The Effect of Junior High School Teachers' Motivation and Willingness to Change on the Diversity of Their Teaching Methods

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Abstract—This study attempts examine the influence of motivation and willingness of teachers to change on the diversity of teaching methods. The research question is: What is the influence of junior school teachers' motivations and willingness to change on the diversity of their teaching instructions? The participants of the study are 50 English teachers of Junior High Schools in Northern Israel. The research instruments were three questionnaires. The research's findings revealed a significant influence of English teachers of Junior High Schools willingness to change on the diversity of teaching methods; the higher the willingness to change, the diversity in teaching modes increases. Another significant effect was also found between the level of teaching motivation and diversity of teaching methods; teachers with high motivation level reported diversification in teaching methods. A final significant effect of level of general motivation and willingness for change was also found; the willingness for change among teachers of high motivation increased. The main research conclusion is that willingness to change, which is connected to motivation, influences the diversity of teaching methods. Therefore, in order to assimilate changes in teachers' working modes, like diversifying their teaching methods or in any other way, there is a need to encourage and nurture their motivation.

Index Terms—the new English program, willingness to change, motivation, diversification of teaching mode

I. INTRODUCTION

In recent years the need to change the educational system to fit and be relevant to the students and society of the 21st century had become a central issue for educators and policy makers alike (Zhang, 2007& Zhang, 2010 & Salant & Paz, 2011). The Israeli educational system is in a process of adjustment to the 21st century, by introduction of various digital technologies aimed to develop skills, research and critical thinking, strengthen digital literacy and make the school more relevant to the students (Peled & Blau, 2011).

These processes require teachers to undergo a conceptual transformation from frontal "standard classical" teacher, into online teacher, using online teaching –learning technologies (Rotem & Peled, 2008). Teachers are required to adopt a pedagogical perception of self-directed students studying independently and helped by the teacher's guidance (Prinski, 2008).

Unlike Prinski, the ministry of education emphasizes that the methodology used should be flexible to enable teachers and pupils to learn in different modes according to personal tendencies, mental capability and competence. Thus, the ministry outlines a policy of advancement and development of teaching learning processes to pursue meaningful teaching and learning. This policy requires methodological change.

The new English program emphasizes a number of principles in the linguist aspect of the subject, choice of materials and achievement evaluation (Ministry of education, 2014). There is a dire need to change teaching modes in teaching English as foreign language. A study conducted by the institute for nurturing education revealed a need to a greater and more profound training, theoretical and practical of English teachers, and raised the concern that teachers who are not native speakers of English, lack satisfactory linguistic skills in the language. The study also revealed that this difficulty is more present among teachers of English teaching in the periphery and in the Arabic sector. Thus, to realize the aims and objective mentioned above, there is a need to change teachers' perception of their teaching modes and the methods they use and adapt their teaching modes to the new teaching environment (Peled & Magen-Nagar, 2012).

This study will examine the influence of willingness and motivation to change on the diversifying of teaching instructions of English teachers in Junior High Schools of the Israeli Arabic educational system. The findings of this study might shed light on problematic aspects of the subject and help to consolidate alternative teaching methods in teaching English according to the new program.

II. Review of Related Literature

Educational change

In the professional literature, a change is described by terms such as: innovativeness, reform, effectiveness, improvement, development, initiative and others all referring to initiated change aimed to improve, advance and make the system more efficient. According to Hall & Hord, (1987), the term "innovation" describes in characteristics linked to features like the innovative attributes in reality, the relevant advantages of the innovation, the measure of the innovation adaptness to the relevant field and ratio of its complexity. Moreover it is linked to its implementation in practice, the experimental effect of the innovation, ithe aims of the innovation and its products activities and behaviors performed during the introduction and application of the innovation.

Sarason (1995) defined educational change as substituting established behavioral patterns used by workers in an educational institute by different new behavioral patterns. Others, like Lashley & Smith (1993), defined educational change as reconstruction or reform. They state that reconstruction of a school is a change characterized by local initiative of factors involved in improving a long term program for the school, while reform is characterizing external projects.

