T.C.

YEDİTEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

MASTER'S PROGRAM IN ENGLISH LANGUAGE EDUCATION

DOES EFL INSTRUCTORS' GENDER AFFECT EFL STUDENTS' MOTIVATION?

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By

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THESIS SUBMISSION and APPROVAL FORM

SUBJECT: Does EFL instructors' gender affect EFL students' motivation?

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DATE OF THESIS DEFENSE : 21.05.2019
DATE OF THESIS APPROVAL : 18.06.2019

“I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.”

Naile İlkyaz Koşar Tural

Abstract

The purpose of this study is to find out the factors that affect English Language Preparatory Program students' motivation in learning English and to find out the motivational strategies of EFL instructors. Moreover, the study aims to figure out if EFL instructors' gender influences EFL students' motivation in learning English or not. Specifically, this study aims to investigate the common and different factors that affect female and male students' motivation in learning English. The study also aims to reveal the perspective of female and male students towards their female and male EFL instructors and it intends to display whether the EFL instructors' gender affects the students' motivation or not. The study has been conducted in the English Language Preparatory Program (ELPP) of a private university in İstanbul, Turkey. The quantitative data were obtained through two different questionnaires administered to EFL instructors and 63 English Language Preparatory Program students. Besides, qualitative data were gathered through focus group interviews with the ELPP students.

The hypothesis for this research was to find out a relationship between EFL instructors' gender and EFL students' motivation. According to the results of the quantitative measures, the study claims that there is not a relationship between EFL instructors' gender and EFL students' motivation. However, according to the results of the qualitative measures, students have some important gender based experiences and ideas.

Key words: Motivation, "extrinsic motivation", "intrinsic motivation", Gender, English Language Preparatory Program, EFL Instructors, EFL students.

Tez Özeti

Bu çalışmanın amacı İstanbul, Türkiye'de özel bir üniversitenin İngilizce Hazırlık Programı'nda eğitim görmekte olan öğrencilerin İngilizce öğrenme motivasyonunu etkileyen faktörleri ve yabancı dil olarak İngilizce öğreten öğretim üyelerinin motivasyon stratejilerini ortaya çıkarmaktır. Ayrıca, bu çalışma yabancı dil olarak İngilizce öğreten öğretmenlerin cinsiyetinin öğrencilerin motivasyonu üzerinde bir etkisi olup olmadığını ortaya çıkarmayı amaçlamaktadır. Spesifik olarak bu çalışma, İngilizce Hazırlık Programı'nda eğitim gören erkek ve kadın öğrencileri motive eden faktörler arasındaki ortak veya farklı noktaları araştırmaktadır. Ayrıca bu çalışma, kadın ve erkek öğrencilerin yabancı dil olarak İngilizce öğreten kadın ve erkek öğretim üyelerine dair bakış açılarını ortaya çıkarmak ve yabancı dil olarak İngilizce öğreten öğretim üyelerinin cinsiyetlerinin öğrencilerin İngilizce öğrenme motivasyonuna bir etkisi olup olmadığını ortaya çıkarmaktır. Nicel veriler 63 yabancı dil olarak İngilizce öğreten öğretim üyesine uygulanan ve 98 İngilizce Hazırlık Programı öğrencisine uygulanan farklı iki anket aracılığıyla toplanmıştır. Nitel veriler ise toplamda 11 öğrenciden oluşan 2 farklı focus (odak) grup görüşmesi aracılığıyla toplanmıştır.

Bu çalışmayı yapmakla amaçlanan İngilizce öğrenen öğrencilerin motivasyon kaynaklarını ve İngilizce öğretmenlerinin motivasyon stratejilerini araştırmanın yanı sıra yabancı dil olarak İngilizce öğreten öğretmenlerin cinsiyetlerinin öğrencilerin motivasyonu üzerindeki etkisini görmekti. Nicel verilerin sonuçlarına göre öğretmenlerin cinsiyetlerinin öğrencilerin motivasyonu üzerinde bir etkisi yok iken nitel verilerin sonuçlarına göre öğrencilerin cinsiyet temelli önemli deneyimleri ve fikirleri olduğu görülmüştür.

