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SITUATION-SPECIFIC MOTIVATIONAL DISPOSITIONS OF EFL STUDENTS
AND INSTRUCTORS IN ONLINE TEACHING AT THE TIME OF THE
COVID-19 PANDEMIC

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*I dedicate this thesis to my
beloved mother, Nilgün Uz.*

Situation-Specific Motivational Dispositions of EFL Students and Instructors in
Online Teaching at the Time of the COVID-19 Pandemic

The Graduate School of Education

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GRADUATE SCHOOL OF EDUCATION

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January 2024

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

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ABSTRACT**SITUATION-SPECIFIC MOTIVATIONAL DISPOSITIONS OF EFL STUDENTS
AND INSTRUCTORS IN ONLINE TEACHING AT THE TIME OF THE
COVID-19 PANDEMIC****Betül Baş****MA in Teaching English as a Foreign Language****Advisor: Asst. Prof. Dr. Tijen Akşit****January 2024**

The aim of this case study was to explore the situation-specific motivational dispositions of EFL students and instructors and to examine if the dispositions differ according to their gender, faculty type and level of English for the EFL students, and age, years of teaching experience, department graduated from and level of study for the EFL instructors in online teaching during the COVID-19 pandemic in a state university preparatory program in the Black Sea Region of Türkiye. For this quantitative case study, the data were collected from 343 students and 45 instructors through student and instructor questionnaires. The items related to the students' and instructors' motivational dispositions in online teaching were adapted from Guilloteaux and Dörnyei (2008) for the online questionnaire. Descriptive and inferential statistics were used for data analysis. The results revealed that the students' motivational dispositions seemed to have differed regarding gender, faculty type and level of English, while the instructors' motivational dispositions seemed to have changed according to age and years of teaching experience. Overall, the students' and instructors' motivation levels were not very high in online teaching caused by the COVID-19 pandemic.

Keywords: Emergency remote teaching, motivation in online teaching, learning during COVID-19, teaching during COVID-19

ÖZET

COVID-19 Pandemisi Döneminde Çevrimiçi Öğretimde Üniversite İngilizce Öğrencilerinin ve Öğretim Görevlilerinin Duruma Özgü Motivasyonel Eğilimleri

Betül Baş

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Danışman: Dr. Öğr. Üyesi Tijen Akşit

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Bu vaka çalışmasının amacı, İngilizceyi Türkiye'nin Karadeniz bölgesindeki bir devlet üniversitesinin hazırlık programında, COVID-19 salgını sırasında çevrimiçi öğretimde yabancı dil olarak öğrenen öğrencilerin ve öğretim görevlilerinin duruma özgü motivasyonel eğilimlerini araştırmak ve onların eğilimlerinin öğrenciler için cinsiyete, fakülte türüne, İngilizce düzeyine ve öğretim görevlilerinin yaş, öğretmenlik deneyimi, mezun oldukları bölüm ve eğitim düzeylerine göre farklılık gösterip göstermediğini incelemektir. Bu nicel yöntemli durum çalışması için veriler, öğretim görevlisi ve öğrenci anketleri aracılığıyla 343 öğrenci ve 45 öğretim görevlisinden toplanmıştır. Kullanılan öğrenci ve öğretim görevlisi anketlerinde çevrimiçi eğitimdeki eğilimlerle ilgili maddeleri Guilloteaux ve Dörnyei (2008)'den uyarlanmıştır. Veri analizinde betimsel ve çıkarımsal istatistik kullanılmıştır. Sonuçlar, öğrencilerin motivasyonel eğilimlerinde cinsiyet, fakülte türü ve İngilizce düzeyine göre, öğretmenlerin de yaş ve öğretmenlik tecrübesine farklılıklar bulunduğunu göstermiştir. Genel olarak, öğrencilerin ve öğretmenlerin motivasyon düzeyleri, COVID-19 salgınının neden olduğu çevrimiçi öğretimde çok yüksek değildi.

Anahtar kelimeler: Acil uzaktan eğitim, çevrimiçi eğitimde motivasyon, Covid-19 döneminde öğrencilik, Covid-19 döneminde öğretmenlik

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CHAPTER 1: INTRODUCTION

Introduction

It is a well-known fact that people of all ages worldwide are learning English for numerous purposes. Cogo (2011) argues that English is undeniably an international language. The term 'English as a Lingua Franca' and its acronym 'ELF' emerged in 1996 to explain this obvious fact (Jenkins, 2018). The well-recorded expansion in the use of English in recent decades is one of the significant factors for the growing attention on English as a Lingua Franca (ELF) (Baker, 2015). English as a Lingua Franca pertains to utilizing English for communication among people who speak other first languages, either voluntarily or due to pressure (Jenkins & Leung, 2016). Jenkins and Leung (2016) argue that most people using English are non-native speakers; thus, ELF has the most speakers globally.

As societies change and evolve in time, beliefs and methods of teaching languages change with societies accordingly. The recent progress in technology, such as the internet in the last decades, has tremendously affected nearly all areas of society, and education is no exception. Traditional language learning occurs with instructors and students in academic settings, including schools or language courses. On the other hand, a fundamental feature of higher education is digital technology, and naturally, it has an impact on learner skills (Bond et al., 2020). Also, they state that technology has been associated with learner commitment concerning behavior, emotions, and perceptions. Great expectancy is placed on schools with regard to the incorporation of technology in education into classroom instruction since it is believed that consistent utilization of technologies and computer-based tools will

improve digital skills as well as attitudes toward technology (Schmid & Petko, 2019).

In 2020, the conventional ways of teaching were considerably affected by the COVID-19 pandemic. Education became tremendously challenging both for educators and learners worldwide during the COVID-19 pandemic. Yandell (2020) emphasizes that the abrupt switch from face-to-face to online education differs from moving to a different classroom. Teachers worldwide were confronted with the same struggle of making the switch to online education while still supporting all students with respect and sincerity (Correia, 2020). The change to remote learning also impacted English learners in several aspects. According to Sayer and Brown (2020), for instance, while speaking and listening are frequently practiced in conventional teaching, the quickly prepared learning packages mostly concentrate on reading and writing. However, it might be said that the drastic changes in education due to the pandemic also had some advantages for teachers and learners. Sayer and Brown (2020) maintain that it helped teachers better understand their students' life challenges, such as not having a quiet place at home to do schoolwork. Further, another positive outcome for English learners was an improved ability to use different technologies and platforms to solve problems they encounter. Students were required to learn supplementary real-world applications of technology in addition to their knowledge of how to use smartphones and social media apps (Sayer & Brown, 2020).

Merely focusing on student engagement to succeed in teaching practices during the COVID-19 pandemic may not be adequate. Pattenau and Caldwell (2020) state that not only engagement but also motivation must be prioritized by institutions to create a successful distance teaching-learning environment. Besides

instruction and assessment, teachers need to foster a ‘humans first’ approach, especially during the difficult times of COVID-19. Through this approach, students know they are appreciated through encouragement, compassion, and kindness (Nasr, 2020).

There has been much research on student motivation over the past decades (Xiao, 2014). On the other hand, one of the topics in educational psychology that has received little attention is teacher motivation (Dörnyei & Ryan, 2015; Kubanyiova, 2019) although teachers are primary social personalities who crucially influence the motivational features of the learning procedure positively or negatively (Dörnyei & Ushioda, 2011). Furthermore, teachers' behaviors are a powerful motivational instrument since almost every teacher's attitude in the class impacts students' motivation (Dörnyei & Ushioda, 2011).

‘Emergency remote teaching’ (ERT), proposed by Hodges et al. (2020), describes the new online education design that temporarily switches the instruction delivery method to an alternate style in case of emergency, unlike activities that are prepared beforehand and created with the intention of being shared online. In this temporary mode, the educational resources that are present and would typically be provided physically are utilized in ERT (Mohammed et al., 2020). Unfortunately, this new distance education style came with its challenges. While this rapid reaction to the emergency has allowed institutions to continue with educational processes, it has caused challenges for instructors and students with adaptation (Shim & Lee, 2020).

The COVID-19 turmoil occurred at a time when the majority of educational systems, even in countries with superior technology, were not prepared for the advantages presented by the virtual educational environment (Schleicher, 2020). However, online education has allowed many people to maintain their teaching-

learning processes uninterrupted despite the challenges brought on by the COVID-19 pandemic (Ferri et al., 2020). Undeniably, the shift to online educational settings disrupted the status quo in education, and both learners and instructors encountered unprecedented challenges (Jimoyiannis & Koukis, 2023). Hence, it is essential to evaluate and comprehend the condition, as well as any potential effects and remedies. With this serving as the starting point, the present study seeks to investigate EFL students' and EFL instructors' situation-specific motivational dispositions and how they differ during online teaching. The study also investigates whether certain characteristics of students and instructors play a role in shaping their dispositions during online teaching at the time of the COVID-19 pandemic at an English language preparatory school of a university in Türkiye.

Background of the Study

'Second language acquisition' (SLA) is a recently developed academic field. Although second language acquisition has long been a topic of interest, it was not until the 1960s that this topic was given scientific research (Ellis, 2015). The concepts 'acquisition' and 'learning' are differentiated by language researchers, defining 'acquisition' as the process of learning a first or second language intuitively rather than through formal education and 'learning' as the systematic study of a second or foreign language in a classroom context (Moeller & Catalano, 2015).

In the field of research, second language acquisition is a broad term that encompasses learning a foreign language and explores the individuals' ability to acquire languages other than their native tongue (Moeller & Catalano, 2015). The SLA discipline has developed rapidly, leading to various studies and theories. As Ortega (2013) states, SLA motivation research significantly incorporates theories and approaches from social psychology, and the particular case of second language (L2)

learning necessitates that motivation be viewed as a complex set of factors encompassing social-psychological perspectives and attitudes.

Moeller and Catalano (2015) define learning a foreign language as learning a language beyond the context in which it is typically spoken. There are numerous different motives for people to learn a foreign language. As the world gets smaller and simpler for people to travel, it is becoming increasingly diverse and multilingual (Johnson, 2017). Unfortunately, not every individual who strives to learn a foreign language is successful. Therefore, individual differences seem to become more apparent while learning a foreign language (Johnson, 2017).

According to Ortega (2013), the speed, quality, and methods used to learn a second language vary widely among individuals, and particularly for people who begin studying a foreign language in their older years, there can be a remarkable amount of variation in rates, results, and practices. This led to the research of ‘individual differences (IDs)’ in L2 mastery.

Individual differences of learners are crucial factors that affect the mastery of learning a foreign language. Since the 1960s, the study of IDs, specifically language learning motivation, has been a prominent research subject in L2 studies since it has long been noticed that there is a very large range among language learners in terms of their eventual success in learning an L2 (Dörnyei, 2005). Skehan (1991) proposed ‘language aptitude’, ‘learner strategies’, ‘learner styles’, and ‘motivation’ as the key factors of IDs in his seminal work. Also, various additional factors of differences in L2 learning have received much interest (Ortega, 2013). As the research in the L2 field progressed, several factors were included in the IDs, such as ‘age’, ‘gender’, ‘personality’, ‘anxiety’, ‘willingness to communicate’, and ‘learner beliefs’ (Dörnyei & Skehan, 2003; Ellis, 2004).

Motivation, which received the most attention from researchers studying L2 factors (Ortega, 2013), has traditionally been described in four categories.

‘Integrative motivation’ is having favorable attitudes toward the targeted language community, the capacity to integrate, or an interest in engaging with the target language group members (Crooks & Schmidt, 1991). According to Gardner (2001), integrative motivation is the most effective form of motivation. However, ‘instrumental motivation’ is focused on the rewards that learning another language may have for the language learner, like obtaining a decent profession, attaining a successful professional life, or earning a high income (Gardner & Lambert, 1972). Additionally, by adapting Deci and Ryan's (1985) self-determination theory to L2 motivation, Noels et al. (2000) developed a model centered on the difference between ‘intrinsic’ and ‘extrinsic motivation’ (Ellis, 2015). ‘Extrinsic motivation’ involves acting to serve a purpose, whereas ‘intrinsic motivation’ involves engaging in a behavior because it is pleasurable and rewarding (Noels et al., 2000). Deci and Ryan (1985) argue that intrinsically motivated students learn well and reach high standards of success. On the other hand, according to some researchers, there are no significant differences between integrative/instrumental motivation from Gardner's (2001) socio-educational model and intrinsic/extrinsic motivation from Deci and Ryan's (1985) self-determination theory (Zareian & Jodaei, 2015).

As the definition suggests, the urge to begin learning a foreign language and the effort made to sustain progression is referred to as L2 motivation (Ortega, 2013). Given language's multifaceted nature and functions, even in the field of motivational psychology, the desire to learn a foreign language poses an intricate and distinctive context (Dörnyei, 1998).

Julkunen (2001) points out that L2 motivation has primarily been examined

as a trait and component of students' personalities. Students may be integratively, instrumentally, or cognitively motivated toward L2 learning. The actual learning environment has received less research, yet it is obvious that the classroom is the best environment to influence students' motivation and attitudes (Julkunen, 2001). It is possible to make learning intriguing. Students might be motivated by instructional practices, course materials, and individual tasks (Dörnyei, 1994; Ellis, 2015). It is possible to feel either motivated or demotivated by teaching and learning, and this is crucial as teaching is the element that may be altered the simplest (Julkunen, 2001).

In the context of the classroom, motivation may be considered a dynamic process of engagement between the student and surroundings. Motivation can impact the choice and conceptualization of a specific goal at the start of an activity, and its primary function is to manage and guide an activity (Julkunen, 2001). In line with this description, Pintrich and Schunk (1996) highlight the goal-oriented feature of motivation and define it as “a process whereby goal-directed activity is instigated and sustained” (p. 4). Therefore, it seems reasonable to infer that researching L2 motivation should occur in the natural learning environment (Julkunen, 2001).

In the classroom, L2 learning occurs in situations with various motivational impacts. ‘Situation-specific motivation’ refers to the motivational state in a particular condition (Julkunen, 2001). To combine many research areas, Dörnyei (1994) created a broad framework for L2 motivation by providing a comprehensive description of motivational elements and classifying them into three primary categories: the language level, the learning level, and the learning situation level. Dörnyei (1994) argues that ‘the learning situation level’, which is connected to situation-specific motivation grounded in many elements of L2 education in a school context, is the most extensive component of the system.

Over the past ten years, one of the major advancements in L2 motivation studies has been the growing emphasis on the self-concept of students in order to comprehend their motivational dispositions (You et al., 2016). ‘Motivational dispositions’ indicate that people's future self-concepts significantly influence how motivated they are to study in the present (Csizér & Magid, 2014).

Other relevant studies in educational psychology have also concentrated on student and teacher motivation (Zou et al., 2023). In the L2 context, the willingness of learners to acquire a foreign language is defined as student motivation.

Additionally, while student intrinsic motivation to learn can be defined as the drive that results from a person's interest and enthusiasm to learn, student involvement in educational actions results from this enthusiasm (Niehaus et al., 2011). Teacher motivation, on the other hand, relates to the factors that could encourage educators to engage in their profession and promote it (Collie & Martin, 2017).

The L2 research field has begun to pay attention to the motivation of students and teachers in connection to one another (Zou et al., 2023). Hoy (2021) emphasizes the motivation of teachers in relation to that of students and the effect of teachers' motivation on students' motivation. Moreover, according to Lam et al. (2008), student intrinsic motivation is both explicitly and implicitly influenced by the teacher's intrinsic motivation. The findings are significant because despite greater portability and easier digital connection to foreign languages, the majority of students still have their first encounters with the L2 in a school environment, and as a result of these interactions, the attitudes and desires of learners to pursue learning L2 might well be influenced (Lamb, 2017). On the other hand, it is not always apparent how teachers' motivation affects students' motivation for learning, and internal factors may be complicated (Zou et al., 2023).

In March 2020, the World Health Organization (WHO) announced COVID-19 as a universal pandemic. Soon after the declaration, teachers and learners worldwide started to face various challenges that seemed unstoppable as the pandemic had a tremendous impact on education (Correia, 2020). Williamson et al. (2020) assert that in the first quarter of 2020, a remote method of schooling became the standard across the globe. The methods used in online education were not novel in terms of methodology or curriculum planning; still, they received fresh attention (Williamson et al., 2020). In his study, Baber (2020) points out that the regular implementation of various events worldwide was disrupted, including learning and education, by the COVID-19 pandemic. Although no one was ready for this transformation, the COVID-19 pandemic forced every academic institution to implement online instruction (Baber, 2020).

Due to the quick shutdown during the COVID-19 pandemic, educational institutions had no alternative but to resort to online teaching. A quickly created provisional educational aid, emergency remote teaching, was implemented in response to this catastrophe (Bozkurt & Sharma, 2020; Hodges et al., 2020). However, as Whittle et al. (2020) clarify, the absence of pre-planned equipment or resources distinguishes ERT from pre-planned online learning. Thus, while online education is a versatile alternative for students, ERT is a requirement, so the situation must be handled with different methods and strategies (Bozkurt & Sharma, 2020).

The unexpected transition to ERT during the pandemic led to discussions about learning quality and student satisfaction (Baber, 2020). To be able to obtain some answers to the debate, Baber (2020) conducted a study. According to the results, classroom dynamics, learner motivation, course design, teacher expertise, and assistance have an impact on students' academic achievement and content

(Baber, 2020).

Correia's (2020) study aimed to explore the issues for all students in online education caused by the international health crisis. The findings revealed that the digital divide and student disparities were made clear by the COVID-19 pandemic. Additionally, learners respected instructors who demonstrated a calming, positive attitude and valued the ones who were good at using technology. Also, they were worried about instructors who had not adjusted to the technological challenges brought by the new circumstances (Correia, 2020).

Copley's (2020) study, which investigated how the COVID-19 pandemic affected English language instructors, revealed that while some instructors considered ERT a chance to advance their technology knowledge, others believed the experience was not satisfying enough due to increased workload, physical and mental exhaustion, and not receiving effective training in using technology. Further, the instructors expressed concerns over its impact on the students (Copley, 2020).

In addition to overcoming the mental trauma caused by the pandemic, students and instructors also had to face difficulties imposed by the sudden transition in the educational system. In another study, Hartshorn and McMurry (2020) explored how the COVID-19 pandemic impacted tertiary-level ESL learners and their instructors. The findings indicated that the consequences of the COVID-19 pandemic caused a rise in stress for students. Due to various new stress factors in their lives, students' priority for learning was reduced at the time of the COVID-19 pandemic. Learners experienced a more challenging transition to online education than instructors, and learners developed their speaking abilities less than writing in online teaching during the COVID-19 pandemic (Hartshorn & McMurry, 2020).

Brooks' (2021) qualitative study, which examined EFL teachers' perceptions

of student motivation in an ERT context, found that EFL teachers observed a lack of student autonomy due to the lack of student participation. The teachers' perceptions also emphasized the necessity for learners' social classroom engagement. Further, the absence of preparation, inexperience with digital resources during ERT, and a lack of interaction with coworkers and students negatively impacted teachers' motivation (Brooks, 2021).

Altavilla (2020) offers solutions for English language learners and teachers to help them overcome problems discussed in this stream of research. The researcher suggests that teachers must choose technologies that match the students' purposes. For instance, it is essential to provide English language learners with recurrent and diverse chances, such as video chats in pairs, group messages, e-mails, and online classroom debates to connect with peers who speak English if the objective is to support them in improving their speaking skills in the language. Besides, it is recommended that administrators are expected to make technology available to teachers and students in order to encourage social contact between the learners and their more advanced counterparts.