These definitions indicate that there are a number of approaches for description of an educational change; there are those who treat it as a process implementation and others, who define it as the product of other processes, while the common feature is an initiative aimed to advance the system.

Change is also described as an introduction of new elements to the system, something new and different, at least from the view point of those implementing it; a new and significant effort to supplement or create a system, an attempt aimed to improve performance to suit the desired objectives like adopting a new idea or new behavior in processes and programs performed by the system (Sharan & Sharan, 1991).

In the professional literature dealing with introduction of changes to educational learning system change is perceived as a long complex process in which those involved have to overcome several obstacles both in various levels. Some of the difficulties accompanying change processes can be constant components, whether the change is desired or forced and whether it is the result of a need identified by external factor or an expression of the school's internal need (Kozma, 2003).

Teachers' willingness and readiness for a change

Willingness to change reflects the positions and intentions of the teachers regarding the change proposed: how much it is needed and to what extent they are able to perform it. High willingness supports and contributes to the change and reduces resistance to its implementation while low willingness makes it difficult to adopt and implement the proposed change (Bernshtock & Cohen, 2014).

Rogers (2003) defines adoption of change as a decision of the individual to use innovation as the best and most available way of action. He describes it as a process beginning with a primary discussion and ending with final adoption of innovation. He also says that there are technological factors/characteristics involved in the process that might affect the decision to adopt the proposed innovation such as: users' characteristics, content, technological and organizational considerations.

Kipala et al (2007), claim that the levels of the teachers, the school and the system also affect the decision regarding the adoption of innovation, along with factors like level of education, age group, gender educational experience and experience with digital media that might also affect adoption of innovation, especially when it comes to technology; the teachers' positions toward technology affect adoption and integration of computers in their teaching. On the other hand, anxiety, lack of confidence and ability, and fear of change can also affect teachers' decision (Bernshtock & Cohen, 2014).

The following sub-section will discuss teaching modes and teachers' perceptions regarding changes in teaching modes.

Strategies and teaching models

Nisim, Barak & Ben-Tsvi (2012) claim that teaching strategies definition are the modes used by teachers to reach the lesson's aims and objectives. They add that since the sixties of the previous century, scholars in education encourage the use of teaching strategies promoting the learner's active intelligent processing of new information, aided by high level thinking and diverse social capabilities.

The role of the teacher is teaching, thus, he/she should be ready to assimilate new initiatives while integrating various elements with knowledge concerning advantages and shortcomings of the teaching process (Jaspers, Meijer, Prins & Wubbels, 2014). The teacher is responsible to provide teaching of diverse means and modes, to create effective learning environment leading to the development of thinking skills (Gavish, 2002).

Teachers should also challenge their pupils by presenting new theories and different world views; they have to conduct discussions on actual ideas. During the teaching process, the teacher experiences building and developing new teaching modes by various means of imparting knowledge and information to his/her pupils, preferably in the most interesting way possible (Hobson, Ashby, Malderez & Tomlinson, 2009).

The teacher is also responsible for the development and welfare of his/her pupils; he/she can realize this aspect of responsibility by implementing alternative teaching methods and using diverse teaching modes (Robert & Bulloug, 2012).

Teaching strategies are based on 4 basic elements: talking, listening, reading and reflection on the contents learned. To obtain complex high level thinking among the pupils, to reach the right form of understanding of the material learned, they are also required to activate diverse abilities, talents and skills and to use common sense and consideration. Teaching strategies can be implemented by using diverse teaching methods and relying on theories and teaching models (Lazarowits & Hertz –Lazarowits, 2007).

The following sub-section will show the connection between teaching style and academic achievements.

The importance of teaching methods diversity

The department of educational programs development and designing in the Ministry of Education published a manifest (2012) saying that: "Diverse methods and teaching modes combining development of skill will be activated in all learning contents for all age layers. The methods and modes that will be applied in various learning subjects will be chosen according to considerations such as: the essence and nature of the subject learned, the target population, the environmental resources and according to the additional value of the modes or the tools chosen to be used as means to reach the teaching objectives. The modes of teaching and learning will include activating pupils by means of lectures, discussions, discourse, teamwork or other assignments. All these will be performed according to conditions and the required of the learning material in individual activity, working in pairs or small groups or within a class framework of a heterogeneous group."

