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The Impact of Experience on the Intrinsic Motivation of EFL Teachers Who Teach Online

Beril Er[1], Necmiye Karataş[2]

[1] [2]English Preparatory School, Istanbul Aydin University, Turkey

berile@stu.aydin.edu.tr[1], necmiyekaratas@aydin.edu.tr[2]

Abstract. Remote teaching has become more popular than before in Turkey as in most parts of the world because of Covid-19 pandemic. Most of the teachers and students have had some difficulties in adapting to distance education. It has been observed that the motivation of both parties might be affected by this sudden shift to online education. Although many reasons affecting teacher motivation have been identified so far, it is believed that every single study will contribute to the purpose of bettering the present EFL teaching. The current study aims to investigate the role of experience on the intrinsic motivation of EFL teachers involved in online teaching andto find out whether years of experience have an effect on teachers' intrinsic motivation. In this study, the data was compiled from 46 EFL teachers working at Istanbul Aydin University English Preparatory School. An adapted Attitude/Motivation Test Battery (AMTB) questionnaire was used to gather the data. The obtained descriptive data were analyzed by using SPSS. The results of this study proved that experience does not have a significant impact on EFL teachers' motivation teaching online.

Keywords. Experience, motivation, online education

1. Introduction

One of the most important roles of teachers in the classroom is to raise the motivation of the learners so as to be able to facilitate the learning-teaching process to a considerable degree. High motivation in the classroom is important because the higher the motivation of teachers and students is, the easier and more enjoyable the learning and teaching process can be. Delceva–Dizdarevik (2014) suggests that if teachers are not motivated, the reflection of this situation on students and on the whole of the education process can be bad. For this reason, it can be stated that teachers' motivation and students' motivation are correlated. Although there are quite a number of studies conducted about learners' motivation in both online and traditional educational situations; fewer investigations have been carried outabout teachers' motivation in online teaching. However, as many scholars point out, teachers' motivation is as important as students' motivation. For instance, Bernaus et al. (2009) remark that "teacher motivation is the most important variable because if teachers are not motivated, the whole notion of strategy use is lost" (p. 29).

The motivation level of teachers who teach remotely might be affected by many factors. For instance, according to a study conducted by Coates and Thoresen (1976), insufficient salary, the number of students in a class and other extracurricular duties are among the factors that

influence teachers' motivation. In addition, Howard and Johnson (2004) categorized the factors affecting teachers' motivation, which are time pressure, poor working conditions, lack of control and decision making powers and poor colleague relationships. In this study, experience factor was taken into consideration to be analyzed, because it can be hypothesized that the motivational level of a teacher with one year of experience and the motivational level of a teacher with more than 10 years of experience can vary and it can have an impact on teachers' intrinsic motivation.

To explain the background of this study, the research was carried out at Istanbul Aydin University English Preparatory School (IAUEPS).The platform which the school utilizes for online teaching is Adobe Connect, where the teachers meet the students every day to implement the courses. What teachers do in virtual classrooms is not different than what these teachers did in real classrooms where traditional face-to-face education once took place. It has been observed that teachers' motivation has been affected by this shift from offline to online teaching and has caused stress among teachers. The aim of this study is toidentify the effect of teaching experience on the motivation of EFL teachers who teach remotely at IAUEPS, hypothesizing that experience could be one of those factors causing stress and anxiety among them. Also, the study aims to reveal whether the year of teaching experience affects teachers' intrinsic motivation or not.

This present study first reviews the related literature and explains the methodology. Afterward, the data is analyzed and the findings are discussed. Then, the study is concluded with the hope of contributing to the EFL learning-teaching process. In addition, following research questions were aimed to be answered:
1. To what extent does teaching experience affect teachers' motivation in remote teaching?
2. Does teaching experience have an influence on teachers' intrinsic motivation?

2. Literature review
2.1. Motivation
Motivation is such a broad topic that it has been illustrated in many different ways by many scientists. Considering the root of the term "motivation" which derived from "movere", a Latin word meaning "to move", it can be stated that motivation is a type of instinct making people move to do or not to do things. Some scholars explain motivation as the force which pushes individuals to develop some specific actions (Pardee, 1990); an initiating arousal (Williams & Burden, 1997); a trigger that moves people to make decisions, take action, and strive (Ushioda&Dörnyei, 2012).

