018), and IATEFL International has approximately 4,000 members and 133 associates, altogether there are over 100,000 English language teaching professionals in the world. Even though some new ELTAs are born, some die and others become dormant (Davidson & Coombe, 2018), the number of members in these associations still demonstrate that ELT professionals want to belong to these professional organisations to link, develop and collaborate.

The rationale of the current research lies in the fact that ELTAs have been influential in the lives of many ELT professionals worldwide in the last half century (Aubrey & Coombe, 2010; Bailey, 2002; Borg, 2015a; Gnawali, 2013), yet studies investigating ELTAs are still scarce on an international level. Aubrey and Coombe (2010) state "an alarming paucity of research related to ELT associations", although as Lamb (2012, p. 287) points out "language teachers' associations are empowering spaces for professional networks". For this reason, these learning organisations deserve more attention, in order to understand how they influence their members' professional growth and through that, language education in general. Although there is increasing attention towards teachers' associations recently, given the recorded impact on ELT professionals' personal and professional growth (Bailey, 2002; Knight et al., 2018; Szasz & Bailey, 2018), the scanty literature on ELTAs mainly considers either small scale studies, case studies or narrative enquiries, focusing on regional contexts or particular individuals. Therefore, the current investigation gives evidence for an international enquiry, and attempts to fill a research gap.

The overall purpose of this investigation was threefold: First, it aimed to provide an understanding of the roles and purposes of English language teachers' associations, how they fulfil their main mission, specifically by providing continuing professional development to their members. In this process, how do these organisations cope with the global, regional, geographical, socio-cultural and political challenges in their own contexts. As they are complex organisations, each one of them deals with constantly recurring but different concerns, for instance, organisational structures, effectiveness, membership, marketing, networking, development planning and leadership issues, to name just a few. The second purpose of the research was to explore what motivates EFL educators to engage in professional development, their preference for different types of CPD and their attitude to inner-directed, self-driven CPD

activities as pertaining to their professional growth, both within and without ELTAs. Thirdly, the enquiry intended to ascertain how English language teaching professionals (ELTPs) benefit from the continuing professional development provided by English language teachers' associations and how their personal and professional development are supported by ELTAs. These topics were investigated from the point of view of ELTAs and ELTPs and the following three main research questions were intended to answer them:

RQ 1 How do different English language teachers' associations motivate the continuing professional development of their members?

RQ 2 How do English language teachers promote their own continuing professional development in Hungary?

RQ 3 What motivates English language teachers to practice continuing professional development in English Language teachers' associations?

In order to answer the main research questions, seven sub-questions were formed, these are detailed in the overview of the research design in the Research Design and Methods chapter, in Table 3.1.

The first part of the investigation focused on the work of ELTAs, how they try to achieve their aims and what kinds of CPD they provide. To understand the complexity of the issue, the constituent factors of the ELTAs, current and former members, potential (future) members, volunteers and leaders of the associations, as well as the contexts in which these organisations operate, had to be identified. With hindsight, these contexts had to be placed in a larger scenario to understand the functions of ELTAs in both organisational (internal) and contextual (external) terms (Uludag, 2018). As the contextual variables significantly determine the way ELTAs operate and promote the level of professionalism in ELT, the results cannot be generalised, but can only be used as guiding principles and mere suggestions. In order to achieve triangulation, the second part of the enquiry targeted L2 teachers and educators and their motivation to engage in CPD in institutional and external contexts, regardless of whether they belong to any professional associations. Finally, the third part of the research focused on successful ELTPs who have been involved in the work of teachers' associations or have been regular ELT conference attendees. The whole research was a large-scale investigation, covering five continents with 79 ELTAs, in five independent studies, using an exploratory approach.

In order to answer the first research question and its sub-questions, concerning what the roles of ELTAs are in supporting their members, what challenges they face and how they provide CPD, as a first step, a *focus group interview study* (Study 1) was designed to reveal answers for the challenges proposed for ELTAs and their leaders. The focus group interviews

comprised 27 executives of 13 ELTAs from 15 different countries on four continents. After the aims, goals and purposes of ELTAs were identified, the professional organisations' missions and visions were scrutinised, leaders of ELTAs gave an account of what the challenges were for them in supporting their members, and they also identified what hinders their organisations in fulfilling their aims. Having identified the emerging themes and building on the results of the focus group interviews, the second step of the research, an *international ELTA Survey* (Study 2) was carried out with 54 ELTAs from 49 countries on all five continents, still looking for answers to RQ 1, with specific focus on RQ 1.3. As a follow-up investigation after the focus group interviews, an *ELTA Survey* identified what activities ELTAs offer to the members and how internal and external dynamics impact the CPD choices available to the members of ELTAs. Two quantitative enquiries, Study 3 and Study 4, a *small-scale L2 teacher questionnaire study* and the *main L2 teacher questionnaire study* were carried out in the Hungarian context. The quantitative studies identified the motivating factors of EFL teachers that influence their ELT-related professional knowledge and were specifically based in the Hungarian context. Furthermore, the *main L2 teacher questionnaire study,* Study 4, identified how three different sub-groups relate to CPD; members, former members and non-members of ELTAs gave an account on their CPD choice. After understanding the connections between different subgroups and identifying the differences, the research turned towards answering the third research question: how English language teaching professionals practice continuing professional development in English language teachers' associations. As a final step of the research, Study 5, a *semi-structured in-depth interview study* intended to address the involvement of members, volunteers and leaders in ELTAs. Through ELT professionals' trajectories, the benefits members gain in ELTAs were investigated, as well as the skills and attributes that ELTA members gain through their leadership roles. The main purpose of the final study was to find out how ELTAs supported the personal and professional growth of members, and see these professionals' involvement in their organisations. With all the changes in recent decades, it is a question why members of ELTAs still get together, when everything is available on the internet that is connected to professional development in the fields of English language teaching, English language learning and applied linguistics. Concerning the primary readership of the current investigation, both ELTA members, leaders, potential members and external bodies might benefit from the current research. The intended outcome of the present research is that not just ELT professionals but also all stakeholders, including policy makers, would realise the potential which ELTAs carry; so that bottom-up or grass-roots initiatives would

result in autonomous professional learning. Thus, supporting ELTAs would be beneficial on every level, on an individual, an institutional and even a national level.

In the academic literature, the acronym LTA is used most commonly for professional associations for language teachers, both for English as a foreign language teachers and other language teachers' associations (Lamb, 2012; Paran, 2016). ELTAs, TAs and LTAs are used interchangeably by various authors in the profession. Although I am aware of the commonly used LTA, I consciously decided to use the acronym ELTA in my dissertation, except for verbatim quotations when either LTA or TA are used, as I intend to emphasise the community of English as a foreign language teachers.

Given the scarcity of both ELTA-related and L2 teacher motivation research, I decided to investigate ELTAs and ELT professionals with a mixed-method enquiry in a global context.

1.2 Structure of the Dissertation

The dissertation is divided into ten chapters. In Chapter 1, I give a general account on the background that lies behind my investigation. Chapter 2 starts with the most essential definitions to help the reader understand the relevant concepts; then it provides the background to the research areas, in connection with teachers' professional development and teacher motivation, from the point of view of the investigation. Following the broad theoretical review, the next section, the literature review, gives a glimpse into the theoretical background of ELTAs as learning organisations, in order to understand their contextual and organisational structures, both globally and in the Hungarian context. Chapter 3 is the overview of the research design, where the main research questions are presented along with all their sub-questions. This chapter details and justifies how the exploratory nature of the research unfolded and the specific methods which were used in the five independent studies comprising the enquiry. In the following five consecutive chapters, From Chapter 4 to Chapter 8, the five independent studies are separately introduced, with a detailed description of the participants, instruments, procedures and the means of data collection and analysis. The discussion and results of each of the five studies are presented in these chapters, concluding the main findings of each independent enquiry. The Chapter 9 synthesises and summarises the five studies, the results are interpreted, and limitations are identified, both in terms of weaknesses and scope of the study, and suggestions are given for future research. Finally, Chapter 10 concludes the dissertation. It offers theoretical and methodological implications, as well as pedagogical and general implications for teachers, ELT professionals, policy makers and other stakeholders. Practical suggestions are given for ELTAs and my concluding reflections bring the dissertation to a close.

2 Review of the Literature

2.1 Key Concepts

ELTAs are complex organisations, comprising ELT professionals who are involved in professional development activities of the community. ELTAs offer a range of CPD activities, and members can both receive CPD or provide CPD. Because the success of ELTAs depends on their leaders' and members' motivation for CPD and leadership development, there are multiple components that impact both the life of the organisations and their members' professional growth. Throughout the paper there are two broad categories of interest which are under investigation: a) English language teachers' associations (ELTAs) and b) continuing professional development (CPD). In order to understand the complexity of the motivating factors of the individuals and the organisations, apart from these two main themes, several other terms and their definitions need to be presented to achieve a better understanding of these key notions and their interconnectedness. A brief overview of the following concepts are given:

1) English Language Teachers' Associations (ELTAs),

2) Continuing professional development (CPD),

3) Communities of practice (CoPs) in English Language Teachers' Associations,

4) Mission statement and Vision statement,

5) Collaboration,

6) Leadership development,

7) Language teacher motivation,

8) Future possible selves.

2.1.1 English Language Teachers' Associations (ELTAs)

When conceptualising ELTAs, the most often cited definition of Language Teachers' Associations is given by Lamb (2012). It does not exclusively refer to ELTAs but to professional associations of various language teachers, where the functions of LTAs are explored and challenges are identified. Nevertheless, due to recent conceptualisations, this statement is widely used in ELTA research. According to Lamb (2012), LTAs are "networks of professionals, run by and for professionals, focused mainly on support for members, with knowledge exchange and development as well as representation of members' views as their defining functions". He adds that LTAs should also be conceptualised as 'spaces': "they can accommodate any number of individuals in varying spatial contexts (virtual, physical, personal, local and global), promote multiple levels of communication, and present themselves as rich

and active networks characterised by diversity" (Lamb, 2012, p. 306). Paran (2016) points out that since Lamb (2012), ELTAs have been perceived in different ways, as membership associations (Motteram, 2016); a CoP platform (Herrero, 2016); charities (Padwad, 2016); or as advocacy providers (Kamhi-Stein, 2016).

2.1.2 Continuing Professional Development (CPD)

Different attempts have been made to define professional development in ELT. It is widely accepted that the major role of ELTAs is to provide CPD opportunities to their members and other ELT professionals. However, it is not only sought in ELTAs. According to OECD's (2009, p. 49) document 'The professional development of teachers', CPD is "… on-going; it includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students and encourage the development of teachers' learning communities". Goal 4 among the 17 Sustainable Development Goals by the United Nations also advocates for lifelong learning (UNESCO, 2018). According to Padwad and Dixit (2011, p. 7), professional development is "a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment and the development of their organisation and their pupils".

In the current investigation CPD activities are not examined individually but in learning organisations, where ELT professionals get together in order to pursue a wide variety of professional development activities with others.

2.1.3 Communities of Practice (CoPs) in English Language Teachers' Associations

Communities of Practice (CoPs) are "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger et al., 2002, p. 4). In this sense ELTAs are defined as CoPs, as they are groups of professionals who share the same interest and arrange their activities in order to develop their knowledge, skills and approaches. Padwad and Dixit (2009) identify them as supporting networks for professional development and teacher learning. These learning communities are complex organisations, usually with shared knowledge and knowledgeability among people with similar interest or profession. In a CoP, members are brought together to learn from each other by joining in common activities in 'situated learning' (Lave & Wenger, 1991). In Wenger's (1998) conceptual framework personal growth becomes emphasised and the trajectory of individuals' participation within the community. As Lave and Wenger (1991) argue that legitimate peripheral participation gives meaning to learning, where learning is a

process of participation, starting from the periphery which gradually increases through engagement. Participation is shared and negotiated, participants take different roles, create places for themselves and improve their practices.

ELTAs are CoPs in a wider sense, whereas their Special Interest Groups (SIGs), Interest Sections (ISs) and Professional Learning Networks (PLNs, earlier caucuses) are definitely CoPs in the definition's narrowest meaning, as the association members form smaller groups with a particular area of interest. SIGs and ISs are professional units of ELTAs that focus on specific areas of English language teaching and learning or professional development. PLNs (or caucuses) gather TESOL professionals for more informal discussions or according to their identity issues, for example Arts and Creativity, Black English Language Professionals & Friends, Career Path Development, Environmental Responsibility, Global Education, Lesbian, Gay, Bisexual, & Trans, Womentorship in ELT.

Some national ELTAs, depending on their size, have smaller units, regional branches (RBs), according to their geographical locations (Pickering, 2011). They do not attract members due to their interest but because of shorter distances, it is easier for teachers to get together on a regular basis. They often hold CPD activities or organise student competitions. The Croatian ELTA, for instance, has five active regional branches, and we can find more than fifty ELTAs in Japan, according to Stewart and Miyahara (2016). Regional branches are part of national ELTAs and they should not be confused with 'regional ELTAs', such as TESOL Arabia, Africa ELTA (formerly known as Africa TESOL), AsiaTEFL (earlier called TESOL Asia) or Latin America and the Caribbean TESOL.

2.1.4 Mission and Vision Statement

Mission statements state the purpose of the organisation and define what they offer to their members. Tercero (2018) points out that it is important to include goals and strategic planning in the mission statement which should be revisited regularly. Both mission statement and vision statement are often used in the business world and serve different purposes in a corporate environment but recently have also been more frequently used within ELTAs. Almost all ELTAs have a mission statement. Nevertheless, others do not wish to express their vision in an explicit way. Vision statements can be used as strategic management tools, giving a direction for the future. Knight (2013) conceptualises leadership to be a "creative" activity that involves: 1) "communicating to create visions" and 2) "communicating to achieve visions." Leadership development for him involves communication and "making real a vision in collaboration with others" (Knight, 2015, 2017). Reynolds (2018, p. 47) argues that "A vision of future reality is

important because it drives and shapes change within an LTA". However, as he reasons, it is not enough for the leaders of an ELTA to have a vision, a shared vision among members and the association is fundamental for mutual will to achieve change. The vision has to be shared once it has emerged, and "in a system, a vision is not a document created at a point in time, but rather a force that moves with and constantly undergirds the system" (Reynolds, 2018, p. 48).

2.1.5 Collaboration

The term 'collaboration', the idea of networking in order to help teachers working together, has received more attention both in teacher education and ELTA research recently. It is emphasised as one of the major components in 21st century skills in the British Council CPD framework (British Council, 2015), by England (2020); OECD (2009); Partnership for 21st Century Learning (n.d.), and by the World Economic Forum (2015). Working with colleagues, getting feedback, inspiring each other and peer-collaboration in teacher learning lead to greater effectiveness (Richardson & Díaz Maggioli, 2018). This ingredient is another key element of ELTAs, especially with their conferences as platforms for educators and other stakeholders to share the latest trends in education through collaboration, sharing and supporting (Raza, 2018). Collaboration is more beneficial when it is voluntary and happens in a secure context (Barfield, 2016). This supportive setting often occurs in different CoPs in ELTAs, where teachers can grow through collaborative learning. Some ELTAs engage in collaborative projects (Almási et al., 2016; Bicknell & Lo, 2018; Gnawali, 2018; Pickering, 2008; Rahman & Shahabuddin, 2018) in order to improve their strength to fulfil their mission. Research findings show that being part of a community makes a great difference in teachers' CPD (Falcão, 2004; Gnawali, 2013; Smith & Kuchah, 2016). Mentorship is another form of collaboration throughout the various CPD opportunities both in institutional and ELTA context as well (Kamhi-Stein & de Oliveira, 2008; Paran, 2016; Selvi et al., 2018).

2.1.6 Leadership Development

There have been several attempts to approach leadership development in ELTAs (Dickey, 2018; Knight et al., 2018). There is a general consensus among authors on ELTAs that leaders in ELTAs grow skills through leadership in practice (Stephenson, 2018; Tercero, 2018). ELTAs employ a distributed model of leadership rather than individual leadership, as ELTAs are complex organisations (Stephenson, 2018). Tercero (2018) claims that leadership development is a natural process, integrated with teaching, research and service, through various stages of membership journey in ELTAs. She refers to the path in CoPs, from becoming a member, to advancing to leadership roles, crossing the boundaries and engaging in CPD activities.

Stephenson (2018) argues that leadership development is best learned from other leaders' leadership experience, successes and challenges within the context of ELTAs. Salas Serrano and Schrader (2018) present a 4-step leadership cycle: 1) The pre-leadership stage, in which members volunteer for the organisation as potential leaders, where motivation is important for accomplishing different tasks. 2) The second stage defines smaller leadership positions, where the participants share their knowledge and pass on their experience to others. 3) Leaders take on responsible roles in the ELTAs in the third phase of leadership cycle. 4) The last, fourth phase is the post-service phase, in which leaders either become advisors of their organisations, take on smaller honorary posts or withdraw from the work of the association. Focusing on the apprenticeship into the profession, different ways of support are offered for potential leaders with the 'buddy system' (Curtis & de Jong, 2018) and coaching or mentoring (Selvi et al., 2018).

England (2020) discusses the role and relevance of the professional journeys of TESOL professionals through their career trajectories and proposes a career path development for teachers involved in EFL. She conceptualises career path development in a larger context, beyond the individual, either in an institutional setting or in ELTAs. She argues that "… while in its infancy, research on ELTAs is an important aspect of TESOL CPD. … these associations provide opportunities for professional growth, learning and development" (p. 53). ELT professionals' trajectories can be followed in leadership development (Bailey et al., 2009; Tercero, 2018). Former TESOL and IATEFL presidents' trajectories prove that challenges are more easily handled and successes are facilitated by previous ELTA leaders (Knight et al., 2018; Salas Serrano & Schrader, 2018; Stephenson, 2018; Szasz & Bailey, 2018; Tercero, 2018). Undoubtedly, motivation for professional development is closely related to success. "A career is interrelated sets of skill-demanding activities that are engaged in by individuals over time" (Raynor, 1974, p. 371). On the contingent path more and more challenging tasks are performed and successfully delivered and repeated. Thus, achievements support advancement on the career ladder (Pennington, 1995).

2.1.7 Language Teacher Motivation

Following Dörnyei and Ushioda (2011), teacher motivation is a multidimensional construct with four featured components: 1) prominent intrinsic motivation; 2) socio-contextual influences relating to external conditions and constraints; 3) temporal dimension with emphasis on lifelong commitment; and 4) demotivating factors, which might result in burnout or

demotivation. Apart from Dörnyei and Ushioda's (2011) conceptualisation of choice, effort and persistence, Csizér (2020) focuses on four aspects of teacher motivation: EFL teachers' effort 1) to their own work, 2) to CPD, 3) to their own language proficiency, and 4) to motivating their own learners. From the perspectives of the aims of the current enquiry, the second main component is of paramount importance, "How much effort EFL teachers are willing to invest in their professional development work" (Csizér, 2020, p. 58). The quantitative strand of the current investigation also touches upon the third component of Csizér's (2020) classification: "How much effort foreign language teachers are willing to invest in sustaining or enhancing their foreign language knowledge" (Csizér, 2020, p. 59). Pennington (1995), in her research on L2 teacher motivation within the context of TESOL, concludes that English as a second language (ESL) teachers are more intrinsically motivated than from external rewards, and are more satisfied with teaching but discontented with external factors, such as financial rewards, job security and career perspectives. In L2 teachers' motivation there are no theories or developmental models of teacher motivation in connection to teachers' progress in their professional development (Alexander, 2008; Csizér, 2020; Dörnyei & Ushioda, 2011). Dörnyei's (2005, 2009) L2 Motivational Self System is a theoretical basis for Kubanyiova's (2012) integrated model of Language Teacher Conceptual Change, with a number of variables, such as motivation, teachers' beliefs and the teacher's sense of self.

2.1.8 Future Possible Selves

The conceptualisation of the future-oriented self-concept was coined as 'possible selves' by Markus and Nurius (1986) in mainstream psychology. It refers to the individual's desired, hoped or feared selves. The individuals' ideas of their future-related dreams and aspirations, connected to concrete goals for images that stand in the future are called ideal self images (ideal self), threats or anxieties (feared self) or desired expectations which come from others, imposed by other individuals, institutions or society at large (ought-to self). Markus and Nurius' (1986) theory of possible selves served as a solid foundation for various enquiries, both in L2 learning motivation (Dörnyei, 2005, 2009) and language teacher motivation (Kubanyiova, 2009) in the fields of applied linguistics and language education. Kubanyiova's (2009) Possible language teacher self model proposes the possible teacher selves, with three components, the ideal language teacher self, the ought-to language teacher self and the feared language teacher self. Kubanyiova (2009) claims that teachers would be motivated by the discrepancy between their actual and ideal selves, actual and ought-to selves, and their future ideal or ought-to and feared selves. The desire to achieve the ideal teacher self motivates teachers to get better at their

profession, the feared self works as a threat, therefore, it is to be avoided. The ought-to self represents partly the expectations one sets for themselves, and on the other hand the outer demands or expectations that many teachers have in their institutional contexts, the ought-to self-own and ought-to self-others (Thompson & Vásquez, 2015).

Having reviewed the most important concepts and their contexts in connection with ELTAs, CPD and other related notions to the investigation, the next chapter provides a detailed review of the relevant literature.

2.2 Theoretical Background

2.2.1 Continuing Professional Development

For a long time, ELT related research mainly focused on the learning, then on the learners and on learner outcomes. Teacher development was a rather neglected area and teacher education, within the context of teachers' associations in particular, rather non-existent. Fortunately, the focus on continuing professional development (CPD) has gained more attention in ELT both in research and in practice worldwide in language teacher education, teacher motivation and leadership studies in the last few decades, and has even become a mainstream word. At the end of the 1990s, Maley (1998) did not paint a favourable picture of teachers' responsibility for their own professional development: "there are still many teachers who are unsure precisely what teacher education is, how it works, why it is valuable, and how exactly to get started on it" (p. 353). Teacher trainees are equipped with conceptual knowledge and some basic skills regarding teaching by the end of their initial studies, yet teacher learning does not end there. It goes on into one's professional life and never stops. According to the Teaching and Learning International Survey (TALIS, 2013), carried out by OECD (2009), lifelong learning is essential for teachers throughout their careers, concerning their individual skills, knowledge, expertise and other characteristics. The United Nations' comprehensive call to the challenges worldwide refers to education as well with their 17 Sustainable Development Goals for 2030 (UNESCO, 2018). Goal 4 highlights the importance of "developing skills, values and attitudes for healthy and fulfilled lives… and urge to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2018, p. 1). Thus, there is a greater responsibility for individuals, institutions, policy makers and learning organisations to commit to these goals, through collaboration, cooperation and partnerships. ELTAs have recognised their potentials for filling this gap and devoted their mission to supporting EFL teachers throughout their careers. However, according to Freeman and his colleagues (2015, p. 10) "There are, by current estimates, some 15 million teachers of English around the world", so the

members of ELTAs are only a minority of L2 teachers worldwide, yet ELTAs can serve them, indirectly, through their members. Thus, professional development is an ongoing process, intertwining L2 teachers' lives from the stage of preservice teachers, via the active years of novice teacher, mid-career teacher and veteran teachers' stages into the stage of semi-retired professionals (England, 2020).

As seen in section, 2.1.2, CPD is a planned, ongoing process, with the elements of training, practice and support which inspires the development of teachers' professional communities (OECD, 2009). If the verb 'develop' is used intransitively, it means that development happens naturally and gradually; teachers grow as they practice their profession and reflect on their work, or can take their professional growth into their own hands, and can develop themselves or others (Foord, 2009). On the other hand, if the verb 'develop' is used transitively, it refers to someone or something (an organisation, an institution) that develops others. In Foord's (2009) view, 'teacher development' refers more to classroom related experience, whereas 'professional development' is seen from a broader angle, in connection to our career or ambitions. According to Mann (2005), professional development is career oriented and has a narrower, more instrumental label, and teacher development is more inclusive of personal and moral dimensions. Depending on the angle, we can speak about teacher development and/or professional development (Mann, 2005), and some of the components refer more either to institutional or to personal characteristics. Whichever angle we take, there is no clear-cut distinction, they are interconnected and depend on each other. Underhill (1999, p. 149) identifies it concisely: "Teacher development is the process of becoming the best teacher one is able to be, a process that can be started but never finished". However, in the literature there are some idiosyncratic versions, therefore those aspects are also covered that have relevance for individual professional development and for ELTAs as well.

All those professional activities which are aimed at ELT professionals to support their professional development throughout their career, on the individual, institutional or organisational level, are part of CPD programmes and CPD frameworks. According to Day, (1999), *professional development*

> is the process by which, alone and with others, teachers, review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice … through each phase of their teaching lives (p. 4).

Another conceptualisation is offered by Díaz Maggioli (2003) in the following way:

> … an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. Professional development is not a one-shot, one-size-fits-all event, but rather an evolving process of professional self-disclosure, reflection and growth that yields the best results when sustained over time in communities of practice and when focused on job embedded responsibilities (p. 1).

For the purposes of this study, CPD is understood as the collective term to define learning strategies professionals engage in to develop and enhance their knowledge, skills and abilities. CPD is a complex system which depends on many components, such as contexts, culture, age, experience, number of years in the profession, input, challenge, and so on. In previous literature there are various notions that refer to the same fundamental concept, such as teacher learning (Richards, 1998), teacher development (Head & Taylor, 1997; Underhill, 2006), teacher training (Freeman, 1989), professional development (Mann, 2005), professional growth (Day & Sachs, 2004; Hargreaves & Fullan, 1992), skills development (Elsheikh & Effiong, 2018; Szasz & Bailey, 2018), leadership development (Bailey, 2002; Stephenson, 2018), continuous professional development (Lessing & De Wittt, 2007) and continuing professional development (Díaz Maggioli, 2003, 2017; Richardson & Díaz Maggioli, 2018). Some of these concepts are used interchangeably, while others refer to professional development.

2.2.2 Teacher Development

It has been a long way from the transition-style models towards the more experience-based approaches of CPD today. To start on the individual level, as Aubrey and Coombe (2010) claim, teachers have a choice in their work but they need to possess four distinctive components : (1) a heightening of awareness; (2) a positive, open attitude to bring about change; (3) the accumulation of knowledge; and (4) skills development (Larsen-Freeman, 1983, p. 266). Teachers need to be aware of processes connected to their profession but at the same time, an open disposition is required to be ready for change. Attention and objectivity are also essential, in order to be able to make free choice. Freeman (1989) posits that language teacher education has a crucial role in ELT professionals' self-construction. His starting point is that language teaching is the subject matter of language teacher education, and although applied linguistics, research in second language acquisition, and methodology all contribute to the knowledge on which language teaching is based, this knowledge and the skills in methodology teachers possess will not alone lead to good teaching. He argues that apart from knowledge and skills,

attitude and awareness also contribute to teacher education, thus language teaching is based on these four constituents: 1) knowledge, 2) skills, 3) attitude, and 4) awareness.

Teachers and teacher educators need conceptual knowledge about the nature of language, about the learners, the learning process and the contexts where learning and teaching take place. Professional knowledge can be broken down into three forms of teacher knowledge: (1) knowledge for practice, (2) knowledge in practice and (3) knowledge of practice (Cochran-Smith & Lytle, 1999). Knowledge for practice is typically described as formal knowledge and theory, or explicit or declarative knowledge, usually created by researchers. The second, knowledge in practice, is implicit or tacit knowledge which derives from the classroom work done by teachers. This is practical knowledge that comes from teachers' reflection on their own practice. Whereas the third form, knowledge of practice, is both formal and practical knowledge, it is the social component, in which knowledge is constructed and connected to other teachers, researchers and communities (Cochran-Smith & Lytle, 1999).

As opposed to knowledge, skills are connected to the delivery of conceptual knowledge, how knowledge transmission is conveyed in the educational scenario, applying different methods, approaches and techniques, at different age and language levels, well-equipped or under-resourced, small or large classrooms, with homogenous or mixed-level learners, and so on. All these factors are dealt with in the field of language pedagogy (Underhill, 1999), and the aforementioned skills are pedagogical skills which a teacher needs to possess. However, in the 21st century, there are numerous other skills that ELT professionals may acquire. England (2020, p. 40) claims that "The traditional and narrow focus on content – applied linguistics, pedagogy, and cross-cultural communication with various specialty areas – is not enough for the TESOL professionals career in the 21st century".

In the knowledge transmission model of teaching the first two constituents, *knowledge, skills*, are essential, sometimes even overemphasised; according to Freeman (1989), *attitude and awareness* are more important factors that shape teacher learning, and as we will see, also necessary components of effective and impactful CPD. Freeman argues (1989) that

> Attitude is an interplay of externally oriented behaviour, actions, and perceptions, on the one hand, and internal intrapersonal dynamics, feelings, and reactions, on the other. It becomes a sort of bridge that influences the effective functioning of the individual teacher in particular circumstances. As such, it can begin to account for the differing successes, strengths, and weaknesses of individual teachers (p. 32).

Freeman (1989) reinforces Larsen-Freeman's (1983) claim that the fourth constituent, *awareness,* brings together the other three constituents, with attention, recognition and reflection, thus responsible for teacher development and change. Head and Taylor (1997) point at the personal aspect of teachers' awareness, in which reflection on past experiences is just as crucial as the teacher's own will for change and they also refer to the social aspect of teaching, as well as to self-reflection. Nonetheless, it is not enough to identify the components of the descriptive model of language teaching in order to define the content of language teacher education, it is also fundamental to see the process through which that content is delivered.

Freeman (1989) posits two strategies in his language teacher education model: 1) training and 2) development are the two distinctive strategies for collaboration. The training and development dichotomy had already been conceptualised by Head and Taylor (1997) who argue that these two appear to be polar opposites on this binary continuum. Table 2 summarises the main distinctions.

Table 2

The comparison between teacher training and teacher development (Head & Taylor, 1997).

Teacher training	Teacher development
compulsory	voluntary
competency based	holistic
short term	long-term
one-off	ongoing
temporary	continual
top-down	bottom-up
done with experts	done with peers
product-weighted	process-weighted
skill/technique and knowledge based	awareness based, angled towards personal growth and the development of attitudes

Although such concepts should not always appear as opposites, there is a tendency to compare them with each other. The contrasting sides may appear as contradictory and conflicting, yet they hold only partial truth, as there is no clear-cut difference between the concepts. Head and Taylor (1997), just as well as Freeman (1989), suggest that training and development could be conceived as complementary components of teacher education, rather than polar opposites.

Freeman (1989) elaborates that training is clear with its aims, directed on outcomes, within a certain, usually short timeframe. As opposed to this, "the purpose of development is for the teacher to generate change through increasing or shifting awareness" (Freeman, 1989, p. 40). In development internal changes take place, self-related personal characteristics, such as

self-efficacy, self-reflection and self-confidence, play a role (Bandura, 1995, 1997; Chan, 2014; Cohen & Norst, 1989; Mercer, 2008, 2011), and critical analysis are employed for becoming a better professional and a better person. Freeman (1989, p. 42) concludes: "Training and development are two basic educating strategies that share the same purpose: achieving change in what the teacher does and why".

While Bolitho (1986) adds that space is essential for growth, as well as taking responsibility for one's own development, Freeman (2006) advocates for time, social practice and meaningfulness. Borg (2015b) contrasts newer, modern ways of learning with the more traditional, one-off workshops where teachers, as knowledge consumers, learn new ideas, get practical advice and receive new information, usually from an external expert, with the expectation of applying it in the classroom. The teacher is seen in this format as a consumer of knowledge who has nothing to do with the information or new methods. In longer courses or in-service education and trainings (INSET), teachers are required to attend classes and complete theoretical or practical tasks, but they are still considered as consumers or reproducers of knowledge. As Borg (2015b) states, teachers are mostly dissatisfied with these input-based courses at both pre-service and in-service levels, especially if they are compulsory and organised by their school management as quantitative requirements. Teachers in these cases depend on others' input and do not value themselves as being capable of taking their own professional development into their own hands, reflecting a "training-transmission model of language teacher education" (Borg, 2015b, p. 6). Top-down decision-making professional development arrangements are made by administrators and consultants rather than teachers, and become a burden to professionals instead of a welcome solution to classroom problems, as Díaz Maggioli (2004) claims in his teacher-centred professional development view. Another problem with the 'training-transmission' model of learning is that often there is very little or no sustainable change in teaching and learning. This criticism is also expressed in Kubanyiova's (2012) integrated model of Language Teacher Conceptual Change, language teachers' engagement in language classrooms, where the desired effect fails and CPD does not bring the best outcomes in the classroom. One of Freeman's (1989) claims, that transmission of knowledge will not necessarily lead to good language teaching, is still valid and makes us ponder. The other misconception prosed by Freeman (1989, p. 29) is "that language teacher education is generally concerned with the transmission of knowledge, specifically about applied linguistics and language acquisition, and of skills in methodology and related areas". This might not have such strong relevance today, as there is a growing need by both individuals and

organisations for the necessary tools, techniques and frameworks on the new and shifting CPD landscape (Richardson & Díaz Maggioli, 2018), as well as Day's (2004, p. 2) view on teachers:

> Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually energetic in their work {…}. Passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of their pupils. {…} For these teachers, teaching is a creative and adventurous profession and passion is not an option. It is essential to high-quality teaching.

Díaz Maggioli's (2004) practical framework guides teachers by two variables: 1) knowledge and 2) awareness, two of the components of Freeman's (1989) model. In Díaz Maggioli's (2004) model the four quadrants refer to either updated knowledge, defined as a positive component or outdated knowledge as a negative element, as can be seen in Figure 2.1. On the awareness spectrum, teachers can show signs of awareness of knowledge or the lack of it, or they can be unaware of either the updated knowledge or their lack of knowledge related to ELT. Díaz Maggioli's (2004, p. 20) framework is a clear indicator for either an individual or an institutional CPD plan.

Figure 2.1

The Four Quadrants of the Teacher's Choice Framework (Díaz Maggioli, 2004)
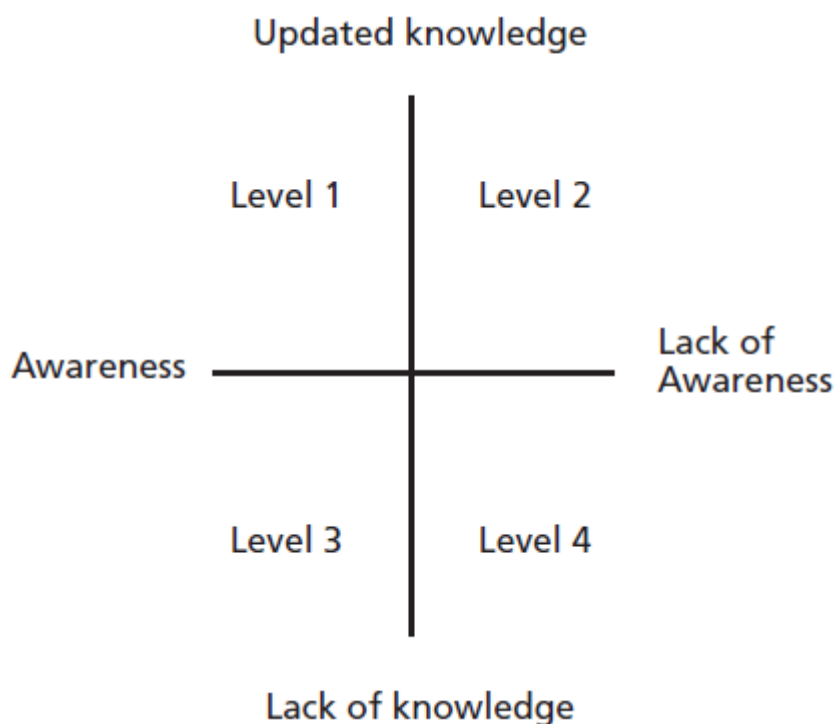
In *quadrant 1*, ELT professionals can be found with updated knowledge. They know that their knowledge is updated and they are capable of transferring their knowledge by modelling best practice, observing and guiding other teachers or sharing their expertise. In *quadrant 2*, teachers are equipped with updated knowledge; however, they are not aware of their skills and abilities, therefore through various CPD activities they should become aware of their attainments. Through an awareness-raising process these professionals would be able to accept and articulate their knowledge and finally, share it with others. Teachers in *quadrant 3* are fully aware that their ELT-related knowledge is a bit rusty, and they should employ new strategies, acquire updated knowledge, read, learn and adopt and adapt new ideas. However, in *quadrant 4*, teachers' professional knowledge is outdated and they are unquestionably unaware of this. They might excel at certain skills but they need to be motivated to participate in CPD activities or attend CPD events, organised by either their institutions or externally.

2.2.3 Shifting Views in Knowledge Transmission

For more than a hundred years teacher education was built on the knowledge transmission model in which teachers were told what to know and how to use their knowledge; they were viewed as objects of study instead of as knowledgeable professionals who can be creators of knowledge and agents of change (Johnson & Golombek, 2002). These are the reasons CPD needs to be revisited on an individual level, on an institutional level and on an organisational level as well.

Crandall (2000) demonstrates a shift from product-oriented approaches to process-oriented theories of teacher education. She also claims that traditional approaches considered teachers as "passive recipients of transmitted knowledge rather than active participants in the construction of meaning (in learning by reconstruction)" (p. 35). Through this shift from the transmission-oriented theories towards the constructivist theories the role of the teacher has transformed, whereby teachers take their own professional development under control, through collaborative work, research, and in-service programmes instead of short-term programmes and one-off workshops. Widdowson (2003) contrasts the binary distinction of training and education, claiming that training is solution-oriented while education comprises "…a broader intellectual awareness of theoretical principles underlying particular practices" (Widdowson, 1997, p. 121). Crandall (2000, p. 35) claims that "teacher development is a life-long process of growth which may involve collaborative and/or autonomous learning, but the important distinction is that teachers are engaged in the process and they actively reflect on their practices". The same thought is reiterated by Wallace (1991, p. 3), "The distinction is that

training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself". As Borg (2015b) confirms, the teacher is more like a knowledge creator or knowledge generator rather than a knowledge consumer who engages in professional enquiry that produces new understanding.

This view is in harmony with Underhill's (1999) facilitative approach, in which three different terms, lecturing, teaching and facilitating, are connected to horizontal and vertical development. He states that the change in teaching style from lecturer to teacher or teacher to facilitator develops through a single person's teaching career and he connects this development to horizontal and vertical development. In Underhill's (1999) eyes the facilitator embodies the educator who has moved from the horizontal teacher development onto a higher level through development. In leadership management literature, Petrie (2014) contrasts horizontal and vertical development, as they are very different in nature, and underlines that horizontal development can be transmitted from an expert, but vertical development must be earned for oneself. He claims that a great deal of time has been spent on horizontal development and competencies but very little time on vertical development. In learning organisations, as in ELTAs, this approach can be applied as a way in which teachers can view professional development sessions. While talks also have their valid place in CPD events or conference programmes, in which knowledge transmission happens, where teachers, as knowledge consumers, receive new information, interactive workshops or other sessions can follow the facilitative approach, where newer, modern ways of learning take place. In this way, participants in these events have the chance to get involved in various types of knowledge transmission. Depending on the stage of their career path development (England, 2020), they can take part either as knowledge receivers, later knowledge disseminators or knowledge producers, according to their knowledge, skills, attitude and the context they are in.

From the purpose of the current investigation, one of the aims is to find out how EFL teachers engage in CPD, both within and outside the contexts of ELTAs, and how ELTAs support the professional growth of their members or attract other ELT professionals with their CPD offers. Whether the CPD strategies ELTAs employ are effective, impactful and sustainable or restricted to provisional, more traditional modes of delivery of information, underlining transmission-oriented approaches to teacher learning, remains a question. Therefore, the next part presents different types of professional development activities that ELTAs employ. This collection is far from an extensive description of the various possibilities, as with the changes of time the repertoire is expanding, while other forms of CPD are abolished.

Foord (2009) claims that there is no right or wrong way of CPD. Teachers, just like learners, all learn and develop differently. What is important is for teachers to take an activity-based approach. Foord (2009) suggests four key principles: 1) developing by doing; 2) making things happen; 3) making the most of things that happen to you; and 4) linking teacher development to self-development. As pointed out earlier, teachers need CPD, whether they are aware of it or they are not. In the continuum of professional development resources there is a vast availability for ELT professionals. While Richardson and Díaz Maggioli, (2018) contrast *CPD Directed* and *CPD Choice* strands, Jafri (2010) distinguishes between *self-directed* and *other directed*, *short term* or *long term*, *pre-* or *in-service*, and *externally* or *internally directed training* and *development*, which are all parts of the continuing professional development continuum.

The most basic approach divides activities into two distinct types, *formal and informal CPD opportunities*. Formal or other-directed activities are generally structured, often institutionally instigated as a top-down process of training, whereas informal, self-directed activities can be initiated by individuals or groups of teachers according to their communities of practice, and are often called grass-roots or bottom-up initiatives. Such less-formal activities can be ongoing, self-initiated, and effected, while the various possibilities depend on the facilities and resources in multiform contexts; they are connected to professional autonomy and personalised needs. Both self-directed and other-directed CPD activities can take either formal or informal forms. Thus, professional development can result in improved practice and additionally, in improved learning outcomes (Díaz Maggioli, 2017).

Different CPD activities can be part of formal training or they can be self-initiated, informal: peer observation, mentoring, job shadowing, presenting at conferences, giving workshops, conducting case studies, action or exploratory research, writing articles for newsletters, magazines or journals; teaching portfolios, team teaching and action research. Teachers can develop through distance learning, blogging, reading, writing reflective journals, diaries, being part of self-initiated communities of practice, either online or face-to face meetings and joining professional learning communities, such as ELTAs. Gnawali (2013) adds the following types of CPD options: interacting at virtual conferences; online forums; staffroom discussions, reading groups; maintaining a diary; doing a formal course and membership of professional bodies.

Díaz Maggioli (2004) proposes the following strategies: establishing a learning community, collaborative action research, peer coaching, professional development through critical development teams, attending conferences and seminars, sharing living theories to help

others develop in teachers' associations. He cautions that the strategies can only be effective if they are pursued at the appropriate career stage in teachers' lives. In England's (2020) classification pre-service, novice/beginners, mid-career/career switcher, veteran and semi-retired teachers all engage differently in CPD, with an appropriate response to the challenges of their contexts.

2.2.4 Professional Development Frameworks

Teacher development frameworks offer a systematic overview of stages in CPD. They comprise categories of knowledge and skills and offer short-, medium and long-term goals for professionals (Richardson & Díaz Maggioli, 2018). They identify the areas of knowledge, skills and qualifications for teacher development, and areas for professional growth.

The British Council CPD framework (2015) also offers 12 areas of professional practices and elements and helps teachers to assess themselves with personal and professional development objectives, just like the Cambridge English Teaching Framework and The European Profiling Grid (2011) which started as the Eaquals Profiling Grid. Apart from the core pedagogical and intercultural competencies, the European Profiling Grid (Eaquals, 2011) promotes professionalism in language education, in order to increase the quality of training and professional development of teachers. Although the British Council's professional CPD framework is not an academic source, it is a professional authority based on the stakes it has in EFL teachers' professional development. It describes the stages and the elements for each professional practice in their CPD Framework and offers a precise system of knowledge and skills which helps teachers to identify their position in their career and guide them for further development activities. According to this framework, there are four significant stages of teacher development: *1) awareness, 2) understanding, 3) engagement and 4) integration.* It starts with the stage when one hears about the concept of CPD, and becomes aware of the concept. The second stage is understanding the concept, becoming conscious of its importance, the third stage is getting engaged with professional practices at work and showing competency; and finally stage four is an increased level of this latter one, on a higher level, indicating that the skills are practiced and improved upon continuously. The British Council CPD framework details the elements teachers need to take to cater their own CPD. According to this, they should understand their professional needs, interests and learning preferences in order to be able to define areas for development and their goals, and to stay up to date in teaching. To achieve this they should: a) collaborate with colleagues and other professionals, b) reflect on their practice, c) follow and take part in teacher research, d) attend and present at conferences, e) participate

in training, reading and publishing, f) join teachers' associations and g) observe and be observed by other teachers (British Council, 2015, p. 14). The British Council CPD framework affirms that teachers themselves have to take responsibility for their own professional development, which would have a direct impact on their classroom practice and their learners' achievements. Figure 2.2 illustrates the four stages of development of the British Council CPD framework, as do the 12 steps of professional practices.

Figure 2.2

Continuing Professional Development Framework for teachers (British Council, 2015)
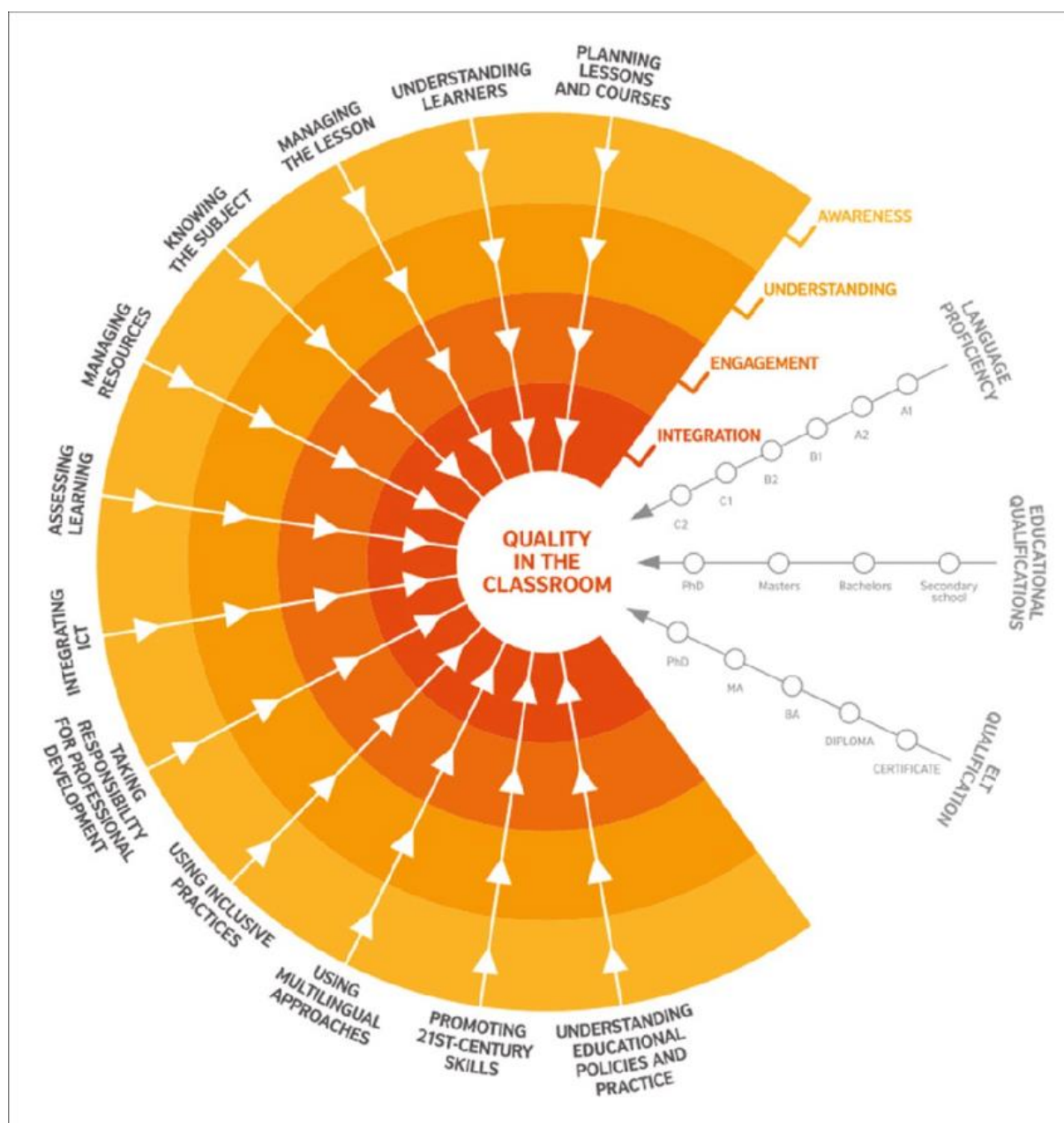
Another component of the British Council CPD framework which has a direct implication for the current research is skills development, with special emphasis on 21st century

skills. These include a) critical thinking and problem solving; b) collaboration and communication; c) creativity and imagination d) digital literacy; and f) leadership and personal development. As for 21st century skills, two main frameworks are noteworthy. One of them is the Partnership for 21st Century Skills (P21), with three main types of skills: 1) *learning and innovation skills*; 2) *information, media and technology skills* and 3) *life and career skills* (Partnership for 21st Century Learning, n.d.). The first one, *Learning and innovation skills* include creativity, critical thinking, communication, and collaboration; the second, *information, media and technology skills* comprises information literacy, media literacy, ICT literacy; and finally, the third one, *life and career skills* embraces flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility. Another 21st century framework is offered by the World Economic Forum (2016), for lifelong learning with its 16 skills. The skills are divided into three groups: foundational literacies, competencies and character qualities. The middle section is worthy of attention, with the 4Cs competencies, *critical thinking, problem-solving; creativity; communication and collaboration;* whereas from the character qualities *leadership* will have special importance in the current investigation. Due to space limitations, the other skills are not elaborated in this work. Nevertheless, teachers need guidance in their professional growth. One of the solutions is CPD directed teacher learning, which is non-negotiable with quality assurance and strategic documentation, and originates from inspections (Richardson & Díaz Maggioli, 2018). The other variant is CPD choice, in which individual interest is combined with personally targeted goals. In this, personalised teacher learning teachers are supported by leaders, offering spaces and contexts for dissemination of expertise, such as writing blog posts, articles, giving talks or delivering conference presentations, getting involved in teacher research projects, and so on.

Based on previous research studies (Atay, 2008; Walter & Briggs, 2012), a systematic set of principles is provided for both individual and institutional developments by Richardson and Díaz Maggioli, (2018). They claim that the new and shifting CPD landscape, complex and effective programmes lead to effective teacher learning. The key elements of the effective CPD framework are organised around an acronym, INSPIRE: 1) Impactful CPD; 2) Needs-based CPD; 3) Sustained CPD; 4) Peer-collaborative CPD; 5) CPD In-practice; 6) Reflective engagement in CPD strategies; and 7) Evaluated CPD. According to these components, CPD refers to the outcome of CPD, as an ultimate goal of all teacher learning and it deals with the socio-political, educational and cultural contexts where teaching and learning take place. It has moved a long way away from the one-off, product-weighed, short-term training sessions and

aims at "deep and lasting changes in teacher cognition and performance" (Richardson & Díaz Maggioli, 2018, p. 7). Evaluated CPD supports teachers to understand the impact of their work and helps to improve their practice, refine their skills, correct their mistakes and strengthen their success. In ELTAs, success usually works as positive reinforcement, which inspires ELT professionals to advance on their professional career with new challenges.

The Teacher's Choice Framework (Díaz Maggioli, 2004) was outlined in section 2.2.2, with the *updated or outdated knowledge* on the spectrums of teachers being *aware or unaware* of them. Freeman (2006) provides the description of the elements and their implementation in teachers' professional learning in his Framework for Teacher Learning and Development with *knowledge and skills, attitude and awareness*, so that professional learning is more effective and lasting. The framework is based on the socio-cultural theory by Vygotsky (1978) and Wenger's (1998) theory of communities of practice (CoPs), and as such they include *social practice, meaningfulness* and *time*. Regarding the focus of the current research, all these elements play a significant role in learning organisations, such as ELTAs, where learning happens through collaborative activities, with participants who value the work of others, and activities that take place repeatedly over time or on a regular basis. The three basic elements of Wenger's (1998) framework are also key components of learning organisations, as *tools, activities and participants* are indispensable parts of ELTAs and the CPD activities they employ. Since the main context of the enquiry is CPD provided by ELTAs, in the next section a brief overview of CPD activities is presented, generally used by EFL teachers and ELT professionals, with particular attention to learning organisations, either ELTAs or smaller units of ELTAs, in various CoPs.

2.2.5 Professional Development in English Language Teachers' Associations

As seen in the previous section, professional development can take multiple forms in diverse settings. In ELTAs CPD intends to motivate teachers for either individual activities or collaborative actions. The Introductory Handbook of Developing an Association for Language Teachers (DALT) (Allwright, 1997), gives a detailed list of CPD activities. They can be teacher events, both formal and informal CPD activities, cultural or social events, or student programmes, such as competitions, language camps, study tours, student exchanges or national day celebrations. Public relations aim at informing the general public about the organisation and its work, for instance radio or television appearances, press releases, meetings with policy makers, concerts or dinners. Allwright (1997) devotes a chapter to publications, to their role, to the scope, the editing procedures, funding and the ambiguous nature of the content, and he

mentions collaboration and exchanges with other organisations. Allwright (1997) argues that teachers should be encouraged to write, even if they are not up to academic standards but the ELTA newsletter ought to reflect its membership. Falcão and Szesztay (2006), in the third, edited and revised handbook, explore the issue of publications further, with their advice for both informal and formal associations. They point out the difference between a newsletter and a journal, and mention conference proceedings and books. The newsletter serves information flow between the organisation and their members, regular updates on news, events, announcements and so on, whereas a journal provides opportunities for academic articles and research publications. Since then, another genre has appeared; magazines, which offer the possibility to share pedagogical or methodological ideas, and, depending on different ELTAs, are published three or four times a year. Stewart and Miyahara (2016) report that in Japan, members of the Japan Association for Language Teaching (JALT) SIGs receive three publications a year. Magazines are meant to bridge the gap between academics and practising classroom teachers, who felt "insufficiently qualified to write articles" (Falcão & Szesztay, 2006, p. 47). TESOL International, therefore, introduced their mentor system, in which more experienced authors help other members to find their voice. Authors, most of the time, are recruited from conference presenters, providing a chance for publication. The target audience of these publications is mainly the members of ELTAs or anyone else who is interested. The purposes of these publications are to help teachers grow professionally by providing either teaching tips or space for academic publishing for research work in peer reviewed papers. In reality, today there is no clear-cut distinction between magazines and newsletters, as some ELTAs call their annual publication a newsletter. Publications in each ELTA are context dependent, subject to the current leaders of the association, the motivation of the actual volunteers, their skills and array of contacts, the interest of the editors, the history of the ELTA, financial resources, and many other factors. Another type of publication, the annual Conference Selections, are part of the membership benefits in IATEFL and some national organisations. With technological advancement and lower budgets, many associations opt for only the digital version of these publications or they give the choice to their members to choose their preferred version. Some ELTAs, for instance, IATEFL-Hungary, also have their repertories. In this case, it is the compilation of all the names of the presenters and the titles of all conference presentations that had been included in the programme of 25 conferences of the association for the silver jubilee of the association (IATEFL-Hungary, 2015; Medgyes, 2017b). Raza (2018) also deals with themes in conference presentations; thus, he investigates IATEFL International's and TESOL International's conference themes and their alignments with

research findings within 5 years prior of the publication. His findings reveal that TESOL International's conferences had their themes, although did not always align with their research agenda, whereas in the case of IATEFL instead of the research focus the SIGs provide the platform for innovative solutions. Repertories could serve as a starting point for such endeavours in the future.

ELTA members form groups with a particular area of interest (Falcão & Szesztay, 2006) which are called Special Interest Groups. They can hold their own events, publish their own newsletter or magazine and even organise their own conferences regularly (Rixon & Smith, 2017, p. 81). At the IATEFL annual conference each year there is Pre-conference day dedicated to the SIGs, all offering their special programmes and gathering their members prior the worldwide conference. IATEFL currently has 16 SIGs, and they are considered to be the backbone of the organisation. Some of them hold their annual conferences internationally or offer online conferences. In the first issue of the IATEFL Teacher Development SIG newsletter, one of the aims is formulated in the following way: "To enable and encourage all categories of teacher to take more responsibility for professional and personal evolution throughout their careers" (IATEFL Teacher Development SIG newsletter, n.d.). The idea of development is addressed with growth and space by Bolitho (1986), reinforced in Head and Taylor (1997):

> Growth implies a space to grow into. As we all know only too well, growth cannot take place if such space is constantly cluttered with aids, materials, demanding students, examinations… the list is endless. One of the most useful roles of a specialist group such as the one set up under the auspices of IATEFL might be to examine ways in which the space needed for growth can be offered to teachers, thus helping to the redress the balance between training and development (p. 2).

Many professionals are attracted to ELTAs for practical reasons, for instance for their accredited courses (Szesztay, 2005). Accredited courses are organised on a national level, certified by a professional body and are nationally recognised. Registered training organisations can issue a nationally recognised training qualification for having completed an accredited course, although this may differ from country to country. This CPD opportunity is beneficial for both the organisation and individual members, however, it usually takes a lot of time and effort to accredit the programme. It might take years but although it is time consuming, from the positive feedback received by both trainers and participants, it is worth the effort (Malderez & Bodóczky, 1999; Medgyes & Malderez, 1996).

Conferences are frequently referred to as a concentrated form of teacher development and thus, the most commonly discussed themes in the context of ELTAs (Aubrey & Coombe,

2010; Borg, 2015a). These events serve as a significant highlight for both professionals and the organisations themselves (Moore et al., 2016; Paran, 2016). Aubrey and Coombe (2010) refer to conferences, and their role in the professional development of teachers, at institutions of higher education as well as in teachers' associations. Borg (2015a) investigates how conference participants benefit from a conference and concludes that belonging to a professional community helps create a belief in individual teachers' own potential; enhances their credibility in the eyes of colleagues and reduces feelings of isolation. Moreover, he confirms that conference attendance boosts ELT professionals' confidence, strengthens their sense of belonging to a professional community, escalates the value of networking with other professionals and thus enhances the quality of their work. Although attending conferences is widely considered to be a positive activity for teachers, the findings cannot be understood to be valid for all circumstances, as he carried out his investigation only among those participants who had been supported to attend the event; therefore, no extensive conclusion can be drawn from his enquiry.

ELTAs operate as knowledge producers and knowledge disseminators (Stewart & Miyahara, 2016) in the forms of trainings, courses, clubs, informal events and accredited courses, to name just a few ways of offering professional development for teachers. Stewart and Miyahara (2016) suggest that we should examine the notions, such as knowledge creation and knowledge transmission, but equally queries who the knowledge producer and the knowledge disseminator are in the process of professional development. Paran (2016) raises the question of who the intended audience of ELT publications is and openly reveals the contradiction by asking, "whom is knowledge creation intended to address? Teachers or researchers?" (p. 131). Smith and Kuchah (2016) draw attention to the fact that most conference plenaries and occasionally other types of talks or presentations have a one-way knowledge transmission nature, delivering knowledge creation from the knowledge producer acting as a knowledge disseminator. Nonetheless, as they suggest, further steps could be taken to move towards a two-way dialogue between teachers and researchers, or even more, ELTAs themselves can become ELTA researchers, as reported in their study. As they suggest, plenary talks can be profoundly valuable, given the right choice of speaker and the depth of thoughts and knowledge involved in the content. These talks carry the possibility for conceptual change in the listener, provided the message is sufficiently powerful and the delivery is persuasive enough. Smith and Kuchah (2016) argue that conferences as spaces initiate change, providing a place for knowledge-transmission and at the same time bridge the gap between teachers and researchers. Paran (2016) draws upon the research conducted by Stewart and Miyahara (2016),

Smith and Kuchah (2016) and Moor and her colleagues (2016), to present three distinct ways of conceptualising knowledge in ELTAs: *transmission, creation* and *collaborative creation* or *sharing*. There is clear evidence from these studies that knowledge transmission and knowledge creation take place in the different CoPs of ELTAs, as well as at conferences, where members of ELTAs, depending on their needs, interest and their position on their career paths, can participate and share knowledge with each other.

Conference participation, presentations or chairing any part of the event have been the springboard for many prominent professionals in the field (Wong, 2011). ELTAs emphasise the purpose of their conferences as platforms for educators and other stakeholders to share the latest trends in education through collaboration, sharing and supporting (Raza, 2018). Additionally, conferences offer a chance for networking, career advancement and representation of their own affiliates and associates (Knight et al., 2018). For many colleagues the real icing on the cake in their yearly calendar is teachers' conferences, where ELT professionals like birds of a feather flock together. At these professional gatherings, teachers share what they excel at or what inspires them most in the field of education. But how have these professionals got as far as these conferences? There might have been a short route or a longer professional trajectory behind them but there are always others, the 'influential others' (Price, 2020a), who helped prepare their path, someone who invited them along, nudged them to apply, until finally they found themselves there, and ever since they go back year after year (Bailey, 2002; Gnawali, 2013). The 'influential others' are similar in their role to the 'significant-others' (Shoaib & Dörnyei, 2005), referring to teachers, mentors, peers or colleagues in various education-context related dimensions.

More research is advocated, not just into conference issues but also the learning processes that take place at conferences. Paran (2016) claims that conference evaluation at the end of the event can be considered as a practical type of feedback that an ELTA wants and needs, with the purpose of implementing improvements for the next conference. He also mentions another trial for ELTAs, namely to understand the needs of different parties in an association (teacher researchers, educators, members), both at conferences and other walks of life in an ELTA. The need for further research is highlighted, for many reasons. Partly because conferences "are an under-researched phenomenon", and secondly because further investigation is needed to see how "conferences contribute to teacher development" and "examine how learning happens at conferences" (Paran, 2016, p. 130). Moore and her co-authors (2016) address the issue of online conferences, investigating successful engagement in webinars and online conferences, pointing clearly towards future solutions. Paran (2016) argues

that, although the major events for learning and professional growth in ELTAs are conferences, and despite their centrality, conferences are still an under-researched phenomenon. Apart from plenary talks, additionally, there are plenty of opportunities for two-way knowledge exchange at conferences, in the forms of workshops, debates or roundtable discussions. These give ample opportunities for offering expertise in a collaborative way.

When considering the professional development of ELTAs, professional growth does not exclusively refer to individual members' development but also to the development of the organisation itself. Tracking the development of individuals is generally more direct than tracing institutional progress; however, by examining the histories of both IATEFL and TESOL, a certain progression can be detected over time. Curtis and de Jong (2018) claim that research on ELTAs and leadership has not merely contributed to individual growth but has meant a gradual change for associations as well. They bring examples from TESOL International, how the organisation has gone through cultural, geographic and experiential diversity in its leadership. After 40 years of White, American, English native-speaker presidents, who were born and lived in the USA, presidents with different geographical and cultural backgrounds were elected after 2005 (first a Chinese-born president served the association, then someone born in Egypt, in Europe and then in South-America). This is an example that not only individuals go through vertical development in their professional journeys in ELTAs but associations can also go through global, ethical and cultural changes, representing diversity for multilingualism, multiculturalism, geographic and racial diversity. A similar trend can be traced in the history of IATEFL's presidency as well, that after many English native-speaking presidents, born in the UK, the first non-native English speaking president was elected in 2009 (Rixon & Smith, 2017), and the last several years are similarly diverse and colourful with the presidents coming from the USA, Hungary, Cameroon and Uruguay in South-America. In a world which is becoming marginalised, such examples can be effective for national ELTAs and their membership as well, to encourage respect and acceptance. This can also be viewed as vertical change in professional development (Underhill, 1999), which is the higher form of CPD, rather than a mere horizontal change which usually happens at CPD events and conferences, where practical ideas are collected for classroom practice. As we can see, leadership skills are strongly connected to ethical beliefs and global values too. Nonetheless, comprehensive exploration of this subject demands both theoretical and empirical investigations, just as the forms of collaborative teacher development can be investigated and, as a result of collaborative learning, teachers can achieve something greater than on their own, thus together they are capable of creating something beyond their individual

potentials. Learning, sharing and developing in a community endorse creative energy, which supports the community and adds to the collective knowledge of professionals.

The idea of collaboration is outlined as a means of professional development in the following section which was published in the "Humanising Language Teaching" magazine (Price, 2022b).

2.2.6 Collaboration

As seen in Freeman's (1989) model in section 2.2.2, teacher education is described as a model with four constituents, *knowledge, skills, attitude* and *awareness*, that interact with the teachers' decision-making in their choice. In Mann's (2005, p. 108) Teacher learning model, *self-monitoring, self-evaluation* and *reflection* act as necessities for CPD, "research is a desirable option" and the fifth component, *collaboration,* is connected to an increased awareness in teacher development. Thus, collaboration is done collectively, where teachers learn and share together, and reflect through self-monitoring and self-evaluation.

Collaboration in ELT and English Language Teachers' Associations has many different forms in everyday practice among individuals, in internal contexts of their institutions and other external contexts. Barfield (2016, p. 222) offers the classification of collaboration within the field of education: a) teacher collaboration (peer teaching/team teaching); b) collaborative learning (among learners); c) collaborative teacher development; d) collaborative research; or e) collaborative curriculum development. All these forms can naturally take different forms and formations, online or in-person, formal or informal, institutionalised or grass-root. The more informal types include professional dialogues or discussions of case studies, observing colleagues, team teaching, mentoring, exchanging resources, social gatherings or cultural events. Social learning is conceptualised with individual and collective growth (Vygotsky, 1978), mostly in collaborative work, where teaching and learning take place at the same time, in the form of sharing and growing. Formalized collaboration can be organised within institutions or grass-root initiatives in smaller units of ELTAs; such as book clubs, film clubs (Herrero, 2016), reading groups or research groups, professional development collaboration between self-help groups (Padwad & Dixit, 2015) or conducting action research (Burns, 1999). Atay (2008) evokes the benefits of teacher research to develop teachers' critical thinking, collaboration and pedagogical efficiency. Collaborative action research "aims at discovering, developing, or monitoring changes in classroom practice through interrogating one's own and others' practices and assumptions" (Atay, 2008, pp. 139–40). Collaborative teacher learning among teachers can take form and place in various settings, from institutional context to ELTA

conferences with more formal requirements, to free, voluntary participation. The results of these types of enquiries are often presented at national or international conferences but continuing professional development events organised by ELTAs also provide cooperative learning. In the course of the sporadic literature on ELTAs some ELT professionals provide evidence how teacher-initiated groups and communities enhance teaching and learning in collaborative professional organisations (Abebe, 2012; Barfield, 2014; Debacco, 2007; Gnawali, 2013). The same idea is articulated by Selvi and his colleagues (2018, p. 226): "in the field of education in which collaborative dialogue and support are regarded as a sine qua non in the lifelong journey of being, becoming and preparing teachers for diverse teaching settings". In a similar manner, Medgyes and Malderez (1996) claim that educational change can be achieved with teachers' professional development through collaboration. Collaboration thus, be it in formal institutional settings or in grass-root organisations, takes place where teachers have the possibility to collaborate and interact with each other, where they can improve their knowledge, skills and abilities together. Barfield (2016) points out that collaboration is preferred when it arises out of participants' own will and is acted out in a safe environment. This supportive setting is often the vessel for personal and professional growth in various professional groups in ELTAs, where teachers can feel secure to share both their concerns and their successes, hence appreciate collaborative learning.

Collaboration among individuals in professional development activities is omnipresent on all levels within ELTAs. Yet working together for smooth operation in smaller units of the organisation is fundamental, for instance in SIGs (Davidson & Coombe, 2018), in Regional Branches (BRs), Interest Sections (ISs) or in caucuses, at regular CPD events or among any of these networks on a larger scale, among affiliates and associates. When running an organisation, it is crucial to collaborate within the executive board, the conference organising committee, in and among the SIGs and the Regional branches, with their coordinators or leaders and all the volunteers involved. Given the voluntary nature of ELTAs, all work is done in collaboration with others. Sometimes work is stressful, daunting and challenging (Reynolds, 2018; Tercero, 2018). Everyone involved needs to take on responsibility but serve others, initiate but be ready to compromise, be assertive yet humble, teach others but learn from each other at the same time, utilise strengths and work on weaknesses, address threats, accept difficulties and try to turn them into opportunities (Knight et al., 2018). Studies on leadership learning reveal that personal and professional growth are additional benefits of volunteering and collaborative work within and across ELTAs and other ELT organisations (Gnawali, 2018; Stephenson, 2018). These include inter- and intrapersonal skills, communication, management and leadership skills

(Bailey, 2002; England, 2020; King, 2018; Knight et al., 2018; Stephenson, 2018; Szasz & Bailey, 2018; Tercero, 2018). These skills are then used for the work in different committees, SIGs or RBs need to communicate with each other in order to balance the CPD events harmoniously throughout the year, in accordance with the annual conference of the association and other stakeholders' professional events.

Smith and Kuchah (2016) claim that there is a niche in the field of research into ELTAs, therefore, ELTAs can also start their own investigations based on teachers' real needs. This claim originated from a conference keynote in Cameroon and led to collaborative research among the members of the association. After a one-year follow-up investigation in different regional chapter events in the country, different phases of research followed, with the members of CAMELTA, the national ELTA of Cameroon. As one of the outcomes of the project, CAMELTA won an IATEFL award and was given external funding. This process produced the concept of 'researching teachers' associations'. Thus, 'teachers' associations' research' is conceptualised as a "systematic enquiry which is based on members' priorities and officially endorsed by an ELTA, and which engages members as active participants in what they see as a collective project to improve understanding and practice" (Smith & Kuchah, 2016, p. 212). The CAMELTA research is similar to the previously mentioned Bangalore project in India, where collaborative research in ELTAs would provide support to ELTA members in their professional growth. Smith and Kuchah (2018) later offer a toolkit for ELTA research, a checklist for starting a collaborative enquiry by any ELTA to empower their teachers. Although the CAMELTA example aimed at helping ELTAs in developing countries, the checklist can be used in other contexts.

In the following example this is exactly the aim, to inspire associations. Lamb (2012) describes how language teacher associations act as empowering spaces for professional networks. In the results of the study on Language Associations and Collaborative Support (LACS) within the programme of the European Centre for Modern Languages (ECML), Lamb (2012) claims that membership associations support their members through collaboration. The project aimed at finding out the roles of language teachers' associations (LTAs), their challenges and the solutions they apply. The findings confirmed that collaboration promotes visibility, and LTAs "promote multiple levels of communication, and present themselves as rich and active networks characterised by diversity in varying (virtual, physical, personal, local, global) spatial contexts" (Lamb, 2012, p. 304). LTAs are entrusted with offering language teachers a space where these professionals can grow and exchange views and knowledge in their particular contexts, especially at conferences which serve as the central events for the

organisations. While Lamb's (2012) study confirms that the functionality of teachers' associations is more internal and they focus more inwardly, Xerri (2012) argues for more collaboration with external bodies, thus strengthening the external functionality of the association, so that ELTAs can benefit if they collaborate with organisations that do not necessarily belong to the English teaching profession. Expanded networking is reiterated by Mahboob and England (2018, p. 35) in a similar fashion: "More effective use of member networks to grow contacts and collaborative opportunities can be used to broaden the reach of ELTAs. Specific efforts might be launched to work closely with policy makers, government and non-governmental agents, and with employers". In other words, ELTAs can collaborate with and benefit from both ELT and non-ELT associations alike. The external stakeholders, for instance, publishing houses, language schools, examination centres, the ministry and other institutions, may support ELTAs in offering CPD events but at the same time are informed about the current issues in ELT which are crucial for them to stay up-to date.

Collaboration among English Language Teachers' Associations is not rare either. With regard to future routes, collaboration and working together are invaluable insights of ELTAs. Many European ELTAs, mainly but not exclusively IATEFL associates, have attempts for interregional collaboration among themselves. They have partnership agreements with each other (Uludag, 2018, p. 21), based on the strength of their ties; either strong or light partnership agreements. IATEFL-Hungary's partners, for instance, include IATEFL Poland, IATEFL Slovenia, APABAL in the Balearic Islands, ELTA in Serbia, ELTAM in Macedonia, HUPE in Croatia, META in Moldova, SCELT in Slovakia, TESOL France and TESOL Greece. Newsletters and conference delegates are exchanged on a regular basis, conference representation is provided and meetings are held for the international representatives during the conferences. Despite the contracts, it always depends on the current international coordinators and the executive committees how seriously these partnerships are nurtured. These partnership agreements are signed by the current presidents and filed by the associations, but unfortunately, these initiatives do not always bear fruit in long-term collaboration, due to the voluntary nature of the organisation. There are records of short- or long-term collaborative projects as well, usually funded projects, for formal ELTA collaborations (Price, 2022b). Without any exceptions, all these collaborative projects aim at a) sharing best practices and challenges; b) collecting and providing resources; c) implementing new innovations; d) supporting established or helping setting up new teacher associations (Almási et al., 2016; Bicknell and Lo, 2018; Gnawali, 2018; Pickering, 2008; Rahman & Shahabuddin, 2018). A number of events were organised in the middle of the first decade of the 21st century. The first Teachers Association

Conferences in Sri Lanka and in Pakistan in 2004 and 2005 were organised by the Regional English Language Office (RELO) of the US State Department, and then the 'Strengthening Teacher Associations' (STA) project 2007-2008 was supported by the British Council in Central and South Asia (Pickering, 2008). The purpose of these regional projects was to help the national ELTAs to develop, by strengthening their activities and expanding their membership. The expected outcome of the STA project was to create a regional network in which more experienced ELTAs would support younger ones, thus ensuring sustainability in their work. Rahman and Shahabuddin (2018) later reflect on the STA project, claiming that the networking element had been somewhat neglected and more emphasis had been laid on delivering training in leadership and management, strategic planning, marketing and communications, project and events management, strengthening and expanding ELTA products and services for teacher members. Nevertheless, another project was launched soon in the area, 'Sharing Best Practice: Strengthening and Extending Teachers' Associations in South Asia' in 2011, supported by the British Council. Representatives of seven ELTAs participated in workshops, focusing on "strategic planning, skills development, skills related to leadership and management, marketing, fund-raising, sponsorship, the maintenance of membership databases, enrolment, raising awareness and greater acceptance of ways of promoting more transparent succession within the ELTA" (Rahman & Shahabuddin, 2018, p. 198). As opposed to sponsored collaborative projects, it is also argued that collaborative research should be the norm, due to its resource-efficient nature and global reach. As seen from the findings of the regional networking projects in South Asian ELTAs, including BELTA (Bangladesh English Language Teachers Association) and SPELT (Society of Pakistan English Language Teachers), the most striking results are effectiveness, sustainability, continuity and productivity. Both ELTAs confirm that as an impact of collaboration, organisations get stronger, as they improve the quality of activities and initiatives; they are able to attract more members and retain membership.

In the same manner, these principles guided three European ELTAs in a two-year collaborative project funded by Erasmus+ in the European Union, with the objectives to develop and modernise their organisations and to find new avenues through international cooperation. The three ELTAs were as follows: a) APABAL, a reginal/local ELTA in the Balearic Islands in Spain, b) IATEFL-Hungary and c) LAKMA, the national ELTA in Lithuania. The acronym 'CITA' stands for Co-operation and Innovation in Teachers' Associations in English. It also has a Spanish meaning, as the initiators of the project were from Spain; 'cita' in Spanish means 'appointment'. In the CITA project (Almási et al., 2016, p. 86), the authors claim: "innovation,

internationalisation and the establishment of appropriate links for further co-operation and impact have been the main achievements". Two of the national ELTAs have had a relatively long history and experience, both associates of IATEFL, whereas the third ELTA was a newly-established local/regional ELTA. The three ELTAs shared good practices and implemented best solutions from each other's work, organised several teacher trainings for their teachers and each conducted collaborative ELTA research as part of their project. After joint ELTA research, teacher trainings, publications and implementations of best practices, a final product, the fruition of their work was a publication, the fourth ELTA handbook, "CITA" Guidelines for running sustainable teachers' associations" (Almási et al., 2016). It followed three previous handbooks, Allwright's (1991) first and second editions of the handbook, with practical ideas on how to set up an association or add certain aspects if the association is already existent. Then Falcão and Szesztay's (2006) improved third edition covered new aspects, such as collaboration for ELTAs; and then came the third handbook, edited by Gomez (2011), for already established ELTAs that were looking for new directions for the future. The CITA project also concluded that CPD in ELTAs does not only depend on good will of the participants but is context-dependent. The hope is that "… common work will surely be useful for other teachers and professionals, and will be reflected in the daily teaching practice of our members, providing a direct impact on the education system" (Almási et al., 2016, pp. 86–87).

