DOCTORAL DISSERTATION

Thesis booklet

Beatrix Price

ENGLISH LANGUAGE TEACHERS' ASSOCIATIONS PROVIDING CONTINUING PROFESSIONAL DEVELOPMENT

AN INTERNATIONAL MIXED-METHODS ENQUIRY

https://doi.org.10.15476/ELTE.2023.130

Doctoral School of Education

Head of the doctoral school: Prof. Dr. Anikó Ravaszné Zsolnai, DSc, habil.

Language Pedagogy PhD Programme

Programme director: Prof. Dr. Krisztina Károly, DSc, habil.

Director of studies: Dr. Dorottya Holló, PhD, habil.

Supervisor: Dr. Dorottya Holló, PhD, habil.

Budapest, 2023

Table of Contents

1 Introduction

This dissertation delves into the pivotal role played by English as a foreign language teachers' associations (ELTAs) in fostering the professional growth of their members. These organisations serve as empowering platforms (Lamb, 2012) not only for English as a foreign language (EFL) teachers but also for other professionals engaged in various facets of English language teaching (ELT). ELTAs contribute significantly to the enhancement of language teaching practices, the professional development of educators and global educational transformation (Gnawali, 2013; Paran, 2016). Over the latter part of the 20th century and beyond, the proliferation of ELTAs globally underscored their vital role, forming the basis for this research which seeks to unravel the nature and extent of the continuing professional development (CPD) they offer and their impact on members' professional growth. The landscape of ELT has been reshaped by the status of English as a global lingua franca, alongside the challenges posed by the internet revolution, globalisation, commercialisation, diversity and ethical considerations in the profession. This has led to a decline in paid CPD events and in-person conferences. The roles of ELTAs have changed accordingly, apart from offering tangible benefit to their members, the intangible advantages of belonging to these professional communities (Falcão & Szesztay, 2006), are equally important.

This comprehensive enquiry has three main parts. The first part of the research explores the functions of ELTAs, how they try to achieve their aims and what kinds of CPD they provide. It aims to penetrate into the complexity of the issue, in respect to the contextual factors of the organisations. These contexts are examined within a broader framework to grasp both internal and external aspects of ELTAs. Since contextual variables play a significant role in shaping ELTAs and enhancing professionalism in ELT, the study's outcomes are not universally applicable but can serve as guiding principles and recommendations. The second part of the enquiry focuses on the motivation of L2 teachers and educators for CPD, considering both institutional and external contexts, irrespective of their affiliation with professional associations. The third part focuses on successful English language teaching professionals (ELTPs) who engaged with ELTAs or regularly attended ELT conferences. This large-scale investigation covers 79 ELTAs across five continents, with five independent studies, employing an exploratory approach.

2 Background

2.1 Theoretical Background

When conceptualising ELTAs, the most often cited definition of language teachers' associations (LTAs) is given by Lamb (2012). It does not exclusively refer to ELTAs but various professional associations of language teachers. According to Lamb (2012), LTAs are "networks of professionals, run by and for professionals, focused mainly on support for members, with knowledge exchange and development as well as representation of members' views as their defining functions". Paran (2016) points out that ELTAs have been conceptualised in different ways, as membership associations (Motteram, 2016); a*s* Communities of Practice platform*s* (Herrero, 2016); *as* charities (Padwad, 2016); or as advocacy providers (Kamhi-Stein, 2016). Lamb (2012, p. 306) adds that LTAs should also be conceptualised as 'spaces': "they can accommodate any number of individuals in varying spatial contexts (virtual, physical, personal, local and global), promote multiple levels of communication, and present themselves as rich and active networks characterised by diversity".

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

ELTAs are CoPs in a wider sense, whereas their Special Interest Groups (SIGs), Interest Sections (ISs) and Professional Learning Networks (PLNs, earlier caucuses) are definitely CoPs in the definition's narrowest meaning, as the association members form groups with a particular

area of interest. Some national ELTAs, depending on their size, have smaller units, regional branches, according to their geographical locations. They do not attract members due to their interest but because of shorter distances, it is easier for teachers to get together on a regular basis. Regional branches are part of national ELTAs and they should not be confused with 'regional ELTAs', such as TESOL Arabia, Africa ELTA (formerly known as Africa TESOL), AsiaTEFL (earlier called TESOL Asia) or Latin America and the Caribbean TESOL.

Nearly all ELTAs clearly state their goals in their mission statement. They state the purpose of the organisation and define what they offer to their members. IATEFL's short mission statement is: "Linking, developing and supporting ELT professionals worldwide" (IATEFL, n.d.). Tercero (2018) points out that it is important to include goals and strategic planning in the mission statement which should be revisited regularly. Both mission statement and vision statement are often used in the business world and serve different purposes in a corporate environment but recently have also been more frequently used within ELTAs. Almost all ELTAs have a mission statement. Nonetheless, others do not wish to express their vision in an explicit way. Vision statements can be used as strategic management tools, giving a direction for the future. Knight (2013) conceptualises leadership to be a creative activity that involves: 1) communicating to create visions and 2) communicating to achieve visions. Leadership development for him involves communication and making real a vision in collaboration with others (Knight, 2015, 2017). Reynolds (2018, p. 47) argues that "A vision of future reality is important because it drives and shapes change within an LTA". However, as he reasons, it is not enough for the leaders of an ELTA to have a vision, a shared vision among members and the association is fundamental for mutual will to achieve change. The vision has to be shared once it has emerged, and "in a system, a vision is not a document created at a point in time, but rather a force that moves with and constantly undergirds the system" (Reynolds, 2018, p. 48).

The term collaboration, the idea of networking in order to help teachers working together, has received more attention both in teacher education and ELTA research recently. It is emphasised as one of the major components in 21st century skills in the British Council CPD framework (2015). Working with colleagues, getting feedback, inspiring each other and peer-collaboration in teacher learning leads to greater effectiveness (Richardson & Díaz Maggioli, 2018). This ingredient is another key element of ELTAs, especially with their conferences as platforms for educators and other stakeholders to share the latest trends in education through collaboration, sharing and supporting (Borg, 2015a; Paran, 2016; Raza, 2018). Collaboration is more beneficial when it is voluntary and happens in a secure context (Barfield, 2016). This

supportive setting often occurs in different CoPs in ELTAs, where teachers can grow through collaborative learning. Some ELTAs engage in collaborative projects (Almási et al., 2016; Bicknell & Lo, 2018; Gnawali, 2018; Pickering, 2008; Rahman & Shahabuddin, 2018) in order to improve their strength to fulfil their mission. Research findings show that being part of a community makes a great difference in teachers' CPD (Falcão, 2004; Gnawali, 2013; Smith & Kuchah, 2016). Mentorship is another form of collaboration throughout the various CPD opportunities both in institutional and ELTA context as well (Kamhi-Stein & de Oliveira, 2008; Selvi et al., 2018).

There have been several attempts to approach leadership development in ELTAs (Dickey, 2018; Knight et al.). There is a general consensus among authors on ELTAs that leaders in ELTAs grow skills through leadership in practice (Stephenson, 2018; Tercero, 2018). ELTAs employ a distributed model of leadership rather than individual leadership, as ELTAs are complex but not hierarchical organisations (Stephenson, 2018). Tercero (2018) claims that leadership development is a natural process, integrated with teaching, research and service, through various stages of membership journey in ELTAs. She refers to the path in CoPs, from becoming a member, to advancing to leadership roles, to crossing the boundaries and engaging in CPD activities. Stephenson (2018) argues that leadership development is best learned from other leaders' leadership experience, successes and challenges within the context of ELTAs, whereas Salas Serrano and Schrader (2018) present a 4-step leadership cycle. Focusing on the apprenticeship into the profession, different ways of support are offered for potential leaders with the 'buddy system' (Curtis & de Jong, 2018), coaching or mentoring (Selvi et al., 2018). England (2020) discusses the role and relevance of the professional journeys of TESOL professionals through their career trajectories and proposes a career path development for teachers involved in ELT. Undoubtedly, motivation for professional development is closely related to success (Raynor, 1974), as can be followed in the trajectories of ELT professionals (Bailey et al., 2009; Tercero, 2018). On the contingent path more and more challenging tasks are performed and successfully delivered and repeated, thus, achievements support advancement on the career ladder (Pennington, 1995).