Contemporary educational perception encourages diversity in teaching and evaluation methods. The policy of the Ministry of Education manifested in the program of the reform "reorganization of learning" reflects this perception; the leading assumption is that such a diversity will encourage pupils and draw them closer to various teaching subjects, help development and establishment of pupil's skills, encourage research and help the pupil to express him/herself and realize his true potential.

Frontal teaching method can no longer be the only way to teach, significant learning the learning experience, absorption and internalizing of the learned material requires diversity of teaching methods (the Ministry of Education, 2015). Diversification of teaching methods will enable the teacher to reach several pupils since this diversity fits better the learners' learning styles (there).

According to Adar (inside Mahlev, 2003), the choice of teaching methods relates directly to pupils' motivation; therefore, the choice will affect the pupil's performance only if it suits his/her motivation format. For example, the study of Kampa & Martin-Dias (inside: Mahlev, 2003) found that frontal teaching suits the conscious pupil, while curios pupils are motivated by discovery learning and motivation of socially oriented pupils increases when they learn in groups.

Educational perceptions among teachers

Ertmer (2005) suggests that decision regarding the use of particular teaching method derives from the educational perceptions of the teachers which function as sort of a sifter used to make decisions regarding issues of program planning, teaching modes or performance activities in the learning environment. Therefore, teachers' perceptions can advance or delay a change. Studies indicate that teachers tend to adopt new teaching modes if they happen to be in line with their personal and epistemological perceptions.

A change of teachers' paradigm is a complex subject; paradigms include a system of positions, perceptions, beliefs, values and experiences that define the thinking format of the individual and affect his/her perception of the reality and his/her responses to the perceived reality.

Therefore, changes in the paradigm especially changes in educational views and perceptions should be planned and graded in all the transitory stages.

Work and teaching motivation

Vidislavski & Shemesh (2009), described motivation as a significant factor essential to success in the work place. In light of the awareness to the impact of motivation on the quality and job satisfaction of the workers, several organizations including educational institutions perceive high motivation of employees an inseparable part of the organizational strategy; meaning, that elevation of work motivation is in the interest of the school management and the teachers.

Most theories view motivation as unified phenomenon moving on axel where at one end there is very little of it and on the other end a lot of it. However, motivation is also affected by personal natural and professional differences among people. Robins (2000) defines work motivation as the willingness to invest significant effort at work to achieve organizational goals. The willingness to invest effort depends of the individual's ability to satisfy a particular personal need. This willingness does not relate to a specific condition or the relations between the worker and the organization or the possible profitability of the investment; it relates to the mental variables of the worker, his self-image, self-confidence and his personal values.

Asor (2001) observed that the willingness to invest exists even when there are difficulties or lack of organizational success. He mentions different types of motivations: external, internal, conformity, placation, and conscious integrative and emotional.

Regardless of the difference between the theories described it is possible to distinguish between two major motivation types: external motivation and internal motivation. The self-directing theory of Deci & Ryan (1985) distinguishes between motivation types on the basis of causal factors such as the objectives or reasons for various

actions. In the basis of this theory lies the distinction between internal motivation relating to performing a pleasurable and/or satisfactory action and external motivation relating to performing an action leading to some kind of result.

Teaching motivation

Ololube (2006) suggests that teacher's motivation, which is an individual internal process, is a central factor of class efficiency and improvement of academic achievements in the school. He says that the existence of motivation or the lack of it could be deduced according to results and features of the individual's overt behavior.

A study of teachers' work in Nigeria, conducted by Helsinki University for UNESCO revealed that teachers' motivation affects the teacher's behavior; teachers with high motivation are able to create a better physical, social and psychological climate in the class. They can integrate professional knowledge, content knowledge in given academic discipline, and didactical knowledge, personal and inter-personal knowledge.