On the local level, Şendoğan (2020) conducted a study to examine the perceptions of tertiary-level EFL students on online English classes during the COVID-19 pandemic. The findings showed that the online English classes mostly fulfilled the students' expectations. However, most of the students believed that their language skills, such as writing and listening, were insufficient during online teaching.

Can and Silman-Karanfil's (2022) study concentrated on the feelings and experiences of EFL instructors in online classes during ERT. The results revealed that the majority of the EFL instructors immediately felt bad emotions, such as

despair or rage, and that they were mostly astonished, worried, or scared. Several instructors also reported feeling secluded. In time, the instructors' unfavorable feelings towards ERT increased as they struggled with time management issues while striving to maintain a work-life balance, be accessible to their students, and modify the methods they taught.

Aydın (2023), who conducted a study with tertiary-level EFL students, explored the impacts of the sudden transition to ERT on the EFL learners' self-efficacy and motivation. According to the findings, students faced problems such as low self-efficacy, challenges sustaining online classes and technology use, negative learning attitudes, and distressing and anxious feelings.

The difficulties each society and institution encounter are different from one another, as well as their experiences. To effectively handle circumstances like this in the future, English language instruction in the higher education institutions of Türkiye requires special attention.

Statement of the Problem

Due to the COVID-19 pandemic, educational institutions were compelled to decide how to continue with educational activities while preserving the health of their academics and students. To stop the spread of the virus, most schools opted to stop delivering any face-to-face classes and were forced to transfer their courses online (Hodges et al., 2020). Issues related to motivation became even more crucial during the COVID-19 pandemic. The motivation of learners and educators during the pandemic was a significant issue to consider, as they are the main stakeholders of the education system. Buttner et al. (2022) argue that motivating students can be challenging for instructors “through two layers of computer screens” (p.3). The topics of how to make students engage in online learning and then, once participated,

how to help them concentrate remotely considering the distractions of their homes were other vital issues to consider (Buttimer et al., 2022).

The implementation of ERT following the COVID-19 pandemic led to several studies. However, there are few studies on English language instructors' emotions, classroom practices, and interactions with learners and coworkers during the pandemic (Can & Silman-Karanfil, 2022).

With limited publications addressing the basis of the 'motivation to teach', teacher motivation had not previously received the attention it deserved in educational psychology (Dörnyei & Ryan, 2015; Kubanyiova, 2019). As reported by Dörnyei and Ushioda (2011), this is quite astonishing because

[t]he teacher's level of enthusiasm and commitment is one of the most important factors that can affect learners' motivation to learn. Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn. (p. 158)

The COVID-19 pandemic compelled nearly all colleges and universities across the world, including those in Türkiye, to quickly switch to ERT. Although this unexpected interruption of instruction caused significant difficulties, there is not much empirical data available on the topic (Martin, 2022). Given the recent emergence of ERT, there is a gap in the literature concerning the probable impacts of this imposed shift, especially for EFL students and instructors (Yoon, 2020). There is relatively little, if any, research that was primarily done in the Turkish EFL setting, primarily focusing on EFL students' and instructors' motivation and attitudes. Additionally, although the COVID-19 pandemic seems to have ended, the world is undergoing changes. Pandemics are not the only factors that can disrupt education, and the probability of disruptions from wars, regional conflicts, and other

catastrophic events must remain on the future action plan (Bozkurt & Sharma, 2020). Also, due to the technological advancements in the digital age, it is apparent that online teaching will persist, and education will become more blended as long as the difficulties encountered by instructors and students are well addressed and converted into advantages (Adedoyin & Soykan, 2023). Implementing the lessons learned throughout the pandemic could make institutions, educators, and learners more resilient (Venable, 2022). Therefore, research on the motivational dispositions of EFL students and instructors during ERT is vital and definitely required to offer insight.

Aims of the Study

The aim of this study is to explore the situation-specific motivational dispositions of EFL students and EFL instructors and how their dispositions differ from each other. The study also investigates whether certain characteristics of students and instructors play a role in shaping their dispositions during online teaching at the time of the COVID-19 pandemic at a preparatory school of a state university in the Black Sea Region of Türkiye.

Research Questions

- 1) What are the situation-specific motivational dispositions of EFL students in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 2) Do EFL students' dispositions differ according to their
 - a) gender?
 - b) faculty type?
 - c) level of English?

- 3) What are the situation-specific motivational dispositions of EFL instructors in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 4) Do EFL instructors' dispositions differ according to their
 - a) age?
 - b) experience?
 - c) department graduated from?
 - d) level of study?
- 5) Is there a difference between students' and instructors' dispositions?

Significance of the Study

The COVID-19 pandemic is the most recent example of the numerous catastrophes, pandemics, and wars that have devastated the world throughout history. All of these calamities should be regarded as potential causes of interruption to education and may lead to the implementation of ERT in the future. As it is vital to maintain educational activities at all times, lessons from previous experiences must be learned. Examining the problems encountered during ERT is highly beneficial because it offers insightful lessons for all educational levels, especially universities, since they have more independence than others. Therefore, this study might be a basic resource for ERT so that higher education institutions may use it to better understand actual experiences and transform them into opportunities for improvement. Also, it might contribute to the limited literature by exploring EFL students' and EFL instructors' situation-specific motivational dispositions, how their dispositions differ, and the comparison of their dispositions during online teaching.

Raising awareness about the prominence of the difference between students' and instructors' dispositions in language classes, specifically during online lessons, is

vital for English preparatory school programs and EFL instructors to boost student engagement and thus enhance learning. This study may also assist EFL instructors in realizing students' needs and perceptions better. It might inspire the EFL instructors at preparatory schools in Türkiye to perceive EFL students' and EFL instructors' situation-specific motivational dispositions during ERT. Finally, this study intends to serve educational and professional requirements by addressing a critical gap in the literature and assisting managers, instructors, and instructor trainers by raising awareness and providing a focal point for further inquiry.

Definition of Key Terms

DE (Distance education): The teaching that takes place at different periods or locations between a tutor and a learner or learners (Moore et al., 2011).

Digital divide: The phrase defines a disparity in the accessibility and utilization of computer and internet technologies (Vishkaie, 2020).

EFL (English as a Foreign Language): Learners who have a different official communication language in their countries are taught English as a foreign language (Thornbury, 2006).

EFL instructor: An instructor who teaches English to tertiary-level students as a foreign language.

ERT (Emergency Remote Teaching): The new online education design that temporarily switches the instruction delivery method to an alternate style in case of emergency (Hodges et al., 2020).

Lingua Franca: A language used as a means of communication when English is the primary foreign language among those who do not speak the same native language or possess the same national heritage (Firth, 1996).

Motivation: "In a general sense, motivation can be defined as the

dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out” (Dörnyei & Otto, 1998, p. 64).

Motivational dispositions: The term indicates that people's future self-concepts significantly influence how motivated they are to study in the present (Csizér & Magid, 2014).

Situation-specific motivation: The term refers to the motivational state in a particular condition (Julkunen, 2001).



CHAPTER 2: LITERATURE REVIEW

Introduction

This study intends to investigate the motivational dispositions of students and instructors in a state university's preparatory program in the Black Sea area of Türkiye during online lessons, which began because of the unexpected transition to online teaching during the COVID-19 pandemic. It is crucial to thoroughly evaluate the situation-specific motivational dispositions of EFL learners and instructors and look into the constructs to accomplish this research and comprehend the overall notion of motivation more effectively. In this manner, the first section focuses on motivation, beginning with the multiple interpretations of the concept. Following that, the periods and theories of motivation and the definition and constructs of situation-specific motivation will be discussed. Empirical studies on situation-specific motivation from different settings are presented at the end of the first section. The second section addresses the empirical studies comparing student and instructor motivation. The third section centers on the sudden switch from conventional face-to-face education to online courses brought on by the COVID-19 pandemic. The fourth section discusses research on students' perceptions, needs, and motivation. Finally, the fifth section focuses on research studies about teachers' perceptions, needs, and motivation throughout online education at the time of the COVID-19 pandemic.

Motivation

In a broad sense, motivation can be defined as anything that moves an individual to make certain preferences, to be involved in acts, to make an effort, and

to persevere in acts (Dörnyei & Ushioda, 2011). According to Dörnyei (2001), among the top indispensable characteristics of the human brain is motivation, and it is vital in deciding whether there is achievement or failure in all educational conditions, as most educators and researchers would confirm. He supports his argument by reflecting on his personal experience that he believes 99 percent of language learners are likely to obtain a satisfactory amount of understanding irrespective of their talent in learning a language if they are determined. Nevertheless, even the most competent learners cannot continue to acquire functional language use without adequate motivation (Dörnyei, 2001).

Motivation affects both the learning progress and the final achievement (Ellis, 2015). Therefore, the concept has received much attention in L2 acquisition. However, only a few attempts have been made to show how motivation research relates to the acquisition processes in language learning (Ellis, 2015). Motivation has various definitions, ranging from broader perspectives to more sophisticated interpretations. For example, in a broad sense, Graham (2020) defines motivation as the investigation of what influences people's behavior. In a more complex sense, Dörnyei and Otto (1998) describe motivation as a vigorously altering and growing stimulation in people that pioneers, channels, harmonizes, intensifies, terminates, and assesses cognitive and motor procedures, and so the wishes and urges are chosen, sequenced, operationalized, and conducted. Additionally, motivating an individual to act out takes many different forms, such as trying to encourage someone straightforwardly or utilizing an indirect effect on a person by organizing the situations so that the individual tends to select a certain kind of deed (Dörnyei, 2001). Although motivation is not necessary for every action, specific classifications of actions exist to inquire about the reasons to participate, act, and engage in actions

(Hattie et al., 2020). When a person's motive for engaging in or having engaged in a particular action is questioned, it is presumed that the person had a cause, an incentive, or a rationale (Hattie et al., 2020).

As Dörnyei (2001, p. 6) puts it, motivation generally refers to the “*antecedents*”, namely the reasons and sources of activity, and therefore, what these antecedents constitute is the core question in motivational psychology. To identify the central motives for people's behavior, many researchers have proposed various ‘most-important’ motives that are simply more significant than the others, leading to multiple theories of motivation.

Theories of Motivation

As motivation is an extremely elaborate topic, researchers have proposed multiple theories to clarify motivation in numerous disciplines (Dörnyei & Ushioda, 2011). Several significant theories of motivation were proposed in psychology.

To begin with, ‘expectancy-value theories’, which mainly focus on the expectancy of success, were put forward by Eccles and Wigfield (1995) and Brophy (1999). The significance of the individual's anticipation of achievement in a given task and the worth the individual attributes to performing that task are the primary elements of motivation to accomplish various tasks (Brophy, 1999; Eccles & Wigfield, 1995). The level of the positive motivation of a person increases in direct correlation to the perceived possibility of success and the rewarding quality of the objective.

Another theory is the ‘achievement motivation theory’. According to this theory, conflicting approaches and avoidance behaviors influence motivation for accomplishment. The positive impacts are the probability of success, the reward value of completing a task successfully, and the desire for success. The adverse

impacts include the possibility of failing, the fear of failing, and the desire to prevent failing (Atkinson & Raynor, 1974).

‘Self-efficacy theory’ (Bandura, 1997) centers on self-efficacy, a term that describes a person’s perceptions of their abilities to complete particular activities. The tasks people choose to try, their effort, and the perseverance they demonstrate all depend on their sense of efficacy.

On the other hand, ‘attribution theory’ by Weiner (1992) emphasizes attributions of previous achievements or failings. A person’s motivation to act in the future is influenced by the explanations given for prior achievements and failures.

Another theory is the ‘self-worth theory’, presented by Covington (1998). The theory advocates that individuals are strongly motivated to take actions that increase their perceptions regarding their own value and worth. When these perceptions are under threat, individuals fight vigorously to preserve them, leading to various acts in educational settings.

Another significant theory is the ‘goal orientation theory’ (Ames, 1992). This theory suggests that mastery goals, like concentrating on the material, are superior to performance goals, such as receiving high marks, which are linked to a tendency for intrinsic motivation in educational tasks.

The ‘self-determination theory’ is one of the most important theories of motivation in psychology (Deci & Ryan, 1985; Vallerand, 1997). Intrinsic and extrinsic motivation constitute the two main motivational elements of this theory. Intrinsic motivation is concerned with actions performed to feel pleasure and fulfillment, whereas extrinsic motivation entails acting in a certain way to achieve an objective or escape punishment, and a range between intrinsic and extrinsic motivational styles can be used to describe human motivation.

Finally, the ‘theory of planned motivation’ (Ajzen, 1988; Eagly & Chaiken, 1993) focuses on attitudes, individual standards, and the perception of behavioral control. Because the overall nature of a person's reactions to an objective is influenced by attitudes, they have a directive effect on behavior. The influence of attitudes is altered by one's personal standards, namely perceived social pressure and behavioral control.

As Dörnyei (2001) states, although all theories are quite plausible, the main problem is that they mostly ignore one another and do not even attempt to reach a synthesis. Pure theories of motivation, or theories that represent a single theoretical approach, do not lend themselves to an efficient classroom implementation (Dörnyei, 2001) as no single motivational element can reflect the complex nature of a classroom because of the enormous range of activities involved (Stipek, 1996). Therefore, a comprehensive and eclectic framework that reflects various viewpoints is necessary to comprehend why students behave as they do (Dörnyei, 2001).

Theories of L2 Motivation

The aims of motivation research in the L2 field have always been different from those of traditional psychological approaches, as the specific target of the discipline is *language* (Dörnyei, 2001, p.13). In his seminal work, Gardner (1979) claimed that learning a different language in class is more than just an ‘educational phenomenon’ or ‘curriculum subject’; it also represents the speakers of that language’s cultural inheritance. Thus, language learning is a highly sociable endeavor that necessitates incorporating various L2 cultural components. Accordingly, according to Dörnyei (2001), the majority of L2 motivation research conducted between the 1960s and 1990s concentrated on how students' beliefs of the L2, L2 users, and the L2 culture influence their urge to study the language.

Since the 1960s, many books and hundreds of articles have been written, making L2 motivation research a flourishing topic within L2 studies (Dörnyei, 2005). Despite the lack of a general agreement on the boundaries, three phases can be distinguished in the development of motivation. Dörnyei (2005, p. 66-67) named these three phases “the social psychological period”, “the cognitive-situated period”, and “the process-oriented period”.

The social psychological period was predominated by Canada-based social psychologists, particularly by Gardner and Lambert (1972). As a preliminary step, it was acknowledged that the motivation of learners was influenced by their perceptions of the target society and the target language and that these perceptions were shaped socially (Ellis, 2015). According to Gardner and Lambert (1972), unlike certain other academic disciplines, learning a foreign language is influenced by a variety of socio-cultural elements, such as linguistic attitudes, cultural biases, and even geopolitical issues. Hence, motivation is a compound concept encompassing orientation, effort, and attitude (Ellis, 2015). According to Gardner's (1985) Socio-educational Model theory of second language acquisition, integrative motivation, linguistic aptitude, and a number of additional variables impact language performance. Although the Socio-educational Model dominated for three decades and had a massive impact, there were other socio-psychological theories at that period as well. The theory of Linguistic Self-Confidence was put forward by Clement (1986). ‘Self-confidence’ is a social-psychological variable resulting from the type and number of interactions between people in the target and L2 societies (Ellis, 2015). As Clement (1986) highlights, “frequency of contact and the concomitant self-confidence might be more important in determining second language proficiency than socio-contextual or affective factors” (p. 287).

The cognitive-situated period emerged when experts resorted to cognitive psychology's conventional motivation theories in response to arguments against the social psychological approach and by focusing on factors that sparked learners' intrinsic interest and the perspectives of individuals as to what led to their achievement or defeat, the researchers extended the range of the investigation into the motivation for language learning (Ellis, 2015). One of the most significant theories in this era is the Self-determination theory (Deci & Ryan, 1985), which emphasizes various intrinsic and extrinsic reasons. Intrinsic motivation involves internal factors such as a person's interests, curiosities, and pleasure in an activity, and extrinsic motivation includes external elements such as rewards, marks, and other people's views (Deci & Ryan, 1985). Brown (2000), a major proponent of highlighting the significance of intrinsic motivation in foreign language classrooms, argues that language learners in the classroom would be more successful if they were provided with the chance to practice their language skills for their personal goals of developing competence and autonomy instead of becoming reliant on rewards from outside sources for motivation. Another prominent theory, attribution theory, was put forward by Weiner (1992), and it grew to be the prevalent theory in student motivation studies in the 1980s. Weiner (1992) argues that our motivational mindset, which underlies future action, is significantly shaped by the subjective justifications we give for our past achievements and failures. For instance, if we attribute prior disappointment at a goal to a lack of skill on our side, the likelihood is that we will not do it again; but, if we think the issue was our lack of effort or the inappropriate learning strategies that we had used, the probability is that we will attempt it once again (Dörnyei, 2005). The significance of situation-specific elements was appreciated by both self-determination theory and attribution theory (Ellis, 2015).

The third and final period is the process-oriented period, which emerged in the 1990s. Researchers at this time focused on investigating the ever-changing character of motivation and the periodic fluctuations that can happen throughout a learner's lifetime and within a single lesson (Ellis, 2015). From this aspect, motivation is considered a dynamic factor that exhibits constant variation rather than a static character (Dörnyei, 2005). Therefore, it is crucial to recognize that many of the tasks that students must do are lengthy, and motivation "ebbs and flows", which is one of its key components (Garcia, 1999, p. 231). Dörnyei and Otto (1998) introduced the process model of L2 motivation during this period. Aiming to characterize the dynamic nature of motivation, this method proposes three phases: pre-actional stage, actional stage, and post-actional stage. According to Ellis (2015), in the pre-actional stage, Gardner's social-psychological approach is employed, yet a much larger variety of elements that affect choice motivation are also present. The actional stage uses the value that the self-determination theory attributes to the intrinsic motivation obtained from pursuing educational activities, and the post-actional stage integrates the attribution theory (Ellis, 2015).