Anahtar kelimeler: Motivasyon, Dışsal Motivasyon, İçsel Motivasyon, Cinsiyet, İngilizce Hazırlık Programı, Yabancı Dil Olarak İngilizce Öğreten Öğretim Üyeleri, Yabancı Dil Olarak İngilizce Öğrenen Öğrenciler.

ACKNOWLEDGEMENTS

Foremost, I would like to express my sincere gratitude to my advisor Assistant Prof. Bünser Dilara Koçbaş Demir for her professional guidance and support during the whole development of this thesis. I also would like to thank the jury members of my thesis defence for their valuable comments and suggestions.

I am extremely grateful to my beloved parents, Gülten Koşar and Halil Koşar, who love me unconditionally and stand by me no matter what happens, for their patience and belief in me. I am greatly thankful to my one and only husband Evrim Tural and his great family for supporting me during this difficult and long period. This thesis would have been incomplete without my family.

Last but not the least, I would like to thank all my excellent friends for feeding my mind with positive energy, for their support and motivation throughout this journey.

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1. INTRODUCTION

This study focuses on how learners' motivation affects their language learning process in an English as a foreign language (EFL) context. The study aims to reveal the factors that affect English Language Preparatory Program students' motivation in learning English and it also aims to investigate whether EFL instructors' gender affects the students' motivation in learning English or not.

1.1 Background of the Study

Motivation in second language learning is a very complex and broad case (Lightbown & Spada, 2006). Each second language learner has different reasons to learn the target language. The learners' intention defines the type of motivation they have. According to Gardner and Lambert (1972), depending the learners' purpose to learn the target language, their motivation can be defined as instrumental motivation or integrative motivation. Instrumental motivation means learning a second language for more practical goals while integrative motivation means learning a second language for personal development and cultural enhancement (Gardner & Lambert, 1972). On the other hand, Deci and Ryan (1985) state that there are 2 basic motivation types which are "extrinsic motivation" and "intrinsic motivation". "extrinsic motivation" means doing something to get benefit from its outcomes while "intrinsic motivation" means doing something because it is interesting and enjoyable for that person (Deci & Ryan, 2000). At that point, it can be said that instrumental motivation is similar to "extrinsic motivation" and integrative motivation is similar to "intrinsic motivation" (Torabi & Tabrizi, 2016). In this study, motivation and motivation sources of English Language Preparatory Program (ELPP) students are examined in terms of "extrinsic motivation" and "intrinsic motivation" since these are very basic and common terms in motivation studies.

While examining the factors that affect ELPP students' motivation in second language learning, this study also investigates the relationship between EFL instructors' gender and students' motivation. Students have a lot of different teachers all their education lives and these teachers affect the students in different ways. Gender has an important role in social life, education life, career and all other parts of human life. By conducting this research, it is aimed to see if instructors' gender has an effect students' motivation in second language learning.

As an English teacher, I can say my observations prove that students are not eager to study English if they had difficulties in English classes or had problems with their previous English teachers in the past. Likewise, it is a common case to see some of the students are not motivated to learn English because they think they do not have the necessary aptitude to succeed. Observing these situations which profoundly affect students' motivation in learning English and having curiosity towards gender role in student motivation are main reasons for me to conduct this research.

1.2 Significance of the Study

Since motivation is a crucial and comprehensive factor in the language learning process, as Dörnyei & Ushioda state, many studies have been conducted so far to define it and to reveal the types of motivation (Dörnyei & Ushioda, 2009). Although motivation has always been an important and remarkable field of study, the relationship between motivation and gender is not that common. Motivation is a difficult concept to define. In an attempt to define it, the first thing to do is to understand the factors that affect students' motivation positively or negatively in the language learning process. At that point, the gender issue should also be taken into consideration, as it is one of the most important factors that can influence foreign language learning. Female and male students may have the same or different feelings, thoughts or motivational sources. That is why it is important to gather data from female and

male students to understand their motivational sources. Apart from the students' gender, it is also crucial to examine the effect of the EFL instructors' gender on students' motivation, because, it is necessary to see whether female or male instructors have the same impact on female and male students' language learning process or not. Based on the answer to that question, if there are some differences, we need to find out these differences and see how they affect the students' language learning process and what their perspective are towards their female and male EFL instructors. For these reasons, it is important to conduct a study which aims to investigate the motivational factors that affect students' language learning process and the relationship between students' motivation and EFL instructors' gender.