In the CITA project the participating partners were able to work in a collegial relationship, not establishing any hierarchy. A similarly interesting scenario can be seen in the collaborative ELTA project between TESOL France, a national, experienced ELTA with a long history, and the relatively young, Africa ELTA (at the time of the project known as Africa TESOL), a continental ELTA (Bicknell & Lo, 2018). The original idea in 2015–2016 was to provide support to teachers in individual national ELTAs in sub-Saharan Africa, with the help of TESOL France and later one of IATEL'S SIGs, the Global Issues SIG (GISIG). Bicknell and Lo (2018, p. 150) give an objective reflection on their inter-continental collaborative project, with its strengths and weaknesses, underlining the unforeseen potential pitfalls in the "zigzag trajectory" of the enterprise; however, they also highlight the possible payoffs of the work. In hindsight, we might attribute this project as a foundation for many positive changes in ELT. Since this project, Africa ELTA has become a strong organisation, with 23 affiliates and six conferences since 2016, with high online visibility and a rich professional life, including the recent 'Female Leadership Mentoring Program', another example of international collaboration, and the 'Decentring ELT webinar series' with their activism on localisation. Africa ELTA has also presented itself as an exemplary model on their name change project,

reflecting on the roles of an ELTA. They argued in a membership address in December 2020 in the following way: "Based on feedback received from some members and affiliates leaders during many consultations and discussions over the past weeks, our current name, "Africa TESOL" does not reflect our mission, and successful relationship and collaboration with members and affiliates in Africa. As a regional association, we would like to have a name that better describes our daily endeavours". They included their membership in the process of change and accepted different viewpoints in the collaborative decision-making which resulted in the name change to Africa ELTA. In addition, in different contexts across Africa, local initiatives take place in the form of trans-continental collaboration, such as Action Guinea Bissau working with teachers both remotely and in person, through GISIG on educational, environmental and re-building projects, and other, just as important activities.

Similarly to the aforementioned collaborative initiatives, Gnawali (2018) reports on another regional ELTA meeting held in 2017, at the 33rd SPELT conference in Pakistan. Members of six ELTAs (SPELT, NELTA, BELTA, TESOL Arabia, TESOL Sudan and TESOL Greece) tried to envision a short-term and long-term collaboration between some Asian and African ELTAs. 'Language Teacher Associations Network' was proposed as a possible label for such a system. In the same manner, as the previously mentioned European ELTAs, joint conferences, the exchange of delegates going to conferences and collaborative research between and among the ELTAs were suggested. Gnawali (2018) indicates that ELTAs should share their successes, challenges and set up future initiatives. Elsheikh and Effiong (2018, p. 71) add that one way of overcoming challenges in ELTAs is "through collaboration with internal and external bodies".

Prior to the 50th anniversaries of professional associations such as IATEFL, TESOL and The American Association of Applied Linguistics (AAAL) in 2016, the available literature on English language teachers' associations constantly emphasised the scarcity of ELTA research (Aubrey & Coombe, 2010; Elsheikh & Effiong, 2018; Mahboob & England, 2018; Paran, 2016). The following section focuses on research in and on ELTAs and research done by ELTAs in order to see how ELTAs support their members and simultaneously in what ways can volunteers reinforce the life of their ELTAs. I limit the scope of my literature review to works that deal with factors that influence professional development of ELT professionals within the contexts of ELTAs, and apart from theoretical and empirical research some other works are included in order to afford a better understanding of the population of ELTAs and their avenues for CPD.

2.2.7 Research Connected to English Language Teachers' Associations

Grundy's (2001) article on language teaching and research does not focus on ELTAs per se, however, in him describing the background story of the article, it can be clearly seen how the issue is connected to ELTAs and their membership. The real-life setting of the context is a heated debate of the IATEFL Teacher Trainer SIG Symposium, Leeds, 2000. Grundy (2001) introduces four types of ELT professionals, from the discussion at the symposium, clearly drawing a dividing line between the practicing teacher, the enthusiastic ELT professional, the university lecturer, and the theoretical researcher. In Grundy's (2001) continuum 1) the first type is the effective teacher with all the skills and knowledge to excel at their profession, eager to develop professionally, however, not interested in research, not even in the classroom. 2) The second type is the successful teacher with a wide range of experience, having taught different ages at various institutions and well known in ELT circles. They are keen to share their best teaching techniques in magazines or professional journals. 3) The third type teaches English for Academic Purposes (EAP), regularly publishes in refereed journals and uses their classroom settings as a research field where they can carry out their investigations for their next research project. 4) And finally, the fourth type is the "second language acquisition researcher whose interest is in the extent to which universal grammar remains available to adult second language learners" (Grundy, 2001, p. 22). As Grundy (2001) claims they publish in renowned international journals but are not interested in classroom teaching. Grundy's (2001) publication has relevance for the current study, as the four characters embody the population of ELTAs. In the first case, we meet the first type at CPD events and conferences, who attend interactive workshops and happily engage in the social programmes. They collect practical ideas for their classroom teaching; listen to others and follow interactive workshops. They might even have the courage to share their successful ideas with others but have no inclination to write them up, conduct action research or take part in any kind of professional enquiry. The second type, successful teachers, mentors, language school instructors, examiners, material writers, and so on, give workshops and might even write up their best practices in professional journals. They enjoy the buzz of an ELT conference and look for ways to continue their professional avenues. For the third type, who might be university lecturers, ELT conferences serve as dissemination areas which can be added to their publication list which is a requirement at tertiary level. Finally, the fourth type fly into ELT conferences, deliver their keynotes and fly home after their presentation, referring to their busy schedule. They do not participate in the social programmes and are not interested in the community. Fortunately, today there is smaller distance between these types, and organisers of ELT conferences provide space and time in the conference

programme to ensure that there can be a dialogue between these types. Grundy (2001) wonders if it is possible for teachers to turn themselves into researchers and proposes that teachers could easily engage in and write about research driven teaching, in which theory and practice would complement each other in a meaningful way. He argues that it is possible to bridge the gap.

This sensitive issue has been brought back to ELT debate as a binary distinction of teaching and research, practitioners and researchers (Akarslan, 2020; Maley, 2016; Medgyes, 2017b; Paran, 2017). Medgyes (2017b, p. 491) is not convinced of the relevance of academic research for practising language teachers and claims that "never the twain shall meet". Based on the repertory of IATEFL-Hungary's conference presentations from 1991 to 2015, Medgyes (2017b) concludes that only a few presentations are connected to empirical research findings, while the majority of the talks are linked to classroom practice. He questions the potential relevance (or irrelevance) of research for language teachers: "Who mediates research?" and claims that the 'go-betweens' who teach applied linguistics, language teacher education, language pedagogy or TESOL could be the mediators, or in-service training courses, conferences and workshops could also offer a solution. Paran (2017), in his counterpoint, argues that teachers and researchers can achieve a two-way dialogue and can support each other in various ways, and one of these is continuing professional development. Thus, ELTAs have a role in providing opportunities for meaningful communication, to be the 'go-betweens'. This is an existing yet invisible and often neglected topic in ELTAs, therefore leaders, conference organisers and other stakeholders ought to pay attention to bring the parties closer to each other.

Only a handful of significant major empirical investigations have been conducted on ELTAs. Falcão's (2004) case study is the first research enquiry in the field of ELTAs, in which she investigates three ELTAs, the author's own association, Braz-TESOL in Brazil, SPELT in Pakistan and JALT, the main national association in Japan. In her work, she compares the three ELTAs' organisational structure, resource management, membership, networking and development planning. She draws conclusions on "constitution, policy dimension, provision of training and concrete examples for developing a strategic plan to provide orientation for the future" (p. 67). One of the strengths of Falcão's (2004) case study is the description of learning organisations, as a foundation to understand ELTAs, with additional value from an in-depth explanation of various disciplines and types of learning in professional communities. Gnawali (2013), in his PhD research focuses on the Nepalese English language teachers' association (NELTA), where teachers learn and grow by means of a reciprocal learning approach. His enquiry is the first of its kind, where members' professional development is investigated. In his implications for ELTAs Gnawali (2013) outlines that both members and the ELTA profit from

CPD, provided they are active participants in the organisation. He suggests a feedback mechanism, so that planning could be more transparent. His advice also includes a formal partnership with the Ministry of Education, as a recognition of the association's work. In addition, he identifies some challenges such as communication between leadership and ELTA members, membership numbers and limited CPD resources among others. His main conclusion is that "EFL teacher associations are learning organisations that build their strength on the association of their members. The better the association mechanism, the better the learning of the members and the association. The learning is reciprocal, collaborative and shared" (Gnawali, 2013, p. 231).

The most comprehensive empirical enquiry as of today on ELTAs has been carried out in Africa TESOL (now Africa ELTA) and its 22 affiliates, with the aim of investigating membership satisfaction with professional activities provided by these professional organisations (Elsheikh & Effiong, 2018). A mixed methods study was conducted, using questionnaires and interviews with members and leaders of various ELTAs on the sub-Saharan continent. According to the findings, the CPD activities that were offered by these ELTAs provided sufficient opportunities for professional growth. Members of the affiliates in their survey responses expressed their satisfaction with both theoretical and practical CPD activities, partly for immediate classroom use, partly for self-awakening in professional development. Not only did members reveal deeper theoretical knowledge and improved teaching competence and excellence due to CPD offered by their ELTAs but it also helped them make further plans for professional growth. The interviews were conducted with five affiliate leaders from Africa ELTA on the goals and challenges of the professional organisations, as well as their CPD activities and their connection to the continental ELTA. The findings support the main goals of ELTAs: "sharing experiences, opportunities, challenges; enhancing research; conducting in-service training for teachers; to improve the standard of English; and to reach out to communities other than the ELT ones" (Elsheikh & Effiong, 2018, p. 79). With regard to their affiliation with the continental association, the respondents note that although some of them belong to the major international organisations, TESOL and IATEFL as well, their attachment with Africa ELTA refers to their national identity and to their belonging. This can be connected to Motteram's study (2016) where identity is in focus, while Banegas and his colleagues (2022) address an invaluable issue, decentring ELT. As for Elsheikh and Effiong's (2018) concern about the challenges, leaders express their concern with regard to membership, volunteerism, finance, relationship with external bodies and political conflicts. External stakeholders are crucial in supporting ELTAs, however, their political stand can cause disagreement and

unfortunate results for the organisation. The following example expresses this in an honest way: "I remember I went to the British Council and they said we can't work on something that the US embassy is working on. What we want is supporting teachers, whether it is the US embassy or the British embassy" (Elsheikh & Effiong, 2018, p. 79). The reality of this scene is very valid, however, an uncomfortable territory which no one wants to talk about, however crucial it is for running successful programmes in national ELTAs. Elsheikh and Effiong (2018) conclude that ELTAs need to identify their challenges and overcome them, if they want to succeed, and for this collaboration with internal and external bodies is essential.

Apart from these major studies, some minor investigations were implemented in various parts of the world. Seeking an explanation for why ELT professionals join an association, Szesztay (2005) asks teachers in her association, IATEFL-Hungary, what they value the most about their membership. The participants of the questionnaires listed two kinds of benefits. Firstly, more practical, tangible benefits are connected to professional development. These include conference attendance, reduced price at CPD events; receiving newsletters and magazines, such as the mELTing Pot, the national ELTA's magazine, and Forum, received from the RELO; and being informed about ELT events and courses. The second, less tangible reason is the sense of belonging to a professional community. Some examples she shares are: 1) belonging to a family of language teachers; 2) to get in touch with other teachers; 3) networking opportunities'; and 4) the energy one gets from being with like-minded professionals (Szesztay, 2006, p. 12). Advice is given to ELTAs on how a professional association can manage to become a cohesive community which would attract members to join and get involved in ELTA leadership. Kolesnikova's (2011) needs-based enquiry aims to find suitable professional development activities for rural teachers in the National Association of Teachers of English in Kazakhstan (NATEK). Her study is not the only one which deals with the development of teachers in rural areas or difficult circumstances. Banegas et al. (2022) redefine supporting ELT professionals in low- and middle-income countries through local and collaborative work, by accommodating to particular circumstances. Their work in Africa, South America and South Asia proves that teacher associations act as agents of change. Other Hornby scholars (Abebe, 2012; Debacco, 2007) report on teachers' CPD in developing countries (Elsheikh & Effiong, 2018). English Teachers' Clubs (ETCs), as an innovative experiment was implemented in some rural places in India and contributed to teachers' professional development, as heard from Padwad (2009). Allwright (1991) refers to research performed in Bangalore, India, where collaboration produced the participants' research agendas as an outcome of collective work. He recapitulates the general consensus on teachers as researchers,

or reflective practitioners, engaged in action research which he calls exploratory practice. Allwright (1991) points out the connection between professional development and the role of ELTAs and the positive effect of working on a horizontal level within interest-based groupings, rather than in top-down structure formal teacher training contexts, thus empowering their own resources, where teacher development happens from within.

The most often acknowledged, groundbreaking study by Lamb (2012) sets out to explore aspects that affect language teachers' associations (LTAs) and share findings on how membership associations can support their members more successfully. Under the auspices of the International Federation of Teachers of Living Languages (Fédération Internationale des Professeurs de Langues Vivantes, FIPLV for short), his research population is not exclusively ELTAs but professional associations of various language teachers. This is not strange, as FIPLV is a society of language teachers associations and not an association of individual ELT professionals. In Lamb's (2012) enquiry, the functions of LTAs are scrutinised, as well as identifying challenges and trying to find strategies for solving problems. Lamb (2012) places LTAs into the network of professional associations and explores their professional identity, values and beliefs. The analysis of functions, challenges and responding to challenges provides some suggestions for further improvement, thus, collaboration is indicated, and practical examples help understand these multidimensional and diverse networks.

2016 brought focus onto researching ELTAs, their networks, knowledge exchange and development as well as representation of members' views, as before that there was little research on ELTAs (Elsheikh & Effiong, 2018; Mahboob & England, 2018; Paran, 2016), and even the first research studies rather focused on ELT leaders than on the associations or regular members. For IATEFL's 50th anniversary a Special Issue of English Language Teaching Journal (ELTJ) was dedicated to English language teachers' associations on English language teachers' associations. In one of these articles Paran (2016) analyses all the conceptualisations of ELTAs, their theoretical frameworks and gives a comprehensive overview on how ELTAs set out to achieve their mission, what kind of CPD they offer to their members in various contexts. Apart from Paran's exhaustive list of current and future traits of ELTAs, in the eight articles essential issues are explored. In his case study, Gnawali (2016) describes the reciprocity of ELTAs and their members' professional development; whereas the relationship between membership and identity is explored by Motteram (2016). Herrero (2016) examines ELTAs as CoPs, and Stewart and Miyahara (2016) explore the role of ELTAs in 'knowledge production' and 'knowledge dissemination'. Padwad (2016) takes a critical view of Western versus non-Western conceptualisations of LTAs, whereas Kamhi-Stein (2016) draws attention to the

important issue of the non-native English speaker teachers in TESOL movement that has a long history in ELT (Kamhi-Stein, 2016; Kamhi-Stein & de Oliveira, 2008; Medgyes, 1992, 1994, 1996, 2017a; Selvi, 2014). Moore and her colleagues (2016) demonstrate the role of ELTAs in online conferences and Smith and Kuchah (2016) refer to conferences as spaces initiating change, providing a place for knowledge-transmission and at the same time bridging the gap between teachers and researchers, thus call for ELTA research. "Understanding the challenges facing different LTAs and other membership associations in the twenty-first century through researching them and researching their members must be part of the continuous professional development of LTAs themselves, with the concurrent professional benefits that this will bring to their members" (Paran, 2016, p. 135). Smith and Kuchah (2016) emphasise that, although there is a niche in the field of research into ELTAs, there is not only a growing body of ELTAs research in which the association leaders were the researchers themselves, but ELTAs also started their own investigations which led to co-operative pieces of research based on teachers' real needs. That is why the concept of 'researching teachers' associations' is just as valid a phenomenon as 'teacher-research'. Similarly, there is a growing focus on teacher research and research by ELTAs (Ekembe & Fonjong, 2018; Padwad, 2018).

Another inspiring publication came out for TESOL's 50th anniversary, an edited volume of essential research on features of ELTAs, their structures, membership issues, collaborative work and leadership development of their volunteers. In '*The Role of Language Teacher Associations in Professional Development*' (Elsheikh et al., 2018), the 22 authors, experienced ELT professionals, leaders or former leaders of ELTAs, all take a different angle on the fundamental functions of ELTAs. The publication is the first major one in ELTA research, an ideal foundation for further ELTA investigation. The four chapters of the volume focus on different themes; 1) historical and structural focus; 2) professional development and communities of practice; 3) collaboration; and 4) personal, professional and leadership development. The first chapter gives a brief historical overview of professional associations (Wheeler, 2018), including ELTAs, as well as describing the structural and compositional frameworks of ELTAs (Mahboob & England, 2018; Uludag, 2018). The functions of ELTAs in both organisational (internal) and contextual (external) terms are explored (Uludag, 2018), whereas Mahboob and England (2018) reveal realities and potentials of ELTAs through the components of compositional factors and membership. Compositional factors, for instance, geographical, political, economic and cultural factors influence the working conditions of the association, and therefore both products and benefits are affected. From Mahboob and England's (2018) compositional framework it can be understood that "one size does not fit all"

(Abatayo, 2018, p. 115), is relevant for ELTAs as well, as all the above-mentioned factors influence the success of the ELTA.

Looking at ELTAs from both inside and from a holistic point of view, Reynolds' (2018) approach is revolutionary in ELTA research, not shying away from problems and challenges. He examines professional organisations through the lens of Senge's (1990) five disciplines and offers solutions for crises not by remedying the symptoms but going deep down and approaching the problems with the five disciplines: 1) system thinking; 2) personal mastery; 3) mental models; 4) shared vision and 5) team learning. Reynolds (2018) concludes:

> [ELTAs] must not see themselves as static entities that put on conferences, offer workshops and publish newsletters. Rather, they must see themselves as a complex system comprised of teams of individuals who contribute to the development of both teachers and students. This overarching vision of a better society propels them to influence educational policies, offer professional learning opportunities, and provide community for teachers (p. 50).

Numerous authors are curious about the prospects of ELTAs. This enquiry has been echoed by Mahboob and England (2018) who extensively explore the potential of ELTAs. They accentuate that the organisations can only reach their full potential if they reach out to potential members and other professionals as well, and for this they need to develop initiatives, products and services for them. They underline a few factors; first of all, more research is needed to identify non-member stakeholders' needs. Secondly, expanded networking and collaboration are desired to reach policy makers and other stakeholders. Furthermore, the appropriate use of membership data with analysis and appropriate interpretation would help ELTAs. Using technology to reach a wider membership with CPD activities would give a better chance to grow membership. Additionally, better coordination between ELTAs and teacher education programmes would enhance productivity, and most importantly, transparency would be an indispensable ingredient for ELTAs to prosper (Gnawali, 2013). As Mahboob and England (2018, p. 35) conclude: "ELTAs need to ensure that they operate in an ethical, fair and transparent manner. In addition to being financially transparent, they also need to be transparent in what products and services they offer, to whom, and with what outcomes." As far as teachers' associations are concerned, it is a matter of utmost importance that they raise awareness of research findings and incorporate the results into their everyday practice, so that the future holds new avenues for all professionals involved.

Professional development in ELTAs is investigated in different contexts. Dickey (2018) explores leadership continuity and representativeness in the Korean context, where the

expatriate-driven organisation struggles with succession, due to teacher fluctuation. He claims that retention and turnover of leaders' office terms should be regulated, long enough to provide continuity of policy and practice but short enough to bring enthusiasm and fresh ideas into the organisation. There should be policy for "the definiteness in the term of appointment and limitation on the number of consecutive terms that may be served" (Dickey, 2018, p. 271). Another challenge in Korea TESOL (KOTESOL), that is "the council is university-heavy" (p. 281), and leaders do not represent all the demographic layers of the profession.

Regional activities are also examples for professional advancement and research. The Middle East and North Africa (MENA) region is the context of Davidson and Coombe's (2018) enquiry. In one of TESOL Arabia's SIGs, the authors provide evidence that smaller subgroups can achieve remarkable improvement to help teachers through networking and CPD activities in specialized areas of language teaching. Abatayo's (2018) concern refers back to the early investigation by Szesztay (2005) in IATEFL-Hungary, why ELT professionals join an association. Abatayo's (2018) context is Oman, where he describes the bottom-up development of CoPs, smaller units of professional gatherings in the hope of establishing a formal teachers' association one day. He reports on positive changes of knowledge-building professional communities, where the need for an ELTA already exists. He lists the benefits of belonging to a professional association; among these is the opportunity to give back to the community, as also indicated by Gnawali (2016) and Knight and his colleagues (2018).

In some of the first ELTA-related publications, TESOL leaders' beliefs and practices are investigated (Bailey, 2002; Bailey et al., 2009; Sams, 2010). While Gnawali (2013) addresses reciprocity between members and ELTAs, Bailey (2002) approaches the reciprocal relationship between a TESOL leader and their association, declaring all the skills she acquired and the benefits she obtained through her presidency, while at the same time pointing to the responsibility that both leaders and members owe to their professional organisations. She highlights the numerous CPD opportunities one can access in a professional community like TESOL or IATEFL. Sams (2010) also investigates TESOL leaders' beliefs and practices and lists all the assets they gain while giving and receiving in their communities, similarly to Bailey's (2002) findings. The TESOL survey of past presidents (Bailey et al., 2009) follows to gain more evidence of leadership successes and challenges. Bailey and her colleagues (2009) build on Freeman's (1989) model of teaching and related skills, using the four concepts: knowledge, skills, attitude and awareness. The past presidents reported encountering significant challenges which included: 1) budget and financing; 2) legal issues; 3) structural concerns; 4)

professionalisation and association growth; 5) relationships; and 6) TESOL's interface with the profession at large.

Several other authors have attributed their professional growth, leadership and management development to ELTAs they served (Curtis & de Jong, 2018; England, 2020; King, 2018; Knight et al., 2018; Selvi et al., 2018; Stephenson, 2018; Szasz & Bailey, 2018; Tercero, 2018). These are separately discussed in the section Leadership development 2.2.8. Shamim and Sarwar (2018), in their case study examine six volunteers' trajectories in various sub-committees in the Society of Pakistan English Language Teachers (SPELT). The participants of the study report that a one-year professional development programme offered by SPELT was a life-changing experience for them, their main motivation for getting actively engaged in the association's work. Additionally, they point out that the welcoming attitude and support from SPELT leaders made their transition possible, and the excitement, sense of belonging and group energy all contributed to their personal and professional growth, and to their sustained motivation for voluntary work. They were inspired by SPELT leaders, and in their practice they mutually support each other and other SPELTers. Shamim and Sarwar (2018) describe how CPD in SPELT resulted in the participation of motivated and confident ELTA leaders, as well as how SPELT impacted on the participants' careers, moving from teacher to teacher trainer, from teacher educator to curriculum reviewer or materials writer. A few other publications prove that active participation in ELTAs result in positive opportunities for volunteers' professional growth (Knight et al., 2018; Szasz & Bailey, 2018).

There is evidence from auto-ethnographic enquiries (Curtis & de Jong, 2018; Selvi et al.; Tercero, 2018) that ELTAs provide a safe place for an enhanced professional growth, once members take on volunteer positions and start leadership learning. These stories are not uncommon in the ELT world, however, there is still little research evidence on them. The next section deals with leadership development, as it is another relevant notion of CPD in the current investigation.

2.2.8 Leadership Development in English Language Teachers' Associations

ELTAs, usually grown as grassroots initiatives, are run by volunteers to provide better professional development opportunities for their members. They establish cohesive professional communities where learning is conceptualised as an interactive activity and professional development takes place as social interaction. Some understanding of the interrelation between ELTAs and their members' continuing professional development has already been gained in ELTA research. Aubrey and Coombe (2010) and Gnawali (2016)

investigated the interrelations between members' CPD and ELTAs' activity, and proved the mutual benefit of association and member reciprocity; however, how leadership in ELTAs impacts volunteers remained uncharted territory. Leaders in ELTAs are often asked about the financial rewards of their strenuous work. Outsiders can hardly believe that these professional organisations are run by volunteers and their leaders receive no remuneration for their work. Why do TESOL professionals devote so much of their time and effort, beyond their regular work, to the development of these communities if they are not paid for it? What motivates leading TESOL professionals to pursue their CPD and volunteer in professional communities?

ELTAs offer numerous possibilities for both formal and informal leadership development in the form of mentoring, coaching and networking (Stephenson, 2018). Leadership learning takes place in the context of CoPs and through the involvement of volunteering in ELTAs, where both successes and challenges are vital for leadership growth. Teachers are considered as teacher leaders in the classroom for their modelling, mentoring and coaching values, but when their influence ranges beyond their everyday teaching, and manifests in expertise in the profession that is practiced in larger communities by sharing knowledge, leadership is understood as a multi-dimensional leadership learning. "ELT leaders are those that other teachers and educational leaders value for their collaboration, coaching, modelling, mentoring, guidance and professional support" (Stephenson, 2018, pp. 188–189). The main conclusion of her study is that ELTAs need a more conscious approach to leadership socialisation in order to provide succession. Without contextually grounded knowledge, professional learning does not take place. Furthermore, England (2020) argues that ELTAs have a great influence on TESOL professionals' CPD. Her claim is supported by numerous case studies in her interdisciplinary study.

In leadership development CPD does not merely mean becoming more informed about ELT methodologies but in the case of ELTA leaders it is also accompanied with numerous other leadership and ancillary skills. One of the most frequently mentioned challenges for leaders in their early involvement in ELTAs is the vital skill of public speaking. Coombe et al. (Tercero, p. 259) claim that from the outside it would seem obvious for a classroom teacher to possess this skill, yet it is the most challenging and feared attribute among leaders. Other skills gained through leadership are fundraising, budgeting, community outreach, conference organisation, auditing the books, legal skills for updating the outdated constitution and so on, as mentioned by Tercero (2018, p. 261). Short and long-term goals should be aligned, as Tercero (2018, p. 262) refers to Christison and Murray (2008), who highlight the necessity of revisiting and re-editing the mission statement, just as Byrnes does (2017). Relationship challenges in leadership

also call for negotiation and other people skills to avoid painful experiences. Successful ELTA leaders, as Tercero (2018) indicates, ought to be more prepared for their roles and strategically approach their tenure, by consciously applying a swot analysis of the learning organisation. By contrasting the strengths and weaknesses of the ELTA, possible threats and opportunities can be more easily identified, mission and vision statements adjusted to the actual context, such as political, cultural and geographical (Mahboob & England, 2018, p. 28), and short and long-term plans set up for leaders to get their associations through difficult times (Christison & Murray, 2008). However, it is repeatedly stressed that, although helpful, short leadership programmes cannot and will not prepare leaders for the challenges they have to face. Instead, it would be more useful to become acquainted with previous leaders' experiences and read any available research on ELTA leadership.

When investigating CPD in ELTAs, the leaders of these organisations have to be addressed for several reasons. ELTAs are grass-root initiatives, run by volunteers, and they are dependent on their current leaders. Based on the vitality of the volunteers, the ELTA will provide either the bare minimum it should or as little as its constitution prescribes, or in a more fortunate case, with a more ambitious board, the ELTA can thrive. Nonetheless, there is no long-term guarantee of prolonged success, continuity, succession or sustainability. Underhill (2006) in his closing article in DALT (Developing an Association for Language Teachers) (Falcão & Szesztay, 2006), lists the pitfalls of leading an ELTA. He ruthlessly addresses the most important factor, namely the initial motivation behind volunteering. He does not presume that any leader would not act out of good motives to help other teachers or decision makers or improve the profession, however, he argues for a conscious approach and requests leaders to list all the factors for volunteering. He claims that, if their motives are not balanced or leaders act out of egoistic drives for the benefits of leadership and the power that comes with it, their leadership can direct the ELTA onto a course that could end in disaster. Underhill's (2006) number one criterion for leadership is formulating a personal vision. The personal vision, naturally, has to align with the ELTA's vision and the other board members' visions as well, in order to create a shared vision (Reynolds, 2018; Senge, 1990; Wenger, 1998), so that the ELTA would be able to function in a harmonious way. Other components mentioned by Underhill (2006) are delegation of tasks, positions among board members, succession for positions, and practical suggestions for effective ways of running meetings, dealing with time management, handling conflicts and developing leadership skills. Underhill (2006, p. 64) suggests that ELTA leadership is a relational leadership that has a horizontal, leadership-resides-everywhere approach, as opposed to the traditional vertical, leadership resides at-the-top approach.

Although volunteering is time-consuming, even without financial rewards, yet doing it the right way can be satisfying. Underhill (2006, p. 62, emphasis original) claims, "… you are always having your cake AND eating it". That is the secret of ELTA volunteering, so that due to continuous personal and professional development volunteers do not mind dedicating their time, energy, knowledge and skills to their professional communities.

Leadership growth is a continuous progression that goes through the stages of awareness, interaction and mastery (Stephenson, 2019). Teachers recognise their own leadership potential as a first stage of awareness, then the second stage holds possibilities for engaging in leadership practices and prepares for the mastery stage. "The mastery stage is about using leadership skills and abilities to generate new interest and energy for self and others. In this stage leaders know themselves, their beliefs, their values and what motivates them. This stage is also about being seen and recognised by self and others as exemplary, ethical and authentic leaders" (p. 189). Regarding the emergence of leaders, Salas Serrano and Schrader (2018) claim that leadership starts with volunteering and the desire for professional improvement. According to them, a 4-step leadership cycle can be identified. The first stage is a pre-leadership stage, in which members volunteer for smaller tasks. In the second stage the participants share their knowledge and pass on their experience to others and take on smaller leadership positions. It is done through supervision and training (in-service). In the third phase of leadership cycle leaders take on responsible roles and they are recognised by their organisations. The fourth phase is the post-service phase, in which leaders either become advisors of their organisations, take on smaller honorary posts or withdraw from the work of the association. After leaders become aware of their responsibility and the impact of their positions, they consciously improve their leadership development by reading or looking for courses. Dickey (2018, p. 270), in his case study, presents four possible ways of how members take on leadership positions: 1) invited by current leaders, 2) appointed by an outside authority, 3) elected by the general public, and 4) selected by the membership of the ELTA, "although other forms and mixtures of these are also possible".

Leadership development can be traced in ELT professionals' trajectories. In her publication, England (2020) follows an interdisciplinary path to accompany TESOL professionals on their professional journeys, from less experienced teachers to expert TESOLers, who serve and grow in their communities. England underlines that in order to take control of our professional paths and avoid early burnout, a conscious approach to leadership should be introduced, thus taking the lead in professional development. She refers to her own career path and also brings up a plethora of examples from other TESOLers' trajectories, and

proposes a career path development for teachers involved in EFL. She includes her participants' professional backgrounds, continuing studies, never-stopping further development and demonstrates the milestones and awards of our profession. She finds it important to extend TESOLers intentional career paths beyond the individual and look at them in the larger context as well, in everyone's educational institutions and their teachers' associations. She argues that "… while in its infancy, research on ELTAs is an important aspect of TESOL CPD. … these associations provide opportunities for professional growth, learning and development" (p. 53). Another important publication (Mahboob & England, 2018) strengthens her argument, stating that ELTAs play a crucial role in shaping the professional paths of teachers. Bailey and her colleagues (2009) as well as Tercero (2018) argue that ELT professionals' trajectories can be followed in other narratives or autoethnographic reflections (King, 2018; Knight et al., 2018; Stephenson, 2018; Tercero, 2018) about leadership in ELTAs, drawing on their own and their colleagues' opinions, perceptions and memories, the rich experiences they have gained through their volunteering. Bailey (2002), as a past TESOL president, reports about all the professional gains through her leadership years and how TESOL volunteering influences leaders. The TESOL survey of past presidents (Bailey et al., 2009) provides solid evidence of leadership growth. From the TESOL president's survey it is clearly visible that professional development is accompanied by personal gain, which is demonstrated through Goleman's (1998) emotional intelligence framework in Szasz and Bailey's (2018) work. Szasz and Bailey (2018) emphasise that both intrapersonal and interpersonal qualities can be traced as growing through volunteering. Interpersonal aspects, such as self-awareness, self-regulation and self-motivation are stressed, and interpersonal competencies, such as empathy and social skills, are the most dominant payoffs. Szasz and Bailey (2018, p. 231) confirm Goleman's (1998) claim that "being an influencer, a strong communicator, a peacemaker, an inspirational leader, a change agent, a relationship builder, a strong collaborator, and an effective team builder" are all attributes which are developed by leaders, and these apply to ELTA leaders as well. Leadership learning is thus an experiential journey that takes leaders far beyond their comfort zones, but at the same time an accelerated development takes place through professional development opportunities. Leadership learning opportunities occur (Stephenson, 2018) when teachers excel at their work, which results in being asked to share their expertise, and eventually being promoted mostly in smaller communities of practice, such at SIGs or RBs, or being given specific tasks to perform for the benefit of the organisation. Apart from skills gained through ELTA leadership, King (2018) further explores that knowledge and attributes gained through pre-ELTA service provide better opportunities for leaders, and while leaders perform specific roles, they sharpen their

skills and are given bigger and more challenging tasks. Stephenson (2018) brings specific examples from the biographies of past TESOL and IATEFL presidents showing how they benefited from their leadership responsibilities. From the literature it can be deduced that most leaders do not seek leadership roles but are asked or simply given the rules. (Dickey, 2018; King, 2018; Tercero, 2018). Participatory presence is crucial to volunteering, and should be harnessed through mentoring and succession in ELTAs, as pinpointed by Dickey (2018, p. 280) "…an ELTA cannot force members, representing identifiable sub-groups, into leadership positions".

Mentorship can be approached at both an individual and an ELTA level, but in teachers' associations throughout the various CPD opportunities members are continually mentored and mentor others (Kamhi-Stein & de Oliveira, 2008; Paran, 2016; Selvi et al., 2018). Selvi and his colleagues (2018) highlight the benefits of mentoring, where transformative changes take place through various TESOL Leadership programmes. They report on a two-way mentoring process, which affected their professional growth. In a similar vein, Curtis and de Jong (2018) claim that in the mentor-mentee relationship both parties grow simultaneously, and this could be called a "modern-day, professional mentoring" (p. 247). How to support leaders is always a concern for newly elected boards and even for mature associations, therefore they propose three possibilities for supporting leaders: working with the buddy system, also known as peer support, mentoring and coaching. Curtis and de Jong (2018) further investigate that mentorship should move beyond the "incidental help" and a systematic leadership structure is desired. Both TESOL International and IATEFL Board of Directors apply the 'board buddy system' to help new board members on their initial endeavours, and most importantly to help the incoming president-elect. Theoretically the buddy system would provide a solution for many national ELTAs in their struggle for succession, so that their leaders would have more positive experiences. This would avoid the bitter encounters which have been suppressed by many struggling leaders worldwide, expressed by Tercero (2018). Equally importantly, Stephenson (2018) argues that mentoring and coaching are mandatory in ELTA leadership, without which there is no visible growth. Ample examples are given from former TESOL and IATEFL presidents' trajectories (Knight et al., 2018; Salas Serrano & Schrader, 2018; Stephenson, 2018; Szasz & Bailey, 2018; Tercero, 2018). The aforementioned presidents, internationally renowned ELTA leaders, developed their leadership skills through action in different ELTA contexts, thus their development was due to the opportunities in these learning organisations and not through formal leadership programmes.

Having reviewed the relevant literature on professional development, research connected to ELTAs and leadership development, the following two chapters provide the contexts of the research project, both on an international level and in the Hungarian context. Chapter 2.3 offers a structural overview of ELTAs as learning organisations on a global level, whereas chapter 2.4 focuses on the Hungarian context.

2.3 Contextual Background – English Language Teachers' Associations in an International Context

In the current mixed-methods enquiry the qualitative studies have been investigated in ELTAs with ELTA leaders, volunteers and ELT professionals in an international context and the quantitative studies with EFL teachers in the Hungarian context. The contextual background to the qualitative studies is described in the present section. The quantitative studies in the current investigation took place in the Hungarian context which is outlined in section 2.4. The justification for the Hungarian context lies in the fact that the ELT-related professional development items used in the questionnaires are exclusively related to a specific, in this case Hungarian, ELT domain, to the events of the national ELTA, IATEFL-Hungary, and institutions and CPD events linked to the professional growth of EFL teachers in Hungary.

In order to understand the complexity of the operating mechanisms of ELTAs on a global scale, several areas need to be explored. To this end, the section comprises five sub-sections. First, it looks at the roles of ELTAs and how they provide CPD to their members. Secondly, mission and vision are discussed. In the third part the functionality of ELTAs is reviewed, with the contextual, organisational and compositional factors, through the scant available literature connected to ELTAs. The forth section examines the challenges and potentials that ELTAs face and hold in the 21st century. Finally, in the fifth section the theoretical frameworks of learning organisations are described, with Wenger's (1998) model of community of practice (CoP) and Senge's (1990) disciplines of learning organisations, with the overview of the available empirical studies in the field.

2.3.1 The Roles of English Language Teachers' Associations

Research into professional associations identifies their two-dimensional roles: a) external roles directed towards policy makers and other stakeholders; and b) internal roles serving the association's membership with CPD (Lamb, 2012). There is a very complex and contextual interplay between the two functions. Kloss (1999, p. 71) claims that "professional associations exist to advance the standing of the profession by setting educational standards governing the profession, advocating for favourable public and private policies, aiding members in their

professional development, and advancing professional practice through research and information". For members of ELTAs the external role towards policy makers and other stakeholders might be uncharted territory, but the second role is palpable. ELT professionals join ELTAs in order a) to develop their professional needs in ELT-related fields, b) to exchange expertise; or c) to belong to a professional community of like-minded people (Falcão & Szesztay, 2006). To fulfil these needs, the learning communities aim to provide CPD opportunities for their members, empower ELT professionals and create networking opportunities. ELTAs also reinforce excellence in language learning, teaching and research. ELTAs operate as safe environments to offer educators a platform to get together, learn from each other and provide mutual professional support. There is some research evidence which proves that members benefit from the available professional development opportunities that ELTAs offer (Bailey, 2002; Borg, 2015a; Gnawali, 2013; Stewart & Miyahara, 2016).

As for the functions of ELTAs, some ELTAs in Japan enable teachers to work collaboratively in CPD activities, they tend to provide in-service training by experts, while other ELTAs accentuate carrying out and publishing research, as well as presenting it to policymaking bodies. In their study, Stewart and Miyahara (2016) employ Foucault's (1980) notion of power/knowledge, searching for an answer regarding who the active and passive participants are in an ELTA, who creates knowledge and how it is disseminated or consumed. In a more traditional professional organisation, knowledge is created through research and theory-building, dissemination is practiced through publishing, and consumption of knowledge is done by practising teachers. It has been demonstrated that both strong state control and commercial interest by publishers influence some ELTAs. However, moving away from the traditional socio-political conditions, bottom-up formations also operate, where ELTAs support dissemination of good practice and collaboration among teachers from all the educational sectors, secondary, primary and pre-primary, not only from tertiary education. Stewart and Miyahara (2016) claim that most ELTAs in Japan consider their inward-oriented primary function as their main role; knowledge production and knowledge dissemination through collaboration in professional development activities, whereas some ELTAs still consider their external role towards policy makers as a significant function. Stewart and Miyahara (2016) refer to Foucault's (1980) view on knowledge/power, stating that this is not a dichotomy, rather a two-directional route, according to which, while members in an ELTA develop professionally, they may become knowledge producers themselves. Thus, ELTAs act as both 'knowledge producers' and 'knowledge disseminators' (Stewart & Miyahara, 2016, p. 137). As one-off workshops and short trainings fail to achieve changes in teaching and learning (Borg, 2015b;

Kubanyiova, 2012), in the 'training-transmission' model of learning the desired state for teachers would be to progress from 'knowledge consumers' to 'knowledge generators' (Borg, 2015b, p. 6), therefore, ELTAs have an even greater role in providing the right kind of CPD to their members.

ELTAs express their aims explicitly, historically through their newsletters, later on their websites or social media platforms. Their goals often go through a transformation. IATEFL, for instance, "like many other nationally – and internationally – known organisations, started small and with a specific vision shared by a few dedicated founders" (Rixon & Smith, 2017, p. 13). Bill Lee, the founder of (I)ATEFL, expressed the original purpose of the association in the association's newsletter: "The principal aim of the association is to promote better teaching of English as a foreign or second language by concentrating on the language-learning process as a many-sided educational problem" (Rixon & Smith, 2017). IATEFL, just as many national ELTAs, originally started with conferences and a regular newsletter to support their members. Since then, a plethora of CPD opportunities have become available for members. ELTAs specifically reinforce excellence in language learning, teaching and research, while also offering professional development to their members through collaboration and professional events. The association offers help with the development of teaching materials; creation and search for possibilities for in-service training, organisation of competitions, contests and networking events, inviting applications and making use of externally provided grants. Later, the focus on members only has shifted not just in IATEFL but many other ELTAs as well. From exclusively concentrating on CPD and providing CPD to members, it now includes non-members as well, as Rixon and Smith claim (2017, p. 145): "by the 'critical turn' of the last 25 years, IATEFL's official mission is no longer overtly to 'improve' English language teaching but is now simply to 'link, develop and support' ELT professionals". According to the findings of the empirical enquiry conducted with the affiliates of Africa ELTA, the roles of ELTAs are similar in the different associations: sharing best practices, discussing challenges and opportunities to engage in CPD, just as well as creating connections locally and internationally, networking and reaching out to external stakeholders (Elsheikh & Effiong, 2018).

How rich the associations' CPD offer is depends on many contextual factors (Mahboob & England, 2018) and the internal constitution of the leadership of the ELTA. Mahboob and England (2018) point to the significance of ELTAs' responsibility to the profession, with efficient, ethical and transparent acts towards both membership and external stakeholders. Aside from mentioning the tangible benefits ELTAs offer, intangible benefits should also be mentioned. Knight and his colleagues (2018) make an interesting observation which states:

"ELTAs' web pages mention lots of resources but they do not mention the joy of connecting with diverse people and sharing ideas, visions, and dreams that can change the world" (p. 304).

2.3.2 Mission and Vision

Almost all ELTAs declare their goals in their *mission statement*, clearly stating what they offer to their members and often express explicitly how these goals are achieved. Additionally, in some cases ELTAs also have a *vision statement*. Both of these concepts are frequently used in the business world but serve different purposes for a company. ELTAs function, being non-profit organisations, cannot be compared to companies'. Still, mission and vision are often confused with each other generally, and they are wrongly used interchangeably (Inyang, 2013). While a mission statement refers to the present, stating the goals and the purpose of the organisation, the vision statement outlines what an organisation wants to become in the future.

ELTAs did not have a mission statement in their early days. Greenall, president of IATEFL (1997–1999), recalls the first mission statement of IATEFL (Rixon & Smith, 2017, p. 37): "I'm afraid I'm responsible for the mission statement. In 1997 we commissioned a complete review of the logos [and] mission statements with the wish to move to a more 'professional' look for the association". IATEFL's short mission statement is the same since then: "Linking, developing and supporting ELT professionals worldwide" (IATEFL, n.d.). From the websites and constitutions of ELTAs it can be observed that they organise themselves around a mission statement, a code of practice and a set of goals. On the IATEFL website today there is a long list of proposals how IATEFL aims to achieve their mission and wider mission. Similarly, goals and practices (2020) are also expressed: "Our goal is to provide general support in helping teachers and other ELT professionals in their professional development, and to provide a platform where they can offer their views, exchange research and teaching experiences and learn from each other in the field of professional development" (IATEFL, n.d.).

Gnawali (2013) states that the Nepali English language teachers' association (NELTA) supports EFL teachers in two ways: bringing them opportunities and creating an environment for teachers to explore their own opportunities. NELTA, as a teacher association, also claims that it works with a mission to establish itself as a learning organisation when it states that "the mission of the association is to establish NELTA as a forum for enhancing the quality of English language teaching and learning through professional networking, support and collaboration" (Gnawali, 2013, p. 53). In the mission statement of the JALT networking, sharing and collaboration are indicated, it "promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and

collaborate" (Wheeler, 2018, p. 11). The mission statement of IATEFL-Hungary contains some of the most important elements for present and future, for instance local and global presence, cooperation, quality, professionalism, sustainability and support in professional development. It states: "We promote collaboration among English language teaching professionals by organising national and international projects with local and global impact. By doing so, we aim to support a high quality of ELT in Hungary for all" (IATEFL-Hungary, 2017).

TESOL International already had both a mission and a vision statement in 2004. "TESOL's mission is to ensure excellence in English language teaching to speakers of other languages." TESOL's vision statement in 2004 emphasised the need for professional associations in our globalised world, as well as its role in responding to the new demands of 'human communications'. The vision statement serves as a source of inspiration and motivation. These two concepts are closely connected to *engagement, imagination* and *alignment* which are used in a CoP, in order to articulate people's belonging through identifying themselves with the image of practice and expressing it through the mission and vision of the community. Imagination is vital for an improved future state of the group, which is feasible and can be achieved through working together in alignment towards the same goal. Lipton (1996) adds other essential themes for vision building: he claims that, apart from identifying the mission, it is also vital to include strategy and culture. He argues that first it is fundamental to clarify the reason, the purpose and the benefits of our actions, identifying the uniqueness of the message in a transparent way, what we do and why we do it. Great leaders and organisations communicate with their vision and mission, the goals and purposes of their actions. What inspires their action, how they execute the purpose, and the reason they exist and behave. After explaining the Why?, they can answer questions how they intend to execute their actions and how they can act. Only after the Why? and How? they should formulate the actions answering what kind of actions they do in order to fulfil their goals (Sinek, 2009). Unfortunately, leaders of ELTAs oftentimes focus too strongly on the 'What' and little time is left for the 'How?', and the 'Why?' is rarely visited. In the case of ELTAs, clear communication and transparent goals that help with projecting messages have a great importance. This is just as relevant as the numerous CPD events.

Furthermore, national culture cannot be neglected either, not just as an additional component in focusing on vision of national ELTAs but on their policies, priorities and their functioning. Padwad (2016) claims that ELTAs ought to examine the connection between the association's characteristic natures and the national culture they are embedded in. ELTA leaders also need to reflect on the difference between leadership and management, in order to achieve

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sustainability and a healthy succession of the executive board. ELTAs' board members, SIG leaders, regional branch co-ordinators, all those volunteers who are the lifeblood of the organisation, also need to take care of their leadership styles, look at themselves and how they treat each other. They ought-to reflect on the original motives which they stand for, what they believe in, and what values they hold. These thoughts are further elaborated in some empirical studies by ELTA leaders (Bailey, 2002; Knight et al., 2018; Stephenson, 2018; Szasz & Bailey, 2018, Tercero, 2018). Knight and his colleagues (2018) demonstrate that creating the vision for an organisation happens through: 1) interacting with leaders of the organisations; 2) conducting research about the organisations, 3) analysing the internal and external environments to identify strengths, weaknesses, opportunities, and threats; and 4) delivering recommendations (to the leaders of the organisations). For Knight (2013) leadership means a communication process to create and achieve visions; and the key is that it happens through collaboration with others (Knight, 2015, 2017).

Vision can take different shapes in ELTAs. The officially crafted vision statement can be different from the members' or the leaders' personal vision. Reynolds (2018), using Senge's (1990) model of five disciplines, reiterates that "a vision of future reality is important because it drives and shapes change within an ELTA". Another crucial point mentioned by Reynolds (2018, p. 47), is the existence of negative shared visions, either from members or leaders of ELTAs, such as "the concept of volunteering does not exist in our culture", or "our members do not understand what a professional association is", and so on. He highlights the lack of shared vision, because, as he argues, leaders' and members' vision have to align, otherwise it is not shared vision, and learning organisations must act on the basis of shared vision. "In a system, a vision is not a document created at a point in time, but rather a force that moves with and constantly undergirds the system" (Reynolds, 2018, p. 48). Other examples can be brought from leaders, in which case they themselves do not believe in the future of their organisations. If they claim that apart from organising a conference there is no other obligation of an ELTA, or even worse, if leaders of ELTAs think that teachers today can do professional development purely with the help of the internet and social media platforms, and that therefore there is no need for ELTAs in the future, ELTAs in the future are obsolete.

Group alignment is also an important but seldom used terminology in education, although steering a committee or a CoP needs partnership, co-operation and synergy among the members of the community. When talking of group energy, it is clear that synchronization is achieved when different energies within the group are harmonized. Vision is a crucial element in the alignment process in a business context (Senge, 1990), whereas in education shared aims

and objectives play an important role in harmonising groups (Szesztay & Pohl, 2010). Aligned and non-aligned groups can be differentiated simply by the direction of different forces the arrows point to. When there is a shared vision or the aims and objectives are the same among the participants, it is easy to work together in a harmonious way. As a contrast to this, non-aligned energies are scattered around in the group, and different factors determine various directions for the arrows, resulting non-agreement or disagreement and conflicts or collisions (Price, 2019).

Hadfield and Dörnyei's (2013) visionary motivational programme was designed to motivate L2 learners by utilising the vision of the future language self, but can be applied for the motivation of L2 teachers and teachers' associations as well. The capacity of vision to be motivational, however, is not automatic but depends on a number of variables (Hadfield & Dörnyei, 2013, p. 4). First of all, the desired future self-image has to exist, it needs to be elaborate, vivid and also plausible, otherwise the image cannot be awakened. This future self-image should not be in strong conflict with the expectations of the external context either. Additionally, the future self-image should be activated and guided by procedural strategies, with concrete steps along the way from plans to goals. Finally, the counter-acting feared possible self has a purpose, in order to avoid unfavourable consequences. Hadfield and Dörnyei's (2013) visionary motivational programme is broken down into six stages: 1) Creating the vision: with raising awareness of dreams, desires and aspirations for future alternatives. 2) Strengthening the vision: with techniques of creative or guided imagery to create detailed imagined reality. 3) Substantiating the vision means "subjecting the original vision of the ideal future self to a reality check to make sure it is plausible and realistically achievable" (Hadfield & Dörnyei, 2013, p. 32). This also means being realistic with short-term and long-term goals, and critically evaluating the original vision from time to time. 4) Operationalising the vision: includes practical steps of identifying goals and objectives, then planning and mapping out strategies towards achievements. In this phase the 'why', the 'what' and the 'how' of motivation are especially dominant, so that the maximum result can be achieved. 5) Keeping the vision alive. In order to achieve the desired future self, the original vision needs to be revisited, strengthened and developed. Role models and targeted images can enrich the vision and enhance motivation. 6) Counterbalancing the vision: With repeated reminders the actual self should be contrasted with the feared self and the ought-to self, in order to avoid negative outcomes and help to counterbalance them with the ideal future self. Nonetheless, Hadfield and Dörnyei (2013) claim that there is no strict order in the visionary motivational programme. In fact, logically, substantiating the vision ought to precede the phase of enhancing and

strengthening the vision, for checking reality. Equally, counterbalancing the vision cannot be the last step but should accompany the process, in order to keep the original vision strong and alive. Therefore, the different phases might meld into and complement each other. As ELTAs and their leaders continuously work with vision, the visionary motivational programme might be a helpful guide to them. In the following section, ELTAs' organisational structures are discussed with their compositional and contextual factors, ELTAs' challenges, benefits and potentials in the 21st century.

2.3.3 The Functionality of English Language Teachers' Associations

In order for ELTAs to prosper and fulfil one of their primary goals, namely to contribute to the personal and professional development of their members, smooth and harmonious working conditions should operate within the framework of the organisations. Both internal and external factors are crucial to develop and maintain membership with quality CPD offers. ELTAs may create different *organisational structures* that are relevant to their situations and allow maximum efficiency in the execution of their activities, according to their mission.

The most common features of ELTAs are outlined in IATEFL's 'Introductory Booklet' (Allwright, 1988) on the structure and the membership of an association. Both the first and second editions (Allwright, 1988, 1997) and the third edition (Falcão & Szesztay, 2006) list the basic configuration of office holders (president/chair person, vice president(s)/deputy chair persons, secretary, treasurer, and so on). Apart from the committee or executive committee, the possibility of other sub-committees is mentioned which help in various areas of the association's operational running, such as a conference organising committee, membership committee and so on. Unfortunately, not all ELTAs can afford to provide sub-committees but they can strive towards forming them. Not only do the handbooks (Allwright, 1988; Falcão & Szesztay, 2006) highlight the necessity of a constitution which describes the nature of the ELTA but also provide sample constitutions in the Appendences, in order to help newly formed associations to set up their structures. Naturally, all ELTAs should formulate their own constitutions, according to their contextual factors. The third edition (Falcão & Szesztay, 2006) differentiates between informal and formal associations. As they claim, informal associations have the advantage of no responsibilities for constitution and other formal requirements; however, there are other pitfalls that they have to face. Formal associations, on the other hand, have their responsibility towards their members to keep their promise the constitution holds. Not just the constitution but the formal structure and all the additional elements hold an ELTA

together, therefore, informal associations might have their charm, but ELTAs are more likely to provide sustainability for their members.

The different factors that influence the strategic direction of ELTAs are divided into two broad categories by Uludag (2018), into 1) contextual (external) and 2) organisational (internal) factors. Similarly, Lamb (2012, p. 295) distinguishes between "internal-facing functions such as disseminating information about new policy developments, acting as a forum for teachers to share and develop effective practice, and providing in-service training by experts; as well as external-facing functions such as the representation of teachers' views on policy-making bodies". Without a doubt, ELTAs focus more on serving their members with professional development and creating empowering spaces for networking, thus emphasising the internal CPD function; the external advocacy role cannot be neglected either, as all ELTAs depend more or less on external support. Thus, each ELTA is contextualised in a distinct socio-cultural context with a particular language policy, with a specific education milieu and a given political system. According to all these external factors ELTAs try their best to function in their circumstances and adjust their operations to these factors. On the other hand, international factors are or can be independent of context and constitute the organisational structure of the ELTA. According to Uludag (2018), these factors depend on the size of the organisation, the number of members and outsiders, who can be potential members, and the financial resources. The series of layers in the ELTAs' hierarchical system are interconnected and governed by committees and sub-committees. Uludag (2018) provides some structures of ELTAs in her publication. Just as with ELTAs' constitution, the structure of the ELTA is also context-dependent, influenced by a variety of factors. These subtleties are described by Mahboob and England (2018). They give a more detailed comprehensive model for the structures of ELTAs, with compositional factors and the attainable benefits of the organisations. They argue that by identifying the building blocks of ELTAs, these professional communities can recognise more easily how to help the development of their organisations and promote the robustness and vitality of their ELTAs. An indicator of robustness is the range of products and services an ELTA offers, such as hosting conferences, organising CPD events, holding webinars, issuing publications, offering practical tips and resources on their websites, creating free course materials, providing scholarships, funds, donations, internship, competitions, setting up cultural or social events, and so on. Vitality shows how often an ELTA provides these products and services and how available they are for members and non-members.

So far Mahboob and England's (2018) structural model (Figure 2.3) is the most embracive representation of ELTAs, yet even the authors acknowledge that "the list here is not

exhaustive" (p. 27). Even so, the contextualised factors are analysed in separate sub-chapters and a plethora of examples are given for the geographical, political, cultural and economic influences that can affect ELTAs. Even though the examples are taken from different parts of the world, they are embracing enough to guide the reader towards the potential realities of their own ELTAs and help them identify any problems in the given context. "One size does not fit all" (Abatayo, 2018; Díaz Maggioli, 2003) is just as characteristic in this case, as in the several hundreds of different ELTAs there must be distinctive geographical, political, cultural and economic factors that influence the ELTA in their specific way. In each case the given leadership has to react to the explicit challenges according to the given situation.

Figure 2.3

Model for ELTAs' compositional factors (Mahboob & England, 2018, p. 28)
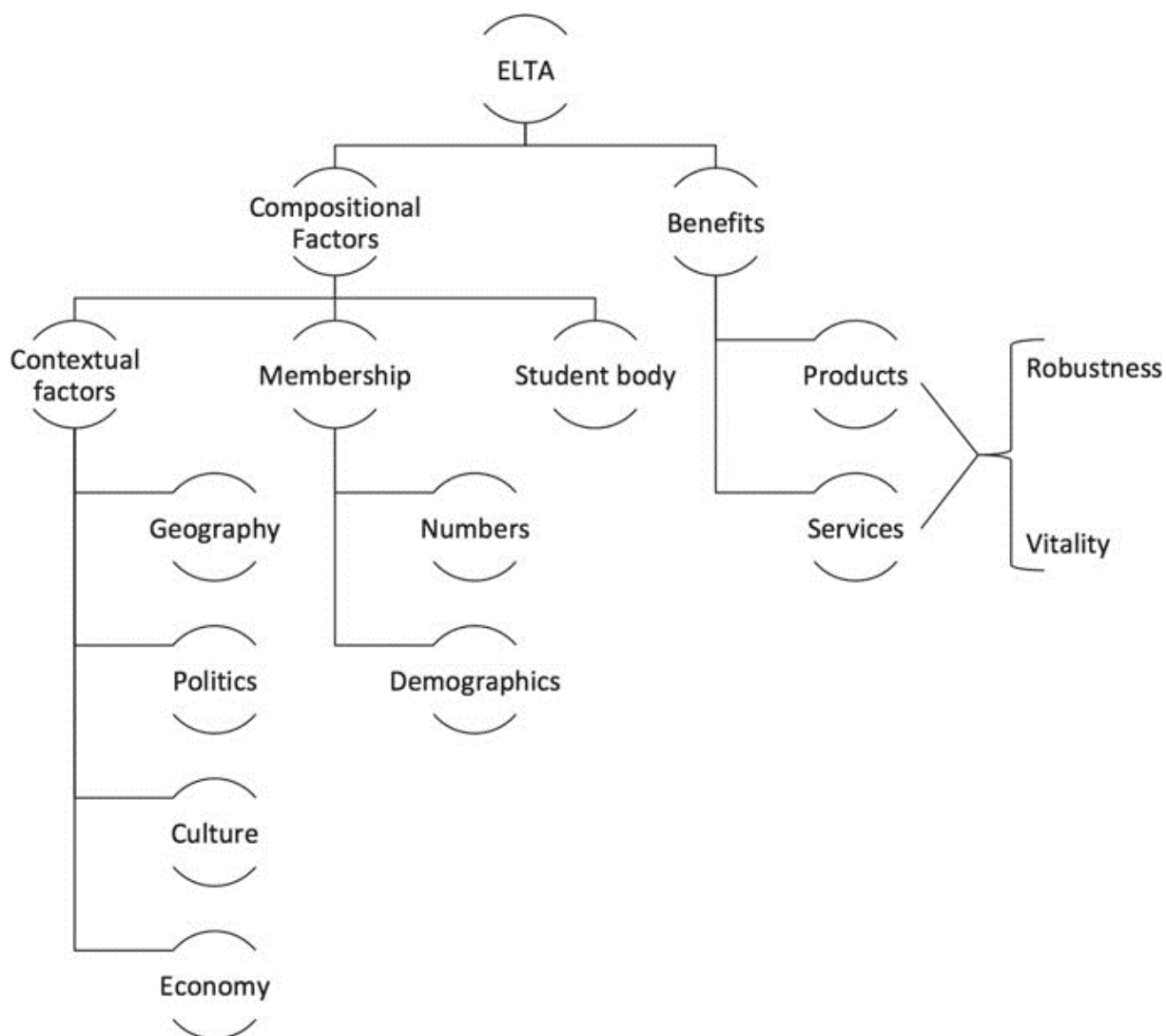
Geographical factors influence the size of the ELTA. According to geographical locations, they can be 1) international ELTAs (IATEFL or TESOL); 2) continental ELTAs

(Africa ELTA, TESOL Asia); 3) regional ELTAs (TESOL Arabia, TESOL Gulf, Latin America and the Caribbean TESOL, TESOL Asia); 4) national ELTAs (IATEFL-Hungary, IATEFL Slovenia, IATEFL Poland, TESOL France, TESOL Greece, TESOL Spain); 5) state/province ELTAs (Minnesota TESOL, New York State TESOL, Virginia TESOL); and local ELTAs (English Language Teachers' Association Stuttgart, ELTAS; Associació del professorat de llengua anglesa de les Illes Balears, APABAL in the Balearic Islands, Spain. In some countries local ELTAs operate beside a national ELTA, Like APABAL with TESOL Spain, whereas in Germany there is no national ELTA, therefore, ELTAS and other local organisations centralise in their relevant region and offer their services to the needs of their members. Some national ELTAs react to their respective challenges due to geographical factors; for instance, the Society for Pakistani English Language Teachers (SPELT) organised a travelling conference, to decrease distances for teachers in the country. The annual conference of SPELT is organised for several days in different cities and the speakers travel to give their talks in the various venues (Sarwar, 2011).

ELTAs are non-political and non-profit organisation, yet they are not exempt from political influences. Internal and external politics influence ELTAs, and most importantly, leaders of the associations have to perform accordingly (Elsheikh & Effiong, 2018), considering *political factors*. The politics of the country might affect teachers leaving the country (Dickey, 2018) or in obtaining visas (Mahboob & England, 2018), or the government controls teaching materials and curriculum, therefore some of the publishers do not operate in certain areas. Some organisations represent foreign countries or governments, such as the Regional English Language Office (RELO) of the US State Department or the British Council, a British organisation. Depending on their interest, ELTAs are either supported simultaneously by them and independently from each other; or occasionally excluding one another (Elsheikh & Effiong, 2018, p. 83) but at times neither of them is able to offer financial support.

Cultural issues are also context-specific, as Padwad (2016) points out. Due to cultural traditions in India, for example, leaders overstay their terms of office, sometimes even for 30 years, thus a strong insider-group controls and rules the association. This would be unacceptable in the contemporary world but the model still exists in that specific context. In this case, leadership, associated with vision and goals, strategic planning, policymaking, and so on, are intertwined with managerial issues, such as administration, monitoring and executing plans (Padwad, 2016). This case study demonstrates a specific case but due to the scanty literature in the field, other ELTAs might face similar challenges.

Economic factors pose a great challenge for a profession, in which most teachers are underpaid and under-respected, in a precarious career position. For the majority of the teachers it is not easy to finance their own professional development, especially to travel to conferences, where they have to pay for conference registration, food, accommodation, and so on. To solve this problem, some ELTAs offer scholarships or help their members in other ways. ELTAs which get sufficient support from publishing houses and other external stakeholders, are in a more advantageous position to offer some of their services to their members, thus both the robustness and the vitality of the ELTA depend on socio-economic factors of the context.

IATEFL also provides their organisational structure (Rixon & Smith, 2017, p. 47), with the eight figureheads of the Board of Trustees, each of them assigned to a relevant sub-committee. Thus, the president holds together the conference committee, the vice president is in charge of the publication committee, the electronic committee chair is the head of the electronic committee, the associates' representative is in control of the associates committee. The SIGs representative regulates the SIGs, the membership committee chair looks after the membership committee, and the treasurer is the executive of the finance committee. For the assurance of the organisation, an Advisory Council is responsible, consisting of the patron, the editor of the ELT Journal, a representative of the British Council, the chair of the Wider Membership Scheme (WMS) committee, one or two advisors from different fields, a past president, and the current outgoing past president. Naturally, in a huge organisation such as IATEFL, it is possible to fill all these roles, whereas small national ELTAs struggle to find enough volunteers to cover the most essential leadership roles. Nevertheless, it is a good example to see how tasks are distributed, should there be enough volunteers in an ELTA. To conclude, as has already been mentioned, one size does not fit all, and "unfortunately there is no blueprint or template which fits all needs" (Andernovics, 2011, p. 94), there are as many versions as there are contexts (Uludag, 2018). Notwithstanding, within one teachers' association according to the members' needs, the organisational structure of the association, as well as their services, ought to change accordingly (Knight et al., 2018), so that the ELTA can stand the challenges of changing times.

Within all types of ELTAs members get together in smaller professional communities, either for geographical reasons or due to their interest. As most ELTAs hold their major events in the capital or other big cities of their country, many teachers are faced with a challenge to get to these events. "One way of increasing the effectiveness and reach of teacher associations is to establish branches or chapters which are based in particular cities, towns or regions" (Pickering, 2011, p. 101). Numerous benefits accompany regional branches; increased

membership, the involvement of more volunteers, various CPD events in diverse contexts, even in more disadvantaged areas. In regional branches teachers have the possibility to maintain more regular contact with each other, it is more convenient for them to meet on a regular basis, thus they can hold their own CPD activities or organise student competitions. Principles for establishing effective branches as well as a 'Branch checklist' are offered for ELTAs (Pickering, 2011), and a list of tasks and responsibilities are identified to help regional branch coordinators (Almási et al., 2016, p. 54). In the CITA collaboration (Almási et al., 2016) the newly formed ELTA, APABAL, aims to reach out from Mallorca to teachers of the rest of the Balearic islands, such as Menorca, Ibiza and Formentera. As they report, they follow the footsteps of the other partner ELTAs, IATEFL-Hungary and the Lithuanian Association of English Language Teachers, LAKMA. These latter ELTAs, with their longer history behind them, have contact people in their regions who organise events for locally involved teachers. This is an example of decentralisation, contextually appropriate action. IATEFL-Hungary celebrated their silver jubilee with a Tree planting project (Almási et al., 2016, p. 54): "As part of the celebration year they decided to plant trees, one in each of those cities where conferences had been held in the past". The tree planting event proved that teachers participating in the events had a closer connection to the ELTA, thus it was easier for them to become an active member of the association afterwards. Not only current and potential members were addressed with the regional events but former members of the association, former conference organisers, committee members, regional branch founders, and so on joined the celebrations and added their personal stories to the history of the national ELTA. Past, present and future were connected. "The tree planting project has proved that personal initiatives, commitment and collaboration with others bear fruit in communities" (Almási et al., 2016, p. 54).

Apart from Regional branches, members can be part of other smaller CoPs. In Special Interest Groups (SIGs), Interest Sections (ISs) and Professional Learning Networks (PLNs, earlier caucuses) members get together because of their professional interest or their shared belief or shared identity. SIGs in IATEFL have their own publications, regularly hold a Pre-conference day before the annual conference, and some SIGs, for instance, the Business English SIG (BESIG) or the Young Learner SIG frequently hold annual or biannual conferences around Europe. Personal Learning Networks (or caucuses) gather TESOL professionals for more informal discussions or according to their identity issues, for example Arts and Creativity, Black English Language Professionals & Friends, Career Path Development, Environmental Responsibility, Global Education, Lesbian, Gay, Bisexual, & Trans, or Womentorship in ELT. In regional branches, SIGs and other smaller CoPs ELTAs can wear their third hat and be

cultural promoters. They may offer lecture series, film series, organise Creative Cafés (Almási et al., 2016, pp. 49–50) or teacher clubs (Padwad & Dixit, 2008). Smaller professional communities of practice in ELTAs provide a chance for teachers to share their best practices, improve their English, present their favourite topics or just recharge their batteries (Gnawali, 2018).

Membership is a fundamental factor in the structure of ELTAs. Apart from L2 teachers, in consists of teacher trainers, department heads, trainees, educational bodies, publishers, examiners and freelancers (IATEFL, n.d.). Members can be characterised by age, sector of occupation, qualification, number of years in the profession, demographics, and from the historical point of view of the ELTA, current members, past members and potential members. According to their involvement in the association, regular members, helpers, volunteers and leaders could be identified as influential factors within membership. It is evident that the lifeblood of the association is its membership (Allwright, 1998; Falcão & Szesztay, 2006). In an attempt to explore the issue of membership, Motteram (2016) addresses belonging and identity, and the role they play in ELTAs' functionality. Membership is strongly connected to leadership, as most ELTA leaders are elected from their membership, based on their previous voluntary work (Knight et al., 2018). Membership data base management could be connected to conferences and newsletter correspondence to maximise recordkeeping (Dickey, 2011).

Mahboob and England's (2018) organisational model devotes separate sections to membership and even to a new factor, called 'Student body'. Both of these elements could be the topics of further ELTA research, as they are the foundation of the future of ELTAs. However, as demographics are inspected within the influential factor of *membership*, similarly students, retired or senior professionals and novice teachers could be part of this compositional factor. Ashcraft (2018) takes this topic further and investigates how ELTAs recruit, engage and facilitate the younger generation. In an ELTA research study (Almási et al., 2016), three ELTAs conducted an enquiry among their novice teachers in their countries. Newly qualified teachers expressed their needs for methodology workshops related to ELT, workshops for sharing experience and materials, training in materials development, and some teachers indicated that they would refresh their English. Another important study carried out as part of the project was the membership needs analysis, because, as the authors claim (Almási et al., 2016, p. 67), "the core of the organisation should be the membership, and our action should focus on their interests and needs. The association leaders must know the membership expectation; that is why we recommend doing a needs analysis questionnaire". Out of the results of the needs analysis, the current leaders would always know in which direction to steer their boats.

In their structural model, Mahboob and England (2018) include the benefits that members can profit from. Products and services are indicated that can be considered as tangible benefits (Falcão & Szesztay, 2006). Nevertheless, intangible benefits also influence membership satisfaction in ELTAs, not just for members but in ELTA leadership (Bailey, 2002; Bailey et al., 2009; Stephenson, 2019) as well, and the model could be extended with these intangible benefits, such as the sense of belonging, membership satisfaction and personal and professional growth, although these are not easily detectable factors. The range of products and services and the frequency of them provide the realities of ELTAs, because they greatly influence the success of ELTAs. Mahboob and England (2018) emphasise that ELTAs should look beyond their current membership and investigate possibilities for further growth. After the analytical classification of the structural factors, the authors provide precise advice for ELTAs. This includes sponsoring research, expanding networking, extending membership surveys, technological advancement in providing CPD, reaching out to teacher education programmes, as well as in their transparency, not just in financial matters but how "they operate in an ethical, fair and transparent manner" (Mahboob & England, 2018, p. 35). Depending on the needs and the motivation for involvement of members in the organisation, the robustness and the vitality of the ELTA will be greatly influenced by the members' involvement and motivation for CPD and leadership. Dickey (2011) points out that it is the ELTAs' responsibility to show their volunteers the benefits of volunteering in a professional organisation, such as the knowledge and skills they develop, and the extremely important networking opportunities as springboards for new challenges and for professional perspectives. At the same time, current leaders of ELTAs should not forget recognition and rewards for the contribution of their volunteers, in order to maintain succession and avoid running out of human resources. ELTAs need a conscious approach to attract new volunteers, both experienced and young, enthusiastic members, as "volunteers are the fuel that keeps ELTAs running … that guarantees the ELTAs' survival" (Dickey, 2011, p. 34). However, all these topics are connected to challenges, therefore, a separate section covers some objections that ELTAs face.

2.3.4 Challenges and Potentials of English Language Teachers' Associations

In the previous section a number of challenges were already listed, yet a separate sub-section needs to be devoted to this topic. It starts with describing the most important tests that ELTAs needed to stand and have to face today, as well as summarising some of the solutions available in the literature.

The greatest challenge that faces the profession in recent years is that not just that education systems have been rapidly changing in both social and technological terms but the whole world is rapidly changing. Therefore, ELTAs have an even greater role in keeping their members up to date with critical thinking, quality education and building supportive professional networks (NEA, n.d.; OECD, 2018; World Economic Forum, 2015). The profession itself has been forced to put up with changes and accept challenges, however, it remains a question how ELTAs react to political, cultural and global changes, such as world resources, climate change, ICT revolution, globalisation and tolerance of diversity (Rixon & Smith, 2017). It is obvious that ELTAs need to survive in the changing society, otherwise they die or become dormant, such as "TESOL Arabia and all its entities" (Davidson & Coombe, 2018, p. 144) among many others, or instead, new ELTAs arise on the horizon.

There are a number of challenges among the internal-facing functions, following the factors identified by Lamb (2012). These are the decreasing and aging membership, the difficulty to find volunteers and attract young members. Decaying membership, he claims, leads to a downward spiral: "having fewer members means fewer services and lower visibility, and this leads to even fewer members" (Lamb, 2012, p. 298). This is reinforced by Mahboob and England (2018), referring to the falling membership of TESOL, but IATEFL has also been losing their members (Rixon & Smith, 2017), and the profession experiences fewer resources for teacher development and resources for education worldwide. External-facing functions are clearly connected to the previous factors, as all ELTAs try their best to find support from external resources. Apart from good contacts with all possible stakeholders, publishing houses, examination boards, legal entities, such as ministries of education, RELO or the British Council, ELTAs' leaders have their responsibilities to represent the organisation in a suitable manner. Although the representation of teachers' views on policy-making institutions and dissemination of information on policy developments would be an important function of ELTAs, due to the lack of time and human resources, these capacities do not gain enough attention. Different ELTAs have their particular approach to external functions, especially in political statements. TESOL is more open to be involved in them, whereas IATEFL is more cautious with their political agendas. ELTAs seem to focus on more tangible support for teachers than on lobbying and campaigning with higher decision makers.

As for IATEFL's trials, there have been a number of sensitive issues, for instance linguistic imperialism (Phillipson, 1992); native and non-native speaker teachers (Medgyes, 1992, 1996, 2000, 2001, 2017a); the disproportion of UK-based, mainly self-employed committee members against state school teachers from the continent; increasing

commercialisation and neo-colonial politics (van Essen, 2005). Many of these and other concerns are expressed by Rixon and Smith (2017), through their interviews with former presidents and through the history of the association. Another issue is that "most associates of IATEFL are single-language associations" (Rixon & Smith, 2017, p. 144), although Bill Lee's vision consisted of relationships with multilingual associations within FIPLV, with AAAL, in the related fields of Applied Linguistics and TESOL.

The 1990s with the political change in Central and Eastern Europe brought considerable opportunities for IATEFL and other stakeholders. Tens of thousands of teachers were 'retrained' from Russian as a foreign language into English as a foreign language in the shortest possible time in the region, in Hungary within the Russian Teacher Retraining Programme, first at Eötvös Loránd University (ELTE) in Budapest, then in other parts of the country as well. (Enyedi, 1997). This change offered ample favourable circumstances for the profession, for companies, for institutions, for ELTAs and for individuals, too (Enyedi & Medgyes, 1998). The changes resulted in a much more international flavour to IATEFL which characterises it until the present day (Raza, 2018; Rixon & Smith, 2017).

Apart from external factors, many internal factors also pose challenges for ELTAs. The most common one is their membership, with all its constituents and demographics, such as age, sector, active participation, and so on. How to attract more members is already a trial, but beyond that it is also fundamental to keep the membership. Reaching beyond the current membership is another issue (Mahboob & England, 2018), to address potential members from the profession. Unfortunately, no one talks about long-forgotten members who used to reap the benefits of the organisation or active volunteers who devoted their time and energy to the ELTA. Another avenue for ELTAs could be how to gain their attention and loyalty again?

The task of recruiting dedicated volunteers and raising awareness for succession, sustainability and transparency have also been brought up as necessities to consider (Dickey, 2011; Elsheikh & Effiong, 2018; Gnawali, 2013; Mahboob & England, 2018; Rahman & Shahabuddin, 2018). Leadership continuity and representativeness should not be neglected either (Dickey, 2018). The most problematic area in connection with leadership is that ELTAs, given their voluntary nature, are comprised of teachers and ELT professionals and not managers, financial experts or administrators; therefore when taking on leadership positions, a whole range of new attributes and skills needs to be acquired (King, 2018; Stephenson, 2018). Management and leadership skills need to be learnt on the go; however, leaders ought to be prepared for their numerous new tasks before their tenure (Tercero, 2018). Challenges are unavoidable but can equally be rewarding learning opportunities (King, 2018; Reynolds, 2018).

This naturally takes us further, to the potentials that ELTAs offer. Networking initiatives among ELTAs have been proven to be beneficial to leadership in ELTAs and members which "contribute to continuity and productivity" (Rahman & Shahabuddin, 2018, p. 183).

Apart from offering various CPD activities, ELTAs also welcome teachers and other stakeholders, where participants feel valued and part of an international community. This might compensate teachers for teacher precarity. As Daubelbeiss (2021) explains:

> Precarity refers to a social condition whereby a teacher's means to earn a living is uncertain, filled with possible pitfalls and struggles, monetary and other. One lives day by day, job to job, never sure of the future. No savings, no secure retirement planned, little possibility to move up the teaching food chain (p. 1).

This explanation coincides with many teachers' views worldwide. That might be the reason why ELTAs can counterbalance this injustice, and offer benefits that reward teachers for their efforts for professional development. Services and products by ELTAs (Mahboob & England, 2018), as well as networking opportunities via individual relationships (Knight et al., 2018) compensate for work overload, lack of resources and financial recognition. In connection with increasing membership, CPD events, conferences especially, innovative trainings and international projects are mentioned as opportunities to attract new members with different pricing strategies (Almási et al., 2016; Elsheikh & Effiong, 2018). It would be of utmost importance not only to recruit members but to retain them, informing them regularly of ongoing activities, changing structures and future directions (Rixon & Smith, 2017). Benefits of membership should be also clarified for members, that they would know the value of their professional organisations and could identify with their values. Lamb's (2012) conclusion is that membership services and policy impact counterbalance internal and external presence, activities and directions. ELTAs need to keep up with change and uncertainty; however, the future solution would be more research into ELTAs through collaboration (Smith & Kuchah, 2016). There is a definite need to support the needs of teachers and organisations. This thread of thought was taken on by Paran (2016, p. 135): "Understanding the challenges facing different LTAs and other membership associations in the twenty-first century through researching them and researching their members must be part of the continuous professional benefits that this will bring to their members".