It is widely accepted that the major role of ELTAs is to provide CPD opportunities to their members and other ELT professionals. Successful programmes involve teachers in learning activities that are similar to ones they would use with their students and encourage the development of teachers' learning communities. According to Padwad and Dixit (2011, p. 7), professional development is "a planned, continuous and lifelong process whereby teachers try

to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment and the development of their organisation and their pupils". In the current investigation, CPD activities are examined mainly in learning organisations, where ELT professionals get together in order to pursue a wide variety of professional development activities with others. However, as the investigation also explores L2 teachers' motivation for CPD, therefore, teacher motivation has to be addressed.

Following Dörnyei and Ushioda's (2011) definition on teacher motivation, it is regarded as a multidimensional construct with four featured components: 1) prominent intrinsic motivation; 2) socio-contextual influences relating to external conditions and constraints; 3) temporal dimension with emphasis on lifelong commitment; and 4) demotivating factors, which might result in burnout or demotivation. Apart from Dörnyei and Ushioda's (2011) conceptualisation of choice, effort and persistence, Csizér (2020) focuses on four aspects of teacher motivation: EFL teachers' effort to 1) their own work, 2) CPD, 3) their own language proficiency, and 4) motivating their own learners. From the perspectives of the aims of the current enquiry, the first three components are of paramount importance, especially the second one, "How much effort EFL teachers are willing to invest in their professional development work" (Csizér, 2020, p. 58). The quantitative strand of the current investigation also touches upon the third component of Csizér's (2020) classification: "How much effort foreign language teachers are willing to invest in sustaining or enhancing their foreign language knowledge" (Csizér, 2020, p. 59). Pennington (1995), in her research on L2 teacher motivation within the context of TESOL, concludes that L2 teachers are more intrinsically motivated than from external rewards, and are more satisfied with teaching but discontented with external factors, such as financial rewards, job security and career perspectives. Dörnyei's (2005, 2009) L2 Motivational Self System is a theoretical basis for Kubanyiova's (2012) integrated model of Language Teacher Conceptual Change, with a number of variables, i.e., motivation, teachers' beliefs and the teacher's sense of self.

The conceptualisation of the future-oriented self-concept was coined *possible selves* by Markus and Nurius (1986) in mainstream psychology. It refers to the individual's desired, hoped for or feared selves. The individuals' ideas of their future-related dreams and aspirations, connected to concrete goals for images that stand in the future are called ideal self images (*ideal self*), threats or anxieties (*feared self*) or desired expectations which come from others, imposed by other individuals, institutions or society at large (*ought-to self*). Markus and Nurius' (1986) theory of possible selves served as a solid foundation for various enquiries, both in L2 learning

motivation (Dörnyei, 2005, 2009) and language teacher motivation (Kubanyiova, 2009) in the fields of applied linguistics and language education (Hiver, 2013). Kubanyiova's (2009) Possible language teacher self model proposes the possible teacher selves, with three components, the *ideal language teacher self*, the *ought-to language teacher self* and the *feared language teacher self*. Kubanyiova (2009) claims that teachers would be motivated by the discrepancy between their actual and ideal selves, actual and ought-to selves, and their future ideal or ought-to and feared selves. The desire to achieve the ideal teacher self motivates teachers to get better at their profession, the feared self works as a threat, therefore, it is to be avoided. The ought-to self represents partly the expectations one sets for themselves, and on the other hand the outer demands or expectations that many teachers have in their institutional contexts, the ought-to self-own and ought-to self-others (Thompson & Vásquez, 2015).

2.2 Contextual Background

2.2.1 ELTAs in an international context

ELTAs in the qualitative studies in the current enquiry are examined in an international context. In the empirical investigation national ELTAs participated but the two international ELTAs and some regional ELTAs were also included in the study. The two largest international teachers' organisations were established in the 1960s, the Teachers of English to Speakers of Other Languages (TESOL) in 1966 in the USA and the International Association of Teachers of English as a Foreign Language (IATEFL) in 1967 in the UK to create a professional body for the aforementioned ELT professionals. TESOL and IATEFL were founded with the original aim of providing CPD for their members, as well as promoting better teaching. Today almost every country in the world has either formal or informal ELTAs, with fluctuating membership, due to the challenges the profession needs to face. Despite the challenges, both TESOL and IATEFL with their associates and affiliates comprise many ELT professionals who strive towards better CPD for their own and their colleagues' benefits, where teachers and ELT professionals can feel part of a larger learning community.

Research on professional associations reveals their dual roles: internal roles serving their members through CPD activities, and external roles aimed at policymakers and other stakeholders (Lamb, 2012). These functions are intricately intertwined, as professional associations exist to enhance the status of their profession by setting educational standards, advocating for favourable policies, aiding members in professional growth, and advancing practice through research (Kloss, 1999). For members of ELTAs, the external role toward

policymakers may be less familiar, but the internal role is evident. ELTA members join to meet their professional needs, exchange expertise, and belong to a like-minded community (Falcão & Szesztay, 2006). ELTAs act as both knowledge producers and disseminators (Stewart & Miyahara, 2016), offer CPD opportunities, empowering professionals and fostering networking. They also promote excellence in language education and serve as safe environments for mutual support (Bailey, 2002; Gnawali, 2013). ELTAs express their goals explicitly, evolving from a concentration on members to also including non-members (Rixon & Smith, 2017). The roles of ELTAs across associations remain similar, promoting best practices, addressing challenges, engaging in CPD, and fostering connections locally and globally (Elsheikh & Effiong, 2018). The quality of CPD offerings by ELTAs depends on contextual factors and internal leadership (Mahboob & England, 2018). Besides tangible benefits, ELTAs provide intangible benefits through their ethical and transparent commitment to both members and external stakeholders.

2.2.2 The Hungarian Educational Context

The two quantitative studies of the current enquiry were conducted in the Hungarian context, so this section focuses on teacher education and professional development needs of Hungarian L2 teachers within the educational system, and L2 teacher motivation in Hungary. The rationale for the Hungarian context stems from the exclusive focus of the professional development items used in the questionnaires on the specific field of ELT in Hungary. These items are directly tied to activities within the national ELTA, IATEFL-Hungary, as well as institutions and CPD events that contribute to the professional advancement of EFL teachers in Hungary. Nonetheless, the background also covers the limited literature available on the national teachers' association, IATEFL-Hungary.

For a deeper understanding of L2 teacher education in Hungary, it was crucial to provide a brief overview of its historical context. Hungary's unique linguistic landscape, with Hungarian as the dominant language, posed challenges for language education. During the 40 years of Russian influence after the second world war, Russian became compulsory in schools (Medgyes & Miklósy, 2000). However, after the change of regime in 1989, there was a sudden demand for Western European languages. The government initiated the Russian Teacher Retraining Programme to address this need (Enyedi, 1997). Enthusiastic and ambitious teachers undertook retraining, but not all achieved the desired language proficiency, and some pursued more prestigious opportunities. English language professionals had better prospects, with continuous development opportunities and career possibilities in well-paid language schools (Enyedi &

Medgyes, 1998). Following the change of regime in Hungary, the ELT profession experienced significant growth, supported by organisations, for instance, IATEFL-Hungary, NYESZE, and the Ministry of Education. In addition to retraining Russian language teachers, intensive courses emerged to meet the rising demand for EFL teachers. External support, both financial and expertise-driven, played a crucial role in this development. Meanwhile, English has emerged as the most widely taught foreign language in schools. In the state school system today, ongoing professional development is mandatory to maintain one's teaching position. For EFL teachers, language teacher development requires accumulating 120 credits through officially organised accredited training every seven years (Paragraph 4. § 2 of Government Decree No. 277/1997. XII. 22). Apart from this, teachers are obliged to meet the requirements of the five-layer *Teacher Career Model* (Antalné Szabó et al., 2014).

Examining research in Hungary, there have been studies on teacher motivation and EFL teachers' professional development (Csizér, 2020; Illés & Csizér, 2015; Medgyes & Nikolov, 2014; Menyhárt, 2008; Pohl & Révész, 2014), although not in the context of ELTAs. Research by Soproni (2013) emphasised self-initiated teacher development in Hungary, highlighting the importance of motivational, interpersonal, and collaborative skills over subject matter knowledge. The national teachers' association, IATEFL-Hungary, offers regular CPD events to L2 teachers, although only a minority of teachers belong to the association. With 200-350 members, it provides extensive professional training nationally and internationally, fostering a close-knit professional community. The association operates entirely on volunteer efforts, reflecting a dedication to education without financial compensation. The ELTA was established in 1990 and by now it is an influential association, affiliated with IATEFL International.

