

LEBANESE AMERICAN UNIVERSITY

Exploring the motivations and incentives behind language
teacher professional development, and the perceived effects on
language learners

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A Thesis
Submitted in partial fulfillment of the requirements for the
degree of Master of Arts in Education

School of Arts and Sciences
June 2017

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Program: Education

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Dedication

To my mother and father, thank you for believing in me and pushing me to accomplish what I put my mind to. Your constant support and patience helped me achieve my dreams and goals. My cousin, you are my person. My siblings, thank you for sending me love throughout. To my devoted friends who became family, thank you for helping me through the good and bad, and for always being there no matter what.

Acknowledgement

I cannot begin to express my gratitude towards Dr. Rima Bahous, as without her constant guidance and faith in my abilities, I would not have been able to accomplish this thesis. She has been a source of motivation and inspiration throughout my learning journey, and I will forever be thankful.

I would like to express my deep appreciation to Dr. Mona Nabhani, her insightful experience and willingness to continuously offer guidance and support was invaluable.

More thanks go to Dr. Lina Harati for sharing her ideas and support.

Exploring the motivations and incentives behind language teacher professional development, and the perceived effects on language learners

Wafica ElMasri

ABSTRACT

Research on language teachers' motivation for continuing professional development is limited and infrequent, and much less on language teachers in Lebanon. This study aims to explore the motivations and incentives of language teachers undertaking professional development and how that motivation affects language learners in their classrooms. It examines gaps, if any, regarding the effectiveness of PD and their impact on classroom practices. The self-efficacy and autonomy of teachers are essential to research, as they play a role in their choice and the frequency of PD activities. Understanding the efficacy beliefs of teachers would explain how effective these PD tasks were in practice. This study will fill a gap in research on teachers' perception of control and how that affects their performance. For this qualitative exploratory study, data was collected through questionnaires, in depth-interviews and document analysis. Results show correlations between teachers' ages, years of experience and levels of motivation to pursue PD. Data results also portrayed themes relevant to PD such as burnout, school support and intrinsic and extrinsic motivation. Recommendations for further research include studies on PD providers such as trainers and centers.

Keywords: Teacher Motivation, Professional Development, Language Teachers

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Chapter One

Introduction

Stages throughout a person's career are rarely devoid of room for improvement and development; therefore, pursuing professional development is one of the constants during one's professionalization (Hildebrandt & Eom, 2011). Professional development in schools is a vital component for in-service teachers (Nabhani & Bahous, 2010). In fact, the majority of the schools are requiring that teachers, administrators, and staff working in an educational institution attend various professional development (PD) activities to stay abreast of the ever-evolving dynamic fields of education (Kennedy, 2005). Opportunities for PD activities are constantly improving globally, however they vary in style and duration of executing activities from being traditional to more interactively practical in implementation (Abdelhafez, 2014). Teachers and people that work in fields other than education continuously seek professional development, for a various number of reasons (Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003). The question is what is the initial drive behind this, and how does this motivation affect the choices and outcomes of different professional development methods?

1.1 Rationale for conducting this research

Since teacher motivation subsequently affects language learner motivation, especially L2 learners (Dörnyei & Kubanyiova, 2014). I am passionate about this topic, as throughout my experience in teaching and coursework, I believe that a language teacher's role is extremely fundamental in that it affects all other subject areas. Language is vital in the educational context, as without a great grasp of the

language of instruction, other subject areas can be adversely affected. In addition, a language teacher's role goes beyond the fundamentals of the language that they teach and also plays a focal role in the critical thinking, communicative abilities and soft skills of students (Matteson, Anderson, & Boyden, 2016). Therefore, a high level of motivation in language teachers could create a ripple effect of positive attitude in students towards language, as students could comprehend language in the broad sense of education outside of scholastic achievement.

Motivation of these teachers can be exponentially affected by the school environment, administration and professional development. Furthermore, school factors and the relationship between administration and facilitators can have a pivotal role in the development of skills and motivational levels of teachers (Gultekin & Acar, 2014).

This study aims to explore the motivations and incentives behind teachers undertaking professional development and the perceived effect on language learners in their classrooms. The rationale for conducting this research stems from the importance of teacher motivation in regards to professional development. The driving force behind teacher motivation to pursue different types of PD is an intriguing facet to research, as motivational aspects not only influence teacher professionalization, but also all stakeholders of the school environment. Research on language teacher professional development is limited; consequently, the rationale behind researching motivation of language teachers is vital.

1.2 Research Context

Research on language teachers' motivation is limited and infrequent (Dornyei, 2001). There are studies that explored and examined the views of teachers

in certain professional development programs across a wide array of countries. The teacher's purpose, school conditions, the implications for classroom practice and motivations are only some of the reasons why teachers are encouraged to seek opportunities, and sometimes pushed towards it as a requirement. In Lebanon, there is little research on the underlying motivations behind teachers seeking professional development, much less on language teachers.

As this study is conducted in Lebanon, it is important to highlight the Lebanese context of education briefly. Schools in Lebanon are either public governmental schools or private schools, however for this study only teachers in private schools are participants. Both public and private schools follow the Lebanese National Curriculum; however, several private schools also provide students with the International Baccalaureate, French Baccalaureate, or an American system high school diploma upon graduation. In addition, private schools encourage teachers to pursue professional development, whilst some schools have a specified number of PD activities that teachers must complete.

The participants of this study are language teachers in Lebanon, and they predominantly teach Arabic, English and French. In some cases a fourth language is taught in some private schools. As Lebanese schools have a multilingual framework, professional development for language teachers could be a never-ending process with follow-up to cater to the cultural context of Lebanon (Nabhani & Bahous, 2010).

1.3 Research Questions

This study attempts to answer the following two research questions

- 1) What are the motivations and incentives behind teachers undertaking professional development?
- 2) How do the PD activities that teachers undertake affect classroom practices?

1.4 Definition of Terms

In this study, the key terms are defined as follows:

Professional Development: Holmes, Signer and Macleod (2014) explain that

Professional Development (PD) is a distinctive process that encompasses face-to-face developmental formats, in the forms of short-term in-service and after-school workshops where facilitators teach new sets of skills and knowledge from the field.

Motivation: Dornyei (2001) states that motivation determines “why people decide to do what they do, how long they are willing to sustain the activity and how hard they are going to pursue it” (p. 519).

Teacher Autonomy: teacher autonomy occurs when teachers are given freedom in their professional decision-making (Skaalvik & Skaalvik, 2010)

EFL: English as a Foreign Language is referred to where languages other than English are primary within an institution (Shin, 2014; Eyring, 2014)

ESL: English as a Second Language is usually referred to where English is the primary language of key institutions (Shin, 2014; Eyring, 2014)

1.5 Thesis Division

This thesis is divided into six major chapters. Chapter one introduces the topic of teacher motivation, including the rationale of the study as well as the research context. Chapter two entails the literature review, which is divided into three focal sections: professional development, motivation and classroom practices. Chapter three covers the methodology section, encompassing the nature of the research, the research design, sampling, participants, instruments and validity. In addition, the process in which the data was collected is addressed as well as how the data was analyzed. Chapter four contains the results section of this study, and is categorized into four main sections and analyzed for clarity: questionnaires, interviews, document analysis and the journal. The discussion section is in chapter five, where the analyzed results are followed up by the literature and findings from other studies. Chapter six includes the conclusion, in addition to the limitations and recommendations of this study. Finally, the references and appendices can be found after chapter six, with all the supporting figures and transcriptions of my study.

In brief, chapter one gave a general overview of this study, importantly encompassing the research context and rationale for conducting this study, as the motivations and incentives behind language teachers pursuing and continuing professional development is of great significance to study. Chapter one gives way for the contents of chapter two, where an in depth critical analysis of the literature concerning this topic is put forth to give further insight into findings from research worldwide.

Chapter Two

Literature Review

This section reviews the literature available on the topic. The main topics to be reviewed are professional development, motivation and classroom practices. It is important to cover these topics as each plays an impact role on teacher motivation. Furthermore, the review of the literature is of a critical nature to determine gaps, if any, to pave way in conducting valuable research regarding language teacher motivation.

2.1 Professional Development

Professional development is found in different fields ranging from businesses, schools and other public and private sector institutions. Professional Development (PD) is described as seizing formal and informal opportunities, to professionally enhance teacher knowledge, motivation and beliefs (Richter, Kunter, Klusmann, Ludtke & Baumert, 2011). There is a wide array of professional development programs, and one of the objectives found in most is how to create positive change in classrooms (Loucks-Horsley, Love, Stiles, Mundry, & Hewson 2003). In fact, Pop, Dixon and Grove (2010) report that cases where professional development was effective, the quality of teaching as well as student achievement improved. The teacher's purpose should therefore be clear; unfortunately, as Fullan and Hargreaves (1992) state that the teacher's purpose has been "neglected and underdeveloped as a source of innovation and effectiveness" (p. 5). This causes a discrepancy between what teachers should and/or want to be able to do, and what

actually happens. As a way to combat this, professional learning communities help teachers examine practices, open discussion about innovation and most importantly, develop their sense of purpose (Emo, 2015). It is therefore important before carrying out research to analyze PD policies and then consequently identify how language teachers in schools view their PD opportunities. Subsequently, this would then open doors to examine gaps, if any, in the effectiveness of PD in classroom practices.

To have effective professional development, according to Guskey (2003) there are certain characteristics. These include focusing on enhancing the content and pedagogical knowledge of teachers, providing sufficient time as well as resources, making professional development activities a collective exchange, and most importantly, evaluating the PD experience. In addition, Guskey argued that for PD to be effective, it is crucial for site-based trainers to work in collaboration with teachers, and have knowledge of the problems and the needs of these teachers. Loucks-Horsley et al. (2003) similarly listed principles for effective PD, which focused on science and mathematics teachers. Loucks-Horsley added characteristics such as classroom learning styles, creating PD that engages teachers critically and developing support systems for teachers. This brings forth the question of how well the PD practices are implemented in schools. For instance, they questioned whether these teachers are actually engaged in the PD and whether the site based PD trainers knowledgeable about the problems that occur in the classrooms of specific teachers. PD activities should therefore be suited to the specific needs of the teachers, and/or the resources and time are used ineffectively.

Continuing professional development is obligatory in most schools, where even a specific number of hours have to be completed annually (Nabhani & Bahous, 2010). Also, in Lebanon a number of schools hold PD as an obligatory requirement

for novice and experienced teachers, where some institutions specify the required annual number of hours (Nabhani & Bahous, 2010). PD should also function as a collective effort, not individualistic, and are run well when teachers' ongoing development should be to their own personal and professional needs (Emo, 2015). Emo (2015) added that this continuous training assists teachers with theoretical knowledge, practical knowledge, and critical thinking. Abdelhafez (2014) pointed out that PD "empowers teachers to be producers rather than consumers of knowledge" (p. 244). Therefore, teachers should be given opportunities for reflection and improvement.

Research focusing on language teacher education has been on the rise. The research emphasizes on the commitment as well as the motivation of teachers to stay in that discipline. Xu (2012) states that commitment to the teaching profession is directly affected by sociocultural shifts in regards to educational practices. Drawing from Higgins's (1987) definitions of the self, the 'actual' self-attributes are what people believe they already have. The 'ideal' self attributes are what they ideally aim to have, and the 'ought' self-attributes are what they believe are expected from them. Findings from Gao and Xu (2013) show that language teachers in China and their visions of their 'ideal' self pushed them to pursue the field of teaching. However, this vision of the 'ideal' ironically caused teachers to have unsettled levels of commitment and motivation to stay in the field of language teaching. This paradox could be attributed to the lack of resources, lack of school support and importantly the lack of professional development opportunities that teachers inexplicably need to achieve their 'ideal' self. A way to combat this could be for schools to realize how crucial the role language teachers are in schools and to foster support and provide opportunities for teachers to become better equipped and motivated.

PD activities are continuously improving, especially in countries such as Germany, Norway and the United Kingdom (Abdelhafez, 2014). PD activities include both in-service programs and outside the workplace. When analyzing PD, the two critical components for successful implementation according to Desimone (2009) are the duration and collective participation. In Lebanon, Germany and Hungary PD is perceived as ‘fairly traditional in character’, because in-service training is compulsory, ‘one shot’ workshops (Abdelhafez, 2014; Nabhani & Bahous 2010). Therefore it is important to analyze the PD activities that language teachers have undertaken according to duration and collective participation, and to measure the effectiveness of these ‘one shot’ workshops that are common for teachers in Lebanon.

Educational reforms over the past two decades have been moving away from a centralized top-down model of policy making to systems that encourage collaborations from stakeholders (Bezzina, 2006). There is a shift in schools for having more responsibilities to take action to change schools into learning communities (Bezzina, 2006).. This portrays that the quality of a teacher’s initial experience is crucial to developing his/her attitudes to effective teaching and pedagogy (Bezzina, 2006).. Language teachers have a vital role in schools because the language they teach affects the students’ understanding of all other subject materials (Bezzina, 2006). This would shed light on how PD has affected their pedagogy, and if there has been any subsequent change of policies regarding PD activities in schools.

