

## **Getting Unstuck – Stretching out of our comfort zones.**

**A research report**



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Herausgeberin: Daniela Unger-Ullmann

Autorin: Marjorie Rosenberg

Layout: Maria Rohringer

Lektorat: Maria Rohringer

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# Getting Unstuck – Stretching out of our comfort zones.

## A research report

Marjorie Rosenberg

### Introduction

This report comes from a small-scale qualitative data study based on the premise that it is possible to help teachers stretch out of their comfort zones by demonstrating which possibilities exist and which steps they can take by offering an open-access webinar. This information was then backed up by crowdsourcing, in order to gather information from educators around the globe, and expanded through practical suggestions by the presenter.

The webinar was hosted by *EFL talks* in March 2018 and was widely advertised on social media. It is available online and a link to this talk is provided in the Bibliography. After introducing the topic and giving examples of how others had stretched out of their comfort zones, participants were shown a list of resources and examples were given as to how to use them in the classroom as well as for personal development. The webinar ended with a link to a TED talk (cf. Cutts 2011) on trying something new, which participants could then watch on their own.

Following the webinar, a link to a survey was posted and teachers were invited to fill it out. The survey began with basic questions about the participants and then went on to cover the material from the webinar. The questions were closed although there was an option to give one's own answers in addition, which several respondents did. Over the next year, a recording of the talk was made public on social media outlets with a link to the survey. This doubled the number of responses providing a richer set of data.

Along with the survey, teachers were invited to fill in a self-reflection table in the form of a learner diary and to send them to the presenter for feedback. Four people took advantage of this mentoring offer; results of this are reported on in the chapter on Findings.

The report itself looked at the data through the lens of thematic analysis. The data was investigated and put in different groupings to determine differences between regions of the world and years of experience of the teachers. Literature dealing with comfort zones, mindsets and teacher wellness was looked at and referred to when appropriate.

### Review

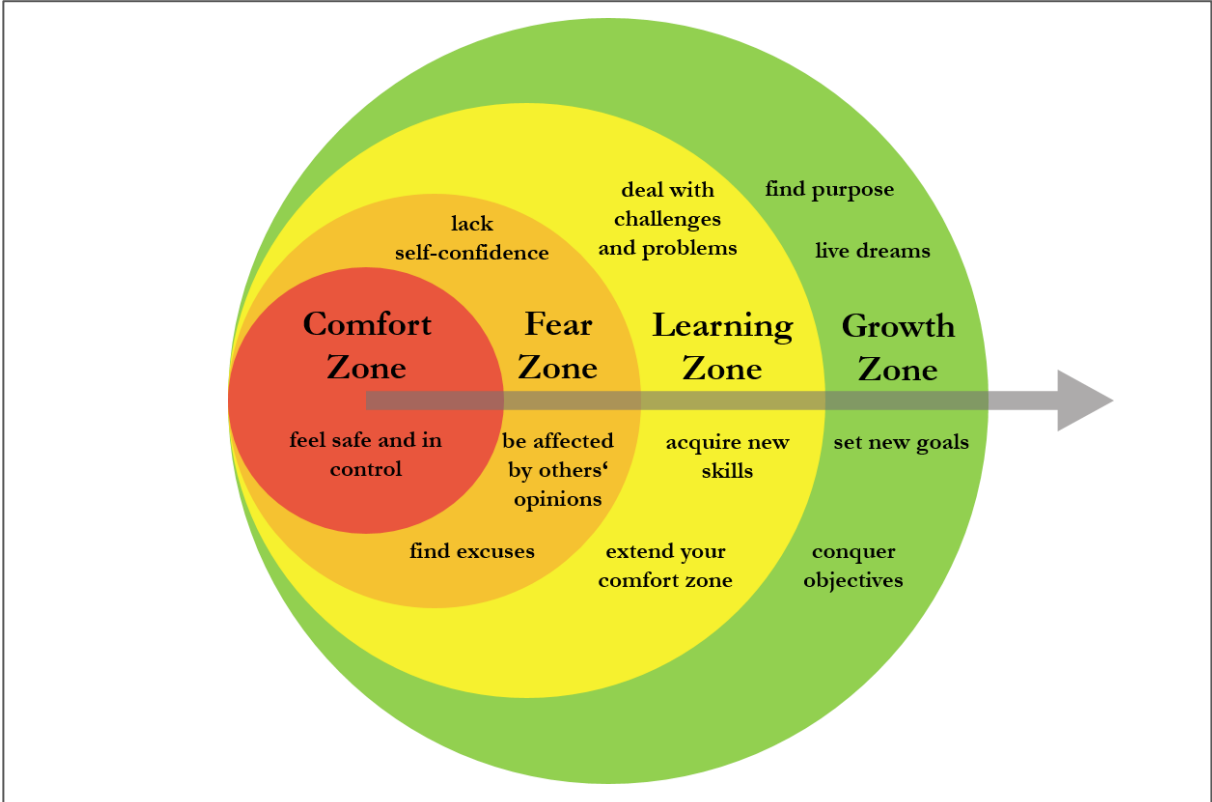
With the increase in awareness of teacher well-being and teachers' mental health, it seemed that examining the reasons teachers feel they are stuck in a rut could be a valuable contribution to the discussion. The topic was originally chosen for a plenary at a local teachers' conference after it was suggested by a colleague, who felt that many educators not only felt stuck, but also didn't have many ideas for stretching out of their

personal comfort zones, even if they felt that the boundaries were limiting their personal growth and well-being.

The talk was divided into eight main areas, which were then crowdsourced on social media to find out what teachers around the globe were doing to stretch themselves. Altogether twenty-four teachers from twenty-two countries answered with examples of their own personal methods and ideas, which were supplemented in the talk with practical ideas for the classroom or for continuing professional development. The final part of the talk included a list of free resources for teachers to make use of, both for themselves and for their lessons.

In searching for literature based on the subject, there was very little specific research to be found on this topic although other sources can be helpful in analysing the ways in which teachers can become unstuck, such as those dealing with comfort zones in general, mindsets and teacher well-being.

A very relevant piece of information was a graphic from the website *TWH The Wealth Hike: Helping you grow* (2018). The graphic consisted of four circles, the smallest being the ‘comfort zone’ in which people feel that they are safe and in control of their own decisions. The next circle they can step into was named the ‘fear zone’ where they find they need self-confidence and may be affected by what others say about them. From there they can move into the ‘learning zone’ where they learn new skills and begin to deal with challenges. When they finally move into the ‘growth zone’ they are able to set new goals and find more purpose in what they are doing. This relates well to the data which was collected and could be applied to the field of education as well as other professions.



Graphic based on The Wealth Hike (2018)

Another article of interest on the subject of sports education came from the University of Waikato (cf. Brown 2008). Here the concept of comfort zones was explored by looking at how people overcame their fears in stressful situations and grew as individuals. There was a description of students taking part in what was called 'adventure education' (ibid., p. 3), a particular branch of outdoor education, and how they learned to 'stretch themselves' (ibid.) by moving out of their comfort zones. Students were asked to describe the feelings and physiological responses they had in their comfort zones and what might prevent them from moving out of them. The emphasis was placed on learning and how taking those chances in the so-called 'stretch zone' (ibid., p. 4) would help them to experience growth. The author of this article argued that the phrase 'comfort zone' is actually a metaphor, which has its roots in the psychological fields of cognitive development (cf. Piaget 1977, 1980) and cognitive dissonance (cf. Festinger 1957). This article, however, dealt with putting children and teenagers into stressful situations and their willingness to take risks while doing physical activities were examined, whereas this research project is targeted at adults whose risk-taking is limited to professional and personal development and trying out new ideas and methods. The stressful nature of risk-taking is also something that the adults can completely decide on their own. Where these two ideas overlap is the concept that intrinsic motivation to change can be the trigger for trying something new and that learning and stretching are gradual steps leading to growth through appropriate challenges.

A further source was a book on teacher development (cf. Head and Taylor 1997), which began by clarifying the key characteristics of teacher development and focused on the differences between development and training. Although the concept of stretching out of one's comfort zone isn't mentioned specifically, the activities offered (cf. ibid., p. 1ff.) are an excellent introduction to the concept of teacher development and could serve as the background to many of the concepts offered in this webinar. Other areas of the book include ideas about looking into other fields beyond teaching for professional and personal development (cf. ibid., p. 118) in suggesting that areas such as counselling, voice training, interpersonal skills, etc. can help teachers to grow although they don't suggest moving into a new field completely. Another area that is touched on is teacher burnout (cf. ibid., p. 126f.) and the idea of drawing a timeline to examine what one has accomplished. This is similar to the personal timeline suggested in the webinar although Head and Taylor (ibid.) talk about identifying patterns and periods of growth, whereas the timeline in the webinar was to simply reflect on the changes one has been going through. In the chapter on change (cf. ibid., p. 150ff.), some ideas are given to encourage teachers to think about what will happen if they make changes; these are similar to the questions in the webinar and survey which investigate reasons for people not trying out new things.

The second relevant body of literature concerns mindsets. Carol Dweck's work in this area is becoming more relevant to educators as the concepts of fixed and growth mindsets are being examined in their relation to how they affect learning and teaching. As she states, 'This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts.' (Dweck 2006, p. 7) This is exactly the mindset that is necessary to be able to stretch out of one's comfort zone and try something new. Dweck says that those with a growth mindset 'don't just seek challenge, they thrive on it. The bigger the challenge, the more they stretch.' (ibid., p. 21), whereas those with a fixed mindset feel their abilities are set and can't

be developed or added to. These concepts are becoming more evident in the field of teacher training as evidenced by the use of fixed and growth mindsets in Sandy Millin's *ELT Playbook* (cf. 2018). Millin gives teachers specific exercises to work on, such as creating tables with two columns to categorise areas of our lives in which we use a fixed or growth mindset and how we can move events from the fixed column into the growth column (cf. *ibid.*, p. 62ff.).

The third area which is relevant to this topic is teacher well-being. The discussion of this topic has recently begun in webinars, at conferences and is slowly making its way into the literature. Millin includes an exercise for teachers to spot their own strengths (cf. *ibid.*, p. 64ff.), which is also a point made in the webinar on stretching out of one's comfort zone. Thinking of things you are good at can help you to take a chance and develop yourself further.