Research on IATEFL-Hungary is also limited, primarily found in the journal novELTy in the pre-internet era (Illés, 2001). Eventually, novELTy discontinued its existence, leaving only the mELTing Pot as a resource for members, a more practice-oriented journal. To address the absence of peer-reviewed articles, in 2013, the IATEFL-Hungary Conference Selections stepped in to fill the gap left by novELTy in academic publications, providing space for research articles. IATEFL-Hungary's participation in the three-year ELTA research CITA project (2014–2016) yielded multiple benefits. It involved needs analysis among members and novice teachers, emphasising the importance of engaging the younger generation in ELTA work for succession. The project explored new teacher training methods, focusing on CLIL and classroom diversity. Additionally, it facilitated an exchange of publications, good practices, and creative outreach strategies among ELTAs. The project's outcomes, including questionnaires,

evaluations, and publications, enabled IATEFL-Hungary to reflect on its history, values, and challenges, making it a valuable resource for future committees and investigations in ELTA research. The authors, Almási and her colleagues (2016) made the CITA tools available for other ELTAs.

2.3 Empirical Background

Research on English Language Teachers' Associations (ELTAs) is relatively limited but has been growing in recent years. One of the earliest studies by Falcão (2004) compared three ELTAs, providing insights into their organisational structure, resource management, membership, networking, and development planning. Gnawali (2013) focused on the Nepalese English language teachers' association (NELTA), emphasising the importance of active member participation in professional development. The most comprehensive study to date examined Africa TESOL and its affiliates, showing that CPD activities offered by ELTAs support professional growth, enhance teaching competence, and inspire further development (Elsheikh & Effiong, 2018). Szesztay (2005) explored the reasons ELT professionals join associations, emphasising practical benefits, for example, conference attendance and networking, as well as the sense of belonging to a professional community. Banegas et al. (2022) focused on supporting ELT professionals in low- and middle-income countries through local and collaborative work, recognising ELTAs as agents of change. Lamb (2012) conducted research on language teachers' associations (LTAs), including ELTAs, examining their functions, challenges, and strategies for success. In 2016, several articles in a special issue of the English Language Teaching Journal (ELTJ) delved into ELTAs, their conceptualisations, CPD offerings, and roles in knowledge dissemination (Paran, 2016). Gnawali (2016) highlighted the reciprocity of ELTAs and their members' professional development, while Motteram (2016) explored the relationship between membership and identity.

Various perspectives were elaborated on ELTAs, their structures, professional development, collaboration, and leadership development in a significant publication, *The Role of Language Teacher Associations in Professional Development* (Elsheikh et al., 2018). Mahboob and England (2018) emphasised the importance of transparency, expanding networks, and using technology to enhance ELTA membership, whereas Reynolds (2018) examined ELTAs as complex systems with suggestions for addressing challenges. Other studies have focused on specific ELTAs, such as TESOL Korea's leadership continuity and representativeness (Dickey, 2018), professional development initiatives in Oman (Abatayo,

2018); and regional activities in the Middle East and North Africa (MENA) region were explored as means of professional development (Davidson & Coombe, 2018). Leadership roles in ELTAs were investigated, with past presidents reporting on their experiences (Bailey et al., 2009). Additionally, volunteers' trajectories in ELTAs have been explored, showing how participation in ELTAs can lead to personal and professional growth (Shamim & Sarwar, 2018). Overall, research on ELTAs has evolved, recognising their significance in supporting teachers' professional development and facilitating positive changes in the field of English language teaching.

3 Rationale and the Research Niche

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

4 Aims and research questions

The investigation pursues a threefold objective. Firstly, it aims to elucidate the multifaceted roles and purposes of ELTAs in delivering CPD to their members while navigating the complexities of global, regional, geographical, sociocultural and political challenges unique to each context. These challenges encompass organisational structures, effectiveness, membership management, marketing strategies, networking, development planning and leadership issues, and so on. Secondly, it explores the motivations driving EFL educators to engage in professional development, their preferences regarding various CPD modalities and their inclination to self-directed CPD activities, both within and without the purview of ELTAs. Thirdly, the research seeks to gauge the benefits accruing to English language teaching

professionals through the CPD activities offered by ELTAs and how these initiatives underpin their personal and professional development.

One of the main aims of this research was to investigate how ELTAs provide CPD to their members, therefore, the primary objective was to address the first main research question along with its three sub-questions through the examination of qualitative data collected from the focus group study and the ELTA survey. The second main research question and its two sub-questions were planned to be tackled through the analysis of quantitative data gathered from both the small-scale and the main questionnaire studies. Meanwhile, the third main research question, accompanied by its two sub-questions, was addressed through the scrutiny of qualitative data derived from the interview study.

The topics were investigated from the point of view of ELTAs and ELTPs and the following three main research questions were intended to answer them:

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

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

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

To address the primary research questions, seven subsidiary questions were formulated which are outlined below:

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

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

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

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

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

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

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

5 Research Design and Methods

The research employed an exploratory mixed-methods approach to investigate multi-layered and complex phenomena. There were several compelling reasons for combining methods and, consequently, employing methodological triangulation. A mixed-methods approach is well-suited for analysing complex issues, enhancing research strengths while mitigating weaknesses, bolstering research validity, and reaching a diverse audience (Dörnyei, 2007). Employing mixed-methods research also allowed for a comprehensive view and facilitated data comparison from diverse sources, revealing conflicts or correlations (Denzin, 1978). Furthermore, the integration of methods was particularly well-suited to the objectives of the current study, as it offered the advantage of gathering both quantitative and qualitative data.

This research comprised five different but complementary studies, covering five continents with 79 ELTAs, applying various research instruments, questionnaire studies and interviews. A focus group interview study *(Study 1)* and an ELTA survey, *(Study 2)*, a qualitative questionnaire, were aimed to obtain meaningful data about ELTAs, their purposes and challenges, as well as how they provide CPD to their members. The two quantitative enquiries, *Studies 3* and *4*, were conducted with L2 teachers in Hungary to investigate their motivation for CPD. *Study 5*, a semi-structured in-depth interview study intended to address the involvement of members, volunteers and leaders in ELTAs. The focus group interviews comprised 27 executives of 13 ELTAs from 15 different countries on four continents. The ELTA Survey was carried out with 54 ELTAs from 49 countries on five continents, involving 54 ELTA executives. Two quantitative enquiries, *Studies 3* and *4*, were conducted with 364 EFL teachers in Hungary; and 16 English language teaching professionals were interviewed from 14 countries on four continents in *Study 5*. Table 1 provides a comprehensive summary of various studies, including the research questions, research settings, participants, data collection methods, and data analysis approaches.

Table 1

A Summary of Studies 1-5

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

6 Summary of the Findings

Both the international focus group interview study and the international ELTA Survey aimed to answer Research Question 1 regarding how ELTAs provide CPD to their members, a primary objective for these organisations. The focus group interview study involved ELTA leaders discussing their organisations' roles, purposes, and historical development to address RQ 1.1. They examined how their ELTAs' missions and visions influenced their communities' success, delving into their past, present, and future endeavours. The leaders also shared insights on adapting to changing circumstances and envisioning vibrant futures within their specific contexts, addressing RQ 1.2.

The research findings, drawn from the extensive experience of ELTA leaders, yield two key conclusions. Firstly, maintaining ELTAs hinges on addressing members' needs by offering high-quality CPD and nurturing communities that provide professional support for educators. Secondly, effective leadership is paramount for transforming these organisations into not just CoPs, following Wenger's model (1998), but also into dynamic systems, as suggested by Reynolds (2018).

The research underscores the rich histories of ELTAs, with some being relatively young and others more established, but all founded on a shared vision and aspiration. These ELT professionals, inspired by their past dreams, have built thriving professional communities. International bodies like IATEFL and TESOL, as well as national associations, serve as exemplars—positive or negative—to emulate or avoid. Detailed plans and a diverse array of CPD opportunities are formulated to suit specific contexts. Importantly, the research highlights significant variations among ELTAs due to factors such as size, age, and geographical location, rendering them highly context-specific (Abatayo, 2018; Mahboob & England, 2018). The research employed theories, such as the possible self theory (Markus & Nurius, 1986), the L2 Motivational Self System theory (Dörnyei, 2005), and the possible language teacher self model (Kubanyiova, 2009) to explore the hopes and fears of leading ELTA professionals regarding their organisations. The findings revealed that organisations, as well as individuals, can possess future self-images, complete with ideals, fears, and external expectations. A new model called the **Possible English Language Teachers' Association Self** emerged (Price, 2018), comprising three components: 1) the **ideal ELTA self**, 2) the **ought-to ELTA self**, and 3) the **feared ELTA self**, each exerting positive and negative influences on leaders' motivated behaviour and the associations themselves.