According to Pajares and Schunk (2005), academic success relies on a student's perception of 'self' and is even more important for learning a language since language is a fundamental component of one's existence (Williams & Burden, 1997). Therefore, considering language acquisition from the viewpoint of the 'self' may provide a greater understanding of L2 learners' motivation (Papi, 2010). Building on the insights from several different theories, Dörnyei (2005) presented a brand-new theory of L2 motivation, the L2 Motivational Self System to present an extensive model for the idea of the learner 'self' in language learning (2005). The L2 Motivational Self System consists of three elements: the "Ideal L2 Self", the "Ought-

to L2 Self”, and the “L2 Learning Experience” (Dörnyei, 2005, pp. 105-106). The Ideal L2 Self corresponds to the L2-specific aspect of one’s ideal self and is an idealized representation of the kind of L2 user one hopes to become in the future (Dörnyei, 2009). As Dörnyei (2005, p.105) explains, “If the person we would like to become speaks an L2, the *Ideal L2 Self* is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves”. According to recent research, the Ideal L2 Self accounts for an important amount of the variation in learners' purposeful effort (Csizér & Lukács, 2010; Ryan, 2009), considerably lowering students’ anxiety in English (Papi, 2010). The Ought-to L2 Self is related to the characteristics that an individual thinks one should possess, such as various responsibilities, requirements, or tasks to avoid potentially harmful outcomes. According to a comparative study carried out in Japan, China, and Iran by Taguchi et al. (2009), the Ought-to L2 Self displayed a significantly smaller overall impact on students' motivated behavior than the Ideal L2 Self. Additionally, it was discovered in their study that the Ought-to L2 Self boosts the learners’ anxiety in English (Papi, 2010). Finally, the L2 Learning Experience refers to the “executive motives related to the immediate learning environment and experience” (Dörnyei, 2005, p. 106). The L2 Learning Experience concentrates on students’ attitudes toward learning English and may be affected by situation-specific factors related to the present educational setting, such as “curriculum, teacher, peer group, and materials” (Papi & Abdollahzadeh, 2012, p. 576). Moreover, it was observed that the English Learning Experience had the greatest influence on motivated learning behavior among the components of the L2 Motivational Self System (Csizér & Kormos, 2009; Papi, 2010).

Constructing the L2 Motivational Self System, Dörnyei (2005) was inspired by the self-discrepancy theory of Higgins (1987), which was associated with the possible selves theory by Markus and Nurius (1986). The L2 Motivational Self System theory of Dörnyei (2005) made a crucial contribution to student motivational research as it was adopted extensively to clarify the aspects of the motivation of L2 learners to acquire a second or foreign language. Along with its immense contribution to student motivational research, the L2 Motivational Self System also helped language teacher motivation to conceptualize (Karimi & Norouzi, 2019).

A neglected motivational field, the *motivational characteristics of the language teacher*, was brought into focus due to a growing understanding of classroom dynamics (Dörnyei, 2003, p. 26). Since the teacher's motivation strongly impacts students' motivational dispositions and learning accomplishments, teacher motivation is, without a doubt, a fundamental component of comprehending the emotional nature of L2 teaching (Dörnyei, 2003). As The L2 Motivational Self System (Dörnyei, 2005) was developed to address the connection between learners' identities and motivational experiences (Dörnyei & Ushioda, 2011), mainstream studies on L2 teacher motivation also incorporated this theory. In line with the L2 Motivational Self System (Dörnyei, 2005) and the self-discrepancy theory (Higgins, 1987), The "Possible Language Teachers Self" theory was conceptualized by Kubanyiova (2009, pp. 315–316) and includes the cognitive constructs that language teachers use to reflect their ideal, ought-to, and feared selves in connection with their profession as language teachers. The Ideal Language Teacher Self, which includes language teachers' objectives and aspirations, refers to the version of themselves they would most like to become. Regardless of the attributes of this ideal self, teachers are likely to feel motivated to take action to bridge the gap between their

actual and ideal teaching selves (Kubanyiova, 2009). The Ought-to Language Teacher Self relates to the language teachers' intellectual perceptions of the duties and requirements concerning their jobs and includes expectations from coworkers, parents, and students, and also pressures from the rules and standards of the institution. In contrast to the earlier type of possible self, teachers' endeavors to decrease the actual and ought-to self-discrepancy are driven by external rewards. The main source of this motivation is the teachers' perception of unfavorable outcomes (Kubanyiova, 2009). The final construct, the Feared Language Teacher Self, indicates the sort of person the teacher could become if the expectations or assumed responsibilities and duties are unmet (Kubanyiova, 2009).

Situation-Specific Motivation

When motivation is explored in relation to certain student behaviors and classroom practices, a process-oriented approach must be adopted to address the daily fluctuations of motivation to learn (Dörnyei, 2005). It is feasible to gain a viewpoint for more effective learning assistance that is in line with the real condition of students by describing motivation in terms of a process-oriented perspective (Hiromori, 2009). In the process-oriented period, Julkunen (2001) examined the connection between motivation in the learning situation and language learning. The findings led the researcher to the conclusion that both general and situation-specific motivation theories should be utilized when researching L2 motivation.

According to Julkunen (2001), situation-specific motivation might be described as a person's motivational condition in a certain situation. Foreign language instruction occurs in situations that differ in their capacity for motivating learners in the classroom setting (Julkunen, 2001). With regard to research, an accurate categorization of situations was necessary.

To elaborate on the constructs of situation-specific motivation, two primary aspects of Gardner's (1985) Socio-Educational Model of second language acquisition must be addressed: his identification of 'integrative motivation' and a 'test battery' he created that enables the empirical evaluation of a variety of motivational variables (Dörnyei, 2005). The first main aspect of the Socio-Educational Model, 'integrative motivation', is a complex concept and incorporates three major components. 'Integrativeness' refers to "an individual's willingness and interest in social interaction with members of other groups" (Gardner & MacIntyre, 1993, p. 159). 'Attitudes toward the learning situation' includes attitudes toward the language instructor and the L2 course, while 'motivation' refers to endeavor and willingness (Dörnyei, 2005). The second main element of the Socio-Educational Model is 'the Attitude/Motivation Test Battery (AMTB)'. 'AMTB' is a multi-component motivation questionnaire and consists of more than 130 items to evaluate both motivation and motivated behavior (Dörnyei, 2005). In addition to incorporating all the core aspects of Gardner's 'integrative motivation' theory, it involves the added element of 'language anxiety' (L2 classroom anxiety and L2 use anxiety) construct (Dörnyei, 2005).

'Language anxiety' is the fear that develops due to learners' sentimental reactions to the teaching situations they encounter in a particular context (Ellis, 2015). In their seminal study, Horwitz et al. (1986) developed the concept of 'foreign language anxiety', a situation-specific anxiety element that arises from the innate linguistic handicap of L2 learners. Additionally, to make this construct feasible for research, the researchers put forth the Foreign Language Classroom Anxiety Scale (FLCAS), a 5-point Likert-type questionnaire consisting of 33 items. As Horwitz (2001) noted, the factors that caused anxiety varied among learners. According to

Ellis (2015), despite diverse opinions among researchers, it is generally agreed that high anxiety levels make learning more difficult.

The Socio-Educational Model has a unique theoretical foundation and has been verified using ground-breaking statistical methods; for instance, correlation, regression, and factor analysis methods that are frequently used in research now were quite uncommon when Gardner (1985) brought them to the motivation research (Dörnyei & Ushioda, 2009).

As previously mentioned, the theory of Linguistic Self-Confidence, which was put forward by Clément (1986), was the other socio-psychological theory of its period. Regarding motivation, ‘self-confidence’ is considered the most significant factor Clément (1986) examined. Clément et al. (1977) introduced the concept of ‘self-confidence’ in the L2 field to characterize an effective negotiation process in ethnically diverse environments that influences a person's desire to acquire and use the language of the other linguistic group. The construct ‘linguistic self-confidence’ originated from “the quality and quantity of the contact between the members of the L1 and L2 communities” (Dörnyei, 2005, p. 73). Clément et al. (1994) argue that the self-confidence construct is another crucial component for motivation in conditions for learning foreign languages in which one experiences little direct engagement with L2 speakers but much indirect interaction through the media; thus, the scope of its use broadens.

Dörnyei and Ushioda (2009) argued that their suggested L2 Motivational Self System and Gardner’s (1985) Socio-Educational Model were in accordance. Accordingly, as previously mentioned, Dörnyei (2005) presented three main elements of the L2 Motivational Self System: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The third component of the theory, the L2 Learning

Experience, represents ‘situation-specific motivations’ that control the physical surroundings and direct the learner during the current educational process (Dörnyei & Ushioda, 2009). The L2 Learning Experience component differs from the other ones as it emphasizes the now rather than the future through considering the appraisal of prior achievement in language learning, and it also necessitates some type of continuing language-learning engagement “to trigger the situation-specific motives” (Dörnyei & Ushioda, 2009, p. 195).

According to Julkunen (2001), students may be integratively, instrumentally, or cognitively oriented toward studying a foreign language. Boekaerts (1987, p. 271) argued that a student’s general orientation toward motivation, or “motivation as a trait (TRAITS)”, and his or her situation-specific motivation, or “motivation as a state (STATE-M)”, interact to develop the “situation-specific action tendency (SiSAT)” which refers to the student’s willingness to dedicate their resources such as time, energy, and competence to finishing a task. The student’s skills, task requirements, and emotional states before task performance all impact the “state motivation”. The emotions might be anxiety, joy, happiness, stress, sadness, anger, or satisfaction (Julkunen, 2001). The concept of situation-specific action tendency is mostly defined by appraisal processes, which classify interactions, tasks, and other activities based on how important they are to an individual’s well-being (Boekaerts, 1987). This model was applied to educational settings since studying a foreign language presents challenging and anxiety-inducing conditions, particularly for students who perform poorly academically (Julkunen, 2001). The appraisal systems in classroom settings are influenced because they involve both age-related differences and the characteristics of high and low performers (Boekaerts, 1987). Additionally, a further difference in task interpretation between boys and girls is seen (Julkunen, 2001).

The Motivation Orientation of Language Teaching (MOLT) Framework

The Motivation Orientation of Language Teaching (MOLT) Framework is the conceptual framework that determines the limits of the present study. Based on a quantitative study, Guilloteaux and Dörnyei (2008) created this framework to examine the relationship between a teacher's motivational methods of instruction and their pupils' motivated learning behavior. Three instruments were used to validate and precisely represent the sample's motivational characteristics: a tool for monitoring classroom behavior, a questionnaire for students, and an instrument for evaluating teachers after a lesson. All three tools were created by Guilloteaux and Dörnyei (2008) for their study. The MOLT framework's content categories focused on the *learners' motivated behavior* and the *teacher's motivational teaching practice* (Guilloteaux & Dörnyei, 2008, p. 62). Learners' motivated behavior was defined as the learners' behavioral involvement levels in the educational activities.

In this current study, the 'Student Motivational State Questionnaire' was selected among the three instruments and adapted as a quantitative tool for students as well as instructors. The data was collected at the time of the COVID-19 pandemic conditions when school closures continued, and the circumstances in the institution were not appropriate for classroom observations. Additionally, time constraints were another obstacle; therefore, the Student Motivational State Questionnaire was preferred as a tool to ease and fasten the data collection process. Therefore, the scope of the present study was confined to the quantitative data gathered via the questionnaires responded by the students and instructors.

The 'Student Motivational State Questionnaire' relates to the learners' motivated behavior category in the MOLT framework. It was created to identify the learners' situation-specific motivational dispositions connected with their present L2

lessons (Guilloteaux & Dörnyei, 2008). The questionnaire was composed of items that evaluated language learners' overall attitudes and motivations and their situation-specific motivational dispositions. The questionnaire's final version had 20 items on a six-point scale from 1 (definitely not) to 6 (totally true). Some items were created from scratch, while others were modified from existing scales, such as Clement et al. (1994) and Gardner (1985). The research aimed to evaluate the students' situation-specific dispositions regarding these constructs: 'attitudes toward their current L2 course', 'linguistic self-confidence', and 'L2 classroom anxiety' (Guilloteaux & Dörnyei, 2008).

The original study participants were more than 1300 South Korean EFL students. The findings demonstrated a relationship between the growth of motivated learning performance, and motivational condition of learners, and the motivational methods of language teachers. Therefore, the results strongly indicated that the motivational strategies used by the teacher matter. Also, this result is significant as "so far, the literature has not reported any empirical evidence concerning the concrete, classroom-specific impact of language teachers' motivational strategies" (Guilloteaux & Dörnyei, 2008, p. 72). Finally, this finding approved the belief of many experienced educators that student motivation and the teacher's methods of motivation are associated (Guilloteaux & Dörnyei, 2008).

Empirical Studies on Situation-Specific Motivation

Over the last decade, scholars from all around the world have shown interest in situation-specific motivation. Malmberg et al. (2015) conducted a study in the United Kingdom with 314 primary school students in 11 schools. In this quantitative study, the relationship between students' opinions of their abilities as learners, their intrapersonal learning experiences, and their teachers' perceptions of them was

investigated. At the beginning of the empirical investigation, information on students' self-perceptions was gathered using a paper and pencil questionnaire and instructor reports detailing each student's previous accomplishment and simultaneous participation while students described their learning process. Researchers wanted to understand more about how the students felt about their learning in a regular week at a typical primary school by considering every class assignment with every teacher. Later, the students were asked to respond to various questionnaires adapted from Malmberg and Little (2007) and Malmberg et al. (2013). Students provided information on their situation-specific motivation through their responses to the questionnaire items. Prior research demonstrating the advantageous relationship between independent and controlled motivations was replicated within and between levels. Furthermore, significant within-student variation in motivation was discovered, indicating that learners' independent motivation may be "switched on or off" based on the intensity of controlled motivation in a given circumstance, primarily for low-performance students (Malmberg et al., 2015, p.166).

Papi (2010) conducted another study concentrating on the situation-specific motivational dispositions of learners. This quantitative research aimed to evaluate a theoretical approach incorporating Dörnyei's (2005) L2 Motivational Self System framework, learners' *English anxiety*, and *intended effort* to learn English (Papi, 2010, p. 467). 1011 senior high school students in Iran who were required to study English participated in the study. Two main parts comprised the questionnaire: the first section measured students' attitudes, motivation, and anxiety toward learning English, and the other section asked them about their backgrounds, such as their nationalities, experiences studying abroad, their experience with native English

speakers, and their self-assessed English proficiency levels. Most questionnaire items were adapted using information from Taguchi et al.'s (2009) study, while some were brand-new, using six-point Likert-scale items. According to the findings of the study, although the Ideal L2 Self and L2 Learning Experience indicated a strong negative causal relationship with English anxiety, the Ought-to L2 Self-motivated students experienced remarkably higher anxiety. This data indicates that students' anxiety and motivational regulations are strongly correlated (Papi, 2010).

Bećirović's (2017) quantitative study concentrated on how motivation and accomplishment in learning English as a foreign language are affected by gender. 185 elementary and high school students in Bosnia-Herzegovina participated in a questionnaire with five-point Likert-scale items. Information on students' motivation was gathered via Schmidt and Watanabe's (2001) questionnaire. The questionnaire was divided into two sections: background data and items that evaluate students' motivation to learn English as a foreign language. The findings of the study demonstrated that students who were female showed greater motivation than those who were male to study English as a foreign language. Similarly, female students were found to be more motivated in four aspects of motivation: intrinsic motivation, individual objectives, attitudes, and motivational resilience. Only in the expectancy control component did male students score significantly higher. However, there was no statistically significant difference between genders regarding achievement in learning English as a foreign language. Finally, it was found that motivation and accomplishment had a strong positive connection.

On the local level, Uçkun et al. (2011) carried out a study to investigate the levels and nature of motivation among adult English language learners at a university using English as a medium of instruction. In this quantitative study, the participants

consisted of 386 undergraduate engineering students taking compulsory English classes. All participants had completed a one-year English preparatory program before enrolling in their departments. The questionnaire was adapted from the Attitude/Motivation Test Battery by Gardner (1985) and involved five-point Likert-scale items and two sections. The results of the study revealed that a strong dedication to learning an L2 is influenced by the learner's general enthusiasm for foreign languages. Also, participants with a positive attitude indicated a greater desire to learn English, showed higher motivation levels, and scored higher on the instrumental and integrative measures.

Another study by Başaran and Hayta (2013) in a Turkish higher education context examined the kinds of motivation a group of students had to learn English as a foreign language. It also investigated whether the motivation level was influenced by age, grade, or gender. In this quantitative study, the data was obtained from 81 students in a state university's English Language Teaching (ELT) program in Türkiye through a five-point Likert-scale questionnaire adapted from Vaezi (2008). The results of the study demonstrated that despite having some integrative motivation, the students were primarily motivated instrumentally. Additionally, students' level of motivation did not significantly correlate with their gender, age, or grade.

Doğan's (2017) quantitative study was conducted at a Turkish state university preparatory school to investigate how gender and L2 proficiency affected students' motivation and vision for learning English as a foreign language. 133 students responded to a questionnaire created by You et al. (2016) in order to provide the quantitative data. The questionnaire consisted of 73 five-point Likert-scale items and seven questions related to their backgrounds. The components examined were the

Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience from the L2 Motivational Self System (Dörnyei, 2005) and vision (You & Chan, 2014). Also, Intended Effort was added, as done in the study by You and Dörnyei (2016). According to the findings, no relationship was observed between gender and L2 proficiency. Additionally, the findings showed that female students succeeded more in vivid imagery than male students. Also, learners can use visionary traits and motivational dispositions to acquire an L2 if supported by their educators and prominent figures in their current setting, irrespective of their degree of L2 competence.

Empirical Studies on the Comparison of Student and Instructor Motivation

As Kubanyiova (2006) states, students' cognitive skills alone do not determine the quality of their learning experience; rather, complex motivational and affective elements also play a role. Two fundamental findings emerged from extensive research in L2 motivation and educational psychology. The first finding was that the classroom environment significantly impacts students' motivational attitudes (Pintrich et al., 1993). Second, teachers highly contribute to establishing motivating learning settings by implementing purposeful and visionary motivational strategies (Brophy, 2004; Dörnyei, 2001). Therefore, a growing body of research centered around the classroom has focused on the part that teachers play in boosting students' motivation.

Matsumoto (2009) focused on EFL students' motivation and how they perceived the motivation of their teachers and aimed to examine how students' perceptions of teachers' dedication to teaching English impacted their motivation to learn the language. This quantitative correlation study was conducted in an Australian university with 121 international students learning English. Of the 119

participants, 16 students had an elementary level of English, 45 had an intermediate level, and 58 had an advanced level of English. A five-point Likert-scale questionnaire was employed to obtain relevant data on students' perceptions of their own level of motivation to learn English and the teachers' dedication to teaching it. The results of the study revealed that teachers affected their students' motivation. Also, intermediate-level students were less motivated than learners at lower or higher proficiency levels and viewed their teachers as less active motivators.

In their quantitative study, Papi and Abdollahzadeh (2012) intended to present empirical data on the connection between students' motivated behavior and teachers' adoption of motivational practices in the Iranian EFL context. The study included 741 high school students from 26 classes taught by 17 different teachers. Employing the MOLT framework by Guilloteaux and Dörnyei (2008), a classroom observation scheme, a post-lesson teacher evaluation scale, and an adapted version of the Student Motivational State Questionnaire (Guilloteaux & Dörnyei, 2008) were used as instruments to collect relevant data. The results of the study indicated that teachers' implementation of motivational strategies had a significant impact on learners' motivated behavior, thus confirming the findings of Guilloteaux and Dörnyei (2008) in a different foreign language learning setting.

Similarly, McEown and Takeuchi (2014) explored how teachers can impact students' motivation by using motivational teaching practice through a longitudinal self-report questionnaire. The participants of this quantitative study were one instructor and 222 tertiary-level EFL students in Japan. The MOLT framework (Guilloteaux & Dörnyei, 2008) was preferred as the study's conceptual framework. The results of the study indicated that variations in students' proficiency levels and levels of motivational intensity should be considered. The findings also showed that

motivational strategies study necessitates the analysis of dynamic perspectives and situation-specific motives, which are only exposed in the real classroom context.