1.3 Problem Statement

Foreign language learning has always been an important area of interest for researchers around the world. In Turkey, English is the most common foreign language which is being taught starting from the primary schools to universities. For university students, it is mostly a matter of choice to study in their department in English. This study aims to find out the factors that motivate students in learning English and it also aims to find out if there is a relationship between EFL instructors' gender and English Language Preparatory Program students' motivation in learning English. Since learning English is a very important part of people's lives in Turkey, the findings of current study may be illuminating in terms of motivational factors in students' language learning process.

1.4 Research Questions

With the purpose of investigating the factors affecting ELPP students' motivation and investigating the relationship between these students' motivation and their instructors' gender, three main research questions were addressed in this study:

1: What motivates English preparatory school students in learning English?

1a: What motivates female students in learning English?

1b: What motivates male students in learning English?

2: Is there a relationship between instructors' gender and students' level of motivation?

2a: How do the ELPP students interpret the effect of instructors' gender on their motivation?

3: What are the EFL instructors' motivational strategies in language teaching?

3a: What are female EFL instructors' motivational strategies in language teaching?

3b: What are male EFL instructors' motivational strategies in language teaching?

1.5 Overview of Methodology

In this current research study, there are two different groups of participants. One of them consists of ELPP students and the other one consists of EFL instructors. The data collection instruments in the study are questionnaires on motivation, a demographic survey and focus group interviews. The students who took part in the study were from different levels in English preparatory program and they were all Turkish students whose age varied between 18 and 26. On the other hand, the features of the instructors who took part in the study were different from each other. There were both female and male instructors and their ages varied between 25 and 55. Some of them were newly recruited instructors while some of them have been working at this university for almost 20 years.

The study was conducted at a private university in İstanbul, Turkey to find out the factors that affect ELPP students' motivation in learning English and to find out whether there is a relationship between EFL instructors' gender and ELPP students' motivation. The students were randomly chosen for the study and they were from different classes and different levels. The instructors were the volunteer participants who answered the questionnaire. The questionnaires were applied online and in addition to the questionnaires, 2 focus groups interviews were made with ELPP students to gather more elaborate data on the topic. The data were collected through adapted questionnaires and focus group interviews.

The questionnaire applied to students was an adapted version of the questionnaires from "Combined Group Item Pool" which was designed by Dörnyei (2010). On the other hand, the questionnaire applied to English preparatory program instructors was an adapted version of "Motivational Strategies Questionnaire" which was designed by Dörnyei and Cheng (2007). The questionnaires were adapted to the current context and they were uploaded on a web-based research tool to gather the data online. In addition to the questionnaires, two focus group interviews were made with two student groups. The questions asked during the interviews were designed according to the questionnaire results with the aim of gathering detailed information about some of the items.

1.6 Definition of Significant Terms

ELPP: English Language Preparatory Program

EFL: English as a Foreign Language. English which is taught to students in a foreign, non-English speaking country.

ESL: English as a Second Language. English which is usually taught to students in an English-speaking country.

Language Acquisition: Learning a language subconsciously in a communicative environment.

Language Learning: Learning a language with instructions in a formal teaching environment.

2. LITERATURE REVIEW

2.1 Second Language Learning

Learning a language has been a very special and important topic in many different fields such as education, neurology, culture and history. It is a very difficult task to define the language learning process accurately as it includes so many components and details (Dörnyei, 1998). It is a compound system which can be affected by multiple factors such as learners' intelligence, aptitude, learning styles, personalities, attitudes and motivation (Lightbown & Spada, 2006).

This complex language learning process may take place either in a naturalistic environment or in a classroom environment. Schools, universities and language courses can be accepted as formal educational places. If second language learners aim to be successful in learning the target language, then they are expected to complete in-class activities, pass the exams memorize the vocabulary lists. On the other hand, naturalistic environments are the places that you are exposed to the second language in your daily life. Schools, home, shopping malls, restaurants, markets and every other place that you communicate with the people by using the second language can be accepted as naturalistic environments (Zhou, 2007). Even though it is not certain that learners' positive attitudes towards the language bring them success, there is ample evidence showing that positive attitude results in a willingness that makes the learner go on learning the language (Lightbown & Spada, 2006). Moreover, if the learners use the second language in their social life they are more likely to feel motivated (Lightbown & Spada, 2006).