The model interpretation reveals that ELTA leaders aspire to create organisations characterised by members driven by intrinsic motivation for CPD, fostering mutual support and empowerment. Their vision includes establishing SIGs, regional branches, and other CoPs, to enhance the organisation's sustainability by passing leadership and legacy to younger generations (Salas Serrano & Schrader, 2018). Internationalisation is another objective (Uludag, 2018), involving partnerships among ELTAs and collaborative ELTA projects (Rahman & Shahabuddin, 2018). However, leaders also harbour fears encapsulated in the dreaded future ELTA self-image, which foresees the potential demise of the learning organisation. This could result from financial constraints, competition from profit-driven entities, or the disappearance of specific groups, such as SIGs or regional branches (Davidson & Coombe, 2018). The lack of succession poses another threat, as disengaged younger generations may not want to participate in these professional learning networks (Dickey, 2018). The ought-to ELTA self, based on duties and moral responsibilities, takes two forms: external obligations from sources, for instance regulatory compliance or financial commitments, and internal expectations within the ELTA, often linked to former leaders or stakeholders (Tercero, 2018). The ought-to ELTA self can either conform to external pressures or aim to avoid negative consequences. The approach chosen can lead to either failure or success, depending on alignment with the ELTA's goals and stage of development. After summarising the research findings, a checklist has been devised to assist ELTAs in navigating these challenges, encompassing elements of the constructive and constrictive ought-to ELTA self (Price, 2022c). It covers areas such as *CPD provision, membership, social engagement, collaboration with external entities, financial responsibilities, regulatory compliance, transparency, accountability, reputation, leadership continuity, succession planning*, and s*ustainability*. In summary, ELTA leaders aspire to create vibrant organisations with motivated members, international connections, and lasting legacies. Yet, they also grapple with concerns about *financial stability*, *competition*, and *generational engagement*. The ought-to ELTA self serves as a guide, outlining responsibilities to ensure the organisation's vitality and adherence to its mission and values.

The international focus group interview study (*Study 1*) confirmed that ELTAs fulfil their mission of providing CPD to their members through various means. These include organising conferences, editing newsletters and magazines, offering online activities, and facilitating personal contacts, networking, and mentoring. Whether these aims are explicitly articulated in mission statements or not, the benefits ELTAs provide remain consistent.

To further understand how ELTAs worldwide deliver CPD and uphold their *mission* and *vision*, the international ELTA Survey (*Study 2*) was conducted. It investigated several areas, including the types of CPD activities offered, the content of mission and vision statements, the organisational structures focused on SIGs, Regional branches, or other CoPs, providing CPD. The survey also examined conferences, online activities, publications, website effectiveness, communication with members, marketing, and ELTA partnerships. The findings revealed that most ELTAs establish a mission statement during their inception, with few consulting their membership or revisiting these statements later. Mission statements are disseminated through various channels such as websites, emails, newsletters, social media, magazines, fliers, or personal promotion at conferences. In contrast, vision statements are less common and often resemble mission statements or near-future goals rather than expressing a forward-looking, *shared vision*. The absence of a shared, regularly revisited vision aligns with calls (Knight, 2013; Reynolds, 2018) for clear, shared, and evolving organisational visions within ELTAs.

The research, when viewed through the framework of CoPs, as proposed by Wenger (1998), reveals that various elements within ELTAs collectively embody the characteristics of CoPs. For a group to constitute a CoP, its members must converge around shared interests or topics, *the domain*; engage in collective learning, such as *mutual engagement*, by discussing common challenges which is the *shared repertoire*, and collaborate towards a common objective, i.e., *the joint enterprise*. ELTAs thus function as both creators and providers of knowledge, where members continually develop their expertise and themselves personally and professionally. This sense of identity distinguishes them from mere social clubs or networks. Their mission statements articulate this identity and are upheld through activities that benefit their members. Vision within ELTAs is nurtured through alignment, reflection, the construction of an ideal practice, and coordinated efforts toward shared goals. Despite the inherent challenges of CoPs, ELTAs are dynamic learning communities that *generate value* through *collective work*, the *creation of artifacts*, and the *pursuit of shared objectives*, fostering an environment where *engagement*, *imagination*, and *alignment* converge to benefit their members.

In addition to addressing the primary research question (RQ 1), the ELTA Survey (*Study 2*) focused on sub-question RQ 1.3, which explored various CPD activities within ELTAs. The survey revealed that different types of CPD activities exist, but a crucial point emerged: a "one size fits all" approach does not apply because contextual factors significantly influence the

ELTAs' effectiveness. The research also dedicated considerable attention to CPD within ELTAs in international focus group interviews (*Study 1*), the international ELTA Survey (*Study 2*), and semi-structured in-depth interviews (*Study 5*). These studies highlighted the highly contextual nature of CPD events, which can range from weekly workshops to annual conferences, contingent on factors, such as member needs and ELTA support.

Considering declining conference attendance and the substantial resources required for organising conferences, the research suggests that collaboration among ELTAs in specific regions could be a viable solution. This collaborative approach could help ELTAs make more efficient use of resources and offer a wider range of CPD opportunities, addressing the evolving needs of ELT professionals more effectively.

The context-specific nature of CoPs within ELTAs is influenced by various factors, including the country's size, population, density, and external support. Despite this variability, the interview study (*Study 5*) revealed that many ELTA leaders began their leadership journey in SIGs or regional branches, highlighting the importance of these smaller communities in fostering both professional and personal growth for members. ELTAs and their CoPs should serve as safe spaces where educators can develop collectively. Depending on contextual factors, such as regional distribution and ELTA vitality, some national ELTAs operate active regional branches, primarily consisting of practicing teachers who organise CPD events. *Internationalisation* and *collaboration with other ELTAs* emerged as common aspirations among leaders, with the aim of influencing teaching practices and the education system (Price, 2022b). However, recurring challenges include declining membership, financial constraints, and reduced interest in CPD due to the impact of the internet, therefore, ensuring ELTAs' *sustainability* is a pressing concern. Potential solutions include inter-ELTA collaboration (Rahman & Shahabuddin, 2018), partnerships with universities (Mahboob & England, 2018), involvement in teacher training, and outreach to organisations from other domains (Xerri, 2012). Collaboration and resource-sharing among ELTAs appear essential to address these challenges and maintain their relevance and impact in the ever-evolving landscape of English language education. As a result of the research findings, another novelty of the research emerged, the new **Model for the Structural Framework of English Language Teaching Associations**. It has been developed building upon Mahboob and England's (2018) model, in which *contextual factors* remain unchanged, but *organisational factors* have been added, encompassing both *formal and informal CoPs*, such as SIGs, PLNs, regional branches, and other informal communities. *Membership* is further detailed, considering age and involvement

categories, including consumers, occasional helpers, regular helpers, volunteers, and leaders. Active members are divided based on experience into young members, enthusiastic volunteers and leaders, as well as experienced former advocates, each group characterised by distinct attitudes and attributes. Passive and potential members represent latent possibilities and require encouragement and support. Additionally, *financial factors* were added, both internal and external resources, as they are integral to ELTA sustainability.

In pursuit of answers to Research Question 2, an investigation was conducted to understand the motivation of English language teachers for professional development, both within and outside the realm of ELTAs. This exploration encompassed a small-scale questionnaire study, denoted as *Study 3*, and was subsequently followed by the main L2 teacher questionnaire study, referred to as *Study 4*. These studies sought to shed light on the motivational factors driving English language teachers' engagement in CPD.

Both questionnaire studies (*Study 3* and *Study 4*) delved into the engagement of L2 teachers in professional development activities aimed at enhancing their professional knowledge. In addressing sub-question RQ 2.1, they investigated both institutional and external contexts for CPD. The findings consistently revealed that, in most cases, intrinsic motivation was a significant driving force for CPD, extending beyond mandatory requirements. Teachers derived pleasure and satisfaction from their work and CPD endeavours. The results from both studies highlighted a strong connection between the respondents' *ELT-related professional knowledge* and their active participation in *CPD activities outside their institutions*, emphasising *voluntary engagement in CPD*. In response to sub-question RQ 2.2, it can be concluded that *intrinsic motivation*, particularly in the form of a *desire for higher professional knowledge*, emerged as the primary motivating factor among EFL teachers. This *intrinsic motivation* not only directly impacted their *ELT-related professional knowledge* but also had an indirect influence through *engagement in external professional development*.