It can be seen in literature that many types of motivation have been defined in order to distinguish the reasons that trigger individuals to take action. This review focuses on three of them; intrinsic motivation, extrinsic motivation and altruistic motivation. Intrinsic motivation is described as the desire to engage in an activity just because it satisfies the individuals. According to Legault (2016) a child who plays, jumps or runs for fun is an example of intrinsic motivation, because the child takes these actions for its innately satisfactory reasons. In contrast, extrinsic motivation is defined as the act of an individual doing something so as to receive reward or to avoid punishment. Ryan and Deci (2000) exemplify extrinsic motivation as a student doing his/her homework in order to avoid parental sanctions. So, it can be said that extrinsic motivation is an instrumental one, unlike intrinsic motivation which is integrative.Instrumental motivation is defined as the desire to gain a reward from studying the language and integrative motivation is the favourable attitude towards the target language and a desire to adapt and integrate the culture when learning the language.Lastly, altruistic motivation refers to the desire to improve the well-being of others by sacrificing or even giving

up on self-well-being. Therefore, teachers are generally assumed to be altruistically motivated because they have the will to serve society (Moran et al., 2001).

2.2. *Teacher's motivation*

The issue of teacher motivation has been declared to have a significant impact on education. According to Kocabaş (2009), teacher motivation and the achievement of high standards in education are directly proportionate. Likewise, teacher motivation is claimed to have a strong influence on educational reform and progressive legislation (Jesus & Lens, 2005).

Even though there is a serious amount of studies focusing on the importance of students' motivation in and/or on the factors affecting students' motivation in both e-learning (e.g., Kim & Frick, 2011; Chen& Jang, 2010; Hartnett et al., 2011; Harandi, 2015; Beluce& Oliveira, 2015) and in-class learning (e.g., Ames, 1992; Dörnyei, 1994; Vibulphol, 2016; Bahous et al., 2011), investigations about teachers' motivation in online teachinghave been fewer. In their book, Dörnyei and Ushioda (2011) state that there are four motivational aspects standing out for teacher motivation. The first motivational aspect is intrinsic component, which is associated with teacher's innate joy. The second one is called contextual factors, which refers to the extrinsic components. The third aspect is temporal dimension of teacher motivation. This aspect refers to the idea that some factors may force teachers to do their profession in their whole life, which may block their future career path. And lastly, the fourth motivational aspect is called negative influences on the motivation of teachers. These negative influences are categorized as stress, restricted autonomy, insufficient self-efficacy and lack of intellectual challenge.
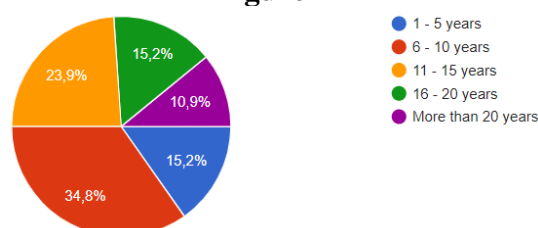
Considering the experience factor on teachers' motivation, in their study, Riseborough and Poppleton (1991) came to a conclusion that experienced teachers were not as motivated as those teachers who were new at the profession. They imply that experienced ones somehow lose enthusiasm towards teaching after a while. In another study conducted by Mohamad et al. (2016), teachers were taught how to use some online tools in teaching practice so that the researchers could look at their motivation in using online tools. The findings of that study showed that the teaching experience did not have any effect on their motivation in using online tools, whereas knowledge, perception and skills affected their motivation.

3. Methods

This study was carried out with a quantitative method design in order to obtain statistical data to be analyzed. Data was collected from participants who work at Istanbul Aydin University English Preparatory School (IAUEPS).

The technique which was employed in selecting participants was convenience sampling. Data of the research was compiled from a total of 46 volunteer participants, 30 were female EFL teachers and 16 were male EFL teachers. As it can be seen in Figure 1, teaching experience of the participants varies between one year and more than 20 years. The participant teachers teach reading, listening, speaking, writing skills, and main course lessons, in which the focus is mainly on grammar, to students in various levels at IAUEPS.