The conclusions of the study suggest that motivation is a central factor in teacher's work; it is an important factor in class efficiency, improvement of academic achievements and their willingness to participate and contribute to the advancement of the educational process (Vidislavsky & Shemesh, 2009).

Peled & Magen-Nagar (2012) quote several studies (Freitas & Selwyn, 2010; Halverson & Smith, 2010; Cunningham, 2009; Oliver, 2005; Fullan & Smith, 1999), which revealed that there is a serious difficulty in assimilation of change in teachers teaching modes and in the implementation of these changes. Among the reasons for this difficulty are the teachers' positions, perceptions, abilities and their attitudes towards digital environments and towards their teaching role in such environments. In other words, the scholars mentioned above suggest that when we intend to introduce change into an educational system we should take into consideration all these variables.

Forkush-Baruch, Mudoser & Nahmias (2012) refer to variables supporting or delaying pedagogic innovativeness and mention two central aspects: The first is an organizational aspect, the teleprocessing vision and its objectives – this component contains positions and beliefs concerning innovative pedagogy. The second component is definition and mapping of the innovative activities connections and identification of the innovation's aims.

To sum it all up, in the light of the above mentioned it would be advisable to examine the connection between diversification of teaching modes in the subject of English as second foreign language in Junior high schools, the teachers' motivation and their willingness to diversify their teaching modes. The study whose aims and questions will follow was designed to examine these connections.

III. METHODOLOGY

The Research Goal:

This study aims to examine the influence of English teachers' motivation and willingness to change on their teaching modes.

The Research Hypotheses

What is the effect of English teaching motivation level and willingness to change among teachers of Junior High Schools on the diversification measure of teaching modes used by English teachers?

The Research Hypotheses are:

1. There is a significant effect of willingness to change among junior high schools English teachers on the diversity measure of their teaching modes.

2. There is a significant effect of the general motivation level of Junior High School English teachers on the diversity measure of their teaching modes.

3. There is a significant effect of the general motivation among Junior High School English teachers on their willingness to change.

Participants

The research population is teachers in junior High Schools of the Arabic sector in Northern Israel. The research sample was comprised of 50 teachers who teach English as foreign language in Junior High School located in five Arabic towns in Northern Israel. The participants were randomly chosen.

Research Tools

The tools used in this study were three self-reporting questionnaires filled and submitted by the research participants.

1. A questionnaire examining teachers' willingness to change: a questionnaire for self-reporting designed and developed by Blau & Antonovsky (2009). This study used only the second part of this questionnaire – teachers' willingness to change.

2. A questionnaire examining teaching motivation – this study used a questionnaire modified from the motivation questionnaire developed by Ryan & Connell (1989).

3. A questionnaire examining the teachers' positions regarding diversification of teaching modes- for this purpose this study used the second part of the Teachers position questionnaire regarding diversification of teaching modes developed by Friedman (2009) to measure the frequency they use teaching strategies of high order thinking. In addition all participants filled up a questionnaire of personal details aimed to collect useful demographic data.

IV. RESEARCH FINDINGS

First hypothesis: there is a significant effect of willingness to change among English teachers of junior high schools on diversity measure of teaching modes.

Table 1 below describes the average of number of statements that examined the attitudes of teachers towards a variety of teaching instruction and it points to several important aspects:

Teachers who participated in this study believe that thinking skills are more important than providing information. In addition, most of the teachers noted that there is a need for coordination between a professional and teaching method, meaning that they believe in lateral teaching, and about 75% of all teachers are interested in making their teaching relevant to the world of the students and agree that the teacher must devote a great deal of time from the lesson to creating a connection between the students' world and the knowledge they have learned. In addition, most teachers are interested in cultivating curiosity among students, even on subjects that are not in the curriculum. 75% of the teachers believe that their role is to correct the students' worldview and shape it according to the requirements

However, about half of the teachers stated that imparting learning skills often impairs the submission of the goals of the lesson and the provision of the material studied. About 70% of the teachers noted that if teachers from close fields of study teach the same subject from different perspectives, this could create confusion among the students. The same percentage claimed that the teachers are the source of knowledge and that it's their role to transfer this knowledge to students. About 82% of all teachers noted that students' questions might be detrimental to lessons. An identical percentage requires teachers to focus on providing information.