An analysis of the data from the small-scale study indicated that a high level of ELT-related professional knowledge was closely linked to EFL teachers' personal commitment to CPD beyond their immediate work environments. The study revealed that participants derived satisfaction and enjoyment from their work and CPD endeavours and were driven to improve their L2 proficiency. Intrinsic rewards played a pivotal role in motivating teachers to engage in CPD, aligning with the principles of self-determination theory proposed by Ryan and Deci (2000). The findings from both studies aligned with the concepts of the *ideal L2 self* (Dörnyei, 2005) and the *ideal teacher self* (Kubanyiova, 2009), which were significant motivators driving

intrinsic motivation for CPD. Participants expressed a desire for linguistic improvement to bridge the gap between their current L2 proficiency and their ideal native-level proficiency. Simultaneously, they held an aspirational ideal L2 teacher self-image (Kubanyiova, 2009), specifically pertaining to their professional development. Thus, Kubanyiova's (2009) construct can be redefined as both the *Ideal L2 teacher self*, focusing on L2 proficiency, and the *Ideal Professional L2 teacher self*, representing the teacher's commitment to CPD.

It is essential to emphasise that in almost all aspects of the main questionnaire study members of ELTAs have the highest scores out of the respondents, such as *intrinsic motivation*, *CPD in external context*, *professional wellbeing*, *enthusiasm for teaching and CPD*, thus, their *ideal ELTP self* is the strongest. Nevertheless, those participants who once belonged to the association also performed similarly well, whereas those teachers who have never been members of IATEFL-Hungary or other ELT-related CoPs, had a lower score in *ELT-related professional knowledge* and the aforementioned scales.

The investigation also aimed to address Research Question 3 through semi-structured in-depth interviews conducted in *Study 5*. These interviews explored the career paths of prominent ELT professionals within the framework of CoPs. The study explored the professional development journeys of ELT professionals, revealing underlying similarities to leadership learning. Participants consistently exhibited intrinsic motivation, driven by a desire for professional growth, intellectual fulfilment, and lifelong commitment. They gravitated toward challenging tasks and recurrent CPD opportunities. Socio-contextual influences and external conditions also played a role. Four distinct stages emerged in their professional trajectories, marking significant milestones in their careers. The *first phase* is characterised by *pre-ELTA influences*, where individuals lay the foundation for their careers by pursuing *further studies* and showing interest in *professional-cultural mobility*. Significant figures, such as teachers, mentors, or colleagues, guide them toward new opportunities into ELTAs. In the *second phase*, participants join smaller CoPs within ELTAs, focusing on specific aspects of English language teaching and professional development. These smaller groups provide a safe environment where members gain self-confidence, often with the support of influential others. Members take initial steps, such as successful presentations and gaining professional self-esteem, often leading to voluntary roles within like-minded communities (Price, 2020a). The *third phase* marks a transition from knowledge consumers to knowledge producers within ELTAs, with the benefits that resulted from CPD and voluntary positions (Price, 2023b) which demonstrates sustained motivational disposition (Shoaib & Dörnyei, 2005) of participants in

ELTAs. Accordingly, mmbers take on more responsible leadership roles and contribute to the organisation's CPD efforts. The fourth phase represents *value creation beyond ELTAs*, where ELT professionals become change-makers in the field of education and English language teaching. While not all reach this phase, the aspiration to make a difference in the world is a recurring theme among ELTA leaders, as evidenced in both the focus group interviews and the international ELTA Survey. To conclude, the realm of personal and professional growth within ELTAs, smaller units initially offer a secure environment for members. Continuing development occurs through participation in CPD events at regional branches, SIGs, and local conferences. Members progress from knowledge consumers to knowledge providers within their CoPs, gravitating toward the centre. However, growth plateaus can prompt them to seek new, more challenging CoPs or exit the professional community. Those who transition often become leaders, participating in multiple CoPs (Price, 2023a), fostering cross-boundary interactions (Wenger, 2000) and facilitating knowledge exchange (Wenger, 1998). As a result of the investigation of ELT professionals' motivation to engage in CPD within the context of ELTAs, another theoretical implication emerged, the **Possible ELTA leadership path model** (Price, 2022a).

Apart from these, the interview study also aimed to uncover the advantages ELT professionals gain by participating in ELTAs. Analysis of the data demonstrated that ELTPs acquire a wide array of invaluable skills through their voluntary work, encompassing *leadership, teamwork, organisational, networking, digital, negotiation, management, presentation, academic, people, hard, and soft skills*. These skills, often costly in the commercial world, contribute to both personal and professional development, aligning with existing literature on leadership development. The study drew a clear distinction between two potential trajectories for ELTAs: a *vibrant ELTA*, which provides tangible and intangible benefits to members, fostering professional and personal growth, and a *dead ELTA*, in which leaders proclaim obsolescence and argue that external bodies can fulfil all CPD needs (Price, 2022c). The research emphasises the significance of maintaining vibrant ELTAs that offer opportunities for member development and cultivate a nurturing environment for educational enhancement. To conclude, leaders' experiences provided a meta-perspective for participants, highlighting the unforeseen benefits of ELTA membership. Nonetheless, the study underscored the importance of preparing future leaders through mentorship and apprenticeship, emphasising the need for intentional career path development in TESOL. This approach would equip ELTA

leaders to navigate challenges effectively, ensuring accountability, continuity in leadership, and sustainability within ELTAs (Price, 2023b).

The research provides valuable insights into the nature and motivation behind ELTAs and suggests expanding Mahboob and England's model (2018) with additional components. Based on the research findings, the new, proposed **Model for the Viability Framework of ELTAs** combines Mahboob and England's (2018) compositional factors, ELTAs' vitality, robustness, and Falcão and Szesztay's (2006) distinction between tangible and intangible benefits. It highlights the need to recognise both the tangible and intangible benefits for ELTAs' sustainability. The model visually illustrates the complex nature of ELTAs and the motivation for CPD within these organisations, aiding readers in understanding their multifaceted components. In summary, the research underscores the importance of motivation in ELTAs and offers a comprehensive model to guide their development and viability.

As a final conclusion, the dissertation emphasises the central role of motivation in various aspects of ELTAs. First of all, motivation drives teachers to join professional associations, secondly, it motivates some of them to become teacher trainers and ELTA leaders to share their expertise, and finally, compels ELTA leaders to provide CPD opportunities to sustain their associations. Overall, it can be summarised that there is an exponential professional growth within teachers' associations, especially if members take on volunteer roles for leadership positions. However, despite the significant potential for professional growth within these associations, there has been a decline in membership in recent years. ELTAs must shift their approach, reformulate their objectives, and develop a shared vision to attract and retain members effectively. As I stated in my initial motivation for this enquiry and demonstrated throughout the research, ELTAs can illustrate to their members the rewarding path of personal and professional growth through learning and sharing expertise. As long as members and leaders recognise ELTAs as fertile ground for professional development, their relevance in society remains intact.

7 Limitations and Future Research Directions

While the research enquiry yielded valuable insights and novel outcomes, it was not without limitations.

In order to see ELTAs as systems, further studies would be required to find out the interconnectedness of the various factors in a complex system (Reynolds, 2018; Senge, 1990). Additional empirical research is essential to validate the Future Possible ELTA Self System and confirm the validity of the motivational variables. In addition to the three main components, the *ideal ELTA self*, the *ought-to ELTA self*, and the *feared ELTA self,* integrating the ELTA's actual self or current self in to the model, could enhance its comprehensiveness. Another potential research avenue involves the testing the constrictive and constructive aspects of the ought-to ELTA self (Price, 2022c). Additionally, ELTAs could benefit from adopting the visionary motivational model for ELTAs (Price, 2020b) by explicitly defining and sustaining their goals and vision statements.