Figure 1

Legend:
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

Values shown: 15,2%; 23,9%; 10,9%; 34,8%; 15,2%

An adapted questionnaire which is called Attitude / Motivation Test Battery (AMTB) was used in order to gather the quantitative data for this study. The original version of AMTB was adapted by Fidan (2014) to collect data for a study on teacher motivation and enthusiasm. In this study, AMTB questionnaire was used with the permission of Fidan to gather data. The questionnaires were sent to the participants via Google Forms and the participants were given two weeks to complete. Some of the questions are provided as examples:

- I can motivate myself to teach English online using all my capacity.

Strongly disagree__ Disagree__ Neutral__ Agree__ Strongly agree__

- I enjoy the online and internet-based activities of our English classes with my students.

Strongly disagree__ Disagree__ Neutral__ Agree__ Strongly agree__

- I feel very much at ease when I teach English in an online classroom.

Strongly disagree__ Disagree__ Neutral__ Agree__ Strongly agree__

Following data collection procedure, the quantitative data was analyzed by using Statistical Package for the Social Sciences (SPSS). While analyzing the data, the focus was on looking for a relation between teaching experience and teacher motivation.

4. Findings
4.1. Descriptive statistics

Table 1. Descriptive statistics of items

Items	Mean	Median	Standard Deviation
1. I can motivate myself to teach English online using all my capacity.	4,54	5,00	0,55
2. I have a strong desire to know and teach all aspects of English in virtual classes.	4,35	5,00	0,82
3. I don't have any great wish to teach more than the basics of English in virtual classes.	1,74	1,00	0,93
4. As an English language instructor, I have to have a dynamic and interesting teaching style.	4,46	5,00	1,00
5. I enjoy the online and internet-based activities of our English classes with my students.	3,98	4,00	1,13
6. Teaching foreign languages online is not enjoyable.	2,13	2,00	1,11
7. I feel very much at ease when I teach English in an online classroom.	3,70	4,00	1,11
8. I really have no interest in foreign languages, it is just my work.	1,26	1,00	0,53
9. I tend to give up and not pay attention when I cannot encourage my English language students to speak English in online classes.	1,87	1,00	1,13
10. To be honest, I really have no desire to teach English online.	1,70	1,00	1,03

Table 1 shows the mean, the median and the standard deviation of items. Each item includes five options as, "strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5)". The mean scores are out 5 because there are 5 options for each item. When a mean score is getting closer to 5, it represents a strong attitude.

Accordingly, by looking at the mean scores greater than 3.5, it can be inferred that a) the teachers can motivate themselves to teach English online by using all their capacity, b) the teachers have a strong desire to know and teach all aspects of English in virtual classes, c) the teachers are aware that they have to have a dynamic and interesting teaching style, d) the teachers enjoy the online and internet-based activities of their English classes with their students, e) the teachers feel relax and very much at ease while teaching English in online classrooms.

4.2. The relationship between teaching experience and motivation

To see the relationship between experience and each item in Section 1, a Chi-square Independence Test was also applied by using a 5% predetermined significance level. P values less than 0,05 show that there is a statistically significant relationship between experience and corresponding item. The following results were found:

Table 2. Analysis of item 1

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	0	0	0	0	0	5,034	8	0,754	Not significant
Disagree	0	0	0	0	0				
Neutral	0	1	0	0	0				
Agree	3	7	6	1	2				
Strongly Agree	4	8	5	6	3				

Item 1: I can motivate myself to teach English online using all my capacity.

The majority of the teachers 56.5% (n=26) said that strongly agreed with this item. 41.3% (n=19) of the responses were given to (specified as) "Agree" and only 1 response was given to "Neutral". Table 2 shows that teaching experience vary among teachers. According to results, the P value is 0.754, which shows that there is not any significant relationship between experience and item 1.

Table 3. Analysis of item 2

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	0	0	0	0	0	8,268	12	0,764	Not significant
Disagree	0	0	1	0	0				
Neutral	1	2	3	1	0				
Agree	1	6	3	1	2				
Strongly Agree	5	8	4	5	3				

Item 2: I have a strong desire to know and teach all aspects of English in virtual classes.
The majority of the participant teachers, which is 54.3% (n=25), strongly agreed that they have a strong desire to know and teach all aspects of English in virtual classes. 13 of the teacher (28.3%) chose "Agree" option and 7 of them (15.2%) remained neutral on item 2. Only 1 (2.2%) of the responses was given to (marked as)"Disagree". Similar to the responses to item 1, teaching experience does not depict a strong P value (p=0.764). So, by looking at Table 3., it can be inferred that the relationship between teaching experience and desire to know and teach English in online classes is not significant.