2.2 Motivation

Theories of motivation concentrate on the actions that humans make in regards to their beliefs, goals and values (Bandoura, 1997). The expectancy-value model is crucial to understand the motivations behind the activities – professional development - that teachers undertake. Eccles and Wigfield (2002) define expectancies as the ‘beliefs about how one will do on different tasks or activities’ and values as the ‘incentives or reasons for doing the activity’ (p. 110). Bandoura’s (1997) social cognitive model of motivation emphasizes the importance of self-efficacy. This explains why some teachers have high levels of motivation to accomplish tasks, and others have low levels of self-efficacy. The self-efficacy of teachers is important to research, as it plays a role in their choice of tasks, and the difficulty of PD activities.

Dornyei (2001) states that motivation explains “why people decide to do what they do, how long they are willing to sustain the activity and how hard they are going to pursue it” (p. 519). Teachers that are perceived as motivated are more likely to sustain activities and are engaged to complete tasks, regardless of the duration. The topic of language teacher motivation is important to study because of its importance in the classrooms. Research has been conducted on learner motivation and the transformation of effective classroom practices that facilitate language learning (Guilloteaux & Dornyei, 2008). However, without the pivotal input of a motivated language teacher, language-teaching classrooms would not be as effective or as transformational, as Dornyei and Kubanyiova (2014) describe that both teacher and learner motivation are intertwined, as teacher motivation is needed for learners to blossom.

Dornyei and Ushioda (2009) argue that there is not enough research on the motives and desires of teachers to be involved in classroom research, i.e. become

practitioner researchers. These motives are important as they not only show why teachers decide to conduct research, but also the intensity of the motivation to pursue and complete it (Yuan, Sun & Lin Teng, 2016). Furthermore, some research for teachers specializing in teaching English to speakers of other languages (TESOL) focuses on action research in the classroom. McKay (2009) argues that action research should be encouraged, as it gives room for teacher development and motivation. For instance, language teachers in China are encouraged by their school superiors to partake in classroom research. However, as Gao and Chow (2012) state, the motivations of EFL teachers in China may be negatively influenced by obstacles such as large student numbers in classrooms, lack of school support and the curriculum that China follows.

When teachers are increasingly motivated, studies have shown that they would be more open to using new techniques and activities, which in turn will improve language learning (Sharabyan, 2011). However, strategies to motivate teachers should not only be to arouse interest in teaching by using new techniques, but rather intrinsic and extrinsic motivating factors both play an imperative role to arouse, maintain and increase teacher motivation in the long run. Reeve Nix and Hamm (2003) argue that motivation arises from both crucial intrinsic and extrinsic sources. Intrinsic motivation is derived from the job tasks and the work environment that teachers are in. Extrinsic factors could be monetary such as salaries and fringe benefits that teachers could receive. The study on the factors affecting teachers' motivation in public schools in Pakistan confirms that compensation, job design and professional development played a constructive impact on teacher motivation (Rasheed, Humayaon, Awan & Din Ahmed, 2016).

Gultekin and Acar (2014) describe intrinsic motivation as an important component of commitment of the profession of teaching. When teachers establish a bond of trust and cooperation with the management of the school they teach at, it gives way for channels of communication that allow innovation and feedback. Gultekin and Acar (2014) believe that this bond will encourage a beneficial development of professional skills and the motivational levels of teachers.

According to Müller and Hanfstingl (2010), teacher motivation is described as a crucial facet in learning classrooms as it influences learning processes. This brings forth the issue of job satisfaction, as motivation and engagement are crucial for the learning processes of students. There are some studies that investigated the positive effect on teacher motivation; however, there is a gap in research on its effects on learner motivation and instruction. Social cognitive theories such as Bandoura's self-efficacy model and locus of control have been used as frameworks to study the self-efficacy expectations of teachers. The study by Schwarzer and Hallum (2008) finds correlations between the teachers' job satisfaction and their self-efficacy.

Teacher motivation research is essential, as little research has been devoted to this topic, whereas the topic of student motivation is researched often (Guilloteaux & Dornyei 2008; Dornyei & Kubanyiova (2014). Most of L2 research focuses on the individualistic perspective of learning. However, as Chang (2014) stated, most learning situations happen in groups. Thus, through social interaction, learners become interdependent and are affected by group dynamics in a classroom. A teachers' role is also important in this case, as the level of teacher motivation ultimately affects all other dynamics in classrooms. This brings forth the issue of group leadership. Group leadership assesses how teachers, who are group leaders in

classrooms, communicate and act out classroom decisions to group members, who are the students in classrooms (Chang, 2014). Teachers can follow a democratic, autocratic or laissez-faire style in their classrooms with their learners (Chang, 2014; Okoroji, Anyanwu & Ukpere, 2014). Autocratic leadership yields higher productivity than democratic groups; the quality of student/teacher work is better in democratic groups. When democratic teachers promote autonomy and allow interaction back and forth in a classroom, motivation levels increase for teachers and students alike. The study by Chang (2014) portrays the importance of the democratic leadership style. Teacher enthusiasm toward the material and teaching had a direct correlation to a positive learning atmosphere, group cohesion and positive group norms. The teacher and students both had increased autonomy, which fostered the cooperative learning environment, which lead to an increase of motivation in students and teachers.

Teacher autonomy is a crucial factor to discuss in the context of PD. Rhodes, Nevill and Allan (2005) believe that to empower teachers to seek their own PD and innovation, school support is needed. This increases motivation and job satisfaction leading to retention of teachers and better teaching practices. Research has also shown that teachers value autonomy and subsequently challenges in their careers (Day, Sammons, Stobart, Kington, & Gu, 2007). Also, allowing reflective PD by enhancing meta-cognition and self-regulated learning of teachers, leads to better self-esteem and confidence in teachers (Bezzina, 2006).

When discussing teacher motivation it is crucial to mention teacher burnout, as it is an important component in different societies in indicating the level of teacher motivation and satisfaction (Skaalvik & Skaalvik, 2010). Goddard, O'Brien and Goddard (2006) describe teacher burnout as the 'state of physical, emotional and mental exhaustion that arises in personnel from the cumulative demands of their

work' (p.857). Furthermore, research has shown that depersonalization signposts teachers with negative mindsets about their school environment and their profession. Depersonalization in the case of burnout leads to change of teacher attitudes to become pessimistic about their profession and colleagues (Maslach, Schaufeli, & Leiter, 2001; Skaalvik & Skaalvik, 2010). The study by Hakanen, Bakker and Schaufeli (2006) agrees that teachers, who reach emotional exhaustion as well as depersonalization, leads to a cutback in teacher performance at school. Therefore the aforementioned is important to consider when carrying out research regarding teacher motives and incentives towards pursuing PD and continuing in their profession.

In addition, when teachers are at a stage of exhaustion, burnout occurs in parallel where they stop being able to respond to prolonged stress, therefore leading to a negative psychological and physical response (Selye, 2013). The study by Shen, McCaughtry, Martin, Garn, Kulik and Fahlman (2015) portrays a direct link between teacher burnout and a diminished level in student motivation, regardless of teaching tyle. This consequently reinforces the significance of conducting research on teacher motivation, as teacher stressors and feelings about their profession can either encourage or have a negative effect on their students.

Drawing on research conducted by Eccles and Wigfield (2002), an expectancy-value model was tested, and it was found that the performance, persistence and the task choice were directly related to the expectancies and values that people had. Furthermore, a person's perception of tasks, their competence, difficulty and their schema influenced these expectancies and values (Eccles & Wigfield, 2002). This model should therefore be used on research regarding teachers and PD activities, and outline the four components of task value: Attainment,

intrinsic, utility and cost. This model could effectively define the expectancies and values language teachers have, and would confirm or disconfirm their perspectives on gender and task value.

Clark and Caffarella's (1999) adult developmental theory situates that people develop at distinctive ways both psychologically and biologically, in relation to significant life events. Likewise, Hildebrandt and Eom (2011) maintain that teacher age impacts teacher motivation and are linked to professionalization. In the context of PD, teacher age and stages in their career could play a factor in the choice and the incentive behind choosing an activity. Furthermore, the study by Costrell, Johnson and Podgursky (2009) depict that teacher in various points in their careers were motivated by factors such as financial gain or external support.

Several factors, such as the school characteristics, play a role in encouraging innovation, for instance when schools encourage pedagogical experimentation or provide a larger variety of PD experiences (Emo, 2015). The professional identity and motivation of teachers is affected by the tensions and uncertainty of their job (Day et. al, 2007). Fullan (1999) considers that change can have positive or adverse effects because teachers cannot always be sure that it could be accomplished. It is crucial to explore how teachers view their professional identity as this affects their PD activity (Day et al, 2007; Nabhani & Bahous 2010). The study by Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman (2011) portrays teacher professional identity is signified by the relationships teachers have with each other. Canrinus et al. (2011) add that the degree of teacher satisfaction is directly correlated to the support that they acquire from other teachers, and relationships with school administrators significantly influence peer relationships (2011). There are certain factors that push teachers to partake in PD, mainly how they perceive their work and their confidence

about new learning. PD can improve self-esteem, performance and job satisfaction (Rhodes et al., 2005).

Huberman (1993) discovered that there is a 'diversification' career stage in all teachers' lives, regardless of years of experience, where teachers are innovative, highly motivated and look for opportunities to grow. The vitality of determining at what stage teachers perceive themselves to be in their careers is to link their self-efficacy beliefs and the intrinsic value of the tasks that they are undertaking.

Motivating teachers at any stage of their careers is not an easy feat. Teachers at the diversification stage tend to seek PD activities, and are open to new innovative ideas (Huberman, 1993). The first step for schools to increase the motivational levels of their teachers is to provide support. Support can take the form of financial and non-monetary rewards (Eccles & Wigfield, 2002; Rhodes et al., 2005). Due to the demanding needs of students, and the urgency to complete the content of the Lebanese curriculum, teachers tend to be overworked and lack the drive to seek PD activities and complete them. Unsatisfied and unfulfilled teachers lead to an ineffective school environment and student performance will suffer (Guilloteaux & Dornyei, 2008).

When talking about teacher motivation, the theories of 'control-value' (Turner et al., 2009) and 'self-determination' (Deci & Ryan, 1985) are important to take into consideration. Control-value theory in an educational context is where teachers will place higher values on what they control and feel high motivation in carrying out a job and/or innovative task which in turn makes them value the outcome of it (Turner et al., 2009). The theory of self-determination coincides with control-value as people perform highest when the areas of competence, autonomy and relatedness are met (Deci & Ryan, 2000).

2.3 Classroom Practices

Studies show that PD activities that have duration of four weeks or longer and that are conducted in the context of authentic inquiry are likely to promote change in classroom practices (Turner et al., 2009). Contextual factors should be taken into account as the context affects teacher motivation and the choice of performance of tasks (Deci & Ryan, 2000). When teachers relate the PD to their needs in the context of the classroom, this causes a higher level of motivation to make positive changes and influence student achievement.

Drawing from findings by Rogers et al. (2007), effective PD can influence classroom practices positively with respect to teaching styles, classroom management and enriched pedagogical content. In addition, when applying strategies from PD, a positive impact occurs when they are easy to adapt directly to teachers' personal and instructional needs in classrooms (Rogers et al., 2007). However, when PD is conducted ineffectively, it causes an inconsistency in the positively sought influence on classroom practices (Loucks-Horsely et al., 2003). Furthermore, to properly implement effective PD strategies, resources and a measure of autonomy allowing teachers to be innovative can have a substantial positive impact on classroom practices (Rogers et. al, 2007; Loucks-Horsely et al., 2003; Emo, 2015).

Institutions have a great role when it comes to teacher motivation. In order for personal goals to be achievable and intrinsically motivational, teachers rather than the institution that they work for should set them (Sharabyan, 2011). When these goals are challenging, but achievable, teachers become more motivated to attain them and the value of the outcome becomes greater. Sharabyan (2011) argues

that institutions should not place goals, but rather encourage the personal motivational goals that teachers have, and create a ‘yardstick’ by which teachers can measure their achievements.

Demotivation issues could be linked to internal and external factors, which could potentially lead to lower classroom efficacy and overall motivation of teachers. External factors could include a lack of job stability, heavy and unachievable workloads, and elevated stress in the work place (Pennignton, 1995; Kiziltepe, 2008). In order for teacher motivation to increase, demotivation factors need to be eliminated (Pennignton, 1995). In the case of ESL and EFL teachers, factors such as lack of respect from administration, development opportunities, job security, heavy workloads, rewards and creativity, among other factors create dissatisfaction (Doyle & Kim 1999). Teachers that work in schools with these demotivating issues, are prone to have low efficacy, as these factors effectively stop teachers from being motivated to teach, innovate and achieve their goals (Pennignton, 1995).