On the local level, Ölmezer-Öztürk and Ok (2014) examined which teacher behaviors students found most and least motivating in English language classes in their study. The study included 314 pre-intermediate EFL students from the English preparatory program of a Turkish state university. In this mixed-method study, the researchers developed a questionnaire, and the relevant data was gathered through the questionnaire provided to these participants. 19 students were also interviewed to obtain detailed information on the motivational behaviors of the teachers. According to the results of the study, a teacher's smiling face in the classroom was the most motivating teacher behavior. Students found humorous teachers to be highly motivating as well. According to the findings, teachers' always lecturing in English and giving homework frequently indicated the least motivating teacher behavior as perceived by students.

Another study conducted in a Turkish higher education context by Erdil-Moody and Thompson (2020) focused on motivational teaching practices used by college EFL instructors guided by both the instructors' and students' perceptions of the ideal L2 self guide. First, the study investigated how EFL instructors typically used motivational practices. Next, it analyzed the perceptions of instructors and the students regarding how well the instructors used these methods. Quantitative data were gathered from 32 EFL instructors and 422 students through a questionnaire adapted from the L2 Motivational Self System framework (Dörnyei, 2005). The results of the study revealed that students and instructors had perceived differences in the implementation of motivational methods. Also, EFL instructors' motivation was observed as a significant motivating factor for L2 students.

Emergency Remote Teaching

Although there has been massive global progress in education during the previous 50 years, COVID-19 posed the greatest obstacle that education has ever confronted (Daniel, 2020). At present, the COVID-19 pandemic has still been spreading in most regions of the world. The pandemic situation was exceptional since the COVID-19 pandemic triggered interruptions in the educational system and its components worldwide. Since then, various types of remote online education have been exploited as a substitute for face-to-face education (Johnson et al., 2020). In order to emphasize the difference between this sudden unexpected shift in education due to the COVID-19 pandemic and traditional online education, the term ‘Emergency Remote Teaching’ was put forward (Hodges et al., 2020). At this point, it is necessary to define ‘distance education’ and ‘online learning’. Distance education is the teaching that takes place at different periods or locations between a tutor and a learner or learners (Moore et al., 2011). Online learning is related to distance education and indicates a teaching-learning process through the support of technology, web resources, and the internet (Moore et al., 2011).

Online learning is originated to be provided fully online. Efficient online learning is thoroughly designed and planned before the beginning of online instruction; also, it is based on an organized model for growth (Hodges et al., 2020). Unlike online learning, ERT is defined as:

A temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances [which] involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses, and that will return to that format once the crisis or emergency has abated. (Hodges et al., 2020, p. 6)

According to Hodges et al. (2020), there is a risk of quality loss of the given instruction owing to the fast manner of ERT. He adds that online instruction designed as ERT cannot replace permanent solutions and should be considered a short-term solution to immediate trouble.

An empirical study investigated how EFL instructors perform during online EFL education and the problems they face (Atmojo & Nugroho, 2020). The study was conducted in various secondary schools in Indonesia. 16 EFL instructors, 12 females and four males, from 11 different cities and 16 different secondary schools participated in the study. All instructors held a degree in teaching English as a foreign language, with teaching experience varying from one to 18 years. The EFL instructors were given a list of questions and asked to include written reviews about their methods of performing online English education and their problems. Additionally, five EFL instructors volunteered for a follow-up interview individually. Semi-structured interviews were used and lasted around 30 minutes for each participant. The instructors were required to write thorough descriptions of the teaching process, online educational resources utilized, and materials such as quizzes, homework, and projects assigned to the learners. The instructors were asked to determine the problems they met in executing online EFL teaching during the COVID-19 pandemic and to report the reasons that caused those challenges. For data analysis, each interview was taped and then documented. All participants agreed with the conditions before the research was implemented. For data analysis, the data was studied, and significant codes were distinguished. The results indicated that EFL instructors used a variety of activities such as checking attendance, synchronously or asynchronously evaluating student work based on the particular school program, and using different online applications and platforms. Nevertheless, the instructors had to

face plenty of problems caused by students, instructors, and parents. As a result, the findings of the study indicated that the online education process failed to succeed due to the lack of organization and readiness.

In another empirical study, Wilcox and Vignal (2020) attempted to explore the ERT learning process as experienced by students via an anonymous questionnaire. The questionnaire aimed to give learners a chance to express their recommendations straightforwardly and help teachers provide the most appropriate teaching methods for their students by taking the experiences and worries of students into account. The researchers created the questionnaire to obtain knowledge about the ERT experiences of students. The questionnaire involved open-ended questions and Likert-type items on the efficiency of the ERT methods that the students had utilized. The items also focused on interaction, motivation, the amount of work, demographics, and emerging issues in ERT classes. The questionnaire was given to students registered in a minimum of one Physics class at the University of Colorado Boulder. 112 students participated in the study, and 75 of the students provided the data. After the data was analyzed, the researcher identified four main themes. First, replies from students to open-ended items revealed that they perceived benefits and drawbacks to both synchronous and asynchronous education. Although synchronous education offered less flexibility and increased reliance on an internet connection, it allowed students to participate actively in the learning process and ask questions. However, asynchronous classes offered less motivation and communication but more adaptability. Based on the available data, offering both would be the most advantageous course of action. 89% of students stated that they experienced less interaction in their classes after ERT was implemented, and 72% reported that the alteration in interactivity had a negative impact on their learning. Moreover, 81% of

students stated they were less motivated to complete their tasks, and 77% of them felt they required additional time to do their coursework. Also, 96% of students took timed, single-sit tests, and 72% of the tests were open-book. Of all the students who took take-home tests (11% of the total), all of them evaluated ERT exam formats as beneficial in supporting their educational experience. Conversely, time-limited multiple-choice or open-response tests were considered ineffective by 40% of students. A list was presented to students in the questionnaire to select from any additional challenges they encountered due to the shift. According to the results, 23% of students stated that their internet access was unstable, over half (55%) of the students stated that they lacked a quiet place to study, and more than one-quarter (27%) mentioned experiencing challenges as they were in a different time zone.

In the local context, Şendoğan (2020) conducted a study to investigate how students in English preparatory classes felt about taking online English lessons, using online resources, and ERT during the COVID-19 pandemic. The participants of the study were 50 English preparatory class students at a foundation university in Türkiye. The students were taught 26 hours of English in a week. Following the COVID-19 pandemic, the English classes were replaced with online classes called ERT. The data were collected via a Likert-type questionnaire with 20 items. The quantitative data were complemented by the qualitative data gathered via semi-structured interviews. Overall, the findings revealed that online English classes fulfilled the expectations of the students. The majority of participants, however, stated that their writing and listening abilities were inadequate. Another finding was that almost half of the EFL students reported that one of the aspects of the course they disliked the most was the assignments. Along with the negative attitudes, the students also had positive attitudes toward the course. For instance, students

considered online classes to be adaptable during ERT, and most of them preferred online courses since they enabled them to observe the lessons individually. Additionally, the responsibilities and directions provided throughout the online English lessons were considered clear by the students.

Can and Silman-Karanfil (2022), who concentrated on EFL instructors' feelings and in-class experiences during ERT, conducted a mixed-method study to examine how the EFL instructors' feelings, their teaching strategies, and their relationships with their students and coworkers altered during ERT. The study was conducted at a school of foreign languages of a foundation university in Northern Cyprus. 47 EFL instructors, whose ages ranged between 29 and 64, participated in the study. A technological pedagogical content knowledge (TPACK) scale was used to collect the quantitative data in addition to a qualitative questionnaire. The results indicated that the EFL instructors had negative feelings due to the sudden shift to ERT, COVID-19 constraints, health-related worries, a lack of confidence in online teaching, an increase in workload, a lack of resources, and worries regarding the readiness and degree of autonomy of students for remote learning.

Aydın (2023) conducted a study to explore the degree to which the rapid switch to ERT affected the motivation and self-efficacy of tertiary-level EFL students. 69 EFL students of a foundation university in the Mediterranean region of Türkiye participated in this mixed-method study, and the data were gathered through a Likert-type questionnaire including an open-ended question. According to the findings, the students' self-efficacy was adversely affected by the transition to ERT. Students believed they lacked the necessary technological skills or were unable to complete their education online. Also, most of the participants believed that traditional classroom instruction could teach them more effectively than online

education. Additionally, the students experienced negative feelings such as stress and anxiety during online classes due to the sudden shift to ERT. On the other hand, a significant number of students believed that ERT was practical and offered a safe place for them, although the majority of students thought it was an ineffective way to continue education.

Students' Dispositions, Needs, and Motivation During the COVID-19 Pandemic

As teaching transferred to an online version, the sudden transition to ERT had undesirable effects on student learning, work, and psychological health (Petillion & McNeil, 2020). Besser and Zeigler-Hill (2022) argue that the COVID-19 pandemic has been remarkably overwhelming for students for many reasons. It is emphasized that well-being concerns for both themselves and their family members or acquaintances, having to deal with the feeling of separation and loneliness because of social distancing, and finally, stress and anxiety generated by the interruption of daily practices have been the prevailing reasons of concern for students (Besser & Zeigler-Hill, 2022).

Shim and Lee (2020) focused on the experiences of university students from different fields of study and examined the benefits and drawbacks of ERT via a semi-structured questionnaire. The findings showed that most students favored attending classes at home since it was practical and comfortable, and because their commute times were less, they could use their free time more efficiently. The fact that they could watch the lessons whenever they wanted and study independently led the students to believe that the recorded lessons were helpful. Nevertheless, they felt that using cameras was an invasion of their privacy. Further, other factors contributing to students' discontent with ERT were an unsteady connection, decreased concentration, insufficient interaction, and inadequate peer feedback.

Shin and Hickey (2021) conducted a study on the difficulties faced by learners throughout the COVID-19 pandemic. The study aimed to investigate the ERT experiences of university students at the time of the COVID-19 pandemic. The study was conducted at an American state university using a mixed-methods research design. Of the 64 students who participated, 52 were undergraduates, and 12 were graduates. 48 students described themselves as female, 15 as male, and one did not prefer to say. Participants' ages ranged from 18 to 55 and more. Data were collected through an online questionnaire. The questionnaire involved three primary parts: demographic data, the five-point Likert-scale answers, and the open-ended commentary part. The study's results indicated that COVID-19 and ERT had a detrimental impact on students' ability to learn. The participants expressed the negative experiences and issues as difficulty remaining motivated, learning troubles, inadequate communication and feedback, struggle to promote imagination and unsatisfactory workload adaptation. Besides, it was emphasized in the study that the experiences of students regarding the quality of education, their educational interest, and efficiency differed meaningfully depending on particular course instructors (Shin & Hickey, 2021).

Dvořáková et al. (2021) focused on college students' perspectives on ERT in their quantitative research. The results of the research revealed that learners felt pleased with the instructors' thorough feedback. They were especially pleased with how quickly the instructors mastered the new technology and developed their digital teaching abilities. However, the learners were disappointed with the peer feedback and classroom engagement when ERT was compared with traditional education.

Nomnian (2022) conducted a qualitative case study to investigate the experiences of the lecturers and postgraduate students during ERT. An open-ended

questionnaire and interviews were used to collect the relevant information.

According to the results of the research, students were impressed by the ability of the lecturers to adjust to the ERT and adopt novel technological abilities. During the COVID-19 pandemic, the new setup was practical; therefore, the students also had positive opinions. However, the professors and the students believed they were unable to communicate with each other as they would in a conventional face-to-face classroom setting. A further concern raised by several students was the violation of their privacy caused by their classmates and instructors having access to their home setting.

Deniz (2022) investigated the difficulties university-level EFL instructors and students encountered during the COVID-19 pandemic in a recent study. The main goal was to examine the problems EFL instructors and students experienced due to online education during the COVID-19 pandemic and the strategies that emerged to address the problems. Through instructor and student questionnaires, the quantitative data were gathered from 60 instructors and 110 students for this mixed-method research. For the qualitative data, 12 instructors participated in the focus group interviews, and 14 students participated in the individual interviews. According to the findings, the instructors experienced an increased workload due to the additional supervision they gave the students. The greatest difficulties for the students were being distracted at home and not interacting with their classmates. On the other hand, instructors had positive experiences increasing their online education skills, and students expressed satisfaction with the guidance and assistance they obtained from their instructors.

Teachers' Dispositions, Needs, and Motivation During the COVID-19 Pandemic

Teaching is among the professions with the highest levels of distress.

Generally, teachers endure great stress that influences their bodily and mental well-being (Brown, 2012). Almost 40% of teachers quit their occupations during the initial five years of employment (Borman & Dowling, 2008). In a study in which work-related stress levels of a range of occupations were identified, it was found that teachers' levels of professional satisfaction and emotional and bodily health were lower than average (Johnson et al., 2005). Teachers of languages are not any different from teachers of other subjects (MacIntyre et al., 2020). Rather, teachers of languages are exposed to further unique stress factors, such as teaching a language they might still be developing and be nervous to use (Horwitz, 1996). Language teachers suffer from extra stress factors, including cross-cultural instruction, cultural disparities between teachers and students, and significant sentimental work sacrifices (King, 2016). In addition, the urgent transformation to online teaching as a result of the COVID-19 pandemic added numerous new stress factors to the already existing ones for teachers to manage (MacIntyre et al., 2020).

MacIntyre et al. (2019) found it astonishing that only a few inquiries had been administered to examine the mental well-being of language teachers, as it was a major factor affecting their capability to teach at their best. For this reason, MacIntyre et al. (2020) conducted a study to examine the connection between stress and how language teachers dealt with it in April 2020.

634 language teachers participated in an online questionnaire for the study. Almost 75% were English teachers, and almost 80% were female. The respondents came from Europe (51.4%), North America (23.5%), Asia (8.8%), South America (6.9%), the Middle East (5.2%), and smaller numbers from the other parts of the world. Most of the participants had a great amount of experience in the classroom; only 3% were in their first year, and more than 50% of the participants had been

teaching for at least 15 years. A broad range of educational settings and levels of instruction were represented in the sample. The questionnaire was conducted online and distributed through online platforms and individual emails. Respondents agreed to participate before beginning the questionnaire. The questionnaire evaluated factors causing stress, and two categories- approach and avoidant- were created from the 14 coping types. According to the results, teachers stated significant levels of stress. Also, relationships indicated that positive psychological results (well-being, health, happiness, resilience, and growth during trauma) had a positive association with approach coping and a negative association with avoidant coping strategies. Furthermore, approach coping was frequently used across stress groups. Utilizing the 14 distinct coping techniques, the data analysis yielded an intricate coping design.

Another study investigated the necessity of teacher training in ERT at the time of the COVID-19 pandemic (Trust & Whalen, 2020). For this research, an online questionnaire was given via online platforms and local school districts. The study aimed to collect data from educators about their experiences in the transition to ERT. The study had 325 teachers as participants. The teaching experience of participants varied from 1 to 38 years. Participants were teaching in preschools, elementary schools, secondary schools, high schools, or other school types. Most of the participants were from the United States. The rest of the participants were from countries worldwide, such as Egypt, Hong Kong, Canada, Italy, Spain, and China. The quantitative data were analyzed using descriptive statistics, and convenience sampling was chosen as a sampling method. According to the results, the utilization of online or distant teaching methods and resources startled and confused the participants, and they had difficulty adjusting their instruction to changing circumstances, such as undependable internet connection of students, evolving

requirements, and fluctuating political or academic policies. Participants stated that they needed noteworthy support while transforming their practice. When the teachers were questioned about the need for teacher training in ERT, their opinions varied. 66% of the teachers approved that educators should have more training, while 18% disagreed, and 6% of the teachers were uncertain. Most teachers stated that educators required more training in teaching with technology and using technology for blended and online teaching designs.

On the local level, Elçi (2021) conducted a study at a university in Türkiye. In this qualitative study, the data were collected from 364 lecturers via an open-ended questionnaire. The study examined the positive and negative aspects of online education caused by the COVID-19 pandemic. According to the findings of the study, the lecturers believed they became more proficient in their computer-based skills, and their skills in technology use were enhanced during online teaching. On the other hand, some lecturers expressed dissatisfaction with the necessity for professional development, particularly with advancing the technological abilities they had acquired during the process. Furthermore, some lecturers expressed dissatisfaction, stating that the workload significantly increased during online teaching.

Uzun's (2022) recent study investigated Turkish EFL instructors' perspectives on bichronous learning at the time of the COVID-19 pandemic at a state university. The study aimed to identify whether there were any differences in the instructors' perceptions depending on variables such as their age and educational background. This quantitative study was conducted in a preparatory school of English. 141 instructors participated in the study by responding to an online questionnaire. The results indicated that the instructors' perceptions of bichronous

learning during the COVID-19 pandemic were positive but that these judgments were influenced by how old they were, their education, their teaching experience, and their level of competency in using technology for education.



CHAPTER 3: METHOD

Introduction

This study has been devoted to investigating EFL students' and EFL instructors' situation-specific motivational dispositions, how their dispositions differ according to their certain characteristics, and the comparison of their dispositions during online teaching at the time of the COVID-19 pandemic at an English Language preparatory school of a state university in the Black Sea Region of Türkiye. Accordingly, the study intends to seek answers to the following research questions:

- 1) What are the situation-specific motivational dispositions of EFL students in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 2) Do EFL students' dispositions differ according to their
 - a) gender?
 - b) faculty type?
 - c) level of English?
- 3) What are the situation-specific motivational dispositions of EFL instructors in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 4) Do EFL instructors' dispositions differ according to their
 - a) age?
 - b) experience?
 - c) department graduated from?

d) level of study?

5) Is there a difference between students' and instructors' dispositions?

This chapter aims to provide comprehensive information related to the methodology of the study. Firstly, the research design selected for the study will be described. Then, the background information regarding the setting and participants will be elaborated. Finally, data collecting and analysis methods and procedures will be provided thoroughly.

Research Design

This study is a quantitative cross-sectional case study. It is quantitative because the data were obtained via an online questionnaire primarily using Likert-scale items. Using quantitative research methods, researchers can evaluate, comprehend, and generalize the information; thus, using qualitative data facilitates constructing more consistent and generalizable data (Gay et al., 2011). The data were gathered at a single time as required by a cross-sectional study (Fraenkel et al., 2012). Quantitative research involves precise measurement, which results in credible and generalizable data (Dörnyei, 2007). The researcher selected this research design to address the research questions as it facilitates connections among the variables of the research (Dörnyei, 2007). Aiming to investigate the situation-specific motivational dispositions of a certain group of individuals in a specific region, case study research has been considered a good fit as it is employed for studies examining current issues the researcher cannot control (Yin, 2002).

In the study, the data were collected through two questionnaires with Likert-scale items. The MOLT Framework, which was constructed by Guilloteaux and Dörnyei (2008), was selected as the conceptual framework of this study. For this purpose, two versions of a questionnaire were created adapting Guilloteaux and

Dörnyei's (2008) 'Student Motivational State Questionnaire' to gather data on the EFL students' language learning motivation and instructors' motivational teaching practice in online teaching in a particular setting at the time of the COVID-19 pandemic.

Context

This study was conducted at the English language preparatory program of the School of Foreign Languages of a state university in the Black Sea Region of Türkiye in the 2021-2022 academic year. English language preparatory classes are obligatory in undergraduate programs in which English is the means of instruction or a minimum of 30% of English is instructed as the Turkish Higher Education Council ordains (Eğitim Öğretim Dairesi Başkanlığı, n.d.). The programs are accountable for following the university's regulations and policies as they are a part of the institution's administration.