2.2 Factors Affecting L2 Learning Process and Motivation

In the process of learning a second language, many factors should be taken into consideration. There are lots of internal and external factors affecting an individual's language learning process and success (Dörnyei, 1998). External factors can be named as the

country, city and the environment that the person lives in, schools and classes that she/he attends, her/his teachers, classmates, family, friends and their comments or beliefs about the person, the relationships that she/he has, and any other things that happen around the learner. On the other hand, internal factors have roots in individuals' self. They are personal features such as age, intelligence, interests and hobbies, values, beliefs, past experiences, self-confidence level, motivation and attitudes (Dörnyei, 1998).

2.3 Definitions of Motivation

Motivation is one of the most extensive and influential title in second language learning. It has many components and branches. Besides, there are many approaches, methods and definitions about motivation. As it is a broad field with lots of variables, it has been not an easy task to define what the term "motivation" includes (Dörnyei, 1998). Since motivation is affected by many factors such as age, school, classroom environment, personal differences, learning styles, past experiences and socio-cultural background, it requires an extensive research through all these factors.

Throughout history, there have been different definitions of motivation. Gardner (1985) defines motivation as a combination of effort and desire to learn about something. He also says that it includes positive attitudes to learn a language. William & Burden (1997) defined motivation as a stimulation occurring naturally in oneself to act and sustain his/her effort to put the goal into practice. It means that the person should have reasons to act in the first step and then he/she decides to act, and maintains his/her effort as a last step. Bomia (et al., 1997) defined motivation as "a student's willingness, need, desire and compulsion to take part in, and be successful in the learning process."

Dörnyei (1998), who has done quite a lot of research on motivation, draws attention to the point that although there is an agreement among researchers about the fact that motivation is a powerful factor which directs human behaviour, it is mostly confusing that

there are too many different theories about motivation. Moreover, as Dörnyei (1998) points out motivation to learn a second language has even more complex quality due to the multifaceted nature and functions of language itself. Learning an additional language is not just a mechanical communication system which can be learnt as a school subject, but also a fundamental part of the individual's identity.

It is a demanding task to define what motivation means and each theory has attributed different aspects to the definition of motivation. Therefore, it is useful to see how some of the prominent theories describe motivation.

2.4 Theories of L2 Motivation

In this section, the theories of second language motivation will be explained. There are many other models in this broad field. However, only the ones that have greater effect on motivational studies will be discussed in this chapter. The first theoretical perspective is "Gardner's socio-educational model". In this model, there are some key terms in motivation such as "integrativeness, instrumental orientation and integrative orientation". Secondly, "self-determination theory" will be described. In this theory, "intrinsic" and "extrinsic" motivation types, which have been used as very important concepts in motivation field, will be introduced. Afterwards, "attribution theory", and "activity model" will be discussed. Then, the "process-oriented model" will be discussed. And as a last step, the term of "investment" will be described.

2.4.1 "Gardner's Socio-educational Model"

Gardner firstly started to work on "socio-educational" model in 1956 and revised his model for a few times afterwards (Dörnyei, 1998). In 1979, he proposed that there are four main variables in language learning which are "social milieu, individual differences, second language learning contexts and outcomes". The term of "social milieu" is used to refer to individuals' cultural beliefs or environment, which have a great impact on learning process.

According to Gardner, “individual differences” including the “intelligence, language aptitude, motivation and situational anxiety” are the most powerful factors in language learning process. The third variable is “learning acquisition context” which is the setting that the language is learned. It may be a combination of “formal language education” and “informal language experiences”. The last variable is “language learning outcomes”. It refers to language skills and linguistic knowledge like vocabulary, grammar and fluency that the learners are expected to acquire (Lovato & Junior, 2011).

In 1985, Gardner added the term of “integrative motive” within the “individual differences” variable. “Integrative motive” contains three main elements which are “attitudes toward the learning situation, motivation and integrativeness”.