A significant effect of willingness to change among teachers on the teaching modes diversity; the higher the willingness ratio, the diversity level of teaching modes rises as shown in Table one.

TABLE 1
ATTITUDES TOWARDS THE VARIOUS TEACHING ASPECTS

N'	Statement	1	2	3	4	AV
1	I encourage students to ask questions even if it does not allow me to finish all the material I planned to teach.	2	8	19	21	3.18
2	The teacher must engage the students in expressing doubts about the content being studied, even if it is clear to him that doubts are not established	4	12	19	13	2.74
3	Engaging imparting learning skills to students during the lesson harms the teacher's ability to achieve the goals of the lesson.	10	25	15	0	2.1
4	The teacher must coordinate the teaching of the material with teachers who teach close fields of knowledge.	1	9	19	21	3.2
5	The teacher must devote a large part of the lesson to encouraging students' curiosity about subjects that are not necessarily in the curriculum.	0	7	22	21	3.28
6	Dedicating time to develop students' thinking skills delays the learning process learning material.	16	21	13	0	1.94
7	The teacher must devote a great deal of time from the lesson to creating a connection between the student's world and the knowledge he has learned.	5	9	18	18	2.98
8	If teachers from close fields of study teach the same subject from different aspects, this may create confusion among the students.	4	34	9	3	2.22
9	The teacher is a "jar full of knowledge" whose role is to "pour the knowledge" into the student's "container."	2	34	9	5	2.34
10	The student's questions may impair the normal course of the lesson.	21	20	9	0	1.76
11	The teacher must devote a large part of the lesson to trying to correct erroneous perceptions of the students.	4	10	18	18	3
12	The teacher must focus on teaching the material only in order to be able to teach the whole material.	12	23	13	2	2.1
13	The ultimate goal of instruction is to transfer the teacher's knowledge to the student.	7	24	13	6	2.36
14	The teacher must ensure that students are able to apply the knowledge learned in other contexts as well.	2	2	25	21	3.31
15	The teacher must devote a large part of the lesson to imparting learning skills to students.	2	2	25	21	3.31
16	The student is a "blank sheet" and the role of the teacher is to design the student according to the requirements of the education system.	6	8	18	18	2.95
17	Each teacher must focus on teaching his or her field of knowledge without interfering with the teaching content of other teachers.	2	33	10	3	2.21
	General mean					2.64

Figure 1 below displays the rating of the participants regarding attitudes towards the various teaching aspects presented in the above table.
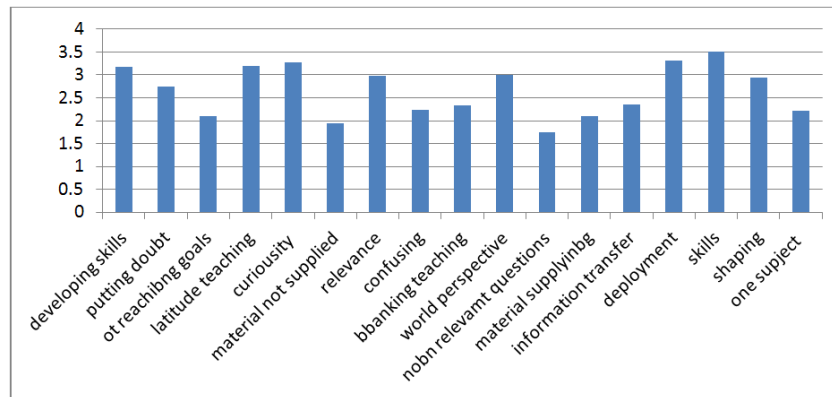
Figure 1: The Attitudes towards Various Teaching Aspects of English Instruction.