As there is little specific in the literature on the topic, the idea of exploring the areas in which teachers felt stuck and looking into logical areas for teachers to develop into lends itself to further investigation. The problems which arise from a state of being stuck may not be readily apparent but are very real and influence many aspects of a teacher's life. If they stop enjoying their work, their students will certainly feel this and the motivation for learning may be very difficult to maintain. Teachers who fall into depression may also fall ill or leave the profession completely although they still have much to contribute – a growing problem around the globe. In addition, teacher burnout has become more noticeable and is a topic for discussion at international conferences and on social media sites targeted at educators.

The factors listed above represent some of the reasons for this research project. Other reasons for teachers leaving the profession, such as salary or working conditions, weren't addressed in this research project as they are external factors and the goal of this project was to look at the ones within the teachers' control. In order to better disseminate the information, the list of resources given at the end of the webinar are all freely accessible and without charge.

Seeing that a number of colleagues who took the time to watch the hour-long talk and fill in the survey seems to indicate that such research may contribute to what we know about teacher well-being and ideas for stretching beyond their comfort zones. The number of teachers who responded with specific ideas was also impressive as were the four people who kept learner diaries and reflected on their own personal and professional development. It can be hoped that such projects will continue in the future and that possibilities to offer such support for teachers to stretch will continue to grow and be available around the globe.

## **Methods**

Being a qualitative research study, there are a number of questions and the relationships between the questions have been thought out carefully. The data has been looked at using a thematic analysis approach. As this is a small-scale research report, using thematic analysis allows flexibility when working with the qualitative data. Thematic analysis is helpful as it is a way to identify, analyse and report on the patterns found in the data. The first task is to identify themes which captured something important in the data in relation to the goal of the research and represent a pattern within the data set. The next step is a rich description of the data set, which can be a useful method of looking at data when investigating an under-

researched area. Then a deductive approach is applied which is driven by the theoretical interest in the area. Finally, latent themes are identified and interpreted. In the report, the themes were listed alongside the complete answers to the survey. The data was also broken down according to two sub-sets, the theoretical implications of the research were examined and finally latent themes were identified and interpreted in order to draw final conclusions.

The research project grew out of a plenary talk that had been held at a number of ELT conferences around Europe. In order to reach a broader group of teachers with the message, it was decided to hold a webinar, which was also recorded, giving teachers the chance to watch it at their leisure. This was done using the platform *EFL Talks* and the webinar and recording were advertised on various social media platforms. In addition, teachers shared it with their colleagues and friends. The webinar was divided into four main areas:

- general background information about being stuck and questions about why this occurs and what can be done,
- a breakdown of eight defined areas teachers could stretch into:
  - new methods,
  - new subjects,
  - new technology,
  - continuing professional development,
  - stretching into other learning styles,
  - colleagues,
  - having a personal learning network (in person or online),
  - moving into a new area of ELT:
    - A crowdsourcing activity online provided quotes from teachers around the world including information on what they have done in these areas.
    - Specific ideas for the classroom were discussed.
- examples of free resources available to teachers,
- reflection, questions and acknowledgements.

The next step was to have teachers fill in a survey based on the webinar. This was put together in order to collect qualitative data and could be answered by clicking on one or more answers (closed questions) as well as by writing personal responses (creating open questions for those who answered in this way). The survey was shared with interested teachers via email and through various social media channels. The questions on the survey focused on these points:

- the reason for attending the webinar or watching the recording,
- age,
- where participants live and work,
- area of ELT that teachers work in,

- number of years of teaching experience,
- employment status,
- if they feel stuck in a rut,
- if yes, to what extent,
- what stops them from trying out new ideas,
- which area of ELT they feel they could stretch into,
- which ideas they already make use of,
- the conditions necessary to stretch into new areas,
- resources they need to help them stretch,
- what they found helpful in the webinar.

The third step was to offer feedback to those who were interested in a short-term mentoring programme on what they had done or were doing in their professional lives to stretch out of their daily routines. This was set up as a table for self-reflection, which they could fill in and send to the presenter and which included four areas:

- where they had been professionally,
- Continuing Professional Development (CPD) initiatives,
- motivation,
- how these ideas helped them.

The survey itself was done online and the results were automatically sent as an email. The table for self-reflection was sent to those who requested it.

## **Findings**

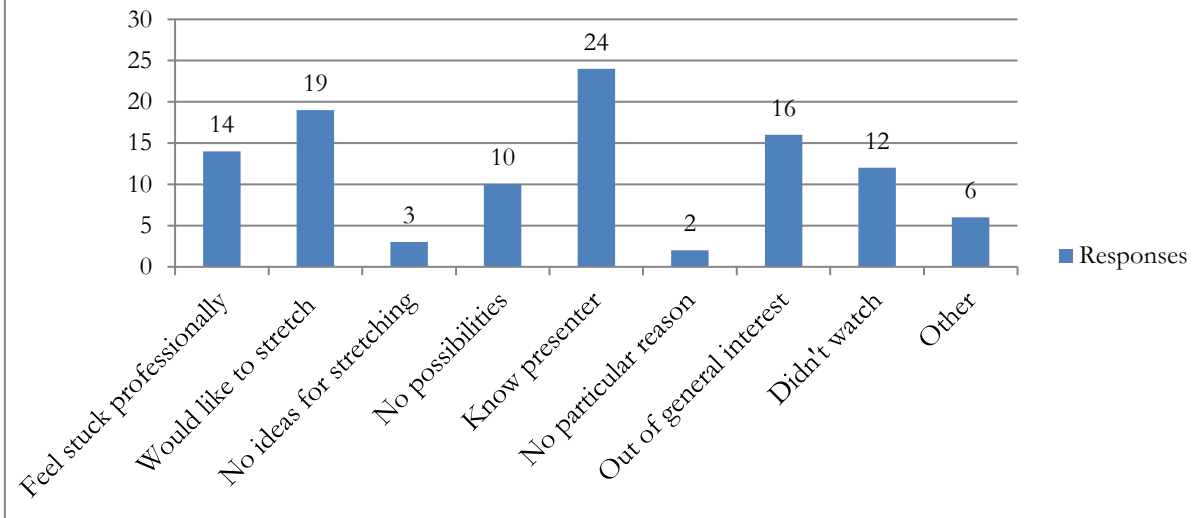
In this section, the data is provided in the form of charts, tables and as condensed text from those who provided learner diaries.

### **The Basic Data**

Altogether, 63 people from a total of 30 countries responded to the survey. The breakdown of data is as follows:



## 1 – Reasons for watching the webinar or the recording\*

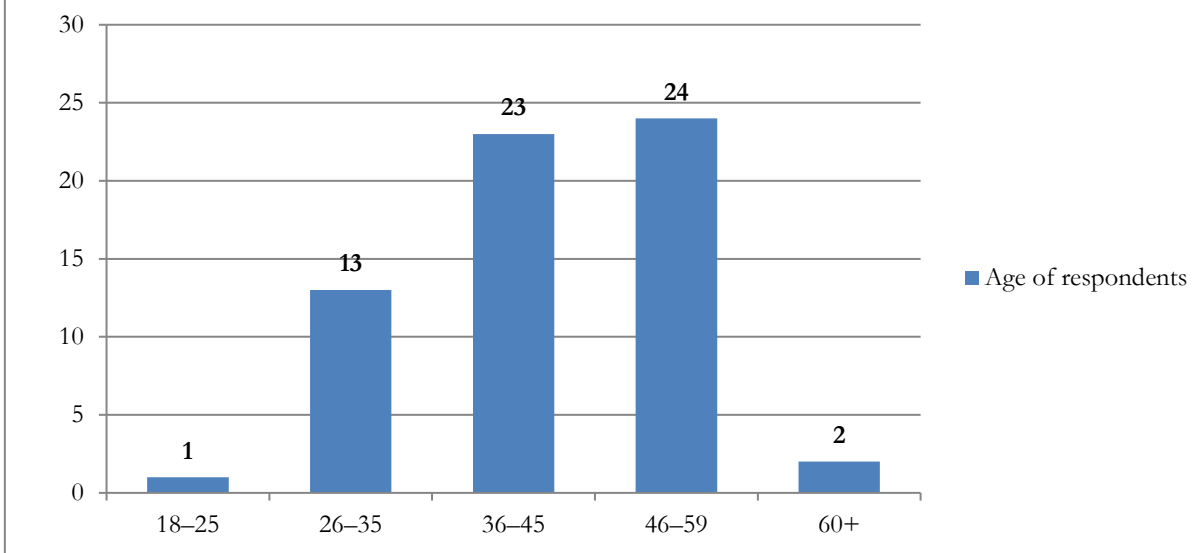


\* More than one answer was possible.

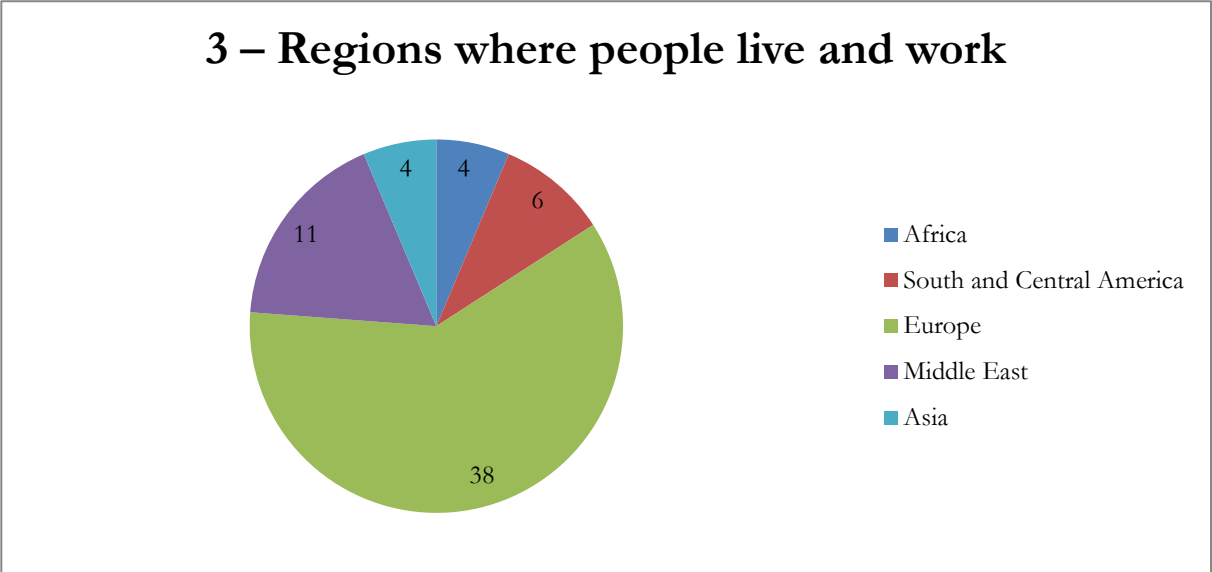
Other comments to Question 1:

- I watched to get inspired by a professional role model.
- I watched the recording.
- I didn't attend.
- I didn't attend but I am going to watch the recording.
- I watched the webinar a couple of weeks ago.
- I am trying to get out of my comfort zone.