The first element in “integrative motive” is concerned with the learning situation. Gardner tried to explain the motivational factors within two different learning concepts which are formal environment (educational context) and informal environment (cultural context). According to Gardner (1985, 2001), formal environment includes the conscious language learning process with teachers, instructions and classroom environment. On the other hand, informal context is the context that language is learned subconsciously by listening to music, watching movies, etc. However, his definition of informal context does not seem enough to cover all possible informal L2 learning situations. Because, as Krashen (1982) also states, informal learning context includes all natural settings that learners interact with others by using the target language. Thus, Gardner revised his definition of informal context. He included the outside classroom settings which enable learners to use and experience the language such as “social settings, language clubs and media” (Gardner, 2007).

Only classroom activities and formal education are never enough for L2 learners to learn a second language completely. It is necessary to use the target language, to interact with

the people by using the target language and to experience the target language in different settings like theatres, movies, songs, shopping centres, etc.

The second element in "integrative motive" in Gardner's model is "integrativeness". The language learning process includes learning target language's culture and characteristics of the society. That is why, learning a language is different from learning any other subject. Therefore, "integrativeness" provides a better comprehension of the language because it enables learners to internalize the target language with its all cultural features (Gardner, 2007). Therefore, if someone wants to learn and use a second language properly, they should know the cultural differences and features to express themselves in an effective way. Learners should feel integrated and they should feel that they are a part of the original context of the target language. Feeling integrated means to be able to use the target language in their daily life at work, at school, in a market, at a cinema, etc. These informal places give a chance to learners to practice the language in an informal context. Krashen (1981, 2004) explains the importance of informal learning context in his Comprehension Hypothesis by stating that learners see and learn the rules of target language in formal contexts and they have the chance to experience and internalize these rules in informal contexts.

Lastly, the third element within integrative motive is motivation which, in short, means the individual is motivated to learn the other language (Gardner, 2007). When the individual is motivated, it means that the person has a goal and he or she tries to achieve his or her goal.

2.4.1.1 "Instrumental versus Integrative Orientation"

Another essential concept in Gardner's theory is "orientation". "Orientation" includes a group of reasons and goals to learn a language. These reasons and goals have an impact on increasing learner's motivation level. According to the concept of motivation, if a person wants to learn a second language for immediate or practical goals, it is called "instrumental

motivation". In these kinds of situations, learners want to learn the language to get benefit from it. On the other hand, if a person wants to learn a second language for personal development, social relations and cultural enhancement, it is called "integrative motivation". In these kinds of situations, learners do not consider language as a tool but as a goal to achieve the inner ambitions.

Kirsten Hummel (2013) stated in her book that at first sight "integrative motivation" seems to be a stronger source of success. There is a misconception that if someone tries to learn a second language just because they want to, they would be more successful. However, as Hummel argued, in some situations "instrumental motivation" seems to be a more effective factor to succeed in learning a new language. So, both types of motivation are important and influential regarding the success of the learners.

Even though "Gardner's socio-educational model" has been accepted as one of the key theories in terms of understanding motivation in second language learning, there have been some criticisms about this model. "Gardner's socio-educational model" was criticised because Gardner claimed that there should be a link between "integrative motivation" and language learning. However, a learner's positive attitude towards a community and its culture does not necessarily and always mean that the learner wants to learn that community's language (Crookes & Schmidt, 1991).

The concepts of second language and foreign language in "Gardner's socio-educational model" have also been criticized. When the target language does not have a social or communicative role in the society, then that language is a foreign language. The students who try to learn English in Turkey can be given as an example for a group of foreign language learners because English is not one of the native languages in Turkey. However, when the target language is already used by a lot of people in their daily life, then it is the second language context. Asian people who try to learn English in the USA can be given as

an example for this concept. But Gardner's socio-educational model is based solely on Anglophone Canadians who try the learn French as a second language in Quebec. Therefore, his model was criticised as not being applicable in all contexts of second language learning (Zhou, 2007).