Table 4. Analysis of item 3

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	4	8	6	3	3	12,237	12	0,427	Not significant
Disagree	2	5	1	3	2				
Neutral	1	1	4	0	0				

Agree	0	2	0	1	0
Strongly Agree	0	0	0	0	0

Item 3: I don't have any great wish to teach more than the basics of English in virtual classes. The most commonly chosen option to this item is "Strongly Disagree" (52.2%, n=24). 28.3% (n=13) of the participant teachers picked the common option, which is "Disagree". The number of teachers who chose "Neutral" option was 6 (13%) and lastly, 3 of teachers (6.5%) surveyed said they agreed with the item. Table 4 demonstrates that a significant relationship cannot be seen between item 3 and teaching experience, since P value is 0.427.

Table 5. Analysis of item 4

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	0	1	0	1	0				
Disagree	0	1	0	0	0				
Neutral	1	0	1	0	0	11,728	16	0,763	Not significant
Agree	2	3	4	1	0				
Strongly Agree	4	11	6	5	5				

Item 4: As an English language instructor, I have to have a dynamic and interesting teaching style.
"Strongly Agree" option was chosen by 67.4% (n=31) of the teachers, which can be considered as a significant number out of 46. The number of the teachers choosing the option "Agree" was 10 (21.7%). 2 of the teachers (4.2%) remained neutral, 1 of the teachers chose "Disagree" option. Lastly, the number of the teachers picking "Strongly Disagree" option was the same with the number in "Neutral" option, which was 2 (4.3%).

Table 6. Analysis of item 5

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	0	0	0	2	0	20,672	16	0,191	Not significant
Disagree	2	1	1	1	0				
Neutral	0	2	0	0	0				
Agree	2	8	6	1	3				
Strongly Agree	3	5	4	3	2				

Item 5: I enjoy the online and internet-based activities of our English classes with my students. The majority of the respondents (43.5%, n=20) expressed that they strongly agreed with item 5. Similarly, 17 participants (37%) chose "Agree" option. It can be inferred that a great number of teachers enjoy the online activities with their students. As shown in Table 6., P value is 0.191, which made it clear that there is not a significant relationship between experience and teachers' joy towards online English activities with their students.

Table 7. Analysis of item 6

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	2	7	3	3	2	20,318	16	0,206	Not significant
Disagree	2	4	3	2	2				
Neutral	0	3	5	1	1				
Agree	3	2	0	0	0				

Strongly Agree	0	0	0	1	0				

Item 6: Teaching foreign languages online is not enjoyable.

37% of the teachers (n=17) strongly disagreed with the claim in item 6. A further 28.3% of the teachers (n=13) expressed that they just disagreed with item 6. The number of the teachers remaining neutral on item 6 was 10 (21.7%). 5 of the respondents agreed that teaching foreign languages is not enjoyable, and a mere 2.2% (n=1) strongly agreed with the item. It can be noticed in Table 7 that no significant relationship between item 6 and years of teaching experience can be found.

Table 8. Analysis of item 7

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	0	1	0	1	1	15,498	16	0,489	Not significant
Disagree	0	2	1	0	0				
Neutral	1	1	5	2	1				
Agree	5	8	3	1	2				
Strongly Agree	1	4	2	3	1				

Item 7: I feel very much at ease when I teach English in an online classroom.

Table 8 depicts that there is no statistically significant relationship between item 7 and teaching experience, because P value turned out to be 0.489. Of the teachers, 41.3% (n=19) agreed, 23.9% (n=11) strongly agreed and 21.7% (n=10) remained neutral. 6 of the participants disagreed and strongly disagreed with item 7.

Table 9. Analysis of item 8

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	7	12	7	6	4	8,265	8	0,408	Not significant
Disagree	0	3	4	0	1				
Neutral	0	1	0	1	0				
Agree	0	0	0	0	0				
Strongly Agree	0	0	0	0	0				

Item 8: I really have no interest in foreign languages, just it is my work.