Preferred Teaching Strategy

Table 2 below describes the preferred teaching strategy of the teachers who participated in this research. As can be seen in the table, about 78% of all teachers mentioned that they encourage asking questions even if it is detrimental to supplying the material, even if the questions are not directly related to the topic being studied. Teachers combine various activities, use humor and write assignments. Moreover, they compare knowledge to other fields, talk to other teachers about the material being studied. More than 80% of all teachers ask many questions to ensure that students understand the material, use various reference materials, and about 90% of the participants in this study indicated that they teach students how they can improve thinking skills and give them feedback, -60% believe that the frontal teaching is the teaching method used by the classes. In addition, more than 50% of teachers indicated that they focus on teaching without interfering with the teaching contents of other teachers, less than 50% of all teachers draw students' attention to the thinking skills they use, and most teachers prevent students from asking questions that may delay progress in transferring the study material.

TABLE 2:
THE FAVORITE TEACHING STRATEGY

Number	Statement	1	2	3	4	AV
1	I encourage students to ask questions even if it does not allow me to finish all the material I planned to teach.	3	8	19	20	3.12
2	During the lesson, I combine many sessions (such as role-playing games and brainstorming sessions).	3	8	19	20	3.12
3	I use humor a few times during class.	5	9	18	18	2.94
4	In the lesson, I compare my professional knowledge to the subject being studied, and that of close fields of knowledge.	4	8	19	19	3.06
5	I ask the students many questions that examine their understanding of the material being studied.	1	4	20	25	3.38
6	Frontal teaching is the method of instruction used by me during classes.	8	21	15	6	2.38
7	I talk to teachers who teach close subjects to my teaching profession about how they teach certain subjects.	4	8	19	19	3.06
8	I teach students how to use the means of understanding the material that is being studied (eg, using comparison tables and flow charts).	0	7	22	21	3.28
9	During the lesson I teach students how they can improve their thinking skills.	0	0	27	23	3.46
10	I give students feedback, both in writing and orally, regarding their answers to my questions.	0	2	25	23	3.42
11	I allow students to ask questions that are not focused on the material being studied.	5	9	18	18	2.94
12	I focus on teaching my teaching profession without interfering with the teaching content of other teachers.	2	33	11	2	2.18
13	I give the students writing and reading assignments at every lesson.	7	10	18	15	2.82
14	During the lesson, I draw students' attention to the thinking skills they use during class.	20	21	9	0	1.78
15	I tend to prevent students from asking questions that may impede progress in the delivery of the material.	2	2	25	21	3.3
16	I ask the students questions that examine their ability to apply the material learned in other contexts as well.	12	24	13	1	2.06
	General mean					2.89

The rating of the teachers' favorite teaching style presented in table 2 above is also presented in the following figure
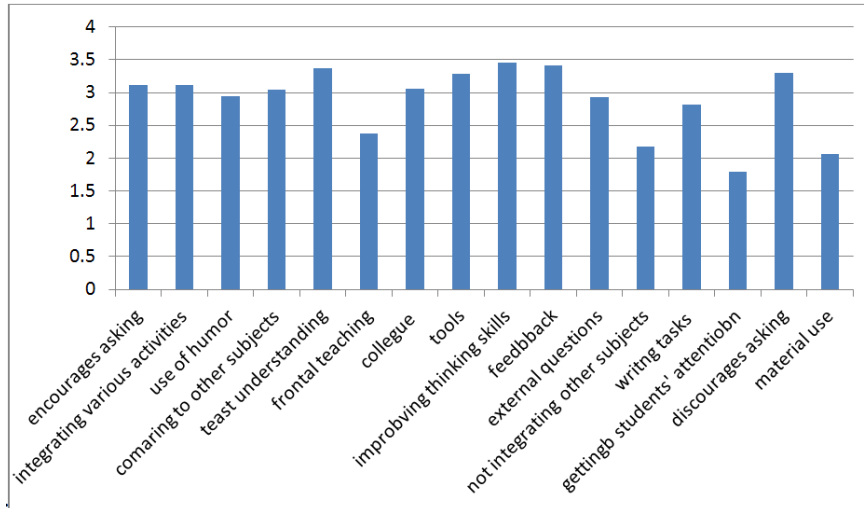
Figure 2: Favorite Teaching Strategy

Teachers' willingness to change

Table 3 below describes the average number of statements that examined Teachers' willingness to change. The average of teachers' willingness to change is relatively high. Teachers are willing to move to teaching according to a new curriculum, or teach a different subject, but it is more difficult for them to move to another locality or to change their personal lives.