For the effective functioning of ELTAs, the organisations should be viewed as systems (Reynolds, 2018), as well as knowledge exchangers and providers of CPD, representing members both internally and externally. Therefore, ELTAs as learning organisations are viewed in the next section.

2.3.5 English Language Teachers' Associations as Learning Organisations

After reviewing the challenges and potentials of ELTAs, this section offers an overview of the theoretical frameworks of learning organisations, utilising Wenger's (1998) model of community of practice (CoP) and Senge's (1990) disciplines of learning organisations.

Learning organisations and professional communities are not new in the history of mankind. From the 11th to the16th century, the medieval guilds, comprised of members of the same occupation, came into existence to provide economic, social and educational protection for their workers. These guilds can be considered the forbearers of professional societies. In the 16th century some new organisations were established which were connected to national languages, but still far from language education. Teachers' Associations, as well as Subject Teachers' Associations had already been formed prior to language teachers' associations, with the aim of gathering professionals connected to their discipline in general. Yet, as far as we know, the first Language Teacher Association (LTA) was only founded at the beginning of the 20th century, in 1903 in Paris, although the teaching of languages goes back in history as far as 5000 BC (Wheeler, 2013). The biggest professional organisation for language teachers and applied linguists, FIPLV was established in 1931. FIPLV had a close connection to IATEFL International, especially in the beginning of its history under the founding chair, Bill Lee (Rixon & Smith, 2017). This was followed by the birth of other LTAs in the middle of the century (Wheeler, 2018, p. 10), with the foundation of TESOL International and IATEFL International, the two largest international teachers associations of English as a foreign language in the 1960s. In the following decades many language teachers associations were born. They are membership organisations, often registered charities, who aspire to support learning living languages (Lamb, 2012). ELTAs, as well as other professional associations, exist to advance the standing of the profession by setting educational or other standards governing the profession, advocating for favourable public and private policies, aiding members in their professional development, and advancing professional practice through research and information (Kloss, 1999, p. 71). Henri and Pudelko (2003) propose four types of communities, 1) communities of interest, 2) goal-oriented communities, 3) learner's communities and 4) communities of practice (CoPs). Depending on the strength of a group's social bonds and the extent of intentionality, the level of cohesion among the participants is the strongest in CoPs. With the advancement of English as a lingua franca all around the globe today almost all countries have either a formal or an informal ELTA that they cherish. In modern language teaching associations, professionals get together for the advancement of their skills, knowledge and interest. ELTAs specifically reinforce excellence in language learning, teaching and research, with offering professional

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development to their members through collaboration and professional events. According to the aforementioned facts, ELTAs can be viewed as professional communities through the lens of Wenger's (1998) model of community of practice (CoP) and Senge's (1990) disciplines of learning organisations.

ELTAs are communities of practice (CoPs) for those professionals who are engaged in teaching, teacher training, materials writing, curriculum design and many other areas in connection with ELT. They are supporting networks for professional development and teacher learning (Padwad & Dixit, 2009). In England's (2018, p. 1) conceptualisation, "ELTAs can be seen as communities of practice — "a semi-public setting in which members engage in discussion about all aspects of what and how they teach, with an emphasis on issues of specific interest or urgency to one or more members or group of members". England (2018) points out that in ELTAs the engagement is not solely restricted to individuals in various professional activities but there is an interconnectedness among the different CoPs in the system. These learning communities are complex organisations, usually with shared knowledge and knowledgeability among people with similar interest or profession. Learning in a social context is highlighted in social constructivist theories of learning (Vygotsky, 1978) and in socio-cultural theories (Bandura, 1995) that are in line with the initial construct 'situated learning' (Lave & Wenger, 1991), where learning is not just simply absorbing information but increasing participation in social spheres. In a CoP, members are brought together to learn from each other by joining in common activities, and learning trajectories are formulated by social resources (Wenger, 1998). With the additional elements of learning landscapes in complex systems, personal growth and the trajectory of individuals' participation within the community become more emphasised. In this conceptual framework, legitimate peripheral participation gives meaning to learning, where participation is shared and negotiated, participants take different roles, create places for themselves and improve their practices. In a CoP, outsiders become members as newcomers, and later move in from the periphery towards the centre, with growing involvement through 'centripetal participation' (Lave & Wenger, 1991, p. 100) with the possibility of becoming an expert.

Wenger's concept of CoP is not attributed to one single publication; on the contrary, Wenger developed his ideas throughout time and added new layers (Lave & Wenger, 1991; Wenger, 1998, 2000, 2004, 2010; Wenger et al., 2011). Starting his career with Lave (Lave & Wenger, 1991), they claim that learning is not merely receiving knowledge, but learning takes place through social interaction. In his revolutionary publication (Wenger, 1998), he claims that learning trajectories and identities are also moulded by social influences. The latest

conceptualisation of a CoP is given by Wenger and his colleagues (2011, p. 9), according to which CoP is a "learning partnership among people who find it useful to learn from and with each other about a particular domain. They use each other's experience of practice as a learning resource". In order to understand the interconnectedness of the constraints of CoPs, and their connection to ELTAs, the most essential principles of CoPs are listed below (Smith et al., 2017):

1) *the domain* (Wenger, 2004) is an area of knowledge which gives identity to the CoP;

2) *the community* (Wenger, 2004), in which members are engaged in doing and learning things together. Members are connected via their common interest, the domain.

3) *the practice* (Wenger, 2004) refers to the knowledge, methods, and documents, everything that is created together.

4) *participation* and *reification* (Wenger, 1998), where participation is the mutual activity among the members, and reification generates artefacts (such as tools, words, symbols, rules, documents, concepts, theories, and so on) around which the negotiation of meaning is organised.

5) *joint enterprise*, *mutual engagement* and *shared repertoire* (Wenger, 2010) means that members create something together as a valuable resource for common use, using solutions for common understanding and generate "a set of criteria and expectations by which they recognize membership" (p. 180). J*oint enterprise* is the community's purpose; *mutual engagement* describes expectations, relationships and norms; and *shared repertoire* consists of resources, artefacts, tools and so on.

6) *engagement, imagination* and *alignment* (Wenger, 1998) are three different modes of identification, through which members articulate their belonging, identifying themselves with the image of practice. *Engagement* means being engaged with others in learning and doing, producing artefacts; *imagination* is the reflection on the image of practice and identifying one with them; and *alignment* points towards common goals, accepting and shaping the mission and vision of the community.

7) *boundaries* (Wenger, 2000) refer to different CoPs that people belong to. Boundaries separate the different CoPs from one another. If members belong to different CoPs, it means crossing boundaries.

8) *brokering* (Wenger, 1998) sharing good practice from one CoP to another, importing and exporting knowledge. Crossing boundaries (Wenger, 2000) gives opportunities for members to engage in new activities.

9) *legitimate peripheral participation* (Lave & Wenger, 1991; Wenger, 1998), refers to the trajectories of the newcomers, where through growing involvement they proceed from the

periphery towards the centre, gaining more knowledge and gradually sharing more practice with other members of the CoP.

10) *identity* (Lave & Wenger, 1991; Wenger, 1998) is crucial in viewing ourselves in relation to specific contexts and groups and is a construct of constant change as a result of newly acquired knowledge.

11) *knowledge* (Wenger et al., 2002), which is constantly created and shared in the interaction within the CoP, in this way the participants act as both knowledge creators and knowledge generators.

12) *value creation* (Wenger et al., 2011), which demonstrates that the nature of social learning produces values. These values are created by the members in CoPs through their activities and in their interactions with others. Members of the CoP benefit from these values but external stakeholders and other organisation can also reap the benefits of the value created in a CoP.

Because ELTAs are complex systems, with their own subsystems within a larger education system, apart from CoPs, Senge's (1990) five disciplines can additionally be considered in analysing ELTAs. Reynolds (2018) claims that "systems thinking" can prepare ELTAs to cope with unavoidable challenges. In his argument, the elements of Senge's (1990) five disciplines (personal mastery, mental models, shared vision, team learning and systems thinking,) make it easy to identify predicaments that are strongly connected to ELTAs as learning organisations. According to Senge (1990), the five main disciplines are as follows:

1) Systems Thinking is a basic ground in a learning organisation. The different parts of the system, the various committees, volunteers, boards, leaders and members, can only work if they can see their own part in the system, thus they would be aware of the connections and their relevance to the whole structure. While applying systems thinking, one is able to detach oneself from a situation and see the whole picture, to look at all the interrelationships of the system, instead of looking at only isolated parts. Systems thinking is the discipline to implement the other disciplines. It integrates the four disciplines, but at the same time, can only be achieved through the others. The five disciplines cannot be viewed as separate entities, just as they can be connected to the principles of CoPs. In this intertwined fabric they provide additional value to the theoretical framework of organisational structures.

2) Personal mastery is the individual's continuing professional development, without which there is no organisational learning. "Organisations learn only through individuals who learn", Senge argues (1990, p. 139). In ELTAs the organisation grows through their members' continuous striving for betterment, deepening their personal vision. Reynolds (2018, p. 44) cautions us that "Clear understanding of where we are versus where we want to be provides direction and impetus for development. Noticing the gap should drive us to think more deeply about the current situation and how it might be changed".

ELTAs should support their members in their self-reflection and vision building, and react to their members' real needs, just as is reported by Almási and her colleagues (2016), when the authors encourage ELTAs to conduct needs analysis. Senge's (1990) concepts correspond to Wenger's (1998) *engagement, imagination* and *alignment* in CoPs, where members identify themselves with the image of practice and express it through the mission and vision of the community. However, personal mastery is not a goal for an ELTA but a process in which the learning organisation continuously helps their members to express their issues and "encourage them for self-reflection and visioning" (Reynolds, 2018. p. 45).

3) *Mental Models* are the individuals' beliefs that members employ in the organisation. They can originate from past experiences or well-accepted traditions used in the organisations. Citing Senge (1990, p. 174), "new insights fail to get put into practice because they conflict with deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting". This is the reason ELTAs run according to their traditions, and it is difficult to change deeply rooted routines, may it be a conference, a SIG day, publications or any other issues. It follows from the assumption that new ideas are not always welcome and critical views are accepted with caution. Mental models can correspond to the concept of *identity*, from CoPs, in which participants view themselves in relation to specific contexts and groups. According to Smith and his colleagues (2017), identity is a construct of constant change as a result of newly acquired knowledge; which can be achieved with mental models as well, provided individuals are capable of moving away from their fixed beliefs and moving towards a shared vision with the other members of the community.

4) *Shared Vision* means an image that the members of the ELTA create together. Naturally, individuals can have their own vision but it is not an adopted vision from the leaders but one that they create for themselves. However, in the case of learning organisations, individuals' personal visions have to match the organisation's vision to strive towards something common in the future (Senge, 1990; Wenger, 1998). The vision statement of the organisation should be revisited from time to time (Price, 2020b), and constantly adjusted to both internal and external circumstances.

5) *Team Learning*, is similar to *mutual engagement* in the *community* of a CoP, where members are engaged in doing and learning things together. The 'learning units', the smaller CoPs, are connected, all working towards a common goal. Reynolds (2018) emphasises that ELTAs are a collection of sub-systems, therefore practice is vital for committees, SIGs, advisory board leaders, and so on, in order to achieve alignment in the community. Alignment is not only a prerequisite of individuals working together in teams, committees and subsystems; these CoPs operating in the ELTA have also to align with each other, through dialogue, reflection and feedback. Team learning is also connected to leadership commitment (Szesztay, 2006), with the desire to make a difference, commitment to the profession, team mindedness and responsibility. Reynolds (2018) warns ELTAs that both formal and informal mechanisms should be applied to help group cohesiveness and alignment, as well as employing self-reflection and transparency, so that all parties involved would be able to learn from each other. In CoPs, members work together towards a common goal (*the joint enterprise)*, interact

with each other to learn together (*mutual engagement),* and share similar issues *(shared repertoire).* These concepts can be used to check whether ELTAs are going in the right direction. Reynolds (2018) points out that the responsible stakeholders in ELTAs should make sure that their communities are willing to learn. In the time of crises, the right attitude is not to react but seeing the ELTA as "a complex systems, driven by the long-term vision. … At one time or another, all groups will face challenges. Whether the challenge becomes a crisis or an opportunity depends on the group's ability to do more than react" (Reynolds, 2018, p. 51).

To conclude, although organisations and systems are often used interchangeably, there is a difference between the two. Organisations are composed of smaller units, serving different functions. They do not have to relate cohesively to each other, even though they work towards a common goal. In contrast, in a system the constituent components strongly correlate and work together; each component strongly affects the system, so any change made in the system influences the whole entity. Looking at them from Senge's (1990) point of view, all systems are organisations, but not all organisations are systems. In Reynolds' (2018) perspective, ELTAs are organisations but they should aspire to become systems, in order to prepare for unpredictable circumstances. The concepts of the five main disciplines provide a workable framework of learning organisations, detailed guidelines for putting the definitions into practice and mechanisms to monitor and evaluate if the organisation has indeed become an organisation that learns and is actually moving ahead.

2.3.6 Empirical Research on English Language Teachers' Associations as Learning Organisations

There is a scarcity of empirical studies using the CoP framework in ELTA contexts. As already mentioned in section 2.2.7, Elsheikh and Effiong (2018) bring the results from their mixed methods study on Africa ELTA, investigating the roles of ELTAs. The authors use the theoretical lens of CoPs, especially three of the components, *mutual engagement, joint enterprise* and *shared repertoire.* Mutual engagement has been detected in all the 22 participating ELTAs, where the affiliates discuss challenges, share their repertoires and best practices. These prove that ELTAs fulfil their promise, they complete their goals. They work collaboratively through joint enterprise, toward a common goal of developing professionally. *Joint enterprise* in their case also means that they share experience, knowledge, challenges, in-service training for teachers, improving their members' language skills and reaching out to external communities. Teamwork is underlined, working toward a common goal which is an important characteristic of a joint enterprise. *Shared repertoire* is explained through the

activities of ELTAs in the continental association. Specialised knowledge and resources are also mentioned as something that the members of the community have in common.

Different principles of CoPs are investigated through various empirical research in learning organisations. Teachers' perceptions, experiences and reflections on CPD and their participation were surveyed in professional communities in the context of Oman (Abatayo, 2018). It is worth noting that, at the time of the study, Oman did not have an official ELTA. Yet in his semi-structured interviews, the author applied the three fundamental elements of the CoP model, *mutual engagement*, *joint enterprise* and *shared repertoire*, to demonstrate how transformative learning activities in CoPs contribute to professional development. Other principles of a CoP are brought as examples for analysing the TESOL Arabia Testing, Assessment and Evaluation SIG (TAE SIG) in the Middle East and North Africa (MENA) region (Davidson & Coombe, 2018). These include *domain, community*, *practice, participation, reification, joint enterprise*, *mutual engagement* and *shared repertoire.* In the TAE SIG, *participation* is the mutual activity among the members; assessment literacy comprises the *domain,* while members create something together, using solutions for common understanding. *Reification* in this case refers to several valuable resources for common use, such as courses, testing books and journals that the members of the TAE SIG created.

The 5-stage developmental model for CoPs (Wenger et al., 2002) is used by Herrero (2016) who outlines the story of an international multilingual community in connection with the Film in Language Teaching Association (FILTA) project. Her *domain* is the use of film and audio-visual texts in language teaching, the CoP model provides a *community* where teachers could share their *practices* in order to enhance their professional growth. Bicknell and Lo (2018) also refer to the 5-stage developmental model of CoPs and report on a collaborative ELTA project between TESOL France, a national ELTA in Europe, and Africa ELTA (at the time of the project called Africa TESOL), a continental ELTA. The authors outline the progress of collaboration in different phases through two components of CoPs: *community* and *practice.* Collaborative development is highlighted in this case, and connected to the second phase of the CoP developmental model, to the coalescing or transitional phase, in which the community is formulated and goals and learning activities are created. Bicknell and Lo (2018) conclude that the CoP model was a successful framework to use for the analysis of the participating ELTA networks, although they also report of some challenges that large-scale projects entail. The professional trajectories of successful ELT professionals were investigated in a qualitative interview study, part of the current enquiry, using the theoretical framework of CoPs (Price, 2020a). The are some similarities behind the motivating factors for CPD in ELTAs; and,

additionally, increasing participation in social spheres leads to professional growth, in line with Lave and Wenger's claim (1991). Moving from the periphery towards the centre in a learning organisation, the participants of CoPs are transformed from knowledge consumers to knowledge providers. The results reveal that members often belong to different CoPs. After they have reached their own potentials, and can no longer develop professionally in a particular CoP, they either move on to a different, often more challenging CoP and end up as the leaders of ELTAs or, less frequently, leave the CoPs or even the field and look for challenges elsewhere.

Senge's (1990) five disciplines are used as a theoretical framework in Gnawali's (2013) dissertation on NELTA. The findings demonstrate that through personal mastery both members and NELTA profit, as without personal mastery, organisational learning would not happen. *Personal mastery* is just as crucial for leadership development, Gnawali (2013) argues. Some participants in the study commented on changing their deeply held beliefs in connection to certain teaching methods over time during their membership. As a result of NELTA's activities and dialogues with colleagues, these previously held assumptions had been challenged, revisited and later changed, according to the discipline of the *mental model.* Gnawali (2013) demonstrates that NELTA's key documents are the result of collective learning and the *shared vision* that characterises the association. The organisation provides regular CPD opportunities for their members, thus *team learning* occurs in the learning organisation. Finally, *systems thinking*, which is the linking component for the previous four disciplines, was demonstrated by NELTA's network leaders' conscious attitude to their organisation. They have thematic and time-bound planning, and their strategic planning is updated every two years. They include short-term and long-term plans with areas for developing leadership, generating resources, providing services not only to members but to external organisations, partnership with external stakeholders, such as the Ministry of Education, conducting research and improving the quality of publications. With these assertive goals, NELTA has proved to be a learning organisation that is prepared for challenges.

As seen in this chapter, ELTAs as learning organisations are complex systems, with interrelated elements that have to fit with each other within the system, so that the different parts can function. Wenger's (Lave & Wenger, 1991; Wenger, 1998; Wenger, 2000; Wenger et al., 2002; Wenger, 2004; Wenger, 2010; Wenger et al., 2011) different CoP frameworks and Senge's (1990) five disciplines help to identify hidden features which can be applied in future ELTA research. Wenger's (1998) theoretical framework and Senge's (1990) system thinking have been the guiding lines of my research, so that I can examine the various components of ELTAs, both as a whole as well as in parts, in my five studies.

2.4 The Hungarian Educational Context

The contextual background to the qualitative studies was described in the previous section. In this section the Hungarian context is outlined, where the quantitative studies of the current investigation took place. Thus, the review is limited to teacher education in Hungary, Hungarian EFL teachers' professional development requirements in the educational system, L2 teacher motivation in Hungary, and to the scant literature on the national teachers' association, IATEFL-Hungary.

2.4.1 L2 Teacher Education in Hungary

For a more profound comprehension of L2 teacher education in Hungary, it is essential to delve into its historical background. Hungary is "a monolingual country, where nearly 98% of the population speak Hungarian as their first language" (Medgyes & Miklósy, 2000, p. 148). The language originates from the Uralic languages and has no connection to any Indo-European language. After 40 years of Russian dominance, Hungary was in a difficult position to catch up with other countries in the European Union in learning and speaking modern languages. From 1949 to 1989, Russian was a compulsory language in all schools in the country (Medgyes & Miklósy, 2000). With the change of regime after 1989, there was suddenly an urgent need for West European languages (Medgyes, 1992; Lukács, 2002). The government reacted quickly and launched the Russian Teacher Retraining Programme in several cities of the country (Elekes et al., 1998; Enyedi, 1997). Enyedi (1997, p. 35), in her questionnaire study reveals that "it was probably the cream of the Russian teaching profession, the most enthusiastic, most ambitious and most successful teachers that decided to undertake retraining." Among the underpaid and socially undervalued teachers in Hungary (Elekes et al., 1998), English language professionals had a more favourable status, with constant teacher development possibilities, exchange programmes and brighter career prospects in well-paid language schools. Still, the fast-paced courses and mixed groups of the Russian Teacher Retraining Programme did not always achieve their intended purposes, not all the qualified teachers reached the desired language level, and some of the talented ones immediately took more prestigious jobs (Enyedi & Medgyes, 1998).

EFL teachers are often motivated by their inner drive for the profession. Elekes and her colleagues (1998, p. 18) bring an example from their life-history interviews with Hungarian teachers: "It is often said that … English language teachers are a separate species of animals, that they see things differently". The authors, however, claim that despite positive experiences, these teachers did not see a clear career path. "There is a career for teachers open only in the

professional development sense, 'sideways', but not vertically with promotion prospects" (Elekes et al., 1998, p. 19). Unfortunately, this situation has not changed much since, for this reason. Lukács (2002, p. 16) argues that "teacher training enjoyed many decades of excellence in Hungary, dating back as early as 1872", and it should "regain its once high standards" (Lukács, 2002, p. 19). The ELT profession in Hungary developed greatly after the change of regime (Medgyes, 2011), and the professionalization process was supported by IATEFL-Hungary, the Association of Quality Language Schools (Nyelvtanárok Szakmai Egyesülete, NYESZE) and the Ministry of Education (Enyedi & Medgyes, 1998). Not just the re-training of Russian language teachers began but intensive courses mushroomed to train EFL teachers for the growing demand in the country. External bodies either helped financially or sent experts to aid the new EFL teachers. The British Council, IATEFL International, the World Bank, the EU, the United States Information Service and the Soros Foundation all contributed their resources, while volunteers from Peace Corps and other charities arrived in Hungary and other countries in the post-Soviet bloc. Despite the abundance of support, Bolitho (2012) explains some of the pitfalls of external change:

> There were many obstacles to changes, such as "resigned acceptance of change … where the post-1989 injection of funding gave short-lived impetus to the fast-track training of English teachers; or the projects which were launched in the nineties were far from inclusive in their coverage (often concentrating on a capital city elite), where funding ran out long before English teachers were able to contemplate paying for their own professional development (p. 33).

In the meantime, English has become the most popular foreign language taught in schools and there are enough qualified EFL teachers in schools. Currently, in the state school system, participation in continuous professional development is compulsory in order to remain in the teaching profession, and language teacher development for EFL teachers is obligatory in the form of collecting 120 credits in officially organised accredited trainings every seven years (Paragraph 4. § 2 of Government Decree No. 277/1997. XII. 22). Apart from this, teachers are obliged to meet the requirements of the five-layer *Teacher Career Model*. Yet, besides these requirements, the most motivated professionals still opt for voluntary or self-directed CPD strategies as opposed to the centrally directed, non-negotiable, knowledge-transmitting trainings. The *teacher career model* was introduced in 2013, by which the five-peer layer system starts after initial teacher training with a compulsory 'Traineeship period', then 'Teacher 1' and 'Teacher 2' periods, optionally followed by 'Master Teacher' and 'Researcher Teacher' levels. There are eight competencies EFL teachers need to comply with during their career: 1) learner character development, 2) learner community development, 3) subject matter and

curricular knowledge, 4) planning, 5) methodological expertise, 6) continuous assessment, 7) communication and professional cooperation, and 8) commitment and responsibility for one's own professional development. All the attributes of the eight competencies are part of CPD, and most of them are regularly revisited in professional development events, especially conferences offered by ELTAs or their smaller CoPs. Commitment and responsibility for one's own professional development and conscious approach to teacher learning need to be on the agenda of ELTA leaders, in order to provide the right kind of training and CPD opportunities to both members and non-members in their contexts.

Teachers still underpaid and overworked, they have been considered as slaves of the nation, yet many excellent teachers work in the public education system (Kálmán & Tiboldi, 2018; OECD, 2018). Many of the Hungarian teacher trainers, applied linguists and methodologists "have entered the international stage" and become highly sought-after visiting professors or presenters at conferences, for instance, Zoltán Dörnyei, Judit Kormos, Marianne Nikolov, Péter Medgyes and others" (Kontra, 2016, p. 9). Although the country has produced a number of outstanding professionals both in the fields of applied linguistics and language education (Medgyes & Nikolov, 2014), teaching languages still remains a disputable topic.

Examining research in Hungary, Medgyes and Nikolov (2014) present an account of applied linguistics and language education research in Hungary. Since then, a number of studies have been published on teacher motivation (Csizér, 2020; Illés & Csizér, 2015; Menyhárt, 2008; Pohl & Révész, 2014), although not in the context of ELTAs. Empirical research on EFL teachers' professional development was conducted in a corporate setting (Bereczky, 2012; Kálmán, 2015). From the era before the compilation of Medgyes and Nikolov (2014), Soproni's (2007, 2013) teacher interviews pilot study and her Ph.D. enquiry are of great importance, as they investigate self-initiated teacher development in Hungary. In her findings Soproni (2013) concludes that "both the interviews and the questionnaires suggest that in the development of practising teachers motivational, interpersonal and collaborative skills have precedence over traditional subject matter knowledge throughout their career" (p. 213). The participants of the studies pointed out the lack of emphasis on life-long learning in initial teacher education and underlined the importance of collaboration. Working together with colleagues and mentors had a greater importance for the average participants than going to conferences and trainings or reading journals. However, from the results of the quantitative study it was evident that for some, as Soproni (2013, p. 217) calls them, "outstanding experienced and enthusiastic inexperienced" EFL teachers, it is of paramount importance to go to conferences, read journals and follow the latest research trends in the profession. Soproni's (2013, p. 219) conclusion is

to reiterate the importance of professional networks, both informal and formal ones, and the value of co-learning and collaboration between colleagues.

Other empirical studies in Hungary show that L2 teachers are eager to participate in self-initiated professional development (Kálmán & Tiboldi, 2018), but there is still a potential to professionally grow in specific areas and increase ICT tools in the Hungarian school system (Illés & Csizér, 2018; Tartsayné et al., 2018). Antalné Szabó and her colleagues (2014) describe some of the requirements of the *Teacher Career Model,* according to which the rank system is hierarchical, and based on specific time frame or professional qualifications, as well as on a compulsory portfolio work. Further training is completed by participating in 120 hours of activity and performing the prescribed education requirements. The training can be fulfilled by other ways defined by law (for example, teacher higher examination, obtaining a postgraduate degree in the same professional field). The demand of further education can be fulfilled only by taking part in those trainings which are included in the list of the further education courses published by the educational minister twice a year. This determines how much teachers earn and also obliges them to attend some sort of professional training, either provided by their institution or chosen from external resources, every seven years. Should teachers fail to comply with the requirements, they risk losing their rank in the *Teacher Career Model* or even their employee status. Teachers, however, take the model as an external strain and try to comply with them in their own way (Horváth, 2020; Paksi et al., 2015). Those who have no inclination for professional growth take part in internal trainings provided by their employers, whereas those who strive for professional advancement find ways to participate in trainings offered by publishing houses, such as Oxford University Press, or by IATEFL-Hungary or NYESZE.

2.4.2 IATEFL-Hungary

IATEFL-Hungary, the English teachers' association in Hungary, an affiliate of IATEFL International, was established in 1990. Its membership fluctuates, between 200-350 members, but it is an influential association, with high-profile professionals in the profession. It offers manifold opportunities for professional training both on a national and on an international level, with a strong international presence, especially in Central Europe. Not only does it offer quality language learning; it is also a professional family for many of its members (Illés, 2001). It is run by volunteers, which means that all people involved in helping the organisation offer their time and energy without financial compensation. The beginnings of the association are also mentioned in the history IATEFL (Rixon & Smith, 2017) which dates back to the beginning of 1990s, when

Alan Maley was chairman during a very dramatic period of world history when massive and sudden political changes in Central and Eastern Europe were taking place. He now sees his main achievements as having been to guide IATEFL to make positive responses to these events, specifically by opening up membership opportunities to ELT professionals there and thus enabling new possibilities for contacts with the rest of the world. Forming partnerships with other bodies such as the British Council was important, and Maley, as an ex-British Council officer himself, was well-placed to do just this. In 1990, The British Council set up the English Language Teachers Contacts Scheme (ELTeCS), at that point specifically for Eastern European countries. The aim was to facilitate contacts and mutual exchange among teachers and scholars within the region as well as directly with the UK. … New Branches were set up and conferences arranged. For example, in 1991, a conference in Hungary centred on the formation of an IATEFL Hungary Branch was attended by Maley himself, as well as a number of figures later to become prominent in IATEFL, including David A. Hill (p. 33).

Research in connection with IATEFL-Hungary has been scarce. In the early years of the association, a journal, novELTy (A journal of English Language Teaching and Cultural Studies in Hungary) gave us some insights into the life of the organisation. Apart from peer-reviewed research articles, book reviews and some reflection on professional development events either within the association or in other ELTAs were reported. It was published for several years before the internet era with the support of the British Council. Some of the back issues can be found here: http://deal.elte.hu/pages/novelty/index.htm.[1] The president of the association provided news about the association; a description of the community, the membership benefits and the latest news were listed. This is how some milestones were documented in the journal. We learn that there had been some attempts to establish an English language teachers' association way before 1990, still in the communist era, in 1970s. It went back to IATEFL's pursuit in Bill Lee's time to build connections with countries in Eastern-Europe (Illés, 2001). Éva Illés, the president of IATEFL-Hungary at the time, reported the endeavour in the following way: "In Hungary, Péter Medgyes submitted a proposal to the Ministry of Education for the establishment of an organisation for English teachers in Budapest. The main objective of ATAK (Angoltanárok Köre = English Teachers' Society) was to engage teachers at all levels in the activities of the association …" (Illés, 2001, p. 104). Unfortunately, the acronym, ATAK, was too dubious for the authorities, and although they seem to have agreed to the foundation of a small organisation, in reality they prevented a national scale association. Nevertheless, in 1990,

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[1] All external hyperlinks are valid at the submission of this dissertation on 30th August 2023

after the change of regime, another attempt to form the association was successful, thus Péter Medgyes became the first president of IATEFL-Hungary.

In the anniversary publication, a brief history of the first ten years of IATEFL-Hungary was compiled with the help of the former presidents of the association (Illés, 2001). After the euphoric honeymoon phase, the infancy and early adulthood years of the association were described, with their challenges and solutions. The association received "tremendous professional and financial support from IATEFL International itself, and from other sponsoring bodies, including the British Council and USIA offices (United States Information Agency) in Budapest, as well as from publishers and other ELT companies setting up businesses in Hungary" (Illés, 2001, p. 107). However, members got used to receiving things, and they were uncertain or not willing to attend smaller CPD events. An even bigger challenge, described by Ildikó Polyák, the longest serving president of the association, was the advent of the internet and the arrival of e-mails (Illés, 2001). She admits that the association was in a winning position to provide information and knowledge to the members, and after this time, the expectation of members changed marginally. Another trial was, as she calls it, "a headache" (Illés, 2001, p. 109), to find new committee members every December. Nonetheless, the problem was always solved, and the association went on. A new phase in the history of the ELTA is described by 'new beginning'. Objectives were outlined, such as growing membership, more active volunteers, to make the association more transparent. Another aim was to reach members on the peripheries: "to shed the image of an elitist organisation and reach those who work on the frontline, those overworked and underpaid colleagues who have little or no access to information and are deprived of opportunities for professional development" (Illés, 2001, p. 110). Beside novELTy, a more practical publication was launched by the association, the *mELTing Pot*, published three times a year, for practicing teachers about teaching related issues. Internationalism was also mentioned, as a target, to facilitate co-operation in the region, establish links with neighbouring countries, visit each other's conferences, and an intention to represent non-native English speaker teachers in ELT. Clearer communication was promised to the members, and a vow to stay "an association run by English teachers for English teachers" (Illés, 2001, pp. 110–111).

In every issue of novELTy, news about the association was provided; the description of the community, the membership benefits and the latest news were listed. We learn that in 2001 members of IATEFL-Hungary were eligible for the Wider Membership scheme provided by IATEFL International, which is a discounted price for becoming a member of IATEFL International. The association finally managed to employ a part-time officer, to take some of

the administrative burdens off the committee members' shoulders; and a new role was filled in the committee, the 'internet relation officer', to create and maintain a website for the ELTA (Illés, 2001). Regional branch activities were reported and the birth of the first SIG, the Young English Teachers' SIG (YETI) (Illés, 2001). In the IATEFL-Hungary news it was repeatedly stressed that members should not forget to apply for grants to represent the association at international conferences, teacher training courses in the UK, IATEFL-Hungary and British Council events (Kontra & Kormos, 2001). Many Hungarian professionals reaped the benefits of partnership, exchange programmes, and publication exchange, and benefitted in completing BA, MEd and Ph.D studies in the UK (Enyedi & Medgyes, 1998). These benefits were provided by the British Council and were advertised by IATEFL-Hungary. Those who attended conferences abroad regularly gave an account of the professional knowledge they gained in IATEFL-Hungary's publications (Szesztay, 2000). In the journals there was also a record of outstanding ELT professionals giving plenary talks in Hungary over the years.

The 2002 Annual report, however, provided some bad news, that IATEFL International's support for IATEFL-Hungary, the Wider Membership Scheme, came to an end. It meant that IATEFL-Hungary members could no longer be part of the international association for a discounted price. Another unfortunate event followed in the same issue, the editorial team announced that "from the October 2003 issue onward, novELTy, will be available by subscription due to financial constraints" (Kiss & Titchmarsh, 2003). Eventually, novELTy ceased to exist and only the *mELTing Pot* remained as a member resource, a journal with a stronger focus on practical content. Later, as the mELTing Pot did not offer a place for peer-reviewed articles, to fill the niche for academic publications, in 2013 the *IATEFL-Hungary Conference Selections* took over novELTy's space, creating a platform for scholarly articles.

Luckily, the end of novELTy did not mean the end of the support by the British Council. IATEFL-Hungary still received help in future years, partly sending members to the IATEFL annual conference in the UK, partly organising the Conference Online events in Hungary, so those members who were not able to travel could follow the highlights of the conference in the UK. According to a report in their on-line blog, IATEFL-Hungary was a pioneer among ELTAs with streaming their events (Brighton Online 2011, n.d.; Glasgow Online 2012, n.d.; Harrogate Online 2014, n.d.). Since 2012 IATEFL-Hungary has been offering streamed sessions to those who cannot attend the conference. IATEFL-Hungary also receives substantial support from RELO, this makes it possible to organise professional retreats in the summers. One of the biggest events was *Learnathon*, a collaborative project for 17 ELTAs, organised by IATEFL-Hungary, sponsored by RELO in 2015. The goal of the project is to promote the development

of innovative mobile application promoting English language learning through a focus on global issues. Teams participate in workshops on computer-assisted language learning, app development, social responsibility, and entrepreneurship, and collaboratively developed the plan for L2 learning apps. The English language learning apps raised awareness of global, social and environmental issues. Over the summers, there have been several summer teacher trainings, sponsored by RELO, with topics such as creativity, arts, drama and media. Unfortunately, links with the Ministry of Education have not been established, in spite of that being one of the most explicit aims articulated by the association leaders (Illés, 2001). There have been some efforts made to build links with the Hungarian association of bilingual schools (Kéttannyelvű Iskolák Egyesülete) and the Hungarian Association of Applied Linguists and Language Teachers (HAALLT; in Hungarian Magyar Alkalmazott Nyelvészek és Nyelvtanárok Egyesülete, MANYE). However, apart from publication exchange there is not much connection. For many years, a large language learning exhibition called Nyelvparádé hosted IATEFL-Hungary, which was an excellent opportunity to demonstrate to the profession and to the public what the association is like and recruit new members. The professional association of language schools (Nyelvtanárok Szakmai Egyesülete, NYESZE) and IATEFL-Hungary have a light partnership, although it only means information exchange. Another education-related institution, Tempus, a non-profit organisation in Hungary, is worth mentioning. It manages international co-operation programmes and special projects in the field of education, training and EU-related issues.

Over the years, three major publishing houses were present in Hungary, Oxford University Press (OUP), Cambridge University Press (CUP) and Longman/Pearson, although M&M Publications also represent themselves at the IATEFL-Hungary conferences. Because of government policies over the last number of years, EFL teachers in Hungary can only use OUP publications if they would like to receive government support for their books. Therefore, the other publishers, CUP and Pearson, have closed their offices in the country, and a foreign language bookshop, Libra, represents them in Hungary. Libra bookshop is also an important place, as before the COVID-19 pandemic this was the venue for the *Creative Café* Budapest events, which were a monthly professional development workshop series run by IATEFL-Hungary. The Creative Café events did not stop even during the pandemic and still take place online, on the first Friday of each month. Another CoP, Pestalozzi Friday (Pestalozzi Péntek), is a circle for practising teachers, offering self-improvement in methodology. It comprises various subject teachers, so it is not limited to EFL teachers, although a large part of the membership is from EFL teachers, many of whom used to be active volunteers in IATEFL-

Hungary, and some members still belong to both communities. Still, the major challenge for IATEFL-Hungary is that financial support is thin, because of the fact that the British Council stopped their patronage of the association, the publishing houses closed their offices and there is no relationship with higher authorities in the government. RELO has played an important part in supporting the association, except for a few years when the RELO headquarters moved from Budapest to Belgrade in 2016.

As already mentioned in section 2.2.6, IATEFL-Hungary participated in a three-year ELTA research, in the CITA project, with multiple benefits. Needs analysis was conducted both among members and novice teachers, as the project managers recognised that succession is only possible by involving the younger generation in the work of ELTAs. New ways of teacher training were explored, focusing on CLIL and diversity in the classroom. Apart from research and training, an exchange of publications and good practices was implemented by the three ELTAs, such as lecture series, film series, Creative Cafés, membership and sponsorship issues, and creative ways of reaching out to the members, creating smaller CoPs and building regional branches. The authors, Almási and her colleagues (2016) of the ELTA research offer the CITA tools available for other ELTAs (for instance questionnaires, meeting agenda, a meeting evaluation form, consent form, invitation letter sample, useful information for participants, certificate of attendance and event evaluation for organisers). Constant planning and reflection are key to project work, as proven, and their main achievements are "innovation, internationalisation and the establishment of appropriate links for further cooperation and impact" (pp. 86–87). The CITA project's outcomes, the findings of the questionnaires, the continuing evaluation and several publications made it possible for the association to reflect on its past, recognise its values and face its difficulties. It was the first comprehensive ELTA research in IATEFL-Hungary's history and can be a useful treasure for forthcoming committees and a springboard for further investigations in the future.

Because motivation is key factor in EFL teachers' drive for CPD and ELTAs' endeavour to provide CPD for their members, therefore, the deeper I got into researching ELTAs, the more I realised that teacher motivation is essential for my further enquiries. Trying to find some theoretical lenses to proceed with my investigation, I settled on several motivational theories that helped my understanding of this complex issue. In the following section the literature review on motivation is divided into two parts. First, teacher motivation with some of the most important theories for the current research is outlined, and then the possible selves theory is interpreted which served as a theoretical lens for the study.

2.5 Motivation Research

In an attempt to find answers to "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001, p. 8), different motivation theories have attempted to provide answers in the field of social sciences. To understand what the driving force behind the actions and cognition of people is still remains a hidden terrain, despite the many motivational theories.

Based on classical motivation theories, second language motivation has also been widely researched in recent decades, for instance the Achievement motivation theory (Atkinson & Raynor, 1974), Self-efficacy theory (Bandura, 1997), the Goal-Setting theory (Locke & Latham, 1990), to name just a few. Since Gardner and Lambert's (1959; 1972) L2 motivation research, different theories have been investigating what motivates the language learner, through the attribution theory (Weiner, 1986), the self-determination theory (Deci & Ryan, 1985), Williams and Burden's (1997) social constructivist framework, Dörnyei and Ottó's (1998) process model of L2 motivation, Ellis' (2007) dynamic systems theory, and Dörnyei's (2009) L2 motivational self-system. Although there is a growing number of studies on language teachers' engagement in teacher motivation (Doyle & Kim, 1999; Pennington, 1995; Pennington & Ho, 1995; Pennington & Young, 1989), teacher motivation is still considered to be an under-researched area in second language motivation.

2.5.1 Teacher Motivation

In the current study the particular focus is on professional development; the active participants are EFL teachers with the temporal dimension of lifelong commitment and the direction of sustaining intrinsic motivation. The connection between language teacher motivation and continuing professional development is also an area that can be further exploited to unfold interesting results in motivation research. Studies in the field of language teacher motivation have revealed that both intrinsic and extrinsic factors play an important role in teachers' reason for choosing the profession.

Hiver and his colleagues (2018) claim that "intrinsic factors relate to satisfaction of needs and interests, emotional payoffs and the internal desire for personal growth, intellectual fulfilment and meaningfulness often found in educational settings" (p. 10). Wellbeing, enthusiasm, positive attitude and other factors also contribute positively to teacher motivation (Dörnyei & Kubanyiova, 2014; Csikszentmihalyi, 1997; Williams et al., 2015), however, further empirical research is needed to support these claims. Undoubtedly, motivation for professional development is closely related to success, as emphasised in the contingent path

theory by Raynor (1974). He argues that "a career is interrelated sets of skill-demanding activities that are engaged in by individuals over time" (Raynor, 1974, p. 371) and on the contingent path more and more challenging tasks are performed and successfully delivered and repeated. Thus, achievements support advancement on the career ladder (Pennington, 1995). Although in teacher motivation intrinsic motives are considered more valuable, for example, interest in the profession, acquisition of special competence and successful task completion, external drives are just as crucial stimulants in career motivation from the past contingency perspective. External motives can manifest in the form of money, promotion, power, prestige, security, public acclaim, approval of family and friends and so on (Dörnyei & Ushioda, 2011, p. 166). Career context is just as important in teachers' trajectories. For a sustained motivational disposition two crucial factors are necessary: an underlying personal interest on the one hand and the contingent path structure on the other. In the case of teachers who cannot develop any further, they reach a final or upper plateau and stay in a closed contingent path but those with reoccurring CPD possibilities advance on an open-ended contingent path. The current study does not cover areas connected to teacher or L2 teacher demotivation or burnout; therefore, it deals only with the latter, the open-ended contingent path. Dörnyei and Ushioda (2011) point to the statement by Alexander (2008) "in the literature there is no clear developmental model of teacher motivation that theorises how motives, cognition, socio-cultural factors and day-to-day practices interact as teachers progress in their professional development". To fill this niche, Maley (2019) collected personal histories of experienced professionals through interpreting Prabhu's (1987) concept, 'the teacher's sense of plausibility'. By giving an account of building a personal theory of teaching, teacher-specific motivational components are introduced, and values, beliefs and experiences reflect on the conceptualisation of teacher development. For teachers on every stage on their career path, England (2020) provides beneficial suggestions on how to control their professional development and stay motivated throughout their profession. She conceptualises TESOL career path development and raises awareness of active participation in one's own growth. Drawing on the results of fifty interviews and through personal narratives, England (2020) identifies five stages of career path development: pre-service, novice, mid-career, veteran and semi-retired. She examines these stages in the disciplines of Teacher education, Teacher motivation, Leadership skills, Organisational development and Life balance. Johnson (2019) lists nine principles not only for TESOL leaders but for all ELT professionals throughout the stages of their career stages: 1) teacher satisfaction, 2) motivation to succeed, 3) being part of a culture and appreciation, 4) learn to become selfless leaders, 5) remember their purpose, 6) develop emotional intelligence, 7) communicate and

connect effectively, 8) build cohesive and functional teams and 9) celebrate success. England (2020, p. 79) says: "Here, I invite readers to consider this list as a starting point for balancing our TESOL lives".

Recent motivational research offers solutions for long-term motivation for L2 language learners in Directed Motivational Currents (Muir & Dörnyei, 2013) and some investigations have attempted to find L2 teachers' driving forces for teacher development (Mann, 2005). However, there is a lack of enquiry to confirm answers for executives of ELTAs pursuing their strenuous efforts in keeping members motivated for a number of years. Pennington's (1995) research into language teacher motivation is particularly interesting from the point of view of this study. She explored the members of TESOL through the perspective of job satisfaction and concluded that teachers are intrinsically more satisfied with teaching, but extrinsically dissatisfied with pay, job security and promotion. ESL teachers derived greater satisfaction from internal rewards than from external rewards. De Jesus and Lens (2005) proposed an integrated model of teacher motivation with several variables: professional engagement, goal value, success expectancies, intrinsic motivation, efficacy expectancy, control-expectancy, success and failure attributions. Empirical studies have repeatedly validated the dominance of intrinsic teacher motivation over extrinsic motivation (Doyle & Kim, 1999) and teachers' enthusiasm and commitment were generally confirmed to be the most important factors that motivate learners in language learning (Csikszentmihalyi, 1997; Deci & Ryan, 1985). The last decade has brought some changes from influential motivational theories in theorising teacher motivation (Watt, et al., 2017) and Dörnyei's (2005) L2 motivational self system. Self-constructs, identified by Mercer's (2008), have also provided new elements in motivation research, moving beyond tangible concepts towards the implicit and unconscious side of motivation. Exploring identity and the different self-constructs, such as self-esteem, self-concept and self-efficacy, can bring new directions for both L2 learners and teachers, as language and self are closely connected (Cohen & Norst, 1989).

One of the latest models in motivation research is the Possible Language Teacher Self Model by Kubanyiova (2009), resulting in the theory of Possible Selves in language teacher development. It is based on the Possible Selves (Markus & Nurius, 1986), Higgin's (1987) Self-discrepancy theory and Dörnyei's (2005) L2 Motivational Self System. This model proposes the possible teacher selves, with three components, the ideal language teacher self, the ought-to language teacher self and the feared language teacher self. Kubanyiova (2009) claims that teachers would be motivated by the discrepancy between their actual and ideal selves, actual and ought-to selves, future (ideal or ought-to) and feared selves. The desire to achieve the ideal

teacher self motivates teachers to get better at their profession, the feared self works as a threat and it is to be avoided and the ought-to self represents the outer demands or expectations that many teachers have in their institutional contexts. The next section describes the system in detail.

2.5.2 Possible Selves

In the last few decades theorists have turned towards the dynamic nature of self-systems and investigated how the self regulates behaviour, sets goals and how motivation is transformed into action (Dörnyei & Ushioda, 2011). The conceptualisation of the future-oriented self-concept was coined 'possible selves' by Markus and Nurius (1986) and has served as a solid foundation for various enquiries, both in L2 learning motivation (Dörnyei, 2005; 2009) and language teacher motivation (Kubanyiova, 2009) in the fields of applied linguistics and language education. The future-related self-images refer to the individual's desired, hoped or feared selves according to the definition of Markus and Nurius (1986, p. 954).

Possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation. Possible selves are the cognitive components of hopes, fears, goals, and threats. According to Oyserman and his colleagues (2006), the future selves are the desired and feared images of the self already in a future state but they are also strongly tied to the present and past selves. Higgins' (1987) self-discrepancy theory indicates that the ideal self is connected to those aspirations, hopes and wishes that the individual would like to achieve, whereas the ought-to self is a person's representation of attributes that a person regards they ought to possess, that is, duties, requirements, obligations or responsibilities, which derive from other people's expectations of the individual. As a result of this, people compare their actual self to their ideal and ought-to selves, and out of the tension between these components a motivational drive is activated in order to reduce the gap. Apparently, this motivational power does not work on its own, but only if certain conditions are met (Dörnyei & Kubanyiova, 2014; Hadfield & Dörnyei, 2013). For example, if the future self-image is perceived as plausible, elaborate and vivid; if there is a gap between the current self and possible selves; if the future self-image does not clash with social norms (family or peers on an individual level, schools, institutions or society on an organisational level); if ideal and ought-to selves are counterbalanced with the feared selves (Dörnyei, 2005); and if the future self-image is connected to concrete strategies with clear plans and roadmaps for action.

Based on the possible selves theory in mainstream psychology, the theoretical construct of 'The L2 Motivational Self System' was proposed by Dörnyei (2005, 2009) to understand L2 learners' motivation, in which L2 learners' imagined future selves are defined. This conceptualisation contains contextual, personal and temporal dynamics, and guides the learners to motivate them to learn a new language. The model is comprised of the first two facets of possible selves, the ideal L2 self, which represents the learner who has acquired the target language and is proficient in it, and the ought-to L2 self, based on one's sense of duties, obligations, or moral responsibilities which represent the learner with all the expectations coming from parents, teachers and peers. The third construct of the model is the L2 learning experience, which is connected to the actual experience (either positive or negative) with the process of language learning and the learning environment.

The role of the teacher in motivating learners is essential, but the motivation of teachers is just as important (Williams et al., 2015). There is a strong link between language teachers' enthusiasm and motivation to teach, and a direct effect on students' motivation and development (Csikszentmihalyi, 1997). Kubanyiova (2009) reveals the connection between teacher cognition, teacher motivation and teacher development, with a strong emphasis on language teachers' future selves. As a result, Kubanyiova (2009) proposed the concept of possible L2 teacher self, which represents teachers' ideal, ought-to and feared selves associated with the language teachers' identities. Kubanyiova's (2012) theoretical model of Language Teacher Conceptual Change explains in detail the role of possible selves in language teachers' development, and how their teaching strategies are influenced by the different language teacher selves. In this model, the ideal self represents language teachers' aspirations, the ought-to self refers to teachers' perceived external obligations in connection with their work, and the feared self represents possible negative consequences when obligations are not met.

In order to validate the construct of the L2 motivational self-system, quantitative studies have been carried out on L2 learners (Csizér & Kormos, 2009; Ryan, 2009; Taguchi, Magid, & Papi, 2009; Toptsi, 2018) and qualitative studies have been conducted as well (Kim, 2009; Lamb, 2012; Taguchi, 2013). The results provide strong empirical evidence to reinterpret L2 motivation from a self-perspective (Ryan, 2009). Recently some studies have explored how the three future selves derive their motivational capacity in guiding teachers' behaviour towards an ideal teacher self, away from a feared or towards or away from an ought-to teacher self (Chan, 2014; Dörnyei & Chan, 2013; Hiver, 2013; Kubanyiova, 2009, 2012; Kubanyiova & Feryok, 2015; Kumazava, 2013). Hiver (2013) in his study reveals that continuing teacher development is an emotional quest; teachers view CPD as a positive enhancement if it is driven by ideal

teacher selves, whereas teachers driven by feared teacher selves are accompanied by negative emotions. Recently self-related concepts are gaining considerable attention in different fields of research. Teachers are investigated with a different attitude in motivational, educational and social psychology, which might bring more positive results for teachers in SLA research and in language pedagogy. ELTAs might perceive these changes of teachers' wellbeing, teachers' self-efficacy and other self-related areas in the forefront of attention for the better outcomes of teaching and learning as well as leadership and management development. This chapter related the current research to various concepts in education regarding CPD. The following chapter outlines how the research was conceived by detailing the research design and methods.

3 Research Design and Methods

In order to obtain multiple perspectives from different angles, EFL teachers, both members and non- members of ELTAs, ELT professionals, executives and other volunteers of ELTAs were asked about their views and experience in connection with CPD and their membership within their professional communities, using different research instruments. Altogether five studies were conducted: a focus group interview study, a qualitative questionnaire study, two quantitative questionnaire studies and a semi-structured in-depth interview study. This section outlines the rationale for the research approach and methods, introduces the overview of the studies, including the type of the research instrument, the number of participants and their geographical reach, as well as the time schedule for the validation, piloting, data collection and data analysis. Finally, it describes some general ethical considerations.

3.1 Research Questions

The overall purpose of the investigation was threefold: First, it aimed to understand the roles and purposes of English language teachers' associations and to investigate how they provide continuing professional development to their members. Secondly, it explored what forms of continuing professional development English language teachers practice, and what motivates them to engage in professional development. Thirdly, it explored how English language teachers' personal and professional growth is supported by ELTAs. To these ends, the following three main research questions were formulated to guide the research:

RQ 1 How do different English language teachers' associations motivate the continuing professional development of their members?

RQ 2 How do English language teachers promote their own continuing professional development in Hungary?

RQ 3 What motivates English language teachers to practice continuing professional development in English Language teachers' associations?

In order to answer the main research questions, seven sub-questions for the three main questions have also been formed, these are set out below:

RQ 1.1 What are the main purposes of English language teachers' associations?

RQ 1.2 How do leaders of English language teachers' associations advocate the professional development of their associations?

RQ 1.3 What types of continuing professional development activities do English language teachers' associations provide to fulfil their mission?

RQ 2.1 What forms of continuing professional development contribute to English language teachers' professional knowledge in Hungary?

RQ 2.2 What motivates English language teachers to engage in professional development in Hungary?

RQ 3.1 In what ways can English language teachers benefit from the continuing professional development activities that English language teachers' associations offer?

RQ 3.2 What motivates English language teachers to volunteer and to devote their time and energy to their professional communities?

The research initially investigated how different English language teachers' associations contribute to the continuing professional development of their members and the motivation of all parties, ELTAs and EFL teachers' motivation was investigated from three different angles. 1) in Study 1 and Study 2 ELTAs were taken under a magnifying glass, 2) in Study 3 and Study 4 L2 teachers were enquired about their CPD practice; and 3) in Study 5 ELT professionals were enquired about the trajectories of their professional lives. With the previous research questions I intended to investigate the motivation behind the different parties involved in CPD, both for their own benefits and for that of their professional organisations. To answer the questions connected to RQ 1, ELTAs were taken under a magnifying glass and two international studies served to find the explanations. To find answers for RQ 2, Hungarian EFL teachers were examined in a questionnaire study to seek the motivation for their CPD practice. Finally, to explore the questions in RQ 3, leading ELT professionals were scrutinised about the professional trajectories of their professional lives in ELTAs in an interview study.

3.2 Rationale for Mixed-methods Research

In order to investigate, describe and understand the complexity of the phenomena under scrutiny, the research took an exploratory approach and used a mixed-methods research design. Dörnyei (2007) confirms that a mixed-methods design is ideal for the analysis of complex issues, it increases the strengths of the research while eliminating weaknesses; improves the validity of the research; and has the benefit of reaching multiple audiences. Although vertical triangulation of the data is intended to serve the complexity of the enquiry, there were other reasons for choosing a mixed-methods research design. By examining the focus of my investigation from all these angles, data source triangulation was hoped to be achieved. This also aimed to serve as horizontal triangulation of the data, which guarantees a deeper understanding of the same phenomenon by combining data sources in social sciences. Combining different research methods in order to maximise the external and internal validity

and credibility of the research is referred to as methodological triangulation, or in other words vertical triangulation, in Denzin's (1978) words. Using mixed-methods research seemed suitable for my enquiry in order to obtain as full a view of the research project as possible and would give scope to compare data from different sources to see whether they conflict or corroborate each other.

3.3 Overview of the Dataset

This research comprised five different but complementary studies, applying various research instruments, questionnaire studies and interviews, both long, in-depth and focus group interviews, with teachers, teacher trainers and teachers' association leaders to obtain meaningful data. The following section demonstrates the different data sources employed in the studies and their data analysis, answering each sub-question separately under the main research questions. The overview of the methods of data collection and analysis of the five studies are also presented. Table 3.1 provides the overview of the research design, an at-a-glance summary of the research questions, data sources and methods of data analysis.

Table 3.1

Overview of the research design

Research questions	Methods of data collection	Methods of data analysis
RQ 1.1 What are the main purposes of English language teachers' associations? RQ 1.2 How do leaders of English language teachers' associations advocate the professional development of their associations?	International focus group interviews with 27 present or former board members of ELTAs on the vision of their teachers' associations (Study 1)	Thematic analysis of documents and the interviews with NVivo 12 software (Computer Assisted Qualitative Data Analysis Software) and the constant-comparative method
RQ 1.3 What types of continuing professional development activities do English language teachers' associations provide to fulfil their mission?	International ELTA questionnaire study with executives of 54 ELTAs, with their current board members, presidents or vice presidents (Study 2)	Thematic analysis of the studies with NVivo 12 software (Computer Assisted Qualitative Data Analysis Software) and the constant-comparative method
RQ 2.1 What forms of continuing professional development contribute to English language teachers' professional knowledge in Hungary? RQ 2.2 What motivates English language teachers to engage in professional development in Hungary?	Small-scale L2 teacher questionnaire study with a sample of 49 English language teachers in Hungary (Study 3) Main L2 teacher questionnaire study with a sample of 315 English language teachers in Hungary (Study 4)	Statistical analysis of data with SPSS (Statistical Package for Social Sciences) 22.0 software
RQ 3.1 In what ways can English language teachers benefit from the continuing professional development activities that English language teachers' associations offer? RQ 3.2 What motivates English language teachers to volunteer and devote their time and energy to their professional communities?	16 long, semi-structured in-depth interviews with ELT professionals from 14 countries (Study 5)	Thematic analysis of the study with NVivo 12 software (Computer Assisted Qualitative Data Analysis Software) and the constant-comparative method

3.4 Overview of the Studies

This research comprised five different but complementary studies, applying various research instruments, questionnaire studies and interviews, both long, in-depth and focus group interviews, with teachers, teacher trainers and teachers' association leaders to obtain

meaningful data. Table 3.2 provides an overview of the five independent studies, covering five continents with 79 ELTAs. The focus group interviews (Study 1) comprised 27 executives of 13 ELTAs from 15 different countries on four continents. The ELTA Survey (Study 2) was carried out with 54 ELTAs from 49 countries on five continents, involving 54 ELTA executives. Two quantitative enquiries, Study 3 and Study 4, were conducted with 49 and 315 EFL teachers in Hungary respectively. Study 5, a semi-structured in-depth interview study intended to address the involvement of members, volunteers and leaders in ELTAs, interviewed 16 English language teaching professionals from 14 countries on four continents. Validation and the piloting of the studies were carried out between March, 2017 to July, 2019. Data collection started in March 2017 and was closed in December 2019. The data analysis lasted for 18 months, from May 2018 to December 2019.

Table 3.2

Overview of the Studies

	Study 1	Study 2	Study 3	Study 4	Study 5
Instrument type	Focus Group Interviews with ELTA leaders	ELTA Survey	Small-scale L2 teacher questionnaire study in Hungary	Main L2 teacher questionnaire study in Hungary	Semi-structured in-depth interviews with ELTPs
Number of participants	27 Executives	54 Executives	49 English language teachers	315 English language teachers	16 English language teaching professionals
Geographical reach	4 Continents	5 Continents	1 Continent	1 Continent	4 Continents
	15 Countries	49 Countries	Hungary	Hungary	14 Countries
Number of ELTAs	13	54	N/A	N/A	12
Data collection time schedule	2018 Feb Validation (FGI#P Pilot)	2019 Mar Validation	2019 Mar Validation	2019 Jun Validation	2017 Mar Validation
	2018 Mar (FGI#1)	2019 Apr Piloting	2019 Apr Piloting	2019 Jul Piloting	2017 May Piloting
	2018 Mar (FGI#2)	2019 May Data Collection start	2019 Apr Data Collection start	2019 Aug Data Collection start	2017 Summer Data collection start
	2018 Apr (FGI#3)	2019 Nov Data collection closed	2019 May Data Collection closed	2019 Sep Data Collection closed	2019 Aug Data Collection closed
Time of data analysis	2018 Jun – Aug	2019 Nov – Dec	2019 May – June	2019 Oct – Dec	2019 Sept – Dec

3.5 Ethical Considerations

When applying mixed-methods research, the attitude to ethical issues differs in different cases (Dörnyei, 2007). Whereas anonymity in questionnaire surveys can be gained through online questionnaires or by asking the participants to fill in the questionnaires without indicating their names or any signs that would refer to their identities, yet qualitative research is often concerned with the human domain, therefore ethical issues naturally emerge. People's feelings and opinions are targeted in sensitive or intimate topics; therefore, the participants should remain anonymous. This can be achieved by using pseudonyms instead of real names, although with investigations on an international scale, such as the present enquiry, the question of anonymity can pose other considerations, for example cultural factors, racial belonging or ethnical aspects. Thus, various ethical considerations were taken into account with the studies in the current investigation; these will be described in the case of each study respectively.

Study 1: In the *International focus group interview study* participation was entirely voluntary; that is, participants were free to decide whether or not they wanted to participate. The interviewees were informed prior the interviews about the purpose of the research and a cover letter guaranteed anonymity. They were reassured that their participation, as well as the collected data, would be treated completely confidentially. After the partakers consented to participate in the investigation, they were sent an invitation for the in-depth semi-structured interview and the details of the focus group interview. Data storage, retention, future use, and destruction were also clarified. The participants were informed that data would be secured confidentially and digitally, on a password-protected computer. Two years after the submission of the defence of the current dissertation, the data would be destroyed. In the focus group interviews self-selected pseudonyms were used instead of real names to make the flow of the discussion part more flawless. Any signs that would refer to the participants' identities, for instance age or current workplace, were not mentioned either.

Study 2: In the *International ELTA Survey* the leaders of the associations were reassured that there were no right or wrong answers to the questions. They were informed that no personal data was requested, the enquiry was only connected to the relevant association. In the results and discussion section, a few exemplary ELTAs were mentioned by their names as positive examples. Naturally, the leaders of the associations behind the survey remain autonomous.

Study 3 and *Study 4*: In the *Small-scale and main L2 teacher questionnaire studies* the participants of the questionnaires were informed about the purpose of the research project, that the participation was voluntary, they had the chance to opt out or withdraw from answering the

items. As already mentioned, anonymity in questionnaire surveys is gained by asking the participants to fill in the questionnaires without indicating their names or any signs that would reveal their identities. Confidentiality was assured and the participants were notified that the data would be only used for the purposes of the research project.

Study 5: In the *semi-structured in-depth interviews* the interviewees were sent a cover letter prior the interviews that introduced the purpose of the research, guaranteed anonymity and informed the participants about their right to withdraw from the study at any point. In an article in the *Hungarian Education Research Journal*, presenting some of the findings and outcomes of Study 5 (Price, 2020a), instead of using pseudonyms, the participants remained not just anonymous but their cultural and ethnic backgrounds were also cloaked, as requested by one of the interviewees. As names carry certain connotations and indicate particular kinds of ethnicity, culture, and even politico-historical legacy (for instance, colonialism), therefore pseudonyms were eschewed in the article and simple code numbers are used in the results and discussion section for the participants to be politically, culturally, ethnically, and socially neutral. Therefore, instead of pseudonyms the acronym of English Language Teaching Professional (ELTP) was used and they were referred to by their given numbers from the interviews, for instance, ELTP #01, Interviewee #07, Participant #10, Respondent #15. Surprisingly, during a follow-up enquiry regarding the use of pseudonyms for the purpose of the dissertation, some of the participants who had previously opposed the idea of pseudonyms, now asserted that either their real name or a pseudonym should be used in the final work. For this reason, pseudonyms and real names are being used in the final version of the dissertation. At the same time, to protect the participants' right to anonymity, age and current workplace are not mentioned.

Contribution and social responsibility were also underlined in the case of all requests and the participants were reassured about access to the results of the studies. It was important to specify that the data would only be used for the purposes of the research. All the interviews were stored electronically as sound files, indicating the names, places and times of the interviews. The participants of the interviews were also reassured that they would be informed about publications and further research improvements. The participants were notified that data gathered from the conducted studies might potentially be utilised for academic conferences. Furthermore, cautionary statements were provided to the participants regarding the likely publication of the study findings in international journals. They were notified that they have the right to withdraw from participation at any time; that every effort would be made to keep the collected data confidential and that their identity would not be revealed to the public.

Additionally, they were also reassured that the data obtained from the study would be securely preserved solely for research purposes, without being disclosed to any third parties.

After introducing the research questions and justifying the use of a mixed-methods research design, a brief overview of the studies with their research design and ethical considerations for each study concludes the chapter. The subsequent chapters will delve into each of the five studies, beginning with a detailed account of the data collection methods; including information about the participants, instruments and procedures. This will be followed by a thorough explanation of the data analysis methods. The chapters will then proceed to present the results and engage in discussion pertaining to each study. Finally, the limitations of each research project will be highlighted and suggestions for further research directions will be presented.

4 The Motivation of English Language Teachers' Associations for Providing Continuing Professional Development to their Members

Study 1 – The International Focus Group Interview Study with ELTA Leaders

The world and education systems have been rapidly changing in both social and technological terms; EFL teachers can find numerous resources at their fingertips, and ELTAs do not operate only as knowledge providers but have to look into different ways of addressing their members and potential members with attractive events. Therefore, ELTAs have a role in keeping their members up to date with quality education and building supporting professional networks. One of the motivational factors in running ELTAs is what hopes, dreams, expectations and fears their leaders have for their communities. To answer RQ 1, the first investigation (Study 1) was a focus group interview study that aimed to provide a deeper understanding of how leaders see the roles and purposes of their ELTAs and examined how these highly motivated leaders view their roles in providing CPD in their learning organisations, finding answers to the sub-questions RQ. 1.1 and RQ 1.2. The results of the findings, as the interconnectedness of 'Possible Selves' with the view on vision and mission in English Language Teachers' Associations, were discussed in an article, published in Working Papers of Language Pedagogy, as the first outcome of the current enquiry (Price, 2018). This section builds closely on my previously mentioned article.

4.1 Research Methods

The study intended to understand people's views and perceptions; thus, a phenomenological approach was used with an interpretive paradigm. Exploratory research using qualitative – verbal – data was applied to provide a deeper understanding of how leaders of ELTAs perceive the mission and vision of their learning organisations through the history and activities of their ELTAs, and reflect how their long- and short-term goals have shaped the life of their communities. Given the context of ELTA leaders gathering at in-person conferences, focus group interviews (FGIs) seemed to fit as the most suitable research instrument for investigating the main research question and its sub-questions. First of all, the choice of the data collection methods is reinforced here because focus group interviews (FGIs) can serve as a "collective brainstorming" (Dörnyei, 2007, p. 104), where participants think together, and inspire and challenge each other, where "within-group discussion can yield high-quality data that results in deep and insightful discussion".

Exploring the roles and purposes of English language teachers' associations, Study 1, the international focus group interview study investigated not only how leaders of ELTAs provide professional development to the members of their associations but also how to achieve their ideal of ELTAs as drivers of change in language teacher education. With the conclusions on possible selves from mainstream psychology, the literature on L2 motivation and language teacher motivation, and some input from personal and shared vision, the current study aimed to employ these motivational self-constructs to reveal the driving forces behind English language teachers' associations.

4.1.1 Participants – English Language Teachers' Associations' Leaders

Purposive sampling seemed the best option to select the participants for the focus group interview study (Dörnyei, 2007). As a result of serving their professional communities for a number of years, the participants understand the structure and the history of their associations, and can compare different strengths, values and visions about the future directions of their ELTAs. They have the insight to identify the presence or lack of long-term strategic plans of their organisations in order to provide orientation for the future. In order to find these leaders of ELTAs, conferences seemed the best accessible settings, as they are meeting points for professionals, thus choosing these events as ideal occasions for conducting the FGIs seemed a logical decision. Those leaders were selected who had been inspiring professionals or whose ELTAs had made a considerable and influential contribution to the profession over the years.

The focus group interview study included a total of 27 ELTA leaders representing 15 countries across four continents (Africa, Australia, Europe and South America. The majority of the participants were women (21 women, 6 men), the average age was 48, the youngest was 27 with only 5 years of teaching experience, whereas the most experienced professional was 73 years old, with more than 50 years of teaching experience and considerable leadership experience. The average teaching experience of the participants was 25 years, ranging from 5 years to 50 years. More than 70% of the participants were university teachers and the majority of them regularly attended conferences of different ELTAs. In the Results and discussion section self-chosen pseudonyms were used to protect the identity of the participants.

4.1.2 The Instrument – Focus Group Interviews

When developing the research instrument, the Focus Group Interview guideline, Krueger's (2002) model of "Designing and Conducting Focus Group Interviews" was used as firm guidance. The questions focused on the complexities and subtleties of the ongoing operational tasks of professional communities, and so aided in formulating the best feasible questions. The

interview questions were grouped according to their focus on the past, the present and the future. Questions regarding the past asked about events, initiatives, aims, plans and past experiences connected to the participants in their given ELTA. They were also asked about mission and vison (Christison & Murray, 2008), mission statements (Wheeler, 2018) and vision statements, if there were any (Knight, 2015, 2017; Reynolds, 2018). Questions regarding the present enquired about members' and leaders' awareness of their visions for the association and their reactions to changes in the community. Questions about the future were formulated on how often should mission and vision statements be revisited, reformulated, or rewritten (Gnawali, 2013; Tercero, 2018). The leaders of the ELTAs were also asked to discuss how to keep the vision alive in learning organisations. The list of questions can be seen in the Focus Group Interview guide in Appendix D. According to Littosellitti (2003), focus group interviews are guided discussions with carefully selected participants, facilitated by a moderator. The discussion is carried out with open-ended questions, where the participants explore and exchange specific topics, views and experiences. The moderator acts as a guide to the discussion, uses open ended questions and minimal interruption while the participants or interviewees share their experiences. It is different from group interviewing, in which the participants are simultaneously interviewed, and there is a continuous dialogue between the researcher and the participants. Littosellitti (2003) argues that focus groups rely on the interaction among the group participants, where participants exchange their subjective experience with the others who have similar background in the studied subject. The common knowledge, the shared experience and the familiarity with a given topic allow participants to provide rich data for the given study. Because the participants share the same background, this gives the potential for a mutually enriching conversation (Litosseliti, 2003). The interviews were organised according to the practical guide for applied research by Krueger and Casey (2009). This was followed by Krueger's (2002) guidelines of the procedure of the focus group interviews: 1) Welcome; 2) Introduction of the purpose of the event; 3) Brief explanation of the main topic; 4) Guidelines of the discussion; 5) Opening question; 6) Discussion; 7) Summary; 8) Questions; 9) Further plans; and 10) Closing.

The decision behind a focus group interview study was also reinforced by the fact that ELTA leaders gather for conferences but have very little time during the events, therefore, it would have been more difficult to conduct individual interviews with them during these occasions. Before organising focus group interviews at conferences, piloting of the instrument took place with some former and current leaders and volunteers of the Hungarian national ELTA, IATEFL-Hungary. After the pilot FGI some extra questions were asked for the

improvement of the FGI guide (see Appendix C). As a matter of fact, the choice for focus group interviews was reinforced by them after the group discussions. They expressed that the exchange of ideas significantly enriched their perspectives, both in a general sense and concerning their individual ELTAs. Their common knowledge, the shared experience and familiarity with a given topic allowed participants to provide rich data for the study.

4.1.3 Procedures of Data Collection and Data Analysis

Just as with the one-to-one interviews, the most common format is the semi-structured type, including both open-ended and closed-end questions, prepared by the researcher who was the moderator of the interviews. An interview guide and a FGI 'protocol' assisted the discussion for both the moderator and the co-moderator. As focus group interviews can be immensely time consuming to organise, careful planning needed to be done in advance to ensure that all participants can meet at the same time and place. An invitation was sent out as a first step (see Appendix A), to check how many of the invitees wanted to participate in the FGIs. After the replies, an online meeting scheduler was sent out in a Doodle form, in which the venue was indicated and different times were offered to find a common time for the meeting. Setting a definite tine and location, another letter was sent out only to those who were willing to participate in the FGI, indicating the exact time and place of the FGI and a few guidelines before the event (see the confirmation letter in Appendix B).

In terms of group dynamics, care had to be taken, so that dominating individuals would not monopolise the discussion. Therefore, the researcher as a focus group moderator needs to plan and lead the discussion with special care, as the participants need some degree of freedom to discuss some broad topics, as Dörnyei (2007) claims. Data were collected in English, as the participants of the study were selected from different countries and English was the common language for communication.

The semi-structured FGIs were conducted in three different countries, as illustrated in Table 4.1, Overview of the Focus Group Interviews. The pilot and the first interviews were held in a Hungarian context, in the researcher's immediate environment. The third interview was organised at a partner association's (IATEFL Slovenia) conference in Slovenia, where many committee members from neighbouring countries represented their ELTAs, and finally, the fourth focus group interview took place in the UK at the 52nd IATEFL conference. The interviews lasted between an hour and an hour and a half and were recorded with the participants' prior consent. The length of the video-recorded FGIs on IOS were: the pilot FGI (FGI#P): 1 hour 34 minutes; the first FGI (FGI#1): 1 hour 31 minutes; the second FGI (FGI#2):

46.5 minutes; and the third FGI (FGI#3): 1 hour 8.5 minutes; the total length of the video-recorded FGIs is 259.5 minutes, an average of 65 minutes per FGI. The interview guide consisted of the list of moderator's skills, bulleted outline of the interview, the recommended pattern for the beginning, the assistant moderator's skills, a list of different question types in order to yield rich data, and the detailed focus group interview schedule. Table 4.1 provides an at-a-glance summary of the place and time of the FGIs, as well as the associations, the participants with their pseudonyms and their countries of origin.

Table 4.1
Overview of the Focus Group Interviews

	Location of the interviews	Time	Partici-pants	Positions	ELTA Name	Pseudonyms
Pilot FGI (FGI#P)	Budapest Hungary	Feb 2018	5+2*	Former vice presidents, committee members and volunteers	IATEFL-Hungary	Angelina (Hungary) Gertrude (Hungary) Grace (Hungary) Marilyn (United States) Stella (Hungary)
1st FGI (FGI#1)	Budapest Hungary	Mar 2018	6+2*	Former presidents and volunteers	IATEFL-Hungary	Annabel (Hungary) Freddy (Germany) Helen (Hungary) Linda (Hungary) Marco (Hungary) Mildred (Hungary)
2nd FGI (FGI#2)	Terme Topolsica 25th IATEFL Slovenia conference Slovenia	Mar 2018	11+2*	Present or former presidents, committee members and volunteers	ELTAM FIPLV HUPE IATEFL Slovenia IATEFL TDSIG TETA	Angela (Croatia) Bob (Montenegro) Claire (Slovenia) Daniela (Croatia) Denysam (Australia) Dorothy (Bosnia Herzegovina) Lucy (Slovenia) Mike (United Kingdom) Sophie (Slovenia) Tamara (Montenegro)
3rd FGI (FGI#3)	Brighton 52nd IATEFL conference UK	Apr 2018	6+2*	Present or former presidents or vice presidents	BRAZ-TESOL CAMELTA ELTAM FAAPI SKA SUKOL	Alison (Macedonia) Emily (Finland) Evelyn (Argentina) Francis (Brazil) Harold (Cameroon) Leena (United States)

* +2 means = the researcher who acted as moderator in each FGI and one co-moderator in each FGI

In total the transcript of the 259.5 minutes of video-recorded interviews ran to 38,290 words, providing a statistically significant amount of data for analysis. The transcripts were transcribed using the online transcription tool, Happy Scribe, and analysed using the constant comparative method (Maykut & Morehouse, 1994). The coding procedure began with a careful reading of the data in order to identify recurring themes and sub-themes. The FGIs were transcribed not only reporting the discussion but also including metalinguistic signs, hesitations, pauses, and other emotional reactions of the participants. Given the nature of FGIs, where only one person speaks at a time, meta-language also had an important role in the analysis, as it can indicate agreement, disagreement, support or interest.

The notes taken during the FGIs by the assistant co-moderators were also used, with their summarizing comments taken into consideration. Video recordings had an additional benefit, as they made it possible later for the researcher to interpret laughter, a head nod or head shake, eye contact between participants or a wink, intonation, words specifically stressed or passionate comments. Initial groupings were modified and new headings were created as a result of the procedure involving a constant checking of the established categories against the data. After this first step, the second level coding continued, the interview transcript data were analysed for themes connected with the research questions, using chunks or units. Some of the emerging themes were highlighted and later included in a codebook.

In the data analysis procedure NVivo 12 software (Computer Assisted Qualitative Data Analysis Software) was used (Baralt, 2012), cases were made for the interviews, and for the participants, enabling analysis both within a given interview and across two or more interviews, in order to be able to see similarities and contrasts between the different groups. Coding the participants enabled a similar analysis to be made at a later stage, including various other demographic and role information. The first analysis was a simple word frequency analysis, including synonyms. The most outstanding themes denoted the codes, although they appeared in several contexts, referring to either two or three main categories. Significant words were coded as thematic nodes that enabled the researcher to open up a rich field for in-depth analysis. To ensure the trustworthiness and credibility of data collection and interpretation the following techniques were used: member checking, keeping a reflective research journal, and creating an audit trail. After analysing the data through coding, the following emerging themes and sub-themes became apparent, as presented in Table 4.2.