Teacher efficacy can increase when working in an employee-centered environment. According to Sharabyan (2011) this efficacy can stem from skill variety, task identity, task significance, freedom and feedback. Drawing from this perception, teachers should have a purpose, and be able to acquire and use new skills and techniques professionally. With increased autonomy, teachers can develop an increased sense of purpose and utilize their skills effectively. In addition, it could be motivating to teachers when they seek and receive feedback from peers, coordinators and their students, to measure the effectiveness of their approach and methods (Sharabyan, 2011).

Research (see for example, Desimone, Porter, Garet, Suk Yoon and Birman,

2002) suggests that teachers often make slow and subtle changes to their classroom practices, but little research has been done on how teachers from different grade levels perceive changes in their teaching. In addition, research conducted by Hanuscin and Musikul (2007) show that PD activity with collaborative environments and long duration influence classroom culture positively. According to Nabhani and Bahous (2010), the applicability of the strategies that PD activities provide and the follow-up is important to teachers or else they perceive PD to be meaningless.

There are incidences, such as random events during the school day that affect the work of teachers or the students' lives, where well-planned lessons end up not occurring as scheduled (Emo, 2015). Emo also states that teacher' purposes for innovating was to improve learning by meeting their learning needs, and in some cases counter poor textbook quality. When teachers are given PD that suits their own needs and opportunities to innovate, even the most reluctant teacher would show inspiration and end up changing classroom practices positively by engaging students and in turn, leading to higher achievement. Lin (2012) argues that when teachers plan lessons using their own choice of learning activities and resources with the purpose of engaging children interest, it creates a higher motivation of learning among students. However, there is a gap in research on the reasons why teachers are intrinsically or extrinsically motivated, and what expectancies and values they have regarding change in learner motivation.

Research on the motivations of teachers conducting action research in their classrooms show that initially teachers felt motivated as they saw value and utility in being in charge of solving their own problems (Yuan et al., 2016). However, when teachers do not have the knowledge or the experience to carry out action research,

their motivational levels subsequently decreased. Therefore, school systems external stimuli is necessary to stimulate teacher motivation, whereby giving them the resources and allowing them a degree of freedom when carrying out research that suits their needs. Reflection is vital at every stage of teacher development, as teachers can achieve meta-cognition and explore possible solutions to contextual problems they face at the levels of classrooms and professional development (Emo, 2015; Yuan et al., 2016).

According to Abdelhafez (2014), without constant questioning of the self and self-evaluation, teacher growth is tough to achieve because the teachers need to critically realize if the teaching is effective. Rogers, Abell, Lannin, Wang, Musikul, Barker and Dingman (2007) note that PD activities should be actively engaging through using the same materials that teachers use in class. In their study, they found that most PD facilitators also agreed that for PD to be effective, it should have a direct application to classroom practices. When researching how PD influences change in the classroom, one has to look at student and teacher learning, implementation of changing classroom and school conditions closely as they all work in sync. It is very difficult to measure learner motivation without understanding the context in which they are learning. Thus, it is important that research be done linking the context in which students are learning, their schema, and the changing of classroom conditions (Dorneyi 2001; Guilloteaux & Dorneyi, 2008; Rogers et al., 2006).

When teachers establish a bond of trust and cooperation with the management of the school they teach at, it gives way for channels of communication that allow innovation and feedback. Gultekin and Acar (2014) believe that this bond will encourage a beneficial development of professional skills and the motivational

levels of teachers.

When measuring quality of schools, PD is considered an important indicator (Nabhani & Bahous 2010). Also, the applicability of the PD in his/her classroom is a big factor in teacher perception of worthiness, whether conducted in-house or off campus. Similarly, Guskey (2003) and Loucks-Horsley et al. (2003) see student learning as a key component of applicable PD. They concur that when discussing the issue of effective PD, we should not focus on the educators' happiness and satisfaction of the PD activity but rather the effect it had on student learning in the classroom. This is difficult to measure, however, if the PD activities coincide with the goals of the school, then there may be a possibility determining student learning and achievement. However, the focus should be on the teachers' happiness as well as their perceptions of PD, because teacher attitudes and motivations affect classroom practices enormously. Therefore, it is vital to research how PD affects the goals of teachers, in relation to how much relative value they place on the activity.

This chapter reviewed the literature on the three principal sections professional development, motivation and classroom practices. It is important to draw on the literature available to concisely determine gaps, as well as to determine the applicability of this current research. Furthermore, as aforementioned, there is a lack of research on the topic of language teacher motivation, and the literature reviewed facilitated the development and position of this study. The next chapter discusses the methodology section including the nature of the study. It addresses the research design, sampling, data collection and analysis, as well as validity and reliability.

Chapter Three

Methodology

This chapter discusses the nature of the study. It describes the research design, sampling, instruments, data analysis, as well as the validity and reliability of the study. In addition, it encompasses ethical concerns. It is important to highlight the research questions that this study attempts to explore:

- 1) What are the motivations and incentives behind teachers undertaking professional development?
- 2) How do the PD activities that teachers undertake affect classroom practices?

3.1 Research Design

This study is exploratory in nature and delves into the motivations and incentives of language teachers. An exploratory study by definition is one that is used where there is a lack of research and results on a specific topic (Cuthill, 2002; Mills, Durepos, & Wiebe, 2010). The exploratory design was adopted, as there is an existing gap in research on the topic of language teacher motivation. In addition, this study covers an in-depth analysis of language teachers' incentives and motivation.

3.2 Sampling and Participants

Sampling is a main element that should be appropriate for the nature of the study as it can have an effect on the results; therefore, the participants for this study were chosen through snowballing. Cohen, Manion, and Morrison (2011) describe the snowballing method, also referred to as chain-referral, as convenient for

accessing a large sample that is difficult to access completely, such as in schools. Therefore, in a snowball sample, informal methods can be used such as through friends and acquaintances to gain access into schools. In addition, before gaining access from acquaintances, a formal consent letter explaining the study was distributed in person to either the principal or middle manager in schools. This was a suitable sampling method for this exploratory study, to maximize the amount of information gained from all language teachers in schools. The participants of this study are language teachers in Lebanon, not specific to any area. The language teachers interviewed have similar backgrounds, with teaching diplomas and most are pursuing or have already attained their master's degrees in education. The language teachers include teachers of Arabic, English and French.

3.3 Instruments and Procedures

Data was collected using questionnaires, semi structured in-depth interviews and document analysis. According to Cohen et al., (2011) a questionnaire is a commonly used instrument that is useful for collecting data numerically and can be distributed easily. In addition, the questionnaires were piloted to improve the reliability and clarity, as piloting is an effective method in increasing the quality of results and to identify ambiguities (Merriam, 2009; Cohen et al., 2011). Furthermore, as a large sample size in qualitative studies provides reliability (Cohen et al., 2011), 200 questionnaires were distributed to language teachers in schools to determine the different PD activities that they have completed as well as the time frames and their perceptions of them. However, over the course of six months, only 61 responses were returned.

Questions were created based on the literature review. Thus when creating the questions, it was crucial to choose a suitable rating scale to allow participants a way to convey the intensity in which they agree with a statement (Merriam, 2009). The Likert scale is commonly used as a consistent rating scale, where participants can provide answers in a direct manner (Cohen et al., 2011). Therefore, the questions were written as statements, where the responses were recorded using a Likert scale for effectiveness (see Appendix A for a copy of the questionnaire). After collecting the completed questionnaires, SPSS was used to analyze the data, to determine overall percentages, correlations and general descriptive statistics.

Merriam (2009) describes semi-structured interviews as questions that are less structured and formal, allowing room for more flexible responses throughout an interview. I chose semi-structured interviews as it is a good way to build rapport and be able to conduct the interviews at a pace with which interviewees felt at ease. For my study, the interviewees (14 forms were filled out of 61 responses) voluntarily filled out a form at the end of the questionnaire (see Appendix A), should they want to participate in the interview stage. Semi-structured interviews were conducted with four middle and high school language teachers, two English teachers, one Arabic teacher and one French teacher. These teachers were chosen out of the pool of forms to obtain the views of teachers of different languages, according to the language they teach. Most of the forms were by English teachers, 1 was by an Arabic teacher and 2 were French teachers out of the 14 forms. The English and French teachers were chosen when I placed all the teacher names in a bag, and picked the names at random, except for the Arabic teacher, as there was only one respondent. The interview aim was to distinguish the motivations and incentives of these teachers' of why they pursued PD and their perception of changes in classroom practices. A

semi-structured checklist (see Appendix B) was used as a guide, as questions were loosely based on Eccles and Wigfield's (2002) expectancy-value model that covers the expectancies and values of language teachers.

I conducted each of the interviews similarly. However, it was important to build rapport with the Arabic teacher during the interview; therefore, I phrased the interview questions using colloquial Arabic. It seemed appropriate to take into consideration her background for the interview, and to put her at ease. That became apparent when her answers became short and brief when speaking in English but felt more at ease elaborating and describing her experiences in Arabic. As for the French teacher, I helped this specific teacher find the words to describe how she felt, as she would try to resort to French, which is a language I am not fluent in. The semi structured interview questions for language teachers were formulated from the themes deduced from the questionnaires and from themes found in previous research. This enhanced validity of my findings.

For document analysis of school public records, schools were chosen according to available websites from the pool of schools that the completed questionnaires were collected from. Documents regarding school PD programs were analyzed, and were obtained through public access through school websites and online newsletters. The aim of this information source was to determine if and how schools promote PD and what they provide their teachers in regards to opportunities and resources.

3.4 Data analysis

The data was analyzed to examine the content of the qualitative data. Questionnaires were analyzed using the statistical package for social sciences (SPSS) to determine the overall attitude of teachers on PD activities. General descriptive data was gained from SPSS, such as frequencies and percentages of the school system, ages, language and frequency of PD activities per school year that teachers elements such as age and attitudes towards PD. In addition, the responses from the questions were analyzed into percentages and then into bar graphs to provide a visual representation and show measures of association to be interpreted.

Interviews were transcribed and analyzed as they were conducted. An effective tactic in analyzing transcriptions is open coding, where descriptions are categorized into properties (Cohen et al., 2011). Open coding can be conducted line-by-line in stages for general themes, then later refined (Fraenkel, Wallen, & Hyan, 2012). The approach of line-by-line coding was used for the transcribed interviews as the first stage to analyze themes, and the next phase grouping those themes into main groups and finally to link sub-codes for final analysis.

For the purpose of analyzing public records of school websites, seven schools were chosen out of the schools that the questionnaires were distributed. These schools range across Lebanon, and were chosen regardless of school system. Documents were obtained from school websites, as information can be publicly found. The documents were compared to see similarities and differences that schools have in regards to the professional development of their teachers. In addition, a journal was kept while conducting all in-depth interviews, and it was also coded to find themes related to motivation and the attitudes of the teachers. Document analysis of PD activities and programs that schools undertake was conducted.

3.5 Validity and reliability

Validity is defined by Fraenkel and Wallen (2010) as the ‘appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make’ (p.148). Reliability is defined as the consistent use of instruments to gain similar results from one researcher to another (Fraenkel & Wallen, 2010). Both validity and reliability are components that should be found in my study, taking into consideration the context and nature of the study. This brings forth triangulation, which is the use of three or more data sources to gain significant insight from different standpoints (Cohen et al., 2011). The instruments used were questionnaires, in-depth interviews, and document analysis. By using these multiple data sources I hope to have obtained a deeper understanding of the issues at hand, and have acquired rich data to analyze. Three sources of data were used, as using only one of these instruments was not enough to gain complex insight into teachers’ motivations and classroom practices, to triangulate the results and ensure validity and reliability.

3.6 Ethics

A study on human subject brings forth the vital component of ethical principles. It is the duty of a researcher to protect participants from mental and physical harm, or put them in danger during or after a research project (Fraenkel & Wallen, 2010). In the context of my study, anonymity of the participants was a fundamental concern as it could adversely affect their employment. Therefore, for approval of this study by the IRB application and forms were submitted and approved to assure the anonymity and the confidentiality of all the participants of

this study. Consent forms were used at every stage of the data collection process, and participants were asked before recording the interviews and could opt out of the study at any point. In addition, participation was voluntary in this study, and no names were used in the data collection and analysis.

To conclude, this chapter addressed all the components of research design, data collection, analysis and ethical concerns. It is important to highlight each section to provide a holistic clarification as to how the study was conducted and the basis on which the qualitative data is analyzed. The next chapter contains the results of each of the data sources, in addition to the data analysis of each separately.

Chapter Four

Results

The results chapter is divided into three sections. In the first section, I report the results from the questionnaires, and each question is analyzed separately supported by figures. The second section encompasses the analysis of the interviews section, and the third section covers the document analysis of seven different schools regarding their PD policies and teacher development. A brief section of the journal I updated throughout my data collection journey follows.

4.1 Questionnaires

The purpose of the questionnaires was to explore the attitudes and perceptions of professional development activities that language teachers have attended, and if they have had any impact on their classroom practices. My sample was language teachers across schools in Lebanon. The responses were only by female teachers, with a high percentage of 83.6% teaching the English language (see Figure 1 below).