## 2 – Age of respondents

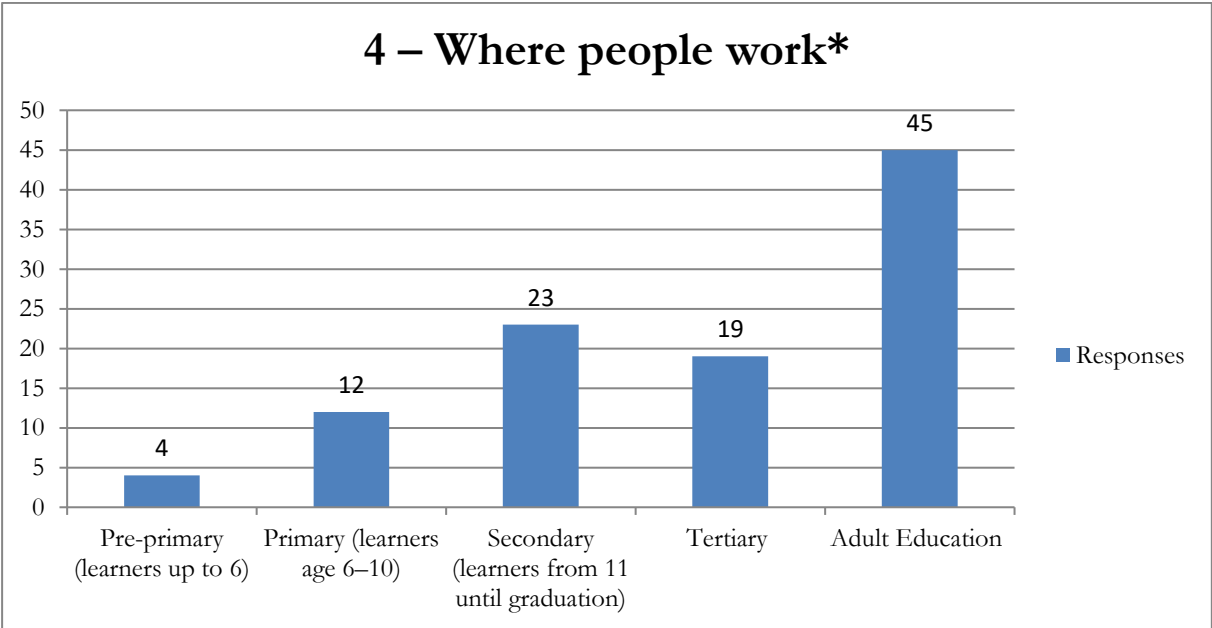


This chart represents the number of respondents in each of these areas. The breakdown into countries follows the chart.



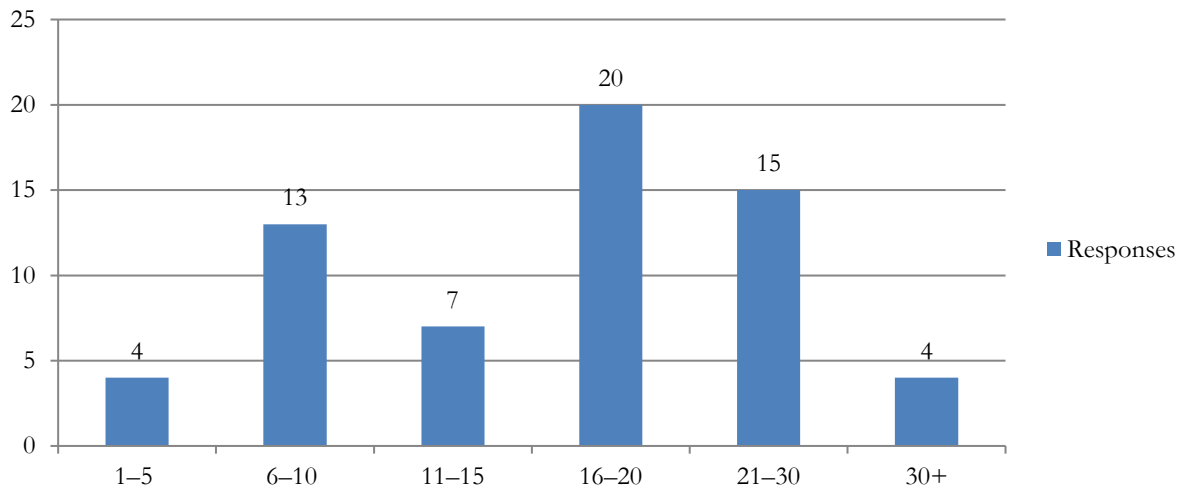
People from a total of 30 countries responded:

- Switzerland: 11
- Saudi Arabia: 8
- Greece: 5
- Austria, France: 4 each
- Argentina, Brazil, Israel, Italy, UK, Ukraine: 2 each
- Algeria, Belarus, China, Ecuador, Egypt, Germany, Honduras, India, Malta, Pakistan, Peru, Qatar, Russia, Serbia and Montenegro, Spain, Sudan, Taiwan, Tunisia, Turkey : 1 each

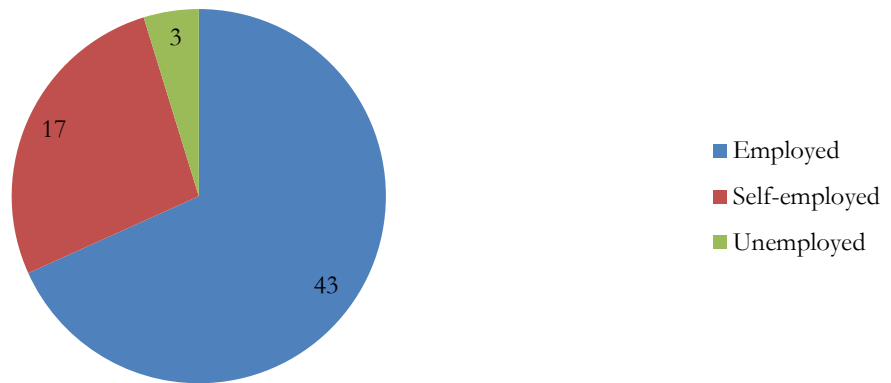


\* More than one answer was possible.