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

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

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

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

Apart from the aforementioned components, contextual factors determine the limitations. Size, age, geographic factors, organisational, financial and compositional factors, all determine the viability of an ELTA. Therefore, all these factors limit the comprehensive view of an international enquiry, thus, generalisability could not be achieved. Further

confirmatory studies are needed for short- and long-term leadership roles, for the length of membership and volunteer positions as well. From the given data, further data analysis could add additional value, for example, structural equation modelling could improve latent dimensions in the quantitative studies. As regards to ELT conferences, teacher wellbeing and ELTAs' activities could be investigated to find out how social and socio-cultural aspects affect the attractiveness of CPD events. A longitudinal approach could examine both ELTAs and ELTPs in order to understand the motivation for CPD and volunteering. Taking the above claims into consideration, it can be concluded that several areas for ELTA research are unexplored and can be further studied. Given that the primary readership of the current enquiry is likely to be leaders and volunteers of ELTAs, the current investigation is intended to address food for further thoughts into ELTA research to identify and understand the challenges that ELTAs face.

9 Implications

The current enquiry has significant theoretical and pedagogical implications that contribute novel insights to the field. The research presents a comprehensive set of theoretical implications that enrich the understanding of English Language Teachers' Associations and their members, offering valuable insights for future research and practical applications in the field of English language teaching.

Based on theory and data from international focus group interviews, one of the most important *theoretical findings* is the novel construct of the "Possible English Language Teachers' Association Self System". This model consists of three future self components which can be helpful indicators for ELTAs. All three components, the ideal ELTA self, the ought-to ELTA self, and the feared ELTA self, may have both positive and negative influences on ELTA leaders and the associations themselves. Within the ought-to ELTA self, a further distinction is made between external and internal ought-to selves, offering a guideline for navigating ELTAs and their leaders. Additionally, the study reveals the subtleties between two layers of the ideal L2 teacher self, resulting in motivational constructs related to being an L2 learner and a professional ELTP self. Another construct, "passion for the profession," is identified, composed of professional wellbeing and enthusiasm for teaching and CPD. The research also introduces the "Possible ELTA leadership path model," which sheds light on English language teaching professionals' motivation to engage in CPD within ELTAs, potentially guiding members towards career development within learning organisations. Furthermore, two additional models

emerge: the "Model for the Structural Framework of ELTAs," which incorporates organisational factors, including formal and informal CoPs and financial considerations, and the "Model for the Viability Framework of ELTAs," highlighting key motivational factors for both organisations and members.

The research on the motivation of L2 teachers to engage in CPD also yields several significant *pedagogical implications*. Firstly, the study aligns with prior research in motivation, highlighting the consistent relevance of motivational factors such as enthusiasm, intrinsic motivation, and professional wellbeing across various contexts. This underscores the importance of these constructs in enhancing ELT-related professional knowledge among L2 teachers, emphasising their role in applied linguistics research. The findings also suggest the benefit of allowing teachers to engage in CPD activities within an external context which calls for a more flexible approach to CPD in education. Instead of mandatory institutional requirements, it suggests that educational stakeholders, including teachers, school principals, and policymakers, should acknowledge and support the autonomy of L2 teachers in pursuing their own professional development. Furthermore, the study offers valuable pedagogical implications for the field of language pedagogy. It emphasises the importance of ongoing CPD within supportive learning communities, especially for young teachers. ELTAs can serve as examples of learning organisations, offering training, practice, feedback, and mentoring or coaching support over time. This encourages the development of teacher learning communities, where expertise and experience are systematically shared and applied. The research aligns with OECD principles promoting schools as learning organisations, with ELTAs demonstrating how communities can support ongoing professional development. However, it acknowledges that motivation is essential for participation in such communities, and constraints may exist. The study also emphasises the value of community and collaboration within ELTAs and other CoPs. It highlights that ELTAs and other learning organisations provide opportunities for members to connect internally and externally, fostering harmonious relationships, inspiration, and motivation. This area, however, is under-researched, suggesting a need for further investigation.

In conclusion, these pedagogical implications bridge the gap between research findings and practical applications in education. They call for a more flexible approach to CPD, recognition of ELTAs' expertise, and the promotion of supportive learning communities. These implications have the potential to influence educational policymaking and encourage educators and stakeholders to prioritise lifelong learning and CPD within the field of English language teaching.

10 Practical suggestions for ELTAs

Based on the research findings, it can be concluded that the primary purpose of ELTAs is to facilitate CPD for their members. The motivation for both members to engage in CPD and leaders to provide it is vital for sustainable development, creating a mutually reinforcing process (Gnawali, 2016). However, the evolving landscape of education and society poses challenges in maintaining these learning communities to meet the evolving needs of all parties involved. In simpler terms, legal associations may become obsolete if L2 teachers can fulfill their requirements through online CoPs or other internet-based channels. Similarly, highly motivated teacher trainers may no longer need to provide CPD in traditional ways within ELTAs, as demands change with time and new generations. The results thus suggest practical recommendations for ELTAs to adapt to these changing dynamics.

As for external stakeholders, the findings are in close connection to Lamb's (2012) suggestion, that in response to external challenges, ELTAs should not only focus on policy influence or representation within government bodies but also establish strong relationships with external organisations. While these connections can benefit teacher support within ELTAs, they are not always a top priority on ELTAs' agendas. Another effective approach to engaging with policy makers is to invite them as speakers at important events or conferences. Such interactions can foster closer ties and potentially bridge the gap between ELTAs and policy makers. Furthermore, ELTAs can enhance their impact through collaboration with other ELTAs and external partners, particularly through international projects. This collaboration strengthens both the organisations and their members' professional identity. Embracing technology and social media is crucial for ELTAs, both for internal operations and external outreach. Creating member-only areas and clearly communicating the benefits of membership while informing non-members about the advantages of joining are essential strategies. ELTA leaders should harness technological advancements to engage younger generations while respecting the valuable wisdom and expertise of senior members.

ELTAs serve as ideal platforms for bringing together educators committed to ELT and EFL learning. Whether fostering professional development among individuals or facilitating collaboration across ELTAs on various levels, there are diverse options for all stakeholders. However, collaboration can be challenging. To address this, Almási and her colleagues (2016) offer guidance in the CITA handbook, emphasising efficient communication, visibility, social media presence, member volunteerism, external recognition, and connecting with similar associations at national and international levels. These principles are fundamental for fostering

innovation, internationalisation, cooperation, and professional impact, as outlined in the research findings. These practices draw ELTAs closer to one another, enabling them to learn from each other's successes and challenges while collectively enhancing their impact on the profession through mutual support and collaboration. The effective functioning of ELTAs relies not only on visible aspects but also on the often unseen working conditions of their executive committees and volunteers in CoPs and CPD events. These individuals play a vital role in maintaining the organisation's vitality and ensuring the smooth operation of its structural mechanisms. Their efforts facilitate professional communication within ELTAs, which is crucial for their functionality. ELTA leaders bear the responsibility of understanding and managing the intricacies of these factors.

The dissertation argues that ELTAs must meet specific requirements to maintain their identity and meet external expectations, even when these expectations may not align with the leaders' preferences. Favourable conditions can turn external influences into positive motivational forces, akin to the ideal future ELTA self, driving inspiration. Conversely, in less conducive local conditions, external factors may become hindrances, restricting action and leading to demotivation, resembling the feared future ELTA self. The ambivalent nature of the ought-to ELTA self is highlighted, with its impact depending on leaders' motivation and the community's context. The dissertation suggests a roadmap for ELTAs, emphasising the importance of identifying strengths, weaknesses, opportunities, and threats by aligning dreams with reality. This is presented as a checklist for ELTAs, their leaders, members, and stakeholders, aiming to guide leaders in avoiding pitfalls and nurturing constructive components to sustain their organisations (Price 2022c).

ELTAs face the challenge of adapting swiftly to the rapidly changing educational landscape. This adaptability can sometimes pose a challenge to maintaining their identity. To address this, ELTAs should craft a well-defined mission statement, outlining their goals, tasks, initiatives, and roles within the association. This statement should not only set the course for the organisation but also pay homage to the efforts of predecessors and involve them in revisiting the original objectives. To ensure that their mission and vision align with their original goals, ELTAs should widely share and periodically review their mission and vision statements. This practice helps assess whether the association still aligns with Lamb's (2012) definition of teachers' associations as networks of professionals focused on supporting members, knowledge exchange, development, and representation of members' views. The vision statement should be shaped by members' needs rather than solely leaders' ideas and

should undergo periodic revision. Keeping the vision alive and revisiting it involves returning to the association's original aims and assessing their relevance in current circumstances. To sustain associations and achieve their ideal self, ELTAs can follow the **ELTA visionary motivational programme** (Price, 2020b), based on Hadfield and Dörnyei's (2013) visionary motivational programme for L2 learners. The programme comprises four phases: creating the vision, building it up, operationalizing it, and keeping it alive through revisitation. By applying the ELTA visionary motivational programme, the organisations can navigate change effectively while preserving their identity and relevance within the field of English language teaching.