The school determines whether students are eligible to begin their degree studies after administering an English proficiency exam upon students being accepted to the university. The students who fail to achieve the required score in the proficiency exam are required to take a placement test at the start of each academic year. After the placement test, the students are placed into the right English language level corresponding to their obtained scores. The levels are assessed based on the Common European Framework of Reference for Languages (CEFR), and three levels are named A1, A2, and B1, correspondingly. The students are offered a one-year mandatory intensive English language program before they start studying in their departments. However, even if students' programs do not expect the completion of the English preparatory classes, students have the option of attending English preparatory program voluntarily. Preparatory program students are given two

academic years to finish the program and pass the final test. The students in the preparatory program receive approximately 20-24 hours of teaching per week and take two midterms each semester and a final test at the end of the academic year. There are two semesters in an academic year, each lasting 14 weeks.

The instructors teach around 24-28 hours a week, including evening classes at least two to three days a week, which the school management mandates for the instructors. Along with the lessons, the instructors have irregular office work to complete each week, depending on the workload. The school has eight teaching units, each led by a head instructor, and the instructors are expected to work for at least one of these units.

The school has devoted much effort to fostering professional teaching development activities, especially in the last few years. The activities include seminars, conferences, workshops, in-service instructor training programs sponsored by publishing houses such as Oxford and Pearson, instructor appraisals, and classroom observations. In addition, the school has a Teaching and Professional Development Unit for these activities to run smoothly.

On the other hand, the school had not been actively engaged in integrating technology into education before the ERT caused by the COVID-19 pandemic. The school did not own a learning management system, so it depended on the instructor to decide to what extent the technology was integrated into the instruction. While some instructors' use of technology was limited to using the coursebook software, others frequently used Web 2.0 tools or applications such as Google Classroom, Kahoot, or Quizlet in their classes to intrigue the students. As a consequence, the COVID-19 pandemic was a milestone for the school to begin a new era that included a widespread practice of technology use in language teaching.

The particular school was intentionally selected for this study as it stood out for its instruction choice when the COVID-19 pandemic broke out in March 2020. The English language preparatory program was among the few in Turkey that made the switch to synchronous online education in two weeks in March 2020. Later, the synchronous education was followed by a transition to hybrid education the following academic year, 2021–2022. This sudden shift to online instruction and then hybrid instruction challenged both the students and instructors regarding motivational issues and other tough experiences. Therefore, this school was chosen as it presented a convenient context to collect detailed data for this case study.

The school decided to administer synchronous online English classes in the 2020-2021 academic year via online conferencing tools such as Zoom, Perculus, and Google Teams. The school management organized a few short online meeting sessions for the instructors to familiarize them with the online conferencing tools and the brand-new online English instruction process. Neither the instructors nor the students were obliged to have their cameras on throughout online lessons. Although the number of exams remained as it was, the exam structure was designed according to the online setting by switching to multiple choice and cloze test questions and reducing the length of reading texts. However, the students were not mandated by the higher administration of the university to keep their cameras on while online exams were being conducted. Since the students were not required to keep their cameras on, the instructors and some students severely questioned the online exam security. The institution's inadequate technical software background was believed to be the main reason for this highly criticized exam procedure.

In the following 2021-2022 academic year, the university's upper management agreed to switch to hybrid education since there were considerably

fewer COVID-19 instances. Half of the students in the preparatory program were expected to go to school on specific days, while the other half participated in online lessons. The course schedules of the classes were prepared according to this hybrid system. The desks in the classrooms were reorganized in distant proximity to avoid probable COVID-19 spread. In hybrid teaching, the exam procedures changed back to the pre-pandemic face-to-face tradition to ensure exam security. Although the system was hybrid, some students preferred attending only face-to-face lessons during the academic year, as attendance was not taken in online teaching. Given the full process, this institution was thought to offer an invaluable case that required careful consideration to examine EFL students' and EFL instructors' situation-specific motivational dispositions, how their dispositions differ according to their certain characteristics, and the comparison of their dispositions in online education caused by the COVID-19 pandemic.

Participants

The school has around 700 students each academic year, including morning and evening classes. The students' ages range from 18 to 40. 53 EFL instructors were working at the school of foreign languages during the course of this study. The instructors' ages ranged from 30 to 55. Teaching experience and professional qualifications varied widely among instructors. The instructors were English Language Teaching, English Language and Literature, American Culture and Literature, and Translation and Interpretation department graduates. Most of the instructors at the school were MA or Ph.D. graduates, and some also held CELTA certificates.

Students and instructors were chosen as the study's participants by employing convenience sampling. Convenience sampling is the least preferred but most widely

used sampling method, as Dörnyei (2007) states; however, it has the benefit of finding willing volunteers, which is necessary for a rich data set. Additionally, according to the Bilkent University Ethics Committee, researchers can only work with volunteering participants, and no individuals can be forced to participate in a study. Each instructor received a questionnaire for this study, and 45 of them responded. Table 1 shows the demographic information of the instructor participants.

Table 1

Demographic Data of the Participating Instructors

Variable	Category	<i>n</i>	%
Age	21-30	1	2.2
	31-40	30	66.7
	41-50	13	28.9
	51 or over	1	2.2
Gender	Female	35	77.8
	Male	10	22.2
Highest Educational Degree	B.A.	23	51.1
	M.A.	15	33.3
	Ph.D.	7	15.6
Qualifications	CELTA	8	17.8
	Other	5	11.1
	None	32	71.1
Years of Experience	6-10	8	17.8
	11-15	11	24.4
	16-20	19	42.2
	21 or over	7	5.6

The student questionnaire was sent to all students through a mobile application link and was responded by 343 students. As displayed in Table 2, the student participants were mainly females aged 18-23, and it was their first year in the program. The nationality of most students was Turkish, and their preparatory program start levels were A1, A2, and B2. In addition, more vocational school students than faculty students completed the questionnaire.

Table 2

Demographic Data of the Participating Students

Variable	Category	<i>n</i>	%
Gender	Female	211	61.5
	Male	127	37
	Prefer not to say	5	1.5
Age	18-23	327	95.3
	24-29	9	2.6
	30-35	2	0.6
	36 or over	5	1.5
Level	A1	184	53.6
	A2	96	28
	B2	63	14.8
Year	First year	295	86
	Second year	48	14
Nationality	Turkish	332	96.8
	International	11	3.2
Department	Faculty	156	45.5
	Vocational school	187	54.5

Instrumentation

The means of data collection were the student questionnaire (Appendix A) and the instructor questionnaire (Appendix B), both created by the researcher adapting the Student Motivational State Questionnaire originated by Guilloteaux and Dörnyei (2008) for their study based on the MOLT Framework (Guilloteaux & Dörnyei, 2008). The MOLT Framework was selected as a conceptual framework as it was developed to focus on the students' situation-specific motivational dispositions regarding their present EFL class.

The Student Motivational State Questionnaire (Guilloteaux & Dörnyei, 2008) consisted of 20 items on a 6-point Likert scale, with 1 indicating *definitely not* and 6 *totally true*. While some of the items in the questionnaire were newly created, some were adjusted from the existing tools of Clement et al. (1994) and Gardner (1985). The questionnaire involved three main sections: attitudes toward the course, linguistic self-confidence, and L2 classroom anxiety. The first section, 'attitudes toward the course', which included nine items with a Cronbach's alpha of .85, aimed to assess learners' attitudes toward the course. The second section, 'self-confidence', included eight items with a Cronbach's alpha of .80 and aimed to assess learners' perceptions regarding their self-confidence in the L2 class. The final section 'L2 classroom anxiety' consisted of three items with a Cronbach's alpha of .63, and aimed to assess the stress level of the learners in the L2 class.

In the first part of the instruments, the participants were asked to provide demographic data to be utilized for the concurrent data analysis process. The questions included the genders, ages, level of English, nationality, and departments of the students, as well as the instructors' genders, ages, qualifications, and years of teaching experience. The student and instructor questionnaires consisted of Likert-

scale items (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*). Both of the questionnaires consisted of 20 items. Nine of the items were dedicated to attitudes, eight of them to linguistic self-confidence, and three of them to L2 classroom anxiety aspects. The items on both questionnaires were parallel to each other.

Methods of Data Collection

Student and instructor questionnaires served as the instruments used to collect the data. The Bilkent University Ethics Committee approval was sought to administer the study after the questionnaires' items were piloted and finalized. After receiving the Ethics Committee's consent, a written request for permission was sought from the preparatory program management, where the study was intended to be conducted. Further, informed consent from the volunteering instructors and students was attained. All the data were gathered in three weeks using the devised instruments with their permission.

Since the instructor participants were able to comprehend the items clearly owing to their competency, the instructor questionnaire was administered in English. However, all students were given the expert-translated Turkish version as they were anticipated to have some trouble in comprehension. A professional opinion was obtained before using the instruments. The instruments were reviewed by an English language instructor and a specialist in educational evaluation and assessment. The tools were then examined by a professional in teaching English.

To verify the validity and reliability of the items, all questionnaire versions, including the instructor and student ones and the student questionnaire in both English and Turkish, were piloted first. Piloting is an important stage that should not be ignored because it helps researchers find and fix the tool's flaws before using it in

the main research (Mackey & Gass, 2005). For the pilot study, the student questionnaire was sent to four students, and the instructor questionnaire was emailed to three instructors, all of whom had been notified previously. No modifications were made to the student questionnaire in response to the feedback; nevertheless, one item was revised in the instructor questionnaire. For item number seven, the phrase “*subjects other than teaching online English lessons*” was altered to “*anything other than teaching online English lessons*” to ensure the instructors fully comprehend the meaning. After the pilot study, the final versions of the student and instructor questionnaires were transferred to Google Docs in English and Turkish. Participants were sent links to the questionnaire websites through a mobile application to make the process faster. The instructors of each class shared the links with their students through a mobile application. Reminder emails were unnecessary as the EFL instructors of each class assisted the process to run smoothly.

Methods of Data Analysis

Descriptive and inferential statistics were used to examine the data gathered from the questionnaires using SPSS (Statistical Package for Social Sciences). Via SPSS, an extensive range of statistical studies can be carried out (Hinton et al., 2014). For the first and third research questions, means and standard deviations were computed individually for each item on the student and instructor questionnaires. For the second and fourth research questions, independent samples t-tests were computed to compare the means of each profile who responded to the student and instructor questionnaires. Finally, for the fifth research question, independent samples t-tests were run to compare the means of student and instructor questionnaires regarding each construct and the overall means.

The normality assumption was tested before conducting any parametric tests on the new quantitative data set. Additionally, values for skewness and kurtosis were evaluated, and z-scores were computed. According to Gravetter and Wallnau (2013), z-scores must fall between 1.96 and -1.96 to confirm normal distribution. Since the z-scores of this study's data fell within these parameters, the data were found to be normally distributed.

Using the data set, three different independent samples t-tests were conducted to compare the means of the students and instructors for the items relating to the three constructs: attitudes, self-confidence, and anxiety. Lastly, a final independent samples t-test was conducted to compare the overall mean values of the questionnaires.

The participant numbers were insufficient to perform additional statistical studies to check the significant differences between different groups in the student and instructor samples. For instance, there were 327 student participants whose ages varied from 18 to 23, but there were only nine who were between the ages of 24 and 29. Likewise, the number of female instructor participants was 35, while the number of males was only ten. On the other hand, when categorized into two groups, the number of student and instructor participants was appropriate to run the t-tests to check the significant differences between different groups. For example, of all the student participants, 184 of the student participants had A1, 96 of them had A2, and 63 of them had B2 level English when they started the preparatory program. Thus, two groups of student participants were formed, A1 level and A2 or over, and a new data set was created. Using this new data set, A1 and A2 or over level students were compared through t-tests. In this manner, students' dispositions were compared in three profiles by creating two categories when appropriate. These profiles are gender,

faculty type, and level of English. Accordingly, instructors' dispositions were compared in four different profiles: age, years of experience, department graduated from, and level of study.

Reliability Analysis

A retrospective analysis was run to assess the reliability of the questionnaires given to the students and instructors. As the number of students and instructors that participated in the pilot study was inadequate to calculate Cronbach's alpha, the reliability of the student and instructor questionnaires could not be examined before the procedure of data collection. Therefore, it was calculated after the data was gathered. Table 3 displays the student and instructor questionnaires' Cronbach's alpha values. As Hinton et al. (2014) state, it is commonly agreed that a Cronbach's alpha score above .75 is one with internal consistency. The results showed that Cronbach's alpha levels of the questionnaires were considerably higher than .75.

Table 3

Cronbach's Alpha Levels for the Questionnaires

Questionnaires	Number of Items	Cronbach's Alpha
Student Questionnaire	20	.87
Instructor Questionnaire	20	.90

Conclusion

In this chapter, the methodology of the present study was described. This quantitative cross-sectional case study was administered in a preparatory program of a state university in the Black Sea region of Türkiye to explore the EFL students' and instructors' motivational dispositions in online teaching during the COVID-19 pandemic. The quantitative data were gathered through questionnaires given to

students and instructors. The data obtained from the questionnaires were analyzed using descriptive and inferential statistics.



CHAPTER 4: RESULTS

Introduction

The current study aimed to explore the motivational dispositions of EFL students and instructors in online teaching during the COVID-19 pandemic in a state university preparatory program in the Black Sea region of Türkiye. The study has a quantitative cross-sectional design since the quantitative data gathered through questionnaires were utilized to fully respond to the research questions. The data set was gathered via questionnaires given to students and instructors. The researcher adapted all the tools based on the Motivation Orientation of Language Teaching Framework by Guilloteaux and Dörnyei (2008). The questionnaires were regarded as three main aspects of online teaching during the COVID-19 pandemic: attitudes, self-confidence, and anxiety.

The first research question aimed to investigate the motivational dispositions of the students, while the third research question explored the motivational dispositions of the instructors during online teaching. The second research question investigated whether the students' dispositions differ depending on different groups, and the fourth research question explored whether the instructors' dispositions differ according to different groups. Finally, the fifth research question aimed to investigate whether there was a significant difference between the student and instructor dispositions. All research questions were addressed via statistical analysis of the questionnaire data.

The study tried to answer the following questions:

- 1) What are the situation-specific motivational dispositions of EFL students in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 2) Do EFL students' dispositions differ according to their
 - a) gender?
 - b) faculty type?
 - c) level of English?
- 3) What are the situation-specific motivational dispositions of EFL instructors in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 4) Do EFL instructors' dispositions differ according to their
 - a) age?
 - b) experience?
 - c) department graduated from?
 - d) level of study?

- 5) Is there a difference between students' and instructors' dispositions?

The purpose of this chapter is to present the results of the study in terms of the proposed research questions. Firstly, EFL students' overall motivational dispositions and their dispositions regarding attitudes, self-confidence, and L2 anxiety in online teaching during the COVID-19 pandemic are presented through descriptive analysis. Then, whether the students' dispositions differ according to different groups is presented through independent samples t-tests. Later, EFL instructors' overall motivational dispositions and their dispositions regarding attitudes, self-confidence, and anxiety in online teaching during the COVID-19 pandemic are presented through descriptive analysis. Then, whether the instructors'

dispositions differ according to different groups is clarified through independent samples t-tests. Lastly, the findings of the independent samples t-tests that compared the overall dispositions of the students and instructors according to attitudes, self-confidence, and anxiety aspects are presented and explained through descriptive and inferential analysis. An overview of how the data were arranged, analyzed, and presented throughout the chapter is provided in Table 4.

Table 4

Overview of the Presentation of the Findings

Research Questions	Findings Used	Stats Used
1. Students' dispositions	a. Overall Questionnaire b. Attitude Questions c. Self-confidence Questions d. Anxiety Questions	Descriptive
2. Students' dispositions regarding gender, faculty type, level of study	a. Overall Questionnaire b. Attitude Questions c. Self-confidence Questions d. Anxiety Questions	t-Tests
3. Instructors' dispositions	a. Overall Questionnaire b. Attitude Questions c. Self-confidence Questions d. Anxiety Questions	Descriptive
4. Instructors' dispositions regarding age, experience, department graduated, level of study	a. Overall Questionnaire b. Attitude Questions c. Self-confidence Questions d. Anxiety Questions	t-Tests

Table 4 (cont'd)*Overview of the Presentation of the Findings*

Research Questions	Findings Used	Stats Used
5. Students' and Instructors' Disposition comparisons	a. Overall Questionnaire b. Attitude Questions c. Self-confidence Questions d. Anxiety Questions	t-Tests

EFL Students' Motivational Dispositions During the COVID-19 Pandemic**Overall Motivational Dispositions*****Questionnaire Findings***

The student questionnaire contains 20 items related to attitudes, self-confidence, and L2 anxiety. All items examine the students' overall motivational dispositions in online teaching during the COVID-19 pandemic. In Table 5, the mean scores and standard deviations of each item are presented.

Table 5*Students' Motivational Dispositions: Overall*

Item	<i>M</i>	<i>SD</i>
1. I wish we had more online lessons each week semester.	2.50	1.31
2. I like online lessons this semester.	3.08	1.30
3. I prefer learning English online rather than face-to-face.	2.05	1.28
4. When the online lesson ends, I often wish it could continue.	2.32	1.15

Table 5 (cont'd)*Students' Motivational Dispositions: Overall*

Item	<i>M</i>	<i>SD</i>
5. I want to work hard in my online lessons to make my teacher happy.	3.46	1.16
6. I enjoy my online lessons this semester because what we do is neither too hard nor too easy.	2.96	1.21
7. I would rather spend time on things other than online English lessons.	3.02	1.18
8. Learning English through online lessons is difficult for me this semester.	2.78	1.29
9. In online lessons this semester, we are learning things that will be useful in the future.	3.41	1.09
10. I feel I am making progress in online English lessons this semester.	3.08	1.21
11. I believe I will receive good grades this semester.	3.50	1.11
12. I often experience a feeling of success in my online lessons this semester.	3.03	1.14
13. I am sure that one day I will be able to speak English fluently.	4.12	0.95
14. In online lessons this semester, I usually understand what to do and how to do it.	3.37	1.07

Table 5 (cont'd)*Students' Motivational Dispositions: Overall*

Item	<i>M</i>	<i>SD</i>
15. This semester, I think I am good at learning English.	3.63	1.03
16. I am worried about my ability to do well in English due to online lessons this semester.	2.84	1.14
17. I often volunteer to do speaking presentations in online lessons this semester.	2.62	1.07
18. I get very worried if I make mistakes during online lessons this semester.	3.25	1.23
19. I am afraid that my classmates will laugh at me when I have to speak in online lessons.	3.78	1.19
20. I feel more nervous in online classes this semester than in previous face-to-face English classes.	3.37	1.25

As shown in Table 5, the results of the descriptive analysis revealed that students' answers do not indicate a very high overall motivation in online teaching. The means of the responses ranged from 2.05 ($SD = 1.28$) for item three, which was about preferring to learn English online rather than face-to-face, to 4.12 ($SD = 0.95$) for item 13, regarding their beliefs that one day they could speak English fluently. According to the results, most of the students did not prefer to learn English online rather than face-to-face, and most of them 'strongly agreed' that they were sure that one day they could speak English fluently. Also, item 13 is remarkable as it had the

lowest SD score ($SD = 0.95$) of all items, indicating that there is great agreement among the students. The other considerably low-scoring items were item four, with a mean of 2.32 ($SD = 1.15$), which indicated students' desire to continue the classes after they were finished, and item one, with a mean of 2.50 ($SD = 1.31$), which indicated students' wish to have more online classes each week. The low scores showed that students did not wish the online lessons to continue after they ended, and they did not wish to have more online classes each week as well. The second highest-scoring item is item 19, with a mean of 3.78 ($SD = 1.19$). This score showed that the students felt a fear of being ridiculed by their classmates when they had to speak English in online classes.