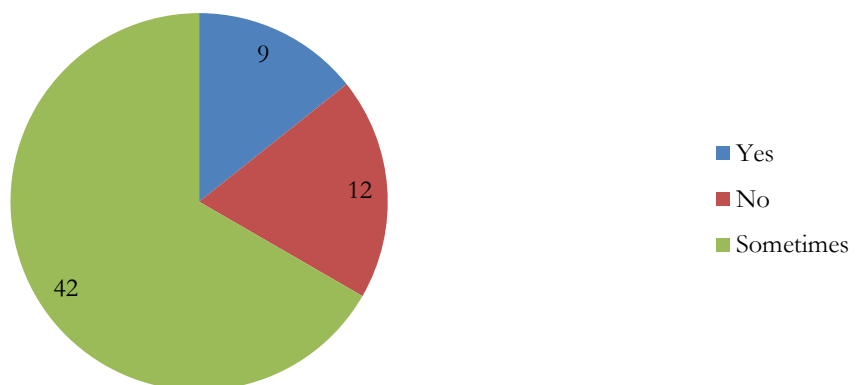
### 5 – Years of teaching experience



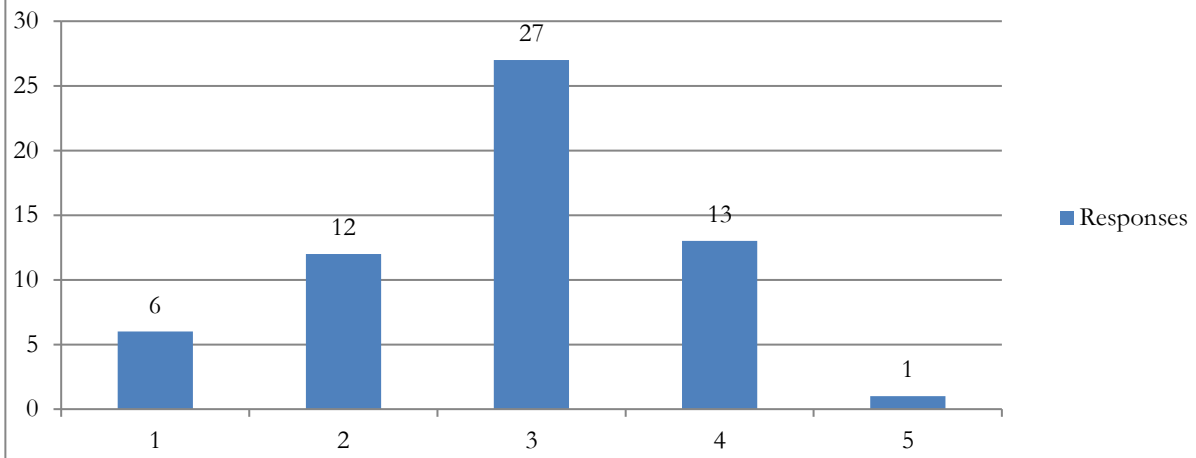
### 6 – Employment status



### 7 – Feeling stuck in a rut

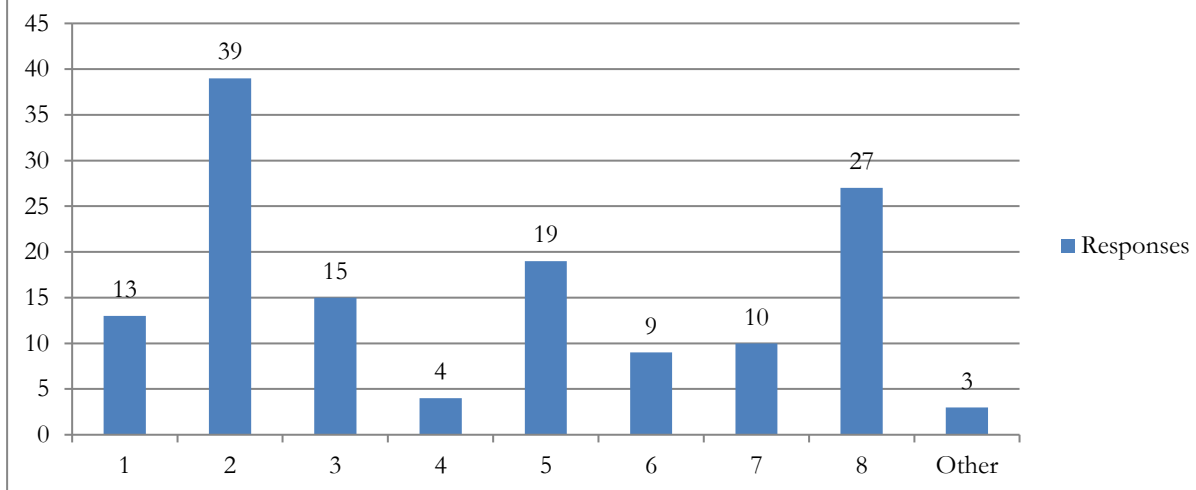


## 8 – To which extent they feel stuck



\* More than one answer was possible

## 9 – What stops people from trying new things\*

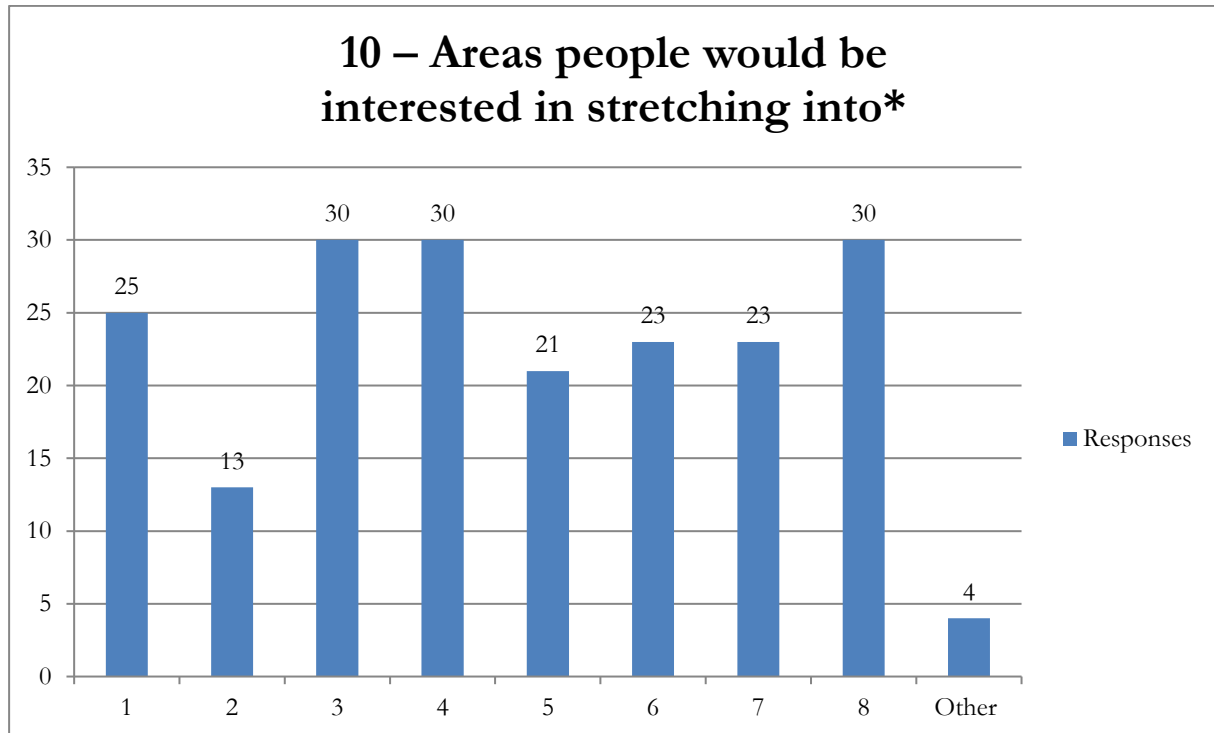


Key:

- 1– Fear of failure,
- 2 – Lack of time,
- 3 – Lack of opportunity,
- 4 – Lack of interest,
- 5 – Lack of funds,
- 6 – Lack of motivation,
- 7 – Lack of support from others,
- 8 – Not knowing where to start,
- 9 – Other.

Other comments to Question 9:

- lack of professional exchange,
- fear of trying new things,
- not sure I am happy in my current role.



\*More than one answer was possible.

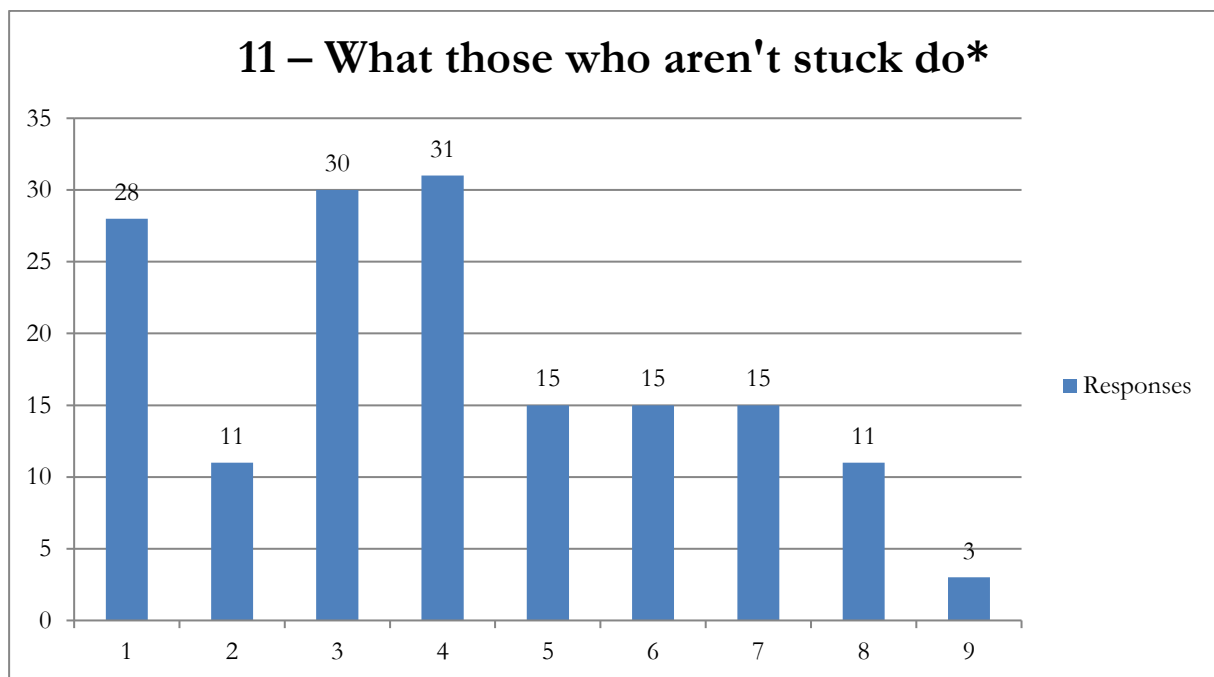
Key:

- 1 – Using new methods,
- 2 – Teaching new subjects,
- 3 – Learning about and using new technology,
- 4 – Taking part in continuing education,
- 5 – Using a different learning style or approach,
- 6 – Working with colleagues,
- 7 – Setting up or working with a professional learning network online,
- 8 – Working in a new area of ELT,
- 9 – Other.

Other comments to Question 10:

- looking at fields outside of ELT,
- vocational training for adults,
- involvement in ELT theories and philosophy,

- setting up more activities for teachers.



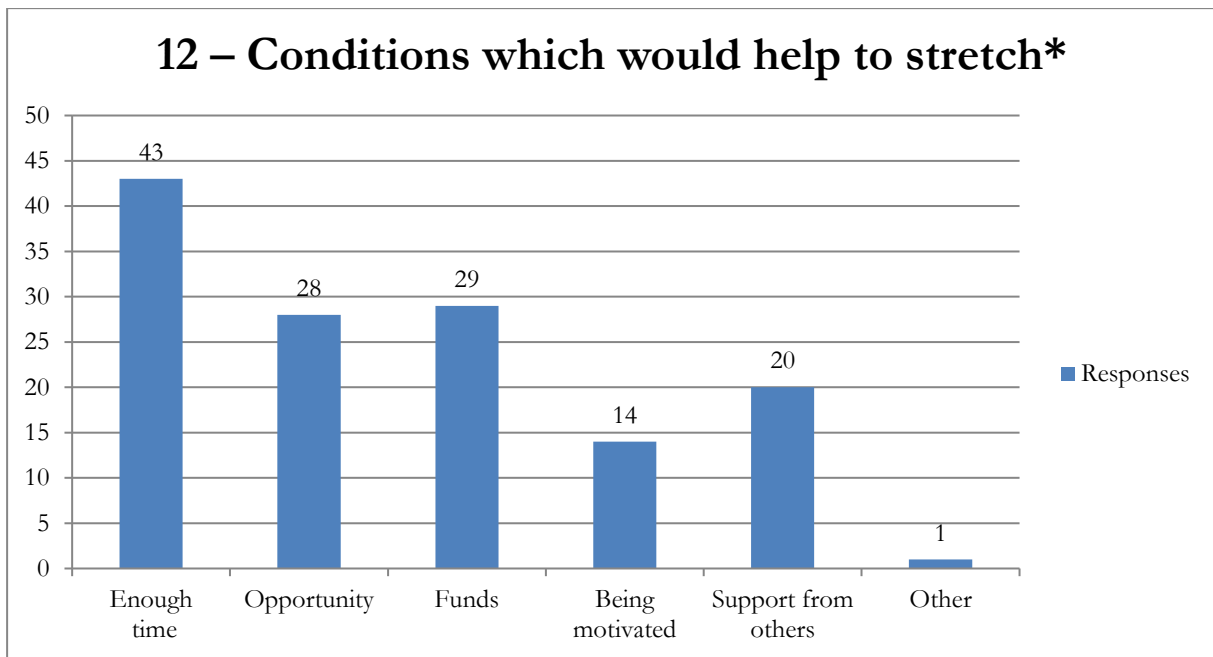
\* More than one answer was possible.