11 Publications Connected to the Topic of the Dissertation

Almási, A., Andziulien, L., Carreras, N. A., Garcia, C. M., Jurksaitien, E., Moreno, H. C., & Zavadskien, L. (2016). *"CITA" Guidelines for running sustainable teachers' associations*. APABAL. http://www.apabal.com/wp-content/uploads/2016/06/CITA-_Guidelines_for_-Running_-Sustainable_-Teachers_-Associations.pdf

Díaz Maggioli, G., Popovski, A. & Price, B. (in press). Decentring and decolonizing language teacher associations. In N. Galloway & A. F. Selvi (Eds.), *The Routledge handbook of English as an international language*. Routledge.

Price, B. (2018). Vision and mission: The interconnectedness of 'Possible Selves' in running English language teachers' associations. *Working Papers in Language Pedagogy, 12,* 94–119. http://langped.elte.hu/WoPaLParticles/W12PriceB.pdf

Price, B. (2019). Sailing to success. The motivational seascape of English language teachers' associations. *Humanising Language Teaching, 21*(2). https://www.hltmag.co.uk/apr19/sailing-to-success

Price, B. (2020a). English language teaching professionals' trajectories within the context of learning organisations. *Hungarian Education Research Journal*, *10*(1), 47–65. https://doi.org/10.1556/063.2020.00004

Price, B. (2020b). Vision and mission in English language teachers' associations. In T. Pattison, (Ed.) *IATEFL 2019 Liverpool Conference Selections*, pp. 226–229. IATEFL.

Price, B. (2022a). TESOL professionals' motivation for growth and leadership – ELTA volunteers. *The newsletter of the Teacher Education Interest Section of TESOL.* http://newsmanager.commpartners.com/tesolteis/issues/2022-02-16/3.html

Price, B. (2022b). Together we stand: Collaboration within and across teachers' associations. *Humanising Language Teaching, 24*(2). https://www.hltmag.co.uk/apr22/together-we-stand

Price, B. (2022c). Motivational currents in English language teachers' associations. In D. Bullock. (Ed.) *IATEFL 2021 Virtual Conference Selections*, pp. 34–36. IATEFL.

Price, B. (2023a). Onwards and upwards – Teacher educators' professional growth in teachers' associations. *The newsletter of the Teacher Education Interest Section of TESOL.* TEIS Newsletter - February 2023 (commpartners.com)

Price, B. (2023b). Spreading our wings in ELTAs – professional development in teacher associations. In D. Bullock. (Ed.) *IATEFL 2022 Belfast Conference Selections*, pp. 154–156. IATEFL.

12 Other Publications

Forrai, J., Price, B., & Price, J. (1999). *Memoirs of the beginnings of conductive pedagogy and András Pető*. (J. Forrai, Ed.). Birmingham: Foundation for Conductive Education.

Price, B. (2017). Élményalapú angoltanítás irodalmi szemelvényekkel: az óvodától a tanártovábbképzésig. [Experience-based English Language Teaching with excerpts from literature: From kindergarten to teacher training]. In: É. Márkus, T. M. Pintér, & É. Trentinné, Benkő (Eds.), *Jó gyakorlatok a korai idegen nyelvi fejlesztésben és pedagógusképzésben: Oktatás, kutatás, innováció*. [Good practices in early foreign language development and teacher training: Education, research, innovation] (pp. 206-222). Eötvös Loránd Tudományegyetem, Tanító- és Óvóképző Kar.

Ruas, L., Opperman, N., Riddell, D., & Price, B. (2020). Doom or Zoom? In L. Ruas (Ed.), *Futurity. IATEFL Global Issues Special Interest Group e-zine, 1,* (pp. 20–23). IATEFL.

References

Abatayo, J. (2018). Developing communities of practice through language teacher associations in Oman. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 105–116). Springer.

Almási, A., Andziulienė, L., Carreras, N. A., Garcia, C. M., Jurksaitiené, E., Moreno, H. C., & Zavadskiené, L. (2016). *"CITA" Guidelines for running sustainable teachers' associations*. APABAL. http://www.apabal.com/wp-content/uploads/2016/06/CITA-_Guidelines_for_-Running_-Sustainable_-Teachers_-Associations.pdf

Antalné Szabó, Á., Hámori, V., Kimmel, M., Kotschy, B., Móri Á., Szőke-Milinte, E., & Wölfling, Zs. (2014). *Útmutató a pedagógusok minősítési rendszeréhez [Guide to pedagogues' qualification system]*. Hungarian Educational Authority.

Aubrey, J., & Coombe, C. (2010). The TESOL Arabia conference and its role in the professional development of teachers at institutions of higher education in the United Arab Emirates. *Academic Leadership Journal, 8*(3). https://scholars.fhsu.edu/alj/vol8/iss3/53/

Bailey, K. M. (2002). What I learned from being TESOL president. In J. Edge (Ed.), C*ontinuing professional development: Some of our perspectives* (pp. 32–38). IATEFL.

Bailey, K. M., Thibault, J., & Nunan, D. (2009). How the experience of leadership changes leaders. In M. A. Christison, & D. Murray (Eds.), *Leadership in English language education: Theoretical foundation and practical skills for changing times* (pp. 238–254). Routledge.

Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1–45). Cambridge University Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Banegas, D. L., Bullock, D., Kiely, R., Kuchah K., Padwad, A., Smith, R., & Wedell, M. (2022). Decentring ELT: teacher associations as agents of change, *ELT Journal*, *76*(1) (pp. 69–76). https://doi.org/10.1093/elt/ccab090

Barfield, A. (2016). Collaboration. *ELT Journal, 70*(2), 222–224.

Bicknell, R., & Lo, A. H. (2018). Professional development in low resource environments: The role of Africa TESOL, TESOL France, and IATEFL GISIG. In In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 147–161). https://link.springer.com/chapter/10.1007/978-3-030-00967-0_11

Borg, S. (2015a). The benefits of attending ELT conferences. *ELT Journal, 69*(1), 35–46.

British Council. (2015). *Continuing Professional Development Framework for teachers.* British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/CPD_framework_for_teachers_WEB.PDF

Chan, L. (2014). Effects of an imagery training strategy on Chinese university students' possible second language selves and learning experiences. In K. Csizér & M. Magid (Eds.), *The impact of self-concept on language learning* (pp. 357–376). Multilingual Matters.

Cohen, Y., & Norst, M. J. (1989). Fear, dependence and loss of self-esteem: Affective barriers in second language learning among adults. *RELC Journal, 20*, 61-77.

Csizér, K. (2020). *Second language learning motivation in a European context: The case of Hungary.* Springer.

Csizér, K., & Kormos, J. (2009). Learning experiences, selves, and motivated learning behavior: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei, & E. Ushioda, (Eds.), *Motivation, language identity and the L2 self* (pp. 98–119). Multilingual Matters.

Curtis, A., & de Jong, E. (2018). Formalizing language teacher association leadership development. In In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 147–161). Springer. https://doi.org/10.1007/978-3-030-00967-0_18

Davidson, P. & Coombe, C. (2018). The impact of a SIG on assessment literacy. In In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 133–146). Springer. https://doi.org/10.1007/978-3-030-00967-0_10

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour.* Plenum.

Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods*. Prentice Hall.

Dickey, R. (2018). Representativeness and development of leaders in Korea TESOL. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 267–282). Springer. https://doi.org/10.1007/978-3-030-00967-0_20

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Lawrence Erlbaum.

Dörnyei, Z. (2007). *Research methods in applied linguistics* (1st ed.). Oxford University Press.

Dörnyei, Z. (2009). The L2 motivational self-system. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–41). Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Longman.

Elsheikh, A., Coombe, C., & Effiong, O. (2018). *The Role of Language Teacher Associations in Professional Development.* Springer.

Elsheikh, A., & Effiong, O. (2018). Teacher development through language teacher associations: Lessons from Africa. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 71–86). Springer. https://doi.org/10.1007/978-3-030-00967-0_6

England, L. (2020). *TESOL Career Path Development. Creating Professional Success.* Routledge.

Enyedi, Á. (1997). Just another language or a new vocation? *novELTy*, *4*(3), 31–47. http://deal.elte.hu/pages/novelty/index.htm

Falcão, A. (2004). *A Brazilian teacher association for teachers of English: Organisational improvement through an international and comparative educational perspective* (Unpublished master's thesis). University of Leeds.