TABLE 3:
TEACHERS' WILLINGNESS TO CHANGE

number	Statement	1	2	3	4	AV
1	Moving to teaching according to a new curriculum in the profession you teach	35	15	0	0	1.3
2	moving to teaching a different profession than in previous years	3	7	20	20	3.16
3	teaching students in a different age group than you taught in previous years	1	0	20	29	3.54
4	Change in personal life, for example, separation from a daughter / son	1	2	18	29	3.54
5	Moving to a new town	0	0	21	29	3.58
6	dismissal	0	0	6	44	3.88
	mean					3.16

The figure below demonstrates the average of the answers given in the above table concerning teachers' willingness to change questionnaire
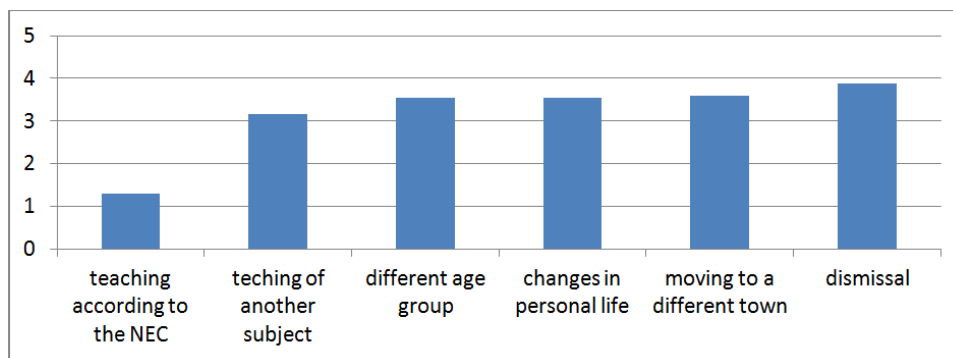

Figure 3: Teachers' Willingness to Change

In light of the above data, the research findings can be summarized in the table 4 below as follows:

TABLE 4:
PIERSON CORRELATION FOR CHECKING CONNECTIONS BETWEEN RESEARCH VARIABLES

	Significance	Correlation
The higher the willingness rate, the higher the teaching modes diversity measure	0.000	*0.885

*P<0.05, ** P<0.01, ***0.001, n= 50

The data analysis shows that there is a significant effect of willingness to change among teachers on the diversity measure of teaching modes: P<0.05 rp = 0.885. Therefore, according the positive correlation we can deduce that the higher the willingness to change among teachers. The diversity level of teaching modes rises.

The findings indicate that the level of the willingness to change among the teachers can significantly affect the diversity measure of teaching modes.

Second hypothesis: There is a significant effect of the general motivation level of teachers on the diversity measure of teaching modes.

The researcher also assumed that the higher the teacher's motivation, the more he/she will diversify his/her teaching modes.

TABLE NO. 5:
PIERSON CORRELATION FOR CHECKING CONNECTIONS BETWEEN RESEARCH VARIABLES

	Significance	Correlation
Teachers' motivation level *Teaching modes diversity measure	0.000	**0.723

*P<0.05, ** P<0.01, ***0.001, n= 50

The findings indicate that the second hypothesis is significant. It had confirmed that there is a significant effect of teachers' motivation level on the measure of teaching modes diversity: P< 0.05, rp= 0.723., which strengthens the assumption that the higher the teacher's motivation level, the measure of teaching modes diversity will rise.

Third hypothesis: There is influence of the teachers' general motivation level on their willingness to change. The higher the teachers' motivation level – the higher will be their willingness to change.