Attitudes Toward the Course

Questionnaire Findings

The first nine items of the student questionnaire investigated the motivational dispositions of students specific to their attitudes toward the course. The mean scores and standard deviations of these items as responded by the students are displayed in Table 6.

Table 6

Students' Motivational Dispositions: Attitudes Toward the Course

Item	<i>M</i>	<i>SD</i>
1. I wish we had more online lessons each week this semester.	2.50	1.31
2. I like online lessons this semester.	3.08	1.30

Table 6 (cont'd)*Students' Motivational Dispositions: Attitudes Toward the Course*

Item	<i>M</i>	<i>SD</i>
3. I prefer learning English online rather than face-to-face.	2.05	1.28
4. When the online lesson ends, I often wish it could continue.	2.32	1.15
5. I want to work hard in my online lessons to make my teacher happy.	3.46	1.16
6. I enjoy my online lessons this semester because what we do is neither too hard nor too easy.	2.96	1.21
7. I would rather spend time on things other than online English lessons.	3.02	1.18
8. Learning English through online lessons is difficult for me this semester.	2.78	1.29
9. In online lessons this semester, we are learning things that will be useful in the future.	3.41	1.09

In the “attitudes toward the course” category, the means of the responses ranged from 2.05 ($SD = 1.28$) for item three, which was about preferring to learn English online rather than face-to-face, to 3.46 ($SD = 1.16$) for item five, which expressed students’ desire to study to make their teachers happy. The results revealed that the students did not prefer learning English online rather than face-to-face; also, most wanted to work hard in their online lessons to make their teacher happy. Additionally, item nine, with a mean of 3.41 ($SD = 1.09$), showed that most students thought they were learning things that would be useful in the future in online lessons.

Also, item one, about wishing to have more online lessons each week, had a mean of 2.50 ($SD = 1.31$), indicating that the students disagreed with this item and avoided having more online lessons each week.

Self-Confidence

Questionnaire Findings

Items between 10 and 17 focused on students' motivational dispositions regarding their self-confidence during online teaching. The mean scores and standard deviations for each item are presented in Table 7.

Table 7

Students' Motivational Dispositions: Self-Confidence

Item	<i>M</i>	<i>SD</i>
10. I feel I am making progress in online English lessons this semester.	3.08	1.21
11. I believe I will receive good grades this semester.	3.50	1.11
12. I often experience a feeling of success in my online lessons this semester.	3.03	1.14
13. I am sure that one day I will be able to speak English fluently.	4.12	0.95
14. In online lessons this semester, I usually understand what to do and how to do it.	3.37	1.07
15. This semester, I think I am good at learning English.	3.63	1.03
16. I am worried about my ability to do well in English due to online lessons this semester.	2.84	1.14
17. I often volunteer to do speaking presentations in online lessons this semester.	2.62	1.07

In the “self-confidence” category, the mean scores of the responses ranged from 2.62 ($SD = 1.07$) for item 17, which concerned volunteering to do speaking presentations in online lessons, to 4.12 ($SD = 0.95$) for item 13, which was about students’ perceptions to be able to speak English fluently one day. According to the results, students did not volunteer to do speaking presentations in online lessons but strongly believed they could speak English fluently one day. Item 13 also demonstrated great student agreement due to its low SD score ($SD = 0.95$). Also, the item had the highest mean score of the whole questionnaire. Additionally, this category included items 11, 13 and 15, with the highest scores in the overall student questionnaire.

L2 Classroom Anxiety

Questionnaire Findings

The final category examined in the student questionnaire was L2 classroom anxiety, consisting of items 18, 19, and 20. The findings of the descriptive analysis of the items in this category are given below in Table 8.

Table 8

Students’ Motivational Dispositions: L2 Classroom Anxiety

Item	<i>M</i>	<i>SD</i>
18. I get very worried if I make mistakes during online lessons this semester.	3.25	1.23
19. I am afraid that my classmates will laugh at me when I have to speak in online lessons.	3.78	1.19
20. I feel more nervous in online classes this semester than in previous face-to-face English classes.	3.37	1.25

In the “L2 anxiety” category, the means of the responses ranged from 3.25 ($SD = 1.23$) for item 18, which was about students’ anxiety of making mistakes during online lessons, to 3.78 ($SD = 1.19$) for item 19, which was about the fear of being ridiculed by their classmates when they had to speak in online lessons. The findings demonstrated that many students were worried about making mistakes in online classes. Also, most students feared being ridiculed when they had to speak in online lessons. Item 19 was also the item that received the second highest score in the overall student questionnaire.

Students’ Motivational Dispositions According to Profiles

Gender

Questionnaire Findings

Independent samples t-tests were computed to see if there was a significant difference between male and female students’ motivational dispositions regarding the constructs. The t-tests compared male and female students’ overall dispositions, dispositions regarding their attitudes toward the course, their self-confidence, and L2 anxiety in online teaching. Table 9 shows the independent samples t-tests results.

Table 9

Independent Samples t-test Findings for the Student Questionnaire (Gender)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Overall	Male	3.15	0.72	0.98	222.43	.327
	Female	3.08	0.58			
2. Attitudes toward the course	Male	2.80	0.93	-0.61	217.46	.542
	Female	2.86	0.72			

Table 9 (cont'd)*Independent Samples t-test Findings for the Student Questionnaire (Gender)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
3. Self-Confidence	Male	3.31	0.84	0.64	226.13	.521
	Female	3.25	0.68			
4. L2 Anxiety	Male	2.19	0.91	-5.16	336	< .001
	Female	2.71	0.89			

According to the results of the independent samples t-tests (Table 9), only one construct yielded a statistically significant difference between male and female students' motivational dispositions during online teaching. There were significantly more female students who had more L2 anxiety ($t(336) = -5.16, p < .001$) compared to male students. Therefore, the mean score of the female students ($M = 2.71, SD = 0.89$) was higher than that of male students ($M = 2.19, SD = 0.91$). When it comes to the overall dispositions ($t(222.43) = 0.98, p = .327$), attitudes towards the course ($t(217.46) = -0.61, p = .542$), and self-confidence ($t(226.13) = 0.64, p = .521$), no statistically significant differences were observed. This result shows that gender does not seem to impact shaping students' dispositions in these categories.

Faculty Type***Questionnaire Findings***

The second aspect to be analyzed regarding significant differences between students' dispositions was faculty type. For the faculty-type aspect, students were divided into two groups. Preparatory school students from four-year undergraduate programs were grouped into the 'faculty students' group, and those from two-year

undergraduate programs were grouped into the ‘vocational school students’ group. Then, independent samples t-tests were run to investigate the differences for each construct. The results of the t-tests are presented in Table 10.

Table 10

Independent Samples t-test Findings for the Student Questionnaire (Faculty type)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Overall	Faculty students	3.12	0.66	0.37	341	.709
	Vocational school students	3.10	0.62			
2. Attitudes toward the course	Faculty students	2.83	0.87	-0.21	307.55	.828
	Vocational school students	2.85	0.75			
3. Self-Confidence	Faculty students	3.28	0.73	0.03	341	.976
	Vocational school students	3.27	0.77			
4. L2 Anxiety	Faculty students	2.40	0.92	-2.20	341	.028
	Vocational school students	2.63	0.94			

The results of the independent samples t-tests (Table 10) revealed that only one construct produced a statistically significant difference between faculty and

vocational school students' motivational dispositions during online teaching. There were significantly more vocational school students with more L2 anxiety ($t(341) = -2.20, p = .028$) than faculty students. Therefore, the mean score of the vocational school students ($M = 2.63, SD = 0.94$) was slightly higher than that of faculty students ($M = 2.40, SD = 0.92$). When it comes to the overall dispositions ($t(341) = 0.37, p = .709$), attitudes towards the course ($t(307.55) = -0.21, p = .828$), and self-confidence ($t(341) = 0.03, p = .976$), no statistically significant differences were observed. This result indicates that faculty type does not seem to play a role in shaping students' dispositions in these categories.

Level of English

Questionnaire Findings

For the final aspect, level of English, independent samples t-tests were computed to compare students' motivational dispositions according to their level of English. The level of English aspect corresponded to two groups. Students who started the preparatory program with an A1 level of English were represented in the "A1" group, and those who started with A2 and B2 levels of English were represented in the "A2+" group. Table 11 summarizes the findings yielded by the t-tests.

Table 11

Independent Samples t-test Findings for the Student Questionnaire (Level of English)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Overall	A1	3.23	0.61	3.99	341	< .001
	A2+	2.96	0.64			

Table 11 (cont'd)*Independent Samples t-test Findings for the Student Questionnaire (Level of English)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
2. Attitudes toward the course	A1	2.98	0.78	3.47	341	.001
	A2+	2.68	0.81			
3. Self-Confidence	A1	3.39	0.72	3.08	341	.002
	A2+	3.14	0.77			
4. L2 Anxiety	A1	2.41	0.92	-2.38	341	.018
	A2+	2.66	0.95			

As Table 11 displays, all four constructs produced a significant difference in t-tests. Students' overall dispositions ($t(341) = 3.99, p < .001$), attitudes toward the course ($t(341) = 3.47, p = .001$), self-confidence ($t(341) = 3.08, p = .002$), and L2 anxiety ($t(341) = -2.38, p = .018$) were found to be statistically significant. The findings revealed that the mean scores of A1 level students regarding overall dispositions ($M = 3.23, SD = 0.61$), attitudes ($M = 2.98, SD = 0.78$), and self-confidence ($M = 3.39, SD = 0.72$) were higher than A2+ level students, which means that they had more positive dispositions in these aspects. Conversely, A2+ students scored slightly higher ($M = 2.66, SD = 0.95$) than A1 level students ($M = 2.41, SD = 0.92$) in L2 anxiety aspect, meaning A2+ students had slightly higher L2 anxiety than A1 level students.

EFL Instructors' Motivational Dispositions During the COVID-19 Pandemic

Overall Motivational Dispositions

Questionnaire Findings

The instructor questionnaire contains 20 items related to attitudes, self-confidence, and anxiety. All items examine the EFL instructors' overall motivational dispositions in online teaching during the COVID-19 pandemic. In Table 12, the mean scores and standard deviations of each item are presented.

Table 12

Instructors' Motivational Dispositions: Overall

Item	<i>M</i>	<i>SD</i>
1. I wish we taught more online lessons each week this semester.	1.88	1.02
2. I like online lessons this semester.	2.13	1.15
3. I prefer teaching English online rather than face-to-face.	1.75	0.90
4. When my online lesson ends, I often wish it could continue.	1.71	0.75
5. I want to work hard in my online lessons to make my students happy.	3.28	0.92
6. I enjoy my online lessons this semester because what I have to do is neither too hard nor too easy.	2.57	1.11
7. I would rather spend time on anything other than teaching online English lessons.	3.02	1.11

Table 12 (cont'd)*Instructors' Motivational Dispositions: Overall*

Item	<i>M</i>	<i>SD</i>
8. Teaching English through online lessons is difficult for me this semester.	2.51	1.12
9. In online lessons this semester, I am teaching things that will be useful to my students in the future.	3.82	0.57
10. I feel I am making progress in teaching online English lessons this semester.	3.04	1.02
11. I believe my students will receive good grades this semester.	2.64	0.90
12. I often experience a feeling of success in my online lessons this semester.	2.53	0.94
13. I am sure that one day my students will be able to speak English fluently.	3.28	0.81
14. In online lessons this semester, I usually manage to make my students understand what to do and how to do it.	3.55	0.89
15. This semester, I think I am good at teaching English.	3.57	0.69
16. I am worried about my ability to do well in teaching English due to online lessons this semester.	3.13	0.89
17. I often encourage my students to volunteer to do speaking presentations in online lessons this semester.	2.68	1.06
18. I get very worried if I cannot teach English well during online lessons this semester.	2.84	1.06

Table 12 (cont'd)*Instructors' Motivational Dispositions: Overall*

Item	<i>M</i>	<i>SD</i>
19. I am afraid that my colleagues will laugh at me when I ask technical questions regarding online lessons.	4.40	0.57
20. I feel more nervous in online classes this semester than in previous face-to-face lessons.	3.06	1.30

As shown in Table 12, the results of the descriptive analysis revealed that instructors' responses do not demonstrate a very high overall motivation in online teaching. The means of the responses ranged from 1.71 ($SD = 0.75$) for item four, which indicates that instructors had almost no desire to continue the classes after they were finished, to 4.40 ($SD = 0.57$) for item 19, which indicates their fear of being ridiculed by their colleagues if they ask technical questions about online teaching. So, according to the results, most of the instructors did not wish to continue online classes after they were finished, and most of them were afraid to ask colleagues technical questions about online teaching. Item four ($M = 1.71$, $SD = 0.75$) which indicates instructors' desire to continue the classes after they were finished, and item three ($M = 1.75$, $SD = 0.90$), which focuses on teaching English online rather than face-to-face, were other noticeably low-scoring items in the instructor questionnaire. The low scores showed that the instructors did not desire to continue teaching online after the lessons ended and did not prefer teaching English online rather than face-to-face. Item nine is also remarkable as it is the second highest-scoring item, with a mean of 3.82 ($SD = 0.57$). This score indicated that the majority of the instructors believed they were teaching useful things to their students in online classes. It is also worth mentioning that both item nine and item 19 have the

lowest SD scores ($SD = 0.57$), which indicates a rather strong agreement among the instructors.

Attitudes Toward the Course

Questionnaire Findings

The first nine items of the instructor questionnaire examine the motivational dispositions of instructors regarding their attitudes toward the course. The mean scores and standard deviations of these items, as responded by the instructors, are presented in Table 13.

Table 13

Instructors' Motivational Dispositions: Attitudes Toward the Course

Item	<i>M</i>	<i>SD</i>
1. I wish we taught more online lessons each week this semester.	1.88	1.02
2. I like online lessons this semester.	2.13	1.15
3. I prefer teaching English online rather than face-to-face.	1.75	0.90
4. When my online lesson ends, I often wish it could continue.	1.71	0.75
5. I want to work hard in my online lessons to make my students happy.	3.28	0.92
6. I enjoy my online lessons this semester because what I have to do is neither too hard nor too easy.	2.57	1.11
7. I would rather spend time on anything other than teaching online English lessons.	3.02	1.11

Table 13 (cont'd)*Instructors' Motivational Dispositions: Attitudes Toward the Course*

Item	<i>M</i>	<i>SD</i>
8. Teaching English through online lessons is difficult for me this semester.	2.51	1.12
9. In online lessons this semester, I am teaching things that will be useful to my students in the future.	3.82	0.57

In the “attitudes toward the course” category, the means of the responses ranged from 1.71 ($SD = 0.75$) for item four, which was about wishing online lessons to continue after they ended, to 3.82 ($SD = 0.57$) for item nine, regarding instructors' belief that they were teaching useful things to their students in online lessons. The results revealed that the instructors did not desire online lessons to continue after they ended, and most instructors believed that they were teaching useful things to their students in online lessons. Another high-scoring item, item five, with a mean of 3.28 ($SD = 0.92$), showed that the instructors wanted to work hard to make their students happy. Also, item one, the second-lowest scoring item of the category, about wishing to teach more online lessons each week, had a mean of 1.88 ($SD = 1.02$), indicating that the instructors avoided teaching more online lessons each week.

Self-Confidence***Questionnaire Findings***

Items between 10 and 17 focused on the instructors' motivational dispositions about their self-confidence during online teaching. The mean scores and standard deviations for each item are presented in Table 14.

Table 14*Instructors' Motivational Dispositions: Self-Confidence*

Item	<i>M</i>	<i>SD</i>
10. I feel I am making progress in teaching online English lessons this semester.	3.04	1.02
11. I believe my students will receive good grades this semester.	2.64	0.90
12. I often experience a feeling of success in my online lessons this semester.	2.53	0.94
13. I am sure that one day my students will be able to speak English fluently.	3.28	0.81
14. In online lessons this semester, I usually manage to make my students understand what to do and how to do it.	3.55	0.89
15. This semester, I think I am good at teaching English.	3.57	0.69
16. I am worried about my ability to do well in teaching English due to online lessons this semester.	3.13	0.89
17. I often encourage my students to volunteer to do speaking presentations in online lessons this semester.	2.68	1.06

In the “self-confidence” category, the means of the responses ranged from 2.53 ($SD = 0.94$) for item 12, which was about experiencing a feeling of success in online teaching, to 3.57 ($SD = 0.69$) for item 15, regarding instructors’ belief that they were good at teaching online classes. Therefore, the results revealed that most of the instructors did not feel successful in their online lessons, and a majority of them believed that they were good at teaching English in online lessons.

Additionally, item 14, the second highest-scoring item with a mean of 3.55 ($SD = 0.89$), indicated that most of the instructors believed that most of the time, they were able to help students understand what and how to do things in online teaching. Also, item 11, the second lowest-scoring item in the self-confidence category with a mean of 2.64 ($SD = 0.90$), showed that most of the instructors did not believe their students would get good grades during online teaching.

Anxiety

Questionnaire Findings

Items between 18, 19, and 20 focused on the instructors' motivational dispositions regarding their anxiety during online teaching. The mean scores and standard deviations for each item are presented in Table 15.

Table 15

Instructors' Motivational Dispositions: Anxiety

Item	<i>M</i>	<i>SD</i>
18. I get very worried if I cannot teach English well during online lessons this semester.	2.84	1.06
19. I am afraid that my colleagues will laugh at me when I ask technical questions regarding online lessons.	4.40	0.57
20. I feel more nervous in online classes this semester than in previous face-to-face English classes.	3.06	1.30

In the “anxiety” category, the means of the responses ranged from 2.84 ($SD = 1.06$) for item 18, which was about the instructors' anxiety of not being able to teach well during online lessons, to 4.40 ($SD = 0.57$) for item 19, which was about the fear of being ridiculed when instructors had to ask technical questions to colleagues in

online teaching. According to the findings, most of the instructors were afraid of being ridiculed when they had to ask technical questions to their colleagues. Also, many of the instructors were worried about being unable to teach well during online lessons. Additionally, it should be noted that item 19 was the highest-scoring item in the overall instructor questionnaire.

Instructors' Motivational Dispositions According to Profiles

Age

Questionnaire Findings

In order to compare the instructors' motivational dispositions according to their age, an independent samples t-test was conducted. The test compared two groups of instructors' overall dispositions, attitudes toward the course, self-confidence, and anxiety. The "40 - " group consists of instructors aged 40 or under, and the "41 +" group consists of instructors aged 41 or over. Table 16 shows the independent samples t-tests results.