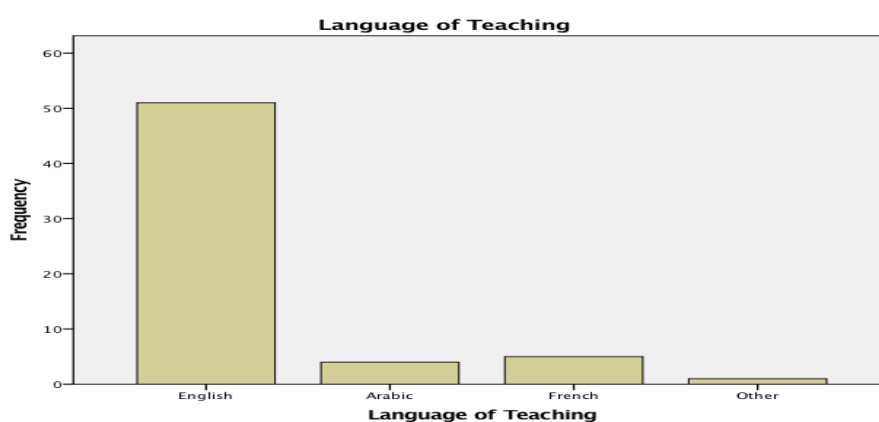


Figure 1

49.2% of teachers that responded to the questionnaires teach the Lebanese curriculum (figure 2 below).

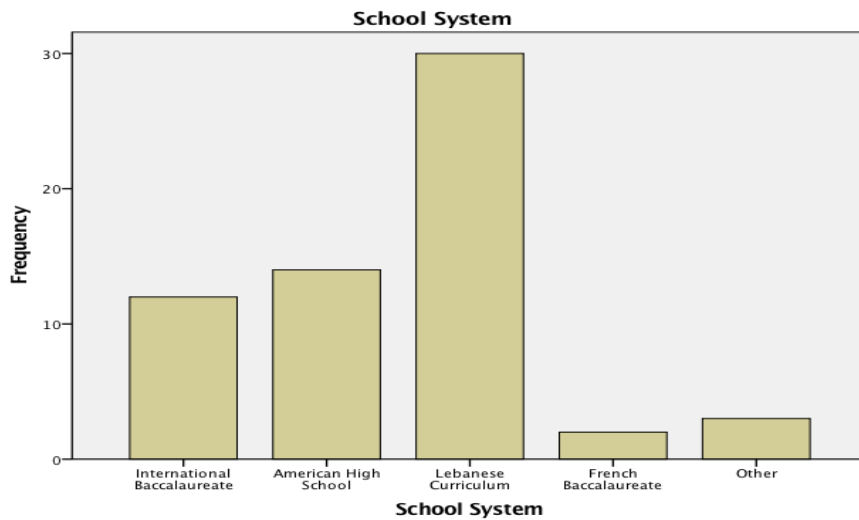


Figure 2

The percentages of teachers attending PD activities in one year were generally the same with 36.1% attending 1 or 2 activities, 31.1% attending between 2 and 4 activities, and 32.8% attending more than 4 activities. This conveys that from the sample that responded to the questionnaires, teachers in Lebanon generally do not have a fixed number of PD activities in one year, regardless of age and school system. Results showed that 73.8% of the participants undergo one-shot workshops, consisting of one-day training/conferences (Figure 3).

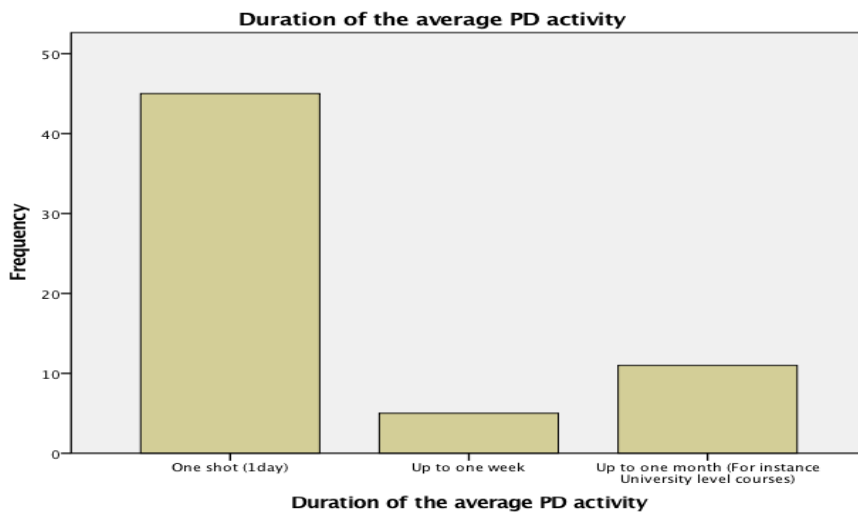


Figure 3

This high percentage demonstrates that although teachers do not have a fixed number of PD activities in a year, the majority of these activities involve one-day training/conferences. A percentage of 46% of teachers that responded have 0-3 years of experience, and 16% have 15+ years of experience (Figure 4).

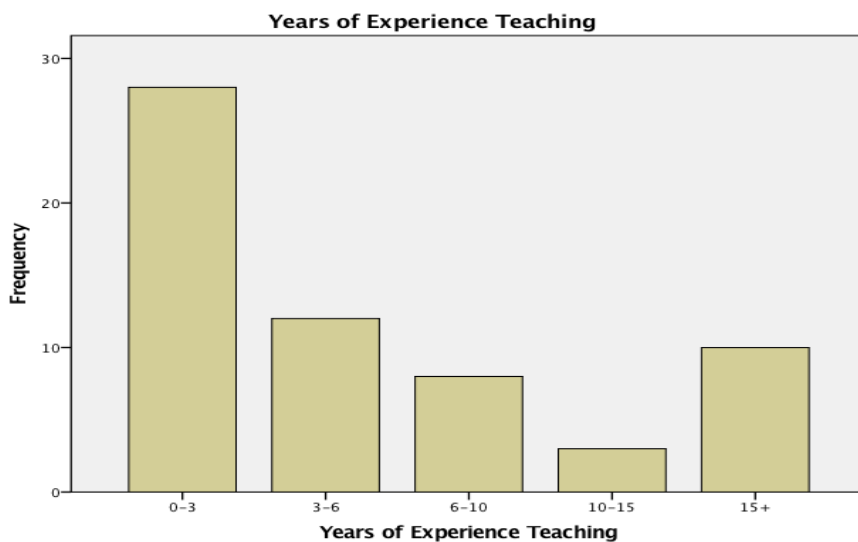


Figure 4

For this sample size, these percentages portray an effective reach for the analysis of teachers at all stages of their professional careers.

Results show that teachers between the ages of 30-35 have the second highest frequency of PD activities throughout the year (Figure 5) with a percentage of

14.81%, and that number decreases until the ages of 40-45 and 45-50, where there was a significant increase of frequency of PD activities in that age group, with the highest percentage of 16.47%. However, there was a subsequent drop in the higher age groups, with the lowest percentage of 6.58% in the 55+ age group. As seen in Graph 5 below, it is interesting to note that the highest mean of teachers that pursued PD activities were between their 40's and 50's.

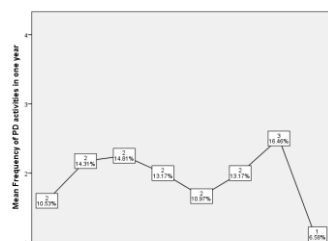


Figure 5

This could be attributed to the fact that teachers at that age are nearing retirement, and their motivation levels increase significantly to improve their teaching style and practices before they leave. In addition, social factors play a role in this context, where at younger ages, teachers could have familial obligations and other stress factors outside of work, whereas older teachers may have more time to pursue a higher number of PD activities. However, there is a slight discrepancy as shown in figure 6 below, where teachers in their late 40's and 50's found PD activities less stimulating than teachers in the younger age groups.

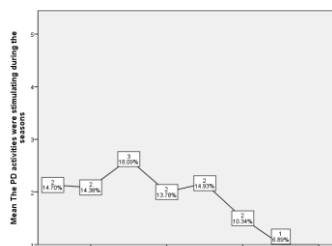


Figure 6

This conveys that teachers may be engaging in professional development for the sake of professional development, rather than to learn new strategies and trends. Another reason could be that the types of professional development activities that older teachers chose may have been less stimulating than those chosen by teachers in younger categories.

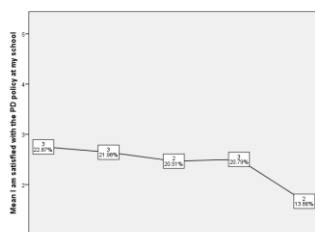


Figure 7

It is vital to analyze the correlation between the PD policies and the school systems because they can give insights into the attitudes and perceptions of teachers that teach different curricula. Results show that teachers that teach in schools that offer the International Baccalaureate are the most satisfied with their school’s PD policy with 22.87% (figure 7). It is interesting to note that these schools have the highest number of PD activities throughout the year. Schools that adopt the American curriculum of teaching have the second highest mean of satisfaction amongst the sample of teachers surveyed with 21.98%. These schools also have a high number of PD activities throughout the year. Teachers that are in Lebanese system schools have the lowest mean of satisfaction with their school PD policy with 20.51%, which suggests that either these schools lack PD opportunities for their teachers or their PD policy does not include activities that suit teachers’ personal classroom needs. This is disappointing as a high percentage of 49.2% of teachers in my sample teach in Lebanese system schools, and this conveys an adverse attitude

that teachers have towards PD policies, which affects teacher motivation negatively. Teachers in French Baccalaureate schools reported a higher mean of satisfaction with their school's PD policy compared to Lebanese system schools with 20.79%.

The percentages of the responses of the 10 questions from the questionnaires can be found below in figure 8. For better analysis of the findings, each question will be analyzed separately.

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	24.6	52.5	11.5	11.5	-
2	23	49.5	18	13.1	-
3	19.7	37.7	19.7	16.4	6.6
4	27.9	52.5	14.8	3.3	1.6
5	57.4	26.2	9.8	4.9	1.6
6	11.5	47.5	27.9	13.1	-
7	16.4	52.5	23	6.6	1.6
8	18.0	55.7	21.3	3.3	-
9	23.0	50.8	19.7	6.6	-
10	39.3	42.6	16.4	-	1.6

Figure 8

- Question 1: The PD activities were stimulating during the sessions.

24.6% of respondents strongly agreed with this statement, 52.5% agreed, 11.5% were undecided, and 11.5% disagreed. Given that 77% of teachers' responses were positive, it shows that PD sessions have been generally stimulating which could have led to higher levels of motivation to pursue more PD. Nonetheless, 11.5% of teachers disagreed with the statement, which could convey that not all PD activities were suitable for the sample of teachers. In addition, the 11.5% of teachers that stated 'undecided' shows an attitude of passiveness on their behalf.

- Question 2: The PD activities that I attended were diverse.

23% of respondents strongly agreed with this statement, 49.5% agreed, 18% were undecided, and 13.1% disagreed. Similar to question 1, the respondents in this sample generally attended different types of PD, and that shows the attitude towards incorporating varied types of PD is positive. However, the undecided and negative responses show that either teachers did not have an option with the choice of PD or might not have wanted to pursue different PD activities.

- Question 3: I am satisfied with the PD policy at my school.

19.7% of the teachers strongly agreed with this statement, 37.7% agreed, 19.7% were undecided, 16.4% disagreed, and 6.6% strongly disagreed. Unlike the other responses from other questions, the negative response of 23% is significantly high. This strongly conveys that from the sample of teachers, their school policy may be lacking in either diversity of options, teacher autonomy and lack of opportunities to pursue PD.

- Question 4: The PD activities have had a positive impact on my classroom practices.

27.9% strongly agreed with this statement, 52.5% agreed, 14.8% were undecided, 3.3% disagreed, and 1.6% strongly disagreed. The positive response from this statement shows that regardless of the diversity of PD activities gathered from question 2, teachers have had a constructive effect on their classroom practices.

- Question 5: It is likely that I would pursue additional PD other than the requirements of the PD policy of my school.

This statement had the most positive response out of the whole questionnaire, with 57.4% of participants strongly agreeing and 26.2% agreeing. As a researcher, I find this response optimistic that regardless of school policy, teachers' attitudes towards

pursuing PD is quite high, and teachers are motivated to improve. However, this response could also portray that school policies should change towards giving teachers PD activities that they need and/or are relevant to their context.

- Question 6: The PD training met my personal classroom needs

The responses for this question were mixed, as only 11.5% of the respondents strongly agreed, which is the lowest in the whole questionnaire. In addition, it got the highest number of undecided at 30%, and 13.1% disagreed. This could convey that the PD activities that teachers pursued were out of context and were not suited to their own classroom practices. The high percentage of undecided could also convey a measure of indifference from the sample of teachers.

- Question 7: The PD activities had a positive change in the overall school settings.

This statement had a generally positive response, where 69% of the respondents strongly agreed and agreed. To relate this with the statement on school PD policy, it shows that the PD policies at the schools where teachers work, are effective for the general school setting. However, similar to question 6, there was a high percentage of 23% that were undecided. This could be for various reasons such as non-participation on the teachers' part in the context of the school as a whole, or teachers do not actually have an idea of whether other parts of their schools have had either positive or negative change.