Table 4.2

Emerging Themes from the Focus Group Interviews

Themes	Sub-themes
CPD provided by ELTAs	professional development
	conferences; online conferences, webinars
	publications (newsletters, magazines and research journals)
	growing professionally and personally,
	skills
Challenges of ELTAs	finding new volunteers
	keeping membership
	attracting young members
	aging ELTAs
	support
	working with external stakeholders
	creating a community
	healthy turnover of leadership
	leaders' personal motives, experiences
ELTAs as communities;	mission, vision
Leadership; executive	trust , openness, respect
boards or committees	leaders' motivation for leadership
	visibility and transparency
	share skills and give presentations
	collaboration
	initiatives
Support	historical and political influences
(internal and external)	profit-oriented organisations
	free books, freebies, scholarships
	external stakeholders
	personal connections
	internal support (mentoring)
Future of ELTAs	goals, mission, vision,
	support', obligations,
	sustainability, legacy
	leadership positions
	fear of a dead ELTA
Sustainability	fear of not managing to find successors
	legacy (involving students or young teachers)
	succession
	visibility and transparency
	clear communication
	informative website

4.1.4 Quality Control – Focus Group Interview Study

Credibility, transferability, dependability, and confirmability were the four criteria for quality assurance in the focus group interview study (Stahl & King, 2020). The choice of the research instrument and the selection of the participants guaranteed the richness and the depth of the data, so that maximum outcome could be achieved in the specific context of each FGI. Confirmability of the qualitative data was achieved by checking and rechecking the data, and comparing notes with the assistant moderators after data collection to ensure the highest probability of the repeatability of the study. Member checking also provided credibility for the study; thus, the participants of the FGIs were guaranteed to be familiar with the results of data analysis. Rich or "thick" description and copious details of the procedures, participants and settings were included to enable transferability. Using the same interview guide with its sections and questions provided dependability for the enquiry. The write-up of data collection and the steps of data analysis assured other researchers' ability to replicate the investigation.

4.2 Results and Discussion

This section gives an account of the results of the investigation which is combined with the detailed discussion. It is organised around the themes that emerged from the analytical coding. The first part is concerned with the goals and aims of ELTAs which are connected to their mission. Then, the next section covers leaders' views on their ELTAs' mission statements and vision statements. After that, in the next part, leaders demonstrate their ideal future ELTA images, their aspirations for the future. The fourth section deals with support, and in the fifth part ELTAs' ought-to selves are discussed. In the final section legacy, succession and sustainability are presented.

During the coding process, the following main emerging themes were identified: *mission, vision, professional development, conferences, publications, volunteers, membership, stakeholders, leadership, trust, openness, respect, visibility, transparency, collaboration, mentoring, benefits, obligations, succession, legacy and fear of a dead ELTA*. They can be seen in Table 4.2, and gathered in the following categorisation: 1) *CPD provided by ELTAs;* 2) *Challenges of ELTAs;* 3) *Issues regarding ELTAs as communities; leadership; committees or executive boards;* 4) *Support (internal and external);* 5) *Future of ELTAs* and 6) *Sustainability*.

4.2.1 The Mission in English Language Teachers' Associations

The findings indicated that the goals and original aims of ELTAs are in synchrony with the leaders' initiatives. Several examples proved that the motivation of leaders is in accordance

with the roles and purposes of the teachers' associations, in fulfilling their mission by providing CPD to their members. These ideas can be seen in the mission statements of ELTAs, as well as in the discussion of the participants, referring to excellence in teaching or quality language teaching. Gertrude (FGI#P) contemplated on mission in the following way:

> In a way our ELTA demonstrates equal opportunities for me. My personal mission, personal professional mission, is that you can be a good teacher and give good teaching and education in the country, in a small school as well. But to be able to do that I need an association and I need these contacts with people like you. I think teachers' associations have a very important role in that; everything they provide helps the teacher not only to stay alive but to believe that you are good at your profession.

After multiple iterations of the data, several themes have suggested that the drive behind leaders' motivation to sustain their ELTAs is strongly connected to the leading teachers' desired future image in connection with their organisations, in which the vision for change and improvement is essential. Leaders of the teachers' associations are not only responsible for their own learning but care for other teachers' CPD as well. This view was highlighted from both teachers' associations' mission statements on their websites and the explicit indications of the FGI participants', for instance with Lucy's (FGI#2) words: "We offer a base for all those teachers who strive to become the best versions of themselves by offering independent, innovative and up-to-date seminars and conferences, regularly keeping our members informed." This view is closely connected to the view offered by Knight and his colleagues (2018).

The participants of the FGIs repeatedly expressed their appreciation for their ELTAs for providing CPD and connected their own enthusiasm for volunteering to this feeling of gratitude (Shamim & Sarwar, 2018). This reciprocity was expressed by Marco (FGI#1): "… yes, this give-and-take … is the beauty of such an organisation… any civil organisation is based on this…" These views corresponded to Gnawali's (2016) conclusion in his case study on his ELTA, which supported its members' professional development and, in return, members volunteered their time and energy to organise activities and expand the ELTA's connections. In each focus group interview the social element was underlined right from the birth of ELTAs, the need for stepping away from ordinary everyday work in teachers' own institutions, giving the opportunity to reflect on their own work, skills and professional development and hence see them from a different perspective, for instance as Stella (FGI#P) explained:

> One of the association's tasks is to give an opportunity for teachers to step out from their classrooms and develop skills outside the classroom. Skills like editing, leadership

skills, presentation skills, when you go to a conference, to a partner association, and so on. These are the skills which you wouldn't be able to develop if you just kept to your everyday teaching, and these are transferable skills and are very useful skills in all.

Through the enquiry into leaders' views in their wish to maintain their ELTAs, two major themes could be identified. First and foremost was the altruistic drive to assist in providing CPD to all members of ELTAs and other EFL teachers, in the forms of training, mentoring and developing their pedagogical practice. The second incentive was the social aspect of supportive learning organisations, beyond tangible benefits, as already highlighted by Falcão and Szesztay (2006), Knight and his colleagues (2018), offering a protective social network for professionals as a safety zone. In one of the FGIs Mildred (FGI#1) elaborated on the topic:

> I think what keeps an association like IATEFL alive is a good balance of the tangible benefits and also the less intangible, the community-feel benefits. It's for the tangible benefits, you find out about resources... we can't really compete… because there is so much available now on the internet; Increasingly, even before the internet with the publishers, with RELO; there was a lot on offer...so we can only compete and in fact compete is not the right word, if we keep up the intangible benefits. And the intangible benefits, like the sense of belonging, the opportunity for others to feel part of a community; but this is not a 'service providing association'; because we can't compete there at all … it's a community of like-minded people.

In conclusion, it can be stated that the data collected in this focus group interview study confirmed that the roles and purposes of teachers' associations are to facilitate high-quality training and learning possibilities in every obtainable way and at the same time the social element of supportive learning is just as crucial. Whether this should be expressed in writing, in either a mission statement or a vision statement or both, was a different question, which is elaborated in the following section. This echoed from the voices of the participants and gave an increasing evidence from research on ELTAs and CPD.

4.2.2 Mission Statements and Vision Statements

ELTAs express their goals and purposes in their mission statement on their websites and additionally, in some cases, ELTAs also have a vision statement. Although each FGI started with some definitions, examples and mutual understanding of these concepts, nonetheless, the word 'vision' or the expression 'vision statement' or other ELTAs' slogans were accepted with reluctance by some of the FGI participants, and even rejected. Annabel (FGI#1), who was a leader from the early, initial phase in one of the associations, claimed that "We never wanted

to have mission statements or stamps or business cards and molinos, logos or whatever... we wanted to be together and work; so we focussed on activities rather than vision and PR." Sophie (FGI#2), who had spent many years organising professional events for her ELTA, explained: "I think there are no words that can actually achieve this; an event like this [referring to the conference]. … The majority of effort goes into the conference; because this is where inspiration comes from". Linda (FGI#1) was even more critical on the concepts of 'mission' and 'vision': "Just language-wise those mission statements have no meaning… I mean seriously, they don't mean a thing; they are so general that there is no meaning and I think you can see that we approached it from the activities; from the concrete side rather than all these empty words".

Other participants had a different attitude to vision and mission. Whether mission and vision statements are accepted with natural ease or renounced, there is mutual agreement on a strong desire to act for the common good as a reason to volunteer for the organisation. Most of the participants agreed that even though ELTAs have official mission statements, the common will is more important and that keeps the organisations together. Lucy (FGI#2) said: "I don't think it's important who writes down what. It's important what the reflection is, what we believe in and what we want to achieve". Daniela (FGI#2) recalled one of the actions of her ELTA, as she referred to teachers' enthusiasm that affects their work which reflects the relationship with their students and the quality of their work in the classroom:

> We actually asked our people to think of a slogan that would be good for our organisation. And somebody came up with the idea: "Inspire and be inspired!" We're trying to make people enthusiastic about their jobs; they're inspired but they're also inspiring students, other teachers; so I don't know, what that is... Mission or vision, whatever. But it's powerful because motivation is the force that drives people to achieve results.

Although an internal consistency concerning the mission statement and vision statement was clear throughout in some of the FGIs, some mild shifts in opinion could also be traced during the discussions. Whereas in the beginning there was a feeling of rejection towards these concepts, the intensity of this renunciation softened over the course of the discussion, as in Annabel's (FGI#1) words:

> You don't have this vision every day but it's something that you're going towards and then you probably never reach it... I always find it strange when it's verbalised because I think what really matters is the process itself. … if they are phrased before the action then it's dead; so it has to be there first and then retrospectively you can call it a vision but I don't think it works the other way round.

The disinclination to use the word 'vision' or 'mission' among some of the participants posed the question of the relevance of tangible future images. This suggests the idea that when people are strongly motivated to accomplish a task, to achieve something, they may not have need to have concrete pictures in connection with the future to motivate them; their strong desire for action is so determined that it serves as a force for action for a long time (Muir & Dörnyei, 2013). Nevertheless, for other participants these concepts were more natural, as they brought examples from the past when their ELTAs organised mission and vision generating days, for instance Mildred (FGI#1) recalled an event: "These were usually British Council initiatives. I was also at the mission and vision forming workshop in Budapest and later in Skopje in the early 2000s and they were also British Council-supported regional events." Stella (FGI#P) remembered the day clearly, many years previously, when her ELTA wrote their mission and vision statement:

> I remember well, when I was the vice president, that was when these mission and vision statements were formulated. We organised a day with an outsider facilitator from the field of marketing and the committee came together and brainstormed, discussed the ideas and came up with a mission statement and a vision statement.

For other participants it was a positive sign that their ELTAs hade long-term goals and they were expressed in either a vision statement or even having the concept 'vision' as a directional guidance for their actions, as Evelyn (FGI#3) proudly reflected on these ideas in the following way:

> At least we mention the word vision in our ELTA's mission statement; which is a lot... beyond the tasks that we all agree on ... making visible this idea of vision in the way we envision the future. And I believe that one of the main concerns for the association is to make a democratic vision of the ideas related to English teaching in relation to education. How do we, teachers of English see education? And that is something that we are all quite concerned about.

Looking at these recollections, the history of the major international ELTAs (TESOL and IATEFL) can be traced. By establishing smaller CoPs, such as the Non-native English Speakers in TESOL (NNEST) or the International Black Professionals and Friends in TESOL (IBPFT) Caucuses or the Global Issues SIG at IATEFL, serve as a better future image, reflecting the idea of 'change makers' (Kubanyiova, 2020), in the profession as guiding principles for the many thousands of English teaching professionals. In this conceptualisation the teaching profession is strongly connected to education at large. What the future holds for ELTAs is expressed in the positive future images held by their leaders, which is discussed in the next section.

4.2.3 A Desired Future Self-image of English Language Teachers' Associations

The FGIs are abundant with various vivid images of desired future ELTAs, mentioning such sub-themes as membership, change, identity, succession, legacy, support, challenges, goals, initiatives, collaboration and internationalisation. Beyond these elements and segments of ELTAs, an overarching picture of the future ideal ELTA self emerge which is expressed either in the form of individual vision or shared vision. This is in close harmony with the view by Knight (2013) and Reynolds (2018). The different forms of possible selves appear on either 1) an individual level or on 2) the board or committee level; nevertheless, most of the time all three future selves refer to the learning organisations of the participants, to their own ELTAs, which they are most involved with, as their most distressing concerns, thus on 3) an ELTA level. Whether vision is expressed in a vision statement or not, it is still the underlying force for motivated behaviour in leaders of these professional communities in establishing or running their organisations; it is still the core component of ELTAs. Harold (FGI#3) combined mission and vision, personal vision and community vision and their connection to the present and past in the following excerpt:

> The people who initiate an association always have a vision; and it is their vision. It could be an individual, it could be a collective vision but it is a vision. Now that vision gets transformed into a mission. … And that mission is not just what we are doing; it's what we are there to do. … then the different people who would take on different leadership positions, shape that mission with the individual visions as well as the collective vision. … To know the real vision of an association, we need to go back to the people who started it. … So who should have the vision? I think the vision, the initial vision comes from the start but every member of the leadership team... because to be honest, people don't get into leadership in our associations... the thing that generally motivates us to want to get into responsibility in associations where we have been members is because of something we feel that we can bring to promote the agenda because we like the association, otherwise we would be leaving the association and not struggling to get a step forward; so it's always because we want to take a step forward; so I think the vision belongs to the whole association. And it is shaped by its members.

In the FGIs there are several examples where, in the history of the organisations, the transformation of dreams or hopes could be detected, from past to present, how these visions had become reality and the once only hoped-for or deeply sought-after dreams became transformed into ordinary routine. To bring some examples, such endeavours included establishing SIGs, creating regional branches, decentralisation of the national organisation by moving some activities out of the capital to various regions. Other examples include opening and widening possibilities by inviting teachers to participate in activities as well as involving

schoolteachers in the life of ELTAs, in order to stop being an "elitist clique or a closely-knit community with their own jargon that no outsiders would understand", as Annabel (FGI#1) said. This view is echoed in Dickey's (2018) case study, claiming that his ELTA is 'university-heavy' and does not provide equal chances for leadership. Helen's (FGI#1) story was still valid after two decades as a general statement for her ELTA just as well as for others, as she recalled her greatest endeavour:

> Certainly the biggest challenge I would call it today, in those days I possibly called it a headache, is how to attract people who are not these famous English teachers ... but sort of ordinary English teachers who have never heard about IATEFL; but we believed, and I think the mission comes into the picture in retrospect, we believed that they would benefit from joining our ELTA and I think that was the period in 1995-96, when we went to the country, to organise regional workshops … and somehow tried to spread the word a little bit beyond teacher trainers, beyond university people, beyond prominent English teachers. That's how I saw my mission if I could say.

It was noteworthy to mention how dreams in the past throughout the years have become reality and the once 'future goals' operated as everyday reality in the life of some ELTAs. These ideals were only aspirations for a long time, operationalised as a motivating behaviour, whereas currently they work as ordinary routine in some of the organisations, without anyone noticing how long they took and how much effort was necessary to achieve those goals. Looking at this phenomenon through the possible selves, it seemed as if an ideal future aspiration, an ideal ELTA-self, manifested itself in desirable goals or struggles for the association to become as their leaders desired it to become.

In the FGIs the wish to achieve internationalisation was also repeated by participants both from Europe and from the South American continent. Although Marco (FGI#1) only spoke about his ELTA in retrospect, this endeavour for working together was expressed in the effort to achieve collaboration through mutual initiatives among the different ELTAs.

> Getting back to the issue of vision, although we didn't have a formulaic vision, as such, but right from the outset I remember that we wanted to internationalise our ELTA. And we were the first in this block [in Central Europe] that we kept inviting people from neighbouring countries because we wanted to internationalise this organisation. And soon or soonish, a little later, other organisations followed suit and joined in. And I think that's a vision. A vision, that our country has become now a free country, part of Europe, and that's why, especially the neighbouring countries should be represented at our conferences and vice versa.

Collaboration exists within and among ELTAs. Leaders of ELTAs not only aim to achieve their goals through continuously developing their own knowledge and skills and thus remaining effective teachers in their own profession but at the same time they devote their time and energy to providing opportunities for other professionals to foster collaboration and co-operation to enhance their professional growth. A number of collaborative projects among ELTAs are listed (Price, 2022b), records of short- or long-term collaborative projects, usually funded projects, for formal ELTA collaborations. As seen in the literature (Almási et al., 2016; Bicknell and Lo, 2018; Gnawali, 2018; Pickering, 2008; Rahman & Shahabuddin, 2018), collaborative endeavours share best practices, provide resources, implement new innovations, identify challenges and support new teachers' associations.

Other emerging themes - mentoring and supporting the general membership - are still future images to strive towards, as expressed by Leena (FGI#3): "Leadership for us and for me personally is mentoring and teamwork and finding the best person for the job…" Mentoring is reiterated by Selvi and his colleagues (2018), Curtis and de Jong (2018) and Knight and his co-authors (2018). Mentoring and young teachers are also connected; the ideal future ELTA self is often expressed with aspirational images of involving the young generation as a succession of the learning organisation. However, this conceptualisation could also be projected as a fear, as the excerpts indicated by Helen (FGI#1), Angelina (FGI#P) and Emily (FGI#3): "… a lot of younger people today do not believe in a community of like-minded people."; "… this might be just a different generation. These new teachers coming out they don't feel the need to belong"; "… young teachers may think that they don't need an association because there is Facebook and so on." Annabel (FGI#1) posed a question, whether it would be possible for qualified English language teachers automatically to join the professional association, as happens in the case of so many professions, like doctors or engineers. This view is reinforced in the 'History of language teacher associations' by Wheeler (2018), bringing several examples from other professional organisations.

Despite the negative comments, many reiterations proved that it is still possible to get students and novice teachers engaged in the life of ELTAs; for instance, by involving them as student helpers or inviting them to co-present at conferences, mentoring them and letting them bring their skills in (Ashcraft, 2018). Freddy (FGI#1) highlighted the importance of succession, by saying: "This is another element that I think we can strengthen the association with. If we see ourselves as role agents, as handers over, as gatekeepers." Denysam (FGI#2) also connected mentoring with the young generation: "You can replace the old committee members with the

youngsters coming through, whom you mentor. Get them involved. Respect the skills that they have and we don't have. Use them; don't be scared."

As we have seen, desired future ELTA self-images manifest in the forms of wishes, hopes or plans, anything that would serve the professional development of the members, strengthen the organisations and make them more sustainable. It could work on an individual level, on a committee level or could refer to the whole organisation. As the very nature of the non-profit framework makes it difficult to run such big systems without substantial income, long-lasting motivation, enthusiasm and determination are the only potential answers behind leadership, as no outer pressure could force any of the leaders to work for the communities. The "give-and-take", as Marco (FGI#1) said before, is in synchrony with Gnawali's (2013) findings and Underhill's (2006) statement: "Having fun and learning from it as you go, so that you are always having your cake AND eating it, in the sense of working towards your vision AND learning from it as you go" (p. 62, emphasis original). Obviously, it would be ideal to get financial support for running these ELTAs but sponsorship is often accompanied with other interests that are not in synchrony with the vision of leaders. The next section examines this topic.

4.2.4 Support, a Double-edged Sword in English Language Teachers' Associations

ELTAs are non-profit membership-based organisations, run by volunteers for the mutual benefit of ELT professionals by offering CPD opportunities in a supportive professional network. Members pay a nominal membership fee towards the costs of running their ELTAs, and as an additional income some CPD events or conferences generate funding for further costs, for instance, having a paid secretary, providing an office and editing publications. Even if the organisers' work is not rewarded financially, there are supplementary costs to run these ELTAs, especially when organising events or providing a better-quality service. Thus, ELTAs work together with outer bodies, mainly with publishing houses, or in many countries either with the British Council or the US Embassy or both, or in some fortunate countries with the Ministry of Education or other educational organisations. These outer bodies often provide the background resources, for instance offering venues, financing marketing or publishing materials. Utilising these resources makes event organisation more convenient. Some of the participants in the FGIs reported that in the past, especially after establishing their organisations, prodigious support had been given by these bodies to set up and later to maintain and develop ELTAs, with successful publications, trainings, workshops or summer courses. Marco (FGI#1) recalled these times:

One thing we shouldn't forget is that we got a lot of support; and not only financial support from the British Council. In terms of how to manage such an organisation, British Council was always behind us … they had the money, so we didn't have to be bothered where to get the financial support or ... we had the spirit but we knew very little about how to promote ourselves or how to squeeze money out of some outside organisations.

This is strongly reminiscent of the examples given by Elsheikh and Effiong (2018, p. 83) who admit that support can be abundant by stakeholders but occasionally can "wield influence and impede the work of LTAs". Therefore, although a future image of the ideal ELTA-self proliferates in the myriad of CPD events that are financed and co-organised by the previously mentioned official bodies or other organisations, still the current reality rather envisages a feared future ELTA image, with a total lack of support, in which financial aid dries up. Sophie's (FGI#2) bitter comment expressed many leaders' views: "When you come down to financial support...we have zero financial support. There is no such thing as financial support in this matter anymore". Unfortunately, support given by commercial enterprises also contain danger for ELTAs. The publishing houses are not only in an advantageous position to be able to offer fees to renowned ELT speakers to be invited to hold plenary talks and provide their events either free or at a lower price than ELTAs could, but more and more CPD events, conferences, trainings or webinars are being offered by them to practising teachers. Additionally, most of the time they are also able to offer tangible benefits to the attendees, such as books, T-shirts, mugs or magazines. These were referred to as perks and freebies in the FGIs, which serve as an extra inducement to EFL teachers to attend these events. For instance, Freddy (FGI#1) said: "You kept saying that you were struggling with the conference numbers. And then Oxford threw a conference and then they [the teachers] get freebies; … and all these teachers happily go quickly to the event". Marco (FGI#1) referred to the same theme: "Publishing houses had all these in-service teacher trainer courses where every teacher got new books, free, obviously, and the conferences are free too. It is a big attraction and our ELTA has never been in that position".

It may seem that ELTAs are independent organisations, free of the bias of supporting bodies; however, in order to function or survive in difficult times, they have to make compromises and accept certain conditions. Therefore, trainings and events offered by publishing houses or other profit-oriented organisations appear as competition for ELTAs, and commercialisation emerged in several FGIs as a manifestation of a future feared ELTA self. In Harold's (FGI#3) words both vision and fear emerged: "I want to make sure that IATEFL

focuses on its members and co-operates with organisations that don't take us away from our core mission because we are getting so much of a business around and being guided by publishers". The following excerpt by Mildred (FGI#1) gave voice to the same fear:

> IATEFL, big IATEFL has slipped a little bit; it's become very commercial, it's a UK-based charity, whereas before it was an association for teachers by teachers. So over the years it's been slipping and there are many good reasons why it's been slipping. It's got to create money for nine full time jobs, but as a result it's no longer a teachers' association. Because if it becomes as commercial as it now is then I think volunteers are going to leave because what's the point then of volunteering for a commercial company?

The excerpts quoted above reveal that ELTAs are dependent on outer support for their CPD events, conferences and publications, therefore they need a good relationship with these organisations. At the same time, it is always a question how much compromise leaders should take on or refuse. Leaders of ELTAs should not be biased either. Oftentimes their good (or bad) relationships with outer stakeholders result in cooperation or collaboration for various events which may not serve the interest of the association in a neutral way. Conscious approaches should be applied and a control mechanism set up in the committee to avoid such cases. The aforementioned examples serve both as desired future images, having a harmonious relationship between the parties, working together for the professional benefit of EFL teachers and ELTAs or they could appear as feared ELTA selves, being threatened by competition and rivalry.

4.2.5 English Language Teachers' Associations' Ought-to Selves

One of the greatest challenges for ELTA leaders is how to both serve their members internally in the association and at the same time comply with external regulations, obligations and responsibilities. How ELTAs serve their members comes from the actual needs of the membership. Continuous contact with the members and reflection provide answers to these questions. Checking the needs of members or other EFL teachers gives immediate feedback for the leaders of ELTAs, and can provide new directions and future goals. It could be assumed that in many cases, after identifying problems through receiving feedback about difficulties, careful planning of goals and appropriate actions follow and result in developments in ELTAs. Additionally, in the case of outer expectations, certain needs and obligations have to be fulfilled; in this way an ought-to ELTA self becomes internalised and transformed into an ideal ELTA self. This is a manifestation of a new phase in the life of an ELTA, resulting from a shift from

a social obligation (ought-to ELTA Self) to a future self-image (ideal ELTA self) and/or later to reality (actual ELTA self).

On an individual level, leadership could be strongly connected to ought-to selves, as the initial selfless motivational drives of active volunteers in ELTAs can rapidly turn into expectations and obligations when these members take turns in office as leaders or task-holders. These moral obligations may match the leaders' previously held aspirations about the tasks and duties, and act as a positive motivator in the position they take on. Nonetheless, they could also be foreshadowed by the immediate social pressure one finds oneself in, and perceived negatively as a hindrance. This is in line with Higgins' (1987) self-discrepancy theory, which explains the mismatch between the actual self and the desired future self and concerned attributes that one considers one ought to possess in order to meet expectations. On an organisational level, ELTAs represent sought-after examples that the committee or the leaders feel they ought to comply with. These examples can manifest for individual leaders or former committees on either a national level or in an international context. In the literature they are called the ought-to self-own and ought-to self-others (Thompson & Vásquez, 2015), however, in the present study ELTA ought-to selves are coined in two forms. 1) *External ought-to selves*, represent expectations, rules, regulations and requirements that derive from outer sources, beyond the ELTA; and 2) *internal ought-to selves* with obligations, duties, demands and pressures, emerging from the life of the ELTA, intermittently radiating from the past, either from previous committees or other members of the community. Depending on the aspirations of the leaders of the ELTAs or the stage at which the ELTA is at a given time, the same constructs could operationalise either as ideal future images or ought-to selves if they appear as a demand from external sources.

One notable example is connected to publications, newsletters or bulletins (weekly or monthly publications sent to the members), magazines (written by teachers for teachers on pedagogical issues) or peer-reviewed journals for more academic articles or research papers. In an ELTA's life, these publications need to be co-ordinated, edited, proof-read, illustrated and printed or digitally prepared; many people are involved in the mechanism before the readers received them, and moreover, they cost money, even if the majority of the participants are prepared to work voluntarily. Therefore, depending on the number of dedicated volunteers, some ELTAs have all of these publications; some have only a few and some ELTAs have none, to save money, effort and time. When an ELTA has all these publications, it refers to the actual ELTA self, although some time ago in the past the leaders were planning to have them, and they possibly appeared one after another in the history of the organisation. Helen (FGI#1)

recalled the memory in this way: "They [the editors] had a vision in 1995-96; at least she [referring to one of the editors] certainly had a vision how she wanted to have it; semi-academic publication which included peer-reviewed articles." And then Linda (FGI#1) added: "… it [one of the publications] had the more academic articles. Then they were all peer-reviewed … and the other remained the newsletter sort of thing." Nonetheless, some ELTAs have no newsletter, no magazine and no peer-reviewed journal either. Some ELTA members recall the "good old times" when the association had all the different types of publications and give voice to their reminiscence, while the current ELTA leaders might feel the discrepancy between the past and the present. According to Higgins (1987), these would manifest in one's actual state (the self-concept) and the ought self-states (representations of someone else's beliefs about the individual's duties, responsibilities and obligations) and the agitation-related emotions (fear, threat, restlessness). In such cases *internal ought-to selves* are foreshadowed by past events and hinder positive motivated behaviour.

On a closer examination of the reports by the participants in the FGIs regarding the history of their ELTAs, a recurring pattern emerged. Even in the most successful times in ELTAs plenty of problems appear which set challenges for leaders in office, just as reported by Reynolds (2018). These challenges are connected to either new possibilities or skills in the form of positive solutions, or to failures, threats or dangers and cause negative tension. Encouragement, in whatever form it comes, helps overcome difficulties, sets goals or plans and leads to action, whereas criticism hinders change and development. Someone else's positive image might serve as an ideal example, and even if it is presented as obligation, it can appear as an aspiration. On the other hand, if externally identified goals are forced, it is difficult to cope with or live up to their expectations. These cases all demonstrate how difficult it is for leaders to comply with their own aspirations, outer expectations and fears. Moreover, as was brought up by both Mildred (FGI#1) and Claire (FGI#2), leaders' motivation is dependent on skills, experience and long-lasting motivation which could be at stake due to offensive behaviour, either from previous committees or other members of the community. Yet, just as was expressed by Tercero (2018), the ultimate aim is to nurture sustainable professional organisations, with a smooth flow of succession and continuous growth, both in numbers of members and quality of professional development. Reynolds (2018) warns us that it is not enough to act when problems occur. "When the crisis hits is not the time to become a learning organization. Becoming a learning organization is about building strength and flexibility in an association before it is needed, not in reaction to an unforeseen event" (p. 51). The next section delves into this theme.

4.2.6 Sustainability

A recurring pattern in the study is that the younger generation prominently expressed a strongly desired picture of ELTAs in which novice teachers, students and enthusiastic professionals take over the baton from the current leaders. This sub-theme emerged the most frequently, and strongly connected to Lamb's (2012) and Ashcraft's (2018) concern to involve the young generation in the teaching profession. This was formulated by Claire (FGI#2): "…the students, the young teachers definitely are the future", and Marco (FGI#1) asked: "… How to engage our successors, the younger generation to become part of this wonderful operation? How can we awaken their interest in becoming volunteers and being part of such a nice professional organisation?" In each FGI this theme emerged in different ways, often referring to the same topic; Freddy (FGI#1) remembered one of their SIGs: "… and this takes me back to your initiative … that was the 'YETI', the Young English Teachers' Initiative. Pretty early on you tried to get young teachers and create a structure for it." Stella (FGI#P) recalled the same in another FGI: "That was actually the first SIG in our ELTA. This was the only SIG that had existed before the 2005 conference. The YETI SIG." Alison (FGI#3) in the excerpt below included legacy, succession and sustainability, referring to the future at the same time:

> … sustainability of membership... that's why we are also very focused on students of English language at different departments around the country and we've been signing agreements of co-operations with English departments around the country so that we can actually have students as members but also as helpers at our events … and that way we can grow the association; we need fresh blood. I want to have young and enthusiastic teachers of English that will take my ELTA into a new direction.

Another important emerging sub-theme was the fear of not managing to find successors; this was in accordance with the phenomenon of leaders who held onto their positions for too long and were not able to let go. In some cases, this is due to socio-cultural factors (Padwad, 2016). Some participants expressed their fear of leaving their leadership positions without knowing what the future holds, therefore they held on to their status, not being able to let their leaderships roles go. This distress resurfaced repeatedly in the conversations, either in a question form, for instance from Mike (FGI#2): "… You said you're tired…you've been involved in … for how many years?" Both answers from Claire (FGI#2) and Sophie (FGI#2) "too many"; "far too many" indicated that it would be time to pass leadership to others and move on. Gertrude (FGI#P) identified emotional involvement as an explanation for this phenomenon:

I see the difficulty in letting things go. However organised an organisation is, it always depends on the personal commitment and the personal attachment of the people who are doing it. And if you are both fully committed and fully attached emotionally to a task, then it's very difficult to give it up.

In some ELTAs succession is secured by an automated mechanism with a clearly set rota of leadership positions and a predictable change as the result of elections, as Angela (FGI#2) recalled: "I was a board member for 6 years and now I'm on the supervisory board". Lucy (FGI#2) explained in the following way: "After being a president I became the president of the supervisory board and I'm also on the conference organising committee." Francis (FGI#3) brought a very similar example. "I was elected vice president in 2013 and then I became president in 2015. Once you finish being a president, you become member of the advisory council." Another area of concern which emerged from the analysis of the FGIs regarding the sustainability of committees and ELTAs was regarding transparency and the delegation of tasks among the committee members. Mahbbob and England (2018) speak of the importance of transparency, ethics and fairness. In line with Lipton's (1996) statement, procedures, rules and transparency are important guidelines, otherwise unclear positions and unresolved conflicts could lead to insolvable problems in leadership. The same happens when certain task-holders do not share their expertise with others and keep their know-how to themselves. The sustainability of the ELTA is at stake, or as Underhill (2006, p. 66) states: "it can be an excuse for limited vision". The lack of transparency not only erects obstacles for running ELTAs but could hinder the smooth transition between committees as well. Interestingly, having faced possible threats and fears, some solutions sprang up from the discussions as a solution for succession at the time of change-over, as seen in Mildred's (FGI#1) view:

One danger is that when there is a changeover, it's just good to step back and let the people coming in do their own stuff. The worst thing you can say: "… Oh, I did that five years ago!" Because that really just takes away the excitement and people need to move on and let them discover it … and then just let go....

This view was emphasised clearly in relationship with legacy and sustainability by the participating leaders, pointed out by Alison (FGI#3), recalling the results of the pilot leadership programme of IATEFL with other associations: "Currently committee members are at a certain age, they have other interests and they don't have younger members to take over. That's why I want to leave that legacy; to make my ELTA sustainable for as long as possible." In the relevant literature Rahman and Shahabuddin (2018) reiterate the concern of sustainability through

strengthening ELTAs. However, as a contrast, the fear of not finding successors triggers motivated behaviour and acts as a stimulus for action. The negative feared ELTA self could be interpreted as the springboard for action and serve as an example for the ideal ELTA self in the present for other ELTAs. The counterbalance of the ideal ELTA self, that is, the feared ELTA self only strengthens the existence of this newly emerged theme, as Harold (FGI#3) said: "Then I reached the point and said: Okay, what is going to be my legacy when I leave this association? Because that's the problem; my greatest fear of all is what if it dies when I leave?"

The counterweight of establishing and running successful ELTAs is the death of these organisations, something unimaginable for leaders, the greatest fear of all. Still, however inconceivable, in all four FGIs the case of the Austrian ELTA came up, causing real surprise, astonishment or even bewilderment among the participants. For instance, Alison (FGI#3) claimed this way: "the Austrian association of English language teachers is gone ... it doesn't exist anymore and it's sad to see an association fall apart". Marco (FGI#1) describes it in the following way:

> Two years ago I went to Graz to their conference and it was the last ever conference of the Austrian association. I asked one of their leaders why it was dying out. And he said: "There is no interest any longer. Everything is accessible on the internet; and teachers believe that they have become so professional that there is no way forward…" I felt very, very sad, to be honest. And there is a real danger, even here, that this might befall us as well.

It appears that the reasons behind the decision of the Austrian ELTA were the decrease in demand for CPD among EFL teachers and the lack of support for the ELTA. These are warning signs of change, the recognition of a changing world with both the resources on the internet and the increasing presence of global English. Similarly, the end of a professional community was reported in the case of another ELTA: "TESOL Arabia and all its entities including SIGs have ceased to function as of September 2017" (Davidson & Coombe, 2018, p. 144). Nonetheless, the death of an ELTA does not necessarily mean the end of an organisation forever. Although TESOL Arabia did not function for a number of years, life may bring surprises, the regional ELTA came to life in 2022, when some of the former founders unexpectedly organised an online conference. Therefore, although what might have seemed the death of an ELTA a few years before was in reality only a dormant stage, just as volcanos might appear to be silent for some time. Dörnyei (2005) claims that harmony between the ideal and ought-to self is just as necessary as offsetting the impact of the feared self. The feared ELTA self is a representation of everything that should be avoided and, that causes discomfort or

danger and serves as an additional motivational source to achieve better results and accomplish ideals. Running and sustaining ELTAs in the future is strongly connected to language teacher education pedagogy, if we look at how language teachers act in the world as responsive meaning makers (Kubanyiova, 2015). As we have seen, legacy is a strong drive to motivate leaders for the sustainability of ELTAs. Those participants of the FGIs who were still in office gave voice to their own individual vision regarding the future of their ELTAs. Sustainability is connected to hope and anticipation or to despair and apprehension, with either a strong ideal ELTA self or a strong feared ELTA self, regarding leaders' individual legacies. This could be such a strong motivational force that it would inspire leaders to serve the members of their ELTAs and become change-makers for their societies.

4.3 Conclusion and Summary of the International Focus Group Interview (Study 1)

This focus group interview study aimed to answer the first main research question, how English language teachers' associations motivate the continuing professional development of their members. The first two sub-questions were also examined, what are the roles and purposes of their professional communities and how leaders of English language teachers' associations advocate the professional development of their associations. By investigating the mission and vision of ELTAs in the light of their success in their organisations, the study focused on leaders' views, based on their own professional background and experience of their past. The results proved that effective leadership is essential not only to establish these learning organisations but also to maintain them by offering a variety of high-quality CPD and an engaging community which teachers like to belong to. This provides a context where they can meet regularly with other like-minded professionals, which is in line with Underhill's (2006) statement, where they "can see the benefits and the creative influence of a professional mouthpiece that an association might bring" (p. 64).

Additionally, the findings have proved that an ELTA's mission, that is, providing CPD to the members of the associations, is fulfilled in various ways: by organising conferences, editing newsletters and magazines, offering more online activities, additionally, personal contacts and mentoring were equally highlighted. This is expressed by various authors in the relevant ELTA literature (Allwright, 1991; Aubrey & Coombe, 2010; Bailey, 2002; Borg, 2015a; Curtis & de Jong, 2018; Elsheikh & Effiong, 2018; Falcão & Szesztay, 2006; Gnawali, 2013; Gomez, 2011; Lamb, 2012; Mahboob & England, 2018; Paran, 2016; Reynolds, 2018; Rixon & Smith, 2017; and Shamim & Sarwar, 2018; Szasz & Bailey, 2018; Tercero, 2018).

Whether the aims were explicitly expressed in mission statements or not, does not change the benefits that ELTAs offer. Individual and shared visions were also explored, although the views of the participants on ELTAs' vision were divided and, in some cases, strongly questioned. Some stated that vision statements are empty words while others exclaimed that we need vision statements when motivation is decreasing, and some expressed the opinion that vision statements could work as inspiration for the future, just as Knight (2013), Reynolds (2018) and Knight and his colleagues (2018) repeatedly expressed the need for individual and shared vision. The challenges and the future of ELTAs were discussed in various ways, connected to legacy, sustainability, support, visibility and transparency. The participants expressed their wishes as positive aspirations, their fears in negative examples, and their obligations became apparent as threats or possibilities.

Having examined the possible self-theory by Markus and Nurius (1986) in mainstream psychology, Dörnyei's (2005) L2 Motivational Self System and Kubanyiova's (2009) possible L2 teacher self-construct, the present study has approached the future dimensions of ELTAs in the same light and conceptualised the *possible teachers' association self* as a result of the investigation. It has been argued that ELTAs, just like learners or teachers, can have their own desired future selves and can have a transformational impact on education and society both through their practice and their learners' success. Participants' views on clear future vision in connection with changing times, recognition from educational authorities, striving for common goals, sharing values, accepting differences and other dreams were in line with Dörnyei's (2005) L2 Motivational Self System. A desired future self-image of ELTAs' leaders could be seen as an ideal ELTA self. Another motivational self-construct, the "ought self" (Higgins, 1987) could be identified from the experiences of leaders in connection with outer pressures, duties, obligations, moral responsibilities or avoiding disappointing others, all of which were factors that could undermine creative leadership and lead to fatigue. Both the *external ought-to selves* and the *internal ought-to selves* can act as positive or negative motivators. *External ought-to selves* can serve as good examples to be looked upon, striven towards, goals to be followed, for instance activities of another ELTA, conferences, CPD events, online presence or publications. With some encouragement these positive *external ought-to selves* could turn into desired future ELTA images, into the *ideal ELTA self*. On the other hand, negative *external ought-to selves* might project rejection, denial or refusal, and could easily turn into apprehension or doubt if the goal seems too far or unachievable. A negative influence could be identified with *internal ought-to selves* as well, with demands and pressures emanating from former committee members of the organisation, whereas positive examples from the past could

act as stimulus for motivated behaviour to an individual, on a committee level and on an ELTA level, too.

The theoretical framework of possible selves offered a possibility to gain a deeper insight into the highly complex system of individual and collective motivational factors involved in running and maintaining these professional communities. The empirical findings of the FGIs provide evidence and thus operationalise the *possible future ELTA selves*:

1) the *ideal ELTA self*, which encapsulates the highest ideals that drive leaders in their desire for deliberate change in supporting EFL teachers to promote L2 learning;

2) the *ought-to ELTA self*, which concerns the features of external expectations in the forms of either positive or negative images, as a powerful drive either to meet outer motives or avoid negative consequences;

3) the *feared ELTA self*, which summarises all the threats that jeopardise the existence of ELTAs, thus representing real danger for leaders and causing them to fear that their valuable work could be diminished or destroyed in a short time.

In Dörnyei's (2005) L2 Motivational Self System, apart from the Ideal and the Ought-to future selves, the third component is the 'language learning experience'. This could be interpreted for the ELTA self system as the context of ELTAs, all the learning communities, where CPD takes place and everything is connected to lifelong learning. In these categories, the three possible selves are interconnected in the given context, sometimes only one of them is significant and sometimes they exist side by side, depending on the context or the age of the ELTA. All concerned in the different FGIs with the leaders of these ELTAs gave voice to their fear for the future of their communities, their legacy and all those negative examples that they aim to avoid. Having explored past experiences in establishing or passions for running ELTAs and their purposes in maintaining them, throughout all the discussions the participants expressed their vivid future self-image of their own ELTA and ELTAs in general. As a counterbalance of these ideals, the threats and dangers for the existence and the maintenance of ELTAs were foreshadowed by the feared ELTA Self. As a suggestion, every new committee, in their turn, could start their tenure by sketching the current goals and objectives of their ELTAs, identifying the organisation's strengths, weaknesses, opportunities and threats (SWOT) and creating a SWOT analysis. Tercero (2018) highlights how beneficial this approach could be for newly elected leaders and their responsibilities. The components of the SWOT analysis then could be compared with the elements of the Ideal ELTA Self, the feared ELTA Self and the Ought-to ELTA Self, thus creating a possible avenue for the strategic plan of the

ELTA. This way, it would be easier to achieve a shared vision (Reynolds, 2018; Knight, 2013; Knight et al., 2018) for everyone involved in the ELTA.

4.4 Limitations of the International Focus Group Interview Study and Further Research Directions

Despite their usefulness and valuable outcomes, the focus group interviews did have some limitations. As the focus groups were conducted in specific settings and with specific participant groups, the findings may not apply to other contexts or populations; this might result in limited generalisability. Another limitation certainly originated from the pressure of time constraints during conferences and, although careful planning had been performed, due to limited control over the environment, imperfect depth may have been achieved in the timeframe given.

At the same time, in the four FGIs the relatively high number of participants from diverse backgrounds provided quality assurance, yet the replication of the study could be a compelling endeavour to discover new themes and results. Further empirical research is needed to validate the Future Possible ELTA Self System and identify the components of the motivational variables as valid factors. Apart from identifying the three main components, the *ideal ELTA self*, the *ought-to ELTA self*, and the *feared ELTA self* (see Figure 9.1), the actual self or current self of the ELTA could also be identified and added to the model. Another potential research area could be testing the constrictive and constructive components of the ought-to ELTA self (Price, 2022c) which could be tested by ELTAs (see Table 10). If ELTAs identify their goals explicitly and create their vision statements, they can also work with the visionary motivational programme based on Hadfield and Dörnyei's (2013) model which was adapted and updated (Price, 2020b). It can be found in Figure 10.1. These could be guiding signposts for ELTAs' directions.

5 The Roles and Purposes of English Language Teachers' Associations in Providing Continuing Professional Development to their Members

Study 2 – The International ELTA Survey (A Qualitative Questionnaire Study)

In the previous chapter, the FGI study intended to explore leaders' experiences and views on the roles and challenges of their ELTAs. As a follow-up investigation, the overall aim of the international ELTA survey was to understand how the individual ELTAs perceive the purposes of their own ELTAs, as well as to investigate how they fulfil their main mission, answering RQ 1. In order to answer RQ 1.3, the study also intended to identify what activities ELTAs offer to their members and how they provide CPD. To achieve this, an international ELTA Survey was designed, using both quantitative and qualitative questions. Hence, this chapter first presents a detailed description of the participants and settings and the summary of the research instrument. Procedures of data collection and data analysis follow, and finally, the results and discussion provide information about the most important sub-themes of Study 2.

5.1 Research Methods

The overall purpose of the international ELTA Survey (Study 2) was to understand how ELTAs provide CPD to their members, what types of CPD activities they promote and how they view their roles and purposes with the alignment of their mission and vision statements. Although document analysis could have been more suitable for the research objectives, it was not feasible, due to the absence of websites for all ELTAs. Consequently, I had to depend on responses from the available leaders of ELTAs to gather information about their organisations via a questionnaire.

5.1.1 Participants – English Language Teachers' Associations Leaders

54 respondents representing 54 ELTAs from 49 countries completed the questionnaire. Geographical location was taken into consideration, to obtain data from all around the globe. A conscious choice was made not to include the major international organisations, IATEFL, TESOL and Africa ELTA in the study. Since they are very different from the national and local ELTAs, as their primary task is to co-ordinate and unify the national ELTAs on an international scope, rather than representing individual members in a country, therefore they are excluded from the current investigation and the main focus of the study is national ELTAs. As a matter of interest, Greece, India, Malaysia and Spain all have two different ELTAs in the investigation.

It is noteworthy that due to the long official names, ELTAs themselves use acronyms as short names for themselves. I follow their lead and use their shortened names in the present investigation. The official names of the participating ELTAs can be found in Appendix H with the shortened name or acronym and the country of origin.

5.1.2 The Instrument – A Questionnaire

Due to the absence of prior research with a similar focus and the lack of an existing instrument to explore the aims, a newly developed, mainly open-ended qualitative questionnaire was designed. It was based on the relevant issues highlighted in the literature, to map the range of CPD activities that the associations offer on a regular and occasional basis to their members or outsiders.

Apart from general information, the web-based survey enquired mainly qualitative data, factual information about the mission and vision statements of the ELTAs, organisational structures focused on SIGs and Regional branches or any other forms that offer CPD. In addition, conferences and online activities, publications, website and their effectiveness, communication with membership, marketing and networking within the forms of partnership with other ELTAs were explored. Both close-ended and open-ended questions were used to elicit as much information about the aforementioned topics as possible. Some of the questions were dedicated to recent changes and developments of the learning organisations, as providers of ongoing possibilities for training. Altogether 79 questions were asked in 12 sections, as follows: 1) Identification; in which general information was sought regarding the ELTAs' names; their official name, short name, the meaning behind the names, the acronym they use to identify themselves, and so on (Motteram, 2016). 2) Mission statement and vision statement (Inyang, 2013); 3) Professional events, such as conferences, other CPD events, accredited courses and so on (Borg, 2015a).. 4) Regional branches and Special interest groups (Davidson & Coombe, 2018; Stewart & Miyahara, 2016); 5) Online activities (Moore et al., 2016); 6) Publications (Paran, 2016); 7) Website (Illés, 2001); 8) Communication with members (Mahboob & England, 2018); 9) Partners associations (Gnawali, 2018); and 10) Further information regarding CPD in ELTAs.

For designing the questionnaire, several components were taken into consideration. After comparing the literature review with the main emerging themes of the qualitative data from the focus group interviews, the most important themes were identified and the first draft of the questionnaire was created. Expert advice was asked from the researcher's supervisor and a thorough discussion followed, mainly regarding the wording of the instructions, and then

finalising the various sub-sections of the survey took place. Following the piloting phase and subsequent refinement of the items, the instrument underwent expert review once again. After incorporating minor modifications, the instrument was deemed suitable for implementation. The topics and questions of the final questionnaire can be found in Appendix F, whereas the full questionnaire is presented in Appendix G.

5.1.3 Procedures of Data Collection and Data Analysis

The study's external validity was ensured through the sampling procedure. The questionnaire was administered online and carried out with 54 ELTA leaders, using convenience sampling (Dörnyei, 2007), asking ELTA presidents or vice presidents to answer the questions. In the beginning, mainly European ELTA leaders filled in the questionnaire. As a second step, both IATEFL and TESOL Affiliates in Latin America and Africa ELTA were approached to send the instrument out to their associates and affiliates. As there was a weak response rate as a result of this move, snowball sampling (Dörnyei, 2007) was used and colleagues in the ELT world were asked to help with their contacts. Efforts were made to involve participants from diverse contexts, thus, the request was also posted on social media, both on ELTAs' Facebook pages and through personal connections. Interestingly, beyond Europe, replies came mainly through the researcher's contacts. Still, this resulted in a high number of responses, from all around the globe and from all five continents. Data collection lasted for 8 months, it started in April 2019 and the online questionnaire was closed in November 2019.

In order to collect information from the quantitative parts of the survey, the questionnaire data was computer coded and analysed in several steps. After cleaning the data, descriptive statistics were used to provide results for statistical analysis. Because a number of questions were open-ended questions, the answers had to be analysed with qualitative content analysis, using the constant-comparative method (Maykut & Morehouse, 1994). NVivo12, a qualitative data analysis software, was also used to work with data segments, as shown in Appendix E.

5.2 Results and Discussion

In recent years the world and education systems are rapidly changing with both social and technological changes, therefore not only teachers and educators but ELTAs also need flexibility to keep up with the challenges of the teaching profession. Providing professional development, the major purpose of ELTAs in the world, can be observed in a different light

with the advancement of online possibilities. Not only do teachers have the opportunity to get access to online resources, but they can also join online professional communities and either exchange ideas or give support to each other. Interestingly, contextual factors do not play a crucial factor in their choices of professional interest either; geographical distances and time constraints do not influence ELT teachers' decisions any longer in joining professional communities. What is then left for ELTAs to provide? How do they keep up with the changes and the challenges? These were the main factors behind the design of the questionnaire. In the subsequent sections, I conclude the main findings from the responses and offer possible solutions for ELTAs.

5.2.1 Identification

The first part of the survey provided general information regarding the ELTAs' names; their official name, short name, the meaning behind the names, the acronym they use to identify themselves with, and so on. Most ELTAs' names are acronyms, in which one of the letters refers to its geographical location. Some of them are named in their country's official language; HUPE, for instance, is 'Hrvatsko udruženje profesora engleskog jezika', in Croatian, stands for the 'Croatian Association of Teachers of English'. Others use either TESOL or IATEFL and their country's name as a distinguishing feature, such as TESOL France, TESOL Greece, TESOL Italy, TESOL Spain or TESOL Sudan, while IATEFL refers to only a few ELTAs, IATEFL-Hungary, IATEFL Poland, IATEFL Slovenia, IATEFL Ukraine and IATEFL Peru. These countries were established after the fall of communism in the early 1990s, and IATEFL International granted them to use the name, IATEFL. Recently, there have been negotiations between IATEFL International and these countries regarding the use of the acronym IATEFL. This topic is beyond the scope of the current investigation, however, while researching ELTAs, I had difficulties identifying various organisations when they have the same name, such as BETA, ELTA, ELTAM, TESOL, TETA and so on (see Appendix H). This would provide justification for ELTAs to carefully consider how they approach their names in an objective manner.

The analysis also reveals the age of the ELTAs and the number of their members, although these numbers have no significant relevance, as they are connected to geographical, socio-cultural and historical factors as well (Mahboob & England, 2018). Most of the ELTAs were between 20 and 50 years old (58%), 19% were less than 9 years old and only 7% older than 50. One third had between 100 and 300 members, a quarter between 300 and 500, and a

fifth between 500 and 1,000. 9 had more than a thousand members (17%), and only 4 below 100 (7%).

5.2.2 Mission Statement and Vision Statement

ELTAs declare their aims, goals and purposes in their mission statement, what they offer to their members, and express explicitly how these goals are achieved. They refer to the present activities of the ELTAs, how they provide more and higher quality professional development.

In a previous empirical study (Price, 2018) leaders of ELTAs discussed how they see the roles of their ELTAs, how they aim to achieve wider membership, more attendance and better-quality events in their organisations. Almost all ELTAs have a mission statement but how do members know about it? When and where were they created? Have they changed over time or have they stayed the same? In the second edition of the DALT Handbook, Allwright (1986) lists some of the objectives formulated by different ELTAs in the world. By browsing through the list if items and analysing the responses in the current survey, some similarities can be traced from the mission statements. Collecting similar items, it seems that development (24 times out of the 51 responses) is crucial for them, therefore they aim (7 times) to support their members (20 times), foster professional development (10 times), help teachers (7 times) to maintain (5 times) high standards in English language teaching and learning and network (5 times) with other professionals. To this end, they organise (19 times) events, provide (13 times) resources in various forms, promote (14 times) better teaching, share (10 times) information and exchange (9 times) ideas. ELTAs also inform (10 times) and encourage (6 times) their members; represent (5 times) either them or their own ELTAs, they wish to improve (5 times) the quality of English teaching, grow (5 times) together and thrive (2 times) throughout their professional careers.

Out of the 54 ELTAs 38 respondents replied to the question on 'mission statement' and only 12 provided the date when their mission statements were created; most formulated them when their association was established. Interestingly, one of the ELTAs uses the official IATEFL mission statement from their site. In one statement it was indicated that the mission statement was approved by the members. Another version was coined in a strategic planning meeting, while one was created after their recent election by the new board. There was only one response in which they revise the mission statement each year, which could serve as an example for other ELTAs (Price, 2020b). ELTAs have their mission statements on their websites, some of them are sent out in emails or newsletters, through social media sites (mainly Facebook), printed in

their magazines, publicised via fliers or promoted personally at CPD events. One of the ELTAs uses it as their motto; this way it is also part of the local association's logo. The responses also revealed that most ELTAs create a mission statement at the birth of the organisation and only a few of them consult their membership or revisit them from time to time. Yet revisiting the mission statement would be important, so that it would be adjusted to the needs of the members, as Tercero (2018) states.

The vision statement outlines what an organisation strives towards in the future. Not all ELTAs have a vision statement and even if they do, not all members know about it; in some instances, it may take years for even the committee members to become aware of it (Price, 2018). This section of the survey aimed to ascertain if the current executives of the board know when and where their vision statement was created. Compared to the initial expectations, a surprisingly high number, 35% of the respondents replied to this question, however, as many of them admitted, their vision statement rather stands for a mission statement, as it aims to express their ELTAs objectives and plans with words, for example, 'support', 'collaborate' or 'share', to name just a few. Only a few captured the vision statement in a form that refers to the future, to express their aspirations as a directional guide (Underhill, 2006). "To be a promoter of excellence and continuous professional development of the English Language Teaching in our country" was one of them. Some examples envisage the far future, towards which ELTAs and their leaders strive, for instance: "The vision of our ELTA is to enhance quality of English language teaching and learning in our country and high degree of professionalism among the ELT professionals." Another expressed that their vision is to make all learners in the country speak English. There was one example that referred to the present high quality state of language knowledge that the association hopes to sustain: "To keep up the quality of the teaching of English in our country". The following vision statement connects their ELTA and English language teaching in their country, projected into the future: "We will be seen as a respectable representative of English teachers and English teaching in our country, and will play a leading role in the promotion of quality teaching and social responsibility the region". From some of the responses it is clearly seen that legacy is connected to vision statements, long-term images for the future. They are connected to leadership, determination, as expressed by other leaders (Christison & Murray, 2008; Falcão, 2004; Knight, 2013; Knight et al., 2018; Reynolds, 2018). Vision also corresponds to the elements of communities of practice, as they are created through building alignment, by following directions and coordinating actions towards a common goal (Wenger et al., 2011); just as well as to Senge's (1990) five disciplines, with systems thinking and shared vision.

As for when and where the vision statement was formulated, a few unexpected answers came. "It is being formulated as we keep taking part in the Associates' Days at IATEFL and we keep attending and being inspired by ELT conferences organised by our affiliates." Executive committee meetings, strategic planning meetings are mentioned as the creation of these statements. Someone also reported that the original one was polished later, another leading committee revisits it very year and finally an exemplary answer was given by one of the respondents: "Every new executive board discusses the plans for the future and can add or change some if needed and inform the members at the AGM". In a similar way to their mission statements, ELTAs inform their members about their vision statements in emails or newsletters, on their websites or social media sites; personally in workshops or in their welcome speeches during regional and annual conferences. However, as Reynolds (2018) warns us, it is not enough for leaders to own their vision, it has to be created with the membership, shared with the members, and revisited from time to time (Price, 2020b).

To conclude, only a few ELTAs have a vision statement that outlines a future image that they would like to develop and sustain. In some cases, as we have seen in the current survey, the new committee revisits the vision statement, and if necessary, updates it to their own image. International organisations, for instance IATEFL or TESOL, their associates or affiliates can play a crucial role in setting an example for ELTAs. Finally, even if the current executives of a board do not know about their ELTA's vision statement, it is worth digging deeper, in the hope that previous volunteers have already created one. Looking at other learning organisations can also help in strengthening and substantiating the vision. By counterbalancing the ideal future self-image, more realistic plans can be formed to keep the ELTA's vision alive, as suggested for ELTAs by Price (2020b), based on Dörnyei and Hadfield's (2013) visionary programme for learners.

5.2.3 Conferences and other Professional Events

As conferences are seen as the quintessence of ELTAs, conferences have a wider publication in the relevant literature on ELTAs (Allwright, 1991; Aubrey & Coombe, 2010; Borg, 2015a; Moore et al., 2016). Apart from organising conferences, ELTAs often operate as knowledge producers and knowledge disseminators (Stewart & Miyahara, 2016), in the forms of trainings, courses, publications, clubs, informal events and accredited courses, to just name a few ways of offering professional development for teachers. In the current study, the majority of ELTAs (63%) organise an annual conference. Another 11% organise two conferences a year, and another 13% more than twice a year. Another 11% organise conferences biannually, and only

1 just once every four years. This means that the 54 ELTAs who completed the questionnaire, organise a total of around 70 conferences a year. Any conference attendant, especially those who attend many conferences, know that all conferences have their own style, characteristic, flavour, almost identity. How distinctive these events are from one another could be an aim of an objective enquiry in the future but in the current investigation the executives of ELTAs were asked how they see their own conferences, how they differentiate their own events from others.

From the open-ended questionnaire items the respondents referred to several crucial elements of conferences. The following emerging themes appeared from the answers: *content, speakers, attendants, location, size, organisation, social element, international flavour, post-conference support and projects.*

Regarding c*ontent*, a wide variety of themes, innovative approaches, topics or trends in ELT were mentioned and contextually relevant conference themes and sessions. This topic was investigated by Raza (2018) and referred to by Medgyes (2017). As for s*peakers,* featured speakers noted, the balance between NESTs and NNESTs, gender balance, the right proportion of international and local speakers and international representation. *Conference attendants* was another theme. The respondents of the survey pointed out that conferences should be tailored to the needs of members and a wide variety of ELT professionals. All sectors should be represented from the educational sector, including students as helpers who can attend workshops. Pre-service English teachers could be attracted by offering presentations at a pre-conference event or during a Language Fair. Additional advantages if the conference fee is included in membership, and scholarships and financial aid helps to support participation. *Location* is another context-specific theme, as in some countries conferences are held in different cities around the country so as to make it easier for members and non-members to attend, usually at universities. Two ELTAs, one in Asia and one Latin America, have a '*travelling conference'* in which presenters travel to different cities rather than all participants gathering in one place (Sarwar, 2011; Shamim & Sarwar, 2018). Another ELTA organises video-conferences and some do streamed sessions in order to reach a wider audience. However, online events and hybrid conferences have been more frequent recently. Concerning s*ize*, some ELTAs aim at holding large conferences, for instance, with 1,500 participants, whereas others prefer smaller but friendlier events. "Our conferences are international but small, with about 130 participants, but warm and friendly because everyone gets to know each other and there is camaraderie between all participants who attend our conferences". Yet again, just from the numbers conclusions cannot be drawn, as size is highly context-dependent. Effective *organisation* appears to be equally vital, with special attention paid to details, a unique title and

logo and the structure of the conference. A combination of exposure to theoretical developments through plenary talks and enhancing skills through workshops is a feature of the conference schedule. Another emerging theme revolves around the *social element* of a conference with rich social programme throughout the event, culture-specific elements and finally, long breaks for sharing and networking. *International flavour* is a recurring theme that has been gaining prominence. It comprised of cultural diversity, collaboration with representatives of other ELTAs. *Post-conference support* included post-conference publishing opportunities and support, and additionally help with applying for international grants. The last emerging theme that was mentioned is p*rojects*, with an example given: "Teachers are supported to conduct classroom-based studies for a year before the conference and to present them at the conference".

Conference participation has a positive effect on the work of ELT professionals, enhanced knowledge and professional confidence as well as networking possibilities, as expressed by Aubrey and Coombe (2010), Moore and her colleagues (2016), and seen in Borg's (2015a) empirical study. The opportunities to learn, network and share are expressed in one of the responses in the current survey:

> We believe we really care for the participants, what they get, what we offer. We care that the venue is well chosen and that we can feel cosy in it, we think it's the people and our relationship that also make the conference, it's the speakers that we choose as well as the workshops, it's the atmosphere that we try to influence on and definitely, social evenings are important. It's not only the content that the participants get, it's how they feel when they come to our conference. It's the perfect combination of activities for body and soul, for mind and the head. It's all about taking care of nowadays' teachers that need much more than new techniques to be used in the classroom or new games to be played.

To conclude, the major professional feature of ELTAs is conferences, with their tangible and intangible benefits, where CPD is provided for participants but the social sphere creates a space for renewable energy. Here ELT professionals can become rejuvenated, inspired and cater for their wellbeing. Nevertheless, however significant conferences are for teachers and other professionals, leaders of ELTAs must remember that they should view their organisations as complex systems, rather than view themselves in a traditional way which organise conferences, workshops and publish newsletters (Reynolds, 2018).

Apart from conferences, ELTAs also provide other CPD opportunities. Although it was reported by some executives that the only events they organise are conferences, still most ELTAs offer other regular professional development events. Depending on the regularity, they can be weekly workshops, as one of the respondents narrated: "Every Thursday we have

teachers' talks, where practicing teachers share ideas from successful classes and help each other to cope with stress". Other ELTA leaders reported monthly teaching community meetings across the country, monthly webinars, regional seminars, academies and half day conferences. Creative Cafés are mentioned in three countries; they are regular get-togethers, either monthly or bi-monthly. Another ELTA holds free 'Academic Sessions', which are a 2-hour workshop in which teachers share their successful experience and strategies to cater to learner needs. There are bimonthly one-day events, colloquiums, symposiums and online conferences in most countries, regular meetings with talks and workshops in the branches; Saturday seminars, 'expos' which may take the form of a day of talks, papers and workshops. CPD Days, SIG training days, ad hoc events are offered in many ELTAs a few times a year, either seasonal or culture-relevant events.

Some ELTAs do not stop working even in the school holidays. "Teachers have time for CPD in the holidays", one of the respondents reported, although another one said: "We don't have summer holidays but we do have mid-year holidays in June, 2 weeks and at the end of the year." This view was strengthened by another response: "Our system doesn't use summer holidays, rather we have only first term and second term holidays." Still, some ELTAs offer training for their teachers, such as 'Journey to the 4Cs', 'A Sunset Walk', or 'Filling the Teacher's Cup'. One of the respondents informed about a joint event for both teachers and students that is a 'summer school and summer camp'. This is not the only association that organises summer schools for students, they offer the event for secondary school pupils and university students. However, support is a factor that influences holiday events, as was highlighted in the previous study, in the focus group interviews. In the current study one of the voices said: "We had various summer courses when we had funding either by RELO or the British Council." Another example was: "We used to organise regular summer schools for teachers until the beginning of the new millennium." It seems that lack of funding and apathy among members are two common reasons for not holding them anymore. Still, in total 19 ELTAs, 35% of the sample, do organise professional events in the school holidays. From the above mentioned examples it can be seen that ELTAs do not only offer conferences but cater for their members' professional needs in other ways as well, throughout the year, even in the summer holidays. Financial support is given in many countries, whereas other ELTAs reported the increasing lack of funding in the last two decades. Support as a significant element is of paramount importance but this was discussed in detail in 4.2.4 in the previous chapter.

In many counties EFL teachers are required to renew their qualifications and need to enrol in accredited courses. Accredited courses are certified by a professional body and are

nationally recognised. Registered training organisations can issue a nationally recognised training qualification for having completed an accredited course, although this might differ from country to country. Nevertheless, of the 54 respondents, 16 do offer accredited courses, and 38, 70% of the total, do not. In most countries it is difficult to get accreditation and most ELTAs are unable to award credit points towards the hours of CPD that teachers must achieve in order to renew their teaching permits; still there are some luckier associations. One ELTA leader reported that two of their programmes are in the process of accreditation; another has a chance to accredit teacher trainings every second year. Some ELTAs can offer 5 or 10 credit points for their conferences, in one case there are 3 conferences during one year for which teachers get 30 hours of credit. In some fortunate cases the ELTAs work in collaboration with local educational institutions that provide such courses through the Ministry of Education. One of the respondents pointed towards their CPD centre: "It was established in 1996 and nationally recognised by the Ministry of Education and has been providing a number of professional development events; face-to-face and on-line and blended courses to both members and non-members, for example CPD Days or CPD Seminars." Another ELTA's sessions at the conferences are accredited by the government and one association is qualified to provide professional development to all English language teachers in their country.

5.2.4 Regional Branches and Special Interest Groups

Regional branches are smaller professional communities in the country within ELTAs, in some countries they are called chapters. Just over half (52%) of the respondents have regional branches, 37% stated that they do not, and some answers indicated that this is in a state of flux; 7% replied that they used to have them but do not have them anymore and 4% are working on creating them. Regional branches mainly organise workshops, talks, symposiums, local and regional competitions but also language improvement courses. Some of them hold their events regularly, monthly or 2-4 times a year but not all have a fixed calendar of events, the organisation of their events varies from group to group, according to the specific needs of the local members or depending on the activity of the regional representative or the capacity of the parent ELTA, as Pickering (2011) describes the potentials of RBs.

Usually ELTAs have contact persons in the regions and they inform members about events. As well as promoting general events, some of them collaborate with teachers and partners in the regions. One of the respondents reported that regional libraries are available in the regions and the coordinators provide methodology and other ELT support to members. Some associations collaborate with other institutions or organisations in the regions and offer

Study Days or joint events. Other regional branches hold free academic sessions every month, and also run annual conferences to which many overseas and national speakers are sent through the Head office. Naturally, in some ELTAs there are many regional branches, depending on the size of the country or the number of members in the association. The Malaysian English Language Teaching Association, MELTA, for instance, has more than 1,000 members, with 14 Chapters; each chapter carries out a minimum of 3 activities each year. In Argentina, there are 22 local associations disseminated throughout the country, which are members of the Federation. They organise their CPD events independently, according to their possibilities. The local chapters in JALT organise a minimum of five events, presentations, seminars and social events per year, often many more. Keeping pace with changes in society, a few ELTAs organise online activities, as well as webinars. However, there was only one respondent who mentioned student activities which would be the key to sustaining ELTAs (Ashcraft, 2018).

Members of ELTAs with a particular area of professional interest gather in Special interest groups (SIGs). They have their own CPD days, conferences and publications. The results of the current study are rather surprising, as more than two third of the respondents, 67% do not have any SIGs. Of those that do have SIGs, 5 ELTAs have just one SIG, 3 have 3 SIGs and 2 have each of 2, 4, 6 and 12 SIGs. (see full list of SIGs in different ELTAs in Appendix I). From the data, it seems that SIGs offer CPD to their members in different ways; they publish journals, newsletters and maintain informative mailing lists. SIGs also hold conferences and seminars, and work with the regional branches or other groups to put on events. They run special workshops during the annual conferences and occasional workshops during the year. To bring a few examples, the SIGs in JALT even publish books and are expected to produce three publications a year (Stewart & Miyahara, 2016). The English language teachers' association of India (ELTAI) publishes a quarterly e-journal; runs online forums for discussions and conducts workshops. The Penang English language learning and teaching association (PELLTA) has an Extensive Reading SIG, where "among other things like extensive reading sessions, the SIG also plans activities which include training for teachers on how to carry out extensive reading in their classrooms". The Teachers of English to Speakers of Other Languages Aotearoa New Zealand (TESOLANZ) claimed that professional development was not their SIG's aim. "It is mainly sharing information, networking and developing policies to influence government decisions." It can be concluded that in most cases SIGs comprise vast areas of interest and offer ELT professionals various forms for professional development within the field of interest of the members; however, it is puzzling why so many ELTAs do not form groups of special areas in their national associations.

5.2.5 Online Activities and Websites

It has to be emphasised that the research with ELTAs was carried out before the COVID-19 pandemic; therefore, all the online activities refer to before the 2020 shut-down. In this section data is presented that participating ELTAs reported about their events organised or run online. It is apparent that webinar series had yet to reach mainstream acceptance, only a quarter of the ELTAs who responded used them before 2020. Altogether 31% of the respondents stated that they promote other ELTAs or publishing houses' webinars, with various methods. According to the available data, in 17 cases they use social media, mainly Facebook. Only ten of the surveyed ELTAs use direct mail and only five of them referred to their webpage. Interestingly, 31% of the ELTAs in the study preferred to use live-streaming for conference presentations rather than offer webinars. There are slight differences of using social media between regular members of ELTAs and office bearers. Facebook and WhatsApp are the most frequently used platforms but the data indicate that social media channels are more popular platforms among members than board members. This can be indicative for leaders of ELTAs in their flexibility approaching ELTA membership, with specific focus on the needs of younger members.

One of the respondents reported that many older teachers are not comfortable with social media strategies, even their website and WordPress blog face problems, creating a gap between the young generation of learners and teachers who cannot keep up with technological advancement. Nevertheless, some ELTAs expressed their wish to expand their digital teacher network or even create a YouTube channel for webinars and teacher tips. Although many of them have active Facebook groups, online sessions, resource centres and banks of ideas, they still plan to continue their webinar series. As one executive said: "To develop the diversity, attractiveness and accessibility of online resources in order to reach members and others in non-metropolitan areas of our state, where teachers need support in their teaching to meet the needs of our learners". As anticipated, this part of the study would demonstrate very different results after emergency remote teaching during the COVID-19 pandemic, as many teachers and teacher educators had to switch to online teaching, thus, digital literacy skills have been rapidly enhanced which must have affected the work of ELTAs and teachers' attitudes towards online CPD.

It would be standard for ELTAs to have a website, yet not all of them possess one. The vast majority of ELTAs, 91% have a website (see their list in Appendix J; Websites of participating ELTAs). On ELTA websites conference selections are the most common publications, followed by the ELTA magazine or newsletter. These latter ones often stand for the same kind of publication, written by volunteers, for the benefit of members. Peer-reviewed

journals are also very popular but they often serve the interest of the selected authors, obviously the minority of the ELTA, rather than the members of the association, by meeting the academic requirements of the writers' institutions instead of the ELTA's interest. Not surprisingly, 70% of ELTAs do not restrict access to their publications to members. As an exception, one ELTA restricts access to current publications, but makes them freely accessible once a newer edition is published. Making everything available openly to all parties interested has its disadvantages as well; as many teachers would not feel the need to pay membership fee if they receive newsletters and have open access to webinars, publications and so on. By restricting access in a closed membership area, to which only valid members have access, ELTAs would be valuing the work of professionals who write articles, prepare webinars, edit magazines, and so on. However, this is technically not so easy, therefore ELTAs rather opt for free access. Potential membership is mentioned in the literature (Bicknell & Lo, 2018; Elsheikh & Effiong, 2018; Gnawali, 2018), therefore contact with the members is a topic to be addressed. Being aware how important it is to keep continuous contact with the membership, the frequency of communication should be a key component on one hand, but on the other hand addressing not only the actual members is just as crucial, as potential members are also critical for a constantly developing and renewing ELTA (Mahboob & England, 2018).

5.2.6 Publications

Before the internet revolution, printed publications were used to inform members of ELTAs about professional events, although a significant proportion of the association's expenses had to be spent on editing, printing, posting and so on. Today, ELTAs inform their members about their forthcoming events on their websites, via email and on social media platforms. When educational resources, lesson plans, publications and many books are digitalised and are uploaded free of charge on the internet, how do ELTAs keep up with the change? Do they adhere to old habits or are they capable of transformation? If they insist on their own publications, do they opt for the cheaper digital version or still use printed magazines but then how do they finance them? Who are the authors and who is the target audience of their publications? Yet most importantly, how do they provide CPD through their publications? These were the guiding questions behind this section. More than half of the publications produced by ELTAs are newsletters (59%); one third of ELTAs have their conference selections (30%), some have magazines (22%), peer-reviewed journals (20%) and eight ELTAs (15%) own their own repertories. A repertory is a selection of all the presenters and the blurbs of their presentations at previous conferences. 54% of these are printed publications, 46% produce them

digitally. The majority of ELTAs (72%) finances their publications out of membership fees, some find advertisements (28%) or other sources.

The data shows that ELTAs consider their members' needs as their primary focus when preparing their CPD publications. They consider what kinds of publications their members need in order to grow professionally, and at the same time also encourage them to become authors of publications. This is not an easy task, given the wide range of professionalism represented in ELTAs. Some teachers need practical ideas, as seen in one of the responses: "publishing lesson plans, practical tips, and interviews with ELT professionals would be satisfying" for them. Another typical example was given: "Our journal is a focal point for our members, where they can access original work, research, practical ideas and professional opportunities, as well as information and emerging trends in the ELT field." The following quote also focuses on the need of members in ELTAs: "Our publications include ready-made lesson plans and descriptions of the activities presented during the workshops by different authors; they are very practical and popular among our members." The same voice can be heard through: "Teacher Talk is a column where teachers share their issues, success stories and reflections which nurture CPD." Summaries of plenaries and presentations, articles contributed by scholars also fit the criteria of publications.

A further step in boosting teachers' confidence is when, after conference presentations, the presenters are asked to contribute to their ELTAs' publications: "We encourage our members to write and to research their material thoroughly. By promoting our speakers, from the events and the conference, our members are encouraged to submit applications and present at the conference." The conference selections are usually open to all presenters, asking speakers to write articles about their talks and workshops, offering insight into each conference's content. With the conference selections ELTAs support teachers to write for publications, thereby help them to reflect on their experience, nurture academic writing skills, enable sharing of ideas and experiences and promote their CPD. Longer articles, which are peer reviewed, add to their authors' self-esteem and career development, as is echoed in Bailey's (2002) self-reflection. Getting published is also a highly motivating factor for some teachers, in line with King's (2018) findings.

One ELTA leader reported that they provide teachers with information about various training opportunities which could help them with their CPD. In another context, the leaders of the ELTA ask more experienced professionals to write articles about CPD and encourage the teachers to explore the issue discussed in more depth. One of the ELTAs follow IATEFL International's example: "The editors give workshops during the annual conference on how to

write academic articles. Some teachers who teach research, use them as examples for their students." In one case the ELTA's requirements concerning the length, references and appropriate level of English match the Ministry of Education's criteria, therefore authors receive 120 hours of professional development credit. Not surprisingly, publications in each case help teachers grow professionally. Sharing best practices by teachers, sharing of current global developments in education is a mutual aim of all parties. Most of the time the editorial team of the journal announces an open call for articles; collects, selects and reviews submissions. Later the editor-in-chief is responsible for the final content of each issue, as stated by one of the respondents. In one ELTA a different editorial team is chosen every year for the conference selections, which is in charge of the collection, review and selection of authors, however, succession and consistency can be at stake in such situations. Collaboration among ELTAs can also be traced: "We generally request specific professionals to contribute and invite contributions from 'sister' ELTAs". In one response, a slightly worried view was voiced: "Unfortunately, it is very difficult to find authors, so we accept and chase after anyone who is willing to contribute." Regarding any changes to publications in the last ten years, many respondents said they had not changed anything. Nonetheless, more than half of the ELTAs had reviewed their current practice and made changes accordingly. Many ELTAs have stopped printing their publications for financial reasons. This was a typical example: "The national journal [of our ELTA] recently became a fully online, open access one, as opposed to a hard copy printed volume only available to members and subscribers." "The e-bulletin evolved from a hard copy mailed out publication to an electronic document." Improvement in quality also ensued, many of them have an ISSN number, and they reported better publishing methods and better contributions as well. On the other hand, one ELTA stopped publishing altogether and another one reduced their publications by half. "For the two editors, it has become very overwhelming to work on two issues; therefore, a decision was taken to do it once a year." Another way to reduce workload is seen in this example: "At the beginning, there was a newsletter, but it was difficult to sustain, and now the SIGs are in charge of the newsletter but it is published irregularly".