Table 16

Independent Samples t-test Findings for the Instructor Questionnaire (Age)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Overall	40 -	2.75	0.52	-2.11	43	.041
	41 +	3.13	0.63			
2. Attitudes toward the course	40 -	2.35	0.61	-2.45	43	.018
	41 +	2.89	0.82			

Table 16 (cont'd)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
3. Self-Confidence	40 -	2.94	0.51	-2.01	43	.051
	41 +	3.30	0.62			
4. Anxiety	40 -	2.54	0.79	-0.18	43	.852
	41 +	2.59	0.73			

According to the results of the independent samples t-tests (Table 16), two constructs yielded a statistically significant difference between instructors' motivational dispositions according to age during online teaching. Firstly, more instructors aged 41 or over had significantly more positive overall motivational dispositions ($t(43) = -2.11, p = .041$) than instructors aged 40 or under. Therefore, the mean score of the instructors aged 41 or over ($M = 3.13, SD = 0.63$) was higher than that of the instructors aged 40 or under ($M = 2.75, SD = 0.52$). Also, statistically significant mean differences were observed for attitudes toward the course ($t(43) = -2.45, p = .018$). This result showed that more instructors aged 41 or over ($M = 2.89, SD = 0.82$) reported significantly more positive attitudes towards the course than those aged 40 or under ($M = 2.35, SD = 0.61$). Regarding self-confidence ($t(43) = -2.01, p = .051$) and anxiety ($t(43) = -0.18, p = .852$) categories, no statistically significant differences were observed. These results showed that age does not seem to play a role in shaping the instructors' dispositions in these categories.

Experience

Questionnaire Findings

An independent samples t-test was computed to compare the instructors'

motivational dispositions according to their years of experience in teaching. The test compared two groups of instructors' overall dispositions, attitudes toward the course, self-confidence, and anxiety. The "15 –" group consists of instructors with experience of 15 years or under, and the "16 +" group consists of instructors with experience of 16 years or over. Table 17 shows the independent samples t-tests results.

Table 17

Independent Samples t-test Findings for the Instructor Questionnaire (Experience)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Overall	15 -	2.74	0.53	-1.29	43	.203
	16 +	2.96	0.60			
2. Attitudes toward the course	15 -	2.35	0.59	-1.38	43	.175
	16 +	2.64	0.79			
3. Self-Confidence	15 -	2.86	0.57	-2.05	43	.046
	16 +	3.20	0.52			
4. Anxiety	15 -	2.38	0.76	-1.33	43	.188
	16 +	2.69	0.75			

According to the results of the independent samples t-tests shown in Table 17, only one construct produced a statistically significant difference between instructors' motivational dispositions according to their years of experience during online teaching. Instructors with an experience of 16 years or over had significantly more self-confidence ($t(43) = -2.05, p = .046$) than the instructors with an experience of 15 years or under. Thus, the mean score of the instructors with an experience of 16

years or over ($M = 3.20$, $SD = 0.52$) was higher than that of the instructors with an experience of 15 years or under ($M = 2.86$, $SD = 0.57$). No statistically significant differences were observed in overall dispositions ($t(43) = -1.29$, $p = .203$), attitudes toward the course ($t(43) = -1.38$, $p = .175$), and anxiety ($t(43) = -1.33$, $p = .188$). These results indicated that experience does not seem to have a role in shaping the instructors' dispositions in these categories.

Department Graduated from

Questionnaire Findings

In order to compare the instructors' motivational dispositions according to the departments they graduated from, an independent samples t-test was conducted. The test compared ELT department-graduated and non-ELT department-graduated instructors' overall dispositions, attitudes toward the course, self-confidence, and anxiety during online teaching. The independent samples t-tests results are presented in Table 18.

Table 18

Independent Samples t-test Findings for the Instructor Questionnaire (Departments)

Construct	Participant	M	SD	t	df	p
1. Overall	ELT	2.84	0.48	-0.33	30.24	.740
	Non-ELT	2.91	0.69			
2. Attitudes toward the course	ELT	2.46	0.63	-0.62	43	.539
	Non-ELT	2.60	0.84			
3. Self Confidence	ELT	3.09	0.50	0.51	43	.607
	Non-ELT	3.00	0.65			
4. Anxiety	ELT	2.66	0.67	1.06	43	.293
	Non-ELT	2.42	0.87			

The results of the independent samples t-tests given in Table 18 revealed that none of the constructs yielded a significant difference between ELT department-graduated and non-ELT department-graduated instructors' dispositions. No statistically significant differences were observed regarding overall dispositions ($t(30.24) = -0.33, p = .740$), attitudes toward the course ($t(43) = -0.62, p = .539$), self-confidence ($t(43) = 0.51, p = .607$), and anxiety ($t(43) = 1.06, p = .293$) between the instructors. These results showed that the departments EFL instructors graduated from do not seem to have a role in shaping the instructors' dispositions in these categories.

Level of Study

Questionnaire Findings

An independent samples t-test was run to compare the instructors' motivational dispositions according to their level of study. The tests compared instructors with only a BA degree with those with a post-graduate degree in terms of their overall dispositions, attitudes toward the course, self-confidence, and anxiety during online teaching. Table 19 shows the independent samples t-tests results.

Table 19

Independent Samples t-test Findings for the Instructor Questionnaire (Level of Study)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Overall	BA	2.88	0.58	0.17	43	.864
	Post-grad	2.85	0.58			
2. Attitudes toward the course	BA	2.55	0.68	0.30	43	.765
	Post-grad	2.48	0.77			

Table 19 (cont'd)

Independent Samples t-test Findings for the Instructor Questionnaire (Level of Study)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
3. Self-Confidence	BA	3.07	0.57	0.21	43	.833
	Post-grad	3.03	0.57			
4. Anxiety	BA	2.60	0.84	0.40	43	.687
	Post-grad	2.51	0.68			

According to the results of the independent samples t-tests presented in Table 19, none of the constructs yielded a significant difference between the motivational dispositions of BA-graduate and post-graduate instructors in online teaching. No statistically significant differences were observed regarding overall dispositions ($t(43) = 0.17, p = .864$), attitudes toward the course ($t(43) = 0.30, p = .765$), self-confidence ($t(43) = 0.21, p = .833$), and anxiety ($t(43) = 0.40, p = .687$) between the motivational dispositions of BA-graduate and post-graduate instructors. These results revealed that the EFL instructors' level of study does not seem to have a role in shaping the instructors' dispositions in these categories.

Comparison between Students and Instructors

Questionnaire Findings

To compare the motivational dispositions of the students and instructors in online teaching in a general sense, independent sample t-tests were conducted. The tests compared the overall dispositions, dispositions regarding attitudes toward the course, self-confidence, and anxiety. The independent samples t-test results are

presented in Table 20.

Table 20

Independent Samples t-test Findings for the Questionnaires (Comparison)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Overall	Students	3.11	0.64	-2.37	386	.018
	Instructors	2.87	0.57			
2. Attitudes toward the course	Students	2.84	0.81	-2.54	386	.011
	Instructors	2.52	0.72			
3. Self-Confidence	Students	3.27	0.75	-1.89	386	.058
	Instructors	3.05	0.56			
4. Anxiety	Students	2.53	0.94	0.22	386	.825
	Instructors	2.56	0.76			

Summary of the Findings

In line with the MOLT Framework (Guilloteaux & Dörnyei, 2008), the motivational dispositions of the students and instructors in online teaching during the COVID-19 pandemic were analyzed under four aspects: overall dispositions, attitudes toward the course, self-confidence, and anxiety.

As for the first research question, the findings demonstrated that the students did not have a very high overall motivation in online teaching. Overall, the students had the lowest mean score in the item about preferring to learn English online rather than face-to-face and had the highest mean score in the item regarding their beliefs

that one day they could speak English fluently. Regarding attitudes toward the course, students had a low score about wishing to have more online lessons each week. Also, the highest-scoring item in this category showed that most of the students wanted to work hard in their online lessons to make their teacher happy. In the self-confidence category, the findings revealed that students did not volunteer to do speaking presentations in online lessons but believed they could speak English fluently one day. In the anxiety category, the findings indicated that most students were not afraid of being ridiculed by their classmates when they had to speak in online lessons. Also, many students were worried about making mistakes in online lessons.

The results of the second research question indicated significant differences between students regarding their motivational dispositions according to certain profiles. Regarding the gender profile, the mean score of the male students was lower compared to the female students in terms of anxiety. Considering the faculty type, faculty students had a lower mean score in terms of anxiety. As for the level of English, significant differences were observed in all aspects. While the A1 level students had a lower mean score in the anxiety aspect than the A2+ level students, A2+ level students had lower mean scores in the overall, attitudes toward the course and self-confidence aspects than the A1 level students.

The findings of the third research question indicated that instructors' responses did not demonstrate a high overall motivation in online teaching. Overall, the lowest-scoring item revealed that most of the instructors had almost no desire to continue the classes after they were finished, and the highest-scoring item revealed that most of the instructors were afraid to ask colleagues technical questions about online teaching. Regarding attitudes toward the course, instructors had a low score

about wishing online lessons to continue after they ended. Also, the highest-scoring item in this category showed that most instructors believed they were teaching useful things to their students in online lessons. Regarding self-confidence, the results indicated that most instructors did not feel successful in their online lessons, and many believed that they were good at teaching English in online lessons. As for the anxiety category, the findings indicated that most instructors were afraid to ask colleagues technical questions about online teaching and were worried about being unable to teach well during online lessons.

The results of the fourth research question demonstrated significant differences between instructors regarding their motivational dispositions according to certain profiles. Regarding the age profile, the instructors who were 40 or younger had lower mean scores compared to the instructors who were 41 or older in the overall and attitudes toward the course categories. Significant differences were not observed in the self-confidence and anxiety categories between the instructors according to the age profile. Regarding the experience profile, a significant difference between the instructors was observed in the self-confidence category. According to the findings, the instructors with a teaching experience of 15 years or under had a lower mean score than those with a teaching experience of 16 years or over in the overall and self-confidence categories. No significant differences were observed in the attitudes toward the course and anxiety categories. Finally, no significant differences were observed between the instructors according to the departments they graduated from and their levels of study.

As for the final research question, significant differences were checked between the students and the instructors. According to the questionnaire findings, the students seemed to have relatively more positive overall motivational dispositions

about online teaching compared to the instructors. The students also seemed to have more positive attitudes toward the course compared to the instructors in online teaching.



CHAPTER 5: DISCUSSION

Introduction

The purpose of this study was to examine the motivational dispositions of EFL students and instructors in online teaching during the COVID-19 pandemic in a state university preparatory program in the Black Sea region of Türkiye. Therefore, this study aimed to answer the following research questions:

- 1) What are the situation-specific motivational dispositions of EFL students in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 2) Do EFL students' dispositions differ according to their
 - a) gender?
 - b) faculty type?
 - c) level of English?
- 3) What are the situation-specific motivational dispositions of EFL instructors in the preparatory school of a state university in the Black Sea Region of Türkiye during online teaching at the time of the COVID-19 pandemic?
- 4) Do EFL instructors' dispositions differ according to their
 - a) age?
 - b) experience?
 - c) department graduated from?
 - d) level of study?
- 5) Is there a difference between students' and instructors' dispositions?

The major findings of the study are presented at the beginning of this chapter, accompanied by close references to the relevant literature. Next, the implications for

practice, the implications for further research, and lastly, the limitations of the study are given.

Discussion of the Main Findings

This section presents the situation-specific motivational dispositions of the EFL students and instructors during online teaching caused by the COVID-19 pandemic. Their overall motivational dispositions, their motivational dispositions regarding attitudes towards the course, self-confidence, and anxiety, and the relationship between their perceptions are discussed by referencing the relevant literature. The findings of each research question will be presented and discussed below.

EFL Students' Motivational Dispositions in Online Teaching

Overall, the students' level of motivation was not very high in pandemic-induced online teaching. In terms of the attitudes toward the course, the students' preference for learning English face-to-face rather than online stood out. The unwillingness of students to continue online lessons or to be taught more online lessons was also prominent. This result supports the assertion put forward by Petillion and McNeil (2020) that the sudden shift to ERT negatively affected the students' academic performance, accomplishment, and mental health. According to the results of the current study, the main attitude of the students was their reluctance towards online teaching. This finding was consistent with Besser and Zeigler-Hill's (2022) previous research, showing that the COVID-19 pandemic was remarkably overwhelming for students due to many causes, such as well-being concerns for themselves and their family members or acquaintances, having to deal with the feeling of separation and loneliness because of social distancing, and stress and anxiety caused by the interruption of daily practices (Besser & Zeigler-Hill, 2022).

Similarly, this finding also correlates with a previous study conducted by Aydın (2023), revealing that most of the students believed that traditional classroom instruction could teach them more effectively than online teaching.

Another prominent result was that students wanted to work hard in online lessons to make their teachers happy. This finding supports Matsumoto (2009) and Papi and Abdollahzadeh's (2012) previous studies that teachers affected their students' motivation and their implementation of motivational strategies had a significant impact on learners' motivated behavior.

For the self-confidence aspect, the results suggest that the students believed that they would be able to speak English fluently in the future, get good grades and that they were good at learning English in online teaching. This finding contradicts with what Dvořáková et al. (2021) and Deniz (2022) found in their previous studies, indicating that the students were disappointed with the peer feedback and classroom engagement during online teaching compared to traditional face-to-face education.

Regarding anxiety, the findings showed that most of the students were afraid of being ridiculed by their classmates when they had to speak in online lessons, and many students were worried about making mistakes in online lessons. This finding corresponds to the findings of Nomnian (2022) and Aydın's (2023) previous studies, showing that the students experienced a great deal of stress and anxiety in online lessons during ERT and that they believed they were unable to communicate with each other as they would in a traditional face-to-face classroom setting.

EFL Students' Motivational Dispositions According to Profiles

Regarding the first profile, gender, female students had more anxiety in online teaching than male students. This result contradicts with the findings of previous studies conducted by Başaran and Hayta (2013), Doğan (2017) and

Bećirović (2017). Başaran and Hayta (2013) found that students' level of motivation did not significantly correlate with their gender, age, or grade. Similarly, as Doğan (2017) and Bećirović (2017) put forth in their studies, gender had no statistically significant difference regarding achievement in learning English as a foreign language.

Regarding the second profile, the faculty type of students, the findings indicated that vocational school students had slightly more anxiety than faculty students. The reason why vocational school students had more anxiety than faculty students might be that faculty and vocational school students may have different motivational regulations. As Papi (2010) put forward in his previous study in which EFL students from a number of various schools participated, students' anxiety was strongly correlated with their motivational regulations (Papi, 2010).

As for the level of English, while A1 level students had higher mean scores in overall dispositions, attitudes toward the course, and self-confidence aspects, A2+ level students had higher mean scores in anxiety. This finding confirms the findings of the study conducted by Matsumoto (2009), showing that lower-level students were more motivated than intermediate-level students. On the other hand, this finding contradicts with the previous study conducted by Aydın (2023), which showed that the sudden transition to online teaching caused problems in students, such as low self-efficacy, difficulties attending online classes and technology use, negative learning attitudes, and feelings of stress and anxiety, regardless of the student's proficiency level. Similarly, this finding also contradicts with the findings of Başaran and Hayta's (2013) previous study, showing that students' level of motivation did not significantly correlate with their gender, age, or grade.

EFL Instructors' Motivational Dispositions in Online Teaching

The EFL instructors' level of motivation was not very high in online teaching caused by the COVID-19 pandemic. In terms of the attitudes toward the course, instructors believed that they were teaching things that would be useful for the students in the future. The instructors' desire to work hard in online lessons to make their students happy also stood out. The reason the instructors believed that they were teaching useful things to their students and that they wanted to work hard for their students might be due to teachers' high contribution to setting a motivating learning environment by implementing purposeful motivational strategies, which was similarly put forward by Brophy (2004) and Dörnyei (2001) in their previous studies. Additionally, the instructors reported some negative dispositions as well. Most of the instructors did not prefer teaching English online compared to face-to-face. Similarly, they did not wish online lessons to continue after they ended and were unwilling to teach more online lessons. The reason why they were dissatisfied with online teaching might be that the workload significantly increased during online teaching, which was similarly discussed by Elçi (2021), Can and Silman-Karanfil (2022) and Deniz (2022).

Regarding self-confidence, while some instructors were content with their teaching performance in online lessons by teaching well and managing to help their students understand what to do and how to do things in online teaching, some instructors were concerned about their abilities to do well in teaching English due to online classes. This finding correlates with the findings of the previous study conducted by Can and Silman-Karanfil (2022), showing that the instructors demonstrated a lack of confidence in online teaching during the sudden shift to ERT. Similar concerns of the instructors regarding online teaching can also be found in the

studies conducted by Trust and Whalen (2020) and Elçi (2021). As Trust and Whalen (2020) and Elçi (2021) reported in their studies, the instructors needed noteworthy support in terms of professional development while transforming their practice into online teaching.

As for anxiety, the findings of the current study showed that most of the instructors were afraid of being ridiculed by their colleagues if they asked them technical questions regarding online lessons. The reason the instructors were afraid to ask technical questions to their colleagues might be due to their lack of technological skills and the requirement they felt for training in using technology and teaching with technology. Similar concerns of the instructors regarding technological skills training for online lessons can also be found in studies conducted by Trust and Whalen (2020) and Elçi (2021). Another prominent finding was that many instructors felt more nervous in online classes compared to the previous face-to-face English classes. The reason why the instructors felt more nervous about online teaching compared to the previous face-to-face classes might be their worries about the readiness and degree of autonomy of students in online lessons, which was similarly discussed by Can and Silman-Karanfil (2022). This finding also correlates with the findings of a previous study conducted by MacIntyre et al. (2020), reporting that teachers stated high-stress levels in online teaching during the COVID-19 pandemic.

EFL Instructors' Motivational Dispositions According to Profiles

Regarding the first profile, age, the motivational dispositions of the instructors differed depending on the aspects. No significant differences were observed between instructors aged 40 or under and 41 or over in their self-confidence and anxiety. According to the findings of the study, however, instructors

aged 41 or over had higher overall motivation than those aged 40 or under in online teaching. Similarly, the instructors aged 41 or over had more positive attitudes toward online teaching than those aged 40 or under. The reason for the instructors aged 41 or over to have higher overall motivation and more positive attitudes toward online teaching could be that since these instructors have more experience in teaching, they might have found it easier to adapt to the transformation that came with Emergency Remote Teaching and continued teaching in all circumstances. Another reason may be that these instructors might have believed that they had an opportunity to enhance their computer-based skills and their skills in technology use during online teaching, as similarly discussed by Elçi (2021) and Deniz (2022).

As for the second profile, years of experience, the motivational dispositions of the instructors yielded a significant difference between instructors with experience of 15 years or less and instructors with experience of 16 years or more. According to the results, the instructors with experience of 16 years or more had higher self-confidence than those with experience of 15 years or less. This result contradicts with the findings of Uzun's (2022) study, which indicated that the instructors who had 20 or more years of experience had lower means of performance, attitudes, and self-efficacy than their less-experienced colleagues.

The results of the study also showed that no significant differences were found between the instructors according to the departments they graduated from and their levels of study.