Key:

- 1 – Regularly try out new methods,
- 2 – Teach new subjects when possible,
- 3 – Make use of new technology regularly,
- 4 – Take part in CPD regularly,
- 5 – Stretch out of preferred learning style and use different approaches,
- 6 – Regularly work with colleagues,
- 7 – Have a professional learning network online,
- 8 – Work in other ELT areas in addition to teaching,
- 9 – Other.

Other comments to Question 11:

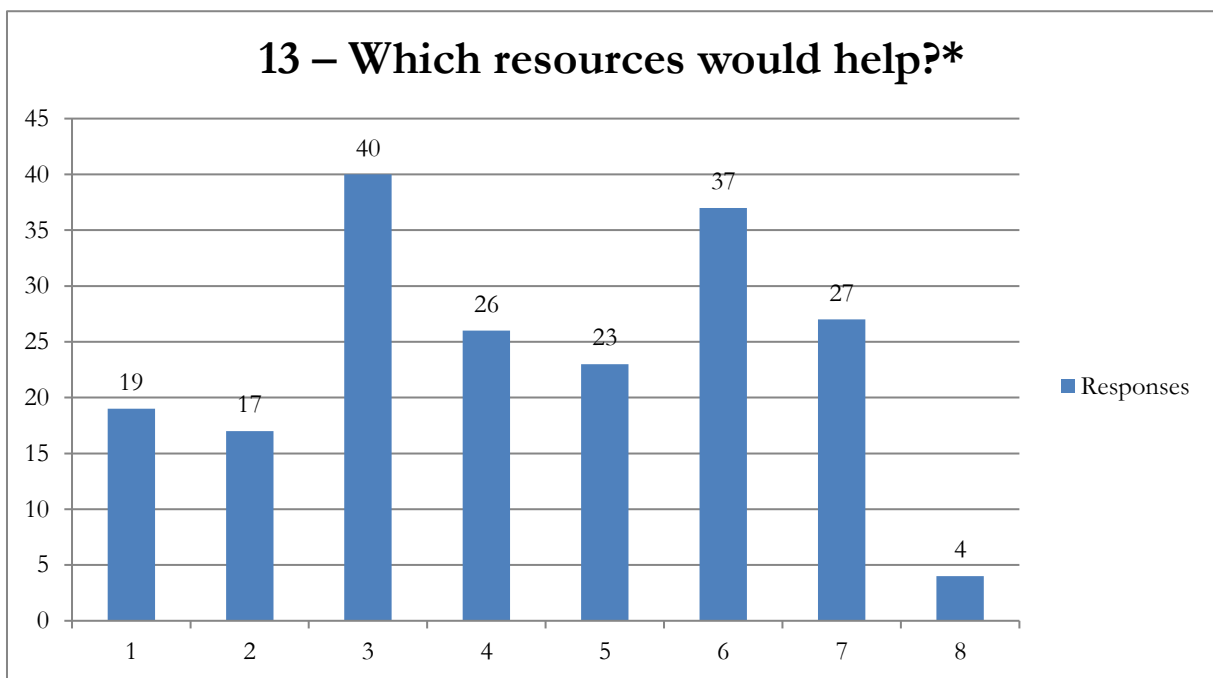
- set up own consultancy,
- trained as yoga instructor,
- gives workshops and presents ideas.



\*More than one answer was possible.

Other comment to Question 12:

- having enough time to recharge batteries.



\*More than one answer was possible.

Key:

- 1 – Online sites with classroom activities for young learners and teens,
- 2 – Online sites with classroom activities for tertiary and adult learners,
- 3 – Online sites with CPD,

- 4 – Online sites for magazines, journals, articles,
- 5 – Social media sites to exchange ideas,
- 6 – Webinars,
- 7 – Videos for the classroom,
- 8 – Other.

Other comments to Question 13:

- joint online projects,
- webinars by leading researchers,
- paid training by employer.



\*More than one answer was possible.

Other comments to Question 14:

- being able to overcome fears,
- positive, energetic and inspirational,
- sharing of resources,
- didn't watch the webinar (11 respondents).

### More detailed data according to two criteria

In order to analyse the data more exactly, it was again broken down into two main categories: a breakdown by region of the world and one by years of teaching experience.



### Breakdown by region of the world

<b>Question:</b> <b>Reason for attending</b>	<b>Total responses (100)</b>	<b>Europe (62)</b>	<b>Middle East (18)</b>	<b>Africa (6)</b>	<b>South &amp; Central America (9)</b>	<b>Asia (5)</b>
feels stuck professionally	14	9	2	-	1	2
wants to stretch out of comfort zone	19	13	3	2	1	-
doesn't have ideas for stretching	3	1	1	1	-	-
doesn't know about possibilities	10	5	1	3	1	-
knows the presenter	24	18	2	-	4	-
for no particular reason	2	2	-	-	-	-
out of general interest	16	10	2	-	2	2
didn't watch the webinar	12	4	7	-	-	1

<b>Question:</b> <b>Do you feel stuck?</b>	<b>Total responses (63)</b>	<b>Europe (37)</b>	<b>Middle East (11)</b>	<b>Africa (4)</b>	<b>South &amp; Central America (7)</b>	<b>Asia (4)</b>
yes	9	6	2	-	-	1
no	12	8	3	-	1	-
sometimes	42	23	6	4	6	3

<b>Question:</b> <b>How stuck do you feel? (1-5)</b>	<b>Total responses (57)</b>	<b>Europe (33)</b>	<b>Middle East (10)</b>	<b>Africa (4)</b>	<b>South &amp; Central America (7)</b>	<b>Asia (3)</b>
1 (very little)	6	2	1	-	3	-
2	11	7	2	2	-	-

3	27	15	4	1	4	3
4	12	8	3	1	-	-
5 (very much)	1	1	-	-	-	-

<b>Question:</b> What stops you from trying new things?	<b>Total responses (136)</b>	<b>Europe (75)</b>	<b>Middle East (24)</b>	<b>Africa (10)</b>	<b>South &amp; Central America (12)</b>	<b>Asia (15)</b>
fear of failure	13	9	-	2	1	1
lack of time	39	23	7	2	4	3
lack of opportunity	15	7	3	1	2	2
lack of interest	4	2	2	-	-	-
lack of funds	19	13	2	1	1	2
lack of motivation	9	4	3	1	-	1
lack of support from others	10	4	1	1	1	3
not knowing where to start	27	13	6	2	3	3

#### Breakdown by years of teaching experience

<b>Question:</b> Reason for attending	<b>Total responses (100)</b>	<b>1-5 (7)</b>	<b>6-10 (16)</b>	<b>11-15 (14)</b>	<b>16-20 (32)</b>	<b>21-30 (24)</b>	<b>31+ (7)</b>
feels stuck professionally	14	-	2	2	7	3	-
wants to stretch out of comfort zone	19	3	2	4	5	3	2
doesn't have ideas for stretching	3	-	-	-	2	-	1
doesn't know about possibilities	10	3	1	-	4	1	1

knows the presenter	24	1	3	5	6	7	2
for no particular reason	2	-	-	-	-	1	1
out of general interest	16	-	3	2	4	7	-
didn't watch the webinar	12	-	5	1	4	2	-

<b>Question:</b> Do you feel stuck?	<b>Total responses</b> <b>(63)</b>	<b>1-5</b> <b>a</b> <b>(4)</b>	<b>6-10</b> <b>b</b> <b>(13)</b>	<b>11-15</b> <b>c</b> <b>(7)</b>	<b>16-20</b> <b>d</b> <b>(20)</b>	<b>21-30</b> <b>e</b> <b>(15)</b>	<b>31+</b> <b>f</b> <b>(4)</b>
yes	9	-	3	2	3	1	-
no	12	2	5	1	2	2	-
sometimes	42	2	5	4	15	12	4

<b>Question:</b> How stuck do you feel? (1-5)	<b>Total responses</b> <b>(59)</b>	<b>1-5</b> <b>1 didn't answer</b> <b>(3)</b>	<b>6-10</b> <b>(13)</b>	<b>11-15</b> <b>(7)</b>	<b>16-20</b> <b>1 didn't answer</b> <b>(19)</b>	<b>21-30</b> <b>3 didn't answer</b> <b>(13)</b>	<b>31+</b> <b>(4)</b>
1 (very little)	6	-	3	-	1	2	-
2	12	2	3	2	3	2	-
3	27	1	4	3	8	8	3
4	13	-	3	2	6	1	1
5 (very much)	1	-	-	-	1	-	-

<b>Question:</b> What stops you from trying new things?	<b>Total responses</b> <b>(136)</b>	<b>1-5</b> <b>(6)</b>	<b>6-10</b> <b>(30)</b>	<b>11-15</b> <b>(10)</b>	<b>16-20</b> <b>(46)</b>	<b>21-30</b> <b>(38)</b>	<b>31+</b> <b>(6)</b>
fear of failure	13	1	3	1	4	3	1
lack of time	39	4	7	4	11	11	2
lack of opportunity	15	-	4	1	6	4	-

lack of interest	4	-	2	-	1	1	-
lack of funds	19	1	3	2	7	6	-
lack of motivation	9	-	4	-	2	3	-
lack of support from others	10	-	1	-	6	3	-
not knowing where to start	27	-	6	2	9	7	3

### Learner Diaries

Colleagues who responded by saying they felt stuck and were interested in taking part in a self-reflection exercise, which would be commented on, received this table. They were asked to fill it in and send it back periodically for feedback. A total of four colleagues answered, which then provided more detailed qualitative data.