All in all, bulletins, newsletters, magazines, journals and other written materials for providing information, resources, sharing research findings and so on, are used to inform members of ELTAs about professional issues and events. Still, many of them use printed publications that are mainly financed from membership fees. Authors, most of the time, are recruited from conference presenters, providing a chance for publication. The target audience of these publications are mainly the members of ELTAs or anyone who is interested. The

purposes of these publications are to help teachers grow professionally by providing either teaching tips or space for academic publishing for research work in peer reviewed papers. As indicated in the responses, ELTAs get feedback on the quality of the publications mostly using online forms, via e-mail or Facebook, Instagram or WhatsApp, or at other professional events in person. Recently most ELTAs have stopped printing their magazines, now their journals are online newsletters in an effort to lessen workload and minimize costs. Overall, quality is more important for them, therefore, mainly selected papers are published; in this way only the most prominent ones appear in their publications. However, given that members are continually challenged professionally in ELTAs, not only conference presentations but writing up talks, experiences, best practices or research findings all serve professional growth. Therefore, the different kinds of publications provide various opportunities for members, regardless, at which stage of academic stage teachers are at. Thus, leaders of ELTAs should consider the need of the members, in order to provide the right kind of possibilities for CPD.

5.2.7 Collaboration with Partner Associations

The present section presents the findings on the participating ELTAs' networking practices, partnership agreements and the benefits of building collaboration with other associations. Out of the participating organisations, only nine associations do not have partnership agreements, the majority, four fifths of the respondents, have. Most of the respondents reported that they promote each other's events, exchange publications, and offer the opportunity of representation at their annual conferences, moreover, some offer discounts to members of partner associations for conference fees. This way they have a better chance of attending each other's events. Members of ELTAs invite them to send proposals to conferences and articles for the newsletter. The representatives of ELTAs then write articles on these conferences. Most ELTAs send and receive conference representatives who have the opportunity to promote their association's conferences, publications and memberships, where they take part in partners' associations meetings and leadership support sessions. Some ELTAs restrict their representatives to a board member or a professional who is well-known for their ELT skills and expertise, however another respondent said they encourage their members to submit proposals and after a successful speaker proposal one person or sometimes two can attend the annual conferences of the partner association. Many ELTAs choose their representatives from their executive board, who then has a table with promotional materials about their association. One respondent reported that they do not only send delegates, contributing papers and presentations, but also help in planning and organisation, with conference publicity, sometimes contributing to

conference publication work, and occasionally participating in the review of the conference. When asked about receiving the representatives of partner associations, most ELTAs (n = 45) who offer something listed similar examples, for instance, free conference attendance, welcome dinner, free accommodation, guided city tour and representatives' meeting. Some affiliates' representatives are introduced to their audience prior to their session by a board member who also attends the session. Although one ELTA offers free food throughout the conference, they mentioned that in the future it would depend on their available association budget.

Several instances were given for examples of collaboration with other ELTAs. Apart from conferences, for instance, establishing academic partnerships among ELTAs, developing research projects, exchanging publications and organising regional conferences were priorities. Help from RELO was mentioned, not only in Central Europe, but in the African and Asian regions as well, whereas other ELTAs mentioned the lack of funding in recent years, as opposed to previous times when both conference attendance and other support were available from the British Council, the Ministry of Education or other bodies. Some ELTAs collaborate on projects, sharing webinars and professional development opportunities. An example was given mentioning collaborative projects, for instance the Nordplus project & Tolerance Camp between Latvia, Lithuania & Estonia in Europe or Argentina's collaboration, the Southern Cone in partnership with other associations in South America. A support system was mentioned in several cases, "creating a support system and network for other ELTAs" or even "support on each other's editorial boards". As well as the exchange of conference speakers, joint research and publications, attending other ELTAs' trainings and invitations to join webinars were given as examples for both present and future collaboration. These are all in line with partnering examples and networking initiatives (Gnawali, 2018; Mahboob & England, 2018; Rahman & Shahabuddin, 2018; Uludag, 2018).

A clear need was expressed in several responses for further plans with other ELTAs in the future regarding organising joint online conferences, developing the network of partners through new agreements and organising international competitions with other countries. Similarly to the birth of Africa TESOL (Elsheikh & Effiong, 2018), a South American ELTA replied: "We'd like to bring together the Latin American region ELTAs, creating a framework for our region. Research within our ELTAs and increasing presence and participation of Latin America in TESOL International and IATEFL".

5.2.8 Further Information regarding Continuing Professional Development in English Language Teachers' Associations

To summarise some of the answers to the first research question regarding ELTAs contributing to their members' CPD, leaders of ELTAs expressed their views on the achievements or challenges of their organisations. First of all, as seen from the replies to the open-ended questions, ELTAs need to adapt to changes in the world and be open to technological advancements and new channels to reach potential members, especially the young ones. Secondly, the need for more bottom-up CoPs. This was demonstrated by some examples that sprang up in line with the Hornby's Trust's endeavours to decentralise ELT (Banegas et al., 2022). The third emerging area was in connection with external stakeholders, as already established by Price (2018). Instead of collaboration, ELTAs are often forced into competition with publishing houses. The Ministries of Education, the US Embassy and connections to universities were mentioned as possible avenues for succession of members. Financial support also came up as a recurring topic, most frequently the lack of it but sometimes as a solution for providing CPD to members. Last but not least, another theme seemed important, the function of ELTAs as safe spaces that provide a community for members' CPD, with guidance and support.

One ELTA president referred to their website for further investigation, whereas another ELTA boasted of the size of their membership: "We have 7,000+ members; 5,000 of which are life members". Life members are also mentioned in Gnawali (2018) as a positive model for other associations. At the same time, a number of associations struggle to attract more people to both conferences and the association, which might be due to the fact that ELT teachers can get access to all kinds of resources on the internet and, moreover, many ELT conferences live-stream some of their presentations. One of the respondents was more pessimistic: "Fewer teachers are interested in ELTAs; we should be moving towards teaching communities and be less formal". There was another common voice: "ELTAs should be more local, bottom-up communities", contrasting them with trainings received from top-down forms. "Our ELTA is the only place [in my country] where English teachers receive professional development opportunities. Even the Ministry of Education does not provide them with training opportunities that relate to English teaching; they provide them with more general training". Another respondent highlighted that although their association is considered to be quite a big ELTA in the region, only a small percentage of the population of teachers from their country are members of the ELTA. They suggest that they need to find new channels to reach teachers as potential members. Another big problem for them is that they do not have any formal connection to the

Ministry of Education and no accreditation either; for this reason, their activities are not recognized. This view was shared by other responses, which is also linked to the fact that publishers have recently increased their activities, and they always offer freebies and perks, for instance free lunch, various gifts and prizes, therefore ELTAs have been negatively affected, as pointed out by Price (2018). One of the respondents mentioned that too many organisations offer CPD today, hence it is difficult for ELTAs to remain competitive. This ELTA has recently been offering fewer CPD activities, as support is limited. Another organisation considered themselves lucky as they are not tied down by government bureaucracy, and as a result of that, they can invite experts from abroad without the permission of the state department. Support is seen differently in various cases. Some of them co-operate very closely with the US Embassy, hence every school year, through their financial support, they receive teacher training in every branch. Regardless of financial support, as seen from another reply, "ELTAs should adapt more to changes, as technologies, resource materials and networking platforms emerge". Another reflection expressed that ELTAs should be more open to the world, as they often become too exclusive and focus only on themselves. "ELTAs must be more open to the affiliates and invest in well recognized newspapers locally and be connected with the Ministry of Public Education to reach all the population of language teachers. They must be closely related to elementary schools, high schools and universities all around the country". A possible avenue would be for ELTAs to collaborate with universities, to get involved in either in-service or pre-service training, as can be seen from one example:

Training programmes include workshops and implementation of some of the lessons learned in the classroom. This means that teachers do not just attend workshops, but they make changes in their teaching by introducing some of the things they learn in their teaching context. Training programmes also include the mentorship component, where teachers are assigned a mentor. "Moreover, we always invest in pre-service training, hence they are also invited to participate and often they collaborate with service teachers in the implementation of projects", was voiced by one of the participants. This view is reflected by Xerri's (2012) findings that ELTAs could reach out to organisations from other domains, such as universities or Ministries of Education (Abatayo, 2018; Mahboob & England, 2018; Reynolds, 2018). In addition, the need for young teachers was expressed several times, just as in the Focus Group Interview Study. One of the associations is led by a relatively large committee of 18 people that comprises both young and experienced practitioners, administrators and researchers. They can offer CPD sessions free of charge, as they rely on their generous members, which probably helps the flow in the life of the association, as they do not need to pay for speakers. Executives of ELTAs

reflected on the strengths, the challenges and the future directions of their communities, one of them summed it up in the following way:

> An ELTA is a wonderful platform for CPD of classroom practitioners. It provides opportunities not only in CPD in ELT to teachers; it also enhances their leadership and managerial skills. It gives teachers a niche for themselves and empowers them to network and find solace in the fact that they are not alone in facing issues. So, there is strength in togetherness through being part of an ELTA.

Considering the future, collaboration is an essential ingredient of ELTAs. "I believe that the commitment of associations is bringing together educators who wish to do their best for ELT. Enabling their further personal and professional development is a must which the ELTA should take care of". Being part of a community makes a great difference in teachers' CPD. There is guidance, support, opportunities to learn and practice, an open but safe space for sharing, socialization and networking, all practically assisting professionals in their efforts to constantly evolve as educators. "It's better together", as a final statement voiced. After all these thoughts it seems common sense that to have a glimpse into the life and practices of the current learning organisations can be beneficial for ELTAs, their members and other ELT professionals equally. Some of the responses from the last section of the survey, concerning ELTAs round off the topic and draw conclusions of the study. One of the leaders summarised this with these words:

> ELTAs have the unique advantage of being large enough to provide a sense of community to their members, without at the same time being rigid, formal or procedurally restrictive. ELTAs have great potential to cater to the huge diversity of needs, interests and aspirations which the members typically bring to any fair-sized ELTA.

5.3 Summary of the International English Language Teachers' Associations Questionnaire Study (Study 2)

The International ELTA Survey sought to answer how ELTAs provide CPD to ELT professionals and what types of continuing professional development activities they provide, to answer the first main research question, RQ 1 with its sub-question, RQ 1.3.

From the results it can be seen that in terms of providing CPD, ELTAs can, on the one hand, offer support, resources and the environment of a large community to their members. On the other hand, they allow their members to pursue their individual trajectories of professional development in smaller communities of practice, in SIGs and RBs, at conferences, at online or in-person events, and provide possibilities for publication. The findings of the international ELTA Survey have several implications for ELTAs, especially if they are reinforced with the

relevant literature on ELTAs and the findings of the first enquiry of the current ELTA research. Thus, it can be reiterated that mission and vision statements ought to be formulated together with the membership of the association, in order to create shared vision (Knight et al., 2018; Reynolds, 2018; Senge, 1990; Wenger, 1998), to achieve goals and objectives. Revisiting these statements and goals should be regular (Byrnes, 2017; Christison & Murray, 2008; Dörnyei & Chan, 2013; Hadfield & Dörnyei, 2013; Price, 2020b). The findings also suggest that mere numbers have no meaningful significance in the case of ELTAs, such as membership, number of SIGs, regional branches and CPD events. They can indicate the vitality and the robustness of the ELTA (Mahboob & England, 2018) but depending on the age of the ELTA, the size of the country, cultural traditions in the region (Gnawali, 2018; Padwad, 2016), and other contextual factors, they can substantially differ from each other, thus cannot be interpreted in a measurable way.

In the pursuit to find answers to the sub-question RQ 1.3, in connection with CPD activities that ELTAs offer, the discussion presented above exposes a number of questions. Given the high number of conferences and CPD events organised by professional associations around the globe, collaboration could be considered, to both other ELTAs, as well as reaching out to external bodies for partnership. At the same time, ELTAs ought to provide a safe environment for their members to grow professionally, where they can be both knowledge providers and knowledge generators (Stewart & Miyahara, 2016). As the data show, openness and flexibility should be applied with the use of digital platforms, in order to achieve harmony between leaders and membership, especially the younger generation. The publications, websites of ELTAs and correspondence with their members should reflect the members' needs and adapt to the changing times, as expressed earlier by Allwright (1997).

In conclusion, it can be stated that in itself it is not sufficient to provide the traditional structures and avenues for CPD but constant reflection is needed to examine if these channels are suitable to attract more professionals to join CPD events, and become members or stay members of these organisations. For ELTAs to stand the test of time, they adapt to changes, are able to be open and flexible, they can renew themselves through collaboration with others, they have the chance to become supportive professional communities. ELTA research can help identify these needs for ELTAs (Smith & Kuchah, 2016), as an advocate in the study voiced: "Research done on the role of professional associations can play in teachers' CPD is timely and not only appreciated but also sincerely supported". It seems appropriate to conclude the chapter with one of the president's view:

It is easy to think that, in our digital age, ELTAs are not a useful addition, as we need to pay money. Volunteering and the sense of personal responsibility have also changed meaning. Finally, we feel that we need to have an immediate return on our investment (in the form of a role, personal promotion or a job perhaps) to make it worth our while. Our professional learning is becoming digitalised, time is in short supply and whatever sense of added value we used to get from being members of ELTAs has not changed since online tools can give us more or less "the same" for free. Still, ELTAs have a structure, a constitution which ensure continuity and consistency. Whatever is given free, serves a purpose and since we do not pay for it, it can vanish as quickly as it came. As true professionals, we need to see ELTAs as part of our professional identity since through these we can develop a personal as well as a "corporate" vision for our future self which is a great building block of our professional identity.

5.4 Limitations of the International ELTA Survey and Further Research Directions

There are various limitations to the ELTA Survey which must be taken into consideration when assessing the results. Although the research instrument went through various phases of piloting, it could still have been be more fine-tuned, strictly enquiring about the research questions. The qualitative questionnaire proved to be somewhat long and may not have been sufficiently focused to provide in-depth answers to all the questions.

As not all ELTAs have websites, I had to rely on replies from the current leaders of ELTAs with regard to information about their organisations. However, due to either time constraints or inattention, in some cases their answers did not fully cover accuracy, and some discrepancies occurred; nonetheless, I still had to work with the available data. This way, in retrospect, document analysis might have given more objective answers to some questions in the questionnaire which gives food for thought for further ELTA research. Certain limitations of the ELTA Survey point towards future research areas. Geographical and contextual differences were not taken into consideration either and therefore, contextual, compositional and financial factors could be investigated in further enquiries.

The palette of topics presented in Study 2 could serve as a springboard for researchers interested in the field to take on for further research. Additionally, a number of items from the questionnaire study can be taken for future direction in the field of ELTAs, just as Paran (2016), Smith and Kuchah (2016), Elsheikh and his co-authors (2018) provide ample examples.

6 English Language Teachers' Motivation for Continuing Professional Development in Hungary

Study 3 – The Small-scale L2 Teacher Questionnaire Study

Study 3 is the preliminary study to Study 4 and demonstrates the findings of a small-scale L2 teacher questionnaire study on the motivational aspects for professional development of EFL teachers in Hungary. The aim of the investigation was twofold. On the one hand, it aimed to validate and pilot a new questionnaire to find answers to RQ 2 concerning EFL teachers' personal needs, interests, preferences and institutional requirements for CPD. On the other hand, it explored language teachers' motivation for professional knowledge. Self-determination theory (Ryan & Deci, 2000) and the L2 motivational self-system theory (Dörnyei, 2005) were used as theoretical frameworks. The study presented in this chapter sought to address the primary research question RQ 2 with its two sub-questions, RQ 2.1 and RQ 2.2.

6.1 Research Methods

The questionnaire study was set up with the purpose of identifying motivational aspects for CPD amongst EFL Teachers in Hungary, and exploring what needs and requirements for continuing professional development English language teachers pursue, and what types of professional development they engage in.

6.1.1 Participants – EFL Teachers in Hungary

The target population of the instrument was EFL teachers, regardless of their context, working as primary or kindergarten teachers, university or at secondary level; in state funded or in private institutions. The study was conducted with EFL teachers in Hungary, both members and non-members of professional organisations. The participants in the study were 49 EFL teachers (41females, 8 males); they were between 22 and 64 years of age. 41.2% of the respondents come from towns, 27.5% from Budapest, the capital of Hungary, 21.6% live in county seats and 9.8% in villages.

All participants had tertiary education, with 27.5% having a Bachelor's degree, 66.7% a Master's degree, 3.9% a PhD degree and one respondent had a CELTA qualification. 62.7% of teachers work in state funded institutions, 23.5% belong to schools that are run by churches, 15.7% respondents are language school teachers and 7.9% teach either freelance or in private institutions. Most respondents work at secondary school level but a number of answers came from university teachers, primary and kindergarten teachers as well. At least half of the teachers speak at least two foreign languages (German, Russian, Spanish, French, Italian were the most

frequently listed languages). 41 respondents have already stayed abroad for more than 2 weeks where English was used for communication, out of these 10 lived there for more than a year. Question N.12 was optional but the majority of the respondents filled it in, naming their favourite place on the globe where they used English for communication. Great Britain was cited 33 times, the USA 5 times and Canada, Croatia, Holland, Spain, Switzerland, Israel, Saudi Arabia and New Zealand were all also mentioned. Out of all the respondents 31 do not belong to any professional organisation, 18 are members of IATEFL (three of these belong to IATEFL International as well) and 6 other respondents are members of other language teachers' associations in Hungary (NYESZE, ÓTE and the Association for Bilingual Schools / Kéttannyelvű Iskolák Egyesülete). 75% of the respondents work in the state system; the last section of the questionnaire was only filled out by them. As the study was a small-scale study, the sample is not representative, therefore generalisability could not be achieved.

6.1.2 The Instrument – A Questionnaire

Since no prior research existed targeting the same focal point, and consequently no pre-existing tool was available to investigate the topic, a questionnaire was designed by drawing upon the themes that emerged from the pertinent literature and during the focus group interviews.

Following the 5-step validation model by Dörnyei (2007), the first three steps involved designing the questionnaire and the remaining two steps covered the validation process. Expert opinion was given on the items and some colleagues provided feedback on the first draft of the questionnaire. The first version of the questionnaire was created by using a think-aloud protocol, with some detailed feedback on irrelevant items, ambiguous questions, producing a near-final version (Dörnyei & Csizér, 2012). For securing internal validity and content validity, this version was then sent for revision to the author's course leader and to her supervisor, and after receiving valuable feedback, the second version of the instrument was finalised, using Google Forms. The online questionnaire was created in Hungarian, the mother tongue of the respondents and later translated for the current dissertation. The questions of the finalised questionnaire in English can be found in Appendix K and the final version of the questionnaire in Appendix L. The design was carried out in several cyclical steps. Five-point Likert-type scales were employed, featuring middle points, in order to prevent imposing a specific stance on the participants. In order to ensure anonymity, the internet was chosen as the platform to collect data.

The questionnaire consisted of 41 questions altogether, 20 questions about CPD and 21 general questions. The first 20 questions were about CPD. Responses were prompted from the

participants regarding their involvement in *professional development in the previous 12 months*. Furthermore, the *effect of CPD on their professional growth* was explored, as well as their *preferred type* and *format of CPD* and *preferred time of CPD*. Several constructs were measured with the standard 5-point Likert-type items. The following part presents the scales and the number of items in each. To illustrate the scales and help the reader, a brief explanation of the intended purpose, reference to the relevant literature and sample answers are given where appropriate:

1. Practiced forms of CPD (20 items) asks respondents which forms of CPD practice they prefer for their own professional growth in an institutional context (Atay, 2008; Díaz Maggioli, 2012; Kubanyiova, 2012). Sample item: *To work in a professional community in my institution.*

2. Extrinsic motivation for CPD (7 items) measures how respondents feel when they are expected to fulfil either in-house or externally organised compulsory CPD requirements (Deci & Ryan, 1985). Sample item: *I do accredited CPD to get points to advance my career.*

3. Intrinsic motivation for CPD (7 items) describes the motivation of EFL teachers to participate in voluntary CPD or even finance it (Deci & Ryan, 1985; Doyle & Kim, 1999). Sample item: *I am prepared to make a material sacrifice in order to get CPD.*

4. Efficiency of CPD in institutional context (15 items) reflects on how efficient CPD activities and micro-contextual influences work in an institutional context (Doyle & Kim, 1999). Sample item: *I share my best practices within my professional community.*

5. CPD in external context (7 items) measures EFL teachers' active involvement in CPD activities outside their work environment (Fives & Alexander, 2004). Sample item: *I have already given an English language presentation at a professional event.*

6. Career path (8 items) measures the level of motivation for professional advancement and future-oriented attitude (England, 2020; Pennington, 1995; Raynor, 1974). Sample item: *Meeting acknowledged leaders in the field at professional events motivates me.*

7. Actual L2 proficiency (7 items) measures the respondents' current level of L2 proficiency (Kubanyiova, 2009). The items were formulated with a negative statement as a contrast to the majority of the positive statements in the questionnaire. Sample item: *I prefer to speak in my native language in front of the public.*

8. Ideal L2 teacher self (7 items) refers to the desired language proficiency and the future L2 speaker (Dörnyei, 2005; Kubanyiova, 2009). Sample item: *I would like to use English more in my everyday life.*

9. Free time activities for L2 improvement (7 items) describes the different forms of cultural items that serve the participants L2 improvement. Sample item: *I read literature in English.*

10. Professional wellbeing (7 items) reveals the participants' positive level of professional wellbeing in their jobs and in pursuing CPD for improved student learning (Williams et al., 2015). Sample item: *I feel good when I learn something new.*

11. Enthusiasm for teaching and CPD (8 items) describes the passion participants confirm on their job satisfaction and professional success (Csikszentmihalyi, 1997). Sample item: *I regularly try new methods.*

12. Ideal professional L2 teacher self (7 items) refers to the personal identity goals and aspirations as professionals and refers to the concept of Ideal Language Teacher Self (Kubanyiova, 2009). Sample item: *I trust that I will achieve professional success in the long term.*

13. ELT-related professional knowledge (28 items) is an umbrella term for concepts, institutions, professional learning organisations, communities of practice, publishing companies and professional training courses, in some cases in the forms of acronyms. The list of components for of ELT-related professional knowledge can be found in Appendix M. This item is used later in the path analysis as a dependent variable to indicate which other constructs influence EFL teachers to engage in voluntary CPD training.

6.1.3 Procedures of Data Collection and Data Analysis

After finalising the instrument, the next step of the study was to administer it to a sample of participants similar to the main questionnaire's target group (see the original Hungarian version of the full questionnaire in Appendix L). According to Dörnyei and Csizér (2012, p. 79) piloting is essential for researchers, in order to 1) finalise the validated version of the questionnaire; 2) improve the clarity of the instructions; 3) settle on a final design; 4) practise carrying out the instrument; 5) check if there are expected or emerging results from the data; 6) measure the length of the completion of the survey and finally, 7) monitor that there are no errors in the questionnaire.

After several tests, data collection started and lasted for two weeks. In order to achieve external validity, a mixture of convenience sampling and snowball sampling (Dörnyei, 2007) was used, asking colleagues to forward the link to the questionnaire in their immediate contexts and within their professional network. After 51 responses the questionnaire was closed.

As a following step, the answers were computer coded then, with the help of SPSS 22.0, the data were analysed. Because of the small sample size the level of significance was set for $p < .05$. To find out whether the items provided a reliable measure, Cronbach alpha values were analysed. Only two scales out of the 13 scales seemed unreliable (Cronbach alpha $< .60$) and 11 scales reached an acceptable level of reliability (Dörnyei, 2005). Extrinsic motivation reached only .58, which was one of the unreliable scales. The regression analysis showed that this construct is negatively correlated to the other constructs. The reason behind the numbers might have been connected to the respondents' high level of intrinsic motivation in connection with CPD, thus may not be in conflict with EFL teachers' motivation. The remaining two steps of the 5-step validation process (Dörnyei, 2007) were part of the validation and analysis of the data. Following Step 4, two responses had to be excluded from the pool but then the analysis of data started, to check the internal consistency of the multi-item scales with reliability analyses to check if the scales actually measure the constructs they were designed to measure. The next step was to group the items into scales and calculate the Cronbach's α internal consistency reliability coefficients for each scale in order to confirm the internal validity of the constructs. The list of Cronbach's α internal consistency reliability coefficients for each scale is presented in Table 6.1.

Table 6.1
The Reliability Analysis of the Scales in the Small-scale Study

Scale (number of items)	Cronbach's α
Practiced forms of CPD (20)	.90
ELT-related professional knowledge (28)	.89
Efficiency of CPD in institutional context (15)	.85
Enthusiasm for teaching and CPD (8)	.82
Free time activities for L2 improvement (7)	.82
Career path (8)	.77
Intrinsic motivation for CPD (7)	.75
CPD in external context (7)	.75
Professional wellbeing (7)	.72
Ideal L2 teacher self (7)	.64
Actual L2 proficiency (7)	.59
Extrinsic motivation for CPD (7)	.58
Ideal professional L2 teacher self (7)	.56

As Table 6.2 shows, some of the scales' internal reliability needed to be strengthened (*Actual L2 proficiency,* 7 items, $α = .59$; *Extrinsic motivation for CPD*, 7 items, $α = .58$; and *Ideal professional L2 teacher self*, 7 items, $α = .56$). There were a few problematic items, 13.c

and 13.f in *Actual L2 proficiency*. Originally the Cronbach's α value was .56 for *Ideal professional L2 teacher self* but after item was 18b deleted, the Cronbach's α value showed a higher value, .63. Some items were left out due to their unreliability but after some modifications, the instrument was ready to be used for the main questionnaire.

6.2 Results and Discussion

Reliability analysis, descriptive statistical analysis and regression analyses were used to elicit the data. From the results of the descriptive statistics of the scales, as shown in Table 6.2, the following conclusions can be drawn. The participants' mean scores are above 3.00 on the five-point Likert scale across 10 dimensions. As seen, the lowest averages were observed in the cases of *Extrinsic motivation for CPD* and *Actual L2 proficiency* (both with $M = 2.79$; $SD = .56$ and $SD = .53$, respectively). This outcome is not surprising, considering the notably elevated enthusiasm of the participants, reflected in the third highest scores ($M = 4.03$, $SD = .64$), surpassed by a robust sense of *Ideal professional L2 teacher self* ($M = 4.22$, $SD = .53$) and the highest scores attained in *Professional wellbeing* ($M = 4.36$, $SD = .51$). The last three scores surpass 4.00 on the five-point Likert scale, whereas the subsequent few scales fall just below these values. *Ideal professional L2 teacher self* scored almost 4.00 ($M = 3.99$; $SD = .47$), *Intrinsic motivation for CPD* ($M = 3.89$, $SD = .65$) was still close to this value and even *Career path* ($M = 3.89$, $SD = .65$) had relatively high scores.

Table 6.2
Descriptive statistics of the scales

Scales (items)	M	SD
Professional wellbeing (7)	4.36	.51
Ideal L2 teacher self (7)	4.22	.53
Enthusiasm for teaching and CPD (8)	4.03	.64
Ideal professional L2 teacher self (7)	3.99	.47
Intrinsic motivation for CPD (7)	3.89	.65
Career path (8)	3.84	.63
Practiced forms of CPD (20)	3.58	.65
Free time activities for L2 improvement (7)	3.30	.69
CPD in external context (7)	3.28	.77
Efficiency of CPD in institutional context (15)	3.06	.75
ELT-related professional knowledge (28)	2.89	.66
Actual L2 proficiency (7)	2.79	.53
Extrinsic motivation for CPD (7)	2.79	.56

As indicated in Table 6.2, regarding their motivation for CPD participants exhibit greater intrinsic motivation ($M = 3.89$, $SD = .65$) compared to extrinsic motivation ($M = 2.79$,

SD = .56) for CPD. The results correlate with some preceding research endeavours, for instance, Richardson and Watt (2006) in their large-scale study concluded that intrinsic rewards of teaching rank among the foremost factors influencing motivation. Another intriguing point to highlight concerning the averages above 4.00 is that EFL teachers are satisfied with their work, they invest in their own professional development, both in institutional contexts and beyond their workplace, they are inspired by sharing best practices and they have a positive future self image regarding their L2 knowledge and their professional future self. Work satisfaction and career prospects are also connected to these constructs, as Pennington and Riley (1991) report similar results in a standardised work satisfaction questionnaire, the Minnesota Satisfaction Questionnaire, among members of TESOL. The highest facets, moral values, creativity and achievement all correlate with intrinsic job satisfaction (Dörnyei & Ushioda, 2011). The findings suggest that EFL teachers invest in their own CPD, participate in training activities, workshops and courses, are ready to share these with their colleagues and continuously develop themselves to achieve better professional results.

It is interesting to see that *Actual L2 proficiency* has one of the lowest scores which, for the first sight, might indicate that the participants' actual language level is not high. However, on a careful observation of the items and the responses provided by the participants, it becomes evident that the teacher participants are skilled practitioners of the language, displaying a preference for employing the target language in both their professional activities and their choices related to professional development. Regarding *Extrinsic motivation for CPD,* it is not a surprising fact that it exhibits the lowest mean values, given the respondents' favourable disposition toward professional development and teaching in general.

In order to see what predicts ELT-related professional knowledge among language teachers, path analysis was carried out with a stepwise approach. The analysis revealed that two constructs contribute significantly to *ELT-related professional knowledge*: *Professional development in outer context* and *Intrinsic motivation*. The proportion of variance that can be explained by the two independent variables is 61%, as demonstrated in Table 6.3. In terms of professional knowledge, both predictors have a positive effect: *professional development in outer context* has a stronger (moderate) impact ($\beta = 0.55$, $p < .001$), and *intrinsic motivation for CPD* has a less (weak) impact ($\beta = 0.35$, $p = 0.002$).

Table 6.3

Path analysis for ELT-related professional knowledge

Variable	B	SE	ß	p	Tolerance
Professional development in outer context	0.47	0.09	0.55**	< .001	0.772
Intrinsic motivation	0.35	0.10	0.35**	.002	0.772

$R^2 = 0.61$, F=35.959, p<0.001
**the relationship between the dependent and the independent variable is statistically significant at the 0.01 level

As can be seen in the schematic illustration of the path analysis (Figure 6), the *efficiency of CPD*, *preferred forms of CPD*, and *intrinsic motivation for CPD* can be predictors of *Professional development in outer contexts*. Based on the path analysis (Table 6.4), it can be determined that *Efficiency of CPD in institutional context* ($\beta = 0.31$, $p = .011$), *preferred forms of CPD* ($\beta = 0.35$, $p = .016$), and *intrinsic motivation for CPD* ($\beta = 0.31$, $p = .029$) have weak positive effects on *professional development in outer context*. Predictors have similar effects.

Table 6.4

Path analysis for professional development in outer context

Variable	B	SE	ß	p	Tolerance
Preferred forms of CPD	0.41	0.16	0.35*	.016	0.636
Efficiency of CPD in institutional context	0.31	0.11	0.31*	.011	0.992
Intrinsic motivation	0.37	0.16	0.31*	.029	0.648

$R^2 = 0.45$, F = 12.226, p < .001
*the relationship between the dependent and the independent variable is statistically significant at the 0.05 level

Among the predictors of *intrinsic motivation for CPD* (Table 6.5), *preferred forms of CPD* and *extrinsic motivation for CPD* have an opposite impact on the dependent construct*: preferred forms of CPD* have a weak positive effect ($\beta = 0.36$, $p < .001$) and *extrinsic motivation for CPD* has a weak negative effect ($\beta = -0.38$, $p < .001$). In terms of *intrinsic motivation for CPD*, the *Ideal L2 teacher self* ($\beta = 0.27$, $p = .008$) and the *Ideal professional L2 teacher self* ($\beta = 0.25$, $p = .010$) have a weaker effect compared to *preferred forms of CPD* and *extrinsic motivation for CPD*. The *Ideal L2 teacher self* and the *Ideal professional L2 teacher self* positively affect the *intrinsic motivation for CPD*.

Table 6.5

Path analysis for intrinsic motivation for CPD

Variable	B	SE	ß	p	Tolerance
Preferred forms of CPD	0.36	0.11	0.36**	< .001	0.839
Extrinsic motivation	-0.44	0.10	-0.38**	< .001	0.903
Ideal L2 teacher self	0.33	0.12	0.27**	.008	0.873
Ideal professional L2 teacher self	0.35	0.13	0.25**	.010	0.946
$R^2 = 0.64$, F = 19.155, p < .001					

**the relationship between the dependent and the independent variable is statistically significant at the .01 level

The following CPD activities had been influential on EFL teachers' professional work: 1) attending different events organised by communities of practice, either by IATEFL-Hungary, the Association of Bilingual Schools or the Association of Teachers of ICT; 2) observing other teachers or being observed; 3) participating in a webinars, workshops, online conferences; 4) completing accredited courses or CELTA; 5) doing research, as opposed to light conference participation.

More than half of the respondents prefer teacher training or any other CPD activities outside school time, and 72.5% of them prefer face-to-face CPD activities. The results indicated that the majority of the participants would take part in professional development events without earning credit points and external reward is not necessary for them for teacher development. Therefore, it can be concluded that most of the respondents were intrinsically motivated and their achievements inspired them for further CPD. They claim that professional knowledge is essential for their career path and they are ready to share their experience with their colleagues at their institutions. They regularly take part in projects, observations, informal discussions with colleagues, organise cultural events for their students at their schools and take part in CPD activities.

Although the majority of the respondents have no dissatisfaction with their actual level of language proficiency, they still would like to improve it. In order to achieve a higher language proficiency, the participants read news or articles in English mostly on the Internet, on Facebook, watch YouTube videos and some of them also prefer face-to-face. It is noteworthy to mention that almost nobody indicated computer games as a view of improving their language level. The respondents' dedication to work and their professional wellbeing is indicated by the fact that more than 50% of them do professional work during the weekend or on non-working days; enjoy learning new things; do not mind sharing their knowledge with others; continually

improve their professional knowledge; and CPD is essential for them because they find the teaching profession important. More than half of the respondents expressed that they like new ideas ($n = 46$) and their work ($n = 42$). The high mean value of these items indicate that the majority of the participants are enthusiastic and like learning. Learning from their students suggest that, in accordance with Csikszentmihalyi's (1997) claim, teachers themselves experience intellectual development due to students' ideas and knowledge, therefore this has a considerable motivating effect on teachers. Figure 6 illustrates the relationship between the main motivating factors for CPD and their influence on professional knowledge.

Figure 6

The schematic illustration of the path analysis
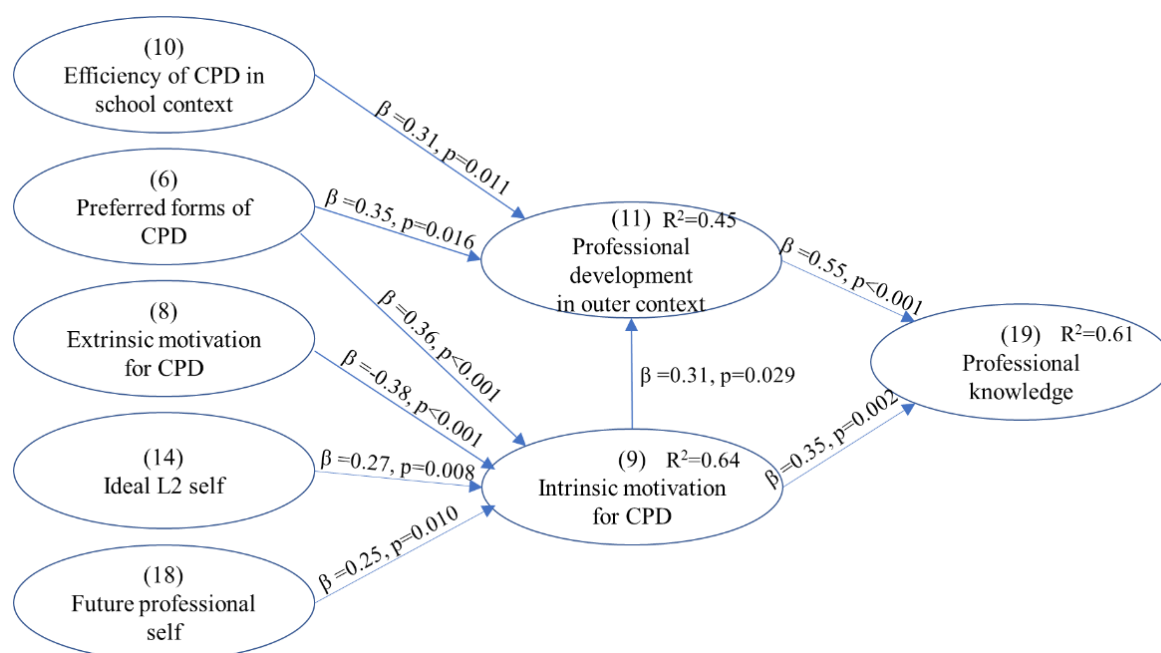
The path analysis with standardised estimates for the scale of *ELT-related professional knowledge* in Figure 6 illustrates to dimensions that affect ELT-related professional knowledge. The two most significant variables are *CPD in external context* and i*ntrinsic motivation*. *Practiced forms of CPD* and *efficiency of CPD in institutional context* both affected the former; and there were four predictors that contributed significantly to *intrinsic motivation*: *practiced forms of CPD*, albeit negatively, but *extrinsic motivation for CPD, ideal L2 teacher self* and *Ideal professional L2 teacher self*. As the model shows, *intrinsic motivation* was a stronger predictor of *ELT-related professional knowledge*, as it had a direct effect on it, however, it also indirectly affected *ELT-related professional knowledge* via *CPD in external context*.

6.3 Summary of the Small-scale L2 Teacher Questionnaire Study (Study 3)

The small-scale L2 teacher questionnaire study explored the motivational aspects for professional development of EFL teachers in Hungary. The aim of the investigation was twofold. On the one hand, it aimed to validate and pilot a new questionnaire for EFL teachers' preferences for continuing professional development (CPD). On the other hand, it explored language teachers' motivation for engaging in professional development activities in order to achieve higher professional knowledge. In addition, it also proposed to find out English language teachers' involvement in professional development in the previous 12 months, the effect of CPD on their professional growth, their preferred time for CPD and preferred type for CPD.

The results indicated that the respondents' professional knowledge is strongly connected to their active engagement in CPD activities outside their institutions and their intrinsic motivation for CPD. The study also explored English language teachers' experience related to CPD and found that in most cases there was an inner need for professional development beyond compulsory requirements. Teachers' views and experience in connection with CPD were investigated and they were asked how they related to CPD both in an institutional and in an outer context. As could be observed and is visible from the Path analysis in Figure 6, a high level of professional knowledge was in close correlation with EFL teachers' personal engagement in professional CPD outside their immediate working environment. *Intrinsic motivation* did not only influence *ELT-related professional knowledge* directly but also indirectly through professional development beyond the participants' institutional contexts. Generally speaking, participants not only derive satisfaction and enjoyment from their work and CPD but also strive to enhance their L2 proficiency. Their goal is to narrow down the disparity between their current L2 proficiency and their desired ideal level. Observations revealed that intrinsic rewards were fulfilling and satisfying, therefore *intrinsic motivation* emerged as the main factor increasing teacher motivation for CPD, in line with the findings of the self-determination theory (Ryan & Deci, 2000).

The results proved that the main motivating factors for higher professional knowledge were EFL teachers' voluntary engagement in CPD activities outside their own institutions and their intrinsic motivation for professional growth. This would give an opportunity to ELTAs to engage their members in various CPD events and work with other stakeholders for the mutual benefit of all parties involved. The findings also highlighted that, similarly to the Ideal L2 self (Dörnyei, 2005) for learners, the Ideal teacher self (Kubanyiova, 2009) for teachers is one of the main factors affecting intrinsic motivation for CPD. Both Dörnyei's (2005) and

Kubanyiova's (2009) constructs were identified in L2 teacher's aspirations. On the one hand, the participants wish to improve linguistically, in order to reduce the gap between their actual L2 language level and their desired native-like proficiency, yet at the same time, the participating EFL teachers had a desirable *Ideal L2 teacher self* (Kubanyiova, 2009), which in the present case referred to the professional side of education. In this way, Kubanyiova's (2009) Ideal L2 Techer Self construct can be revisited, by dividing it into two separable parts, 1) attributing to L2 teachers as L2 learners and 2) the professional side of the teaching profession, the ideal professional L2 teacher, who constantly wants to develop their skills and teaching repertoire, called *English language professional self* (henceforth ELTP self). Thus, as a result of the small-scale L2 teacher questionnaire study, Kubanyiova's constructs can be separated as 1) *Ideal L2 teacher self,* regarding L2 proficiency and 2) *Ideal professional L2 teacher self* which refers to the L2 teacher's life-long commitment regarding CPD.

6.4 Limitations of the Small-scale Questionnaire Study in Hungary and Further Research Directions

There were various limitations to the small-scale questionnaire study which must be taken into consideration when assessing the results. The limitations of this study include the relatively small scale of participants ($N = 49$) in the first phase. This may have been due to the period of the data collection, which coincided with the last month of the academic year, nevertheless, closing the data collection after 49 participants might have been premature.

Additionally, correlational analysis among the scales and factor analysis could have strengthened the findings. Further differentiation among the EFL teachers would have provided informative results regarding teacher motivation for CPD. Registering the age of the teachers and their stage on the career professional development ladder (Pennington, 1995; England, 2020), whether they are pre-service, novice, mid-career teachers, veteran teachers or semi-retired professionals, their motivation for CPD might have yielded valuable data. These can be regarded as future research directions. Further research can be strengthened with the self-related notions of L2 motivation research through Dörnyei's (2005, 2009) L2 Motivational Self System and Kubanyiova's (2009) possible L2 teacher self model.

Although EFL teachers' motivation for CPD in the context of ELTAs were researched for the first time in Hungary, the study could be replicated in other locations as well, bearing in mind the contextual factors of the given ELTA in the given country. Additionally, as the study was exploratory in its nature, the replication of the study could yield further affirmatory results. After the results of the small-scale L2 teacher questionnaire study, I was eager to find out if

these valuable results would be mirrored by similar results with a larger population and whether the conclusions reached beyond the sample and were statistically significant. In addition, the main, overarching aim was to find out if there are any significant differences among three different sub-groups of ELT professionals, in relation to CPD. Members, former members and non-members of ELTAs on their CPD choices are in the focus of the main questionnaire study in the next chapter.

7 The Motivation of L2 Teachers for Developing Professionally in Hungary

Study 4 – **The Main L2 Teacher Questionnaire Study**

To find answers in connection with motivation for CPD among ELT teachers in Hungary, L2 teachers were asked about their choices and preferences for CPD with the intention of acquiring information on their professional knowledge. Apart from seeking answers for the main research question in RQ 2, two sub-questions were formulated, RQ 2.1 and RQ 2.2. In the current chapter, the research methods, the participants, the procedures of the data collection and the data analysis are outlined. Results and discussion follow, with all the statistical analyses having been carried out.

7.1 Research Methods

To gain a wider perspective on the relationship between EFL teachers' motivation for CPD and their professional knowledge within the field of ELT in the Hungarian context, a large-scale questionnaire study involving a considerable number of participants ($N = 315$) was used.

7.1.1 Participants – EFL Teachers in Hungary

The study was conducted with 315 ELT professionals in Hungary, mainly female teachers ($n = 286$; 90.8%) and some male teachers ($n = 29$; 9.2%). 72% of the participants belong to the 40–59 age group. As for geographical distribution, almost half of the respondents, 46.3% are from Budapest, the capital city of Hungary; 17.8% live in county seats; 28.9% of the respondents come from towns, and 7.0% reported to live in villages. Concerning their qualifications, the participants all have tertiary education, with 16.8% having a Bachelor's degree, 73.0% a Master's degree and 7.3% a PhD degree. One respondent only has a CELTA qualification. Regarding their workplace, 70.2% of teachers work in state funded institutions, 14.3% belong to schools that are run by churches, 20.0% of respondents are language school teachers and 7.9% teach either freelance or in private institutions. Most respondents work at secondary school level but a number of answers came from university teachers, primary and kindergarten teachers as well. Out of all the respondents 25.4% do not belong to any professional organisation, 50.5% are members of IATEFL or IATEFL-Hungary and 24.1% of respondents are members of other language teachers' associations in Hungary (NYESZE, ÓTE and the Association for Bilingual Schools). Table 7.1 summarises the socio-demographic characteristics of the respondents.

Table 7.1

Socio-demographic characteristics of respondents (N = 315)

Socio-demographic characteristics	Percent of respondents
Gender	
Male	9.2%
Female	90.8%
Age (years)	
20 – 29	8.3%
30 – 39	14.6%
40 – 49	39.0%
50 – 59	33.0%
60 and older	5.1%
Level of qualifications	
BA/BSc	16.8%
MA/MSc	73.0%
PhD	7.3%
Place of living	
Town	28.9%
Capital	46.3%
Main city	17.8%
Village	7.0%

7.1.2 The Instrument – A Questionnaire

Having validated and piloted the small-scale L2 teacher questionnaire study in 2018 with the intent of using it for a large-scale enquiry, an updated questionnaire was designed in July 2019. The same constructs were used as in Study 3. They can be seen with their definition, references and sample items in section 6.1.2. The construct *Ideal professional L2 teacher self* in Study 3, gained a new name as *Ideal ELTP self* in Study 4. Some of the items from the previous instrument were omitted and a few new ones were included. The questionnaire items were still in Hungarian, the mother tongue of the respondents. The topics and constructs were translated into English for the current work (see Appendix N). The questionnaire consisted of 44 questions altogether, 18 questions about CPD and 26 questions partly eliciting general information and partly investigating what professional communities participants do or do not belong to (see the original Hungarian version of the full questionnaire in Appendix O).

The first 18 questions were about CPD: *participation in CPD in the previous 12 months* (28 items); *the effect of CPD on professional growth* (28 items); *preferred type of CPD*(28 items); *practiced forms of CPD* (28 items); *Practiced forms of CPD* (28 items); *extrinsic*

motivation for CPD (28 items); *intrinsic motivation for CPD* (28 items); *efficiency of institutional CPD* (28 items); *CPD in external context* (28 items); *future perspective* (28 items); *actual L2 proficiency* (6 items); *ideal L2 teacher self* (6 items); *free time activities for L2 improvement* (14 items); *professional wellbeing* (6 items); *enthusiasm for teaching and CPD* (8 items); *ideal ELTP self* (6 items) and *ELT-related professional knowledge* (28 items). Several constructs were measured with the standard 5-point Likert-type rating scales with 'not typical' anchoring the left and 'very typical' anchoring the right end. *ELT-related professional knowledge* was to test how familiar participants are with certain domains of ELT related concepts. The main reason for conducting the questionnaire in Hungary was partly related to these items, which were typical manifestations of CPD events, places, publishing houses, publications, conferences or teachers' associations in the Hungarian context, some of which specifically connected to IATEFL-Hungary. They were intentionally administered with their abbreviated names or acronyms, testing the participants' knowledge in the field of ELT. Appendix H includes all the items with their English names or explanations. In the previous chapter (6.1.2) the list of constructs was included, with the questions' subjects, number of items and α for the responses, a brief explanation of intended purpose and sample answers.

The second half of the questionnaire sought general information about the age, qualification, languages spoken, employment, linguistic and professional situation and background of the participants. In the small-scale L2 teacher questionnaire study the last section of the questionnaire was only filled out by those respondents who worked in the state educational system; asking about their institutional background. The updated questionnaire rather asked specific questions about the teachers' professional membership and the previous questions were omitted. The new questionnaire, however, also included some open-ended questions. These considered the participants' views and relationship to professional knowledge (Q18) and professional organisations (Q35), but one question enquired about the reason for staying abroad (Q30) and their favourite place in the world for using English (Q31). Section 3 asked if respondents belonged to any professional communities, which professional organisations and why (Q35). The last sections enquired about teachers' attitude to IATEFL-Hungary. Those teachers who have never been members of the Hungarian association were asked about the reason for not having joined and the hypothetical advantages for joining in case they intended to become members. Participants who used to be members of IATEFL-Hungary but were not any longer were asked why they did not renew their membership and Q38 and Q39, two open-ended questions, were added about the personal and professional benefits of being an association member. In addition, those few who had ever volunteered for IATEFL-

Hungary were asked to list all the tasks they had ever fulfilled in the professional community (Q41). The rationale behind the changes to the questionnaire lay in the focus of the research, concentrating more on the connections between professional community membership and professional knowledge.

7.1.3 Procedures of Data Collection and Data Analysis

The new questionnaire went through the validation process again, therefore the first version of the questionnaire was sent for revision and an expert colleague provided valuable remarks. After the instrument was finalised, an online questionnaire was created using Google docs. As a result of the piloting procedure, one more type of school had to be included in question II/6; and another question, II/12, had to be modified. After these slight modifications the questionnaire was launched. The time of data collection was targeted in the Hungarian summer school holidays, not immediately after the end of the academic year and not too close to the beginning of the new academic year either. The sample was obtained first of all by convenience sampling, involving the researcher's professional network through e-mails among immediate and more distant colleagues, and then later using snowball sampling, asking all colleagues to forward the link (Dörnyei, 2007), in order to ensure a large enough sample size. Social media was also chosen for data collection, for increased anonymity and reaching a wider population. The data collection lasted between July 1 and August 31, 2019. After reaching slightly over the proposed number of respondents, the phase of data collection was rounded up and data analysis started.

In order to see whether any of the results were statistically significant, beyond the descriptive statistics, inferential statistics needed to be carried out. First of all, the questionnaire data were computer coded and imported into SPSS 22.0 software. Descriptive statistics were used to provide means, range, frequencies, standard deviation and percentages for statistical analysis, summarising sets of numerical data of the sample. Spearman's correlation analysis was performed to analyse the correlation among the different constructs of motivation, CPD and professional knowledge. The reliability of the questionnaire was established by testing its internal consistency by calculating the Cronbach's alpha internal consistency reliability coefficients of the different scales. The Kolmogorov-Smirnov test confirmed non-normal data distribution of the values for 11 scales (see Appendix P) and normal distribution of values for only two of the 13 scales (*Practiced forms of CPD* and *ELT-related professional knowledge*) across all three groups (members, former members, never been members). Consequently, as a result of the non-normal distribution of the data, instead of parametrical tests, non-parametrical

analysis was applied. Kruskal-Wallis test followed and post hoc Dunn-Bonferroni test was performed to compare the three groups of respondents. Kruskal-Wallis H test (one-way ANOVA, analysis of variance on ranks) was carried out to examine statistically significant differences among the three groups in the data. If the null hypothesis was rejected, the Kruskal–Wallis test was followed by a Dunn–Bonferroni post hoc test to determine where the differences lay. Regression analysis served to provide the existing relationships among the scales, their strength and the changes compared to the results of the previously mentioned small-scale study.

Because of the number of open-ended questions, those answers had to be analysed with a qualitative content analysis. These questions mainly considered the participants' views and relationship to professional knowledge and professional organisations. Five open-ended questions were connected to professional organisations, as one of the aims of the research was to find out about these learning communities and their members in connection with CPD.

7.2 Results and Discussion

In the current section, the results of the main L2 teacher questionnaire study are presented with the discussion of the findings. Dörnyei and Csizér (2012, p. 86) suggest that "if we present statistics in tables, we should *not* repeat the figures in the text as well, except when we want to underscore some particularly noteworthy results". In the next section first the reliability of the motivational scales is presented, and then descriptive statistics of the scales are outlined, following the results of the regression analysis. Finally, the comparative analysis of the motivational scales and the relationships among the three groups of the study are described.

7.2.1 Reliability of the Motivational Scales

The reliability coefficients of the motivational scales in the *main L2 teacher questionnaire study,* Study 4, were identified as a first analysis and can be as seen in Table 7.2. The internal consistency reliability coefficient of the motivational scales in the present study equalled or exceeded .60 for all items (DeVellis, 2012).

In the small-scale L2 teacher questionnaire study (Study 3) the low score of *extrinsic motivation* might have been attributed to other constructs with which they negatively correlated. As a contrast, higher level of *intrinsic motivation* can be detected in both studies (.75). According to Dörnyei, the internal reliability is satisfactory if the values reached .70 (Dörnyei, 2007). This was not achieved in the case of the constructs of *extrinsic motivation for CPD* and i*deal ELTP self* in the main L2 teacher questionnaire study (Study 4), all the other Cronbach's alpha values show satisfactory internal reliability.

Table 7.2

The Reliability Analysis of the Scales in the Main Study

Scale (number of items)	Cronbach's α
ELT-related professional knowledge (28)	.90
Free time activities for L2 improvement (14)	.87
Efficiency of CPD in institutional context (12)	.86
Ideal L2 teacher self (6)	.79
Practiced forms of CPD (11)	.79
Future perspective (7)	.76
Intrinsic motivation for CPD (6)	.75
Enthusiasm for teaching and CPD (8)	.75
Actual L2 proficiency (6)	.75
Professional wellbeing (6)	.74
CPD in external context (8)	.66
Extrinsic motivation for CPD (6)	.62
Ideal ELTP self (6)	.60

7.2.2 Comparative Analysis of the Motivational and Professional Development Scales

In terms of the descriptive statistics (Table 7.3), some important conclusions can be drawn. Out of all the scales, five had relatively high mean values: professional wellbeing; *ideal L2 teacher self, regarding L2 proficiency*; *enthusiasm*; *ideal ELTP self* and *intrinsic motivation*. *CPD in external context* and *Future perspective* were two more scales with relatively high mean value. From these results some surprising but interesting conclusions can be drawn. It is well established in teacher motivation research that teachers are future-oriented and have a positive attitude to their jobs (Dörnyei & Ushioda, 2011; Pennington, 1995), yet the high mean values proved that their passion for the profession, implied in the scales *professional wellbeing* and enthusiasm, also play an important role in teachers' lives (Csikszentmihalyi, 1997; Dörnyei & Csizér, 1998; England, 2020; Williams et al., 2015). In a similar fashion, Lave and Wenger (1991) described communities of practice where members share their passion, which corresponds to the small communities of ELTAs. The descriptive statistics also revealed that in several scales there was a difference between the three groups. *Professional wellbeing* (Appendix Q.10), *enthusiasm for teaching and CPD* (Appendix Q.11), *ideal ELTP self* (Appendix Q.12), *intrinsic motivation* (Appendix Q.03), *CPD in external context* (Appendix Q.05) and *future perspective* (Appendix Q.06) are all examples where members of IATEFL-Hungary showed the highest mean values. It is also noteworthy to point out that there is not much difference between the two groups of 'members' and 'no longer member' in many scales. The considerable difference is between the group of teachers who have never been members of

IATEFL-Hungary and the other two groups together, teachers who used to be members of IATEFL-Hungary and the ones who still belong to the association. Among the *practiced forms of CPD*, the respondents considered coaching less typical ($M = 1.93$, $SD = 1.19$), and undertaking tasks in the working community ($M = 3.84$, $SD = 1.27$) the most typical (see Appendix Q.01). A characteristic example for *extrinsic motivation* is for taking accredited training in the hope of promotion ($M = 2.09$, $SD = 1.27$), as seen in Appendix Q.02. On the scale of *actual L2 proficiency* there were relatively low scores in each item (see Appendix Q.07), indicating a higher level of L2 proficiency among the participant which is in strong connection with the *ideal L2 teacher self*, indicating high scores in each item (see Appendix Q.08) and linked to the scale of *free time activities for L2 improvement* (see Appendix Q.09).

These findings can be indicative for leaders of ELTAs, so that even those who, for some reason, do not belong to the national ELTA any longer but used to be members, are just as intrinsically motivated for CPD, enthusiastic for teaching and have a well-elaborated future ideal ELTP self image as those colleagues who still belong to the association. Therefore, providing the right kind of channels to address this population of ELTPs, ELTAs have a chance to recruit their lost members and enrich the association with them. ELTAs can also reach out to other teachers who do not belong to the English teachers' associations but still can be potential members. Demonstrating the results can also be indicative for decision-makers and policy holders as a proof in investing in CPD.

Table 7.3

Descriptive Statistics for the motivational and CPD scales of the three groups

Scale	M			SD		
	Never been member (*n* = 80)	No longer member (*n* = 85)	Member (*n* = 150)	Never been member (*n* = 80)	No longer member (*n* = 85)	Member (*n* = 150)
Practiced forms of CPD	2.7	2.9	3.1	.8	.8	.7
Extrinsic motivation for CPD	2.8	2.6	2.6	.7	.7	.7
Intrinsic motivation for CPD	3.5	3.9	4.1	.8	.7	.7
Efficiency of CPD in institutional context	1.9	2.0	2.0	.8	.9	.9
CPD in external context	3.1	3.5	3.6	.6	.6	.6
Future perspective	3.2	3.6	3.7	.8	.7	.7
Actual L2 proficiency	2.0	2.1	2.1	.8	.9	.8
Ideal L2 teacher self	4.1	4.2	4.0	.8	.7	.8
Free time activities for L2 improvement	3.3	3.2	3.3	.8	.7	.7
Professional wellbeing	4.2	4.6	4.6	.6	.4	.4
Enthusiasm for teaching and CPD	3.7	4.0	4.1	.6	.4	.5
Ideal ELTP self	4.1	4.4	4.3	.6	.5	.5
Professional knowledge	2.6	3.1	3.4	.5	.6	.7

It can be clearly seen that, in almost all scales, members of IATEFL-Hungary have the highest mean values, except for two scales, *extrinsic motivation for CPD* and *ideal L2 teacher self*. These low values speak for themselves. If members of IATEFL-Hungary have a higher value in the construct *intrinsic motivation*, then probably they would have a lower score in satisfying external needs for CPD which would be a satisfactory explanation for the low score. As for the other construct, *ideal L2 teacher self*, which is connected to the improvement of L2 teachers' language proficiency, non-members of the professional associations might need strengthening their L2 language level. This population of teachers can be linked to Díaz Maggioli's (2004) the Teacher's Choice Framework, in which in quadrant 4, teachers are unaware of their outdated knowledge and skills. This would provide an opportunity for ELTAs and other stakeholders to act upon. For ELTA members, the lower score for *ideal L2 teacher self*, which is connected to the improvement of L2 teachers' language proficiency, does not mean that they would not like to enhance their proficiency but there is not such a big gap between the members' actual language level and their ideal level for proficiency.

Surprisingly, the lowest mean score (*M* = 1.85) for the group 'never been a member' in the scale was: *efficiency of CPD in institutional context* (Appendix Q.04). This was not much lower than the mean score (*M* = 2.00) for 'members'. These items of the *efficiency of CPD in*

institutional context included mutual observation, for instance, observing others' lessons and accepting observers in one's own lessons; managerial observations; participation in institutional research; job shadowing or team teaching. This would indicate further avenues for teachers in institutional contexts. The highest mean value among the items scored *M* = 3.06, sharing good practices within the staffroom or faculty. To conclude, it is a sad fact, explaining that there was very little *efficiency of CPD* in the participants' own professional practice in their schools and institutions. In this scale there was no significant difference between the three groups, therefore this could be an alarming sign for policy makers, managers, school directors, heads of departments and so on.

Another low scale, *actual L2 proficiency* (*M* = 2.07) also needs explanation (see Appendix Q.07). Teachers were asked about their L2 proficiency and their preference for improving their language level. Not surprisingly all L2 teachers would like to cultivate their English, they like reading newsletters in English, they do not mind speaking English among native English speakers, are happy to attend training events, and they do not mind speaking English in public. In reality, the low scales indicate a positive attitude. When looking back on the questions of the questionnaire from a distance, the answers were rather predictable.

Similarly, the results of another scale, *Ideal L2 teacher self* (see Appendix Q.08) were not surprising either, although here very high mean values were evidenced. From the high mean scores it was obvious that L2 teachers take every opportunity to advance their English, hope to achieve a better level of L2 and they affirm that language development is essential for professional development. From the answers it can be concluded that a very high proportion of L2 teachers nurture their own professional development (*M* = 4.63), they attend training outside working hours, even on Friday afternoons or on Saturdays, and are willing to make financial sacrifices for further training. Many of them reported that they use new methods that they learn from others in their teaching and garner ideas from internet sources.

Of the examples given for *CPD in external context* (Appendix Q.05), attending conferences, especially workshops, were of greater importance. This is in line with the findings of ELTA research on conferences (Allwright, 1991; Aubrey & Coombe, 2010; Borg, 2015a). Professional development experience indicated significantly higher scores with mean values; (higher than *M* = 4.4) referring to *professional wellbeing* (Appendix Q.10) and *enthusiasm for teaching and CPD* (Appendix Q.11), as demonstrated by England (2020), Pennington (1995), Raynor (1974) and Williams et al. (2015). Finally, the respondents showed *enthusiasm for teaching and CPD* (Appendix Q.11) by admitting that they were inspired by new ideas, they loved their job, they regularly had success in their classes, and further training inspired their

work. Last but not least, they had a *positive future self image* (see Appendix Q.12) and believed that their students achieved good results. Most of all they thought that professional self-development would become the accepted norm in education and that personal development was part of the future. These thoughts have been expressed in the focus group interview study as well as in the long, in-depth interviews conducted with leaders of ELTAs. The mean values of the scales indicate that professional development is important for L2 teachers, both within institutional and external contexts, and they are willing to devote their time for CPD beyond their working hours in external contexts. The visual representation of the mean values for the motivational and CPD scales for the three groups is demonstrated Figure 7.1.

Figure 7.1

Comparison of the mean values of the motivational and CPD scales in three groups
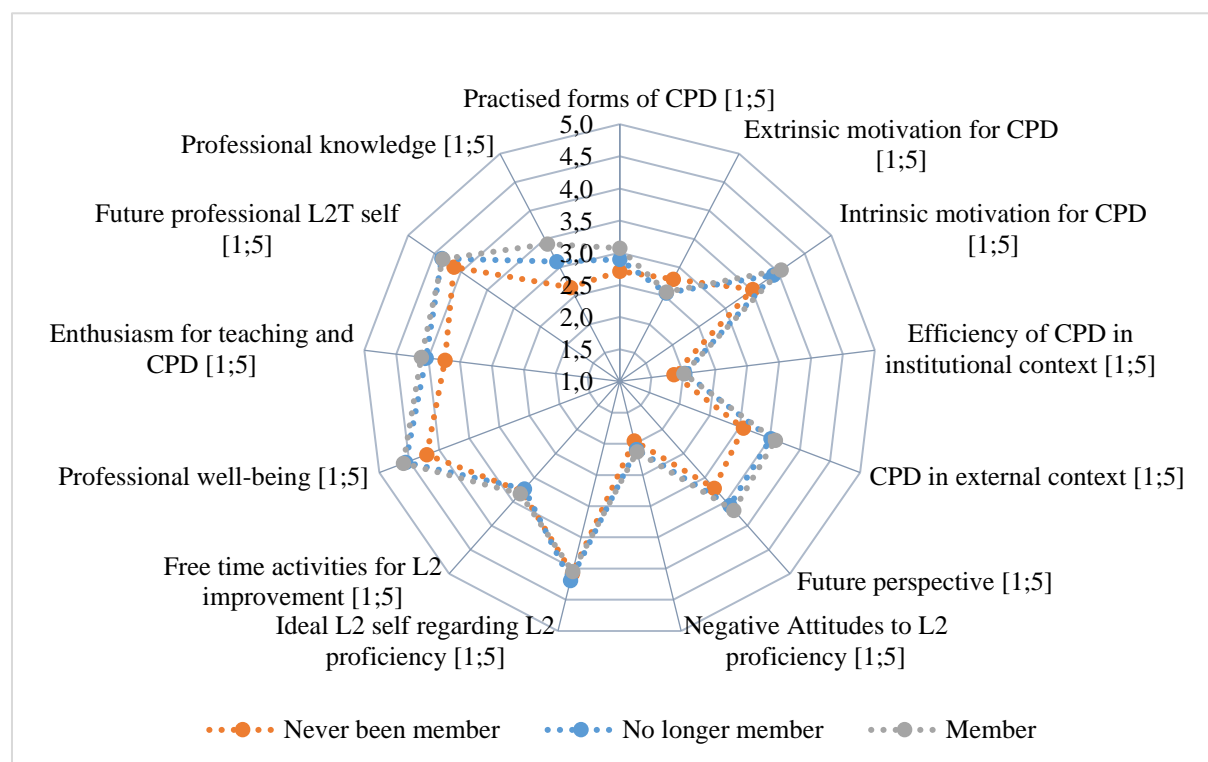
With the initial aim of finding out the differences between the three groups, motivation for CPD was tested with the Kruskal–Wallis H test which can also be referred to as "one-way ANOVA (analysis of variance) on ranks". The three groups were identified as follows: 1) teachers who had never been members of IATEFL-Hungary (in tables referred to as 'Never been member'); 2) teachers who used to be members of the Hungarian association, IATEFL-

Hungary but were not any longer (in tables referred to as 'No longer member'), and 3) ELT professionals who were still IATEFL-Hungary members (in tables referred to as 'Member').

Hypothesis test summary was carried out to determine if there were statistically significant differences between these three groups in each scale of an independent variable on a continuous or ordinal dependent variable. It is vital to understand that the Kruskal–Wallis test did not display which specific groups of independent variable are statistically significantly different from each other, it only indicated that at least two groups were different. In order to determine the differences between the groups, a Dunn-Bonferroni post hoc test needed to be run on each pair of groups. SPSS 22.0 Statistics' nonparametric procedure made an adjustment to the p-value. In the current test the significance level was set for .05. Out of the 16 scales 11 were tested to find evidence to suggest a difference in at least one pair of the groups. As a result of the hypothesis test summary decision, out of the 11 scales 8 rejected the null hypothesis and 3 retained the null hypothesis. In other words, in eight cases there was a statistically significant difference between the different groups and in three cases the difference between the groups was not indicative.

In Table 7.4 the results of the Kruskal-Wallis tests indicate that in the case of 9 scales out of the examined 13 scales significant differences could be identified among the three groups. There were no significant differences among the groups for the scale of the *efficiency of CPD in institutional context* ($H = 2.007$, $p = .367$), the *actual L2 proficiency* ($H = 2.237$, $p = .327$), the *ideal L2 teacher self* ($H = 2.382$, $p = .304$), and the *free time activities for L2 improvement* ($H = 1.741$, $p = .419$). However, significant differences could be identified for nine dimensions and a lower significance for the three scales. These were *extrinsic motivation for CPD* ($H = 7.783$, $p = .020$), ideal ELTP self ($H = 10.022$, $p = .007$), *practiced forms of CPD* ($H = 10.403$, $p = .006$); and a higher significance level for the remaining six scales: *Future perspective* ($H = 17.525$, $p < .001$), *enthusiasm for teaching and* CPD ($H = 22.698$, $p < .001$), *professional wellbeing* ($H = 28.993$, $p < .001$), *intrinsic motivation for CPD* ($H = 27.628$, $p < .001$), *CPD in external context* ($H = 37.227$, $p < .001$) and *ELT-related professional knowledge* ($H = 66.498$, $p < .001$).

Table 7.4
Results of the Kruskal-Wallis test related to the motivational and CPD scales

Scale	Kruskal–Wallis H	df	p
Practiced forms of CPD	10.403	2	.006
Extrinsic motivation for CPD	7.783	2	.020
Intrinsic motivation for CPD	27.628	2	< .001

Efficiency of CPD in institutional context	2.007	2	.367
CPD in external context	37.227	2	< .001
Future perspective	17.525	2	< .001
Actual L2 proficiency	2.237	2	.327
Ideal L2 teacher self	2.382	2	.304
Free time activities for L2 improvement	1.741	2	.419
Professional wellbeing	28.993	2	< .001
Enthusiasm for teaching and CPD	22.698	2	< .001
Ideal ELTP self	10.022	2	.007
Professional knowledge	66.498	2	< .001

According to the Dunn-Bonferroni post hoc multiple comparison test, the level of *intrinsic motivation for CPD* was significantly lower in the group of 'Never been member' than in the other two groups (Table 7.5).

Table 7.5
Determining significant differences among three groups in the intrinsic motivation for CPD

	Subset	
	1	**2**
Never been member	114.588	
Sample[1] **No longer member**		158.888
Member		180.650
Test Statistic	–[2]	3.395
Sig. (2-sided test)	–	.065
Adjusted Sig. (2-sided test)	–	.065

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of intrinsic motivation for CPD [1;5].

[2]Unable to compute because the subset contains only one sample.

The level of *extrinsic motivation for CPD* was significantly higher in the group 'Never been member' compared to the other two groups (see Appendix R.1, while the *practiced form of CPD* is less typical among teachers who have never been members of IATEFL-Hungary compared to members. There is no significant difference in the *practiced form of CPD* between those who have never been or are no longer members, and between those who are no longer members and members (see Appendix R.2). It is also interesting to observe that the Dunn-Bonferroni post hoc test shows that members and no longer members are significantly more likely to engage in *CPD in an external context* than those who are never members (Table 7.6).

Table 7.6

Homogeneous subsets based on CPD in external context

	Homogeneous Subset	
	1	**2**
Never been member	105.075	
Sample[1] **No longer member**		168.694
Member		180.167
Test Statistic	$-^2$	1.003
Sig. (2-sided test)	–	.317
Adjusted Sig. (2-sided test)	–	.317

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of CPD in external context [1;5].

[2]Unable to compute because the subset contains only one sample.

The Dunn-Bonferroni post hoc test reveals that members and no longer members assess the *future perspective* more positively than those who have never been members (see Appendix R.3), similarly to the results in the case of *intrinsic motivation for CPD* and *CPD in an external context.* In the same manner, the level of *professional wellbeing* for members and no longer members is significantly higher than for those who have never been members according to the Dunn-Bonferroni post hoc test (Table 7.7).

Table 7.7

Homogeneous subsets based on professional wellbeing

	Homogeneous Subset	
	1	**2**
Never been member	111.663	
Sample[1] **No longer member**		167.888
Member		177.110
Test Statistic	$-^2$	.640
Sig. (2-sided test)	–	.424
Adjusted Sig. (2-sided test)	–	.424

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of professional wellbeing [1;5].

[2]Unable to compute because the subset contains only one sample.

In a similar fashion to the previous results, members and no longer members are more *enthusiastic about teaching and CPD* than those who have never been members, as Table 7.8

shows. Another example is for members and former members showing a higher level of *ideal ELTP self* than those who have never been members (see Appendix R.4).

Table 7.8

Homogeneous subsets based on enthusiasm for teaching and CPD

	Homogeneous Subset	
	1	**2**
Never been member	117.456	
Sample[1] **No longer member**		162.706
Member		176.957
Test Statistic	$-^2$	1.657
Sig. (2-sided test)	$-$	.198
Adjusted Sig. (2-sided test)	$-$	.198

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of enthusiasm for teaching and CPD [1;5].

[2]Unable to compute because the subset contains only one sample.

Lastly, the Dunn-Bonferroni post hoc test indicates that members have significantly higher levels of *ELT-related professional knowledge* than former members or those who have never been members (Appendix R.5). Former members have a significantly higher level of professional knowledge compared to those who have never been members. Summarising the results of the Dunn-Bonferroni post hoc tests, it can be concluded that there is typically no significant difference between members and former members in certain aspects of motivation for CPD examined, and those who have never been members typically show a significant difference compared to the previous two groups. Members and former members are more motivated than teachers who have never been members.

7.2.3 Relationships among the Motivational and Professional Development Scales

With the aim to seek answers for RQ 2.2, I set out to find correlations between the different scales and dimensions. Spearman's rank correlation coefficient was used to analyse the relationships among the scales and test the proposed model for the relationship between ELT-related professional knowledge and the motivational and CPD scales. Statistical significance was set at $p \leq .05$. Table 7.9 presents the significant correlations among the motivational and CPD scales and highlights the differences between the correlations among the scales.

Table 7.9

Significant correlations (p ≤ .01) among the motivational and CPD scales

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
1. Practiced forms of CPD [1;5]	1	,274**	,214**	,532**	,313**	,346**	,053	,216**	,136*	,354**	,273**	,271**	,246**
2. Extrinsic motivation for CPD [1;5]		1	-,179**	,160**	-,122*	-,079	,173**	,192**	-,109	-,063	-,160**	-,136*	-,120*
3. Intrinsic motivation for CPD [1;5]			1	,151**	,441**	,458**	-,033	,170**	,137*	,431**	,476**	,392**	,404**
4. Efficiency of CPD in institutional context [1;5]				1	,318**	,381**	,084	,197**	,098	,237**	,285**	,253**	,232**
5. CPD in external context [1;5]					1	,677**	-,082	-,005	,213**	,468**	,475**	,499**	,546**
6. Future perspective [1;5]						1	-,108	,100	,269**	,461**	,532**	,588**	,460**
7. Actual L2 proficiency [1;5]							1	,341**	-,377**	-,029	-,060	-,159**	-,213**
8. Ideal L2 teacher self [1;5]								1	-,101	,286**	,169**	,212**	-,042
9. Free time activities for L2 improvement [1;5]									1	,193**	,197**	,322**	,283**
10. Professional wellbeing [1;5]										1	,576**	,598**	,341**
11. Enthusiasm for teaching and CPD [1;5]											1	,647**	,283**
12. Ideal ELTP self [1;5]												1	,308**
13. Professional knowledge [1;5]													1

** Correlation is significant at the .01 level (2-tailed).

* Correlation is significant at the .05 level (2-tailed).

The correlation analysis showed only two strong correlation coefficients. One was between the construct *CPD in external context* and the construct *future perspective*. The other strong correlation could be detected between *enthusiasm for teaching and CPD* and *Ideal ELTP self*. These scores yielded above .60. High correlations could be traced among the following scales as well: *future perspective* and *enthusiasm for teaching and CPD*; *Future perspective* and *ideal ELTP self*; *CPD in external context* and *ELT-related professional knowledge*. Moderate correlation was found between *ELT-related professional knowledge* and *intrinsic motivation for CPD* and *future perspective*; just as well as *CPD in external context* and the scale *ideal ELTP self*. These scales also yielded higher scores: *enthusiasm for teaching and CPD* with *intrinsic motivation*, and *CPD in external context* had a moderate correlation with *future perspective*. *Professional wellbeing* also correlated moderately with *intrinsic motivation for*

CPD, *CPD in external context* and *future perspective*. Apart from these, *intrinsic motivation* was noted to be correlated with *CPD in external context* and *future perspective*. *CPD in external context* had the highest correlation with *ELT-related professional knowledge*, however, *intrinsic motivation for CPD* and *future perspective* also had a moderate correlation to *ELT-related professional knowledge*.

The final Regression model with standardised estimates for the scale of *professional knowledge* in Figure 7.2 illustrates the dimensions that affect ELT-related professional knowledge. The two most significant variables are *CPD in external context* and *intrinsic motivation*. *Practiced forms of CPD* and *efficiency of CPD in institutional context* both affected the former; and there were four predictors that contributed significantly to intrinsic motivation: *practiced forms of CPD*, albeit negatively, but extrinsic motivation for CPD, *ideal L2 teacher self* and *ideal ELTP self*. As the model shows, professional development in outer context was a stronger predictor of the ELT-related professional knowledge. In addition to the direct effect, intrinsic motivation also indirectly influenced professional knowledge via CPD in an external context.

Figure 7.2

Path analysis

Note. $N = 315$

179
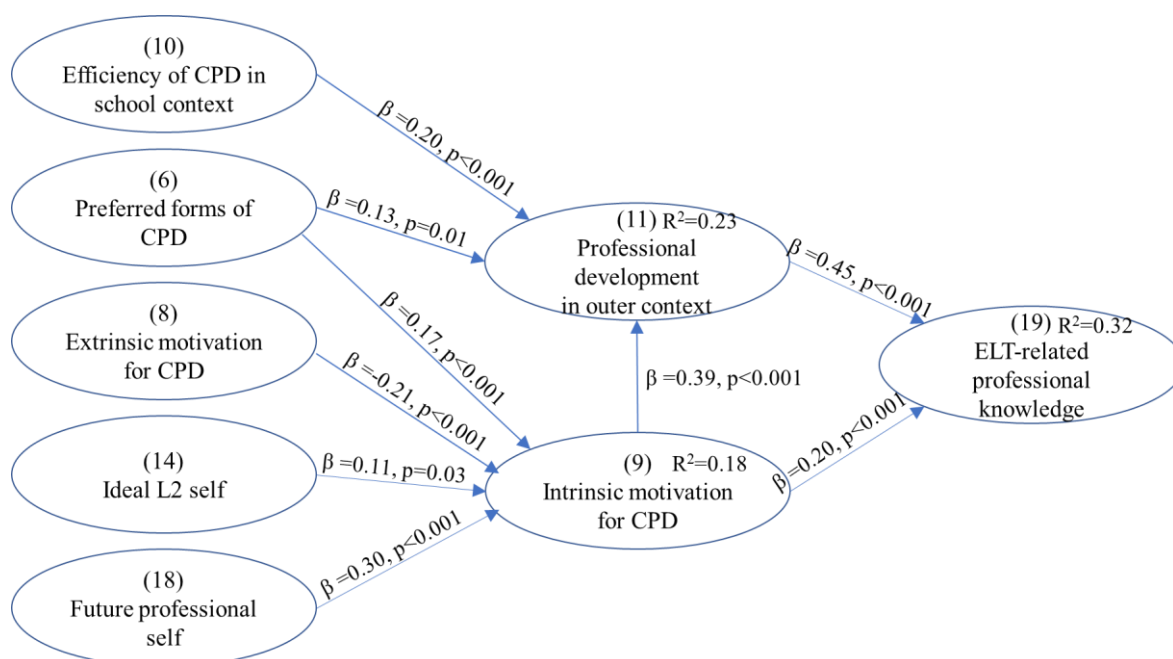
7.2.4 Evaluating Particular Aspects of Professional Knowledge Related to ELT

The mean scores and the standard deviation for each item for *ELT-related professional knowledge* can be seen in Table 7.10, although the numbers are not very informative on their own. However, seeing the difference within the three groups gives a deeper interpretation for the items and the participating EFL teachers' professional knowledge in connection with ELT.