Comparison between Students and Instructors: Overall, Attitudes Toward the Course, Self-Confidence, and Anxiety

The findings showed significant differences between the students' and instructors' overall motivational dispositions. The students were slightly more

motivated than the instructors in online teaching at the time of the COVID-19 pandemic. Similarly, the students had more positive motivational dispositions than the instructors regarding their attitudes toward the course. On the other hand, no significant differences were observed related to self-confidence and anxiety. The reason the students had higher mean scores than the instructors concerning their overall motivational dispositions and attitudes toward the course could be related to a few reasons. Firstly, the instructors must have managed to motivate their students in online teaching even if they were not so motivated. As Ölmezer-Öztürk and Ok (2014) discussed, this situation might have stemmed from motivating teacher behaviors such as the instructor's smiling face in the classroom and the instructors' sense of humor. In addition, another reason might be in line with Matsumoto's (2009) study, suggesting teachers' level of dedication to teaching students English impacts their students' motivation to learn the language. Also, instructors' use of motivational practices might have increased the students' motivation, which was similarly discussed in the studies conducted by Guilloteaux and Dörnyei (2008), Papi and Abdollahzadeh (2012), McEown and Takeuchi (2014), and Erdil-Moody and Thompson (2020). Finally, lower levels of the instructors' motivation could have stemmed from factors such as the new stress issues added to the already-existing ones for the instructors by the sudden transition to online education due to the outbreak of the COVID-19 pandemic (MacIntyre et al., 2020), the instructors' need of a notable support and professional development while adjusting to the sudden transition to online teaching (Elçi, 2021; Trust & Whalen, 2020), and the increased workload of instructors in online teaching (Deniz, 2022; Elçi, 2021).

Implications for Practice

The findings of this current study may have valuable educational

ramifications that could enhance the quality of online education by providing instructors, students, teacher educators, and administrators with some new perspectives. The study indicated that although the students were more motivated than the instructors in online teaching, they still did not demonstrate a high level of motivation during online teaching. Therefore, various recommendations might be needed for students.

In line with this, specialists may guide students on coping with distractions at home and lengthening their attention span. In order to set up a study environment and create a study schedule, the students could also benefit from some professional assistance. In this regard, constructive peer feedback could be valuable for the students. The administrators might motivate the students to collaborate and share their reflections on the procedure in order for them to help and encourage one another. The students' limited opportunities for social interaction were the key factor in their lack of motivation. Accordingly, the administrators might plan virtual gatherings where students from various classes can connect and interact.

As for the instructors, the study revealed that one of the biggest challenges that the instructors faced in online teaching was the absence of proper technological training. Although the COVID-19 pandemic seems to have ended, being ready to face unforeseen circumstances that could impede education is essential. Online teaching has also been beneficial during this pandemic period. Thus, it can still be a good substitute for traditional face-to-face education, even without an emergency. Also, as the world is becoming more and more technological each day, the instructors may feel more self-sufficient through proper computer-based skills training. Accordingly, training sessions might be organized for instructors. In addition, technology-based skills training could be included in the pre-service

teacher education curriculum. Moreover, instructor support systems might be created to motivate coworkers to exchange their experiences. They might grow more competent and confident in supporting and guiding their students if their institutions continue to support them. Finally, reducing the workload in online teaching could boost the instructors' motivation and productivity. In this sense, a healthy work-life balance for the instructors could be developed through the administration's support.

Implications for Further Research

The findings of the present study might offer some recommendations and perspectives for future research. The study was conducted at an English language preparatory program of a state university in the Black Sea Region of Türkiye. Further case studies could be conducted at state or foundation universities' preparatory programs in the Black Sea or other regions of Türkiye to examine the possible various motivational dispositions of students and instructors. Also, the focus of the study could be extended to include content professors to gain a more thorough awareness of the experiences of other stakeholders in tertiary-level education instead of restricting it to preparatory programs.

As students and instructors contributed to the present study, additional research could also be done to examine the motivational dispositions of the instructors holding administrative positions to acquire a clearer perspective. Also, a mixed-method design can be utilized by gathering qualitative data along with quantitative data. Qualitative data that could be collected via different means of data collection, such as individual or focus group interviews, field notes, classroom observations or diaries, can provide more in-depth data on students' and instructors' dispositions regarding online teaching. Another suggestion may be to conduct a parallel study at several universities for more generalizable results.

Limitations of the Study

The findings of the study should be evaluated with care due to its certain limitations. First of all, the generalizability of the results was directly impacted by the study's single case study design. There would have been greater room for comparison in a multiple case study with two or more preparatory programs from various universities or a survey study covering many universities across the country, and thus, more generalizable results could have been obtained.

The number of participants was another limitation. The study was conducted with an adequate number of students and a limited number of instructors employed at a state university in the Black Sea Region of Türkiye. Although the number of student participants was adequate to some extent, it was not possible to obtain a larger sample size for the instructors as the instructors employed in the preparatory program were low in number. As a result, the study may not have accurately represented the dispositions of EFL instructors who teach at foundation universities and other state universities in Turkey due to the small sample size and the fact that it was conducted at only one state university's preparatory program.

Lastly, another limitation might be related to the design of the study. In this quantitative study, a questionnaire with 5-point Likert Scale items was used to collect data regarding the participants' perceptions. A better understanding of the participants' dispositions on online teaching might have been achieved by using semi-structured interviews or, open-ended questions in the questionnaire, or some other qualitative data gathering techniques to obtain more detailed information and conduct triangulation of the data.

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Appendix A

Student Questionnaire (English)

Dear Student,

This questionnaire (*adapted from Guilloteaux & Dörnyei, 2008) was prepared for my thesis within the scope of İhsan Doğramacı Bilkent University, Teaching English as a Foreign Language Master's Program, with the purpose of exploring the Perceptions of EFL Instructors and English language students on their level of motivation, and the relationship between teacher motivation and student motivation during online lessons at the time of the COVID-19 pandemic under the supervision of Asst. Prof. Dr. Tijen Akşit. It will take approximately 10 minutes to complete the questionnaire.

In terms of this questionnaire;

- Your identification will never be disclosed.
- Your data will only be accessed by the researcher, will be kept on a password protected computer and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will not be shared with your school and will not affect your student rights.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you request them. In this case, you can reach me via the e-mail address stated below.

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I am over 18 years old.
- I have read and understood the information about this study above.
- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed by and received ethical clearance through Bilkent University Ethics Committee.

I meet the criteria and agree to participate. ☐

Betül Baş

Bilkent University/ MA in TEFL

Supervisor: Asst. Prof. Dr. Tijen Akşit

* Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of student motivation. TESOL Quarterly, 42(1), 55–77.

Please choose the best option for you.

Gender: ☐ Male ☐ Female ☐ Prefer not to mention

Age: ☐ 18-23 ☐ 24-29 ☐ 30-35 ☐ 36+

I am a/an: ☐ Turkish student ☐ International student

Department:

☐ Faculty of Maritime

☐ Faculty of Dentistry

☐ Faculty of Pharmacy

☐ Faculty of Education

☐ Faculty of Arts and Sciences

☐ Faculty of Fine Arts

☐ Faculty of Economics and Administrative Sciences

☐ Faculty of Theology

☐ Faculty of Communication

☐ Faculty of Engineering

☐ Faculty of Architecture and Design

☐ Faculty of Health Sciences

☐ Faculty of Medicine

☐ Faculty of Tourism

☐ Ahmet Erdoğan Health Services Vocational School

☐ Alaplı Vocational School

☐ Çaycuma Vocational School

☐ Çaycuma Vocational School of Food and Agriculture

☐ Devrek Vocational School

☐ Devrek Vocational School of Justice

☐ Gökçeşey Mithat Mehmet Çanakcı Vocational School

☐ Karadeniz Ereğli Vocational School

☐ Zonguldak Vocational School

Preparatory class start level: ☐ A1 ☐ A2 ☐ B2

In preparatory school, it is my: ☐ first year ☐ second year

Please read the following statements on student motivation during online lessons at the time of the COVID-19 pandemic and choose the option that matches your agreement the most.

1. Strongly Disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly Agree

Student Motivational State Questionnaire

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	1	2	3	4	5
1. I wish we had more online lessons each week this semester.					
2. I like online lessons this semester.					
3. I prefer learning English online rather than face-to-face.					
4. When the online lesson ends, I often wish it could continue.					
5. I want to work hard in my online lessons to make my teacher happy.					

6. I enjoy my online lessons this semester because what we do is neither too hard nor too easy.					
7. I would rather spend time on things other than online English lessons.					
8. Learning English through online lessons is difficult for me this semester.					
9. In online lessons this semester, we are learning things that will be useful in the future.					
10. I feel I am making progress in online English lessons this semester.					
11. I believe I will receive good grades this semester.					
12. I often experience a feeling of success in my online lessons this semester.					
13. I am sure that one day I will be able to speak English fluently.					
14. In online lessons this semester, I usually understand what to do and how to do it.					
15. This semester, I think I am good at learning English.					
16. I am worried about my ability to do well in English due to online lessons this semester.					
17. I often volunteer to do speaking presentations in online lessons this semester.					
18. I get very worried if I make mistakes during online lessons this semester.					
19. I am afraid that my classmates will laugh at me when I have to speak in online lessons.					
20. I feel more nervous in online classes this semester than in previous face-to-face English classes.					

Appendix B

Student Questionnaire (Turkish)

Sevgili Öğrenci,

Bu anket İhsan Doğramacı Bilkent Üniversitesi, Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı kapsamındaki bitirme tezim için İngilizce hazırlık okulu öğretim görevlileri ve öğrencilerinin COVID-19 salgınında çevrimiçi dersler sırasındaki motivasyon düzeyleri ve öğretmen motivasyonu ile öğrenci motivasyonu arasındaki ilişki ile ilgili algılarını araştırmak amacıyla Dr. Öğrt. Üyesi Tijen Akşit danışmanlığında (*Guilloteaux & Dörnyei, 2008'den uyarlanarak) hazırlanmıştır.

Anketi doldurmak yaklaşık 10 dakika sürecektir. Bu anket kapsamında;

- Kimliğiniz kesinlikle açıklanmayacaktır.
- Verilerinize yalnızca araştırmacı tarafından erişilecek, şifre korumalı bir bilgisayarda saklanacak ve yalnızca bu tez ve olası ilgili konferans sunumları ve dergi yayınlama amaçları için kullanılacaktır.
- Yanıtlarınız okulunuz ile paylaşılmayacak ve öğrenci haklarınızı etkilemeyecektir.
- Anketi istediğiniz zaman bırakabilirsiniz.
- Çalışmanın sonuçları talep etmeniz durumunda sizinle paylaşılacaktır. Bu durumda bana aşağıda belirtilen e-posta adresinden ulaşabilirsiniz.

Kriterleri karşılıyor ve katılmayı kabul ediyorsanız lütfen aşağıdaki kutucuğu işaretleyiniz.

Kriterler:

- 18 yaşında veya üzerindeyim.
- Bu çalışma ile ilgili yukarıdaki bilgileri okudum ve anladım.

- Çalışmadan istediğim zaman çekilebileceğimi ve bunun bana herhangi bir olumsuz sonucunun olmayacağını anlıyorum.
- Sağlayacağım benim ile ilgili bilgilere kimin erişebileceğini ve çalışmanın sonunda verilere ne olacağını anlıyorum.
- Bu çalışmanın Bilkent Üniversitesi Etik Kurulu tarafından incelendiğini ve etik onay aldığını anlıyorum.

Kriterleri karşılıyor ve katılmayı kabul ediyorum. ☐

Betül Baş

Bilkent Üniversitesi/ Yabancı Dil Olarak İngilizce Öğretimi, Yüksek Lisans

Danışman: Dr. Öğrt. Üyesi Tijen Akşit

* Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of student motivation. TESOL Quarterly, 42(1), 55–77.

Lütfen sizin için en uygun seçeneği seçiniz.

Cinsiyet: ☐ Erkek ☐ Kadın ☐ Belirtmemeyi tercih ederim.

Yaş: ☐ 18-23 ☐ 24-29 ☐ 30-35 ☐ 36+

Ben: ☐ Türk öğrenciyim. ☐ Uluslararası öğrenciyim.

Bölüm:

- ☐ Denizcilik Fakültesi
- ☐ Diş Hekimliği Fakültesi
- ☐ Eczacılık Fakültesi
- ☐ Eğitim Fakültesi
- ☐ Fen Edebiyat Fakültesi
- ☐ Güzel Sanatlar Fakültesi
- ☐ İktisadi ve İdari Bilimler Fakültesi
- ☐ İlahiyat Fakültesi
- ☐ İletişim Fakültesi
- ☐ Mühendislik Fakültesi
- ☐ Mimarlık ve Tasarım Fakültesi
- ☐ Sağlık Bilimleri Fakültesi
- ☐ Tıp Fakültesi
- ☐ Turizm Fakültesi
- ☐ Ahmet Erdoğan Sağlık Hizmetleri Meslek Yüksekokulu
- ☐ Alaplı Meslek Yüksekokulu
- ☐ Çaycuma Meslek Yüksekokulu
- ☐ Çaycuma Gıda ve Tarım Meslek Yüksekokulu
- ☐ Devrek Meslek Yüksekokulu
- ☐ Devrek Adalet Meslek Yüksekokulu
- ☐ Gökçebey Mithat Mehmet Çanakçı Meslek Yüksekokulu
- ☐ Karadeniz Ereğli Meslek Yüksekokulu
- ☐ Zonguldak Meslek Yüksekokulu

Hazırlık sınıfı başlangıç düzeyi:

☐ A1

☐ A2

☐ B2

Hazırlık okulunda:

☐ ilk yılım.

☐ ikinci yılım.

Lütfen aşağıdaki COVID-19 salgınında çevrimiçi dersler sırasında öğrenci motivasyonu üzerine ifadeleri okuyunuz ve görüşünüze en çok uyan seçeneği seçiniz.

1. Kesinlikle katılmıyorum.
2. Katılmıyorum.
3. Kararsızım.
4. Katılıyorum.
5. Kesinlikle katılıyorum.

Öğrenci Motivasyon Durumu Anketi

	Kesinlikl e katılmıy orum	Katılmıy orum	Kararsız ım	Katılıyoru m	Kesinlikl e katılıyoru m
	1	2	3	4	5
1. Keşke bu dönem her hafta daha fazla çevrimiçi dersimiz olsaydı.					
2. Bu dönem çevrimiçi yapılan dersleri seviyorum.					
3. İngilizceyi yüz yüze yerine çevrimiçi öğrenmeyi tercih ederim.					
4. Çevrimiçi dersler bittiğinde, çoğu zaman “Keşke daha devam etseydi” diyorum.					
5. Çevrimiçi derslerimde öğretmenimi mutlu etmek için çok çalışmak istiyorum.					
6. Bu dönem çevrimiçi derslerimden zevk alıyorum çünkü yaptıklarımız ne çok zor ne de çok kolay.					
7. Çevrimiçi İngilizce dersler yerine başka şeylere zaman ayırmayı tercih ederim.					
8. Çevrimiçi derslerde İngilizce öğrenmek bu dönem benim için zor.					

9. Bu dönem çevrimiçi derslerde gelecekte faydalı olacak şeyler öğreniyoruz.					
10. Bu dönem İngilizce çevrimiçi derslerde ilerleme kaydettiğimi hissediyorum.					
11. Bu dönem iyi notlar alacağıma inanıyorum.					
12. Bu dönem çevrimiçi derslerimde çoğu zaman bir başarı hissi yaşıyorum.					
13. Bir gün akıcı bir şekilde İngilizce konuşabileceğime eminim.					
14. Bu dönem çevrimiçi derslerde genellikle ne yapacağımı ve nasıl yapacağımı anlıyorum.					
15. Bu dönem, İngilizce öğrenmede iyi olduğumu düşünüyorum.					
16. Bu dönem çevrimiçi dersler sebebiyle başarılı olabileceğim konusunda endişeliyim.					
17. Bu dönem çevrimiçi derslerde sıklıkla sözlü sunumlar yapmaya gönüllü oluyorum.					
18. Bu dönem çevrimiçi derslerde hata yaparsam diye çok endişeleniyorum.					
19. Çevrimiçi derslerde konuşmam gerektiğinde sınıf arkadaşlarımdan bana güleceğinden korkuyorum.					
20. Bu dönem çevrimiçi derslerde yüz yüze İngilizce derslere göre daha gergin hissediyorum.					

Appendix C

Instructor Questionnaire

Dear Instructor,

This questionnaire (*adapted from Guilloteaux & Dörnyei, 2008) was prepared for my thesis within the scope of İhsan Doğramacı Bilkent University, Teaching English as a Foreign Language Master's Program, with the purpose of exploring the Perceptions of EFL Instructors and English language students on their level of motivation, and the relationship between teacher motivation and student motivation during online lessons at the time of the COVID-19 pandemic under the supervision of Asst. Prof. Dr. Tijen Akşit. It will take approximately 10 minutes to complete the questionnaire.

In terms of this questionnaire;

- Your identification will never be disclosed.
- Your data will only be accessed by the researcher, will be kept on a password protected computer and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will be stored safely and will not be shared with others in any way.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you request them. In this case, you can reach me via the e-mail address stated below.

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I am over 18 years old.
- I have read and understood the information about this study above.

- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed by and received ethical clearance through Bilkent University Ethics Committee.

I meet the criteria and agree to participate. ☐

Betül Baş

Bilkent University/ MA in TEFL

Supervisor: Asst. Prof. Dr. Tijen Akşit

* Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of student motivation. TESOL Quarterly, 42(1), 55–77.

Please choose the best option for you.

Gender: ☐ Male ☐ Female ☐ Prefer not to mention

Age: ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51+

English teaching experience:

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21+ years

Highest degree you completed: ☐ BA ☐ MA ☐ PhD

Other qualifications: ☐ CELTA ☐ DELTA ☐ None

☐ Other (Please specify)

BA department you graduated from:

- ☐ English Language Teaching
- ☐ English Language and Literature
- ☐ American Culture and Literature
- ☐ English Translation and Interpreting
- ☐ Linguistics
- ☐ Other (Please specify)

Please read the following statements on EFL instructor motivation during online lessons at the time of the COVID-19 pandemic and choose the option that matches your agreement the most.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Instructor Motivational State Questionnaire

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	(1)	(2)	(3)	(4)	(5)
1. I wish we taught more online lessons each week this semester.					
2. I like online lessons this semester.					
3. I prefer teaching English online rather than face-to-face.					
4. When my online lesson ends, I often wish it could continue.					
5. I want to work hard in my online lessons to make my students happy.					
6. I enjoy my online lessons this semester because what I have to do is neither too hard nor too easy.					
7. I would rather spend time on anything other than teaching online English lessons.					
8. Teaching English through online lessons is difficult for me this semester.					
9. In online lessons this semester, I am teaching things that will be useful to my students in the future.					
10. I feel I am making progress in teaching online English lessons this semester.					
11. I believe my students will receive good grades this semester.					
12. I often experience a feeling of success in my online lessons this semester.					
13. I am sure that one day my students will be able to speak English fluently.					
14. In online lessons this semester, I usually manage to make my students understand what to do and how to do it.					
15. This semester, I think I am good at teaching English.					

16. I am worried about my ability to do well in teaching English due to online lessons this semester.					
17. I often encourage my students to volunteer to do speaking presentations in online lessons this semester.					
18. I get very worried if I cannot teach English well during online lessons this semester.					
19. I am afraid that my colleagues will laugh at me when I ask technical questions regarding online lessons.					
20. I feel more nervous in online classes this semester than in previous face-to-face English classes.					