- Question 8: It was efficient to implement the strategies learned from the PD activities in my classroom setting.

This statement garnered a general positive response where 74% of teachers strongly agreed and agreed. This depicts that the PD strategies that these teachers learned were useful and could be implemented with ease. Conversely, the 26% of the

teachers that responded with undecided and disagree could show that not all strategies were competently clarified, therefore caused teachers not to correctly implement them. In addition, this brings forth whether follow-up occurred after PD activities, and drawing from the high percentage of 73.8% of teachers pursuing one shot workshops (figure 2.3), follow up did not occur in those instances, therefore leading to the conclusion that that was the reason for the negative response recorded.

- Question 9: PD activities had a constructive effect on my teaching methods and classroom management style.

This question relates to question 8, and it also gained similar results. Almost 74% of the respondents strongly agreed and agreed with this statement. This demonstrates that PD activities had a positive effect on teaching methods and classroom management styles. Furthermore, it suggests that the types of PD that teachers have attended were on these topics, and teacher attitudes are positive regarding what they have acquired. Yet, this statement had 26.3% undecided and disagree responses, which related to question 8, portrays that the aspects of follow-up and specific classroom contexts of teachers were not taken into consideration either throughout the PD activities or by the school.

- Question 10: After completing the PD activity, I felt motivated to support other teachers in my school.

A high percentage of 82.6% of the respondents strongly agreed and agreed with this statement. This expresses that teacher attitudes towards encouraging and helping their peers is positive, which can foster a constructive atmosphere for cooperation and collaboration in schools. This could be attributed to school policy or to the types of PD that teachers have attended, which have had a lasting positive effect on teachers.

4.2 Interviews

As shown in the questionnaire (See Appendix A), a contact sheet was added inviting teachers to participate in interviews if they wish to do so. Out of the responses gathered, I chose a total of four interviewees, two English teachers, one Arabic teacher and one French teacher. Interviewees 1, 2, 3 and 4 are indicated as V (English), X (Arabic), Y (French) and Z (English) respectively. To effectively present and analyze results, the interview transcriptions were coded twice and into 7 themes.

The theme of motivation, encompassing the interviewees' levels of motivation as well as intrinsic and extrinsic motivational factors, was important to analyze. When coding the transcribed interviews, each interviewee portrayed what motivated them differently. For instance, interviewee Z's answers would focus on how she lacked teacher autonomy as weekly PD was forced upon the teachers at her school. When she was asked if she was motivated going into this type of PD, she described it as "no not at all. It was more of a punishment". This is a strong indication of lack of autonomy, which leads to a subsequent drop in motivation that this teacher had in pursuing this PD for the rest of the academic year. However, when interviewee X, the Arabic teacher, was asked about her motivational levels her answers focused on student motivation, and that the level of student motivation was directly related to her own level of motivation. She also described that her motivation is more 'internal' than 'external', as learning and implementing new knowledge holds higher regard than an increase in salary or promotion.

Interviewee Y's responses about motivation centered around her own freedom of choice in pursuing PD, and stated that she views "PD as the only way

out. The only way to keep on growing.” This suggests that her motivation stems from the need to grow personally, and without constant PD she would stay stagnant. She continued to describe her current state as teacher and in a leadership role with “I can’t see myself in one place forever”. I believe this teacher is self-motivated similar to teacher X, but also has a measure of extrinsic motivation as she also states “Basically even if I have the center and it is doing fine, I don’t want it to just be stable, I want it to grow”.

Interviewee V’s responses show a lack of intrinsic motivation, where the interview contained repeatedly how de-motivated she was. She stated that “I never stop pursuing professional development, but I am always disappointed” and that led to her to a state of de-motivation. Extrinsic motivation does not interest this interviewee, as she stated “having a TD or a Masters degree does not increase the salary that much”; therefore, monetary value does not play a role in her motivation.

The theme of school support, and PD policy is recurrent throughout all the interviews I conducted with the four teachers. Interviewee X described that the opportunities provided by the school have helped her exponentially with her own growth as well as her classroom practices. Conversely, the opposite is found with interviewee V, where she attributed her lack of motivation and implementation of effective classroom practices to the school environment and lack of follow-up. Similarly, interviewee Z also lacked school support, added that the lack of autonomy and the enforcement of a strict PD policy at her school also caused a lack of motivation and described most of the in-house training as ‘boring’ and conducted by ‘unprofessional’ teachers. Interviewee Y holds a leadership role at the center/school that she teaches at, where she is responsible for the PD policy. She explained that PD is vital for growth, and therefore resources are allocated to all teachers, such as

money and paid leave, to facilitate PD for all teachers. It is a noteworthy perspective, as her answers give insight to how the PD policy is created and on what basis. In the case of interviewee Y, the theme of familial values was evident throughout the interview. For instance, she described her job/workplace as her “baby” and valued it as such. She also mentioned that the knowledge acquired through PD activities is “transfer it to the staff, sometimes I transfer it to my family, I give it to my sisters”. This implies a high level of support from her to her peers and is not specified to the workplace, but also incorporates what she learnt in PD in her own family.

The expectations and values that the interviewees had towards the choice and sustainability of PD activities were an apparent theme. Both interviewee V and X base their expectations on future PD activities on previous experiences. Interviewee V stated that before entering each PD activity she expected to feel ‘different’ and ‘special’; however, the value she held for each PD decreased as she completed more activities. Interviewee X’s expectations before entering into a new activity, whether short or long term, are described as ‘cautious,’ yet she is exceptionally affected by how her students perceive her. She states that she wants her students ‘to be aware’ of her development, and that both their learning journey and hers are interrelated. This strongly conveys the values that the interviewee holds towards PD are intrinsic, as throughout the majority of the interview, whether it was subconscious or not, her responses kept referring back to her students and their development rather than her own. Interviewee Y responses and attitudes were similar; she views her expectancies and values of pursuing PD is foremost for the students’ benefit and the general growth of the center/school. However, interviewee Z’s expectancies and values towards PD were distinctive. She stated “I would choose PDs that are actually are a benefit for me and my future and that of the students. Mostly what would help me in

my profession.” This could suggest that she holds PD activities that benefit her own personal growth at higher value. She describes her experience during PD sessions as ‘usually I am or would be the type of teacher sitting at the back and not listening to what they’re saying, because whatever they are saying is that they are just stating the obvious.’ This shows that she has because of her low expectations of PD activities; she lacked motivation throughout each one.

The theme of change in regards to improvement of classroom practices and implementation of new strategies were recurrent in all interviews. In interviewee V’s case, it was the driving force behind her choice and completion of PD activities, as she faced various challenges when it came to classroom management and strategies with students with special needs. Furthermore, although she attended numerous workshops and training at various universities and in-house training, she could not implement strategies she had acquired, as they did not relate to her own classroom needs, and there was no follow-up from one-shot workshops. Additionally, the school she teaches at has regular observations from school management and to monitor classroom practices, yet as interviewee V stated, “it was like check ups, like an exam.” This portrays a negative attitude and puts teachers under excessive stress, leading to a converse effect on improving classroom practices. Correspondingly, interviewee Z’s experience was similar to interviewee V, as she stated “the next day we forgot that it ever happened and no one comes into your classroom and observes for feedback and follow up”.

Interviewee X’s responses portray positive change in her classroom practices, as facilitating the implementation of new strategies in her classroom through drama and authentic materials was successful. In addition, she welcomed her peers to evaluate and follow-up on her implementation, which increased her own motivation

to pursue additional PD activities. Similarly, interviewee Y had progressive change in classroom practices, and follow-up of PD led to successful implementation of new strategies and teaching methods.

The theme of burnout was quite prevalent in the interviews. In the case of interviewee V stated “I have already reached burn out” and that this is her last year of teaching. She also stated that when she started as a fresh graduate she was “excited” but now “very disappointed”. When analyzing the interview as a whole, this teacher points out various issues she has faced, yet mentions school conditions and lack of support as her biggest disappointment and stressor. I believe this played a crucial role in her previous decision making in regards to PD choice, and teaching methods. It is disappointing for a new teacher in her twenties to have reached burnout at such a young age.

Interviewee Z had a few similarities with interviewee V, where it was implied that her fear of reaching burnout caused her to change jobs, and move to teaching students at a higher educational institution. Moreover, when asked about her expectations and outlook towards pursuing more PD activities, she said that she would attend workshops that suit her own personal needs and what she finds interesting, as now PD activities are not forced upon her, and she has a high level of autonomy.

Interviewee X believes that she is far from reaching burnout, as she describes her learning journey to be at the beginning, and that she has a drive that is “ever evolving” to learn new strategies and continue teaching and implementing them. Likewise, interviewee Y had a similar outlook, as when asked about burnout she stated “I don’t even think I’m close even to that point, because I’m changing all the time, like I started here being a teacher, and being everything, and I’m delegating,

and more and more, and now I'm just the manager, boss, whatever you want to call it. And I keep on going to the classrooms.” This implies that the constant variation of activities helped avoid stagnation at the workplace and attributes to her high level of motivation to continue working and pursue further PD activities.

Self-reflection was significant to code and analyze because of its value in exploring how teachers view their personal progress. Teacher X implied that self-reflection is an important factor in her learning journey. She added that she shared her own self-reflection with her students and encouraged them to also reflect on what they learned. I believe she views herself as a model to her students, as she stated that the activities that she conducted, even at university level, was shared with elementary students in the hope that they also become motivated. When asked about self-reflection, and if she had any room for self-reflection such as ought self, actual self, ideal self, interviewee Z stated twice that she did not reflect at all. This implies a measure of passiveness on the teacher's part, as self-reflection and metacognition are examples of higher order thought and could have attributed to her indifference in regards to her PD learning journey.

Interviewee Y stated the following: “I think I reflect on my own work, like sometimes I don't come in the morning, I go to the gym... So I go and come back in the afternoon, sometimes I don't come back for the whole day. I just take a day off”. This shows that she takes self-reflection genuinely important. Interviewee V also leaves room for self-reflection; however, her reflection contained a measure of disappointment and blame towards her school environment. She stated that she continually reflected before, during and after PD. However she found out that without guidance of her peers and mentoring from her workplace, she repeatedly thought about leaving. She describes her educational approach as ‘unique’ and uses

differentiated teaching methods in teaching ESL students. She describes her 'ideal' self as someone who would work in a better teaching environment, where she could implement teaching methods that her current school believes are controversial and have no value when teaching the Lebanese curriculum. She describes her 'ought' self as a schoolteacher that should work with her heart, should be attentive, and seek PD activities whenever applicable. However, she has strong views on the school support that she receives. She portrayed her school as lacking in resources, lacking in moral support and that parents are continuously interfering with her approach and material selection.

4.3 Document Analysis

For the purpose of analyzing public records of school websites, seven schools were chosen out of the schools that the questionnaires were distributed. These schools range across Lebanon, and were chosen regardless of school system.

School 1, a well-known school in Beirut with the IB, American, Lebanese and French system, has a website focused on promoting accreditations, and its diversity of curricula. This school had an average of 8-10 professional activities advertised on the site annually from the year 2009 onwards. Those include outreach programs, training the teachers, opportunities for teachers to travel to conferences and in-house training such as training the trainer. This shows that the school has invested time and resources to provide their teachers with opportunities to learn and develop.

School 2, a school in Beirut, focusing mainly on teaching the American system, did not have a significant presence of advertising the PD activities that their teachers attend. This school focused mainly on increasing the visibility of the names

of the teachers with the credentials that they employ. Most of these teachers are from countries other than Lebanon. In addition, they also advertise the fact that their students come from other countries, showing several graphs of demographics of their students' nationalities. The other schools analyzed did not advertise their student demographics, but rather focused on their student achievements. It is apparent that promoting multinational school environment is vital for school 2's vision and community as a whole.

When analyzing school 3's website, there was no information regarding the PD of teachers. There were only the rules and regulations that teachers must follow regarding the school ethos. School 3 was the only school not to promote any teacher training, PD development or teacher profiles, where the only mention of teachers were the contact information of the coordinators and principals. This could convey a lack of importance given to teacher development, and the school could have a centralized system of managing their teachers, as the rules and regulations played a crucial role on the school's website.

School 4 was quite similar to school 2 in regard to teacher profiles, where there was a focus only on the names of teachers rather than the PD activities that the school promotes. This school could have a high priority in promoting their staff in regard to their qualifications and years of experience, rather than their on-going journey in professional development.

School 5 provided extensive descriptions of PD in all forms, such as in-house training, overseas training provided by IBO and sister schools worldwide. In addition, they provide teachers with funding for graduate and postgraduate degrees. Furthermore, they include pages on their website with the specific number of workshops/training that they provide their teachers with per year. This school is quite

similar to school 1 with the descriptions and promoting the high amount of activities and opportunities that they provide their teachers with. This suggests a high level of attention to their teachers' ongoing professional development, as the activities are diverse and the resources offered are of high value.