Table 7.10

Descriptive Statistics for the Scale of ELT-related Professional Knowledge

Item	M			SD		
	Member (*n* = 150)	Never been member (*n* = 80)	No longer member (*n* = 85)	Member (*n* = 150)	Never been member (*n* = 80)	No longer member (*n* = 85)
Brain Bar	2.0	1.8	1.9	1.2	1.2	1.2
British Council	4.6	4.4	4.6	.6	.7	.6
CITA	2.1	1.3	1.8	1.4	.8	1.2
Creative Café	3.7	1.9	3.0	1.5	1.1	1.5
CUP	3.1	2.0	2.5	1.7	1.5	1.6
Erasmus+	4.4	4.3	4.4	.8	.9	.7
EVO	1.7	1.4	1.4	1.0	.8	.8
FutureLearn	2.6	1.9	2.2	1.6	1.2	1.4
IATEFL-Hungary	4.5	3.7	4.5	0.9	1.2	.8
The Hungarian association of bilingual schools	2.7	2.3	2.6	1.5	1.3	1.4
Learnathon	1.9	1.4	1.4	1.2	.7	.9
Libra bookshop	4.5	4.1	4.4	.8	1.2	1.1
Macmillan	4.5	4.3	4.5	.7	.9	.7
MANYE	2.3	1.8	2.1	1.5	1.2	1.5
mELTing Pot	3.8	1.8	3.2	1.4	1.1	1.5
Mentor training	3.1	2.0	2.6	1.5	1.2	1.5
MM Publications	4.3	3.7	4.4	1.1	1.5	1.0
MOOC	2.6	1.7	1.9	1.7	1.3	1.4
Nyelvparádé (Language Fair)	3.9	3.2	3.8	1.3	1.6	1.3
NYESZE	4.1	3.1	3.8	1.3	1.4	1.4
OUP	4.7	4.0	4.6	.8	1.5	.9
Pearson	4.4	3.9	4.2	1.0	1.3	1.2
Pestalozzi Friday	2.5	1.6	2.1	1.6	1.1	1.4
RELO	2.4	1.3	1.7	1.5	.7	1.3
SIGs	3.1	1.2	2.2	1.7	.7	1.6
TEDTalks	4.5	3.9	4.3	1.0	1.4	1.2
Tempus	4.3	3.7	4.0	1.1	1.2	1.3

Note. The response option of individual items is the same and ranged from 1 (never) to 5 (well known)

As the results illustrate, publishing houses and educational organisations have the highest means scores, for instance Oxford University Press, Macmillan, MM Publications, the British Council and Tempus. Out of online teaching resources TEDTalks also scored highly, on the other hand, MOOC, FutureLearn and EVO were hardly known. Out of professional associations many of the respondents indicated that they had heard of IATEFL-Hungary, but hardly anybody knew that the Hungarian Association of bilingual schools existed. Looking at the differences between the three groups we can see that the Hungarian Association of Applied Linguists and Language Teachers (HAALLT), in Hungarian MANYE, was not a very well-known acronym either, however, more teachers from the two subgroups 'Member' and 'No longer member' recognized the acronym. Looking at the numbers in connection with publishing houses, it was not surprising that Oxford University Press (OUP) scored highest. They were very well known in the Hungarian educational system, whereas Pearson, MacMillan and Cambridge University Press (CUP) are no longer present in Hungary. Both OUP and CUP were referred to by their acronyms and might have been expected to have similar results, however due to the contextual background, it was not surprising that the mean score for OUP was 4.49, whereas CUP only scored 2.63. There was a significant difference between 'Members' and 'No longer members' in recognizing IATEFL-Hungary's magazine called mELTing pot. Nonetheless, not many respondents recognized the acronym SIGs or knew about the postgraduate training for teachers called Mentor training, organised by the association. Even among the members of IATEFL-Hungary very few knew about RELO, CITA or Learnathon. As a summary, the visual representation of the scores in the radar diagram (Figure 7.3) shows how familiar participants were with certain domains of ELT-related concepts under the encompassing term *ELT-related professional knowledge* which were common occurrences of CPD events, online courses, places, publications, publishing houses, conferences or teachers' associations in the Hungarian context. The results clearly show that the professional knowledge of the group 'Never been member' scores lowest in every item; the results of the two groups 'No longer member' and 'Member' are quite close to each other in many cases. But the most important findings from this part of the study is that the group 'Members' scored the highest results in every item.

Figure 7.3

Radar diagram of professional knowledge for the three groups
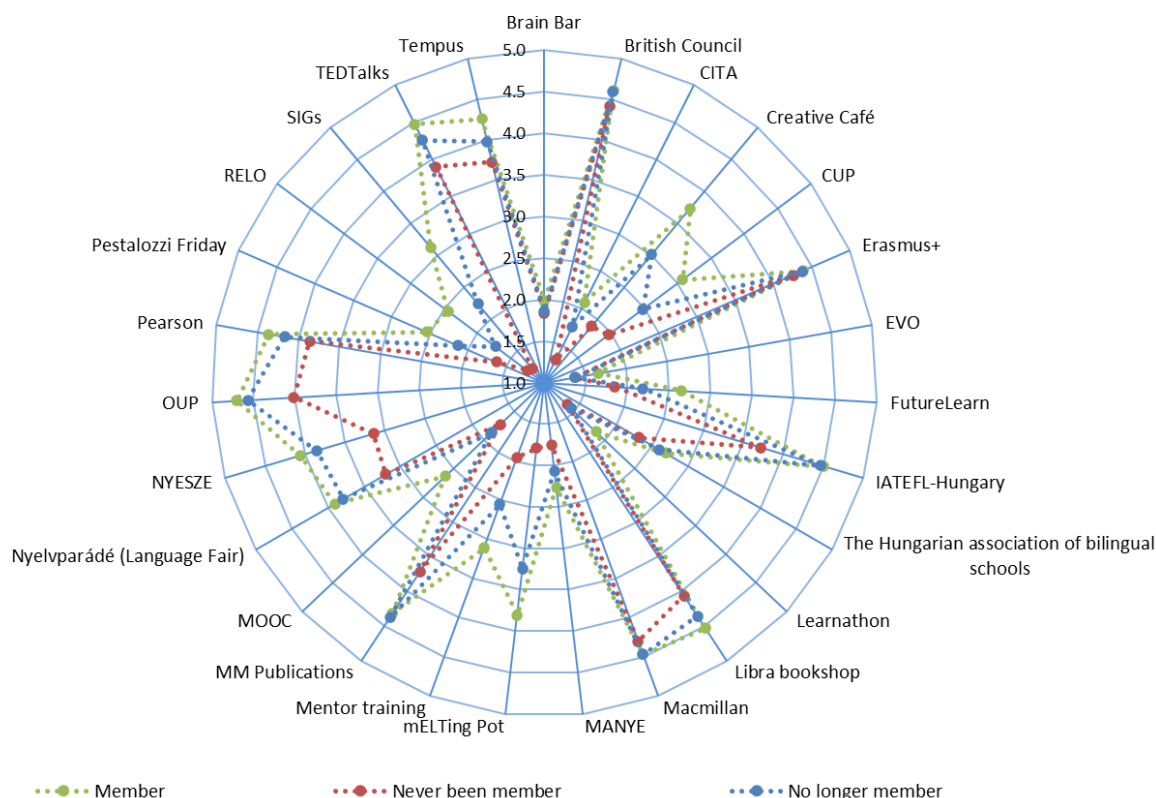
7.3 Summary of the Main L2 Teacher Questionnaire Study (Study 4)

This study of the research intended to find answers to the sub-question RQ 2.1. Another aim was to explore the EFL teachers' motivation for CPD both in institutional and external contexts. It could be concluded from the findings that the intrinsic component of teacher motivation as a main constituent (Dörnyei & Ushioda, 2011) has a strong validity for L2 teachers in the Hungarian context (Soproni, 2013); moreover, it is closely linked to contextual factors.

The results also show that those teachers who belong to, or once belonged to, professional communities regularly try out new methods, it motivates them when they learn something new and they are inspired by higher professional knowledge. It has been empirically proven that they are more motivated for CPD and they are willing to sacrifice some of their free time in order to take care of their own professional growth, which often happens in external context. Surprisingly, the implications from the study revealed that regardless of L2 teachers' attachment to professional communities, they assign importance to continuously improving their English; they devote time to developing their language skills by engaging in English language free time activities and they have a strong *ideal L2 teacher self, regarding their L2 proficiency*. The high mean values indicate that L2 teachers have an internal desire for the

profession (England, 2020; Pennington, 1995; Raynor, 1974; Williams et al., 2015) and they take pleasure in teaching and their professional practice in collaboration with colleagues (Barfield, 2016). These findings correspond with the outcomes of contextual factors in teacher motivation (Dörnyei & Ushioda, 2011; Fives & Alexander, 2004), underlining the importance of context in teacher collaboration and institutional culture.

The results are in line with Day's (2004) view on teachers. In the light of the findings ELTA leaders can reinforce the original objectives of their professional organisations, such as to promote better teaching of English, provide CPD, offer a community where best practices, new theories, methods and mutual support can be found. It is essential to emphasise that in almost all aspects of the current study members of ELTAs have the highest scores out of the respondents, such as *intrinsic motivation*, *CPD in external context*, *professional wellbeing*, *enthusiasm for teaching and CPD*, thus, their *ideal ELTP self* is the strongest. Nevertheless, those participants who once belonged to the association also performed similarly well, whereas those teachers who have never been members of IATEFL-Hungary or other ELT-related communities of practice, had a lower score in *ELT-related professional knowledge* and the aforementioned scales. The only scale that was the highest for this group was *extrinsic motivation*, which can be an indicative sign for ELTA leaders to approach policy makers or other stakeholders in order to take action for in-service training or formal professional development. This way ELTAs can perform as knowledge disseminators and help members, former members and potential members to get involved in knowledge transmission, as well as to provide space for professional and personal growth in communities of practice.

7.4 Limitations of the Main L2 Teacher Questionnaire Study in Hungary and Further Research Directions

The limitations of the *small-scale L2 teacher questionnaire study*, Study 3, were rooted in the small sample size; therefore, a further empirical study was needed to provide more generalisable and statistically significant results. This was remedied in the *main L2 teacher questionnaire study,* Study 4. Nevertheless, some limitations can be pointed out for this study, too.

Although the size of the sample was acceptable to draw generalisable results, the ratio between the three groups was not equal. This was due to participant self-selection, as in the case of an online questionnaire the researcher has no influence on the target population of the respondents. In another study it would be favourable to compare the results with similar number of participants from each of the groups, although due to the nature of data collection, this is not predictable. As for the constructs used in the questionnaire study, the following four constructs

had a strong bond and influence on professional knowledge: *professional wellbeing*, *enthusiasm for teaching and CPD*, *practiced forms of CPD in external cont*ext and *intrinsic motivation.* Further research endeavours could provide stimulating directions in connection with the emerging construct 'passion for the profession'. In addition, structural equation modelling could improve the results of the investigation.

Recommendations for further research can be made for other ELTAs to conduct the same questionnaire among their members, obviously developing a new set of criteria connected to professional knowledge in their unique contexts. As each ELTA offers different CPD events, publishes unique publications and has distinctive external relationships, ELT-related professional knowledge items in the research instrument must be adjusted to these contextual factors. Furthermore, from the results of the small-scale L2 teacher questionnaire study (Study 3), two constructs gained new names in the *main L2 teacher questionnaire study,* Study 4. These were as follows: 1) *Ideal L2 teacher self, regarding L2 proficiency* was shortened for *Ideal L2 teacher self,* and 2) *Ideal professional L2 teacher self* was renamed as *Ideal ELTP self*. Including these two constructs in quantitative enquiries in future studies could further clarify them and add to the conceptualisation of the constructs. Follow-up qualitative enquiries could also strengthen and deepen the value of the findings of the *main L2 teacher questionnaire study*.

8 The Motivation of English Language Teaching Professionals for Continuing Professional Development in the Context of English Language Teachers' Associations

Study 5 –The Semi-structured In-depth Interview Study with English Language Teaching Professionals

Having seen how teachers associations and their leaders see their roles in providing CPD to their members in the focus group interview study and in the ELTA survey (in Study 1 and Study 2), and having confirmed higher ELT related professional knowledge by those who are or have been members of ELTA's, in the quantitative studies (Study 3 and Study 4), the last study of the research enquiry aimed at finding out how English language teachers professionals see their own journeys in the professional organisations they belong to and what motivates them to offer free voluntary work to these communities. Thus, the purpose of Study 5 was to investigate leading ELT professionals' trajectories within the context of learning organisations. The enquiry presented in this chapter aimed to answer the main research question RQ 3 with its two sub-questions, RQ 3.1 and RQ 3.2.

8.1 Research Methods

As the choice for the last instrument for data collection, I opted for semi-structured interviews with the aim of approaching the research question from an inductive perspective. After the interview guide was finalised and the interviews had been conducted, recorded, stored and transcribed, the phase of data analysis followed. Emerging themes were identified, and their relationships were established.

8.1.1 Participants – English Language Teaching Professionals

This qualitative investigation involved 16 (eight male and eight female) ELT professionals from all around the globe, representing 14 nationalities from four continents. Ten of the teachers are Non-Native Speakers of English (NNEST) and six of them are Native English Speakers (NEST). Eight of them live in their country of origin. They all have extensive teaching experience, more than 27 years each. Apart from IATEFL, which most of them are or have been members of, they also belong or used to belong to 12 national ELTAs including AINET, ELTAM, ETAI, STIL, IATEFL-Hungary, NELTA, TESOL International, BRAZ-TESOL, TESOL France, URU-TESOL, and other language teachers' associations, for instance FIPLV or NATECLA. Additionally, 11 are members of IATEFL SIGs and altogether 10 of the 16 SIGs of IATEFL are represented. In order to correspond to the purpose of the study, as Dörnyei

(2007) suggests, the respondents were selected with three main interrelated sampling strategies: a) Criterion sampling; as the selected participants had to meet some specific predetermined criteria, in this case, successful professionals who have become leaders as a result of efficacious professional growth. b) Typical sampling; to show that all interviewees share a common background, which is that they are or have been volunteers of professional communities that focus mostly on CPD. c) Homogeneous sampling; where participants are experienced teacher trainers and leading ELT professionals of ELTAs or ELTA-like CoPs. As a result of these purposive sampling strategies, I selected the participants, with the principle of maximum variation. Table 8.1 summarises the biographical data of the participants and the details of data collection.

Table 8.1
Participants and interview data collected in the semi-structured in-depth interviews with English language teaching professionals

Study	Biographical data			Interview		
Pseaudonym	Gender	NEST	Region	Place	Date	Duration
Nicolas	Male	No	Americas	Budapest	201710	0:44:18
Denis	Male	Yes	Australia	Terme Topolsica	201803	0:58:35
Sam	Male	Yes	Europe	Brighton	201804	0:14:39
Alex	Female	No	Europe	Brighton	201804	0:24:31
Cecilia	Female	No	Europe	Budapest	201910	0:47:30
Saula	Female	No	Americas	Budapest	201804	0:41:02
Selena	Female	No	Europe	Terme Topolsica	201903	0:18:48
Karin	Female	Yes	Europe	Terme Topolsica	201903	0:10:02
Ainet	Male	No	Asia	Liverpool	201903	0:54:58
Eva	Female	Yes	Europe	Liverpool	201903	0:24:03
Adam	Male	Yes	Europe	Liverpool	201904	0:20:00
Yoel	Male	No	Asia	Liverpool	201904	0:24:12
Elsa	Female	No	Americas	Budapest	201905	0:58:06
Sangha	Male	No	Asia	Skype	201907	1:20:45
Anthony	Male	No	Americas	Skype	201907	1:09:49
Maire	Female	Yes	Europe	Skype	201911	0:44:44

8.1.2 The Instrument – Interviews

Prior to the main investigation, I conducted a preliminary pilot interview study in the spring term 2017 to find out whether the intended research instrument was of good enough quality to answer the content research question and evaluate the instrument's effectiveness. The design, validation and piloting followed McCracken's (1988) four-step model for designing and implementing a long qualitative interview: (1) review of analytic categories and interview design; (2) review of cultural categories and interview design; (3) interview procedure and the discovery of cultural categories; and (4) interview analysis and the discovery of analytical categories (McCracken, 1988, p. 29). Before piloting the interview, a self-interview was conducted as a preparatory step, then after validation, a semi-structured interview schedule was finalised, as recommended by Prescott (2011). After consulting a highly experienced colleague and my supervisor regarding the questions, they were modified and a semi-structured pilot interview was conducted. At the end of the pilot interviews, the interviewees were asked some questions to evaluate the interview. The participants reflected on whether all the questions were clear, if the sequencing of the questions seemed logical; they were asked if they had any suggestions for the improvement of the interviewing technique and if they wanted to add to make any other comments. After receiving appropriate feedback, the final interview guide was concluded.

The final interview guide (see Appendix S) followed a semi-structured format to allow both a certain amount of control and freedom as well. The interviews were planned to enquire over longer periods of the participants' lives and to ask them to reflect on their careers. Apart from general information (background, number of years teaching experience, education) the study was seeking: a) the most important stepping stones on the participants' professional trajectories (England, 2020); b) motivation to become teachers, motivation to join ELTAs, and motivation for CPD (Gnawali, 2013); c) attitudes towards the profession, CPD and ELTAs (Pennington, 1995); d) teaching and voluntary work (Bailey, 2002); e) skills connected to CoPs (Szasz & Bailey, 2018); and f) vision for the future (Knight, 2013).

Thus, the present study focused on the participants' professional trajectories in connection with the turning points on their professional journeys, in the contexts of CoPs, specifically ELTAs.

8.1.3 Procedures of Data Collection and Data Analysis

All the interviews were conducted in English, digitally recorded, and stored electronically as sound files, indicating the names, places and times of the interviews. The pilot interviews

started in 2017, another seven interviews were recorded the same year and the following year, in 2018; and the remaining nine interviews were administered in 2019. The face-to-face interviews were carried out at professional events, mostly conferences in various places, in 2018 at the IATEFL Slovenia conference in Terme Topolsica, Slovenia, at IATEFL conferences in the UK, in 2017 in Glasgow, 2018 in Brighton and 2019, in Liverpool. Furthermore, the remaining interviews were administered in Budapest, the researcher's home city and some were managed via Skype (see Table 8.1). The interviewees were guaranteed that they can withdraw from the enquiry any time and they would be informed about publications and further research improvements. They were notified that the data would be kept in a safe place and used for the purposes of the research.

The interviews were saved and stored electronically as sound files with a file name included the place and time of the recording. The interviews were then transcribed, using the online transcription tool, Happy Scribe, fine-tuned with the voice recordings, in word documents. The verbatim transcripts yielded a rich database of 90,000-words. Data analysis was carried out with the help of the inductive approach, using the constant comparative method (Maykut & Morehouse, 1994). After the initial analysis of summarizing the most indicative themes from the transcribed data, NVivo12, a qualitative data analysis software, was used to store data segments, use analytical tools and work with data segments. After deriving results from a finalised coding structure, in the process of drafting, redrafting, revising, revisiting and developing the project, having reached saturation, the emerging themes were fine-tuned with the original code manual, second-level coding and third-level coding. The emerging themes can be found in Table 8.2, and for each code the most typical examples, carefully selected from the 16 interviews, are collected in Appendix T.

8.1.4 Quality Control – Interview Study

The quality criteria for the interview study were aimed to be achieved through credibility, transferability, dependability, and confirmability. As the participants agreed to voluntary participation in the research, they were reassured about confidentiality and anonymity. As for quality assurance, member checking achieved the quality criteria. The participants had a chance to check the analysed data and the right to withdraw from the investigation at any point. The precise description of the context aimed to fulfil the criteria of transferability, so that the findings could be transferred to a different setting. This was done through the richness and appropriateness of the data which helped articulate the findings. In order to ensure that the enquiry could be reproduced in similar contexts, a semi-structured interview guide was used,

following similar procedural steps in each of the interviews. This implied dependability for the investigation. Lastly, in order to ensure confirmability, there are detailed descriptions of the interview data, using participants' views verbatim via quotations. Thus, the findings of the study derived from the data and their analysis, which were in close correlation with the research questions and the theoretical background of the enquiry.

8.2 Results and Discussion

In order to answer RQ 3 and its two sub-questions, RQ 3.1 and RQ 3.2, in-depth, extended interviews yielded insightful responses. Having explored successful ELTPs' professional trajectories in the context of ELTAs, the main emerging themes are discussed in the following section through self-related and context-related factors influencing professional development and personal growth.

The emerging themes are grouped around four distinctive phases. The results of the first two main emerging blocks of the interview study were published in the *Hungarian Education Research Journal* (Price, 2020a), and the following sections are based on that publication. Both the emerging themes and the sub-themes are italicised in the discussion for better comprehension. The first part, the formative years *before joining ELTAs*, covers the participants' *initial studies*, as well as their guiding *'influential others'* as a main motivating influence and a prominent force. *Intercultural roots* and *cultural mobility* added to the *diversity of countries and cultures* that formed the foundation for *continuing studies*, often with the help of support in the form of *scholarships*. The second part portrays CoPs which serve as a nourishing cradle for the *first steps in ELTAs*, enhancing *personal and professional growth*, providing a *safe environment* and giving the opportunity for knowledge dissemination in the form of the *first presentations* or *voluntary work*. The third part of the study details the give-and-take nature of *voluntary work*, where the participants enhance their *skills* and experience professional growth through *networking* and lists the *benefits* they gain through opportunities which might lead to *leadership positions* or major *turning points* in the trajectories of the participants. Finally, the fourth section delves into the broader implications of these values in contexts extending beyond ETAs. It elaborates on the interconnection between *CPD* and *teacher wellbeing*, illustrating this through instances of the *ripple effect of initiatives* and *further steps* that transcend organisational boundaries. As a final point, *value creation* is dealt with as a sign of legacy within the educational landscape, reaching into the realm of ELT teachers *beyond ELTAs*.

In my choice of research methodology I approached motivation for CPD and volunteering in ELTAs from the point of view of the participants' life history. This is the reason I concentrated on life-changing events or crossroads and tried to find similar events among the interviewees that led them towards an engagement in teacher training, organising teacher development events, which enriched both their own professional needs as well as the communities' interests. In Table 8.2, the emerging themes are identified and listed in thematic grouping, whereas in Appendix T examples are provided for each emerging sub-theme. The subsequent four sections delve deeper into the outcomes of the study.

Table 8.2

Emerging themes in thematic grouping

Before ELTAs	First steps in ELTAs	Spreading one's wings in ELTAs	Beyond ELTAs
Early influences as a foundation for CPD	Growing through CPD in CoPs	ELTAs as formal providers of CPD	Impact on the world
Continuing studies	First presentations	Skills	CPD
Initial career choice	Voluntary work	Networking	Teachers' wellbeing
Countries and cultures	Personal growth	Turning points	The ripple effect of initiatives
Influential others	LPP in CoPs	Leadership positions	Further steps
Scholarships	Like-minded people	Benefits	Value creation

8.2.1 Before English Language Teachers' Associations

When looking at the different life stories of leading ELTP professionals, some similarities immediately sprang up. Interestingly, all the participants have had exposure to different languages, cultures and countries during their life. Most of them have lived in different countries, some of them moved during their childhood, while others changed countries during their studies or for work, later in their life. Nicolas was born in Argentina but then the family moved to Brazil and later, he lived in the United States and in Canada. Cultural mobility emerged in another participants' life, as Anthony referred back to his cultural roots: "My father was the son of immigrants from Spain and my mother was the granddaughter of immigrants from Italy". Karin was originally from the UK but then she went to live in Austria. She recalled her childhood memories: "Yes, twenty-nine years ago I went there on holiday and I always wanted to go back. And it worked out". Eva lists some of the places she lived in, such as Brazil and Japan and she refers to her voluntary activities outside work, for instance going to refugee camps in Greece and in Calais to train teachers or to Africa to help and support.

Evidently, the participants have been exposed to many different languages as well as to different cultures. In many cases a scholarship was a sudden turning point in the life of the participants. Yoel got a British Council scholarship to do an MA at the University of Reading, while Anthony had the chance to get a Fulbright in the USA. Some of the participants studied in the UK with the help of the Hornby Trust scholarship which was undoubtedly a life-changing experience, for instance as Ainet recalls it: "This was the second turning point in my life. It opened up the whole huge and advanced world of ELT to me, significantly enhanced my knowledge and skills and made me a part of the global ELT community." Not surprisingly, another Hornby scholar, Sangha had a similar experience:

> My turning point was Plymouth; the Hornby scholarship and my Master's. And it's also a turning point in ELT. Because until then they did not invite me for any training or to do any research work; I was not invited to be a book writer. But when I came back, within two-three months I was busy, all Saturdays were filled, with training activities, I was here and I was there and all of a sudden, I became famous.

As a result, all of the participants adjusted to the attitude of professional-social mobility, which is part of an ELTP's life style, and most of them enjoy it, as Alex formulated it thus: "You have to have this really specific mindset when it comes to ELT. This kind of specific type of a person who likes people, who likes communicating, who likes travelling and reading." Another aspect, an education-context related phenomenon can be traced through the professional trajectories of the participants, during their studies. It is interesting to note that many of them had a different initial career choice, wanting to become lawyers, engineers, doctors, simultaneous interpreters, tourist guides or a literary critic, while they finally ended up with the teaching profession through a sudden turn. Many of them recall this moment as a memorable experience, for instance, Nicolas stated: "I started teaching English and then after some time I realised that that was the way for me to go." Ainet formulated in the following way: "I was training to be a lawyer, during which time I took up part-time teaching to support myself. It was then I realised that I loved teaching and decided to become a teacher." Another education-context related dimension, referring to teachers, mentors, peers or colleagues is connected to the 'significant-others' (Shoaib & Dörnyei, 2005), for some of the interviewees this was in connection with guidance in studies or career choices but in many cases it already referred to the topic of the next section, becoming members of ELTAs or any other, smaller professional communities. Additionally, some of the studies and scholarships were already influenced by IATEFL, The Hornby Trust or the British Council, for Ainet, Yoel, Sangha and

Anthony, so then looking back retrospectively, may have had a major role for them in the forthcoming years.

8.2.2 First Steps in English Language Teachers' Associations

As mentioned in the previous section, there were *influential others* who had an impact on the advancement of the studies of the participants, or in their professional career choices. Without them the participants' direction of life might have taken a different turn, without this gentle nudge towards studies, conference presentations, invitation to ELTA events or taking up voluntary positions. The role of 'influential others' played a central part in many of the histories as well as when looking for CPD opportunities and discovering ELTAs. Most ELTPs recalled a 'guiding hand' or an 'influential other' who directed them towards some forms of professional communities of ELTAs, either to a SIG or a regional branch, in Selena's, Eva's and Adam's cases to teacher training workshops or immediately to conferences. Occasionally, members got involved by invitation or awards. Maire described how she became a member of international IATEFL:

> After my CELTA course I became enthusiastic or even obsessed about new teaching methods, so I started going to a lot of events and conferences and because I was interested in professional development, it turned out that I had attended the highest number of events during the year in my ELTA. At the annual national conference then I received a free one-year membership to international IATEFL from then president, Herbert Puchta.

However, Cecilia and Karin found their ELTAs due to their intrinsic drive for CPD, and then attended events. Adam described his involvement as 'an accident', as if it had happened by pure chance:

> I think it's a good way that people get sucked in by accident. For instance, I was taken along [to the annual IATEFL conference] by OUP in 1982 to promote a funny little book and then I thought: Well, this is quite nice. Then I came back without any particular plan but then I started to get sucked into things because there was so much going on. I ran a newsletter and then other things happened.

After attending some events, members start presenting, first in a sheltered context, where the person is accepted and supported. Nicolas refers to his school as a safe environment where he started presenting and later had the courage to apply for conference presentations. Yet, as he described, this was a gradual process.

> I first attended many conferences as a participant and then started presenting workshops at the school where I was teaching in a more protected environment. And then, as my confidence grew more and more, I started presenting and

submitting proposals. I probably had the help of colleagues or my coordinator and while the first time you were accepted to go to a conference, you had this mixture of delight and terror. Because you don't know how it's going to be, yet you feel so good when it works out.

A 'mixture of delight and terror' is mentioned, something that many experienced professionals have long forgotten after they get used to presenting in public. Anthony invoked the anxiety when he recalled his first presentation:

The school that I was working with partnered with the national ELTA to do the first convention in the country. My teacher said: "OK, we all have to present". And then I replied: "I've just graduated; I'm just a teacher." She said: "It doesn't matter. Find something." And there [at the conference] I was trembling like a leaf; giving this presentation ..., which I was ... oh, I won't to tell you ... it was just meaningful repetition.

One of the participants, Ainet even referred to the fact how difficult it was to submit a proposal, saying. "I first struggled to understand what a proposal means and how it needs to be written, tried in vain to search for examples elsewhere and then ended up writing a summary of my paper." Gradually members experienced success and achievement and this led to the growth of self-confidence and teachers' self-efficacy (Bandura, 1997), as Saula spoke about it: "I'm not as shy as I was ten years ago and now I'm used to presenting." Some ELTAs recognise this challenge for teachers and offer tutorials for their members, either in a form of workshops or on their websites, as can be seen in the case of IATEFL and TESOL. Thus, it can be concluded from the respondents' comments, that CoPs serve as a nourishing cradle for professional growth, be it an institutional context, the school of the teacher or a community of practice, a Regional branch or a SIG event. These can take place on a national level, at a smaller CPD event or at a conference, and at the same time they also give possibility for the first leadership positions, on many CoP levels: 1) in small learning communities, 2) regional branches, 3) in SIGs in a national ELTA or 4) on an international platform. One of the participants, for Cecilia, a regional event was a turning point: "I went to a workshop which was about technology, and then I was thinking at home that maybe I can also share something similar." Adam started a SIG in 1986 as a SIG coordinator for international IATEFL, whereas Maire, after being a member of the international BESIG for a few years, got the idea to start a BESIG in her national association, which she has been coordinating ever since. Interestingly, as Denis, Selena, Eva and Maire reported, the voluntary position was not by volition. Eva ended up as joint coordinator for a SIG, as she remembers: "I didn't want to do it. There wasn't any one to take over from the last coordinator. So I allowed myself to be persuaded." Maire has been the

organiser of a CoP for a number of years, but as she looked back, "Actually I didn't even want to do it for one year. It was a misunderstanding; but they wouldn't have had time to find somebody else." As seen the role of 'influential others', it played a crucial role again, demonstrated in the life story of Selena:

> During my third year of my MA there was a call for applications to join a learning technologies SIG as a committee member. I didn't want to take part but the colleague of mine encouraged me: "Oh, you know so many things about learning technologies." And he convinced me. I sent in my application and I was elected for the position of treasurer. This is where it all started because I worked with so many amazing people whom I knew from the headlines of our profession. It's amazing when you start working with people whom you admire.

As Denis did not possess a very positive leader self-image in the beginning, he also accredited 'influential others' who encouraged him in the early stages of his leader position: "The power-brokers had confidence in me and would push me in certain directions to organise activities and then I didn't want to let anybody down, so I did it." It can be interpreted then, that in the beginning, participants of CoPs act as observers and knowledge consumers, but gaining enough self-confidence, they gradually start sharing their knowledge and expertise, becoming knowledge providers. First towards the centre in one CoP, learning new skills and acquiring knowledge; then after gaining enough self-confidence, they reach a tipping point and they take part in swap shops, presentations, give talks and teacher training. These CoPs can be smaller units of ELTAs, for instance regional branches or SIGs. Nevertheless, they can be informal gatherings as well, such as film clubs, book clubs, WhatsApp or Facebook groups, Creative Cafés and so on. These journeys reflect Lave and Wenger's (1991) descriptions of communities of practice, with the participants' trajectories in the form of legitimate peripheral participation, with growing engagement and involvement of the shared activities. Interaction takes place between the parties involved, teaching and learning appear at the same time, gaining more knowledge and sharing more knowledge with other members of the CoP (Smith et al., 2017).

To answer the question how people end up in volunteer positions (Falcão & Szesztay, 2006; Salas Serrano & Schrader, 2018; Stephenson, 2018; Underhill, 2006), other factors were also considered. While learning communities provided a safe environment for personal and professional growth, other perspectives were also mentioned as the driving force behind volunteering. The answer came from almost all the participants unanimously, for instance as Denis expressed: "In a single word: people. In my involvement over the last 40 years, it's the people I have met." Adam phrased it differently: "You do a lot of things because a significant proportion of the population is smart and intelligent and have a wish for other people." Cecilia

connected voluntary work to the teaching profession: "This relates back to the very first question. I've chosen to be a teacher because I like helping people. As a teacher that's our main role. And being involved in a teachers' association is also helping people." Naturally, conferences were the most commonly cited places, as Selena mentioned: "I go to conferences; that's where I meet my crowd"; but almost all the interviewees mentioned conferences as the most essential form of further development. This has already been investigated (Allwright, 1991; Aubrey & Coombe, 2010; Bailey, 2002; Borg, 2015a; Elsheikh & Effiong, 2018; Falcão & Szesztay, 2006; Gomez, 2011; Jafri, 2010; Lamb, 2012; Mahboob & England, 2018; Moore et al., 2016; Padwad & Dixit, 2014; Paran, 2016; Reynolds, 2018; Rixon & Smith, 2017; Shamim & Sarwar, 2018). In the interview, Alex recounted her experience:

> When you go to partner associations' conferences, it's not like you're in a different country or with people who you don't know; it's just a feeling that you belong. So whenever I go to a partner conference, it's like I'm home with my people. For me that's the most important part of my involvement with teachers' associations.

The social element is strongly connected to Henri and Pudelko's (2003) criteria of CoPs, according to which, beside the professional field of interest, the members' social bond is just as essential for producing quality work. Based on the aforementioned aspects, it can be confirmed that both successful engagement in professional development and personal factors play a crucial role in members' personal growth. The intrinsic motivation for CPD (Dörnyei & Ushioda, 2011) occurs with a strong social connection within the safety of the supporting networks of CoPs, thus the positive disposition leads the participants towards volunteering in learning organisations (Bailey, 2002; Curtis & de Jong, 2018; Gnawali, 2016; King, 2018; Knight et al., 2018; Szasz & Bailey, 2018; Tercero, 2018). It is connected to the teaching profession, where helping others is a fundamental assumption, and the accompanying satisfaction from accomplishment and positive reward of sharing knowledge with others. This was expressed in Underhill's (2006, p. 62, [emphasis original]) closing article in DALT: "having fun and learning from it as you go, so that you are always having your cake AND eating it." CoPs of ELTAs serve as platform for both personal and professional growth, which is further elaborated in the next section, evaluating the skills learned in professional communities and the benefits of them in the interviewees' trajectories.

8.2.3 English Language Teachers' Associations as Formal Providers of Continuing Professional Development

As seen in the previous section, smaller units or friendlier CoPs serve as the supporting vessel for personal growth for ELT professionals. As professional educators move towards the centre

of their learning organisations, along the centripetal path of Lave and Wenger's (1991) legitimate peripheral participation, the more professional knowledge they gain, the more motivation they have to share with others and offer it for the benefit of their professional communities. To put it simply, learning turns into teaching or training, although it remains an everlasting reciprocal process, in which learning and teaching complement each other continuously. To illustrate the process with an example from a conference, we can see that people offer a talk on their expertise at a particular professional event, nonetheless, at the same conference they attend other workshops and talks to grow professionally. Not only do these experts offer CPD to the members of their associations but they continuously develop their knowledge and skills themselves. As Adam formulated it, "IATEFL still offers professional development for me; even though I've been coming as a freelancer now for 20 years but I'll probably keep on coming for the time and it's great." Anthony treasures the IATEFL annual conference for himself as the week of his year: "I pay for it from my own pocket as well. I don't receive any grants or anything. But that is the week where I do my own professional development every year." It can be concluded that professional development is a form of investment for future career possibilities and further success. Nevertheless, it is also connected to professional wellbeing which is a crucial part of the profession in order to avoid burnout (Dörnyei & Ushioda, 2011), and ELTAs can serve their members in this respect. It can be strongly connected to the intangible benefits that ELTAs offer (Falcão & Szesztay, 2006).

Apart from professional development and working with exceptional colleagues as the main motivating factors seen in section 4.2, what are the drives that keep leaders going? Drawing results from the dataset it can be confirmed that the most abundant field of motivational components was connected to skills gained through voluntary work. In addition, accompanying benefits were also listed as motivational influences. But what are the invaluable skills that professional educators gain through their voluntary work? Selena summarised it as follows:

> I've developed so many skills I would need to pay for. Leadership skills, teamwork skills, organisational skills, IT skills; to be able to delegate, negotiate and resolve conflicts. Speaking in front of an audience; introducing presenters means that you need to use the microphone all the time. This was something that I was not exposed to before.

Other participants mentioned teaching and academic skills, how to write, how to get published, depending upon the stage of one's career (King, 2018; Knight et al., 2018). Nevertheless, most of the interviewees brought up soft skills, for instance, "being responsible,

being dependable, delegating, sharing work, overseeing, making sure that things are done and being tactful", as Selena reported. People skills were mentioned several times: "I consider myself to be a people's person. And I believe that I'm a diplomat and I can talk to people and explain things and try to get them to understand if there is a problem." Interpersonal skills are reinforced by Bailey and her colleagues (2009), England (2020), Rahman and Shahabuddin (2018), Shamim and Sarwar (2018), Szasz and Bailey (2018) and Tercero (2018). Alex expressed it in the following way: "I feel more open minded, flexible and tolerant of different cultures because I have had the chance to meet people from all over the world. Saula felt a distinct change in her attitude to people: "I think probably I used to say my own opinion a lot more than I do now and probably disagree less with others." Several examples were brought up by Eva: "I've learned to compromise. I have people skills; I've got empathy. I've become softer; I accept other people's views and I am able to compromise. You will also learn to negotiate and you learn to think deeper." Organisational skills were mentioned as another main facet, as Yoel voiced: "As my involvement in my ELTA increased, the conferences I attended also taught me a lot about organisational and management skills, and enhanced my understanding of their role in teachers' professional development." Another experience was mentioned by Ainet: "I have a lot of experience in organising things and I know how an association functions". Alex highlighted flexibility in her attitude and Maire said: "Coordinating people, schedules, sending e-mails. Ten years ago, if you wanted to organise something you did it by email. Nowadays everybody's using something different. One person's on Messenger, the other one uses WhatsApp, Instagram or something else". Other important skills mentioned are networking and adaptability on using various social media platforms. Elsa captures the essence of flexibility in coordinating others: "It's already half success if you learn how to get in touch with people, how to keep in touch with people and how to approach the right people". The reciprocal relationship between ELTAs and their members has already been pointed out in terms of mutual benefit (Gnawali, 2016; 2018). Through exporting and importing professional knowledge within ELTAs, these learning organisations are formal providers of CPD for their members while at the same time their leaders gain just as much from both personal and professional development. Should the members belong to more than just one CoP, which happens in most cases, skills gained in ELTAs can be used in other contexts, and knowledge gained somewhere else can serve as something beneficial in running ELTAs. Through this process of brokering (Wenger, 1998) members of the learning communities can benefit from crossing boundaries (Wenger, 2000), enriching each community with fresh ideas, knowledge, researching and publishing, and as Ainet elaborated: "… getting the joy of supporting fellow-teachers' development, and

enhancing personal image and status." Numerous authors highlight the benefits gained through networking and relationships in ELTAs (Knight et al., 2018; Reynolds, 2018; Stephenson, 2018; Tercero, 2018), as it is also expressed by Alex:

> Making a lot of friends is something that I greatly benefited from becoming involved in teachers' associations. I think that I give and I take a lot. I believe that a teacher who does not attend professional events cannot continue being a teacher in terms of innovation and creativity.

The participants also referred to different turning points in their trajectories, from learning to teaching; from teacher to teacher trainer, volunteering and working in leadership positions, consequential steps on the teacher career ladder (Pennington, 1995) and to the career path development (England, 2020). To bring an example, Anthony outlined his path: "I worked as an elementary school teacher; then in the secondary sector; later as the Director of Studies in a language school, and now I teach at two higher education collages and I travel around the world, giving talks".

Yet, at the same time, relationship issues could arise as a natural process when people work together in responsible positions. When volunteers step up from the personal positions into a higher, organisational structure, they require responsibility beyond the individual benefits. On the other hand, not all volunteers act out of altruistic goodwill (Salas Serrano & Schrader, 2018; Underhill, 2006)), as Denis also warned us about executive boards: "You will always have one third who are there and want to be active; another third will volunteer when there is something of interest to them, and the last third just for another line on their CV".

The knowledge and skills that have been acquired through volunteering, eventually lead to a new motivational dimension of learning organisations, the 'Learning-Organisation-Related Dimension'. There are the leadership positions that the interviewees hold or have held and can be proposed for volunteers. Ainet encapsulated it in the following way:

> All these years ELTAs have offered me exposure to the developments in ELT theory and practice, introduced me to new tools, techniques, ideas and trends, helped me expand my networks and contacts, enhanced my understanding of my own context while also making me see how it is situated in the global ELT context, helped me become a better researcher, presenter and writer, and broadened my vision about education in general and ELT in particular.

To conclude, having examined the leadership positions of ELTA executives, the findings of the current enquiry are in line with the teacher career ladder (Pennington, 1995), the 4-step leadership cycle (Salas Serrano & Schrader, 2018) and the CPD path (England, 2020). Teachers and ELT professionals can move on their career path, gaining higher positions,

volunteering for various leadership roles in ELTAs or advance with their studies in external contexts. The ELTA volunteer roles can appear either as a consecutive progress or in any order, with any combinations of the following elements: member of ELTA, CoP organiser, regional branch volunteer, SIG coordinator, newsletter editor, materials writer, treasurer, office-bearer, secretary, member of the committee, general secretary, vice president, senior vice president, president or honorary committee member. This can be seen as the 'Possible ELTA leadership path' (Price, 2022a) which was demonstrated as one of the conclusions of the *semi-structured in-depth interview study* (Study 5).

8.2.4 Beyond English Language Teachers' Associations

From the biographical interview data, it could be retrospectively concluded that there is a substantial amount of professional achievement behind the participants. To illustrate this with a few examples from the interviews, for instance, Nicolas reported how he was presenting to 400 children in Japan. Eva developed a free online magazine for teachers about global world issues, while Yoel wrote materials for an educational television for ELT. He also wrote exam practice books and course books and Elsa published in corpus indexed journals. Sangha reported: "My textbooks are taught across my country, in more than 700 schools and I have been a simultaneous interpreter for members of parliament". Anthony claimed: "Both in this country and abroad I have facilitated breaking the glass ceiling for many people and I have already published 24 books".

Professional development is seen as a natural process in an ELTA, as Adam described: "In teachers' associations professional development just comes along the way. I don't really plan out my CPD, it just happens. I meet new ideas, go deeper, then I master them. Then later I can offer training courses." However, it can be concluded that the most important part in CPD is the ongoing process that even after all these achievements people pursue, as Yoel concluded: "I think it has to be the C in continuing; it's continuous. Engage with professional development and then you can change." Anthony also added: "Expertise is not a state; you can become an expert but then the world changes and your expertise disappears." One could argue that professional development is not a personal act. In a world where competition is so harsh, the safe environment is conveyed again, as Nicolas concluded: "Share your challenges, celebrate your joys. We're not here to compete but to cooperate and collaborate and to make this a much more beautiful and productive and more effective environment for all of us." This CPD reflects the socio-contextual teacher motivational framework (Dörnyei & Ushioda, 2011), where teachers work together and it proves to be a positive driving force as a macro-contextual

influence (Fives & Alexander, 2004). The temporal dimension of leaders' motivation can relate to Raynor's (1974) 'contingent path theory', and as clearly seen in the professional trajectories of the present participants, there is no tangible upper plateau in their leadership career. Many of them are or have been executives of ELTAs but within that CPD is carried on as an intrinsic component of teacher motivation. That's another obvious proof that these highly qualified teacher professionals still pursue CPD, thus the glass ceiling theory (Dickey, 2016) and the open-ended contingent path theory (Raynor, 1974), accord well with each other. Both members of ELTAs and ELTA activities inspire members to engage in CPD, yet if professional learning cannot be attained within the learning organisation, members seek improvement beyond. In this way, many ELTPs pursue their further studies outside, and enrich the associations by disseminating the results from their research or studies. This corresponds again with Wenger's (2000) idea of crossing boundaries and brokering (Wenger, 1998).

Another participant pointed to the fact that being a representative of an ELTA holds responsibilities as well, for instance, after an international event by sharing something valuable with the local community. This is how Sangha remarked: "When I go to any conference, I always bring back one new way of presentation [to my own ELTA]; like the Pecha Kucha, the Interactive Language Fair or the ELT Quiz". This is in close harmony with the CITA project's (Almási et al., 2016, p. 12) objectives, "to develop and modernise our organisations through international cooperation". Sharing best practices and learning from each other through collaboration. Apart from CPD and volunteering, teachers' wellbeing is just as crucial a factor for long-term motivation. Charging one's batteries through social interaction is probably one of the best ways to sustain teacher motivation (Talbot & Mercer, 2019). This is the reason that social events at conferences have weight in the interviews, for instance, Karin referred to her favourite conference in the region: "You know, I come every year. This is my favourite conference. It's not just professional development. 'Care and Share' is their [the conference organisers'] motto". Life-work balance is another aspect, strongly connected to wellbeing. "I made the decision some years ago to have balance in my life so that that involves being well physically and mentally and being able to produce something valuable", as Nicolas reported. Some ELTPs do not only care about their own personal and professional wellbeing but cater for their colleagues' welfare as well. Saula, who owns her own language school, looks after not only herself but her teachers as well: "When I go back to my country, I share with my teachers what I have learnt. I pay for their CPD session so that they are inspired to stay longer after teaching". Naturally, this is highly context-dependent and cannot be prescribed as a recipe. In diverse contexts, different solutions or distinctive inspirations work efficiently for teachers. As

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Nicolas approached professional development from a different perspective and stressed the importance of being present online and contribute to discussions in ELT:

> I myself have grown a lot professionally by sharing with colleagues all over the world. I always told everybody that they should write a blog because when they write their blogs, they organise their thoughts. They research, then other people read, then comment and you visit all the people's blogs. So I think it's extremely important for us to be connected online in terms of continuous professional development.

However, the question remains; do we still need teachers' associations? Although Nicolas argued that people today nurture their CPD online just as well as face-to-face, he later added: "Being online means you're sharing CPD with people in Japan and Malaysia and then suddenly the world becomes very small. It's beautiful that you make friends with all these people online and then you meet them personally." Nevertheless, the majority of the interviewees strongly believed that we teachers still need teachers' associations, as Yoel summarised: "It's an ethos thing. There is a community and you want to give back to the community. When you were a younger teacher, somebody mentored you. Now you're doing things for other people. So it's a values thing".

Mentoring and collaboration is elaborated both in the literature and in the interviews (Kamhi-Stein & de Oliveira, 2008; Paran, 2016; Selvi et al., 2018). Value creation (Wenger et al., 2011) can be achieved through mentoring where participants develop professionally (Curtis & de Jong, 2018; Malderez & Bodóczky, 1999; Medgyes & Malderez, 1996; Stephenson, 2018). The concept of value creation is illustrated in the data. According to Wenger and his colleagues (2011), value is generated as a result of CPD in learning communities due to the interactions of the participants. In what form can value creation manifest in the world, originating from ELTAs? Eva recalled her social interaction with helping teachers in Africa: "I am definitely getting as much as I'm giving. The honour of being included in another completely different culture which I'm learning so much about. Being in a new context outside my comfort zone which makes me feel alive." Conferences, CPD events, publications have an immediate value; as teachers take back new ideas, thoughts or techniques to their micro-contexts. There is a potential value through skills and knowledge that is used later. Applied value can be traced when members of CoPs move into another CoP. By reflecting on achievements, ELTA leaders can evaluate their work and finally, setting new goals and directions, thus, reframed value is achieved. Throughout the previous sections, we followed how in these leadership positions everyone contributes differently to the whole network, either on a local level, in CoPs or SIGs,

in national organisations or in an international association. As discussed in 4.3, new ideas are either born on the spot or imported from other CoPs, and depending on their credibility and value, they carry on in the ELTAs for a number of years or die if there is no need for them any more assuming that he circumstances change. Adam explained how the SIGs were born: "I started to bring a lot of things from outside into ELT. I started the first SIG in 1986 and we got up to 16 more or less within two or three years." This corresponds to the idea of brokering (Wenger, 1998) and crossing boundaries (Wenger, 2000). These ideals motivate ELTA leaders to have a voice in the world. A real paradigm shift can be traced, as Cecilia connected the initiative from her ELTA that resulted in an avalanche:

> I ran the Crowdfunding campaign to finance the trip of three African teachers to our annual conference which has sparked multiple connections with several African countries that have been developed further by other associations. And now I see in perspective that it really was something that started then. Just see the current IATEFL president and the Africa TESOL president. They were both financed and supported to come and be able to join our conference a few years ago.

An example for the impact of the CPD gained through CoPs is the outcome of voluntary work. Thus two of the participants, who don't have official ELTAs in their countries, would like to set up an ELTA in their contexts, as Saula voiced it: "We need a national association of English teachers urgently because if we don't belong to an association, you feel like you are alone". Sharing with others would lead to value creation, growing together. This was echoed by Elsa: "It's about connecting with the world, providing opportunities for colleagues." Anthony added that he has a dream. "I would really love to see that whatever we do in the classroom has a positive impact on the learners, so they can actually know enough of the language to be able to be a citizen of the world." Anthony claimed that teachers are VIPs. "Their impact does not stop at the classroom walls." Similarly, Medgyes (1996) calls teachers *ambassadors*. This or that, ELTPs have their transformational capacities, and having them connected in professional organisations, gives them the potential to create something new in the world. Adam summarised it in the following way:

> Why is it worth putting so much time and energy into it? Well, the satisfaction of doing something that's worthwhile. The feeling of accomplishment fulfils their sense of what is a worthwhile way of spending their time. We were born with lots of time but no experience and we die with the times run out but full of experience. I have time and I traded for experience or else I waste my time and I don't get experience. That's the deal.

It is remarkable to see the influence one can make beyond their own associations, however, one must be careful how much they push their new ideas. Elsa reflected this way:

> What I learned in Ethiopia and also in the jungle in Ecuador is that it's not enough if you have an idea but only YOU [the author's emphasis] want it. You might be able to push it through and sustain it for a year, while you are there. But if other people don't buy into it, you're going to fail in the long run. And then it's not worth it.

This is a remark that all enthusiastic ELTA volunteers should bear in mind which echoes Reynolds' (2018) warning. It is not enough to have one leader's vision; it has to become a shared vision, otherwise it has no lasting effect in the learning organisation. ELTAs need to be viewed as systems in other systems. That way the idea of the ripple effect is not a strange phenomenon. This is how members, small CoPs, SIGs, regional branches and ELTAs affect each other, with new perspectives, energy, grassroot initiatives through connections. Be it in-person or online, these connections have a lasting effect on each other, this is how learning organisations grow together. The idea of the ripple effect of ELTAs can be seen in Figure 8.1, where different ELTAs and their members share best practice which are then passed on to further connections. Ripple effect can have far-reaching consequences and may impact the life of individuals or organisations. International cooperation can be traced in the visual representation of the ripple effect of ELTAs, either on an individual or an organisational level, among individuals, small CoPs, national, regional or international ELTAs. The dots represent the members or small CoPs of ELTAs in sets, whereas the lines connecting various dots refer to the mutual engagement or collaboration among the members of the communities.

Figure 8.1

The ripple effect of ELTAs
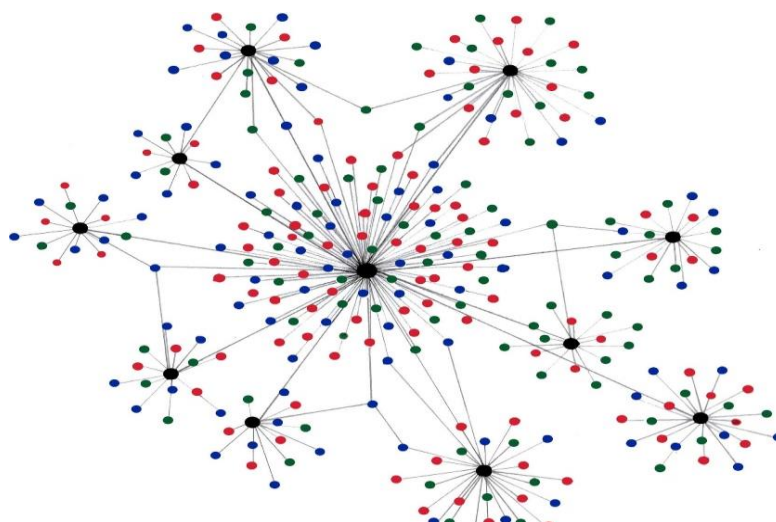
8.3 Summary of the Semi-structured In-depth Interviews with English Language Teaching Professionals (Study 5)

This study investigated the professional development of successful ELT professionals, through their career as teachers, teacher trainers or leaders in ELTAs, to identify their motivation for professional growth and leadership positions within their associations. The effect of CPD was also examined on their trajectories, the influence of conferences, the benefits of ELTAs in their professional and personal lives. The contingent paths of these experts were explored through Wenger's most important principal components of CoPs (Wenger et al., 2011). These were legitimate peripheral participation (Lave & Wenger, 1991), brokering (Wenger, 1998), crossing boundaries (Wenger, 2000) and value creation (Wenger et al., 2011) which were examined within the context of ELTAs.

Through the biographical approach to the life histories of the participants, four distinctive stages were clearly identified in thematic grouping (Price, 2020a). These were represented in Table 8.1. First, the motivational influences for CPD before ELTA involvement, with a clear progression in studies and interest in professional-cultural mobility. Secondly, the first successful encounter with sharing expertise with colleagues in a protective environment, which often leads to taking on smaller voluntary positions in CoPs. The third phase revealed the sustained motivational disposition (Shoaib & Dörnyei, 2005) of participants in ELTAs, with the benefits that resulted from CPD and voluntary positions. Finally, value creation (Wenger et al., 2011) was identified in the educational scenario and the world of ELT teachers beyond ELTAs. The transitional phases between these stages indicated that success in knowledge transmission and the role of significant others also played a crucial role for CPD and volunteer positions.

With respect to personal and professional growth, we have seen that, in the beginning, smaller units of ELTAs provide a safe environment for the participants; therefore, CPD events in regional branches, SIGs or at local conferences have a significant role for further development. From initially being knowledge consumers, some members of CoPs gradually become knowledge providers, moving towards the centre of their CoP with centripetal force. The results reveal that members often belong to different CoPs. After they have reached their own plateau in one CoP, some of them can no longer grow professionally and then they either move on to a different, often more challenging CoP or leave the professional community. Those who move on to another sphere, start again from the periphery and may end up as the leaders of various CoPs or ELTAs. They often belong to multiple CoPs and enrich each of them through cross-boundaries (Wenger, 2000) and brokering (Wenger, 1998).

The visual representation of legitimate peripheral participation (Lave & Wenger, 1991) in Figure 8.2 illustrates first the participants' trajectory towards the centre of the spiral, where members, after joining ELTAs, gain more knowledge and become more active contributors of the community. In the second spiral, after gaining enough knowledge, participants reach the centre of CoP, and change their direction outwards, towards the periphery. Learning and teaching continues in a reciprocal way, however, in the growing involvement they share more practice with other members of the CoP. The findings were discussed in section 8.2.2, how members accumulate greater knowledge as they move towards the centre of the CoP and evolve into more engaged contributors to the learning organisations, as they proceed outwards in the spiral, from the centre towards the periphery. These two directions are visualised in Figure 8.2.

Figure 8.2

Legitimate peripheral participation in a CoP (based on Lave & Wenger, 1991)
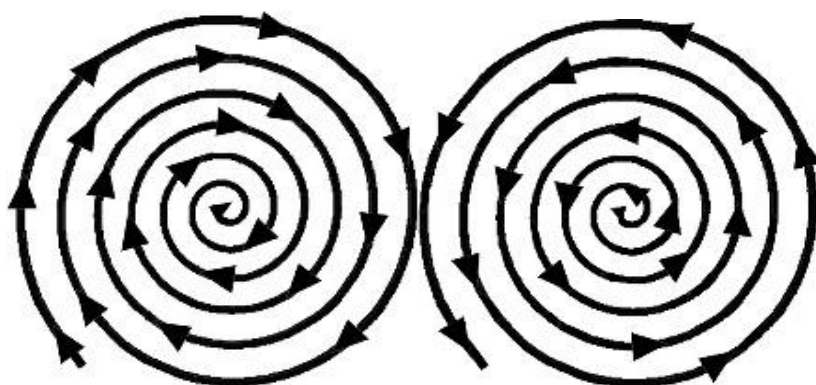
It can also be concluded that professional and personal growth is an additional element of CPD within the contexts of ELTAs. As teachers and ELT professionals proceed on their career path, they volunteer for various leadership roles in CoPs, fulfil higher positions, or take on new studies in external contexts. Nonetheless, this cannot be universally applied, as not everyone ends up as a CoP or ELTA leader, teacher trainer or material writer. Figure 8.3 demonstrates that a natural route takes place towards the periphery from the centre. If someone cannot develop professionally any longer in that learning organisation, they either enter a more challenging CoP within the same field of discipline, or leave the field of study and find a new area of interest. After a while, members of the CoP start to proceed outward, and they might leave that CoP and join a new learning community. They might also belong to several CoPs at the same time, as long the CoPs provide a sphere for learning and professional growth. Crossing boundaries (Wenger, 2000) from one CoP to another is a natural process, and importing and

exporting knowledge nurtures each learning organisation. Knowledge exchange takes place as long as members can grow. When the given learning organisation cannot provide a platform for any further development, members move on, either in the same professional field or choose an entirely different interest area. Peripheral, centripetal and cross-boundary movement within CoPs (Figure 8.3) shows how participants progress in CoPs, might belong to several CoPs or move on from one professional community to another.

Figure 8.3

Peripheral, centripetal and cross-boundary movement within CoPs (Price, 2020a)

The results of the current research and Salas Serrano and Schrader's (2018) 4-step leadership cycle are in close harmony about some phases of the leadership path. Yet, while Salas Serrano and Schrader (2018) only focus on four leadership phases, the current study found that the participants' formative years pre-ELTA times have a great significance, and the post-leadership times are equally important. In the pre-leadership stage, members volunteer in various CoPs, according to their expertise, as potential leaders. However, the degree of volunteering can be more detailed, as there are smaller leadership positions, where the participants work as both knowledge consumers and knowledge providers, whereas later, leaders take on more responsible roles. In Salas Serrano and Schrader's (2018) 4-step leadership cycle the fourth phase is the post-service phase, when leaders either withdraw from the ELTA or become advisors or take on smaller honorary posts. In the current investigation several examples showed that in the pre-leadership stage members volunteer for the organisation as potential leaders, where motivation is important for accomplishing different tasks. Later there are clearly defined leadership positions, where the participants share their knowledge, pass on their experience and map out the most crucial tasks of the ELTA, while still mainly work behind

the scenes. This phase can be demonstrated by the end of a conference, where at the closing ceremony the main organisers say thank you to all the participants and during a never-ending applause conference-goers can visualise how many dozens of volunteers have worked to make the event possible and successful. Regular conference attendees do not often think about these details; however, without all the helpers these events would not be feasible. Salas Serrano and Schrader (2018) claim that in the third phase of leadership cycle the leaders are recognised, on websites, in conference brochures, they "may also receive some benefits, such as membership and convention fee waivers during service and for one year immediately thereafter" (p. 210). The last phase is the post-service phase, which can manifest in very different forms in different contexts, for instance, leaders contribute to their associations as speakers or journal editors, or they may be asked to mentor new leaders. Regardless whether former leaders take an active or a passive role in their ELTAs, their experience, wisdom and devotion to their organisations should be acknowledged, and respected. In summary, the outcomes of the present exploratory enquiry highlight the need for ongoing CPD within supportive professional contexts through inner choice, for the benefit of all participants in the education scenario.

8.4 Limitations of the International Interview Study with English Language Teaching Professionals and Further Research Directions

Regarding ELTA leaders, the International Interview study with ELTPs (Study 5) touched upon issues concerning leadership. In the international focus group interview study (Study 1) leadership sprang up as the motivating drive in running ELTAs; and, as a follow-up, this theme was taken up again in the Interview study with English Language Teaching Professionals within the context of ELTAs.

Although there was a careful choice from the available collection to provide a representative sample of successful ELT professionals who regularly attend ELTA CPD events, sampling might pose a limitation to the international interview study. Purposive and convenience sampling might still raise questions for the best available sample. As for the length and space of the interviews, some interviews took place at conferences, where it was difficult to find isolated rooms, ideal for conducting an interview. Therefore, the choice of place and time imposed obstacles, and impeded the most full-fledged conversation. Despite the circumstances, the interviews generated rich data from which valuable conclusions could be drawn. Thus, the findings offer the potential for further research in this area and may have implications for the future development of ELT Professionals, ELTAs and external stakeholders. Quantitative data could yield generalisable results and the temporal dimension of

professional development could allow a broader picture about the subtleties of teacher career within professional organisations. Interviews with English language teaching professionals could be looked at as a longitudinal study and they could also be connected to ELTA leadership research.

Finally, further research concerning these questions may hold crucial findings as to how ELTAs can empower their members and how ELT professionals can serve their learning communities.

9 Conclusion

9.1 Summary of the Findings

The overarching objectives of the current research were to find out how English language teachers' associations provide professional development to their members, and what motivates L2 teachers to engage in professional development. In order to gain a comprehensive answer for the enquiry, an exploratory mixed-methods design was employed, incorporating data from five independent studies. Triangulation was achieved by 1) exploring English language teachers' associations in a focus group interview study with 27 ELTA leaders and via a survey study about 54 ELTAs with their current leaders; 2) two quantitative enquiries with 364 English language teachers on their motivation for continuing professional development in Hungary; and 3) English language teaching professionals' motivation for continuing professional development in English language teachers' associations with semi-structured in-depth interviews. In the following sections the research questions and their sub-questions are elaborated according to the present studies and their outcomes.

9.1.1 English Language Teachers' Associations

In search of finding answers for RQ 1, both the *international focus group interview study* and the *international ELTA Survey* (Study 1 and Study 2) enquired how ELTAs offer professional development to their members, as one of their main goals. In the focus group interview study, leaders of ELTAs elaborated on the roles and purposes of their organisations, trying to find answers to the first sub-question, RQ 1.1. The study explored the past, present and the future, and how the mission and vision of their ELTAs influenced the success of their communities. The leaders expressed their opinion concerning their learning organisations in changing times and facing the challenges, accepting the present conditions and keeping a vivid future in mind with the possibilities in their own contexts, as a response to the second sub-question, RQ 1.2. From the research findings, based on the extensive experience of these leaders, it could be concluded that 1) members' needs are the key points to maintain ELTAs by offering high-quality CPD and engaging communities which offer professional safety nets for teachers; and 2) effective leadership is essential to see membership-based organisations as learning communities, not only as CoPs (Wenger, 1998) but as systems as well (Reynolds, 2018). The findings concluded that most ELTAs have an impressive history behind them; some organisations are younger, some older but they all started somewhere with a dream to fulfil. Leading ELT professionals, building on their past dreams, hopes and aspirations, created their

professional communities. International organisations such as IATEFL and TESOL or national associations serve as role models to be followed, either as positive examples, or in a few cases, as a negative manifestation that should be avoided. Mission statements are formulated to outline the initial objectives, and in a number of cases, vision statements express the endeavours for the future. Plans are verbalised and created, with all the various CPD opportunities that are available in the given context. Due to the international scope of the enquiry, it has become apparent that there are considerable differences among the ELTAs due to their size, age and geographical position, thus, they are highly context-specific.

The enquiry used the possible self theory (Markus & Nurius, 1986), the L2 Motivational Self System theory (Dörnyei, 2005) and the possible L2 teacher self model (Kubanyiova, 2009). In the focus group interviews, the leading ELTA professionals displayed their multi-layered hopes and fears in connection with their ELTAs. From the results it became evident that just as individuals, so too organisations can have their future self-images, with their ideals, fears and external expectations. Out of the evidence evinced by them, the Possible English Language Teachers' Association Self with its three future self components, a new theory- and data-based model was created. It comprises of 1) the *ideal ELTA self*, 2) the *ought-to ELTA self*, and 3) the *feared ELTA self*, each one having their positive and negative influences on both the motivated behaviour of their leaders and on the associations themselves as well. This model, the *Possible Future ELTA Self System* is captured in Figure 9.1.

Figure 9.1

The Possible Future ELTA Self System
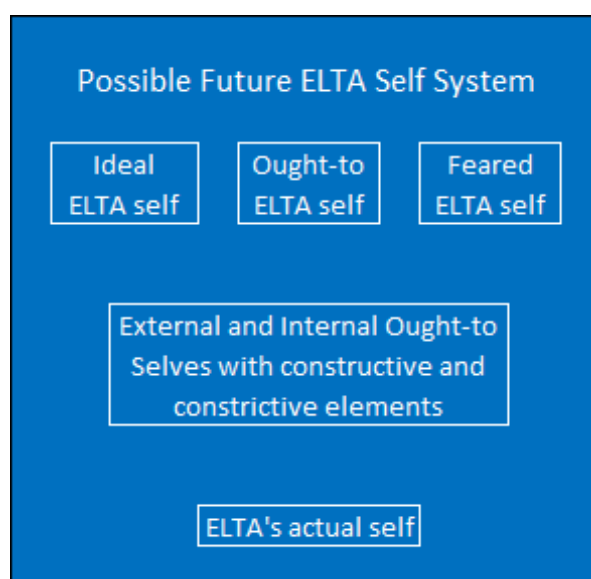
The interpretation of the model suggests that leaders hope that their organisation will comprise members who have intrinsic motivation for CPD, and who support and empower each other. The leaders' dream involves creating and maintaining special interest groups (SIGs), regional branches (RBs) and other CoPs, and improving the organisation, so that their ELTAs remain sustainable by passing leadership and legacy to a younger generation (Dickey, 2018; Salas Serrano & Schrader, 2018). Internationalisation is another aspiration that many leaders wish to achieve (Almási et al., 2016; Bicknell & Lo, 2018; Gnawali, 2018; Pickering, 2008; Rahman & Shahabuddin, 2018, Uludag, 2018), either in the form of partnership among ELTAs or with collaborative ELTA projects. These are some of the aspects that comprise the ideal future ELTA self. Nevertheless, dreaded future self images also appeared in the FGIs that projected the *feared ELTA self* image. It means that their learning organisation ceases to exist, become defunct, or that membership disappears. This can happen due to a lack of financial support or rivalry from publishing houses or other profit-generating institutions, meaning the existence of the ELTA is at stake, or even if not the whole association but SIGs, RBs or other CoPs disappear (Davidson & Coombe, 2018; Reynolds, 2018). Another threat is lack of succession, as the unengaged young generation would not like to get involved in the activities of these professional learning networks (Aschcraft, 2018). These aspects are all encapsulated in the feared future ELTA self. A third component, the *ought-to ELTA self*, is based on one's sense of duties, obligations, or moral responsibilities. In the study, ELTA ought-to selves are coined in two forms: 1) *external ought-to selves* which represent expectations and requirements that derive from outer sources, such as regulatory compliance or financial obligations with educational or government bodies, or connections with external stakeholders; and 2) *internal ought-to selves* within the ELTA itself, with tensions and constraints, from former leaders or stakeholders. The ought-to ELTA self can orientate either to meet outer forces or to avoid negative consequences. The features of external expectations in the forms of positive or negative images are connected to duties and obligations. Depending on the approach, a constrictive approach leads to failure and constructive attitude leads to success. Accordingly, depending on the aspirations of the leaders of the ELTAs or the stage at which the ELTA is at a given time, the same constructs can operationalise either as ideal future images or feared selves. These are the requirements that ELTAs ought to fulfil in order to remain an ELTA. A checklist for ELTAs with the constructive and constrictive elements of the ought-to ELTA self has been created (Price, 2022c) to provide an informative navigation for ELTAs in the following areas: 1) Providing CPD to members; 2) Membership; 3) Social aspect; 4) Collaboration with external bodies; 5) Financial obligations;

6) Regulatory compliance; 7) Transparency; 8) Accountability; 9) Reputation; 10) Continuity in leadership; 11) Succession; and 12) Sustainability.

The findings in the international focus group interview study (Study 1) proved that the mission of ELTAs, that is, providing CPD to the members of the associations, is fulfilled in various ways: by organising conferences, editing newsletters and magazines and offering online activities. In addition, personal contacts, networking and mentoring were equally highlighted. Whether the aims are explicitly expressed in mission statements or not, does not change the benefits ELTAs offer. That was the guiding thread to answer in the international ELTA Survey (Study 2), to find out how these aspects of CPD are fulfilled in various ELTAs around the globe. Therefore, the following areas were investigated: CPD activities that the associations offer; the mission and vision statements of the ELTAs, organisational structures focused on SIGs, regional branches or any other CoPs that offer CPD. Furthermore, conferences, online activities, publications, the effectiveness of their websites, communication with membership, marketing and ELTA partnerships were explored. From the findings it was concluded that most ELTAs create a mission statement at the birth of the organisation and only a few of them consult their membership or revisit them later. Mission statements are revealed on the websites of ELTAs, or sent out in emails or newsletters, and through social media, or sometimes they are printed in their magazines, publicised via fliers or promoted personally at conferences. Regarding vision statements, only a few ELTAs have them in a form that refers to the future, which expresses the aspirations of the leaders as a guiding principle. In other cases, it is similar to the mission statement or the goals of the ELTAs. It encompasses ELTAs' plans in the near future but does not outline a future image that they would like to develop and sustain. Shared vision that would be a result of an ongoing dialogue between leadership and membership was not mentioned even once. As Reynolds (2018) and Knight (2015, 2017) claim, there is a need for a clear vision, moreover, the vision should be shared and regularly revisited.

Looking at all the findings of the research through the lens of communities of practice (Wenger, 1998), it can be concluded that the various factors added together in ELTAs represent the elements of CoPs. Conversely, for a group of people to constitute a CoP, its members must come together around ideas or topics of interest *(the domain)*, interact with each other to learn together (*mutual engagement)* by sharing similar issues *(shared repertoire)* and work together towards a common goal (*the joint enterprise)*. According to this, national and international ELTAs can be considered as CoPs in a wider sense, whereas their regional branches, SIGs, or PLNs are definitely CoPs in the definition's narrowest meaning, as ELTA members form groups with a particular area of interest. In this sense, ELTAs are both knowledge producers

and knowledge providers (Stewart & Miyahara, 2016), where members constantly develop their knowledge and develop themselves both personally and professionally. This gives them their *identity* as a group and distinguishes it from a club of friends or a network of connections between people. This identity is formulated in the ELTA's mission statements and kept alive through activities that serve their members. *Vision* is created through building alignment, by reflecting and constructing an image of the practice, and by following directions and coordinating actions towards a common goal. Given all the constraints of CoP listed above, it can be concluded that ELTAs are learning communities with a dynamic combination of *engagement, imagination, and alignment*, where *value* is created through members working together, producing *artefacts* and formulating a *common goal*.

Apart from finding answers for the main RQ 1, in the ELTA Survey (Study 2), specific focus was devoted to the sub-question RQ 1.3. The results of the ELTA Survey proved that different types of CPD activities were also identified but as "one size does not fit all" (Abatayo, 2018, p. 115), it was meaningless to compare professional development sessions in different organisations, because contextual factors largely affect their productivity. The outcomes reinforced that conference participation has a positive effect on the work of ELT professionals, enhancing knowledge and professional confidence as well as networking (Allwright, 1991; Aubrey & Coombe, Borg, 2015a; Lamb, 2012; Moore et al., 2016; Paran, 2016). Conferences are the best opportunities to learn, network and share, as was expressed in not just the questionnaire study but indeed in all the studies throughout the research. Apart from conferences, another broad area was dedicated to CPD within the context of ELTAs in international focus group interviews (Study 1), in the international ELTA Survey (Study 2) and in the semi-structured in-depth interviews (Study 5). From all these studies, it was seen that the CPD events are highly contextual in their nature. Depending on the regularity, they can be weekly workshops or monthly or bi-monthly events, summer programmes or annual conferences. From the answers it can be concluded that the two most influential factors behind each case are: 1) the members' needs for these events and 2) the support given to ELTAs to hold these events. If both demands meet, then ELTAs are able to hold monthly webinars, regional seminars, half day conferences, regular get-togethers, one-day events, colloquiums, symposiums and online conferences, regular meetings with talks and workshops in the branches or other CoPs; Saturday seminars, 'expos', CPD days or SIG training days. With hindsight, it is also clear that two conditions need to be met; even if the trainers are not paid, someone has to provide space for these events and secondly, there needs to be demand for these CPD events. However, an important item of data must be recapitulated here about conferences. The 54

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ELTAs who completed the questionnaire organise a total of around 70 conferences a year, and this is only a segment of the ELT world on the globe. This fact can be taken as food for thought. As conference attendance rapidly decreases, and it is well known how much energy and time go into conference organisation, therefore, collaboration among ELTAs could be a solution in some regions.

The question of CoPs, such as special interest groups (SIGs) and regional branches (RBs) seems to be another context-specific area. Various factors influence the demand for these smaller communities in ELTAs: the size of the country, the population, the density, and support given by other stakeholders. However, as seen in Study 5, a number of ELTA leaders started their 'ELTA leadership paths' in SIGs or RBs, so it might seem relevant to have these smaller communities, in order to provide space for professional and personal growth for members. Teachers' associations and their smaller CoPs should be such safe places where teachers can grow together. Depending on the country, the regional distribution, the vitality of the ELTA and many other contextualised components (Mahboob & England, 2018), some national ELTAs operate active regional branches (RBs) or chapters (Stewart & Miyahara, 2016). They mainly comprise practicing teachers, and organise workshops, talks, symposiums, local and regional competitions. Partnership with other ELTAs and internationalisation were highly sought aspirations that many leaders wish to achieve (Almási et al., 2016; Bicknell and Lo, 2018; Rahman & Shahabuddin, 2018). This was one of the main findings from the different studies, that are expressed in the handbook of the CITA project (Almási et al., 2016): "our common work will surely be useful for other teachers and professionals, and will be reflected in the daily teaching practice of our members, providing a direct impact on the education system". In the international ELTA Survey (Study 2), a clear need was expressed for further plans with other ELTAs in the future, regarding organising joint online conferences, developing their network of partners through new agreements. In the FGIs (Study 1), the wish to achieve internationalisation was also emphasised by participants both from Europe and from the South American continent. However, three recurring themes from the studies were an alarming sign: 1) decreasing membership, 2) lack of financial support and 3) declining interest in CPD among their members due to the internet revolution. Hence, how to make ELTAs sustainable is a crucial question for all parties involved. Several suggestions have been heard. As seen from the results of the research and the corresponding literature, a possible avenue would be for ELTAs to collaborate with each other (Rahman & Shahabuddin, 2018), with universities (Mahboob & England, 2018), to get involved in either INSET or pre-service training (Debacco, 2007) or ELTAs could reach out to organisations from other domains (Xerri, 2012).