### Person 1 (Europe)

Where I was professionally	CPD initiative	Motivation	How did it help?
thinking about the future and use of technology	enrolled in a digital education platform to learn to teach online	used intrinsic motivation to keep up with new trends, learning ideas for trainees and for the person themselves in classroom settings	thought about what they learned in the webinar and how to make use of new tools and ideas
wanted practical ideas for teaching trainees on a CELTA course	took part in webinars and workshops	gained ideas from webinar and workshops	gave thought to how things can be done and recycled
was taking part in local Teacher Association CPD days			enjoyed seeing trainees put ideas into action and watching them take risks and go beyond the course book

### Person 2 (Central and South America)

Where I was professionally	CPD initiative	Motivation	How did it help?
<p>coordinator of the English programme at the person's institution</p> <p>often reflected on what else could be done</p> <p>decided to move efforts from local to regional and learn from others</p>	<p>created CPD opportunities for all</p> <p>applied for a grant to the US Department of State to organise the teacher association of the country</p> <p>took part in webinars and management training programmes</p> <p>applied for different jobs in the education sector</p> <p>organised a TESOL group for the area</p> <p>was chosen to be on the Board of TESOL International</p>	<p>renew the English programme</p> <p>help teachers and contribute to education in their country</p> <p>discover where they felt they could have the largest impact</p>	<p>gained new perspective on English Department objectives</p> <p>recognised staff strengths and created new CPD opportunities</p> <p>was able to contribute to public education and to influence the policy and curriculum</p> <p>found it rewarding to collaborate with other teachers and see that challenges were very similar</p>

This person also said that they felt stuck in a rut when they did a particular activity for too long. So, they looked for new projects which helped others and brought them together.

### Person 3 (Middle East)

Where I was professionally	CPD initiative	Motivation	How did it help?
<p>had already organised and created CPD classes but wanted more information from others on how this is done</p>	<p>took part in a MOOC run by the American Embassy which was a step-by-step guide to creating CPD courses</p>	<p>assisted and guided students to integrate technology into their own teaching practice</p>	<p>feels proud of students when they say they have used tools/techniques in their own teaching</p>

is teaching a course on technology integration at college	collected data for their PhD  developed a new syllabus for students which is more work for both the teacher and the students		works to make the course more valuable for students as it is a non-credit course
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**Person 4 (Asia)**

Where I was professionally	CPD initiative	Motivation	How did it help?
felt they weren't growing professionally  felt they had hit a plateau	tried to foster emphasis on teacher development among colleagues  tried to encourage observation of others' classes but met with some resistance  created a template to use for observation  wrote an article for an online ELT magazine on the subject	wanted to get feedback from others on their teaching and to see how others taught  the person felt that having a published article would be a motivating factor for them  would like to work on further ideas for articles	is still working on the observation idea but management seems to be interested  article was published in January 2019

**Discussion**

This project first reports on the themes, gives the complete information on the answers to the survey, looks at the answers again according to two sub-sets, examines the theoretical implications of the research and finally uses latent themes in order to draw final conclusions. There is no specific literature that deals exactly with this topic.

**Why people watched the webinar**

The survey began by eliciting the reasons people watched the webinar or the recording. 63 people responded, however, as more than one answer was possible, there were 106 responses. The main themes which this question revealed were the following:

- 23 % watched because they knew the presenter.
- 19 % watched because they would like to stretch out of their comfort zones.
- 16 % watched out of general interest.
- 14 % watched because they feel stuck.

This seems to indicate that the field of ELT is a personalised one as the largest group chose to watch the webinar due to a personal connection. However, in returning to the theme, 31 % watched it because they wanted to stretch out of their comfort zones or because they felt stuck. This theme is repeated later in the data. It is also interesting that a total of 14 people didn't watch the webinar or the recording but continued to fill out the survey, thereby indicating that they related to the questions in spite of not seeing what was presented.

This question was also looked at through two narrower lenses, the first being a breakdown of countries and the second the number of years people have been in the profession.

Comparing the responses to the overall responses, the highest number watched because they knew the presenter although this varied from region to region. The numbers among each of the groups broke down as follows:

- watched because they knew the presenter: 29 % Europe, 13 % Middle East, 44 % Central and South America,
- watched because they would like to stretch out of their comfort zone: 21 % Europe, 19 % Middle East, 33 % Africa, 11 % South and Central America,
- watched out of general interest: 16 % Europe, 13 % Middle East, 22 % South and Central America, 40 % Asia,
- watched because they feel stuck: 15 % Europe, 13 % Middle East, 11 % South and Central America, 40 % Asia.

In addition, 50 % of those in Africa watched because they didn't know which possibilities there were for stretching. In the other regions, the highest number was 11 % in South and Central America.

In the second breakdown, the results within the age groups were as follows:

- watched because they knew the presenter: 14 % (1–5 years), 19 % (6–10 years), 36 % (11–15 years), 19 % (16–20 years), 29 % (21–30 years), 29 % (30+ years),
- watched because they would like to stretch out of their comfort zone: 43 % (1–5 years), 13 % (6–10 years), 29 % (11–15 years), 16 % (16–20 years), 13 % (21–30 years), 21 % (30+ years),
- watched out of general interest: 0 % (1–5 years), 19 % (6–10 years), 14 % (11–15 years), 13 % (16–20 years), 29 % (21–30 years), 0 % (30+ years),
- watched because they feel stuck: 0 % (1–5 years), 13 % (6–10 years), 14 % (11–15 years), 22 % (16–20 years), 13 % (21–30 years), 0 % (30+ years).

The conclusions, which can be drawn here, are that knowing a presenter was important for all, however, feeling stuck and wanting to stretch were more prevalent in Asia and the Middle East and not knowing what possibilities existed or having no ideas for stretching came up in African countries as well as in Central and South America. It may be easier for those in Europe, the Middle East and Asia to travel to conferences, connect with other teachers and experience new methods and possibilities for development. This is an area which would need to be explored on a local level in Africa and Central and South America.

The next questions were to gather personal information in order to identify themes according to country, age, experience, school type/age of students or pupils and employment status. These were grouped by thematic area rather than by the order of questions on the survey.

### **Where people live and work**

Participants were asked where they lived and worked. People from a total of 30 countries responded; eleven countries had more than one respondent, whereas the others all had only one. The two countries most represented were Switzerland with 17 % and Saudi Arabia with 14 %. A more detailed method to identify the themes was to look at the breakdown according to the regions of the world they came from. This broke down to the following:

- 6 % live and work in Africa (4 respondents).
- 10 % live and work in Central and South America (6 respondents).
- 60 % live and work in Europe (38 respondents).
- 17 % live and work in the Middle East (11 respondents).
- 6 % live and work in Asia (4 respondents).

The large number of participants from Europe and the Middle East could be related to the time zones and when the webinar was offered. There was a recording available as well, but data wasn't collected regarding those who watched live and those who watched the recording at a later date.

### **Age groups**

Respondents were asked to categorise themselves within age groups which ranged from 18–25 years old to 60+ years old. The breakdown is as follows:

- 2 % are between 18 and 25.
- 21 % are between 26 and 35.
- 37 % are between 36 and 45.
- 38 % are between 46 and 59.
- 3 % are over 60.

This put the overwhelming majority (75 %) between 36 and 59 years, the upper part of the age scale, with 23 % of respondents under the age of 35. A conclusion can perhaps be drawn due to the fact that the webinar revolved around getting out of a rut, a situation which most likely would occur later in one's career.



It is to be assumed that the younger people haven't been in the profession as long, so everything they do seems newer and they may not feel as stuck in a routine as those who have been doing the job for a number of years. Relating to the comfort zone definitions mentioned in the review section of this paper, it seems likely that those who have been teaching for longer have grown used to being in their comfort zones and like the idea of feeling safe and in control.

### **Number of years of experience**

Participants were asked how long they have been teaching. Here the findings were somewhat different from the age groups, which had appeared in a previous question, most likely because people often begin their teaching careers at different ages. Both the top and bottom of the scale showed the lowest number, but the second lowest concerned those teaching from 11 to 15 years. The breakdown was as follows:

- 6 % have been teaching 1–5 years (4 respondents).
- 21 % have been teaching 6–10 years (13 respondents).
- 11 % have been teaching 11–15 years (7 respondents).
- 32 % have been teaching 16–20 years (20 respondents).
- 24 % have been teaching 21–30 years (15 respondents).
- 6 % have been teaching 31+ years (4 respondents).

What is interesting in the data is the number of those who have been in the profession for a number of years. The broad groups here show that 38 % have been teaching up to 16 years and 62 % for more than 16 years. Again, this seems to coincide with the suggestion that a comfort zone is a safe place to be in. Those who have been in the profession for some time may recognise that they have stopped growing but are stopped by the fear zones or find that the learning and growth zones now require more effort on their part.

### **Where people teach**

The next category determined what school type people were in, indicating the age of their students or pupils. The breakdown clearly showed that a number of people work in more than one area because 63 participants provided 103 responses to this question. The specific breakdowns were:

- 44 % work in adult education.
- 22 % work in secondary schools.
- 18 % work in tertiary education.
- 12 % work in primary education.
- 4 % work in pre-primary education.

The reason for the high number of adult educators could be that some 60 % of respondents answered with more than one type of job, leading to the conclusion that a number of those working in schools with children or at university most likely also teach adults.

## **Employment status**

Moving on to the employment status of respondents, the hypothesis that a number of teachers work in adult education as a second job seems to be born out by the responses. Teachers were overwhelmingly in an employed relationship (which is more likely in public school education of primary through secondary school and, in some cases, tertiary) with a much smaller number of self-employed teachers:

- 68 % employed,
- 27 % self-employed.

The next questions dealt with the topic of the research. The first two determined the status of the respondents in connection with the topic.

## **Do you feel stuck?**

Participants were asked whether they felt stuck in a rut. The answers broke down to:

- 67 % sometimes feel stuck.
- 19 % don't feel stuck.
- 14 % feel stuck.

Looking at the narrower focus here, the percentages have been determined based on the number of people, within a region or according to the length of experience, who ticked the boxes in the survey. They aren't a total of all the people who ticked the box broken down into regions or length of experience. The question within the regions broke down as follows:

- sometimes feel stuck: 62 % Europe, 55 % Middle East, 100 % Africa, 86 % South and Central America, 75 % Asia,
- don't feel stuck: 22 % Europe, 27 % Middle East, 14 % South and Central America,
- feel stuck: 16 % Europe, 18 % Middle East, 25 % Asia.