Similar to schools 2 and 4, school 6 also focused on promoting information regarding students rather than their teachers, where the only mention of teachers was posting the names and positions that they hold. They focus on their diverse student body, with having a high number of international students and the student activities that students engage in. There was no mention of professional development on the website, only a link to the human resources portal.

School 7's website focused on promoting their many sister schools, and their pride in the level of language that they teach, as their website as a whole is fully in the French language. In addition, the website focuses on the achievements of the school in general, taking pride in the pedagogies that they use, and the educational activities of their students. There is no mention of teachers or their professional development, instead similar to school 3; they focused on curricula and pedagogies that they uphold. This shows that their priorities may lie with teaching the curriculum, rather than developing their teachers or promoting their teachers' achievements.

4.4 Journal

A journal was kept throughout each of the stages of the thesis. The journal was updated on average once a week, including new ideas and analysis of data as it was being collected. The purpose of the journal was mainly for self-reflection; as the

nature of the research is qualitative, keeping record of incidences while collecting and analyzing data is vital.

The journal proved quite valuable during the data collection phase, specifically the interviews. Speech acts, non-verbal cues and any information that the interviewees' expressed throughout the lengthy interviews were recorded, and helped in the analysis of the data, through giving insight into their backgrounds. For instance, all the interviewees first language is Arabic, therefore code switching occurred regularly especially with the Arabic teacher.

Furthermore, before data entry of the questionnaires, I made some predications as to what I would find after analyzing SPSS. My hypotheses proved to be quite different from the results, especially correlations between age, levels of motivation of teachers, and the attitudes of teachers regarding further PD.

For the purpose of triangulation, all three major data sources provided rich insight into the topic of language teacher motivation and their perceived effects on classroom practices. Themes such as teacher age, burnout, school support and intrinsic and extrinsic motivation were found across both the interviews and descriptive statistics of the questionnaires. Document analysis of school websites also provided a brief insight into how schools, taking into context the school system, promote or give significance to PD opportunities to teachers and how teachers could be perceived by school management.

The results in this chapter provided insights that agree with some literature, while some findings do not concur with research regarding teacher motivation. The next chapter introduces the discussion chapter of this study, where the findings of my

study are compared to theories and studies in the focal topics of professional development, motivation and classroom practices.

Chapter Five

Discussion

This chapter entails the discussion where the results of this study are compared to literature and studies conducted in an attempt to answer the following research questions:

1. What are the motivations and incentives behind teachers undertaking professional development?
2. How do the PD activities that teachers undertake affect classroom practices?

Question 1: What are the motivations and incentives behind teachers undertaking professional development?

The results from the three instruments reveal that factors in motivation play a vital role in teachers pursuing professional development. Drawing from the results, it is apparent that both intrinsic and extrinsic motivations play a crucial role in the undertaking of PD activities as well as a contributing factor in teacher burnout. The study by Gultekin and Acar (2014) describes intrinsic motivation as an important component of commitment of the profession of teaching. This concurs with my findings where teachers that work in a school that enabled a relationship of trust and open lines of communication, describe a high level of motivation and a drive to pursue additional PD activities.

The data portrays that extrinsic motivational factors such as school support is an important facet that can substantially have an effect on teachers motivational levels in regards to PD. Studies by Reeve et al., (2003) and Rasheed et al. (2016) confirm that extrinsic factors such as monetary rewards, job design and PD have a

positive effect on teacher motivation. This corresponds with the analyzed results, as the first step for schools to increase the motivational levels of their teachers is to provide support. Support can take the form of financial and non-monetary rewards.

Intrinsic motivation is a prominent theme throughout the analyzed data. The results show a correlation between expectancies and values that teachers have towards PD activities. For instance, the choice and performance of PD activities that participants were linked to the value and expectancies they had prior to completion. Teachers describe the value of PD as 'growth' and 'a way out' to enhance their personal developmental growth. The expectations were to further enhance their teaching skills, pedagogy and schema; however, PD activities did not meet participants' expectations. This had a negative effect on future PD activities in regards to motivation as participants felt 'disappointed'. This concurs with Eccles and Wigfield (2002) expectancy-value model, that states task, competence, difficulty have a direct impact on a person's expectancies and values.

The factor of teacher age was important to analyze in my study, as drawing from the adult developmental theory by Clark and Cafferella (1999), life events play a crucial role in the development of teachers' professional and personal lives. This theory explains the correlation of age and frequency of PD activities, where teachers in their 30's could go through life events such as having children or marriage, and the need for financial stability surpasses the need for PD. In addition, my results concur with Hilderbrandt and Eom (2011), where they found that age played a role in the professionalization of teachers. The results from my study show a correlation between external validations amongst different age groups in regards to motivation. Teachers in their 30's were motivated by monetary rewards, compared to teachers in higher age groups that are more financially stable. Furthermore, the study by Costrell

et al. (2009) illustrates that “Many young teachers, who are paying off student loans, starting families, and buying homes, might prefer to receive more of their compensation up front rather than have it diverted into a system that may never benefit them” (p. 219). Similarly, the age groups in my study follow the same patterns, where older teachers had a substantial increase of PD activities and willingness to pursue additional PD opportunities compared to younger age groups.

Teacher relationships, such as with co-workers or with upper management, play a substantial factor in teachers’ professional identities. Costrell et al. (2009) study concurs with my findings, as shown in the interview results, where the interviewees’ repeated mention of lack of school support directly contributed to their decrease in motivational levels, consequently leading to lack of PD and eventually burnout.

When discussing teacher self-efficacy, Bandoura’s (1997) social cognitive model of motivation is pivotal as it corroborates my findings. It highlights the reason why each age group of participants had either a high degree or low degree of motivation. Hence, the results of Costrell et al. (2009) study portray why teachers chose types of PD, and by linking autonomy, teachers would choose PD that would suit their own class context, regardless of difficulty or time consumption. Thus, Bandoura’s theory confirms that analysis of the participants’ reach a high level of classroom self-efficacy.

Furthermore, the relationship between teacher professional identity and classroom self-efficacy is directly influenced by teacher satisfaction, therefore any influence on any of these three components would ultimately affect the relationship as a whole (Canrinus et al., 2011). This supports my analysis, as shown in the interview results, teachers felt a lack of school support in addition to lack of

autonomy in choosing PD activities, which therefore lead to a decrease in motivation and satisfaction. The partakers of my study used words such as “struggle” and “survival” to describe the demanding pace of their careers, specifically teachers who reached burnout and have quit their profession. Teachers added that their classroom practices either remained stagnant or decreased, as school administrators did not provide PD related to teachers needs, consequently leading to a negative impact on teacher professional identity, as teachers did not feel a strong affiliation with their school as a whole.

When discussing teacher motivation and PD, autonomy of choice of the PD activities that teachers pursue was a vital component found in my results. Teachers who have a higher degree of autonomy reported a higher level of incentive to pursue additional PD. Ryan and Deci (2000) likewise argue when teachers have autonomy in addition to an encouraging school system with PD policies, teachers will have an amplified degree of intrinsic motivation. Increased intrinsic motivation thus leads to personal as well as professional levels of self-actualization and their ideal selves (Day et al., 2007; Dornyei, 2009; Sharabyan, 2011). Moreover, my findings are validated by Ryan and Deci (2000) in that autonomy is highly correlated with teacher intrinsic motivation to reach self-actualization and self-efficacy at their job.

Factors other than school support can affect motivation adversely, for instance, drawing from Xu’s (2012) argument, sociocultural factors play a role, and that is quite applicable in the Lebanese context. As a high percentage of the sample teach in the schools with the Lebanese curriculum, it is apparent from the results that some teachers are overworked, underpaid and face school pressure to complete content of the Lebanese curriculum, therefore lack the drive to seek additional PD.

Data analysis conveys that self-reflection plays a role in language teacher motivation, especially in the context of PD activities. The results of the interviews portray that teachers felt a surge of motivation through self-reflection of various PD activities, and in some cases encouraged them to pursue PD opportunities other than PD provided by school policy. This coincides with research, as facilitators that achieve the stage of meta-cognition and self-reflection contextually, achieve higher growth in motivation (Abdelhafez, 2014; Emo 2015; Yuan et al., 2016).

The analysis of the results convey a range of external factors such as job stability, stressful work environments and unachievable workloads, which lead to a state of demotivation and burnout in participants. Participants describe states of burnout, where some have changed jobs or left the profession completely, describing PD as a ‘punishment’. This resonates with research, as factors of job security, lack of rewards and autonomy produces high dissatisfaction in teachers, effectively halting teacher incentives to innovate and pursue PD (Doyle & Kim 1999; Pennington, 1995; Kiziltepe, 2008).

Question 2: How do the PD activities that teachers undertake affect classroom practices?

The theme of the self is crucial to discuss as it effectively portrays teacher professional identities, an aspect of intrinsic motivation as well as a factor in classroom practices. Participants describe their ‘ideal’ self as implementing teaching methods effectively, learning new techniques, having enhanced classroom management styles and a general uplifting of student motivational levels (Higgins, 1987). One participant describes her ‘ideal’ self as someone who would work in a better teaching environment, where she could implement teaching methods that her

current school believes are controversial and have no value when teaching the Lebanese curriculum. In addition, the participant describes 'ought' self as a schoolteacher that should work with her 'heart', should be attentive, and seek PD activities whenever applicable, in both personal and school development. This compliments Xu's (2012) study where a positive impact on students was shown when teachers' 'ideal' self was positive regarding teaching styles. However, similar to my results, teachers felt disappointment when they do not achieve this 'ideal', and this could be contributed to school support and ineffective implementation of classroom strategies.

Data analysis shows a perception of positive change in overall school practices, however, as school settings played an adverse effect on teacher motivation and teaching styles, data analysis shows that a high percentage of completed PD activities were out of context, and were not suited to teachers' personal classroom needs. This agrees with Guskey (2003) and Loucks-Horsley et al. (2003), as a focus on teacher satisfaction should coincide with the goals of the school; therefore, PD activities should correspond to the needs of teachers. Furthermore, as research has shown a direct link between teacher and learner motivation (Dornyei & Kubanyiova, 2014), teacher satisfaction should be addressed to encourage student learning and achievement.

A theme that was shared in the data was of PD policies and opportunities of PD that schools provide help and motivation, and more importantly those that focus on the school development as a whole, rather than teachers' own classroom needs. Results show that teachers had little to no say regarding the school policies regarding PD in the context of classroom practices. In addition to document analysis of school policies, leadership and school management are apparent indicators of successful PD

of teachers. For instance, several schools promoted their teachers' development and training, and provided teachers with autonomy in PD choice, which positively enhanced classroom practices. However, drawing from all three data sources, centralized systems of leadership in the analyzed schools portray a lack of attention in the development of their staff, therefore leading to a negative effect on classroom practices. This resonates in the literature, as democratic leadership can increase teacher motivation in regards to pedagogy and teaching materials, consequently leading to better classroom practices (Rhodes et al., 2005; Chang, 2014).

The aspects of content and pedagogy are vital to discuss, as there is a strong correlation between school curriculum goals and teacher personal classroom goals. Results convey that when teachers are given autonomy in creating their own content, and can set their own goals, teachers described an increase in student learning and interaction. This aligns with research regarding institutions setting goals for their teachers, as when teachers are given the freedom in setting their own classroom goals, intrinsic motivation increases, as well as the value of outcomes substantially increases (Huberman, 1993; Eccles & Wigfield, 2002; Sharabyan, 2011).

Teacher burnout is quite prominent in the analysis of the results, as some participants have either changed their profession or left teaching as a whole. Teachers who are nearing or have already reached stages of burnout can have a negative impact on classroom practices in aspects of learner motivation and performance. This corresponds with the study by Hakanen et al.,(2006) where psychological and physical exhaustion leads to a decrease of performance of teachers and students alike. Furthermore, the results of this study parallel literature on depersonalization, where teacher developed negative attitudes towards teaching practices, innovation and their colleagues (Skaalvik & Skaalvik, 2010).

When discussing PD effectiveness in relation to classroom practices, results show that the type and duration of PD activities play a vital function. The majority of the participants pursued a one-day training or attended one conference which shows discrepancy in PD. This agrees with the study by Turner et al., (2009), where duration of four weeks or longer created a significant positive change in classroom practices. Similarly, results convey when PD is implemented using critical thought and authenticity, positive change occurred among language learners.

With the presence of follow-up, feedback and applicability results portray that PD proved effective in terms of classroom practices. It is apparent through the analysis of questionnaires and interviews, that participants who received contextual PD opportunities, follow up and feedback, perceived a positive effect on their teaching methods and student motivation. Conversely, teachers that did not pursue applicable PD to their classroom needs, and also did not receive follow-up or feedback from peers or students, perceived PD having little to no effect on classroom practices. The results correlate with previously conducted studies portraying that increased teacher efficacy through applicable PD opportunities and autonomy of choice, task significance and feedback enhanced professional skills (Nabhani & Bahous, 2010; Sharabyan, 2011).