Revisiting Mahboob and England's (2018) valuable model (see Figure 2.3), and summarising the research findings, a new *Model for the Structural Framework of ELTAs* has been created by adding a few crucial components (Figure 9.2). *Contextual factors* remained the same, however *organisational factors* were added to the model, comprising two broad categories of *formal* and *informal* types of *CoPs*. In these learning communities, we can find SIGs and ISs, PLNs and RBs, and other types of informal communities as well. Among the c*ompositional factors* membership is further elaborated. Thus, *membership* on one hand is divided according to their *age* (England, 2020) or their *involvement* in their ELTAs. Both these categories apply to current and potential members; as well as to passive and active members. Members, according to their involvement, could be further split into 1) consumers, 2) occasional helpers, 3) regular helpers, 4) volunteers and 5) leaders. Within this system, active members, according to their experience, could be further split into young members, enthusiastic operative volunteers and leaders, experienced former advocates and passive members. All these groups can be characterised by their attitude towards the learning organisations, but at the same time, ELTAs should also view these groups differently. Young members not only bring vitality to communities but new skills and attributes that older generations do not possess. Trust, confidence and assurance would exemplify this group. Enthusiastic and motivated volunteers and leaders comprise the second group that can be characterised by passion, inspiration, motivation and excitement. Experienced former leaders bear wisdom, contemplative and thoughtful attitudes; so in consequence their advocacy should be rewarded with recognition, appreciation, respect and honour. Passive and potential members are latent possibilities for any ELTAs, as their motives are not known. They might not have the time, or their life circumstances might prevent them from joining CPD events. Therefore, they should be approached with the greatest assistance, encouragement, support and hope. Finally, f*inancial factors* are evidently included in the *Model for the Structural Framework of ELTAs*, both *internal* and *external resources*, without which it is very difficult to run these organisations.

Figure 9.2

Model for the Structural Framework of ELTAs (based on Mahboob & England, 2018)

ELTA

Contextual factors | Organisational factors | Compositional factors | Financial factors

- Geographical
- Cultural
- Economic
- Political

Formal CoPs | Informal CoPs

- SIGs
- ISs (TESOL)
- PLNs
- RBs

- Book clubs
- Film clubs
- Creative cafés
- ZPD
- Academic sessions

Age | Involvement

- Student
- Novice
- Experienced
- Semi-retired
- Veteran

- Consumer
- Occasional helper
- Regular helper
- Volunteer
- Leader

Internal | External

- Membership fees
- Conference fees

- British Council / RELO
- Publishers / advertisers
- State

9.1.2 English Language Teachers' Motivation for Continuing Professional Development

Seeking answers for RQ 2, English language teachers' motivation for professional development was examined, both within and beyond ELTAs. In the small-scale questionnaire enquiry, Study 3, and later in the main L2 teacher questionnaire study, Study 4, English language teachers' motivational aspects for CPD were investigated.

Both questionnaire studies examined L2 teachers' engagement in professional development activities in order to achieve higher professional knowledge. To answer the sub-question RQ 2.1, both institutional and external contexts were examined for CPD. The findings revealed that in most cases there was *intrinsic motivation for CPD* beyond the compulsory requirements and they found pleasure and enjoyment in work and CPD. The respondents' *ELT-related professional knowledge* was strongly connected to their active engagement in CPD activities outside their institutions, to voluntary engagement in CPD activities. To sum up the answers to the sub-question about L2 teachers' motivation for CPD, RQ 2.2, it can be stated that the main motivating factors for higher professional knowledge were EFL teachers' intrinsic motivation. This, on one hand, directly influenced professional knowledge but also indirectly through professional development in an external context. The findings were in line with the ideal L2 self (Dörnyei, 2005) and the ideal teacher self (Kubanyiova, 2009) which were the

main motivating factors affecting intrinsic motivation for CPD. The findings also revealed that the participants wished to improve linguistically, in order to reduce the gap between their actual L2 language level and their desired native-level proficiency. At the same time they had a desirable future ideal L2 teacher self image (Kubanyiova, 2009), which in the present case referred to the professional side of education. Thus, Kubanyiova's ideal L2 teacher self (2009) construct can be looked at from two angles, one referring to L2 teachers as L2 learners and the other to the professional side of the L2 teacher, who constantly wants to develop their teaching methods. In the present enquiry they are reconceptualised as 1) *Ideal L2 teacher self, regarding L2 proficiency* and 2) *Ideal professional L2 teacher self, the Ideal ELTP self*.

Utilising Díaz Maggioli's (2017, p. 20) Teacher's Choice practical framework, as seen in Figure 2.1 in Section 2.2.2, and having analysed the data from the current investigation, it can be concluded that teachers and ELT professionals within ELTAs and outside learning organisations can be classified. These are summarised in Figure 9.3.

Figure 9.3

The ELTA members' framework (based on Díaz Maggioli, 2004)

Up-to date knowledge

	1. ELTA Leaders	2. ELTA Active members	
Aware	• Regular presenters • Material writers • Researchers • Trainers	• Members of CoPs • Helpers at events • Volunteers • Organisers of small CoPs	**Unaware**
	3. ELTA Passive members	**4. Not ELTA members**	
	• Attend trainings • Read articles • Want to improve • Update skills	• Silent majority • Passive • Burnt out • Apathetic	

Outdated knowledge

ELT professionals in *quadrant 1* comprise presenters, trainers, material writers, researchers and ELTA leaders, all those who take their profession seriously through socialisation, collaboration and mutual engagement. They all belong to teachers' associations or other CoPs, oftentimes to several professional organisations, through crossing boundaries and brokering (Wenger, 1998, 2000). They export and import knowledge either as knowledge

receivers or knowledge providers, depending on the context and the composition of the CoP. They are the gatekeepers of our profession and secure the succession of ELTAs with their updated knowledge. They are aware of their updated knowledge and with active participation disseminate their knowledge and share their expertise. We can find teachers with certain expertise in *quadrant 2*, who belong to smaller units of ELTAs, who take active part in various CoPs, such as SIGs or RBs, first mainly as participants, and eventually by awareness-raising and external encouragement they slowly become active members of the organisations. Consequently, they gradually become more aware of their knowledge and skills, and start sharing their expertise by externalisation, such as giving sessions, writing up their good practice, organising trainings and so on. These teachers have updated knowledge; however, in the beginning, they are not aware of their skills and abilities, therefore they are shy to get involved in the activities of ELTAs. With gentle encouragement they become aware of their strengths and join various CPD activities in their CoPs. Through an awareness-raising process these professionals are able to accept and articulate their knowledge, and finally share it with others. Teachers in *quadrant 3* are teachers might take part in CPD events organised either on a macro-level, by their institutions, or externally, by ELTAs, publishing houses or other stakeholders. These colleagues often realise that they ought to update their knowledge and skills. This population of EFL teachers is either current or former ELTA members or potential ELTA members who would like to develop their skills more efficiently and effectively. They sporadically attend conferences and CPD events but are not dedicated members of ELTAs. They might admit that their ELT-related knowledge is outdated, and they should employ new strategies, acquire updated knowledge, therefore, they should read, learn and adopt and adapt new ideas. Finally, in *quadrant 4*, teachers' professional knowledge is outdated and they are unquestionably unaware of this. They participate in CPD activities or attend CPD events, organised by either their institutions or externally, only if they are compulsory. It is only an assumption that they represent the majority of EFL teachers, in schools and other institutions, with little desire to engage in CPD. As they are unaware of their outdated knowledge, it is a delicate question how to convince them to change their attitude in order to reflect on their skills. Policy makers and managers could address this in order for these teachers to become involved in CPD, to achieve goal 4 out of the 17 Sustainable Development Goals by 2030, for instance, quality education and lifelong learning (UNESCO, 2018) and meet the requirements of the five-layer *Teacher Career Model* by collecting 120 credits in officially organised accredited trainings every seven years in Hungary (Paragraph 4. § 2 of Government Decree No. 277/1997.

XII. 22). For this segment of L2 teachers ELTAs and smaller CoPs may offer amiable solutions by providing engaging CPD in a safe learning environment.

Suffice to say, this is a schematic representation of ELTA members and EFL teachers, therefore, it is not generalisable for the whole teacher population. Undoubtedly, there are exceptions to each quadrant, as certainly not all ELTA leaders and volunteers are motivated and enthusiastic in quadrant 1 and 2. Additionally, although L2 teachers might be aware of their outdated knowledge in quadrant 3, they might want to upgrade their skills, yet not wish to improve by attending trainings and reading articles. In quadrant 4; not all L2 teachers who are not members of ELTAs are apathetic, burnt out and passive. They might not have outdated knowledge and they might even be aware of it but the reason they are not members of ELTAs is because they have never heard of organised membership associations, such as ELTAs.

9.1.3 English Language Teaching Professionals' Trajectories within English Language Teachers' Associations

The enquiry also intended to seek answers for RQ 3 in the *semi-structured in-depth interview study,* Study 5, via leading ELT professionals' trajectories within the context of learning organisations.

It was explored how ELTPs developed professionally over their career, each of them with different journeys. The findings from the study (Price, 2020, 2022a) revealed that there are some underlying similarities to leadership learning. Some of the core features of teacher motivation characterised all the participants of the different studies. Internal desire for professional growth, intellectual fulfilment and meaningfulness, all components of i*ntrinsic motivation* (Dörnyei & Ushioda, 2011; Hiver et al., 2018) were highlighted, as well as *temporal dimension with emphasis on lifelong commitment*. The inclination to more challenging tasks that are successfully delivered and repeated, and recurring CPD possibilities was found (Dörnyei & Ushioda, 2011), and *socio-contextual influence*s relating to external conditions (Abatayo, 2018; Dörnyei & Ushioda, 2011; Mahboob & England, 2018; Uludag, 2018). Some milestones were marked throughout the professional trajectories of the participants and four distinctive stages were identified, as already presented in Table 8.2 in section 8.2. A more detailed table can be found in Appendix T.

The first distinctive phase refers to the motivational influences for CPD before ELTA involvement. This is the foundation of the ELTPs' professional career, with a clear progression in studies and interest in professional-cultural mobility. The distinctive components affected the further trajectories of the ELTPs, for instance by pursuing further studies, gaining scholarships، moving countries, getting acquainted with different cultures, and most

importantly the agency of 'influential others' who guided them towards new avenues (Price, 2020a). These influential others could be teachers, mentors, friends or colleagues who navigated ELTPs towards ELTAs, by taking them along or inviting them. Most members of ELTAs gradually get involve with their ELTAs and through legitimate peripheral participation they start their journeys in their learning organisations. The second phase participants start in smaller CoPs that focus on specific areas of English language teaching and learning or professional development. These smaller units represent a secure and protected environment for members so that they can slowly gain self-confidence. Influential others have a major role in this phase as well, as members of ELTAs in this phase need some encouragement, stimulus and assistance. This phase embraces the successes of the first steps in ELTAs, the first successful presentations with colleagues in a safe environment, gaining self-esteem in professional areas, sometimes leading on to smaller voluntary positions with like-minded people in CoPs. In the third phase, ELTAs act as formal providers of CPD. For members there is often a change from knowledge consumers to knowledge producers, from smaller voluntary positions to more responsible leadership positions. The fourth phase captures value creation in the educational scenario and the world of ELT teachers beyond ELTAs. Naturally, not all ELT professionals reach this phase; however, leaders of all ELTAs share the idea of being change makers in the world (Kubanyiova, 2020). This was another recurring theme both from the international focus group interview study (Study 1) and in the international ELTA Survey (Study 2).

The sub-question RQ 3.1 aimed to identify the advantages ELTPs gain by being members of ELTAs. Drawing conclusions from the dataset confirmed that the following invaluable skills, leadership skills, teamwork skills, organisational skills, networking skills, digital skills, negotiating skills, management skills, presentation skills, academic skills, people skills, hard skills and soft skills, that professional educators gain through their voluntary work are connected to both personal and professional development. These skills, which one would normally need to pay for in the commercial world, are accompanying benefits and they act as motivational influences. They also correspond to the relevant literature on leadership development (Bailey, 2002; England, 2020; Knight et al., 2018; Stephenson, 2018; Szasz & Bailey, 2018; Tercero, 2018). The examples of leaders drew a meta-perspective for the participants, but interestingly, skills and leadership development were only seen in retrospect for them, stating how surprising all the benefits of being part of ELTAs had been for them. It was reiterated, however, how important it is to prepare future leaders under the sheltering wings of others, for apprenticeship and mentorship. How to take an "Intentional TESOL career path

development" with networking, advocacy and technology skills is suggested by England (2020). In that way ELTA leaders would be ready in advance with the challenges they need to face, as is also demonstrated in the current investigation and published in *the newsletter of the Teacher Education Interest Section of TESOL* (Price, 2022a): 1) *Accountability*: where leaders pay attention to members' needs, thus, they represent members and delegate tasks among board members. 2) *Continuity in leadership*: with a clearly set rota of leadership positions; predictable changes; a well-oiled mechanism. This way they avoid "power hunger" (Underhill, 2006), burnout and apathy, the fourth component of teacher motivation (Dörnyei & Ushioda, 2011). 3) *Sustainability*: where there are two routes for ELTAs: a) the *vibrant ELTA* or b) the *dead ELTA*. The greatest threat for all enthusiastic leaders is despair and apprehension, the route to the dead ELTA (Davidson & Coombe, 2018), when a leader proclaims that there is no need for teachers' associations any longer in our days, as all CPD can be provided by outer bodies. On the other hand, another route is envisaged by an ELTA leader, the vibrant ELTA, in which both tangible and intangible benefits are provided to the members of the association. In a vibrant ELTA, there are possibilities for professional development for members, and a nourishing, safe environment for personal growth leads to better learning outcomes in the field of education. In the conclusion of the *semi-structured in-depth interview study,* Study 5, The 'Possible ELTA leadership path' was demonstrated in section 8.2.3.

As a result of the findings from the sub-question RQ 3.2, it can be concluded that ELTPs appreciate the possibilities they receive in ELTAs, the ongoing professional development, as tangible benefits. Yet networking, social connections and the career opportunities that come along are also honoured. Learning through volunteering is another reward, all the 21st century skills they gain as volunteers which they would need to pay for in a corporate environment. Another asset is the natural process of leadership development which comes along inadvertently, often supported by mentoring or coaching, in an altruistic way. Be that as it may, responsible leadership would be essential, a conscious approach by ELTA leaders to prepare the next generation of potential leaders from the available volunteers and the current membership. In this way leaders would be more prepared to take on progressively responsible roles (Tercero, 2018).

9.2 Limitations and Further Research Directions

It can be generally stated that the limitations for the research endeavour arise partly from the limitations of the individual studies, and partly from other factors. The limitations of the individual studies have been outlined in their corresponding sections (4.4, 5.4, 6.4, 7.4 and 8.4),

and suggestions made for possible investigations. Beyond those specific recommendations, the current section outlines the general limitations and further research directions for future ELTA research. These outcomes suggest that there is still plentiful potential for confirming the results, replicating the enquiries and finding generalisable evidence.

The most striking shortcoming of the enquiry resulted from its timeframe. Due to the timing of the investigation, that data collection and data analysis happened before the time of the COVID-19 outbreak, the world has changed considerably since, and as a consequence, various types of professional development options sprang up and new avenues have been paved for CPD. Therefore, the individual studies could be replicated in the light of the changes after the pandemic, in order to obtain new perspectives on the changes of ELTAs and their practices of providing CPD post-pandemic. Online practices can be revisited as well as EFL teachers' CPD practices, using online tools, attending CPD events, either online or in-person. Communities of practice might be of interest to research, both within and outside the scope of ELTAs, in the new context. Given the dynamic nature of motivation, ELTA leaders' and volunteers' motivational behaviour could be compared with earlier research findings.

As for EFL teachers' professional development, the questionnaire studies conducted in Hungary could be repeated in some other context and compared with the Hungarian results, although, as mentioned before, the pool items in professional knowledge have to be neutralised or adjusted to the particular context. Additional items which could be examined are online and in person options, and teachers' choice for CPD. Equally importantly, ELTA leaders' motivation is worthy of interest in a more representative enquiry. With hindsight, it is clear that the possible ELTA leadership is representative of a certain population of ELTA leaders, however, it is also true that many ELTA members and volunteers leave their communities of practices on their CPD path. Therefore, a different investigation could find out the reasons which led theses volunteers to their decisions. This approach would present a different view and valuable perspective for current ELTA leaders. For this reason, I suggest future researchers use areas from the current enquiry to focus on particular aspects, such as motivation of leaders, motivation of members for CPD, the contingency path of volunteers, and so on. The complex dynamics system theory (Larsen-Freeman & Cameron, 2008) can further enrich ELTA leaders multi-layered motivation, with the temporal dimension and the components of socially constructed self-related concepts (Chan, 2014; Csizér & Kormos, 2009; Mercer, 2008, 2011), such as self-confidence, self-esteem (Cohen & Norst, 1989), self-efficacy (Bandura, 1995, 1997) and connect them to identity and motivational research. In order to get an insight into

different scenarios, previous leaders could make an invaluable contribution for committees as to what pitfalls to avoid and how to balance the available offerings to all parties involved.

The scarcity of research into collaboration within and among ELTAs would also provide vast opportunities for further in-depth explorations. Given that most meetings and many CPD events have moved online, there are no geographical restrictions, and financial support can also be viewed in a different light. More options are available for both individuals and organisations, thus research can also be done with minimal resources. Studies could be carried out on either a national or an international level or in a collaboration between ELTAs. In this way, further contributions could provide an inestimable overview of ELTAs in their future roles in the CPD of EFL teachers. Professional literature on ELTAs is highly sought, especially empirical investigations, be they quantitative or qualitative enquiries and their presentations in reputable open access research journals.

Working with the Motivational Self System theory (Dörnyei, 2005, 2009; Markus & Nurius, 1986; Kubanyiova, 2009) on an individual or an organisational level also needs to be further addressed in the future. Working with vision in these organisations (Knight, 2013; Knight et al., 2018; Reynolds, 2018), is not just a possible avenue for ELTAs but an essential need for identifying future directions, aligning shared visions and looking at them as complex dynamic systems. Studies, using the socio-dynamic approach, can back up the validity of future relevance of vision in identifying goals, thus ELTAs could be viewed as systems (Reynolds, 2018; Senge, 2005) beyond the community of practice framework (Elsheikh & Effiong, 2018; Lave & Wenger, 1991). What the future holds for ELTAs is not clear, therefore, the more systematic research goes into the field and is connected to other interdisciplinary areas, the more we will learn about the two aspects of motivation, 1) initiating motivation, namely why we do something and 2) sustaining motivation, why we keep doing it (Dörnyei & Ushioda, 2011). This is important in membership-based organisations that are built on volunteerism. Furthermore, more research is needed to increase the validity of the division of the ELTA ought-to self and validate the positive effects of the practical guidelines for ELTAs (Table 10).

Apart from the aforementioned components, contextual factors determine the limitations. Size, age, geographic factors, organisational, financial and compositional factors, all determine the viability of an ELTA. Therefore, all these factors limit the comprehensive view of an international enquiry, thus, generalisability could not be achieved. Further confirmatory studies are needed for short- and long-term leadership roles, and for the length of membership and volunteer positions as well. From the given data, further data analysis could add additional value, for example structural equation modelling could improve latent

dimensions in the quantitative studies. As regards to ELT conferences, teacher wellbeing and ELTAs' activities could be investigated to find out how social and socio-cultural aspects affect the attractiveness of CPD events. Taking the above claims into consideration, it can be concluded that several areas for ELTA research are unexplored and can be further studied. Given that the primary readership of the current enquiry is likely to be leaders and volunteers of ELTAs, the current section is intended to supply food for further thoughts into ELTA research to identify and understand the challenges that ELTAs face.

10 Implications and Practical Suggestions

10.1 Implications

Based on the empirical findings of the investigation, theoretical, pedagogical and methodological implications can be summarised for both the disciplines of applied linguistics and language pedagogy. The last chapter addresses the issues that arise from the research findings but refer to broader academic and pedagogical consequences and can contribute to the educational context of ELT educators.

10.1.1 Theoretical Implications

Theoretical implications propose novel insights, such as new concepts, models or theories that emerge from the research. New constructs and their potential implications are described. The novelty of my research findings are summarised as follows: A new theory- and data-based model was created, the *Possible English Language Teachers' Association Self System* model with three future self components, that is, a) the *ideal ELTA self*, b) *the ought-to ELTA self*, and c) the *feared ELTA self*, each one having positive and negative influences on both their leaders and the associations themselves (Price, 2018). The model is based on both theory and data and was developed from the findings of the international focus group interview study (see Figure 9.1, The Possible Future ELTA Self System). Furthermore, within the ELTA Self System, the ought-to self is divided into two components, 1) *External ought-to selves*, encompassing expectations, rules, regulations and requirements originating from external sources, beyond the ELTA; and 2) *internal ought-to selves* linked to obligations, duties, demands and pressures stemming from current or former members of the association. A further distinction has been made, with the constrictive and constructive components of the ought-to ELTA self (Price, 2022c) which can be used as a guideline to navigate ELTAs and their leaders.

Another theoretical implication is the subtle distinction between two layers of the ideal L2 teacher self in the two L2 teacher questionnaire studies which resulted in two motivational constructs: a) *Ideal L2 teacher as a L2 learner self* and b) *Ideal L2 teacher professional self, as the ELTP self*. An additional theoretical implication is a new motivational construct *passion for the profession,* created from the two following components: *professional wellbeing* and *enthusiasm for teaching and CPD* in the main L2 teacher questionnaire study (Study 4).

In the context of ELTAs, another theoretical implication emerged, the *Possible ELTA leadership path model.* It is a result of the investigation of ELT professionals' motivation to engage in CPD within the context of ELTAs, in the interview study with English language

teaching professionals (Study 5). The results might serve as a springboard for members of ELTAs, to see a clear career path and the possibility for development and progress in learning organisations.

Two more models have also been created, the *Model for the Structural Framework of ELTAs* (see Figure 9.2*)*, by adding the *organisational factors* to the original model (Mahboob & England, 2018), with formal and informal types of CoPs and apart from the *compositional factors, financial factors* were also included. In the other model, the *Model for the Viability Framework of ELTAs* (Figure 10.2) the most important motivational factors can be seen, both from the perspectives of the organisations and of the members.

10.1.2 Pedagogical Implications

Regarding the motivation of L2 teachers to engage in CPD, several noteworthy pedagogical implications can be drawn. The findings align with prior motivation research (Csikszentmihalyi, 1997; Deci & Ryan, 1985; Dörnyei 2005; Dörnyei & Ushioda, 2011; Fives & Alexander, 2004; Kubanyiova, 2009; Pennington, 1995; Raynor, 1974; Williams et al., 2015), indicating a consistent pattern of motivational factors that are relevant across various contexts. The study highlights the importance of specific motivational factors, namely *enthusiasm*, *intrinsic motivation* and *professional wellbeing*, contributing effectively to the enhancement of *ELT-related professional knowledge* among L2 teachers. These results reinforce the significance of motivational constructs in previous research in applied linguistics. The enquiry carries crucial indications for stakeholders within the educational domain, including teachers, school principals and education policy makers, to realise how important the aforementioned motivational constructs are for life-long learning. Instead of relying on compulsory requirements mandated by educational institutions, the findings suggest that allowing teachers to engage in CPD activities performed within an external context would be more beneficial. This highlights the need for flexibility in rethinking CPD approaches. Another pedagogical implication is leveraging conference participation or other CPD events organised by ELTAs, as they significantly enhance the quality of teaching and should be actively encouraged and supported within the field of education. General implications for policy makers could be presented as well, to build a bridge, as they do not often recognise the intellectual wealth within ELTAs. "Teachers' associations are among the most committed supporters of improvement in the quality of education. Authorities should draw upon the expertise of English language educators and their associations, in developing and implementing sound language

education planning and policy." (TESOL Position Statement on the role of LTAs in Education and Policy Planning, 2007). Working together with government bodies and local educational institutions, as seen in many cases, would be a solution for sustaining ELTAs in the future; especially for the high quality work that has been recognized by the Ministry of Education in a few countries. This would solve the requirements of L2 teachers' professional development commitments to collect credit points and also offer a chance for internationally trained and acknowledged ELT professionals to share their expertise in their own contexts.

There is another pedagogical implication arising from the investigation for the field of language pedagogy. It is essential to point out to young teachers that, even after their thorough pre-service teacher training, they can best navigate the challenges of the profession throughout their careers by actively engaging in ongoing CPD within supportive learning communities. The OECD (2009) report encourages schools to become learning organisations, in which ELTAs could serve as good examples or give sound advice. As a result of that, CPD in ELTAs would include training, practice and feedback over a sufficient time frame, with follow-up support, with the right kind of mentoring or coaching system. This would encourage the development of teachers' learning communities, where expertise and experience would be exploited more systematically, in line with OECD's principles (OECD, 2009). Considering the relevant literature and the findings of the current enquiry, it may sound self-evident that ELTAs promote collaboration on an individual level and on an organisation level in order to fulfil their mission. Being part of a community makes a great difference in teachers' CPD (Knight et al., 2018; Lamb, 2012; Mahboob & England, 2018;). The results provide further evidence that there is guidance, support, opportunities to learn and practice and an open but safe space for sharing, socialization and networking, all providing practical assistance for professionals in their efforts to constantly evolve as educators (Gnawali, 2016; Shamim & Sarwar, 2018). Nonetheless, this applies to motivated ELT professionals who wish to grow, both personally and professionally, because there are always constraints and obstacles to change and development (Barfield, 2016). This perspective also corresponds with Reynolds' (2018) viewpoint: Dedicated members of ELTAs recognise their societal importance and are dedicated to enhancing their role. Whether holding official positions or simply finding professional belonging, they are committed to collaborating with fellow members. Responsible leadership would mean commitment, comprehending the short-term and long-term goals of ELTAs, adjusting a shared vision and adopting a perspective where they see ELTAs as subsystems in larger systems. Apart from the benefits that professional development provides, another asset of ELTAs is that they provide their members with the opportunity to connect internally with members of different groups and

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also externally with members of different ELTAs. Despite the hardships, ELTAs thrive through harmonious relationships, where inspiration is stimulating, and motivation is a key component. However, this area is highly under-researched, so further investigations could be recommended for ELTAs and policy makers as well.

To conclude, pedagogical implications are an essential aspect of educational research, as they bridge the gap between research findings and practical applications. They can also influence educational policymaking. In this way ELTAs can gain more focused attention for lifelong learning, encouraging educators and stakeholders for CPD.

10.2 Practical Suggestions for English Language Teachers' Associations

Regarding methodological implications, research methodology has already been discussed extensively in the dissertation, therefore the current section reports methodological implications with a focus on their practical recommendations. This way the research findings would point towards real-world applications, explaining how the outcomes of the enquiry may contribute to various practices in ELTAs.

Looking back on the phases of the research endeavour, it can be clearly stated that the mixed-methods approach strengthened the outcomes of the investigation. If any of the research instruments need to be highlighted, it would definitely be the focus group interview, as the collective brainstorming and inspiring talk yielded the most valuable results. Based on the findings of the studies, it can be concluded that the most important purpose of ELTAs is to provide CPD to their members through the life and activities of the association. The members' need to engage in CPD and the leaders' desire to provide CPD is the driving force behind sustainable motivation, a reciprocal process (Gnawali, 2016). Yet, due to changing times both in education and society, there is a challenge to sustain these learning communities such that they would satisfy the needs of all parties involved. In simpler terms, there is no need for a legal association, if L2 teachers can fulfil their requirements through online CoPs or other channels on the internet. At the same time there is no need for highly motivated teacher trainers to provide CPD in some old-fashioned ways in ELTAs, when the demands have long changed through the advancement of time or the imperatives of new generations. The results from the focus group interview study, the survey on ELTAs and CPD, and the long interview studies prompted some practical suggestion for ELTAs.

As a response to external challenges, as Lamb (2012) suggests, external-facing functions in ELTAs do not only mean policy influence or representation on government bodies or education authorities but also a good relationship with examination boards or external

organisations. These contacts would certainly benefit the teacher support in ELTAs but they do not stand as a priority on ELTAs' to-do-lists. Another solution for approaching policy makers would be to invite them as speakers at important events or conferences. Such requests would bring the two parties closer and could eventually bridge the gap between them. A further area is collaboration with other ELTAs and external partners, and international projects would strengthen both the organisations and their members' professional identify.

ELTAs should make use of technology and the opportunities of social media, for both the internal and external functionality of the association; creating member-only areas, and clearly advocating the benefits members can gain, while at the same time informing non-members and prospective members about the advantages of learning organisations. ELTA leaders should embrace technological advancements to engage younger generations while also paying due respect to senior members, harnessing their valuable wisdom, knowledge and expertise. ELTAs are ideal places for bringing together educators who wish to do their best for ELT and EFL learning. From professional development between individuals to collaboration across ELTAs, both on a micro level and on a macro level, there are different options and avenues for all parties involved. Naturally, collaboration is not always easy, yet these are key components to innovation, internationalisation, further cooperation and impact on the profession. These lead ELTAs closer to each other, so that they can learn from each other's successes and the challenges, and enhance their collective impact by holding a mirror to one another. These ideas are reiterated by Almási and her colleagues (2016, pp. 83–85) and elsewhere in the literature (Abebe, 2012; Barfield, 2014; Debacco, 2007; Gnawali, 2013; Rahman & Shahabuddin, 2018; Selvi et al., 2018) and have been the guiding principles of my research.

The working conditions of the executive committee and other volunteers in different CoPs or of the helpers at various CPD events are also of paramount importance for the continuing success of the organisation. These constituents are usually invisible to the regular members of the ELTA and even unimaginable for outsiders, but the vitality and robustness of the organisation (Mahboob & England, 2018) and the well-oiled mechanism of the organisational structures are essential for ELTAs' functionality. These can either enhance swift professional communication among the different parts of the organisations, or hinder smooth transfer of ideas and their execution. Leaders of ELTAs are especially responsible for understanding the subtleties of the framework and for knowing how to handle the different factors.

In this dissertation I argued that ELTAs have to fulfil certain requirements in order to remain ELTAs, and also face external expectations, occasionally against their leaders' will or desires. If conditions are favourable, external influences turn into motivating behaviour in a positive way and act as an inspiring influence, equivalent to the ideal future ELTA self. If local conditions are not conducive, external factors appear rather as a hindrance. Thus, the constrictive elements restrict their will, and often result in failure or demotivation for further action and reappear as the feared future ELTA self. The findings confirm that the ambivalent ought-to ELTA self has both positive and negative sides, depending on the current leaders' motivation and the actual context of the community. To conclude, a roadmap is suggested for ELTAs, by identifying the organisation's strengths, weaknesses, opportunities and threats by comparing dreams and the reality (Price, 2022c). Table 10 presents a checklist for ELTAs, their leaders, members and other stakeholders, where the constrictive elements in each area can guide leaders to find the possible pitfalls that they should avoid and keep the constructive components in mind to sustain their organisations.

Table 10

Checklist for ELTAs with the constructive and constrictive elements of the ought-to ELTA self (Price, 2022c)

Component	Constructive elements	Constrictive elements
Providing CPD to members	Conferences, CPD events, SIG days, webinars and publications	Only conferences; occasional CPD events; neglecting publications
Membership	Growing number	Decreasing number
Social aspect	Creating a vibrant community; social evenings at conferences	No evening programmes at conferences; no social life
Collaboration with external bodies	Good relationship with publishers, BC, RELO, ministry; exhibitors at CPD events	Publishers organise their own events; BC, RELO stop their sponsorship; no relationship with ministry
Financial obligations	Members pay membership fees; ELTA is compliant with tax	ELTA does not chase membership fees; semi-legal practices
Regulatory compliance	Complying with laws and regulations; legal documents are valid; changes in board members are documented	Legal documents are not updated; changes in board members are not documented
Transparency	Information about ELTA's life, documents are easily accessible; skills and knowledge available to members	Task-holders keep their knowledge to themselves; website not user-friendly; resources not uploaded
Accountability	Leaders pay attention to members' needs; delegation to committee members	Leaders take benefits provided by ELTAs; keep own interest
Reputation	Good external image; logo, website, social media sites; PR	Spreading bad news; gossip
Continuity in leadership	Clearly set rota of leadership positions and a predictable change; well-oiled mechanism	Leaders hold on to their positions for too long; burnout, apathy, 'power hunger'
Succession	Recruiting volunteers, especially students; mentoring new task-holders	Sensitive period during change-over; unclear positions and unresolved conflicts
Sustainability	Legacy: a strong desire for leaders; keep the ELTA alive; vibrant ELTA	Despair and apprehension; no need for CPD provided by ELTAs; dead ELTA.

ELTAs must become nimbler and more adaptive, meeting the speed of change in the world with a faster response and greater openness to new ideas and directions. In consequence, this means that preserving their identity can also become a challenge. This can be helped with a well-crafted mission statement, setting out the goals, tasks, plans, initiatives and roles of the ELTA. ELTAs should recognise and honour their predecessors, respect their efforts for the ELTA, may even involve them when revisiting the original objectives. To keep their mission and vision in line with the ELTA's original goals, the mission statement should be shared widely in the association, and revisited from time to time, to check whether Lamb's (2012) definition of teachers' associations is still relevant: "networks of professionals, run by and for professionals, focused mainly on support for members, with knowledge exchange and development as well as representation of members' views as their defining functions" (p. 296). The vision statement of the organisation should be created based on members' needs, not just the leaders' ideas, and needs to be revisited from time to time. Keeping the vision alive and re-visiting the vision means that the organisation has to return to their original aims and check if they need adjusting to the current circumstances. In order to sustain the associations and achieve a desired ELTA ideal self, Hadfield and Dörnyei's (2013) original visionary motivational programme for L2 learners can be followed (Price, 2020b). In the initial phase the vision should be created. Most ELTAs have an impressive history; their age may vary but they all started with a dream to fulfil. International organisations, IATEFL, TESOL or national association can serve as role models to be followed, either as positive example or, in a few cases, as a negative manifestation that should be avoided. The second phase deals with building up the vision. It includes a) Strengthening the vision, b) Substantiating it and c) Counterbalancing it with all the possibilities that the association wants to achieve, wants to avoid or wants to comply with. The third phase concerns operationalising the vision. Practical steps are included to build a strong and healthy professional community with meaningful activities, offering CPD platforms for the members of the organisation. In the last, fourth stage the vision should be kept alive and re-visited. Keeping the vision alive and re-visiting the vision may mean that the community, especially the executive committee of the association, has to revise the original aims of the organisation and consider if they are still relevant or find out what necessary changes they need to comply with in education and society. The ELTA visionary motivational programme can be applied in the case of ELTAs as well, as presented in Figure 10.1 (Price, 2020b).

Figure 10.1

Schematic representation of the ELTA visionary motivational programme (based on Hadfield & Dörnyei, 2013)
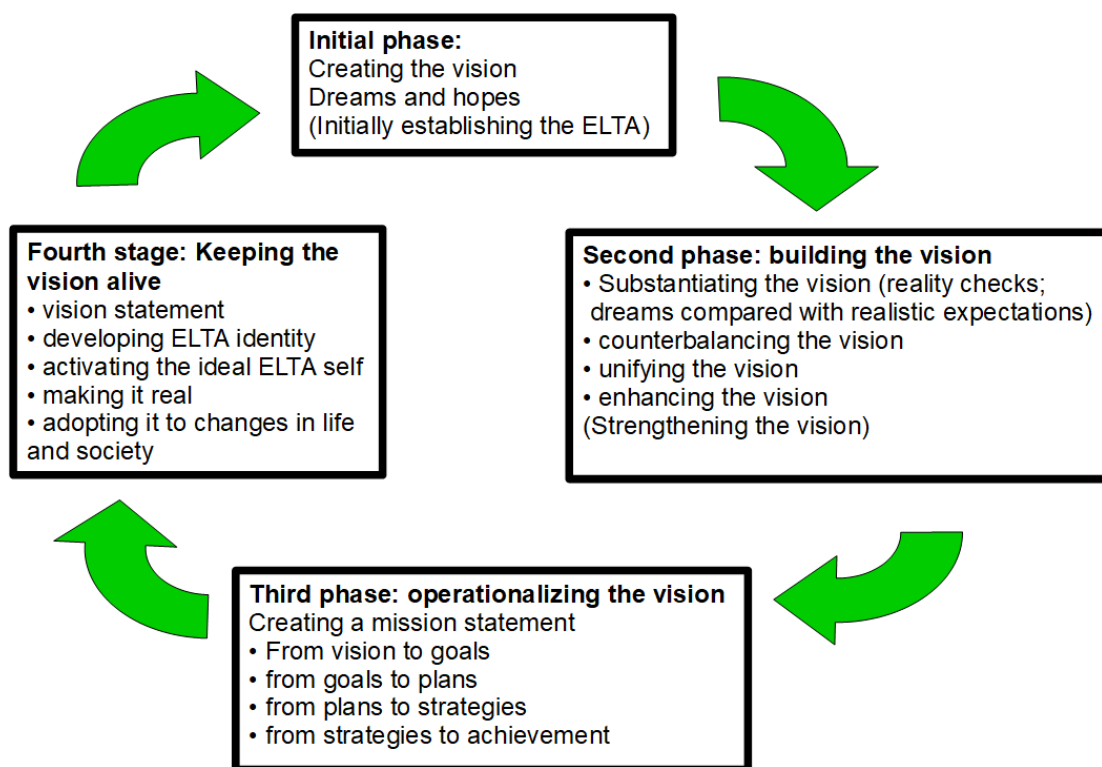
In summary, the practical implications show that the research findings can be applied in the every-day practice of ELTAs while also offering guidance for the advancement of the organisations.

10.3 Final Thoughts

Drawing on the results of the current research enquiry, a final picture of ELTAs can be drawn. A few crucial components were added to Mahboob and England's (2018) valuable model (Figure 2.3), resulting the new *Structural Framework of ELTAs* (Figure 9.2). *Membership* was further elaborated among the *compositional factors*. As members of an ELTA are the lifeblood of the organisation, they are in focus in the structural framework. Accordingly, membership on one hand was divided into *current* and *potential members*; on the other hand, they can be classified by *active* and *passive members*. The active members, according to their experience, could be further split into 1) *young members*, 2) *enthusiastic operative volunteers* and *leaders*, 3) *experienced former advocates* and 4) *passive members*. All these groups can be characterised by their attitude towards the learning organisations, but at the same time, ELTAs should also

view these groups differently. Young members not only bring vitality to communities but new skills and attributes that older generations do not possess. Trust, confidence and assurance would exemplify this group. *Enthusiastic* and *motivated volunteers* and *leaders* comprise the second group that can be characterised by passion, inspiration, motivation and excitement. *Experienced former leaders* bear wisdom, contemplative and thoughtful attitude; so as a consequence, their advocacy should be rewarded with recognition, appreciation, respect and honour. To conclude, *passive* and *potential members* are latent possibilities for any ELTAs, as their motives are not known. They might not have the time, or their life circumstances might prevent them from joining CPD events. Therefore, they should be approached with the greatest assistance, encouragement, support and hope.

In order to develop a clear picture of what the motivating drive behind ELTAs is, I have come to the conclusion that the *motivation of EFL teachers to engage in CPD* is the common key factor in the following areas. They can be viewed as follows: a) as part of the motivation of teachers to develop professionally, and for teachers to join professional associations; b) teachers and some ELT professionals turn into teacher trainers and ELTA leaders to share their expertise with colleagues, and 3) in order to sustain ELTAs, ELTA leaders provide better conditions through offering CPD to their members. Overall, it can be summarised that there is an exponential professional growth within teachers' associations, especially if members take on volunteer roles for leadership positions. Yet, teachers' associations have never seen such a decline in their membership numbers as in recent years. Teachers' associations need a paradigm shift in approaching their members and in reformulating their objectives with shared vision. With a conscious approach, responsible leadership, current and potential teachers' association leaders, volunteers and active professionals can select possible avenues that teachers' associations could take in order to achieve viable ELTAs, retain their members and attract further membership.

Based on the research findings, the *Model for the Viability Framework of ELTAs* (Figure 10.2) is intended to combine the original *Model for ELTAs' compositional factors (Mahboob & England, 2018)*, with their *vitality* and *robustness of ELTAs*, and Falcão and Szesztay's (2006) contribution to modelling ELTAs with the distinction between *tangible* and *intangible benefits*. As Mahboob and England (2018) said, realities and potentials provide opportunities for the vitality and the robustness of ELTAs within the association and beyond. Following Falcão and Szesztay,'s (2006) thread of thoughts, without realising the *tangible* and *intangible benefits* of ELTAs, there is little hope for the far future in maintaining formal associations. While visualising the indispensable elements to the functioning of ELTAs in the proposed

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model, the visual representation can help the readers of the current research in comprehending the multi-layered complexity of the organisations and the motivation for CPD behind the components.

As I stated in my personal motivation in the beginning of this work, and have proved through the different studies of the research project, I consider that ELTAs can show their current, former and potential members how personal and professional growth is a rewarding journey that takes one to a higher plateau as long as one is capable of learning and sharing one's expertise. For as long as both members and leaders confirm that ELTAs provide rich soil for their members' professional development, ELTAs can be reassured that they still have their varied roles in society today.

Figure 10.2

Model for the Viability Framework of ELTAs (based on Falcão & Szesztay, 2006; Mahboob & England, 2018)
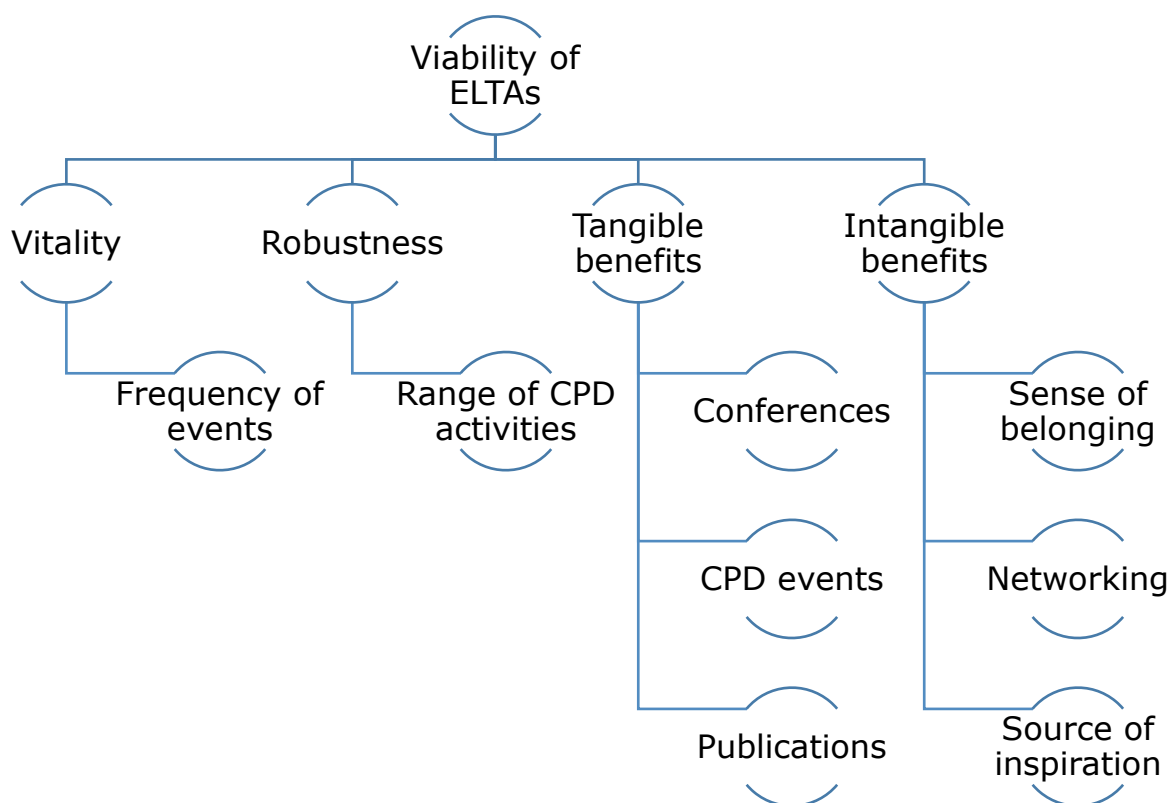
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Appendices

Appendix A

Invitation Letter to active volunteers, both past and present, of IATEFL-Hungary for Participation in a Focus Group Interview Study

Dear Friends and Colleagues,

I am a doctoral student at the Language Pedagogy Programme in the doctoral school at Eötvös Loránd University, Budapest, Hungary. I am in the second year of the 4-year programme, pursuing my PhD on English language teachers' associations and continuing professional development.

The proposed title of my research is "The role of English Language Teachers' Associations in supporting their members' continuing professional development". As part of my investigation I am planning to conduct some focus group interviews on Teachers' Associations' visions.

I am approaching you because you are or have been a prominent official of an English Language Teachers' Association and know the history and understand the structure and the life of your organisation, you can compare different strengths and values, and can also give an important insight into the presence or lack of long-term strategic plans of your organisation in order to provide orientation for the future.

The ideal number of participants for focus group interviews is between 6-12 people, where participants can think together, inspire and challenge each other. The focus group interviews will be recorded and transcribed, and after the interview you'll be able to read the transcripts and make comments. All participants will remain anonymous, as they will be identified by pseudonyms in the analysis. I can also guarantee that the data will only be used for the purposes of the research and you can be assured that apart from me, only my doctoral supervisors will have access to the recordings and the transcripts from these interviews.

I would like to invite you to a focus group interview that I will be conducting at … (date and place confirmed later). I am sure that with your experience you would make a valuable contribution to the success of the discussion. It would mean a lot to me if you could accept, and I hope that the exchange of ideas will also be interesting for you. Please reply to this email for further details if you are willing to take part.

Thank you.

With my best wishes,

Beatrix Price

Appendix B
Confirmation letter for pilot focus group interview for past and present Leaders and Volunteers of IATEFL-Hungary (Pilot FGI)

Dear All,

Thank you very much for accepting my invitation for the pilot focus group interview on 28th February, Wednesday 15:00 - 16:30 at ELTE BTK, DELP, Rákóczi út 5., room 142.

The interview will start promptly at three o'clock, therefore I'd like to ask you to come a bit earlier; any time between 14:30 and 14:45 I'll be in my office, same building, 4th floor, room 401 and we can go down to 142 to the first floor or you can come straight there (142), but if you manage to get there quarter of an hour earlier, I'd be happy.

As I already indicated, the interview will be recorded; don't get discouraged by the camera and voice recorders. I will ask you to introduce yourselves to each other and for the recording at the beginning of the interview, so that transcribing will be easier later. I know all of you but some of you might not have met each other yet. The thing you have in common is that you've all done a lot in the past of IATEFL-Hungary for the community and been dedicated members and know a lot about the organisation.

As you know, the topic is 'Vision in English language teachers' associations'; but in order to understand vision, we need to touch upon the concepts of 'mission', 'mission statement' and 'vision statement' as well. We're not gathering here to suggest any direction for any teachers' associations; we only reflect on our own experience from the past and our understanding of these concepts. The emerging themes and the findings will hopefully reveal directions for current leaders and committees.

I will guide you with my questions but would like to ask you to feel at home, and express your opinion honestly. This is important for the interview, because this is a one-off occasion.

Naturally if any of you would like to add something important to the focus group interview, we can have follow-up interviews upon request.

I have also indicated in my invitation that the data will only be used for the purposes of the research and you can be assured that apart from me, only my co-moderators and doctoral supervisors will have access to the recordings and the transcripts from these interviews.

I do hope that the discussion will also be interesting and rewarding for you. As this is a pilot interview, after the interview I will ask your suggestions for any changes for the other focus group interviews.

I'm looking forward to seeing you on Wednesday,
With my best wishes,
Bea
P. S. "If you don't know where you're going, how do you know when you get there?" (C. S. Lewis, Alice in Wonderland)

Appendix C
Focus Group Interview Suggestions

(extra questions after the pilot interview for the improvement of the FGI guide)
1. Have I missed anything out or is there anything else you think I should ask?
 2. Are all the questions clear?
 3. Does the sequencing of the questions seem logical?
 4. Do you have any suggestions for the improvement of the interviewing technique?
 5. Would you like to make any other comments?

Appendix D
Focus Group Interview Guide for Past Presidents and Volunteers of ELTAs

Good afternoon everyone, welcome to our focus group interview. Thank you for taking your time to contribute to my research on "The role of English Language Teachers' Associations in supporting their members' continuing professional development". My name is Beatrix Price and I have two co-moderators (introduction of the moderators). With this research I aim to examine the different practices of CPD in your ELTAs and I am interested in your views on the directions of your organisations. I'm going to ask you questions in connection with your experiences when you were leaders or volunteers of your teachers' associations. I'd like you to talk to each other, I will only moderate the discussion with my questions. There are no wrong answers, just different points of view. Please feel free to share your point of view even if it differs from what others have said. We are going to record the session (using a video recorder, a voice recorder and a mobile phone) because I would like to transcribe the recordings for analysing the data. I will share my findings with you and report on additional publications in connection with my enquiry. We will be on first name basis here in the discussion, but I will only pseudonyms later in my work. I can assure you of my confidentiality. If you consent to being recorded, then we can start our conversation. And thank you again.

I. The past
1. When and how was your English Language Teachers' association born? (If you remember or have any information about it.)
2. What was the main role of your ELTA when you were a board member?
3. What activities did your ELTA offer to the members when you were a board member?
4. What initiatives did you bring into the association?
5. How do you remember the best years of your association?
6. How did you manage to pass things on after you resigned?
7. What kind of traditions (or other good things) had been forgotten later? (But you still remember them.)
8. Do you remember any initiatives that were not gladly accepted?
9. How did you accept changes and react to new initiatives? Can you bring examples, both positive and negative?
10. Did you talk about short term plans or long term aims, goals, purposes, objectives?
11. How were the aims of the ELTAs expressed?
12. Were the goals formulated with the members? When? Where? How?
13. Did the committee in the past formulate a mission statement or vision statement?
14. When you were a leader in the association, in what way were the members aware of the mission and/or vision statement of the association?

II. The present
15. How do you see the difference between mission and vision?
16. Who identifies the goals and purposes of the association? Is it important to formulate these as mission and vision statements?
17. What is the real/practical use for an ELTA of having mission and vision statements?
18. In your view who formulates the mission and vision and how?
19. Is a teachers' association's vision a group's vision or is it the current leader's vision that is projected onto the association?
20. In what way is a vision statement a collaborative achievement?
21. What is the procedure to form a vision statement?
22. To what extend do you think members are aware of the association's vision?
23. Can you bring real examples from the association's history for making the mission and vision statements visible to board members and members?

24. How do you as former leaders relate to changes in the teachers' association?
25. If there is a change in the committee, how does the vision change? (Can you bring both positive and negative examples?)

III. The future

26. Do you think ELTAs need a mission statement or a vision statement at all?
27. How do leaders of the association kindle the mission and vision of the association?
28. How often should mission and vision statements be revisited, reformulated, or rewritten?
29. How should we change the vision statement if it's not appropriate anymore?
30. Should all ELTAs have a vision statement? Why? Why not?
31. If they don't have a vision statement what should they do?
32. How can we keep the vision alive?

Appendix E

Emerging themes on the topic of Mission statements in the International ELTA Survey (Study 2)
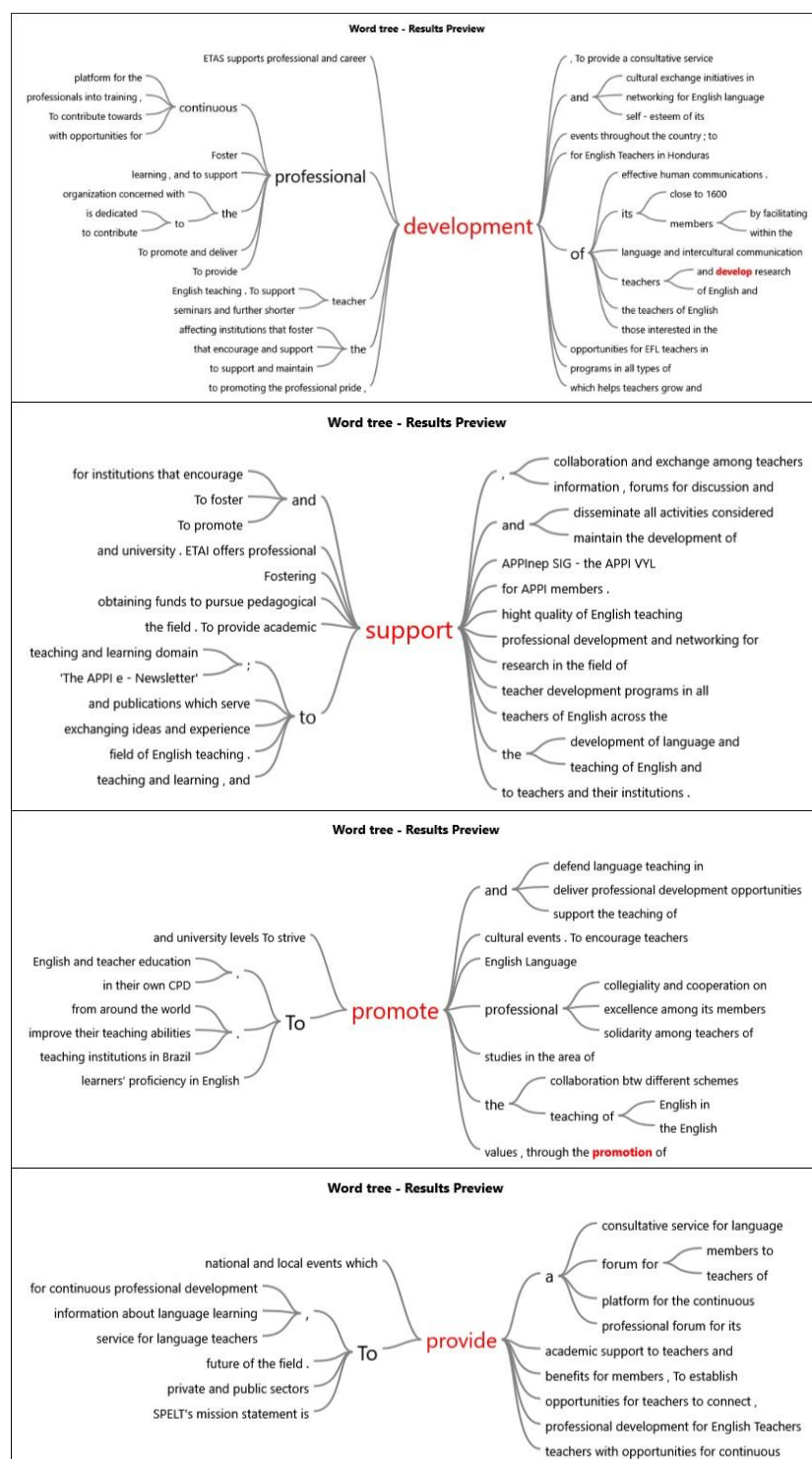
Appendix F
Topics and questions of the International ELTA Survey (Study 2)

The roles and purposes of English Language Teachers' Associations in providing Continuing
Professional Development to their members
Questions of the questionnaire

1. What is the official name of your ELTA?
2. What is the short name or local name of your ELTA?
2.1 What does the short (or local) name stand for?
3. How old is your ELTA?
4. How many members does your ELTA have?
5. How often do you organise conferences?
5.1 Once a year
5.2 Twice a year
5.3 Biannually
6. Do you have Special Interest Groups?
6.1 If yes, how many?
6.2 What are they called?
6.2 Do you organise SIG events?
6.3 If yes, what kind?
7. Do you offer accredited courses to your members?
7.1 If yes what kind?
7.2 How often?
8. What kind of regular professional events do you organise for your members?
8.1 If yes what kind?
8.2 How often?
9. Do you organise (or have you organised) any professional events in the summer holidays?
9.1 If yes what kind?
9.2 Where?
9.3 When?
10. Do you have any regional branches?
10.1 How many?
10.2 Where?
10.3 What do they do?
11. What kind of PRINTED publications do you have?
11.1.1 A magazine
11.1.1.1 What is it called?
11.1.1.2 How often do you publish it?
11.1.2 A conference selection
11.1.2.1 How often do you publish it?
11.1.3 A peer reviewed journal
11.1.3.1 How often do you publish it?
11.1.4 Any other?
12. Do you have any DIGITAL publications?
12.1 If yes what kind?
12.1.1 A magazine
12.1.1.1 What is it called?
12.1.1.2 How often do you publish it?
12.1.2 A newsletter
12.1.2.1 How often do you publish it?

12.1.3 A conference selection
12.1.3.1 How often do you publish it?
12.1.4 A peer reviewed journal
12.1.4.1 How often do you publish it?
12.1.5 A repertory (a selection of all the presenters and the blurbs of their presentations at previous conferences)
12.1.6 Any other?
13. Do you run webinars?
13.1 If yes, how long for?
13.2 How often?
13.3 Who are the presenters?
14. Do you publish podcasts?
14.1. If yes, what and why?
15. In what form are you present on the internet?
15.1 Website
15.2 Facebook page
15.3 Facebook group
15.4 YouTube channel
15.5 Twitter
15.6 Instagram
15.7 Blog
15.8 Any other social media platform
16. Do you have any partnerships with other ELTAs?
16.1 What kind?
16.2 How many?
16.3 In what way do you collaborate?
17. Have you, as an ELTA, participated in any international projects?
17.1 If yes, in what project?
17.2 When?
17.3 As an organiser, a partner or a participant?
17.4 What was the main outcome of the project?
17.5 How has your ELTA benefited from the partnership?
18. What type of cultural programmes do you organise for your members?
19. What kind of activities do you organise that can be considered as community building programmes?
20. What OTHER professional development opportunities do you offer to your members?
21. Has your ELTA ever been engaged in research projects?
22. Does your ELTA conduct a needs and wants analysis among the members? If so, how is it carried out?
22.1 How do you identify your members' needs?
23. How are the members' needs and wants catered for in your ELTA?
24. How do you get feedback from your members concerning your activities?
25. When your ELTA organises professional development events, who do you ask to deliver training?
26. Where can you get financial support for professional events?
27. Please share any further relevant information regarding professional development regarding your ELTA.

Appendix G
International ELTA Survey (Full Questionnaire for Study 2)

English Language Teachers' Associations providing Continuing Professonal Development

Dear President or Board Member,
I'm a doctoral student of the Language Pedagogy PhD Programme at Eötvös Loránd University, Hungary, and am conducting research on English language teachers' associations and continuing professional development. The proposed title of my research is "The role of English Language Teachers' Associations in supporting their members' continuing professional development".
I am approaching you because you are a prominent official of your English Language Teachers' Association and know the activities and practices of your organisation in connection with continuing professional development (CPD). I am sure that with your experience you can contribute a lot to the success of this study. I hope that the results will also be interesting for you. I would appreciate if you could give answers to all the questions that are relevant to your association.
The aim of this research is to explore ELTAs' different practices and activities to promote CPD and thus there are no right or wrong answers to the questions. As you will see, no personal data is requested.
The questionnaire consists of 12 sections and takes approximately 30 minutes to complete. There are multiple choice questions and open ended questions. I would appreciate if you answered my open questions as well. Thank you very much.
Beatrix Price

*Required
1. 1.1 What is the official name of your Teachers' Association? *
_____
2. 1.2 What is the short name or local name of your Teachers' Association? *
_____
3. 1.3 What does the short (or local) name stand for? *
_____
4. 1.4 How old is your Teachers' Association? *
Mark only one oval.
◯ 1-4 years
◯ 5-9 years
◯ 10-19 years
◯ 20-29 years
◯ 30-50 years
◯ 50+ years
5. 1.5 How many members does your Teachers' Association have? *
Mark only one oval.
◯ 50-100
◯ 100-300
◯ 300-500 500-1000 more than 1000
◯ Skip to question 6
Mission statement

◯

ELTAs declare their aims, goals and purposes in their mission statement, what they offer to their members and express explicitly how these goals are achieved. They refer to the present activities of the ELTA.

6.2.1 Do you have a mission statement? *

Mark only one oval.

◯ Yes

◯ No

7.2.2 What is your mission statement?

8.2.3 When and where was your mission statement formulated? (If you know)

9.2.4 How do you inform your members about your mission statement?

Skip to question 10

Vision statement

The vision statement outlines what an organisation strives towards in the future.

10.   3.1 Do you have a vision statement? *

Mark only one oval.

◯ Yes

◯ No   Skip to question 14

Other:

◯

11.   3.2 What is your vision statement?

12.   3.3 When and where was your vision statement formulated? (If you know)

13.   3.4 How do you inform your members about your vision statement?

Skip to question 14

Professional events

Conferences, trainings, courses, clubs, informal events, etc. that offer professional development for teachers.

14.   4.1 How often do you organise conferences? *

Mark only one oval.

◯ Once a year

Twice a year

◯ More than twice a year

Biannually Other:

◯

15.   4.2 How do you differentiate your conference from others? *

◯

16.   4.3 What kind of regular professional events do you organise for your * members apart from conferences? How often?

17.   4.4 Do you organise (or have you organised) any professional events in the   * summer holidays? If so, give some examples.

18.   4.5 Do you offer accredited* courses to your members? *

265

*Accredited courses are certi ed by a professional body and are nationally recognised. Registered training organisations can issue a nationally recognised training quali cation for having completed an accredited course.

Mark only one oval.

◯ Yes

◯ No   Skip to question 20

19.   4.6 What kind of accredited courses do you offer / have you offered to your members?

_____

Skip to question 20

Regional branches

Smaller professional communities in the country

20.   5.1 Do you have any regional branches? *

Mark only one oval.

◯ Yes

◯ No   Skip to question 22

We used to have them but we do not have them any more

◯ We are working on creating them

21.   5.2 What kind of regular professional events do your regional branches organise for your members? How often?

_____

Skip to question 22

Special Interest Groups (SIGs)

ELTA members form groups with a particular area of interest.

22.   6.1 Do you have any SIGs? *

Mark only one oval.

◯ Yes

◯ No   Skip to question 27

Other:

◯ _____

23.   6.2 How many SIGs do you have?

_____

24.   6.3 What are your SIGs called?

Please list the names of the SIGs.

_____

25.   6.4 In what way do your SIGs offer CPD to their members?

_____

26.   6.5 How often do you have SIG events?

Tick all that apply.

☐ Monthly

☐ Every 2-3 months

☐ Every 4-6 months

☐ Once a year

☐ Irregularly

☐ Skip to question 27

Online activities

CPD activities, events organised, offered or run online

27.   7.1 Do you have your own webinar series? *

Mark only one oval.

○ Yes
○ No

28.   7.2 Do you promote other ELTAs or publishing houses' webinars? If yes, how?

_____

29.   7.3 Do you live-stream any of your conference presentations or other CPD activities?

Mark only one oval.
○ Yes
○ No

30.   7.4 What type of social media platform(s) do you regularly use to promote your * ELTA?

Tick all that apply.
☐ Facebook
☐ Instagram
☐ Twitter
☐ YouTube
☐ LinkedIn WhatsApp
☐ Other:

_____

31.   7.5 How popular are the following social media platforms among
☐ your ELTA   * members?

Please click the appropriate circle or 'not applicable' if you don't use this platform.
Mark only one oval per

	po	n po	po	po	appli
Face	○	○	○	○	○
Insta	○	○	○	○	○
T	○	○	○	○	○
Yo	○	○	○	○	○
Lin	○	○	○	○	○
What	○	○	○	○	○

32.   7.6 How popular are the following social media platforms in your committee? * Please click the appropriate circle or 'not applicable' if you don't use this platform.

Mark only one oval per

	po	n po	po	po	appli
Face	⬭	⬭	⬭	⬭	⬭
Insta	⬭	⬭	⬭	⬭	⬭
T	⬭	⬭	⬭	⬭	⬭
Yo	⬭	⬭	⬭	⬭	⬭
Lin	⬭	⬭	⬭	⬭	⬭
What	⬭	⬭	⬭	⬭	⬭

33.   7.7 Do you have any plans for the future with online activities? If so, what are your plans?

Skip to question 34

☐ **Publications**
☐ Bulletins, newsletters, magazines, journals and other written materials for providing information, resources, sharing research ndings, etc. to inform members
of ☐ ELTAs about professional issues and events.
☐ 34.   8.1 What kind of publications do you have? *
☐ *Tick all that apply.* weekly bulletin newsletter magazine conference selection peer-reviewed journal
☐ repertory (a selection of all the presenters and the blurbs of their presentations at
☐ previous conferences)
☐ None
☐ Other:

35.   8.2 Are any of these PRINTED publications?
Mark only one oval.
⬭ Yes
⬭ No
36.   8.3 If you have printed publications, how do finance them?

37.   8.4 Can you provide some examples how you use your publications for CPD?

38.   8.5 How do you select the authors who contribute to the issues of these
* publications?

39.   8.6 Who are the target audience of these publications?
Mark only one oval.

○ The members of the ELTA
○ Anyone who is interested
40.   8.7 What are the purposes of these publications?

---

41.   8.8 How do you get feedback on the quality of the publications?
Tick all that apply.
☐ Using online forms
☐ Using printed forms
☐ Via e-mail
☐ Via Facebook
☐ Via Instagram
☐ Via other social media sites
☐ Using posters
☐ At other professional events
☐ In person Other:

☐ 42.   8.9 Have you had any changes with regard to your publications in
the   last ten years? If so, what and why?
☐

Skip to question 43
Website
The official home page of ELTAs
43.   9.1 Do you have a website? (If yes, please provide the link) *

---

44.   9.2 How do you inform your members about the changes of your ELTA
website?
If so, how?
☐ Tick all that apply.
☐ Newsletter
Via e-mail
Via social media sites (Facebook, etc.) We don't send updates Other:

---

45.   9.3 Do you upload your publications on your website?
Mark only one oval.
○ Yes
○ No
46.   9.4 Which publications are available on your website? *
☐ *Tick all that apply.* weekly bulletin monthly newsletter our own ELTA's
magazine other ELTA's magazine conference selection our own ELTA's peer-
reviewed journal
☐ repertory (a selection of all the presenters and the blurbs of their
presentations at
☐ previous conferences)
Other:

---

47.   9.5 Do you restrict access to your publications to ELTA members? *
Mark only one oval.

◯   Yes
◯   No
◯   Other:

_____

Skip to question 48

Communication with members

Informing members about important facts (events, changes, etc.)

48.   10.1 How effective are the following means of communication with your *

members?

Please click the appropriate circle or 'not applicable' if you don't use this platform.
Mark only one oval per row.

	not effective at all	not too effective	fairly effective	most effective	not applicable
Website	◯	◯	◯	◯	◯
Newsletter	◯	◯	◯	◯	◯
E-mail	◯	◯	◯	◯	◯
Facebook	◯	◯	◯	◯	◯
Instagram	◯	◯	◯	◯	◯
Twitter	◯	◯	◯	◯	◯
Face to face	◯	◯	◯	◯	◯

49.   10.2 When you send e-mails, who do you send them to? *
Mark only one oval.

◯   Only to members

◯   To members and everyone who has signed up on your e-mail list Other:

_____

◯   50.   10.3 How do you ensure that the addressees get your e-mails*?
*So that your e-mails do not land in their spam folders

_____

51.   10.4 Does your ELTA pay for advertising or communication with members for   * the following services?

Tick   all   that

E-mail servic Mailch	☐ ☐
Newsl paid Mailch	☐ ☐
Face advertisem	☐ ☐
Insta advertisem	☐ ☐
T advertis	☐ ☐

Skip to question

Partner associations

Partnership agreements with other ELTAs

52.   11.1 Do you have partnership agreements with other ELTAs in other countries? *

Mark only one oval.

◯ Yes

◯ No

◯ Other:

_____

53.   11.2 How many partnership agreements do you have?

Mark only one oval.

◯ 1-5 6-10

◯ more than 10

54.   11.3 In what ways do you collaborate and promote CPD with your

◯ partner associations?

55.   11.4 How do you take part in the annual conferences of your partner associations?

56.   11.5 How do you receive the representatives of your partner associations?

Tick all that apply. free conference attendance free accomodation welcome dinner
free food representatives' meeting guided city tour
Other:

☐

☐

☐ 57. 11.6 Please list examples of collaboration with other ELTAs apart

☐ from * conferences.

☐

☐

☐

58. 11.7 Do you have any further plans with other ELTAs in the future? If so, what?

Skip to question 59

Any other comments

 comments, suggestions, ideas, reactions on the questionnaire

59. 12.1 Thank you for your commitment and time spent on this questionnaire. Finally, let me ask you to please share any further comments, suggestions, ideas or reflections about ELTAs' role in CPD.

Appendix H
Participating ELTAs in the International ELTA Survey (Study 2)

ACRONYM	Official name	Country
ACPI	Asociación Costarricense de Profesores de Inglés	Costa Rica
AINET	Ainet Association of English Teachers	India
ANELTA	Angolan English Language Teachers' Association - ANELTA	Angola
APABAL	Associació del professorat de llengua anglesa de les Illes Balears	Spain
APPI	Associação Portuguesa de Professores de Inglês - 'The Portuguese Association to Teachers of English	Portugal
ASOCOPI	Asociación Colombiana de Profesores de Inglés	Colombia
AUACR / ATECR	Association of English Language Teachers of the Czech Republic	Czech Republic
BETA	Bulgarian English Teachers' Association	Bulgaria
BETA-SIAYA	BETA-SIAYA ELT ASSOCIATION	Kenya
BRAZ-TESOL	Brazilian Association of Teachers of English to Speakers of Other Languages	Brazil
CAMELTA	Cameroon English and Literature Teachers' Association	Cameroon
CLASS	Congolese Language Supporters Society	Congo
ELTAAL	English Language Teachers' Association	Albania
ELTA Serbia	Udruzenje nastavnika stranih jezika	Serbia
ELTAI	English language teachers' association of India	India
ELTAM	English Language Teachers' Association of the Republic of Macedonia	Macedonia
ELTAM	Udruženje nastavnika engleskog jezika Crne Gore ELTAM	Montenegro
ELTA-URALS	Ural English Language Teachers' Association	Russia
ETAI	English Teachers' Association of Israel	Israel
ETAS	English Teachers Association Switzerland	Switzerland
FAAPI	FEDERACION ARGENTINA DE ASOCIACIONES DE PROFESORES DE INGLES	Argentina
HELTA	HELTA Honduras TESOL	Honduras

HUPE	Hrvatsko udruženje profesora engleskog (HUPE)/ Croatian Association of Teachers of English (CROATE)	Croatia
IATEFL Ukraine	Українське відділення Міжнародної асоціації викладачів англійської мови як іноземної International Association of Teachers of English as a Foreign Language Ukraine	Ukraine
IATEFL-HU	IATEFL-Hungary	Hungary
IATEFL PL	Stowarzyszenie Nauczycieli Języka Angielskiego w Polsce IATEFL Poland	Poland
IATEFL Slovenia	Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia	Slovenia
JALT	Japan Association for Language Teaching (JALT)	Japan
KETNET	Kosova English Teachers' Network	Kosovo
LAKMA	Lietuvos anglų kalbos mokytojų asociacija / Lithuanian Association of English Language Teachers	Lithuania
LATE / LAVSA	Latvian Association of Teachers of English	Latvia
MATEFL	Malta Association of Teachers of English as a Foreign Language	Malta
MELTA	Malaysian English Language Teaching Association	Malaysia
META	Moldovan English Teachers' Association	Moldovan
NELTA	Nepal Englsih Language Teachers' Association	Nepal
PELLTA	Penang English language learning and teaching association	Malaysia
SCELT	Slovenská komora učiteľov angličtiny	Slovakia
SEO ry	The Association of Teachers of English in Finland	Finland
SPELT, Pakistan	Society of Pakistan English Language Teachers (SPELT, Pakistan)	Pakistan
STIL	Samtök tungumálakennara á Islándi	Iceland
TATE	Tunisian Association of Teachers of English	Tunisia
TELTA	Tanzanian English Language Teachers Association (TELTA)	Tanzania
TESOL	Tunisia TSOL	Tunisia
TESOL France	TESOL France	France
TESOL Greece	Teachers Of English To Speakers Of Other Languages in Greece	Greece

TESOL Italy	TESOL Italy	Italy
TESOL MTh, Northern Greece	TESOL Macedonia-Thrace, Northern Greece	Greece
TESOL Sudan	TESOL Sudan (Teaching English for Speakers of Other Languages)	Sudan
TESOLANZ	Teachers of English to Speakers of Other Languages Aotearoa New Zealand (It also has a Maori name: Te Rōpū Kaiwhakaako Reo Ingarihi ki Iwi Reo Kē)	New Zealand
TESOL-SPAIN	TESOL-SPAIN	Spain
TETA	Timișoara English Teachers' Association	Romania
TETA BiH	Tuzla English Teachers' Association	Bosnia
TETO	Togo English Teachers' Organization	Togo
VicTESOL	Victorian Association for teachers of TESOL and multicultural education	Australia

Appendix I
SIGs in participating the International ELTA Survey (Study 2)

APPI	APPInep
	VYL
	YL SIG
ASOCOPI	CALL and multimodal pedagogies
	Literacies in ELT
	Children's language learning
	Interculturality and ELT
	Language teacher and learner identities
	Teacher education
BRAZ-TESOL	Bilingualism SIG
	Voices SIG
	Teacher Development SIG
	EduTech SIG
	Public School SIG
	Online Teaching SIG
	Entrepreneurship SIG
	Leadership and Management SIGs
	Coaching in ELT
	Intercultural Language Education SIG
	Pronunciation SIG
	Wellbeing SIG
	Mind and Brain Education SIG
ELTA Serbia	Young Learners SIG
ELTAI	Business English SIG.
	Literature SIG.
	Technology for ELT
ELTA-URALS	General aspects of ELT
	EL Teacher-training and CPD
	ESP
	Discourse competence of EL teachers
ETAI	Academic and teacher trainers SIG
ETAS	Business English
	Cross-cultural
	Drama and literature
	English for specific purposes
	CLIL / Immersion
	Learning Technology
	Materials Writers
	Research
	Swiss Cantonal teacher and teacher educator
	Teacher training and development
	Testing, examinations and assessment
	Young learners and teens
IATEFL HU	Business
	Mentor
IATEFL PL	Business English SIG
	Culture in ELT SIG

	Drama SIG English for Specific Purposes SIG ELT Management SIG Global Issues SIG Learning Technologies SIG Materials Design SIG Psychology in ELT SIG Teacher Training SIG Teacher Development SIG Young Learners SIG
JALT	Bilingualism Business Communication CEFR and Language Portfolio College and University Educators Computer Assisted Language Learning Critical Thinking Extensive Reading Gender Awareness in Language Education Global Issues in Language Education Intercultural Communication in Language Education Japanese as a Second Language Learner Development Lifelong Language Learning Literature in Language Teaching Materials Writers Mind, Brain, and Education Mixed, Augmented, and Virtual Realities Other Language Educators Pragmatics School Owners Speech, Drama, & Debate Study Abroad Task-Based Learning Teacher Education and Development Teachers Helping Teachers Teaching Younger Learners Testing and Evaluation Vocabulary
MELTA	Early Career Teacher development Teacher Digital Network
PELLTA	EXTENSIVE READING SIG
SCELT	Drama
SPELT, Pakistan	Research Systemic Functional Linguistics Leadership Special needs learner Urdu
TATE	TEYL ESP EAP

TESOL Greece	Adult Learners
	Drama & Literature
	Learning Technologies
	Specific Learning Differences
	Teacher Development & Research
	Young Learners
TESOLANZ	Early childhood
	Primary
	Secondary
	Tertiary

Appendix J
Websites of ELTAs in the International ELTA Survey (Study 2)[2]

ELTA	Website
APABAL	www.apabal.com
ACPI	http://www.acpi-tesol.com/
AINET	www.theainet.net
APPI	www.appi.pt
ASOCOPI	https://www.asocopi.org/en/inicio.html
AUACR / ATECR	www.atecr.weebly.cz
BETA	http://www.beta-iatefl.org
BRAZ-TESOL	www.braztesol.org.br
CAMELTA	https://camelta-cameroon.weebly.com
CLASS	WWW.class-DRC.com
ELTAI	www.eltai.in
ELTAM	http://eltam.me/online/
ELTAM	http://www.eltam.org.mk/
ETAI	https://www.etai.org.il/
ETAS	e-tas.ch
FAAPI	www.faapi.org.ar
HELTA	www.heltahondurastesol.com
HUPE	http://hupe.hr
IATEFL	https://ukraineiatefl.wixsite.com/iateflukraine
IATEFL HU	iatefl.hu
IATEFL PL	https://iatefl.org.pl/en/
IATEFL Slovenia	www.iatefl.si
JALT	JALT.org
KETNET	www.ket-net.org
LAKMA	www.lakmaonline.lt
LATE / LAVSA	www.late.lv
MATEFL	https://matefl.org
MELTA	melta.org.my
META	www.meta-moldova.md
NELTA	www.nelta.org.np
PELLTA	pellta.org.my
SCELT	https://scelt.wordpress.com/
SEO ry	https://www.suomenenglanninopettajat.fi/
SPELT, Pakistan	www.spelt.org.pk
STIL	http://stil-is.weebly.com
TATE	https://tate.tn

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[2] All external hyperlinks are valid at the submission of this dissertation on 30th August 2023

TESOL France	tesolfrance.org
TESOL Greece	www.tesolgreece.org
TESOL Italy	www.tesolitaly.org
TESOL MTh, Northern Greece	https://www.tesolmt.gr/p/about.html
TESOL Sudan	Www.tesolsudan.net
TESOLANZ	www.tesolanz.org.nz
TESOL-SPAIN	http://www.tesol-spain.org/en/
TETA	https://rate.org.ro/blog4.php
TETA BiH	teta-upej.ba
TETO	Www.togoenglishteachers.com
ELTA Serbia	http://elta.org.rs
VicTESOL	https://victesol.vic.edu.au/

Appendix K
Topics and Constructs of the Small-scale Questionnaire for EFL teachers in Hungary

EFL teachers' Motivation for CPD - A Small-scale L2 Teacher Questionnaire Study (Study 3)

(Translated to English)

1. CPD
2. Effect of CPD on professional growth
3. Financial support for CPD from school
4. Preference for time of CPD
5. Preference for type of CPD
6. Preferred forms of CPD
7. Requirements for CPD in institutional context
8. External motivation for CPD
9. Internal motivation for CPD
10. School context (Efficiency of CPD)
11. Outer context in CPD
12. Career path
13. Actual L2 proficiency and actual L2 self
14. Ideal L2 teacher self
15. Free time activities for L2 improvement
16: Professional wellbeing
17. Enthusiasm
18. Ideal ELTP self
19. Professional knowledge
20. Personal attachment to a CoP
21. Gender
22. Age
23. Place of living
24. Type of school
25. Level of school
26. Highest level / degree of education
27. Number of languages spoken
28. What languages do you speak?
29. Living abroad (Y/N)
30. Length of time living abroad
31. Reason for staying abroad
32. Favourite place where you used English for communication
33. Member of CoP
34. Work place / state system
35. Teacher quality ranking system
36. Duties at school
37. Special professional exam (szakvizsga) (Y/N)
38. Type of Special professional exam (szakvizsga)
39. Year of attaining Special professional exam (szakvizsga)
40. Reason for choosing Special professional exam (szakvizsga)
41. Use of Special professional exam (szakvizsga)

The Original Hungarian Version of the Full Small-Scale L2 Teacher Questionnaire

Kérdőív angoltanárok szakmai fejlődéséről

Kedves Angoltanár Kolléga!