The number of years in the profession broke down as follows within the age groups:

- sometimes feel stuck: 50 % (1–5), 38 % (6–10), 57 % (11–15), 75 % (16–20), 80 % (21–30), 100 % (30+),
- don't feel stuck: 50 % (1–5), 38 % (6–10), 14 % (11–15), 10 % (16–20), 13 % (21–30),
- feel stuck: 23 % (6–10), 29 % (11–15), 15 % (16–20), 7 % (21–30).

Although the majority said they watched the webinar due to a personal connection with the presenter or out of general interest, a significant number said that they felt stuck all the time or some of the time. The highest number of those who didn't feel stuck were located in the Middle East. This rating could be due to several factors including salary levels or access to CPD. What is interesting is the breakdown according to the number of years in the profession. It is perhaps not surprising that no beginning teachers (with 1–5 years of experience) said they felt stuck. However, it is surprising that all those who have been teaching for more than 30 years said they sometimes feel that way. Additionally, more than half of all those who have

been teaching 11–30 years sometimes feel that they are stuck in a rut, with 80 % agreeing to this in the 21–30-year category. It is a positive sign, however, that only 7 % who have been teaching 21–30 years and 15 % with 16–20 years of experience said that they feel stuck. The interpretation here could be that the fear of stepping out of a safe place has stopped them from stretching and that feeling stuck is the price they pay for comfort. They may also have fixed mindsets, which make them feel that their talents are more or less fixed at this point and, therefore, that there is no point in trying out something different.

### **How stuck do you feel?**

On a scale of 1–5, respondents were asked to indicate how stuck they felt. Almost half put themselves in the middle, although the number of those who rated this way is higher than the one of those who felt stuck or sometimes felt stuck. It is to be assumed that those who felt the least stuck were the ones who answered negatively on the previous question. The specific results are the following:

- 10 % chose 1 (least stuck) (6 responses).
- 20 % chose 2 (sometimes stuck) (12 responses).
- 46 % chose 3 (in the middle) (27 responses).
- 22 % chose 4 (often stuck) (13 responses).
- 2 % chose 5 (most stuck) (1 response).

This was also looked at within the regions with the following results:

- option 1 (least stuck): 6 % Europe, 10 % Middle East, 43 % Central and South America,
- option 2 (sometimes stuck): 21 % Europe, 20 % Middle East, 50 % Africa,
- option 3 (in the middle): 44 % Europe, 40 % Middle East, 25 % Africa, 47 % Central and South America, 100 % Asia,
- option 4 (often stuck): 26 % Europe, 30 % Middle East, 25 % Africa,
- option 5 (most stuck): 3 % Europe.

Concerning the years of experience, the breakdown is as follows:

- option 1 (least stuck): 3 % (6–10), 5 % (16–20), 15 % (21–30 years),
- option 2 (sometimes stuck): 67 % (1–5), 23 % (6–10), 29 % (11–15), 16 % (16–20), 15 % (21–30),
- option 3 (in the middle): 33 % (1–5), 31 % (6–10), 43 % (11–15), 42 % (16–20), 62 % (21–30), 75 % (30+),
- option 4 (often stuck): 23 % (6–10), 29 % (11–15), 32 % (16–20), 8 % (21–30), 25 % (30+)
- option 5 (most stuck): 5 % (16–20).

The conclusion here is that, with 24 % indicating that they often or very often felt stuck and 46 % feeling in the middle, this was a compelling reason to watch the webinar and consider what they could do to get out of this state. Only 30 % felt that they were only stuck at times. The breakdown into regions indicated

that those in Europe and the Middle East tended to be in the middle on this question while those in Central and South America either rarely felt stuck or were in the middle. None of the teachers in Africa were at either end of the scale and all participants from Asia chose the middle option. It is difficult to draw conclusions based on regions due to the small sample size of some of them. The number of years of experience provides more data for drawing conclusions. Those starting out tend to be in the middle or only stuck at times, whereas those who have been teaching for 11 years and more largely put themselves in the middle.

### **What stops you from trying new things?**

The next part of the survey dealt with the main themes of the research. The first question concerned what stops people from trying new things. The main findings were:

- 28 % said the lack of time.
- 19 % said they didn't know where to start.
- 14 % said they lacked funds.
- 11 % said they didn't have the opportunity.
- 9 % said they were afraid to fail.
- 7 % said they didn't have support from others.
- 6 % said they lacked motivation.
- 3 % said they lacked interest.

Other comments that were made were:

- lack of professional exchange,
- fear of trying new things,
- not sure I am happy in my current role.

People said they are stopped from trying new things within the regions because:

- they lacked enough time: 31 % Europe, 29 % Middle East, 20 % Africa, 33 % Central and South America, 20 % Asia,
- they didn't know where to start: 17 % Europe, 25 % Middle East, 20 % Africa, 25 % South and Central America, 20 % Asia,
- they lacked the funds: 17 % Europe, 8 % Middle East, 10 % Africa, 8 % South and Central America, 13 % Asia,
- they didn't have the opportunity: 9 % Europe, 13 % Middle East, 10 % Africa, 17 % South and Central America, 13 % Asia,
- they were afraid to fail: 12 % Europe, 20 % Africa, 8 % South and Central America, 7 % Asia,
- they didn't have support from others: 5 % Europe, 4 % Middle East, 10 % Africa, 8 % South and Central America, 20 % Asia,

- they lacked motivation: 5 % Europe, 13 % Middle East, 10 % Africa, 15 % Asia,
- they lacked interest: 3 % Europe, 8 % Middle East.

People said they are stopped from trying new things within a breakdown of years of teaching experience because:

- they lacked enough time: 67 % (1–5), 23 % (6–10), 40 % (11–15), 24 % (16–20), 29 % (21–30), 33 % (31+),
- they didn't know where to start: 20 % (6–10), 20 % (11–15), 20 % (16–20), 18 % (21–30), 50 % (31+),
- they lacked the funds: 17 % (1–5), 10 % (6–10), 20 % (11–15), 15 % (16–20), 16 % (21–30),
- they didn't have the opportunity: 13 % (6–10), 10 % (11–15), 13 % (16–20), 11 % (21–30),
- they were afraid to fail: 17 % (1–5), 10 % (6–10), 10 % (11–15), 9 % (16–20), 8 % (21–30), 17 % (31+),
- they didn't have support from others: 3 % (6–10), 13 % (16–20), 8 % (21–30),
- they lacked motivation: 13 % (6–10), 4 % (16–20), 8 % (21–30),
- they lacked interest: 7 % (6–10), 2 % (16–20), 3 % (21–30).

These results supported the conclusion that time is a problem, which also had high percentages throughout Central and South America, Europe and the Middle East. Teachers from this region were stopped more often by the feeling of a lack of time than their colleagues in other regions. Surprisingly, lack of funds scored higher in Europe than in other places. One reason for that could be the number of state-run or employer-funded programmes in other parts of the world. Motivation seems to be more of a problem in the Middle East and in Asia, although lack of support is rated higher in Africa and in Asia than in the Middle East. Without knowing more about the teaching systems in these regions, it isn't possible to draw final conclusions as to the answers received.

Looking at the years of experience, all age groups ranked lack of time as their top reason for not trying out new things. It is interesting that 50 % of those who have been teaching for 30+ years don't know where to start, which corresponds to the high number of participants in this category saying they feel quite stuck. This may well relate to their mindsets and could possibly be interpreted by assuming that colleagues who have been teaching for many years but feel stuck haven't experienced growth mindsets. They may also be afraid of the fear zone because of what others might say if they begin to initiate new ideas. It is also interesting to see that the fairly new teachers (6–10 years of experience) and those with 30+ years are equally afraid to fail. All the others seemed more ready to take chances. It is a positive sign, however, that the fairly new teachers (6–10 years of experience) strongly feel that they have support from others. This is a positive note for the profession and indicates that they would have less of a problem taking the first step into the fear zone and then into the zone of learning and growth.

### **What conditions would need to be there to help you stretch?**

The answers to this question were as follows:

- 32 % said they would need to have enough time.

- 21 % said they would need to have funds.
- 21 % said they would need to have the opportunity.
- 15 % said they would need to have support from others.
- 10 % said they would need to be motivated.

The ranking of these is the same as in the question about what stops people from trying something new, although not all the original options were offered here. It is clear that time management is a major factor and that a lack of funds and opportunity hold people back from professional development. It can be very frightening to take chances if one doesn't know how it will turn out. One additional comment mentioned having time to recharge batteries, a common problem among teachers with heavy teaching loads and other commitments.

### **Where to stretch into**

When asked which areas people might want to stretch into, the breakdown was as follows:

- 15 % were interested in learning how to use new technology.
- 15 % were interested in CPD.
- 15 % were interested in working in a new area of ELT.
- 12 % were interested in working with colleagues.
- 12 % were interested in setting up and using professional learning networks online.
- 11 % were interested in using a different learning style or approach.
- 7 % were interested in teaching a new subject.

There seems to be an evenly distributed ranking on areas to stretch into. The fewest number of people (7 %) were interested in teaching a new subject, although more than double that number (15 %) were interested in working in a new field of ELT. In addition to working in a new field, 15 % were interested in learning to use new technology and another 15 % in CPD. Others were interested in working with colleagues (11 %) and setting up professional learning networks online (11 %). From this it seems that most of the ideas seem feasible and interesting to teachers as there was no clear 'winner' in this offer of ideas. The ideas which had the highest percentages could possibly be perceived as being 'safe' as well as possibly involving less of a risk to the person trying them out.

### **If you don't feel stuck, what do you do?**

Those who don't feel stuck answered as follows:

- 19 % regularly make use of new technology.
- 19 % regularly take part in CPD.
- 18 % regularly try out new methods.
- 15 % stretch out of preferred learning style and use different approaches.

- 9 % regularly work with colleagues.
- 9 % have a professional learning network online.
- 7 % teach new subjects when possible.
- 7 % work in other ELT areas in addition to teaching.

As these activities are carried out by those who don't feel stuck, it is surprising that a fairly low percentage regularly take part in CPD, try out new methods, make use of new technology on a regular basis, regularly work with colleagues or have a professional learning network online. As only three respondents gave other activities as answers, it is difficult to say what it is that helps these teachers to be content with what they are doing. Those who answered with other activities have stretched into new areas, such as setting up a consultancy, giving workshops and training as a yoga instructor. Again, here, the safe options of using new technology or taking part in CPD had the highest percentages although they were closely followed by trying out new methods, which carries a higher element of risk. The riskiest perhaps would involve stretching into a new area of ELT or teaching new subjects. These options were ranked lowest, which would indicate the fear of losing control or the lack of self-confidence to try them.