The vast majority of the participants (78.3%, n=36) strongly disagreed with item 8. While 17.4% (n=8) disagreed, 4.3% (n=2) stayed neutral. According to Table 9, no significant relationship between years of experience and item 8 can be found. It can be inferred that teachers are internally interested in foreign languages.

Table 10. Analysis of item 9

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	3	9	4	4	4	18,121	16	0,317	Not significant
Disagree	2	4	1	3	1				
Neutral	2	0	3	0	0				
Agree	0	3	2	0	0				

Strongly Agree	0	0	1	0	0				

Item 9: I tend to give up and not pay attention when I cannot encourage my English language students to speak English in online classes.

"Strongly Disagree" option was chosen by more than half of the teachers (52.2%, n=24) and "Disagree" option was picked by 23.9% (n=11) of the teachers. By looking at the percentages and Table 10, it can be inferred that there is not a significant relationship between experience and tendency to give up when teachers cannot encourage their students to speak English.

Table 11. Analysis of item 10

Options	How long have you been working as a teacher/instructor?					Chi-square	df	P	Relationship
	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years				
Strongly Disagree	5	8	6	4	5	15,55	16	0,485	Not significant
Disagree	1	3	2	2	0				
Neutral	1	3	3	0	0				
Agree	0	2	0	0	0				
Strongly Agree	0	0	0	1	0				

Item 10: To be honest, I really have no desire to teach English online.

More than half of the teachers (n=28) strongly disagreed with item 10, and 8 of them just disagreed, which means a great number of the teachers have a strong desire to teach English online. As it can be seen in Table 11, data revealed that no significant relationship can be seen between years of experience and having desire to teach English online.

5. Discussion

In this study, year of teaching experience refers to teachers' overall experience in teaching profession not year of experience in online teaching. When the results are examined, it is seen that although the years of experience are different, teachers' answers are the same for most questions. There are also questions that teachers with different years of experience give different answers, but those results are insufficient to conclude that teachers' year of experience in profession has a positive or negative impact on teacher motivation. In order to analyze those questions in detail, interviews can be carried out in future studies. For this reason, it can be

stated that in this study, year of experience does not play a significant role in the motivation of EFL teachers who teach online.

When looked at the descriptive statistics, it is seen that many of the mean scores are greater than 3,5, which means teachers have strong attitude and are motivated. Thus, according to the findings, it can be stated that teachers are intrinsically motivated and are willing to teach EFL no matter how many years they have been teaching. However, it is seen that teachers' year of experience in the profession does not have a significantly positive or negative effect on teachers' intrinsic motivation. To understand the relationship between teachers' years of experience and their intrinsic motivation to teach EFL in virtual classes, teachers can be interviewed in order to obtain more reliable results in future studies.

6. Conclusion

In these days when the impact of the pandemic on education is quite significant, the factors that motivate both teachers and students have become inevitable to review. In a study conducted by Xiao (2014), the findings showed that student-related factors (e.g. engagement in learning English and motivation to learn English) and teacher-related factors (e.g. self-efficacy in teaching and interest in profession) have a significant impact on teachers' motivation in distance education. In the light of the findings from this present study, which investigated experience factor, it can be concluded that the year of teaching experience does not have any significant effect on teachers' motivation in online education. As it was mentioned before, in a study carried out by Mohamad et al. (2016), similar results indicating no significant relationship between teaching experience and teacher motivation were found.

According to Dörnyei and Ushioda (2011), "'Teaching' as a vocational goal has always been associated with the internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation" (p. 161). This claim of Dörnyei and Ushioda's somehow proves the findings from this current study, as most of the participants revealed that they are intrinsically motivated to teach English in virtual classrooms. It can be seen in the analyses that when an item implied that teaching English in online classes is not enjoyable or teachers are not comfortable with online teaching, most teachers' responses indicated that they either disagreed or strongly disagreed. No significant influence of teaching experience on teachers' intrinsic motivation was found, however, the attitude of teachers is a proof of them being intrinsically motivated.

No matter how illuminating this study may be, some limitations should be kept in mind when interpreting the findings and drawing conclusions. Firstly, the findings from the study may be incomprehensible or biased because of participants' emotional state and preoccupation when answering the questionnaire. Secondly, the participants may not be representative of the entire English language teacher population involved in online education. Despite the shortcomings, it is believed that this study may contribute somewhat to motivational research related to distance education teachers.

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