Price Beatrix vagyok, az Eötvös Loránd Tudományegyetem doktori hallgatója, ahol tanulmányaimat nyelvpedagógiából végzem. Kutatásom során azt vizsgálom, hogy Magyarországon az angoltanárok milyen szakmai továbbképzési lehetőségekkel élnek, illetve hogy szakmai fejlődésük milyen szerepet játszik pályafutásuk során. A kutatásban való részvétel önkéntes, és válaszait természetesen névtelenül kezelem, csak a kutatás eredményeihez használom fel. Kérem, őszinte válaszokat adjon, mert ettől függ kutatásom sikere. A kérdőív kitöltése körülbelül 20-25 percet vesz igénybe. Nagyon köszönöm, hogy a kérdőív kitöltésével segíti munkámat.

*Required

1. 1.   Az elmúlt 12 hónapban milyen szakmai továbbképzésen vett részt? (A   *
    következő állítások közül többet is megjelölhet.)

    Tick all that apply.

    ☐ tanfolyam
    ☐ akkreditált kurzus
    ☐ workshop
    ☐ konferencia
    ☐ újabb diploma szerzése
    ☐ szakvizsga
    ☐ más iskolák látogatása
    ☐ nyelvkiadók által szervezett tanfolyam
    ☐ pedagógiai intézetek által szervezett tanfolyam
    ☐ tanáregyesületek által szervezett tanfolyam
    ☐ kutatómunka
    ☐ pedagógiai cikkek olvasása
    ☐ cikkek írása
    ☐ webinar
    ☐ online (web) konferencia
    ☐ web carnival
    ☐ Nem vettem részt továbbképzésen
    ☐ Other:

2. 2. Ezek közül melyeknek volt legnagyobb hatása az Ön szakmai munkájára és miért? (kérem, írja be!)

Ha nem vett részt továbbképzésen, kérem, hagyja ki ezt a kérdést.

_____

_____

_____

_____

_____

3. 3. Támogatta-e valamelyik továbbképzését anyagilag munkahelye? (kérem, írja be!)

Ha nem támogatta a munkahelye vagy nem volt továbbképzésen, akkor kérem, hagyja ki ezt a kérdést.

_____

4. 4.   Mikor vesz részt szívesen továbbképzéseken? (A következő állítások közül * többet is megjelölhet.)

Tick all that apply.

☐ kizárólag tanítási időszakban (szeptembertől júniusig)
☐ tanítási időn kívül is
☐ délutánonként
☐ szombatonként
☐ munkaszüneti napokon
☐ hétvégeken
☐ szünidőben
☐ nyári szünidőben

☐ Other: _____

5. 5. Milyen fajta továbbképzéseket részesít előnyben? (A következő állítások   *
közül többet is megjelölhet.)

Tick all that apply.

- ☐ személyes, jelenléti, intézményen belüli
- ☐ személyes, jelenléti, intézményen kívüli
- ☐ kevert (blended) (részben személyes, részben online)
- ☐ táv (online)
- ☐ Other: _____

6. 6. Milyen szívesen vesz részt a szakmai fejlődési tevékenységek további formáiban? *

Mark only one oval per row.

	Nem szívesen	Nem nagyon szívesen	Igaz is és nem is	Szívesen	Nagyon szívesen
mentorálás	◯	◯	◯	◯	◯
mások óráinak látogatása	◯	◯	◯	◯	◯
óralátogatók fogadása a saját tanóráimon	◯	◯	◯	◯	◯
coaching	◯	◯	◯	◯	◯
esetmegbeszélés kollégákal	◯	◯	◯	◯	◯
munkaközösségben feladatvállalás	◯	◯	◯	◯	◯
kötetlen beszélgetés angolszakos kollégákkal	◯	◯	◯	◯	◯
pedagógiai alapú kutatás	◯	◯	◯	◯	◯
intézményen belüli szakmai közösségben való munka	◯	◯	◯	◯	◯
intézményen kívüli szakmai közösségben való munka	◯	◯	◯	◯	◯
versenyek szervezése	◯	◯	◯	◯	◯
angol nyelvű kulturális programok lebonyolítása	◯	◯	◯	◯	◯

portfólió készítés	○	○	○	○	○
vizsgáztatás	○	○	○	○	○
konferenciákon való részvétel	○	○	○	○	○
tantervfejlesztés	○	○	○	○	○
tananyagok összeállítása	○	○	○	○	○
pedagógiai történetek olvasása	○	○	○	○	○
előadások hallgatása konferenciákon	○	○	○	○	○
előadások tartása konferenciákon	○	○	○	○	○

7. 7. Kérem, írja be, milyen szakmai fejlődési követelményeknek kell   *
megfelelnie a következő 24 hónapban az angol nyelv tanításával kapcsolatban
intézményében.

_____

8. 8.   Mennyire tartja igaznak a következő állításokat? *

Mark only one oval per row.

	Egyáltalán nem igaz	Nem igaz	Igaz is és nem is	Igaz	Teljes mértékben igaz
Az intézményi előírásoknak megfelelően eleget teszek a szakmai követelményeknek	◯	◯	◯	◯	◯
Újabb képesítéseket a fizetésemelés reményében szerzek	◯	◯	◯	◯	◯
Előléptetésem érdekében kreditpontos továbbképzéseken veszek részt	◯	◯	◯	◯	◯
Olyan továbbképzésekre járok, ahol kreditet lehet szerezni	◯	◯	◯	◯	◯
Kreditpont szerzése nélkül nem szívesen megyek továbbképzésekre	◯	◯	◯	◯	◯
A túl sok iskolai lekötöttség miatt nem jutok el továbbképzésekre	◯	◯	◯	◯	◯
Családi elfoglaltságaim miatt nem tudok önként választható továbbképzéseken részt venni.	◯	◯	◯	◯	◯

9. 9. Mennyire igazak Önre a következő állítások? *

Mark only one oval per row.

	Egyáltalán nem igaz	Nem igaz	Igaz is és nem is	Igaz	Teljes mértékben igaz
Munkaidőmön kívül is eljárok továbbképzésekre	◯	◯	◯	◯	◯
Saját elhatározásomból rendszeresen fejlesztem tudásomat	◯	◯	◯	◯	◯
Anyagi áldozatot is hajlandó vagyok hozni, hogy eljussak továbbképzésekre	◯	◯	◯	◯	◯
A tanfolyamokon való részvételért nem várok intézményi elismerést	◯	◯	◯	◯	◯
Péntek délután vagy szombaton is szívesen veszek részt jó továbbképzéseken	◯	◯	◯	◯	◯
Szívesebben veszek részt iskolán kívüli továbbképzéseken, mint az intézmény által szervezett szakmai programokon	◯	◯	◯	◯	◯
Fontosnak ítélem a saját szakmai fejlődésem ápolását	◯	◯	◯	◯	◯

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10. 10. Az Ön intézményében a tudásmegosztás alábbi formái mennyire működnek   *
hatékonyan?

Mark only one oval per row.

	Intézményemben nem használjuk	Egyáltalán nem hatékony	Nem hatékony	Hatékony	Nagyon hatékony
Kölcsönös óralátogatások	◯	◯	◯	◯	◯
Vezetői óralátogatások	◯	◯	◯	◯	◯
Jó gyakorlatok megosztása tantestületen belül	◯	◯	◯	◯	◯
Jó gyakorlatok megosztása munkaközösségen belül	◯	◯	◯	◯	◯
Külső előadók előadásai	◯	◯	◯	◯	◯
Intézményi kutatásban való részvétel	◯	◯	◯	◯	◯
Közös munka más intézményekkel	◯	◯	◯	◯	◯
Kollégák munkájának követése (job shadowing)	◯	◯	◯	◯	◯
Párban való tanítás (team teaching)	◯	◯	◯	◯	◯
Informális tudásmegosztás	◯	◯	◯	◯	◯
Pályázatokon való munka	◯	◯	◯	◯	◯
Pályázati disszemináció	◯	◯	◯	◯	◯

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Angol nyelvű programok szervezése	◯	◯	◯	◯	◯
Külföldi intézményekkel való kapcsolat	◯	◯	◯	◯	◯
Angol nyelvű programok szervezése diákoknak	◯	◯	◯	◯	◯

11. 11. Mennyire igazak Önre a következő állítások? *

Mark only one oval per row.

	Egyáltalán nem igaz	Nem igaz	Igaz is és nem is	Igaz	Teljes mértékben igaz
Angol szakos kollégáimmal rendszeresen tartunk szakmai tapasztalatcserét	◯	◯	◯	◯	◯
Angol nyelvű workshopok-at látogatok	◯	◯	◯	◯	◯
Többet tanulok a workshop-okon, mint az előadásokon	◯	◯	◯	◯	◯
Tartottam már angol nyelvű előadást szakmai rendezvényen	◯	◯	◯	◯	◯
Jelent már meg cikkem szakmai folyóiratban	◯	◯	◯	◯	◯
Szakmai sikereim további fejlődésre ösztönöznek	◯	◯	◯	◯	◯
A másoktól tanult új módszereket rögtön beépítem tanításomba	◯	◯	◯	◯	◯

12. 12. A következő állítások közül kérem, jelölje meg, mivel ért egyet! *

Mark only one oval per row.

	Egyáltalán nem értek egyet	Nem értek egyet	Igaz is és nem is	Egyetértek	Teljesen egyetértek
A szakmai fejlődés a szakmai életút feltétlen eleme	◯	◯	◯	◯	◯
A pozícióban való előrelépés fontos számomra	◯	◯	◯	◯	◯
Szakmai fejlődésem eredményeként folyamatosan új készségeket sajátítok el	◯	◯	◯	◯	◯
Szakmai továbbképzéseken jó kollégákkal találkozom	◯	◯	◯	◯	◯
Egyre több lehetőség tárul fel előttem a pályámon	◯	◯	◯	◯	◯
Motiválónak tartom, ha szakmám kiemelkedő embereivel ismerkedhetek meg szakmai továbbképzések során	◯	◯	◯	◯	◯
Úgy érzem, korábban ismeretlen helyekre is eljutok munkámmal	◯	◯	◯	◯	◯
Pályám során már kaptam szakmai	◯	◯	◯	◯	◯

13. 13. Mennyire igazak Önre a következő állítások? *

Mark only one oval per row.

	Egyáltalán nem igaz	Nem igaz	Igaz is és nem is	Igaz	Teljes mértékben igaz
Nehézségeim vannak angol nyelvtudásom megtartásával	◯	◯	◯	◯	◯
Szorongással tölt el, ha nyilvánosság előtt angolul kell megszólalni	◯	◯	◯	◯	◯
Szeretném fejleszteni angol nyelvtudásomat	◯	◯	◯	◯	◯
Hírleveleket szívesebben olvasok anyanyelvemen	◯	◯	◯	◯	◯
Angol anyanyelvűek körében nem szívesen szólalok meg angolul	◯	◯	◯	◯	◯
Szívesen hallgatok másokat előadni angolul	◯	◯	◯	◯	◯
Nyilvánosság előtt szívesebben beszélek anyanyelvemen, mint angolul	◯	◯	◯	◯	◯

14. 14. A következő állítások közük kérem, jelölje meg, mivel ért egyet! *

Mark only one oval per row.

	Egyáltalán nem értek egyet	Nem értek egyet	Igaz is és nem is	Egyetértek	Teljes mértékben egyetértek
Szeretném többet használni az angol nyelvet a mindennapok során	◯	◯	◯	◯	◯
Minden alkalmat megragadok, hogy angol nyelvtudásomat szinten tudjam tartani	◯	◯	◯	◯	◯
Angol nyelvtudásomat fejleszteni szeretném	◯	◯	◯	◯	◯
Örülök, ha angolul hallgathatok előadásokat	◯	◯	◯	◯	◯
Konferenciákon az anyanyelvi előadók előadásait részesítem előnyben	◯	◯	◯	◯	◯
Szívesen járok továbbképzésekre azért, hogy angol nyelvtudásomat fejlesszem	◯	◯	◯	◯	◯
Szívesen vennék részt továbbképzéseken célnyelvi országban jobb angol nyelvi szint elérése érdekében	◯	◯	◯	◯	◯

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15. 15. Az alábbi tevékenységeket milyen gyakran végzi angolul nyelvtudása * fejlesztése érdekében?

Mark only one oval per row.

	ritkán vagy soha	havonta	kéthetente	hetente	minden nap
szépirodalom olvasása	◯	◯	◯	◯	◯
szórakoztató irodalom olvasása	◯	◯	◯	◯	◯
személyes történetek olvasása	◯	◯	◯	◯	◯
cikkek olvasása	◯	◯	◯	◯	◯
elemzések olvasása	◯	◯	◯	◯	◯
hírek olvasása vagy hallgatása	◯	◯	◯	◯	◯
szakirodalom olvasása	◯	◯	◯	◯	◯
internetes oldalak böngészése	◯	◯	◯	◯	◯
Facebook olvasása	◯	◯	◯	◯	◯
más közösségi oldalak nyomon követése (Twitter, Instagram, stb.)	◯	◯	◯	◯	◯
YouTube videók nézése	◯	◯	◯	◯	◯

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16.   16.   Mennyire igazak Önre a következő állítások? *

Mark only one oval per row.

	Egyáltalán nem igaz	Nem igaz	Igaz is és nem is	Igaz	Teljes mértékben igaz
Hétvégén is foglalkozom tanítással kapcsolatos anyagokkal	◯	◯	◯	◯	◯
Jó érzéssel tölt el, amikor tanulok valamit	◯	◯	◯	◯	◯
Szívesen osztom meg tapasztalataimat kollégáimmal	◯	◯	◯	◯	◯
Azért járok továbbképzésekre, hogy a tanításban kamatoztassam tudásom	◯	◯	◯	◯	◯
A továbbképzéseken tanultakat igyekszem minél hamarabb beépíteni a tanításomba	◯	◯	◯	◯	◯
Azért járok továbbképzésekre, mert fontosnak tartom a munkámat	◯	◯	◯	◯	◯
Jó érzéssel tölt el, ha diákjaimtól is tanulhatok valamit	◯	◯	◯	◯	◯

17. 17. A következő állítások közük kérem, jelölje meg, mivel ért egyet! *

Mark only one oval per row.

	Egyáltalán nem értek egyet	Nem értek egyet	Igaz is és nem is	Egyetértek	Teljes mértékben egyet értek
Rendszeresen próbálok ki új módszereket	◯	◯	◯	◯	◯
Lelkesítenek az új ötletek	◯	◯	◯	◯	◯
Szívesen megyek hétfőnként dolgozni	◯	◯	◯	◯	◯
Szeretem a munkámat	◯	◯	◯	◯	◯
Sikereim vannak a tanóráimon	◯	◯	◯	◯	◯
A továbbképzések inspirálnak	◯	◯	◯	◯	◯
A tanári hivatás az egyetlen, amit el tudok képzelni magamnak	◯	◯	◯	◯	◯
Sikereimet lelkesedésemnek köszönhetem	◯	◯	◯	◯	◯

18. 18. Mennyire igazak Önre a következő állítások? *

Mark only one oval per row.

	Egyáltalán nem igaz	Nem igaz	Igaz is és nem is	Igaz	Teljes mértékben igaz
Bízom benne, hogy hosszú távon szakmai sikereket fogok elérni	◯	◯	◯	◯	◯
Időnként felmerül bennem a munkahelyváltoztatás szándéka	◯	◯	◯	◯	◯
Remélem, hogy megoszthatom tudásomat másokkal a jövőben	◯	◯	◯	◯	◯
Bízom benne, hogy tanítványaim jó eredményeket fognak elérni	◯	◯	◯	◯	◯
Szívesen vállalnék munkát célnyelvi országban	◯	◯	◯	◯	◯
Úgy gondolom, hogy az egyéni fejlődés része a jövőnek	◯	◯	◯	◯	◯
Bízom benne, hogy az önálló szakmai fejlődés lesz az elfogadott norma az oktatásban	◯	◯	◯	◯	◯

19. 19. Hallott-e már valaha az alábbi intézményekről, fogalmakról, továbbképzési formákról? *

Mark only one oval per row.

	Soha	Ismerős a név	Hallottam már róla	Ismerem	Jól ismerem
Brain Bar	◯	◯	◯	◯	◯
British Council	◯	◯	◯	◯	◯
CITA	◯	◯	◯	◯	◯
Creative Café	◯	◯	◯	◯	◯
CUP	◯	◯	◯	◯	◯
Erasmus+	◯	◯	◯	◯	◯
EVO	◯	◯	◯	◯	◯
FutureLearn	◯	◯	◯	◯	◯
Globus	◯	◯	◯	◯	◯
IATEFL-Hungary	◯	◯	◯	◯	◯
Kéttannyelvű Iskolák Egyesülete	◯	◯	◯	◯	◯
Learnathon	◯	◯	◯	◯	◯
Libra Könyvesbolt (nem Libri!!!)	◯	◯	◯	◯	◯
Macmillan	◯	◯	◯	◯	◯
MANYE	◯	◯	◯	◯	◯
mELTing Pot	◯	◯	◯	◯	◯
Mentor training	◯	◯	◯	◯	◯
M&M Publications					

Publications / M&M	◯	◯	◯	◯	◯
Publications / MOOC	◯	◯	◯	◯	◯
MOOC / Nyelvparádé	◯	◯	◯	◯	◯
Nyelvparádé / NYESZE	◯	◯	◯	◯	◯
NYESZE / OUP	◯	◯	◯	◯	◯
OUP / Pearson	◯	◯	◯	◯	◯
Pearson / Pestalozzi	◯	◯	◯	◯	◯
Péntek / Pestalozzi / RELO	◯	◯	◯	◯	◯
RELO / SIGs	◯	◯	◯	◯	◯
SIGs / TEDTalks	◯	◯	◯	◯	◯
TEDTalks / Tempus	◯	◯	◯	◯	◯
Tempus	◯	◯	◯	◯	◯

20. Van-e valamilyen személyes kötődése az előbbi kérdésben említettekhez? Ha igen, kérem, pár szóval jellemezze, hogyan értékeli az Ön számára legfontosabbakat.

_____

_____

_____

_____

_____

II. Általános információ

A kérdőív anonim, az adatok kizárólag a kutatáshoz szükségesek, ezért kérem, töltse ki az általános információkra vonatkozó részt is!

Általános adatok

21. 1. Neme? *

Mark only one oval.

◯ Férfi

◯ Nő

22. 2. Hány éves? (kérem, írja be!)   *

_____

23. 3. Lakóhelye: *

Mark only one oval.

◯ Budapest

◯ Megyei jogú város

◯ Város

◯ Község

24. 4. Milyen típusú intézményben oktat? (több válasz is adható) *
Ha más intézményben dolgozik, azt az Egyéb válasz alá írja be.

Tick all that apply.

☐ Állami intézmény

☐ Egyházi intézmény

☐ Alapítványú fenntartású intézmény

☐ Nyelviskola

☐ Other: _____

25. 5. Milyen szintű oktatási intézményben oktat? (több válasz is adható) *

Ha más oktatási szinten dolgozik, azt az Egyéb válasz alá írja be.

Tick all that apply.

- [ ] óvoda
- [ ] általános iskola alsó tagozat
- [ ] általános iskola felső tagozat
- [ ] szakgimnázium
- [ ] szakiskola
- [ ] 4 osztályos gimnázium
- [ ] 5 osztályos gimnázium
- [ ] 6 osztályos gimnázium
- [ ] 8 osztályos gimnázium
- [ ] kéttannyelvű gimnázium
- [ ] egyetem
- [ ] Other: _____

26. 6. Legmagasabb iskolai végzettsége *

Mark only one oval.

- ◯ főiskola
- ◯ egyetem BA
- ◯ egyetem MA
- ◯ doktori fokozat
- ◯ Other: _____

27. 7. Hány idegen nyelvet beszél? (kérem, írja be!) *

_____

28. 8. Az angolon és a magyaron kívül milyen nyelveket beszél? (több választ is *
adható)

Tick all that apply.

- [ ] német
- [ ] olasz
- [ ] francia
- [ ] orosz
- [ ] spanyol
- [ ] Nem beszélek más nyelvet

- [ ] Other: _____

29. 9. Tartózkodott-e élete során olyan nyelvterületen, ahol az angol nyelvet *
használta a mindennapok kommunikációjában?

Mark only one oval.

- ( ) Igen
- ( ) Nem

30. 10. Melyik volt leghosszabb kinn tartózkodása olyan nyelvterületen, ahol az *
angol nyelvet használta a mindennapok kommunikációjában?

Mark only one oval.

- ( ) Max. 2 hét
- ( ) 2-4 hét
- ( ) 1 hónapnál több, de 5 hónapnál kevesebb
- ( ) 5 hónapnál több, de 12 hónapnál kevesebb
- ( ) 1 évnél több, de 2 évnél kevesebb
- ( ) 2 évnél több, de 5 évnél kevesebb
- ( ) 5 évnél több
- ( ) Soha

31. 11. A tartózkodás oka: (kérem, írja be!)

Ha az előző kérdésre a "Soha" választ adta, kérem, hagyja ki ezt a kérdést.

_____

32. 12. Melyik a legkedveltebb helye a világon, ahol az angol nyelvet használta kommunikációként és miért? (kérem, írja be!)

Ha a 10. kérdésre a "Soha" választ adta, kérem, hagyja ki ezt a kérdést.

_____

_____

_____

_____

_____

33. 13. Tagja-e valamilyen nyelvtanítással kapcsolatos szakmai közösségnek? (A   *
következő állítások közül többet is megjelölhet.)

Tick all that apply.

☐ Kétnyelvű Iskoláért Egyesület
☐ Nyelviskolák Szakmai Egyesülete
☐ Angoltanárok Nemzetközi Egyesülete - Magyarország
☐ Angoltanárok Nemzetközi Egyesülete
☐ Nem vagyok tagja semmilyen nyelvtanítással kapcsolatos szakmai közösségnek
☐ Other: _____

34. 14.   Közoktatásban dolgozik-e? *

Mark only one oval.

◯ Igen
◯ Nem

Skip to question 35

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35. 1. Ha igen, a pedagógusminősítési rendszerben milyen fokozattal   *
rendelkezik?

Mark only one oval.

◯ Gyakornok

◯ Pedagógus I

◯ Pedagógus II

◯ Mesterpedagógus

◯ Kutatótanár

36. 2. Angol nyelvtanárként a tanításon kívül milyen feladatai vannak? (A   *
következő állítások közül többet is megjelölhet.)

Ha más fontos feladatai is vannak, azt az Egyéb válasz alá írja be.

Tick all that apply.

☐ munkaközösségvezető
☐ mentortanár
☐ vezetőtanár
☐ pedagógiai értékelési szakértő
☐ szintfelmérő tesztek összeállítása
☐ érettségiztetés középszinten
☐ érettségiztetés emelt szinten
☐ versenyek szervezése
☐ belső vizsgáztatás
☐ külső vizsgáztatás
☐ iskolai dokumentumok átdolgozása
☐ külföldi tanulmányutak szervezője
☐ csereprogram szervezése
☐ pályázati felelős
☐ Other: _____

37. 4. Rendelkezik-e szakvizsgával? *

Mark only one oval.

◯ Igen

◯ Nem

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38. Milyen szakvizsgával vagy szakvizsgákkal rendelkezik? *

_____

39. Mikor szerezte a szakvizsgáját vagy szakvizsgáit? *

_____

40. Miért ezt a szakvizsgát vagy szakvizsgákat választotta? *

_____

_____

_____

_____

_____

41. Milyen hasznát vette a szakvizsgájának vagy szakvizsgáinak pályafutása *
    során?

_____

_____

_____

_____

_____

Appendix M

List of items of ELT-related professional knowledge mentioned in the L2 Teacher questionnaire studies (Study 3 and Study 4)

Brain Bar	Brain Bar is an annual event held in Budapest, presenting the most exciting visions from top thinkers, businessmen, artists to politicians from all over the world on future topics.
British Council	The British Council is the UK's international organisation for cultural relations and educational opportunities.
CITA	Co-operation and Innovation in Teachers' Associations; a two-year Erasmus+ project (2015-2017), among three ELTAs (APABAL, IATEFL-Hungary and LAKMA).
Creative Café	Monthly professional development workshop series run by IATEFL-Hungary.
CUP	Cambridge University Press. Educational publishing company.
Erasmus+	The EU's programme to support education, training, youth and sport in Europe.
EVO	Electronic Village Online. A set of online discussions and workshops organised by TESOL and IATEFL.
FutureLearn	A digital education platform, offering a diverse selection of courses from leading universities from all around the world.
IATEFL-Hungary	The Hungarian association of English as a foreign language teachers.
Kéttannyelvű Iskolák Egyesülete	The Hungarian association of bilingual schools.
Learnathon	A collaborative project for 17 ELTAs, organised by IATEFL-Hungary, sponsored by RELO (2015)
Libra Könyvesbolt	A foreign language bookshop; the venue for the Creative Café Budapest events.
Macmillan	An international publishing company until 2015.
MANYE	Magyar Alkalmazott Nyelvészek és Nyelvtanárok Egyesülete (In English: The Hungarian Association of Applied Linguists and Language Teachers (HAALLT).
mELTing Pot	The magazine of IATEFL-Hungary.
Mentor training	A training course for L2 teachers, organised by IATEFL-Hungary.
MM Publications	An independent publisher for English language teaching materials.
MOOC	A massive open online course for distant education.
Nyelvparádé	Language learning exhibition
NYESZE	Professional association of language schools
OUP	Oxford University Press is the largest university press in the world.
Pearson	Pearson Education is an educational publishing and assessment service.
Pestalozzi Péntek	A circle for practising teachers, offering self-improvement in methodology; based in Budapest.
RELO	Regional English Language Offices works through the Public Affairs Sections of the United States Embassies in various countries in the world to create and offer programmes connected to ELT methodology.
SIGs	Special Interest Groups in ELTAs.
TEDTalks	TED Talks are influential videos from expert speakers on education, business, science, tech and creativity.
Tempus	A non-profit organisation in Hungary, managing international cooperation programmes and special projects in the field of education, training and EU-related issues.

Appendix N

Topics and Constructs of the Main L2 Teacher Questionnaire Study in Hungary (Study 4)

EFL teachers' Motivation for CPD (Translated to English)

1. Participation in CPD in the previous 12 months
2. Most effective CPD for professional growth
3. Preferred type of CPD
4. Practiced forms of CPD
5. Institutional requirements for CPD
6. Extrinsic motivation for CPD
7. Intrinsic motivation for CPD
8. Efficiency of institutional CPD
9. CPD in external context
10. Future perspective
11. Actual L2 proficiency
12. Ideal L2 teacher self
13. Free time activities (for L2 improvement)
14. Professional wellbeing
15. Enthusiasm for teaching and CPD
16. Ideal ELTP self
17. Professional knowledge
18. Impact of any CPD activity from Q17
19. Gender
20. Age
21. Residence
22. Citizenship
23. Type of school
24. Level of school
25. Highest level of education
26. Number of additional languages spoken
27. Which languages spoken?
28. Previous stay in English-speaking country (Y/N)
29. Length of stay
30. Reason for stay
31. Favourite place where you used English for communication
32. Need for ELTAs in the future
33. Member of Language teacher CoP
34. CoP membership
35. Reason for membership
36. Present or previous member of IATEFL-Hungary
37. Utility of IATEFL-Hungary membership
38. Professional development due to IATEFL-Hungary
39. Personal experience of IATEFL-Hungary
40 Ever volunteered in IATEFL-Hungary
41. Volunteer experience
42. If no longer member, reason for leaving
43. Reason for not joining IATEFL-Hungary
44. Intention to become member in future
45. Perceived advantages of membership

The Original Hungarian Version of the Full Questionnaire

Angoltanárok szakmai fejlődése

Kedves Angoltanár Kolléga!

Price Beatrix vagyok, az Eötvös Loránd Tudományegyetem doktori hallgatója, ahol tanulmányaimat nyelvpedagógiából végzem. Kutatásom során azt vizsgálom, hogy Magyarországon az angoltanárok milyen szakmai továbbképzési lehetőségekkel élnek, illetve hogy szakmai fejlődésük milyen szerepet játszik pályafutásuk során. A kutatásban való részvétel önkéntes és névtelen. Válaszait csak a kutatás céljára használom fel. Kérem, őszinte válaszokat adjon, mert ettől függ kutatásom sikere; nincsenek elvárt „jó" vagy „rossz" válaszok. A kérdőív kitöltése körülbelül 20-25 percet vesz igénybe. Örülnék, ha a kérdőív linkjét megosztaná angol-szakos nyelvtanár kollégáival, ismerőseivel, és őket is bátorítaná a kitöltésre. Kérem, akkor is töltse ki a kérdőívet, ha nem dolgozik intézményi keretek között; válaszai úgy is értékesek számomra. Nagyon köszönöm, hogy a kérdőív kitöltésével segíti munkámat.

*Required

1. 1.   Az elmúlt 12 hónapban milyen szakmai továbbképzésen vett részt? (A   *
        következő állítások közül többet is megjelölhet és az Egyéb alá mást is beírhat.)

    Tick all that apply.

    ☐ tanfolyam
    ☐ akkreditált kurzus
    ☐ workshop
    ☐ konferencia
    ☐ újabb diploma szerzése
    ☐ szakvizsga
    ☐ más iskolák látogatása
    ☐ nyelvkönyvkiadók által szervezett tanfolyam
    ☐ pedagógiai intézetek által szervezett tanfolyam
    ☐ tanáregyesületek által szervezett tanfolyam
    ☐ kutatómunka
    ☐ pedagógiai cikkek olvasása
    ☐ cikkek írása
    ☐ webinar
    ☐ online (web) konferencia
    ☐ web carnival
    ☐ Nem vettem részt továbbképzésen
    ☐ Other: _____

2. 1.   Az elmúlt 12 hónapban milyen szakmai továbbképzésen vett részt? (A   *
következő állítások közül többet is megjelölhet és az Egyéb alá mást is beírhat.)

Tick all that apply.

- [ ] tanfolyam
- [ ] akkreditált kurzus
- [ ] workshop
- [ ] konferencia
- [ ] újabb diploma szerzése
- [ ] szakvizsga
- [ ] más iskolák látogatása
- [ ] nyelvkönyvkiadók által szervezett tanfolyam
- [ ] pedagógiai intézetek által szervezett tanfolyam
- [ ] tanáregyesületek által szervezett tanfolyam
- [ ] kutatómunka
- [ ] pedagógiai cikkek olvasása
- [ ] cikkek írása
- [ ] webinar
- [ ] online (web) konferencia
- [ ] web carnival
- [ ] Nem vettem részt továbbképzésen
- [ ] Other: _____

3. 2. Ezek közül melyeknek volt legnagyobb hatása az Ön szakmai munkájára és
miért? (kérem, írja be!)
Ha nem vett részt továbbképzésen, kérem, hagyja ki ezt a kérdést.

_____

_____

_____

_____

_____

4. 3. Milyen fajta továbbképzéseket részesít előnyben? (A következő állítások *
közül többet is megjelölhet.)

Tick all that apply.

☐ személyes, jelenléti, intézményen belüli
☐ személyes, jelenléti, intézményen kívüli
☐ kevert (blended) (részben személyes, részben online)
☐ táv (online)

☐ Other: _____

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5. 4. Mennyire jellemzőek Önre a szakmai fejlődési tevékenységek további formái *
az intézményében, ahol tanít? (Az Egyéb alá mást is beírhat.)

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
mások óráinak látogatása	◯	◯	◯	◯	◯
óralátogatók fogadása a saját tanóráimon	◯	◯	◯	◯	◯
mentorálás	◯	◯	◯	◯	◯
coaching	◯	◯	◯	◯	◯
esetmegbeszélés kollégákal	◯	◯	◯	◯	◯
munkaközösségben feladatvállalás	◯	◯	◯	◯	◯
angol nyelvű versenyek szervezése	◯	◯	◯	◯	◯
angol nyelvű kulturális programok lebonyolítása	◯	◯	◯	◯	◯
intézményen kívüli szakmai közösségben való munka	◯	◯	◯	◯	◯
vizsgáztatás	◯	◯	◯	◯	◯
portfólió készítés	◯	◯	◯	◯	◯

6. 5. Kérem, írja be, milyen szakmai fejlődési követelményeknek kell megfelelnie a következő 24 hónapban az angol nyelv tanításával kapcsolatban intézményében.

7.   6.   Mennyire tartja jellemzőnek a következő állításokat? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Az intézményi előírásoknak megfelelően eleget teszek a szakmai követelményeknek	◯	◯	◯	◯	◯
Újabb képesítéseket a fizetésemelés reményében szerzek	◯	◯	◯	◯	◯
Előléptetésem érdekében kreditpontos továbbképzéseken veszek részt	◯	◯	◯	◯	◯
Olyan továbbképzésekre járok, ahol kreditet lehet szerezni	◯	◯	◯	◯	◯
A túl sok iskolai lekötöttség miatt nem jutok el továbbképzésekre	◯	◯	◯	◯	◯
Családi elfoglaltságaim miatt nem tudok önként választható továbbképzéseken részt venni.	◯	◯	◯	◯	◯

Szakmai fejlődés

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8. 7. Mennyire jellemzőek Önre a következő állítások? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Fontosnak ítélem a saját szakmai fejlődésem ápolását	⬭	⬭	⬭	⬭	⬭
Munkaidőmön kívül is eljárok továbbképzésekre	⬭	⬭	⬭	⬭	⬭
Anyagi áldozatot is hajlandó vagyok hozni, hogy eljussak továbbképzésekre	⬭	⬭	⬭	⬭	⬭
Péntek délután vagy szombaton is szívesen veszek részt jó továbbképzéseken	⬭	⬭	⬭	⬭	⬭
Szívesebben veszek részt iskolán kívüli továbbképzéseken, mint az intézmény által szervezett szakmai programokon	⬭	⬭	⬭	⬭	⬭
A tanfolyamokon való részvételért nem várok intézményi elismerést	⬭	⬭	⬭	⬭	⬭

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9. 8. Mennyire érzi úgy, hogy tanári munkájában segítik Önt az intézményében *
végzett tudásmegosztás alábbi formái?

Mark only one oval per row.

	Intézményemben nem használjuk	Nem hatásos	Kevéssé hatásos	Eléggé hatásos	Nagyon hatásos
Kölcsönös óralátogatások	◯	◯	◯	◯	◯
Vezetői óralátogatások	◯	◯	◯	◯	◯
Jó gyakorlatok megosztása tantestületen belül	◯	◯	◯	◯	◯
Külső előadók előadásai	◯	◯	◯	◯	◯
Intézményi kutatásban való részvétel	◯	◯	◯	◯	◯
Kollégák munkájának követése (job shadowing)	◯	◯	◯	◯	◯
Párban való tanítás (team teaching)	◯	◯	◯	◯	◯
Pályázatírás	◯	◯	◯	◯	◯
Pályázati disszemináció (beszámoló)	◯	◯	◯	◯	◯
Angol nyelvű programok szervezése	◯	◯	◯	◯	◯
Közös munka más intézményekkel	◯	◯	◯	◯	◯
Külföldi intézményekkel való	◯	◯	◯	◯	◯

10.   9. Mennyire jellemzőek Önre a következő állítások? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Rendszeresen látogatok konferenciákat	◯	◯	◯	◯	◯
Leginkább az előadásokat kedvelem a konferenciákon	◯	◯	◯	◯	◯
Szívesebben veszek részt workshop-okon, mint előadásokon	◯	◯	◯	◯	◯
Tartottam már angol nyelvű előadást szakmai rendezvényen	◯	◯	◯	◯	◯
Jelent már meg cikkem szakmai folyóiratban	◯	◯	◯	◯	◯
Szakmai sikereim további fejlődésre ösztönöznek	◯	◯	◯	◯	◯
A másoktól tanult új módszereket beépítem tanításomba	◯	◯	◯	◯	◯
Internetes forrásból sok szakmai ötletet merítek	◯	◯	◯	◯	◯

11. 10. A következő állítások közül melyek jellemzőek Önre? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
A pozícióban való előrelépés fontos számomra	◯	◯	◯	◯	◯
Szakmai fejlődésem eredményeként folyamatosan új készségeket sajátítok el	◯	◯	◯	◯	◯
Szakmai továbbképzéseken jó kollégákkal találkozom	◯	◯	◯	◯	◯
Egyre több lehetőség tárul fel előttem a pályámon	◯	◯	◯	◯	◯
Motiválónak tartom, ha szakmám kiemelkedő embereivel ismerkedhetek meg szakmai továbbképzések során	◯	◯	◯	◯	◯
Úgy érzem, korábban ismeretlen helyekre is eljutok munkámmal	◯	◯	◯	◯	◯
Pályám során már kaptam szakmai felkérést	◯	◯	◯	◯	◯

12. 11. Mennyire jellemzőek Önre a következő állítások? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Nehézségeim vannak angol nyelvtudásom megtartásával	◯	◯	◯	◯	◯
Hírleveleket szívesebben olvasok anyanyelvemen	◯	◯	◯	◯	◯
Angol anyanyelvűek körében nem szívesen szólalok meg angolul	◯	◯	◯	◯	◯
Nyilvánosság előtt szívesebben beszélek anyanyelvemen, mint angolul	◯	◯	◯	◯	◯
Azért járok továbbképzésekre, hogy angol nyelvtudásomat fejlesszem	◯	◯	◯	◯	◯

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13. 12. Mennyire jellemzőek Önre a következő állítások? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Szeretném többet használni az angol nyelvet a mindennapok során	◯	◯	◯	◯	◯
Minden alkalmat megragadok, hogy angol nyelvtudásomat szinten tudjam tartani	◯	◯	◯	◯	◯
Angol nyelvtudásomat fejleszteni szeretném	◯	◯	◯	◯	◯
Konferenciákon az anyanyelvi előadók előadásait részesítem előnyben	◯	◯	◯	◯	◯
Szívesen vennék részt továbbképzéseken célnyelvi országban jobb angol nyelvi szint elérése érdekében	◯	◯	◯	◯	◯
A nyelvi fejlődés elengedhetetlen a szakmai fejlődéshez	◯	◯	◯	◯	◯

14. 13.   Az alábbi tevékenységeket milyen gyakran végzi angolul? *

Mark only one oval per row.

	ritkán vagy soha	havonta	kéthetente	hetente	minden nap
szépirodalom olvasása	◯	◯	◯	◯	◯
szórakoztató irodalom olvasása	◯	◯	◯	◯	◯
személyes történetek olvasása	◯	◯	◯	◯	◯
cikkek olvasása	◯	◯	◯	◯	◯
hírek olvasása vagy hallgatása	◯	◯	◯	◯	◯
szakirodalom olvasása	◯	◯	◯	◯	◯
internetes oldalak böngészése	◯	◯	◯	◯	◯
Facebook olvasása	◯	◯	◯	◯	◯
más közösségi oldalak nyomon követése (Twitter, Instagram, stb.)	◯	◯	◯	◯	◯
YouTube videók nézése	◯	◯	◯	◯	◯
filmek nézése	◯	◯	◯	◯	◯

számítógépes

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játékok,
számítógépes
használata
játékok

használata	◯	◯	◯	◯	◯
személyes					

beszélgetés
személyes

beszélgetés	◯	◯	◯	◯	◯
beszélgetés					

15. 14. Mennyire jellemzőek Önre a következő állítások? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Hétvégén is foglalkozom tanítással kapcsolatos anyagokkal	◯	◯	◯	◯	◯
Jó érzéssel tölt el, amikor szakmailag fejlődöm	◯	◯	◯	◯	◯
Szívesen osztom meg tapasztalataimat kollégáimmal	◯	◯	◯	◯	◯
Azért járok továbbképzésekre, hogy a tanításban kamatoztassam tudásom	◯	◯	◯	◯	◯
Azért képzem magamat, mert fontosnak tartom a munkámat	◯	◯	◯	◯	◯
Jó érzéssel tölt el, ha diákjaimtól is tanulhatok valamit	◯	◯	◯	◯	◯

16. 15. A következő állítások közük kérem, jelölje meg, ami jellemző Önre! *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Rendszeresen próbálok ki új módszereket	◯	◯	◯	◯	◯
Lelkesítenek az új ötletek	◯	◯	◯	◯	◯
Szívesen megyek hétfőnként dolgozni	◯	◯	◯	◯	◯
Szeretem a munkámat	◯	◯	◯	◯	◯
Sikereim vannak a tanóráimon	◯	◯	◯	◯	◯
A továbbképzések inspirálnak a munkámban	◯	◯	◯	◯	◯
A tanári hivatás az egyetlen, amit el tudok képzelni magamnak	◯	◯	◯	◯	◯
Sikereimet nagyrészt lelkesedésemnek köszönhetem	◯	◯	◯	◯	◯

17. 16. Mennyire jellemzőek Önre a következő állítások? *

Mark only one oval per row.

	Nem jellemző	Nem nagyon jellemző	Jellemző is meg nem is jellemző	Eléggé jellemző	Nagyon jellemző
Bízom benne, hogy hosszú távon szakmai sikereket fogok elérni	◯	◯	◯	◯	◯
Remélem, hogy megoszthatom tudásomat másokkal a jövőben	◯	◯	◯	◯	◯
Bízom benne, hogy tanítványaim jó eredményeket fognak elérni	◯	◯	◯	◯	◯
Szívesen vállalnék munkát célnyelvi országban	◯	◯	◯	◯	◯
Úgy gondolom, hogy az egyéni fejlődés része a jövőnek	◯	◯	◯	◯	◯
Bízom benne, hogy az önálló szakmai fejlődés lesz az elfogadott norma az oktatásban	◯	◯	◯	◯	◯

18. 17. Hallott-e már valaha az alábbi intézményekről, fogalmakról, *
továbbképzési formákról?

Mark only one oval per row.

	Soha	Ismerős a név	Hallottam már róla	Ismerem	Jól ismerem
Brain Bar	◯	◯	◯	◯	◯
British Council	◯	◯	◯	◯	◯
CITA	◯	◯	◯	◯	◯
Creative Café	◯	◯	◯	◯	◯
CUP	◯	◯	◯	◯	◯
Erasmus+	◯	◯	◯	◯	◯
EVO	◯	◯	◯	◯	◯
FutureLearn	◯	◯	◯	◯	◯
IATEFL-Hungary	◯	◯	◯	◯	◯
Kéttannyelvű Iskolák Egyesülete	◯	◯	◯	◯	◯
Learnathon	◯	◯	◯	◯	◯
Libra Könyvesbolt (nem Libri!!!)	◯	◯	◯	◯	◯
Macmillan	◯	◯	◯	◯	◯
MANYE	◯	◯	◯	◯	◯
mELTing Pot	◯	◯	◯	◯	◯
Mentor training	◯	◯	◯	◯	◯
M&M Publications	◯	◯	◯	◯	◯

MOOC

MOOC	◯	◯	◯	◯	◯
Nyelvparádé	◯	◯	◯	◯	◯
NYESZE	◯	◯	◯	◯	◯
OUP	◯	◯	◯	◯	◯
Pearson	◯	◯	◯	◯	◯
Pestalozzi Péntek	◯	◯	◯	◯	◯
RELO	◯	◯	◯	◯	◯
SIGs	◯	◯	◯	◯	◯
TEDTalks	◯	◯	◯	◯	◯
Tempus	◯	◯	◯	◯	◯

19. 18. Van-e valamilyen személyes élménye az előbbi kérdésben említettekkel kapcsolatban? Ha igen, kérem, pár szóval írja le!

_____

_____

_____

_____

_____

II. Általános információ

A kérdőív anonim, az adatok kizárólag a kutatáshoz szükségesek, ezért kérem, töltse ki az általános információkra vonatkozó részt is!

Általános adatok

20. 1. Neme? *

Mark only one oval.

◯ Férfi
◯ Nő

21. 2. Hány éves? (kérem, írja be!) *

Mark only one oval.

◯ 20-29
◯ 30-39
◯ 40-49
◯ 50-59
◯ 60+

22. 3. Lakóhelye: *

Mark only one oval.

◯ Budapest
◯ Megyei jogú város
◯ Város
◯ Község

23. 4. Születése szerint milyen állampolgár?

Mark only one oval.

◯ Magyar
◯ Kettős állampolgár
◯ Other: _____

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24. 5. Milyen típusú intézményben oktat? (több válasz is adható) *

Ha más intézményben dolgozik, azt az Egyéb válasz alá írja be.

Tick all that apply.

- [ ] Állami intézmény
- [ ] Egyházi intézmény
- [ ] Alapítványú fenntartású intézmény
- [ ] Nyelviskola
- [ ] Other: _____

25. 6. Milyen szintű oktatási intézményben oktat? (több válasz is adható) *

Ha más oktatási szinten dolgozik, azt az Egyéb válasz alá írja be.

Tick all that apply.

- [ ] óvoda
- [ ] általános iskola alsó tagozat
- [ ] általános iskola felső tagozat
- [ ] szakgimnázium
- [ ] szakiskola
- [ ] 4 osztályos gimnázium
- [ ] 5 osztályos gimnázium
- [ ] 6 osztályos gimnázium
- [ ] 8 osztályos gimnázium
- [ ] kéttannyelvű gimnázium
- [ ] kéttannyelvű szakgimnázium
- [ ] egyetem
- [ ] Other: _____

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26. 7. Legmagasabb iskolai végzettsége *

Mark only one oval.

- ⬭ érettségi
- ⬭ főiskola
- ⬭ egyetem - 'régi' ötéves képzés
- ⬭ egyetem BA
- ⬭ egyetem MA
- ⬭ OTAK
- ⬭ doktori fokozat
- ⬭ Other: _____

27. 8. Az angolon kívül hány idegen nyelvet beszél? (kérem, írja be!) *

Mark only one oval.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5+
- ⬭ Nem beszélek más idegen nyelvet
- ⬭ Egyéb
- ⬭ Opció: 8

28. 9. Az angolon és a magyaron kívül milyen nyelveket beszél? (több választ is   *
adható)

Tick all that apply.

- [ ] német
- [ ] olasz
- [ ] francia
- [ ] orosz
- [ ] spanyol
- [ ] Nem beszélek más idegen nyelvet

- [ ] Other: _____

29. 10. Tartózkodott-e élete során olyan nyelvterületen, ahol az angol nyelvet   *
használta a mindennapok kommunikációjában?

Mark only one oval.

- ( ) Igen
- ( ) Nem

30. 11. Melyik volt leghosszabb külföldi tartózkodása olyan nyelvterületen, ahol az *
angol nyelvet használta a mindennapok kommunikációjában?

Mark only one oval.

- ( ) Max. 2 hét
- ( ) 2-4 hét
- ( ) 1-5 hónap
- ( ) 6-12 hónap
- ( ) 1-2 év
- ( ) 3-4 év
- ( ) 5+ év
- ( ) Soha

31. 12. Ezen külföldön tartózkodás oka (több válasz is adható)
Ha az előző kérdésre a "Soha" választ adta, kérem, hagyja ki ezt a kérdést.

Tick all that apply.

☐ továbbképzés
☐ tanulás (egyetemen, főiskolán, tanfolyamon)
☐ munkavállalás
☐ utazás
☐ családi nyaralás

☐ Other: _____

32. 13. Melyik a legkedveltebb helye a világon, ahol az angol nyelvet használta kommunikációként és miért? (kérem, írja be!)
Ha a 10. kérdésre a "Soha" választ adta, kérem, hagyja ki ezt a kérdést.

_____
_____
_____
_____
_____

33. 14. Véleménye szerint szükség van-e angoltanári egyesületekre a jövőben?   *
(Kérem, válaszát fejtse ki!)

_____
_____
_____
_____
_____

34. 15. Tagja-e valamilyen nyelvtanítással kapcsolatos szakmai közösségnek? *

Mark only one oval.

◯ Igen

◯ Valamikor tag voltam, de már nem vagyok tag

◯ Soha nem voltam tag, és nem is vagyok

Szakmai közösségek

Iskoláján vagy intézményén kívüli szakmai közösségek

35. 16. Milyen nyelvtanítással kapcsolatos szakmai közösségnek tagja vagy volt *
tagja? (A következő válaszlehetőségek közül többet is megjelölhet és az
Egyéb alá mást is beírhat.)

Tick all that apply.

☐ Kétnyelvű Iskoláért Egyesület

☐ Nyelviskolák Szakmai Egyesülete

☐ Angoltanárok Nemzetközi Egyesülete - Magyarország (IATEFL-Hungary)

☐ Angoltanárok Nemzetközi Egyesülete (IATEFL)

☐ Mi, Angoltanárok - Facebook csoport

☐ Egyéb online angoltanári közösség

☐ Other: _____

36. 17. Ha tagja valamely angoltanári szakmai közösségnek, kérem, fejtse ki, miért
ennek a közösségnek a tagja!

_____

_____

_____

_____

_____

37. 18. Volt-e valaha IATEFL-Hungary tag? *

Mark only one oval.

◯ Igen   *Skip to question 38*

◯ Valamikor tag voltam, de már nem vagyok   *Skip to question 43*

◯ Már gondoltam rá, de még nem léptem be   *Skip to question 44*

◯ Szeretnék a jövőben tag lenni   *Skip to question 45*

◯ Nem, és nem is szeretnék tag lenni

Skip to question 38

IATEFL-Hungary tagság

A kérdőív ezen szakaszában az IATEFL-Hungary (Angoltanárok Egyesülete - Magyarország) tagságával kapcsolatos néhány kérdés következik. Kérem, személyes tapasztalataira, élményeire reflektáljon.

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38. 19. Ha már volt valaha IATEFL-Hungary tag, mennyire találta hasznosnak az *
alábbiakat? (Soronként csak egy válaszlehetőséget jelöljön be.)

Ha más fontos tényezőket is szeretne megemlíteni, azt az Egyéb válasz alá írja be.

Mark only one oval per row.

	Nem hasznos	Kevéssé hasznos	Hasznos is meg nem is hasznos	Elég hasznos	Nagyon hasznos
Konferenciákon kedvezményes konferenciadíj	◯	◯	◯	◯	◯
Havonta megrendezett Creative Café-n való részvétel	◯	◯	◯	◯	◯
Hírlevél rendszeres olvasása	◯	◯	◯	◯	◯
Évente megjelenő magazin (mELTing pot) olvasása	◯	◯	◯	◯	◯
Nyári szakmai táborokban való részvétel	◯	◯	◯	◯	◯
Akkreditált tanfolyamokon való részvétel	◯	◯	◯	◯	◯
Testvéregyesületek konferenciáin kedvezményes konferenciadíj	◯	◯	◯	◯	◯
Testvéregyesületek konferenciáin az IATEFL-Hungary képviselete	◯	◯	◯	◯	◯
SIG tagság, SIG rendezvényeken részvétel	◯	◯	◯	◯	◯
Regionális szakmai közösséghez való	◯	◯	◯	◯	◯

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közösséghez való
tartozás

Személyes kapcsolatok	◯	◯	◯	◯	◯
Szakmai érdeklődésem fenntartására inspiráció	◯	◯	◯	◯	◯

39.　20. Milyen szakmai fejlődést tulajdonít az egyesületben szerzett tapasztalatainak? (Kérem, hozzon konkrét példákat!)

_____

_____

_____

_____

_____

40.　21. Milyen személyes élményei fűződnek egyesületi tagságához? (Kérem, hozzon konkrét példákat!)

_____

_____

_____

_____

_____

41.　22.　Rész vett-e valaha az egyesület életében önkéntesként? *

Mark only one oval.

◯ Igen　　*Skip to question 42*

◯ Nem

Önkéntes munka

42.   23. Milyen önkéntes feladato(ka)t látott el az egyesület életében? Melye(ke)t végezte legszívesebben?

_____

_____

_____

_____

_____

Már volt IATEFL-Hungary tag, de jelenleg nem tag

43.   24. Ha már volt valaha IATEFL-Hungary tag, de jelenleg nem tag, miért nem? *

Tick all that apply.

- [ ] Nincs időm rá
- [ ] Túl drágának találom
- [ ] Nem tartottam elég vonzónak az előnyeit
- [ ] A lakóhelyemtől távol vannak a rendezvények
- [ ] Angolul kell beszélni a rendezvényeken
- [ ] Túlságosan leterhel a munkám, ezért nehéz eljutnom a rendezvényekre
- [ ] Családi elfoglaltságaim miatt nem jutok el a rendezvényekre
- [ ] Szakmai anyagokat találok online is
- [ ] Inkább online szakmai közösséghez tartozom
- [ ] Other: _____

Skip to question 38

Nem IATEFL-Hungary tag

44.	25. Miért nem lépett még be az IATEFL-Hungary-be (Angoltanárok Egyesülete *
-Magyarország)?

Tick all that apply.

☐ Nem hallottam még róla

☐ Túl drágának találom

☐ Nem volt még időm rá

☐ Nem tartottam elég vonzónak az előnyeit

☐ A lakóhelyemtől távol vannak a rendezvények

☐ Angolul kell beszélni a rendezvényeken

☐ Túlságosan leterhel a munkám, ezért nehéz eljutnom a rendezvényekre

☐ Családi elfoglaltságaim miatt nem jutok el a rendezvényekre

☐ Szakmai anyagokat találok online is

☐ Inkább online szakmai közösséghez tartozom

☐ Other: _____

Szeretne a jövőben az IATEFL-Hungary (Angoltanárok Egyesülete -
Magyarország) tagja lenni

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45. 26. Amennyiben szeretne a jövőben az IATEFL-Hungary (Angoltanárok   *
    Egyesülete -Magyarország) tagja lenni, milyen tagi előnyöket venne igénybe
    szívesen?

Mark only one oval per row.

	Nem fontos	Nem nagyon fontos	Fontos is meg nem is fontos	Eléggé fontos	Nagyon fontos
Kedvezményes részvétel konferenciákon	⬭	⬭	⬭	⬭	⬭
Szakmai rendezvényeken részvétel kreditpontokért	⬭	⬭	⬭	⬭	⬭
Szakmai folyóiratokhoz, publikációkhoz hozzáférés	⬭	⬭	⬭	⬭	⬭
Akkreditált kurzusokon való részvétel	⬭	⬭	⬭	⬭	⬭
Nyári táborokban való részvétel	⬭	⬭	⬭	⬭	⬭
Kapcsolatok építése szakemberekkel	⬭	⬭	⬭	⬭	⬭
Külföldi utazások	⬭	⬭	⬭	⬭	⬭
Kulturális eseményeken való részvétel	⬭	⬭	⬭	⬭	⬭
Nyaralási programban való részvétel partneregyesületek tagjaival	⬭	⬭	⬭	⬭	⬭
Szakmai előrelépés lehetősége	⬭	⬭	⬭	⬭	⬭

Appendix P
Results of Normality Test Using One-Sample Kolmogorov-Smirnov Test

Dimension	Groups based on membership in any professional community related to language teaching	N	Test Statistic	Asymp. Sig. (2-tailed)[a]
Practiced forms of CPD [1;5]	Never been member	80	.067	.200[b]
	No longer member	85	.057	.200[b]
	Member	150	.061	.200[b]
Extrinsic motivation for CPD [1;5]	Never been member	80	.111	.016
	No longer member	85	.090	.083
	Member	150	.085	.010
Intrinsic motivation for CPD [1;5]	Never been member	80	.085	.200[b]
	No longer member	85	.103	.026
	Member	150	.126	.000
Efficiency of CPD in institutional context [1;5]	Never been member	80	.103	.036
	No longer member	85	.077	.200[b]
	Member	150	.059	.200[b]
CPD in external context [1;5]	Never been member	80	.092	.093
	No longer member	85	.098	.042
	Member	150	.073	.048
Future perspective [1;5]	Never been member	80	.107	.023
	No longer member	85	.079	.200[b]
	Member	150	.082	.016
Actual L2 proficiency [1;5]	Never been member	80	.121	.005
	No longer member	85	.117	.006
	Member	150	.111	.000
Ideal L2 teacher self [1;5]	Never been member	80	.186	.000
	No longer member	85	.133	.001
	Member	150	.126	.000
Free time activities for L2 improvement [1;5]	Never been member	80	.097	.060
	No longer member	85	.058	.200[b]
	Member	150	.077	.028
Professional wellbeing [1;5]	Never been member	80	.106	.026
	No longer member	85	.200	.000
	Member	150	.188	.000
Enthusiasm for teaching and CPD [1;5]	Never been member	80	.072	.200[b]
	No longer member	85	.108	.016
	Member	150	.087	.007
Ideal ELTP self [1;5]	Never been member	80	.135	.001
	No longer member	85	.135	.001
	Member	150	.128	.000
Professional knowledge [1;5]	Never been member	80	.094	.076
	No longer member	85	.048	.200[b]
	Member	150	.072	.053

a. Lilliefors Significance Correction.

b. This is a lower bound of the true significance.

Appendix Q.01

Descriptive statistics for the scale of practiced forms of CPD

Item	M	SD
Practiced forms of CPD (Cronbach's α = .795)	2.93	.78
Items of the Practiced forms of CPD		
Observing others' lessons	2.55	1.24
Accepting observers in my own lessons	2.95	1.21
Mentoring	2.82	1.49
Coaching	1.93	1.19
Discussing incidents with colleagues	3.61	1.09
Undertaking tasks in working community	3.84	1.27
Organising English language competitions	2.81	1.43
Organising English language cultural programmes	2.92	1.38
Working in professional community outside workplace	2.71	1.38
Examining	3.35	1.60
Preparing portfolio	2.78	1.64

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.02
Descriptive statistics for the scale of extrinsic motivation for CPD

Item	M	SD
Extrinsic motivation for CPD (Cronbach's α = .627)	2.62	.70
Items of the Extrinsic motivation for CPD		
I meet professional requirements in accordance with institutional obligations.	4.35	.95
I get new qualifications in the hopes of raising my salary.	2.25	1.20
I take accredited training in the hope of promotion.	2.09	1.18
I attend further trainings where I get credits.	2.56	1.26
Too much school commitment means I can't undertake further training.	2.32	1.22
Family commitments mean I am not able to attend voluntary further training.	2.15	1.23

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.03
Descriptive statistics for the scale of intrinsic motivation for CPD

Item	M	SD
Intrinsic motivation for CPD (Cronbach's α = .752)	3.88	.75
Items of the Intrinsic motivation for CPD		
I consider it important to nurture my own professional development	4.63	.62
I attend further training outside my working hours	4.10	1.10
I am also willing to make financial sacrifices for further training	3.77	1.23
I am happy to attend good training courses on Friday afternoons or Saturdays	3.84	1.20
I prefer to attend out-of-school training courses than professional programmes organised by the institution	3.25	1.27
I do not expect institutional recognition for attending courses	3.68	1.19

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.04

Descriptive statistics for the scale of efficiency of CPD in institutional context

Item	M	SD
Efficiency of CPD in institutional context (Cronbach's α = .868)	1.93	.89
Items of the Efficiency of CPD in institutional context		
Mutual observation	2.08	1.52
Managerial observations	1.78	1.18
Sharing good practices within the staffroom or faculty	3.06	1.11
Lectures by external speakers	2.49	1.20
Participation in institutional research	1.31	1.42
Job shadowing	1.54	1.47
Team teaching	1.43	1.52
Writing grant applications	1.60	1.37
Grant dissemination (report)	1.57	1.38
Arranging English language programmes	2.46	1.37
Working with other institutions	2.07	1.45

Note. The response option of individual items is the same and ranged from 1 (not used) to 5 (very effective)

Appendix Q.05
Descriptive statistics for the scale of CPD in external context

Item	M	SD
CPD in external context (Cronbach's α = .661)	1.93	.89
Items of the CPD in external context		
I regularly attend conferences	3.53	1.26
Lectures are my favourite part of conferences	2.91	1.02
I prefer to attend workshops rather than lectures	3.70	.99
I have given a lecture in English at a professional event	2.57	1.70
I have published an article in a professional journal	2.02	1.53
My professional successes encourage further development	3.89	1.18
I use new methods learned from others in my teaching	4.44	.72
I get a lot of professional ideas from internet sources	4.43	.81

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.06
Descriptive statistics for the scale of future perspective

Item	M	SD
Future perspective (Cronbach's α = .763)	3.54	.74
Items of the Future perspective		
Promotion is important to me	2.57	1.25
As a result of my professional development, I am constantly acquiring new skills	4.10	.78
During my professional training I meet good colleagues	4.06	.91
More and more opportunities open up for me in my career	3.31	1.13
I find it motivating to get to know the outstanding people of my profession during my professional training	4.30	.89
I feel like work can take me to previously unknown places	3.27	1.41
I have received a professional invitation during my career	3.15	1.50

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.07
Descriptive statistics for the scale of Actual L2 proficiency

Item	M	SD
Actual L2 proficiency (Cronbach's α = .759)	2.07	.83
Items of the Actual L2 proficiency		
I have difficulty maintaining my English proficiency	2.11	1.12
I prefer to read newsletters in my native language	1.84	1.14
I do not like to speak English among native English speakers	1.63	1.02
In public I prefer to speak my mother tongue rather than English	2.17	1.22
I attend further training to improve my English	2.61	1.31

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.08
Descriptive statistics for the scale of ideal L2 teacher self

Item	M	SD
Ideal L2 teacher self (Cronbach's α = .796)	4.09	.76
Items of the Ideal L2 teacher self		
I would like to use English more in my everyday life.	3.79	1.25
I take every opportunity to practice my English.	4.17	.98
I want to improve my English.	4.30	.94
At conferences, I prefer lectures by native speakers.	3.69	1.25
I would be happy to attend further training courses in an English language country in order to achieve a better level of English.	4.08	1.21
Language development is essential for professional development.	4.53	.78

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.09
Descriptive statistics for the scale of free time activities for L2 improvement

Item	M	SD
Free time activities for L2 improvement (Cronbach's α = .817)	3.30	.73
Items of the Free time activities for L2 improvement		
Reading literature	2.42	1.38
Light reading	2.71	1.43
Reading journals	3.36	1.34
Reading articles	3.86	1.19
Reading or listening to news	4.06	1.17
Reading professional literature	3.08	1.24
Surfing the internet	4.56	.87
Reading Facebook	3.91	1.51
Tracking social networking sites (Twitter, Instagram, etc.)	2.46	1.69
Watching YouTube videos	3.99	1.06
Watching films	3.65	1.19
Playing computer games	1.61	1.23
personal conversation	3.19	1.40

Note. The response option of individual items is the same and ranged from 1 (very rarely) to 5 (every day)

Appendix Q.10
Descriptive statistics for the scale of professional wellbeing

Item	M	SD
Professional wellbeing (Cronbach's α = .746)	4.49	.49
Items of the Professional wellbeing		
I also deal with teaching materials on weekends.	4.17	1.04
Professional development makes me feel good.	4.64	.52
I happily share my experience with my colleagues.	4.42	.72
I attend further training to use my knowledge in teaching.	4.47	.80
I develop myself because I consider my job important.	4.60	.63
It feels good if I can learn something from my students.	4.63	.59

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.11
Descriptive statistics for the scale of enthusiasm for teaching and CPD

Item	M	SD
Enthusiasm for teaching and CPD (Cronbach's α = .753)	3.99	.54
Items of the Enthusiasm for teaching and CPD		
I regularly try new methods.	4.08	.82
I am inspired by new ideas.	4.45	.68
I'm happy to go to work on Mondays.	3.37	1.07
I love my job.	4.33	.74
I have success in my classes.	4.22	.68
Further training inspires my work.	4.13	.98
The teaching profession is the only one I can imagine myself doing.	3.43	1.15
I owe much of my success to my enthusiasm.	3.94	.85

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix Q.12
Descriptive statistics for the scale of Ideal ELTP self

Item	M	SD
Ideal ELTP self (Cronbach's α = .604)	4.30	.51
Items of the Ideal ELTP self:		
I trust that I will achieve professional success in the long run.	3.91	.94
I hope to share my knowledge with others in the future.	4.10	.88
I believe that my students will achieve good results.	4.63	.53
I would love to work in an English-speaking country.	3.42	1.40
I think that personal development is part of the future.	4.60	.63
I trust that professional self-development will become the accepted norm in education.	4.24	.88

Note. The response option of individual items is the same and ranged from 1 (not typical) to 5 (very typical)

Appendix R.1
Determining significant differences among three groups in the extrinsic motivation for CPD

		Subset	
		1	2
Sample[1]	**Member**	149.293	
	No longer member	150.347	
	Never been member		182.456
Test Statistic		.027	–[2]
Sig. (2-sided test)		.870	–
Adjusted Sig. (2-sided test)		.870	–

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of extrinsic motivation for CPD [1;5].

[2]Unable to compute because the subset contains only one sample.

Appendix R.2
Determining significant differences among three groups in the Practiced forms of CPD

		Homogeneous Subset	
		1	2
Sample[1]	**Never been member**	133.831	
	No longer member	152.935	152.935
	Member		173.760
Test Statistic		1.856	2.873
Sig. (2-sided test)		.173	.090
Adjusted Sig. (2-sided test)		.173	.090

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank

Appendix R.3
Homogeneous subsets based on future perspective

		Homogeneous Subset	
		1	**2**
	Never been member	122.256	
Sample[1]	**No longer member**		162.500
	Member		174.513
Test Statistic		$-^2$	1.006
Sig. (2-sided test)		$-$	.316
Adjusted Sig. (2-sided test)		$-$	.316

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of future perspective [1;5].

[2]Unable to compute because the subset contains only one sample.

Appendix R.4
Homogeneous subsets based on the Ideal ELTP self

		Homogeneous Subset	
		1	**2**
	Never been member	130.494	
Sample[1]	**Member**		166.080
	No longer member		169.629
Test Statistic		$-^2$	.095
Sig. (2-sided test)		$-$	.758
Adjusted Sig. (2-sided test)		$-$	.758

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of the Ideal ELTP self [1;5].

[2]Unable to compute because the subset contains only one sample.

Appendix R.5
Homogeneous subsets based on ELT-related professional knowledge

	Homogeneous Subset		
	1	**2**	**3**
Never been member	92.088		
Sample[1] **No longer member**		155.094	
Member			194.800
Test Statistic	$-^2$	$-^2$	$-^2$
Sig. (2-sided test)	−	−	−
Adjusted Sig. (2-sided test)	−	−	−

Homogeneous subsets are based on asymptotic significances. The significance level is .05.

[1]Each cell shows the sample average rank of professional knowledge [1;5].

[2]Unable to compute because the subset contains only one sample.

Appendix S
Interview Guide for English Language Teaching Professionals

Semi-structured In-depth Interviews with ELTPs (Study 5)

Interview questions
Tell me a little bit about yourself!
Where and when were you born?
Where did you grow up?
Where did you go to school?
Where do you live currently?
What is your highest level of qualification?
What type of employment do you have at the moment? (full-time, part-time, free-lance, etc.)
In a typical school week how many hours (60 min) do you spend on
teaching students?
training teachers?
voluntary work?
How long have you worked as a teacher?
What kind of professional development events do you participate in? Have they changed over the years? (workshop, conference, observation, course, research, project, webinar, MOOC)
What types of professional development do you like most?
Have you ever presented at a conference? How often do you present? Do you remember when you first presented? How did you submit your first speaker proposal?
When you think about your CPD, how do conferences contribute to it? Has the impact of conferences changed over time in your life? When you attend a conference how does it contribute to your professional growth?
When you think about yourself as a teacher, teacher trainer, an author, a presenter, an ELTA leader or any other, how have these proportions changed during your professional life and how?
? How much time do you devote to voluntary work during a day/week/month?
When and how did you hear about your teacher association?
Who first introduced you to your Teacher Association?
How did you participate in the life of your Teacher Association before you joined the committee?
How has your Teacher Association changed since you joined?
What were these changes triggered by?
Were these good changes or bad changes?
How much have you contributed to these changes and why?
How do Teacher Associations in your view effect individual teachers' professional development?
Have you got any influence on it?
Have you ever benefitted from it?
What are the possibilities in this field?
Would you have any suggestions for further improvement?
Can you list some of the professional skills that you have acquired as a result of your work with your ELTA?

Thank you for the interview. If you'd like to add anything in connection with the topic, please do so. I'd be happy to hear.

Appendix T
**Emerging Themes with Examples from the Semi-structured in-depth Interview Study
with ELT Professionals (Study 5)**

Before ELTAs	First steps in ELTAs
Early influences as a foundation for CPD	Growing through CPD in CoPs
1) Continuing studies	**1) First presentations**
I did my BA in education and then I took an MBA, a Master's in business administration and more recently … a Master's in education in the area of human development and applied psychology at the University of Toronto. I have also taken millions of courses related to … alternative education, discipline management and so on. (Nicolas)	The school that I was working with partnered with the national ELTA to do the first convention in my country. My teacher said: "OK, we all have to present". And then I replied: "I've just graduated; I'm just a teacher." She said: "It doesn't matter. Find something that …" And there I was trembling like a leaf; giving this presentation ..., which I was ...oh, I won't to tell you ... it was just meaningful repetition. (Anthony)
2) Initial career choice	**2) Voluntary work**
I was training to be a lawyer, during which time I took up part-time teaching to support myself. It was then I realised that I loved teaching and decided to become a teacher. (Ainet)	I met the previous organiser of the Creative Café at a conference and I said: "If you're looking for people to do workshops just let me know." And the next thing I knew she misunderstood me. And then a whole bunch of people were saying "Oh, so it's you for the next year." And by that time it was very late. They wouldn't have had time to find somebody else. (Maire)
3) Countries and cultures	**3) Personal growth / Growing self-confidence**
When I moved to London from Hungary, I worked for the BBC. Later I was doing a lot of volunteering. I taught English in Ethiopia… Then I came back, I spent a couple of years in Europe and then I went to Ecuador. When I retired early from the BBC I went to live in Crete, Greece… (Elsa)	I didn't have too much confidence in myself when I went on that committee in 1976, but the inspectors and the power-brokers had confidence in me and would push me in certain directions to organise certain activities and then I guess I didn't want to let anybody down, so I did it. (Denis)
4) Influential others	**4) Legitimate Peripheral Participation in Communities of Practice (LPP in CoPs)**
I have been a leader for many years and I was also named the professional woman of the Year in 2007 in my city. But when they asked me to speak in that video last year at the IATEFL conference in Glasgow, I just wanted to run away. I really needed some encouragement to speak there. (Saula)	I think it's a good way to show how that's working; that people get sucked in by accident or something like I was taken along by OUP to promote a funny little book and then you think: "Well, this is quite nice!", and some nice things go on and you come back again without any particular plan and then you start to get sucked into things because there's so much going on; it's like the Special Interest Groups and you run a newsletter and then other things happen. (Adam)
5) Scholarships	**5) Working with like-minded people**
During my university studies I managed to get a scholarship to go to the United States on my own. It changed my life. … It was amazing. (Alex)	I was elected for the position of treasurer. This is where it all started because I worked with so many amazing people whom I knew from the headlines of our profession. It's amazing when you start working with people whom you admire. (Selena)

Spreading one's wings in ELTAs	Beyond ELTAs
ELTAs as formal providers of CPD	Impact on the world
1) Skills I've always been terrified about speaking in public. And this is the one thing I'd never imagine myself doing. But I managed to do my first plenary and then I did another one in Pakistan, speaking to a thousand teachers. (Eva)	**1) Continuing professional development** I think it has to be the C in continuing; it's continuous. You've got to go on it you've got to all the time. Engage with professional development and then you can change because if it's just once … it could happen maybe but very often it isn't going to happen. So I think for me that is the most important thing. (Yoel)
2) Networking The most remarkable reward that I can recall from my career in a single word: people. It's getting people together through conferences, contacts, colleagues. There are many wonderful friends in so many different countries and that's been fantastic. (Denis)	**2) Teachers' wellbeing (through social interaction):** You know, I come every year. This is my favourite conference. It's not just professional development. Their motto is 'Care and share'. (Karin)
3) Turning points I think that was a turning point when I noticed that I could also be an author; I don't say like a person who writes books but I mean a creator, so I could give my workshops, I could create my own ways, my own methodology, I could reflect upon my word; so then I would not only be a consumer of trends. I could advocate for what I believed in. I thought that was very important. (Nicolas)	**3) The ripple effect of initiatives** I initiated and ran a Crowdfunding campaign to finance the trip of three African teachers to our annual conference which has sparked multiple connections with several African countries that have been developed further by other associations. And now I see in perspective that it really was something that started then. Just see the current IATEFL president and the TESOL Africa president. (Cecilia)
4) Leadership positions I joined my association in 1997, then the committee in 2003. But I discontinued from 2011 until 2017. I was general secretary for two terms, then I was for two terms vice president and then I was for one term senior vice president. Our rule is that nobody can stay in the same position for more than two times; so now coming February either I'm out or I'm president. (Sangha)	**4) Further steps (establishing a new ELTA)** What I'm trying to do is actually setting up a teachers' association in the country. There is a dormant professional organisation but it belongs to a lady who leads a publishing house and she works for a language school as well and I have the feeling that it's not like a real association it's more like her professional interest. (Elsa)
5) Benefits To me it's so obvious that the benefits are wonderful. Sharing with others… Well, just getting support from other teachers and finding both personal and professional support and just making that link so that you're not by yourself doing something or struggling or whatever it is by yourself; just knowing that there are other people in the same boat and learning from each other. (Sam)	**5) Value creation (in CoPs a s a result of CPD)** I dream of a strong professional community of ELT practitioners characterised by professionalism, ethics, integrity and humility, which passionately but fearlessly works towards the upliftment of our learners, with an ultimate goal of developing responsible citizens. I would like to continue making my small contributions towards fulfilling this dream, which I know many others are doing too. (Ainet)