TABLE 6:
PIERSON CORRELATION FOR CHECKING CONNECTIONS BETWEEN RESEARCH VARIABLES

	Significance	Correlation
The general teachers motivation level * their willingness to change	0.000	**0.885

*P<0.05, ** P<0.01, ***0.001, n= 50

Table 6 shows that there is a significant effect P<0.05, rp = 0.885, of the general motivation level among teachers on their willingness to change, indicating that the higher their motivation level, the higher rises their willingness to change.

V. DISCUSSION

The discussion focuses on the research findings regarding the three main factors examined: willingness to change, teaching motivation and diversity of the teacher's teaching modes.

There are a number of approaches regarding teachers' willingness to change, and the diversity measure of teaching modes. Fullan, (1991) explains educational change as an alternative action performed in specific time frame; adaptation of something different or an idea of doing something differently in one or more components than the way it was previously done or replacement of constructive or content related component with a different better component.

Another approach describes educational change as changing the regular behavioral patterns of the school's faculty in to different new behavioral patterns, and as learning focused upon "how to make a new thing" (Sarason, 1996).

The findings of this study indicate that willingness of teachers to participate in a change process can greatly affect the measurement of their teaching modes. These findings support the findings of Rogers (2003), who defined adaptation of change as the individual's decision to use innovativeness as the best and most available mode

It is therefore possible that when teachers are willing and ready to be part of an educational change, they are also willing and ready to diversify and try new teaching modes.

This finding is also supported by the approach of Sharan & Sharan (1991) who perceive change as introducing new elements to the system or (program) with the intention to improve performance to achieve the desired results.

The second research hypothesis referred to the effect of teachers' motivation diversity of teaching modes. The research findings indicate strong positive connection between these two variables. The findings also indicated that the teachers are aware of the significant effect of motivation on various aspects, including their readiness to diversify their teaching modes. These findings support the observations of Vidislavsky & Shemesh, (2009) that teachers with high motivation can integrate and make practical usage of various types of knowledge and impart learning content in various modes.

The research findings also confirmed that that willingness and readiness to change positively affects motivation. The questionnaire analysis validated, in fact it revealed that all the three variables are inter-connected, and therefore, affecting each other.

The need to initiate pedagogical changes to adapt the school to the needs of the 21st century concerns several educators throughout the world. There is an abundance of ideas, initiatives, reforms, innovations, experimentation and technology related developments these findings support several studies in the field regarding the mutual positive interconnection between teachers' motivation, diversity of teaching modes and teacher's willingness to participate in an educational change.

VI. CONCLUSIONS AND RECOMMENDATIONS

This study investigated the effect of willingness to change on motivation level and diversity of teaching modes and willingness. The study was conducted using a sample of 50 English teachers of junior high Schools in Northern Israel.

The study revealed strong positive mutual connections between the three variables; willingness to change positively affected teachers' motivation and diversification of teaching modes, motivation level strongly affected the other two variables: high motivation raised the level of both willingness to change and measure of diversity. The findings derived from the questionnaire support findings of other studies published in recent years.

The study also validates the original model developed by Blau & Antonovsky (2009) aimed to understand teachers' position regarding technology usage and reveals connection between the teachers' willingness to change, the measure of digital media usage and teaching motivation.

The research findings support the approach recognizing the connection between motivation, willingness to change and the measure of teaching modes diversity. The motivation level of the research participants was found to be high – the teachers also recognize the importance of willingness to change and the need to diversify the teaching modes used in teaching English to speakers of other languages.

Thus, the main conclusion of this research is that willingness to change, which is connected to motivation, is a factor inviting the teachers to diversify their teaching modes. Therefore, in order to assimilate changes in teachers' working modes, like diversifying their teaching methods or in any other way, there is a need to encourage and nurture their motivation

The findings indicate that the three variables are interconnected, affecting each other; willingness to change is essential to cooperation among the teachers. Recognition of the need for a change affects teachers' motivation and their willingness to diversify their teaching modes and can be a key factor encouraging teachers to seek professional success.

In light of the above, it is recommended to conduct continuing studies that will also look into variables such as: teachers' education, age and gender. It is also recommended to conduct future study on a larger scale and in various populations.

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