### **Which resources would help?**

When asked what participants felt could help them to stretch, the answers were as follows:

- 21 % would like online sites with CPD.
- 19 % would like webinars.
- 14 % would like videos for the classroom.
- 13 % would like online sites for magazines, journals, articles.
- 12 % would like social media sites to exchange ideas.
- 10 % would like online sites with classroom activities for young learners and teens.
- 9 % would like online sites with classroom activities for tertiary and adult learners.

Forty percent said they would like to have online resources, which would help them develop. About a third said they would like materials for the classroom, leaving two-thirds more interested in their own professional development. The conclusion here is that those who took part in the webinar did so because they were interested in what they could do for themselves and less interested in activities they could use with learners. In addition, one person was interested in joint online projects (although they didn't mention if this was between learners or teachers) and another respondent wished for webinars by leading researchers, again stressing the online aspect, which has made professional development more accessible.

### **What was helpful?**

When asked what specifically was helpful in the webinar, the results were as follows:

- 25 % found the examples of what can be done in class helpful.

- 19 % found the list of resources helpful.
- 18 % found the experiences of others helpful.
- 15 % found the list of possible areas to stretch into helpful.
- 11 % found that creating a personal timeline was helpful.

These findings aren't consistent with the prior question as the majority (62 %) found the specific examples, experiences and resources for the classroom to be the most helpful. They found suggestions as to what areas they could stretch into or the self-reflective personal timeline less helpful. Perhaps the conclusion is that, at the end of the day, teachers still need help in what they can do in the classroom and simply don't have the time or energy for self-reflection in order to make major changes, relating again to the fear of leaving a place in which they feel safe and in control of their surroundings. However, 17 % didn't watch the webinar at all. So, these results may have turned out differently if they had. Other respondents mentioned the importance of being able to overcome fears and found it helpful to see a positive and inspirational presentation.

Moving on to the interpretation of the data sent through learner diaries, it was possible to determine a different mindset, give tips and ideas and have a constructive dialogue.

Person 1 originally had a lack of self-confidence, which slowly grew over the years in the profession, doing various certificate courses and becoming a Cambridge examiner. After watching the webinar they signed up for the third DELTA module. They did a timeline including moving from teacher to teacher trainer and continued working on their CPD. They also felt that colleagues weren't communicating. When the person became a teacher trainer, they were encouraged to push out of their comfort zone, they examined both intrinsic and extrinsic motivation and felt strongly about moving into ELT management to make a difference.

They were feeling quite stuck after becoming successful in the field and cut back on courses, completed the third module of the DELTA, but realised they missed the classroom. They were offered a course with young learners, which they hadn't done in many years, and began working with new adult courses. This person is also dealing with the challenge of keeping the classroom paperless but is feeling much less stuck now.

What helped the person to stretch was getting to know other teachers, gaining confidence, gaining more knowledge with CPD, learning about the Cambridge exams, finding that the certificate training was helping with strategies to give feedback, designing training sessions, experiencing the steep learning curve of the DELTA course, regularly attending webinars and conferences along with feedback stressing the achievements the person had already made and working on building self-confidence.

Person 2 felt that they were stuck in a rut when they did a particular activity for too long and therefore, looked for new projects which helped others and brought them together. The person moved from working as head of the English programme at an institution to eventually organising an official teacher association for their country. Taking part in webinars and management training programs helped this person to stretch



beyond what they had originally set out to do and worked to see where they could have the greatest impact to eventually being voted into the TESOL International Board.

Person 3 was having a problem with a course they had developed on using technology in the classroom for their college. As the college wouldn't give credit for the course, it was difficult to convince students to sign up for it. The suggestion of inviting graduates of the college to come back and tell the students how useful the course was for their jobs, even if they had to forgo credits for it, was deemed helpful and is currently being developed.

Person 4 was feeling frustrated and looking for ways to stretch beyond what they were doing. The person was working within a strict university system but tried to introduce new ideas, which were met with resistance from colleagues. With some exchange of emails and some suggestions, it seems the person has been able to convince others to try out their ideas. Another tip that helped was a suggestion to write for an online magazine, which the person has since done and the article has now been published. It seems that they are now able to slowly move forward and hopefully will be able to continue to convince others of their new ideas.

## **Conclusions and implications**

As this project was undertaken with the goal of discovering what held people back from stretching out of their comfort zones using a deductive approach, the data was analysed with this in mind.

The final conclusions that can be drawn by looking at the responses through the lens of questioning what teachers would get out of a webinar such as this one is that it did fill a need and that further work is to be done. The clearest indications of this were found by closely examining the learner diaries, as these four teachers showed a real interest in growth and exhibited that they were moving from their comfort zones to a growth zone, which most likely went hand-in-hand with a growth mindset. These four took the time to reflect but were also able to elicit comments and suggestions, which they could evaluate for themselves, to see if they were what they needed.

In looking at the other responses, it was clear that the personal connection prompted many to watch the webinar. In addition, feeling stuck and wanting to stretch were the second and third reasons for watching the webinar, as indicated by the number of responses. This clearly showed that this is a situation colleagues around the world find themselves in. It was interesting that the people who took part were mostly part of the higher age groups although, as has been previously mentioned, they may be the ones who realise that they aren't learning anything new in their professions. It isn't clear why those who didn't feel stuck took part. Perhaps they felt they could benefit from new ideas. Whether or not they felt they were already in a growth zone isn't possible to determine from the data.

The responses to why people don't try out new things clearly showed that a lack of time was the main reason. Whether or not this is looked at as an excuse is difficult to say. Lack of interest and lack of motivation had the fewest responses, followed by fear of failure, a somewhat different result than the one from crowdsourcing while setting up the webinar. It could be that these are reasons that are more difficult to admit, whereas lack of time isn't something that people feel they can be blamed for or that others would

view negatively. The areas that are being stretched into weren't surprising. Technology is a popular topic today and it could be assumed that teachers who took part in this webinar and survey are also interested in CPD. The same conclusion can be drawn for which resources teachers felt they needed which were online CPD opportunities and webinars.

The main themes, which ran through the data, were the willingness to engage in CPD more often, to learn and use new technology and new methods. As not knowing where to start was mentioned by several teachers as a reason for attending the webinar, it can be hoped that they discovered ideas which they can put into practice. Those who watched felt that they learned something through the practical examples of stretching and the experiences of colleagues. It seems that some of the fear of growth can be counteracted by the support of others and this may well be the way forward to encourage a growth mindset and help people move from their comfort zones through their fear zones into their learning zones and eventually into their growth zones. The goal would be to create and support teacher well-being and to support growth within the profession in order to help teachers and their learners. Due to the fact that this is an area in which little research has been done, perhaps this paper could provide a basis for continuing to research why teachers feel stuck and what can be done within their local contexts to help them stretch and achieve more positive mindsets. As this plays a major role in teacher well-being, it seems to be an area in which further investigation is warranted.

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## Appendix

### Questions for the research survey on 'Getting Unstuck'

**1) I attended this webinar, live talk or watched the recording because (more than one answer is possible)**

- a) I feel stuck professionally.
- b) I would like to stretch out of my comfort zone.
- c) I don't have any ideas for stretching out of my comfort zone.
- d) I don't know which possibilities could help me to stretch out of my comfort zone.
- e) I know the presenter.
- f) For no particular reason.
- g) Out of general interest.
- h) Other

**2) Your age**

- a) between 18 and 25
- b) between 26 and 35
- c) between 36 and 45
- d) between 46 and 59
- e) over 60

**3) I live and work in**

A drop down menu of countries was provided.

**4) I work in (more than one is possible)**

- a) pre-primary education (learners up to 6)
- b) primary education (learners from 6–10)
- d) secondary education (learners from 11 until graduation)
- e) tertiary education
- f) adult education

**5) Number of years of teaching experience**

- a) 1–5
- b) 6–10
- c) 11–15
- d) 16–20
- e) 20–30
- f) 31+

**6) I am**

- a) employed
- b) self-employed
- c) unemployed
- d) retired

**7) Do you feel stuck in a rut?**

- a) yes
- b) no
- c) sometimes

**8) If you feel or sometimes feel stuck in a rut, to what extent do you feel stuck?**

(on a scale of 1–5, 1 being the least stuck, 5 being the most stuck)

- a) 1
- b) 2
- c) 3
- d) 4
- e) 5

**9) If you feel or sometimes feel stuck in a rut, what stops you from trying new things? (more than one answer is possible)**

- a) fear of failure
- b) lack of time
- c) lack of opportunity
- d) lack of interest
- e) lack of funds
- f) lack of motivation
- g) lack of support from others
- h) not knowing where to start
- i) other

**10) If you want to stretch into a new area, which of the following areas could you imagine moving into? (more than one answer is possible)**

- a) using new methods
- b) new subjects to teach
- c) learning and/or using new technology
- d) taking part in CPD
- e) using a different learning style or approach
- f) working with colleagues

- g) setting up or working with a professional learning network online
- h) working in a new area (for you) of ELT
- i) other

**11) If you don't feel stuck in a rut, which of these things do you already do?**

- a) regularly try out new methods
- b) teach new subjects when possible
- c) make use of new technology on a regular basis
- d) take part in CPD regularly
- e) stretch out of your preferred learning style and use different approaches in the classroom
- f) regularly work with colleagues
- g) have a professional learning network online
- h) work in other ELT areas in addition to teaching
- f) other

**12) Which conditions would help you to stretch into one or more of the areas mentioned above?**

**(more than one answer is possible)**

- a) having enough time
- b) having the opportunity
- c) having funds
- d) being motivated
- e) having support from others
- f) other

**13) Which of these resources would help you? (more than one answer is possible)**

- a) online sites which provide a variety of classroom activities for young learners and teens
- b) online sites which provide a variety of classroom activities for university students and adults
- c) online sites which provide CPD
- d) online sites for magazines, journals, articles
- e) social media sites where you can exchange ideas with others
- f) webinars
- g) videos for the classroom
- h) other

**14) Was there anything in particular that you found helpful in this webinar? (more than one answer is possible)**

- a) list of possible areas to stretch into
- b) experiences of others
- c) examples of what can be done
- d) creating a timeline for yourself

e) list of resources

f) other