To conclude, this chapter links the analyzed data with literature regarding the motivations and incentives language teachers have in undertaking PD activities and their perceived effects on classroom practices. The next and final chapter offers a conclusion to this study, addressing the limitations and recommendations for further research on the topic.

Chapter Six

Conclusion

6.1 General Conclusion

The aim of this study was to explore the motivations and incentives behind language teachers pursuing PD and any effect on classroom practices on language learners in classrooms. The analysis of the results portrays a relationship between teacher motivation and classroom self-efficacy. Teacher motivation in pursuing PD activities is influenced by intrinsic and extrinsic factors, such as personal classroom needs, school policy and autonomy. In addition, the expectancies and values that teachers hold towards PD activities influenced the choice and persistence of these tasks. Influences on motivation played a substantial role in language learner motivation in the context of classrooms, through pedagogy and enhanced teaching skills. However, teacher burnout indicated demotivation in teacher attitudes, which lead to a negative impact on classroom practices and school settings overall.

6.2 Recommendations

At a personal level, the topic of language teacher motivation is one of great value to research, as teachers are crucial stakeholders of any educational institution. As the results of this study show school policy and support play a role in the teachers' overall motivation, relationships between teachers and school management should have open channels of communication, giving way to a supportive environment. Such a relationship could be enhanced with the strengthening of peer relationships in the form of collaborative exchange. Also, extrinsic factors such as

monetary rewards, fringe benefits and monetary value for PD could encourage teachers to undertake and complete a higher number of PD activities.

For effective professional development that promotes teacher motivation, PD should be related to both the classroom teaching needs and those of the students. Therefore, PD activities should be pursued in direct relation to the context of teacher needs rather than for the mere sake of conducting PD.

Stress factors such as a negative school climate, the urgency to complete school curricula in a limited amount of time and a lack of effective strategies learnt through PD can have adverse effect on students and the overall environment of a school. PD activities should therefore leave room for teachers to self-reflect and authenticity in teaching strategies. Moving away from PD in a traditional sense of trainer/trainee, PD in the form of collaborative exchange could help teachers alleviate issues that they face at a national level.

This exploratory study as well as literature on teacher motivation, have portrayed that researching this topic is essential to determine reasons behind better PD policies and practices. Thus, this study could be reproduced at a larger scale to gain deeper insights as to what values and expectancies language teachers hold towards PD and their effectiveness in implementation. Furthermore, this study could be replicated to explore incentives and motivations of teachers, not limited to language teachers, to gain perceptions on enhancing existing PD policies and strategies to be better suited. Likewise, as there is a gap in research on the topic of teacher motivation, having comprehensive research on the driving forces behind what motivates teachers could determine further ways to enhance teacher satisfaction, subsequently having a positive effect on learners. Additionally, a recommendation for research that should be done from the point of view of PD

trainers and centers, as it would be beneficial to determine ways in creating PD opportunities that address the needs of teachers in the Lebanese context.

6.3 Limitations

Most research projects can have limitations, and this could be due to various factors. One of the main limitations of my study is the sample size of participants. It is impossible to gain insight on every single language teacher's perception and attitudes towards PD in Lebanon. Therefore, if the sample size was larger, it could have led to a deeper insight into exploring the incentives and motivations of language teachers.

In addition, the meager literature on teacher motivation was a drawback to this study, as research worldwide is not quite widespread, much less in Lebanon. This is attributed to drawing on studies done in various countries without the Lebanese context. This could have had a negative implication for my discussion of results, as there are minimal studies that take my context into consideration to draw upon.

Qualitative research can be known to have limitations, as the researcher is the prime instrument in gathering and analyzing data. Subjectivity can be seen as a drawback, however in the context of my study, I find this limitation to be somewhat positive as I used my own experiences and deductions to effectively code and analyze the results.

6.4 Reflexivity

Throughout the process of conducting this research study, it was important to have an attitude of continuous critical and self-reflective thought. Prior to embarking on this research project, I had some preconceived ideas as to what results would show, however, through data analysis I found unexpected results, mainly the correlation between age and motivation, as well as insight into language teacher burnout in relation to PD. I faced various obstacles, mainly in the data collection and analysis phases, ranging from lack of responses from participants and schools regarding questionnaires, to technical problems in using the SPSS program. When it came to data analysis and coding, I attempted to take into consideration the overall context that participants come from, such as any language barriers and non-verbal cues, and tried to put them at ease through building rapport.

Reflecting back, if I were to repeat this study I would add more data sources and instruments, to gain deeper insight onto the different PD opportunities that teachers faced – positive and negative. Furthermore, I would have wanted to access public schools in Lebanon, as research on the topic of teacher motivation is quite vital since there is little research conducted on teachers in the public sector.

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APPENDICIES

Appendix A

Questionnaire

Professional Development is usually a process that encompasses face-to-face formats; they range from short-term in-service or afterschool workshops, seminars, Masters level courses and training programs. These activities are used, where educators learn new sets of skills, improve existing approaches and gain knowledge from the field.

The purpose of this questionnaire is to explore your attitudes and perceptions of professional development activities that you have attended, as well as, if the PD activities have had any impact on your classroom practices. Please be assured that your answers will remain anonymous and confidential.

Please answer the following questions:

Age	20-25	25-30	30-35	35-40	40-45	45-50	50-55	55+
Gender	F				M			
Frequency of PD activities in one year	1-2			2-4		4+		
Duration of the average PD activity	One shot (1 day)			Up to one week		Up to one month (For instance University level courses)		
School System	International Baccalaureate		American High school		Lebanese Curriculum		French Baccalaureate	Other
Years of Experience Teaching	0-3		3-6		6-10		10-15	15+
Language of Teaching	English		Arabic		French		Other	

Please rate the following statements by circling the following criteria from 1-5.

1 = Strongly agree

2 = Agree

3 = Undecided

4 = Disagree

5 = Strongly disagree

		1	2	3	4	5
1	The PD activities were stimulating during the sessions.					
2	The PD activities that I attended were diverse.					
3	I am satisfied with the PD policy at my school.					
4	The PD activities have had a positive impact on my classroom practices					
5	It is likely that I would pursue additional PD other than the requirements of the PD policy of my school					
6	The PD training met my personal classroom needs					
7	The PD activities had a positive change in the overall school settings.					
8	It was efficient to implement the strategies learnt the PD activities in my classroom setting.					
9	PD activities had a constructive effect my teaching methods and classroom management style?					
10	After completing the PD activity, I felt motivated to support other teachers in my school.					

As this questionnaire is only one part of the research that is being conducted, in-depth interviews are the second step. If you are able and accept to be contacted for interviews regarding your perceptions on PD activities and the effect they have on your classroom practices, please fill out this contact sheet.

Name:

Email:

Phone Number:

Preferred time to be contacted:

Appendix B

Interview Questions – Checklist

- Expectations of PD activities – Were they met?
- What value do you hold for the PD activities (for instance increase in salary, to improve classroom practices, improve yourself etc.)? Why?
- The choice of PD activities
- Perceptions on changes in classroom practices (classroom management, pedagogy, assessment, student interest/motivation)
- Were the strategies learnt in PD activities on improving classroom practices implemented? Any follow-up? Self-reflection?
- What would have made the PD activities more suited for your classroom
- What is your ultimate goal of pursuing PD activities, and did you reach it throughout the PD activities.

Appendix C

Sample of interview transcriptions

Key:

- Interviewees 1 and 2 are indicated as Y and Z respectively.
- Interviewer is indicated with the letter W
- Arabic colloquial language is indicated with English letters in *italics*

W: what were your expectations on the PD activities that you carried out, were they met? Your PD could include your MA program, your TD, training your own teachers at work and going to conferences. Were your expectations met in general?

Y: it depends on every PD that I go to, but generally yes each PD that I went to like my MA, I've applied so many things that I've learnt in classes in here (educational center). Like I have changed a lot things that I used to apply in my managerial skills and in the classroom, and in the way that I talk to parents, in the way – like we face parents and problems, and I have changed a lot. Um, even in the way I encourage teachers to go to PD, like I didn't used to, like if they wanted to I would help them, I would facilitate it for them, but I wouldn't encourage them really. I didn't know that I had to. But when I learnt that at university, I started encouraging them. Like I have now. And I have included that in the raise, so if they have PD activities on record, whichever one they want and choose, their raise would be affected by what PD they do. Like if they go to workshops only, or take English courses, or language courses, their TD, if they do an MA, depending on what they do, and pursue, their raise will be affected accordingly.

W: and are you motivated by the same things?

Y: what do you mean?

W: like that incentive, are you motivated by a raise or maybe your student center to be better?

Y: yeah basically, that's one of the things that I want, I want to continue and build it up, I want to continue to grow. So basically even if I have the center and it is doing fine, I don't want it to just be stable, I want it to grow and I want to do something for ME. Like I can't see myself in one place forever, I have to change and I have to do more than one thing. So *eh* PD is the only way out. The only way to keep on growing.

W: do you believe that the value of PD, not the expectation, do you believe that it improves yourself (perceived self)?

Y: of course, it depends on every person and how they take it, how they learn from it, how they benefit from it, what they benefit from it, and if they appreciate it, you know? For me, yeah.

W: when you went into the masters program in education, you had expectations right

Y: yes

W: so were they what you expected? Were they more or less? Or?

Y: no they were exactly as I expected, I wanted.. I wanted to do this the MA because I wanted to improve my curriculum, okay? But I ended up going, I ended up seeing that I can improve the curriculum, and doing something else on the side. So basically I am improving the curriculum through the courses that I am taking in the MA and on the side I am doing my project to go do another thing, another project other than the nursery.

W: okay. What about the choices of the PD. You just said that you chose the MA because its for your center and it's for you to have other projects and not to stay in one place. But when you choose for instance going to conferences, on what basis do you choose these? To suit you needs or to –

Y: basically, it depends on the conference. One if it's uh, interesting for me. If the topic is interesting for me. Two, if it can help me grow, if it can help me help my staff grow, if it can help me. Basically, if I can learn from it, and if I learn from it, I can, what do you say..

W: transfer knowledge?

Y: transfer it to other people. Sometimes I transfer it to the staff, sometimes I transfer it to my family, I give it to my sisters, sometimes its just additional knowledge. But it really depends on the PD itself, like for example the last time I went to a conference, it was a workshop about interviews, so it has nothing to do with me, but I do interviews for parents, to hire staff, and incase I want to go out there and get another job on the side, I need to know how to be prepared for an interview. I have never done an interview in my life. One, but only for the Fulbright. But that's it basically, I don't know how to go through an interview. So it was very interesting. Basically it was only me that learnt from it. I told my sisters, a bit about it, but basically yeah.

W: so sometimes its for personal growth?

Y: yes.

W: interesting. So, your perceptions on changes in classrooms, so you went on to do your MA and all these different PD activites, do you think that the classroom has changed, in the way –

Y: in the MA?

W: no in general

Y: yes it has to change

W: how did it change? Classroom management, pedagogy, assessment, the student's interests and their motivation, do you feel that they are more excited to learn English and language, you know in all these different categories?

Y: so basically, if I am teaching?

W: yes if you are teaching, not your staff. Do you think your MA or PD has had a positive or negative impact on students? like your pedagogy on teaching

Y: definitely a positive, because my whole approach to teaching, didn't only, I had it before, I am a rebel in the teaching area, like I cannot have students sit on chairs and have tables everywhere. Like my students here sit on the floor, they sit on the mat, they sit on the chair, and we have couches, we have pouffs, we have a lot of stuff in the room, so they can actually do whatever they want. *Hala2* if they want to for example color or draw or trace or something, yeah they have to be seated on the chair. But if they are reading a story, the whole classroom is for them.

W: what has changed your outlook?

Y: you have to change, *la2anno* kids get bored, and this is in my opinion, kids get bored and they cannot have a routine. So for example for me here, every 30 to 45 minutes, we change the activity, we change the classroom, we don't sit in one classroom for more than 45 minutes, in one time you know? So, basically, cause I get bored, if I get bored, you cannot imagine how the kids are bored, so, I have changed a lot

W: what about classroom management? Do you believe you are more in control?

Y: NO no no no no, the kids are in control, they tell you

W: you believe in the student based learning?

Y: ofcourse, my whole curriculum is student based, so depending on what the students, okay I know what I want to teach them and I have concepts and I want them to graduate knowing A to Z things, yes, but I give it to them, its more student centered not teacher centered.

W: but when you are in a classroom how do you direct what is happening?

Y: it's more one on one, because its 6 to 1, I don't have one teacher for each student, I have 6 students per teacher, so basically what we do is try as much as possible to manage. Yeah, so they sit on a table, each student has his own paper

and pen, if they know how to color inside the object, they hold the pen and do it by themselves. But the kids that cannot, we sit one on one with them, and we do it, up until they get it.

W: okay, were the strategies that were learnt in PD, like for instance the MA program, did it improve, and you already said that you improved your classroom practices, was there any follow up?

Y: what do you mean?

W: like you went back, do you invite any for instance your professors to come and see if what you have learnt has been implemented correctly or there are some things that you didn't see or?

Y: yeah, no I haven't done that, basically I follow up on my own stuff

W: so you do self-reflection?