Falcão, A., & Szesztay, M. (2006). *Developing an association for language teachers. An introductory handbook* (3rd rev. ed.). IATEFL.

Gnawali, L. (2013). *English language teacher education through professional associations: The NELTA way* (Unpublished doctoral dissertation). Kathmandu University, Nepal.

Gnawali, L. (2016). English language teacher development through teacher associations: The case of NELTA. *ELT Journal, 70*(2), 170–179.

Gnawali, L. (2018). Bringing Language Teacher Associations Together. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 163–171). Springer. https://doi.org/10.1007/978-3-030-00967-0_12

Hadfield, J., & Dörnyei, Z. (2013). *Motivating learning.* Pearson Education.

Herrero, C. (2016). Building a community of practice: The film in language teaching association. *ELT Journal, 70*(2), 190–199.

Hiver, P. (2013). The interplay of possible language teacher selves in professional development choices. *Language Teaching Research*, *17*(2), 210–227.

IATEFL. (n.d.). *Mission statement*. https://www.iatefl.org/about-iatefl/welcome-to-iatefl

Illés, É. (2001). The first 10 years of IATEFL-Hungary. *novELTy (8)*1, 104–111. http://deal.elte.hu/pages/novelty/index.htm

Kamhi-Stein, L. D. (2016). The non-native English speaker teachers in TESOL movement. *ELT Journal, 70*(2), 180–189. https://doi.org/10.1093/elt/ccv076.

Kamhi-Stein, L. D., & de Oliveira, L. C. (2008). Mentoring as a pathway to leadership: A focus on nonnative-English-speaking professionals. In C. Coombe, M. L. McCloskey, L. Stephenson, & N. Anderson (Eds.), *Leadership in English language teaching and learning* (pp. 38–49). University of Michigan Press.

Kloss, L.L. (1999). The suitability and application of scenario planning for national professional associations. *Nonprofit Management and Leadership, (10)*1, 71-83.

Knight, K. (2013). Looking at communication through a leadership lens (Blog post). *TESOL Blog*. Retrieved from http://blog.tesol.org/looking-at-communication-through-a-leadership-lens/

Knight, K. (2015). *Analysing the discourses of leadership as a basis for developing leadership communication skills in a second or foreign language* (Doctoral dissertation). Macquarie University, Sydney, Australia.

Knight, K. (2017). Exploring leadership conceptualizations in semi-structured interviews from multiple perspectives. In C. Ilie, & S. Schnurr (Eds.), *Challenging leadership stereotypes through discourse: Power, management and gender* (pp. 119–145). Springer.

Knight, K., Septina, N., & Murphy, T. (2018). Balancing personal responsibilities with association altruism: Three professional development histories in LTAs. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 295–306). Springer. https://doi.org/10.1007/978-3-030-00967-0_22

Kubanyiova, M. (2009). Possible selves in language teacher development. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, 1anguage identity and the L2 self* (pp. 314–332). Multilingual Matters.

Kubanyiova, M. (2012). *Teacher development in action. Understanding language teachers' conceptual change* (1st ed.). Palgrave Macmillan.

Lamb, T. (2012). Language associations and collaborative support: Language teacher associations as empowering spaces for professional networks. *Innovation in Language Learning and Teaching, 6*(3), 287–308.

Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics.* Oxford University Press.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Mahboob, A., & England, L. (2018). Realities and potential: English language teacher associations in the 21st century. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 25–38). Springer. https://doi.org/10.1007/978-3-030-00967-0_3

Markus, H. R., & Nurius, P. (1986). Possible selves. *American Psychologist*, *41*, 954–969.

Medgyes, P., & Miklósy, K. (2000). The language situation in Hungary. *Current Issues in Language Planning (1*)2. 148–242. https://www.tandfonline.com/doi/abs/10.1080/14664200008668008

Medgyes, P., & Nikolov, M. (2014). Research in foreign language education in Hungary (2006–2012). *Language Teaching, 47*(4), 504–537.

Motteram, G. (2016). Membership, belonging, and identity in the twenty-first century. *ELT Journal, 70*(2), 150–159.

Padwad, A. (2016). The cultural roots of teacher associations: a case study from India. *ELT Journal, (70)*2, pp. 160–169. https://doi.org/10.1093/elt/ccv078

Paran, A. (2016). Language teacher associations: Key themes and future directions. *ELT Journal, 70*(2), 137–149.

Pennington, M. C. (1995). *Work satisfaction, motivation and commitment in teaching English as a second language.* ERIC Document ED 404850.

Pohl, U. & Révész, J. (2014). 'Training to become a mentor: Hungarian EFL Teachers' personal discoveries'. *Working Papers in Language Pedagogy, (8)* 116–131.

Rahman, A., & Shahabuddin, F. (2018). Strengthening South Asian LTAs: Networking and challenges. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 173–184). Springer. https://doi.org/10.1007/978-3-030-00967-0_13

Raynor, J. O. (1974). Motivation and career striving. In J. W. Atkinson, & J. O. Raynor (Eds.), *Motivation and Achievement*. Winston & Sons: 369–87.

Raza, K. (2018). The alignment of English language teacher association conference themes to research agendas: An investigation of TESOL international association and IATEFL. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 117–129). Springer. https://doi.org/10.1007/978-3-030-00967-0_9

Reynolds, D. W. (2018). Language teacher associations that learn. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 39–52). Springer.

Rixon, S., & Smith, R. (2017). *A history of IATEFL*. IATEFL.

Richardson, S., & Díaz Maggioli, G. (2018). *Effective professional development: Principles and best practice*. Part of the Cambridge Papers in ELT series. Cambridge University Press.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68–78.

Selvi, A. F., de Oliveira, L. C., & Kamhi-Stein, L. D. (2018). Leadership, Mentoring and Transformation in Language Teacher Associations: A Tripartite Dialogue. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 215–228). Springer. https://doi.org/10.1007/978-3-030-00967-0_16

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization* (1st ed.). Currency/Doubleday.

Serrano, L. A. S., & Schrader, U. (2018). Leadership Emergence Within MEXTESOL. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 201–214). Springer. https://doi.org/10.1007/978-3-030-00967-0_15

Shamim, F., & Sarwar, Z. (2018). Killing two birds with one stone: SPELT's professional development programs. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 87–103). Springer. https://doi.org/10.1007/978-3-030-00967-0_7

Shoaib, A., & Dörnyei, Z. (2005). Affect in life-long learning: Exploring L2 motivation as a dynamic process. In P. Benson, & D. Nunan (Eds.), *Learners' stories: Difference and diversity in language learning* (pp. 22–41). Cambridge University Press.

Smith, R., & Kuchah, K. (2016). Researching teacher associations. *ELT Journal, 70*(2), 212–221.

Soproni, Zs. (2013). *The competencies and professional development of teachers of English in Hungary* (Unpublished doctoral dissertation). Eötvös Loránd University, Budapest, Hungary. https://ppk.elte.hu/file/davidne_soproni_zsuzsanna_dissz.pdf

Stephenson, L. (2018). Developing Leadership Capacity Through Leadership Learning Opportunities. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 187–200). Springer. https://doi.org/10.1007/978-3-030-00967-0_14

Stewart, A., & Miyahara, M. (2016). Language teacher associations in Japan: Knowledge producers and/or knowledge disseminators: Researching teacher associations. *ELT Journal, 70*(2), 137–149.

Szesztay, M. (2006). Opening article. Teacher associations at the crossroads? In A. Falcão, & M. Szesztay (Eds.), *Developing an association for language teachers. An introductory handbook* (pp. 11–14). IATEFL.

Tercero, T. (2018). Opportunities for leadership development in the service of language teacher associations. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 255–266). Springer. https://doi.org/10.1007/978-3-030-00967-0_19

Thompson, A. S., & Vásquez, C. (2015). Exploring motivational profiles through language learning narratives. *The Modern Language Journal, 99,* 158–174.

Uludag, P. (2018). Examining the organizational structure of language teacher associations: A report on strategic direction and functionality. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.), *The role of language teacher associations in professional development* (pp. 13–24). Springer. https://doi.org/10.1007/978-3-030-00967-0_2

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge University Press.

Wenger, E. (2000). Communities of practice and social learning systems. *Organization, 7*(2), 225–246.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice.* Harvard University Business School Press.

Xerri, D. (2012). Ditching the practice of insularity: The benefits of collaboration for a small language association. *Innovation in Language Learning and Teaching, 6*(3), 287–308.