Y: yeah but it is subjective, I know that. I try and we do meetings with teachers and I have a sense and feel of, okay this is going fine, this is going really bad, this is okay, I need to change here.

W: so mainly self-reflection mostly?

Y: yeah yeah

W: so no follow ups? The reason why this question is here, is because when you go to one-shot workshops, for instance you go to a workshop about assessment, and you come back to work, and you are very excited but you might implement it wrong, how would you know? So do you think follow up is important?

Y: yeah sometimes yeah sometimes no. what we do here is we take things from the workshops, and I hope the other teachers do, but what we basically agree on happening is we all go to workshops, and then when they come back, and during our meetings we sit and discuss what we took and how they took it, and what happened, and they try to teach each other, like we did this and we did that. I don't know, follow ups try to happen every week, we meet on Thursday evening, so every week we follow up, I follow up on teachers, how did the week go, how every student did, what happened, we work on individual cases sometimes, and so we go back and say last week this is what happened with X student and this is what we decided to implement, and what happened. So this is how I follow up with them basically.

W: what would have made the PD activities more suited to you classroom, for instance in your MA or any other PD activities, what would you have changed for them to be more suited for your classroom?

Y: [15 second pause] nothing. Because I am at this stage now with many different projects, and each is for a difference cause, I have the nursery with kids and babies and whatever, and I have a school/teaching center for adults and these are on two different levels, so some of the stuff that I am getting in the MA I am implementing here and the other stuff I am implementing there, so more or less information is going, I'm using it here or there

W: So what is your ultimate goal in pursuing PD? And have you reached it?

Y: yeah this is self reflection, so I am basically doing it, PD, because I had a bad experience previously, and I wanted to get out of this experience, so getting out of this experience, and I had to do an MA. So I went and I did it, so that was like *3am bit7ada 7ale*, like can I do it? or can I not do it? so I went and did it, and I am fine. I went into the MA not knowing where what how, you know? Nothing. So I went in and I had that idea that I wanted to do something with curriculum, because that is what I do and what I am good at

W: so that was your starting goal? What you valued?

Y: exactly, because if I do this, it is my baby. And then I started to change because I got to a point in my teaching career, not that I am bored, but I am getting there. I am a person that if I don't change, I don't do new stuff, I get bored, so I needed something new. So I love this, but I need something else to just keep my adrenaline going. So basically what my goal from this MA is to be able to develop the nursery and to make it grow more than it is already, and in addition to that give my self another side job that can rekindle.

W: there is a stage in every teacher's life called the diversification stage, where teachers realize that no matter what their age is, or years of experience, what stage in their career is, where they are at optimal level or motivation, and they want to seek and grow. Where do you see yourself in your career?

Y: Can you repeat?

W: The diversification stage is a stage in every teachers life, regardless if its early, as in just started their careers or at the end of their careers, they are at a stage where they want to learn and pursue and are motivated, its at optimal level, the peak, its where they are thirsty for knowledge, and they work hard and they find PD activities, where they are motivated and want to grow, intrinsically, from the inside, and extrinsic factors may –

Y: Yeah I think I have that, all the time. I haven't stopped learning, I haven't stopped doing PD, like if I'm not doing my MA, I'm doing a workshop, and if I'm not doing workshops, I'm learning something new, I read, research, you know it's an ongoing process for me, I don't know if I have gotten to a point where I don't want to do PD anymore

W: are you scared of burnout?

Y: um, no. I don't even think I'm close even to that point, because I'm changing all the time, like I started here being a teacher, and being everything, and I'm delegating, and more and more, and now I'm just the manager, boss, whatever you want to call it. and I keep on going to the classrooms, like whenever I'm bored I go and teach. whenever I don't want to be the boss anymore I go into the nursery section. And I do this all the time, every day, and sometimes I am just like I need a break, and I don't come to the nursery. I give myself whatever I think I need, I give it to myself. I've earned it, one, and if I keep giving myself things, if I'm tired, and I force myself to come every day, and I cannot handle it anymore, it's not healthy for me, not for the nursery, not for the center, not for anyone. So why would I do that? Eh I think this is reflection, I think I reflect on my own work, like sometimes I don't come in the morning, I go to the gym, like I NEED the gym, I need to work out, I need to lose energy, I need to think with myself. So I go and come back in the afternoon, sometimes I don't come back for the whole day. I just take a day off. Eh it is healthy. I guess.

W: is there anything you would like to add about your PD activities? Maybe a certain experience that changed you

Y: yeah my Fulbright. It was amazing. Life changing, I had the sense of working, doing everything by myself, being responsible for my own thing, and then I came back, yeah it made me grow so much. I'm a different person, before and after yeah.

W: So how did you feel about the PD activities in your school?

Z: I don't think the school put a lot of effort in the PD activities, but to give them a bit of credit they did send us an email in the beginning of every year asking us what exactly we needed help in. but usually, the PD activities were usually once a week and they are like for an hour from 2.30 to 3.30, on a Wednesday. The thing is we'd be extremely tired as teachers. You know teaching at an International school and you have to cater to all of the needs of the students and alter your plans to what the students want.

W: what was the ratio of the students in your class in general?

Z: I had around 17 students in my classroom, but many are special needs students

W: so you had cases of special needs?

Z: yeah, and I didn't have a shadow teacher but other classrooms did. So coming Wednesday afternoon and having a PD for an hour, was a lot of work, especially to try to concentrate for that hour, and in most cases we didn't have a professional giving the PD.

W: who would give the PD?

Z: it was one of the other teachers

W: so in house?

Z: yeah, and I'm not saying that the other teachers were not good, but sometimes you really need an expert opinion. And the PD were more like I read that interesting book about discipline, let's discuss it in our PD, or please read this and let's discuss it here, so even towards the end of the year the principal, the president or whatever you can call him, decided to do PYP for next year

W: so it was thrown upon you

Z: exactly, thrown upon us and the person he got to train us for PYP was one of our colleagues, which did PYP taught PYP used PYP for like 5 years, and that was it. she didn't really have a certificate, she didn't really travel abroad to get all the necessary things. She's good and everything but to me, I would have preferred to listen to someone who had more something

W: from IBO?

Z: exactly

W: when you went into your PD, into all these activities, you had expectations right? So when you went into all these different activities, what were your expectations and were they met?

Z: I'm usually a person who is hard to impress, but usually I am or would be by the type of teacher sitting at the back and not listening to what they're saying, because whatever they are saying is that they are just stating the obvious and we really didn't need that. I didn't want them to state the obvious, I wanted them to help me shift my teaching.

W: so did you feel motivated going in?

Z: no not at all. It was more of a punishment. Because it is a one hour thing, and you know you're not going to learn anything. It's not a workshop if it's one hour, it's not a professional development if it's only one hour. I feel like it has to be over like a longer period of time and I feel that you need feedback. Like we take the PD and all that, and then the next day we forgot that it ever happened and no one comes into your classroom and observes for feedback and follow up.

W: okay, so what value do you hold for all these different activities, so you had no expectations, so what pushed you to actually go through with these activities?

Z: they were requirements

W: did you feel that maybe you might get an increase in salary?

Z: no none of that, and just to emphasize that point, when I decided to leave school towards the end of the year, at my second year, I didn't have to attend the PDs anymore. So they were PYP PDs, and I didn't have to attend them so I didn't.

W: so your motivation level was so low?

Z: yeah i didn't go, my principal said that I didn't have to attend them so I didn't.

W: okay, but you did your MA in education and your TD, and those are forms of PD, and what was the driving force that made you choose these PD activities?

Z: my TD and MA?

W: yeah, or other PD activities that weren't required by the school

Z: I would choose PDs that are actually are a benefit for me and my future and that of the students. Mostly what would help me in my profession. But PDs that are just for the sake of PD because we have to. Like we had to stay from 2.30 to 3.30 every Wednesday.

W: how many hours was that approximately per year? Did you have a minimum requirement per year?

Z: no no minimum requirement, but every Wednesday we had an hour, and sometimes that hour was replaced by us working on report cards or something.

W: so the value you had for these PD activities, was maybe low for you I'm guessing?

Z: very very.

W: we already talked about your perceptions, but I would like us to go more in-depth about that. Were there any changes in classroom practices, like when you did these PDs and when you talk about discipline or assessment and classroom management, did you feel that those had a positive or negative effect?

Z: I didn't really feel they had an effect because what they were saying in the end was stating the obvious, and it was something we already do in the classroom, so it didn't add value. Once they introduced something new they never actually came in and observed to see what we were doing was correct. At the end of the day, I haven't been teaching for 10 years, so I would like to grow, I would like to see if what I did was correct or not, and no one came into my classroom to say that, so there was no follow up.

W: that brings forth teacher autonomy, you had the freedom to choose other PD activities but you were forced to do this one, did you feel some freedom in the

fact that you could attend them, and have the power to implement them or not?
Did you feel it was a good thing or a bad thing?

Z: no it was a good thing, having freedom as a teacher is a good thing because not all classrooms are alike, so you have to tailor things to what your classroom needs.

W: but did you feel that you wanted some support?

Z: of course, you want follow up.

W: so that lack of follow up and support made you in a sense de-valued?

Z: exactly! Because the PD wasn't of value.

W: So we talked about follow up and we talked about implementation of things you were already implementing, but did you have any room for self reflection? Ought self, actual self, ideal self?

Z: No

W: You didn't reflect?

Z: no, I don't think so, because whatever that was being said in PD was I don't know how to say this..

W: redundant maybe?

Z: yes, redundant, its not me evaluating if what I did was good or not.

W: okay, what would have made the activities more suited for you? What do you wish you would have done differently?

Z: okay to be honest, they did send us an email at the beginning of the year of what we want, and we all replied, but I still feel that the PD that was being given were not really what the teachers need, so giving us motivation

Appendix D

IRB approval



Institutional Review Board (IRB)

لجنة الأبحاث

NOTICE OF IRB APPROVAL – EXEMPT STATUS

To: Ms. Wafica El Masri
Advisor: Dr. Rima Bahous
School of Arts & Sciences

APPROVAL ISSUED: 8 April 2016
EXPIRATION DATE: NA
REVIEW TYPE: EXEMPT

Date: April 8, 2015
RE: **IRB #: LAU.SAS.RB3.8/Apr/2016**
Protocol Title: *Exploring The Motivations And Incentives Behind Language Teacher Professional Development, And The Perceptions Of The Effects On Language Learners*

Your application for the above referenced research project has been approved by the Lebanese American University, Institutional Review Board (LAU IRB). This research project qualifies as exempt under the following category:

B. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and

(ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

This approval is limited to the activities described in the Protocol Exempt Application and all submitted documents listed on page 2 of this letter. **Enclosed with this letter are the stamped approved documents that must be used.**

APPROVAL CONDITIONS FOR ALL LAU APPROVED HUMAN RESEARCH PROTOCOLS - EXEMPT

LAU RESEARCH POLICIES: All individuals engaged in the research project must adhere to the approved protocol and all applicable LAU IRB Research Policies. **PARTICIPANTS must NOT be involved in any research related activity prior to IRB approval date or after the expiration date.**

EXEMPT CATEGORIES: Activities that are exempt from IRB review are not exempt from IRB ethical review and the necessity for ethical conduct.

MODIFICATIONS AND AMENDMENTS: Certain changes may change the review criteria and disqualify the research from exemption status; therefore, any proposed changes to the previously approved exempt study must be reviewed and approved by the IRB before implementation.

NOTIFICATION OF PROJECT COMPLETION: A notification of research project closure and a summary of findings must be sent to the IRB office upon completion. Study files must be retained for a period of 3 years from the date of notification of project completion.

IN THE EVENT OF NON-COMPLIANCE WITH ABOVE CONDITIONS, THE PRINCIPAL INVESTIGATOR SHOULD MEET WITH THE IRB ADMINISTRATORS IN ORDER TO RESOLVE SUCH CONDITIONS. IRB APPROVAL CANNOT BE GRANTED UNTIL NON-COMPLIANT ISSUES HAVE BEEN RESOLVED.

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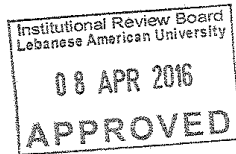
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If you have any questions concerning this information, please contact the IRB office by email at christine.chalhoub@lau.edu.lb

The IRB operates in compliance with international guidelines of Good Clinical Practice, the US Federal Regulations (45CFR46) and (21CFR56) of the Food and Drug Administration. LAU IRB Identifier: FWA00014723 and IRB Registration # IRB00006954 LAUIRB#1



Dr. Costantine Daher

Lebanese American University FWA00014723
IRB Registration # IRB00006954 LAUIRB#1

DOCUMENTS SUBMITTED:

IRB Exempt Protocol Application	Received 31 March 2016
Proposal	Received 31 March 2016
Survey – Instruments	Received 31 March 2016, Modified 5 April 2016
NIH Training – Rima Bahous	Cert. # 649111 (Date 7 March 2011)
NIH Training – Wafica El Masri	Cert. # 20239047 (Date 23 March 2016)