2.4.2. "Self-determination Theory"

"Self-determination theory" has been one of the most influential theories in motivation field (Dörnyei, 2003). The theory was developed by Deci and Ryan. Their primary argument is that people have a sense of choice of starting and regulating their actions by themselves (Ryan & Deci, 2000). Thus, this theory mainly focuses on two basic concepts of motivation depending on how the actions are initiated and what kind of motives cause people's actions. These concepts are named as "intrinsic motivation" and "extrinsic motivation". "Intrinsic motivation" means engaging in an action because the person finds it interesting or enjoyable. On the contrary, "extrinsic motivation" means engaging in an action because the person expects an outcome (Deci & Ryan, 2000). In the next section, explanations and examples for both "intrinsic" and "extrinsic" motivation can be found.

2.4.2.1 "Intrinsic" versus "Extrinsic" motivation

Within "self-determination theory", motivation is analysed as a concept which can vary in terms of both amount and type. So, in the definitions of motivation, both these two questions should be answered: 'how much motivation?' and 'what kind of motivation?'. Different kinds of motivation are classified according to the reasons and goals underlying the actions of the learners (Ryan & Deci, 2000). "extrinsic motivation" is derived from the outside environment of the learner, such as parents, schools, and community whereas "intrinsic motivation" is derived from individuals' self-satisfaction, personal goals or interests.

People are motivated intrinsically for some activities whereas they do not feel motivated for some other activities. For that reason, Ryan and Deci (2000) stated that "intrinsic motivation" does not only exist within individuals, but it also exists in the relation between people and their activities. It means that people establish a special relationship between themselves and the activities that they feel motivated to achieve. For instance, some students stop learning English when their English class is over for that education year while some other students try to learn more and more by themselves even if they are on holiday. The first type of students is classified as extrinsically motivated learners because they only study to get higher grades or to hear praise from their parents, teachers or friends. So, they stop studying English when they are not required to do so. However, the second type of students are classified as intrinsically motivated learners because they have a desire coming from inside to learn more and improve themselves. That is why, they do not need a profit or reward to study. For these students, self-improvement or cultural development is more important than getting higher grades.

2.4.3. "Attribution Theory"

"Attribution theory" is another influential theory in motivation studies. This theory was firstly developed by Heider in 1958 and then it was developed by Weiner and colleagues. It suggests that people's past experiences can affect their present processes of second language learning. In this sense, it completes a missing perspective within "Gardner's socio-educational model". The theory has had a very important and unique role in motivation research.

According to the "attribution theory", if someone tries to learn a second language in the past and fails learning the language, there are two possible situations that may occur in the future. The first possible situation is that the learner would give up learning and never give a chance to try it again. However, in the second situation, if she/he thinks the failure is because

of insufficient effort, then she/he would give it a try again with more effort (Dörnyei, 2003). Therefore, it can be said that attribution theory assumes that people try to find the underlying reasons to answer the question why they do an action and they attribute causes to their behaviours.

According to the framework of "attribution theory", there are three stages in understanding a person's causes to a specific behaviour. In the first stage, the person observes and perceives the behaviour. Second, the person must believe that the action or behaviour is done intentionally or consciously. In the last stage, the person decides whether the action is done by force or not. Weiner (1974), suggested that some factors are important in terms of affecting attributions for achievement or failure. These factors are "ability, effort, task difficulty and luck". For example, attribution theory means a lot in a country like Turkey where millions of students experience lots of failures and difficulties in course of second language learning. A lot of students in Turkey give up learning a second language because of their past experiences and failures in the past. Wrong teaching styles or having an unlovable teacher may affect students' motivation and learning processes deeply.

2.4.4. "Activity Model"

The first version of the activity model was developed by Leont'ev in 1978 but the theory was further developed and expanded by Engeström to include the contextual and societal dimensions of motivation (Song & Kim, 2016). According to Engeström, there are six essential components of any human activity. These six components within contextual and societal dimensions have a great importance since they are inclusive enough to explain the interactions between teachers and their social or cultural context. The activity model can also show the longitudinal alterations in teachers' motivation (Song & Kim, 2016).

The first component of the activity model is the "subject" of an activity who is the individual or group engaged in the activity. The subject can be students or teachers. The

second component is the "instruments" which refer to not only physical tools (i.e. materials used in the class) but also symbolic tools (i.e. students' beliefs about L2). The third component is the "object" which refers to the goal that the subject desires to achieve by engaging in the activity. The fourth component is the "rules" which refer to the regulations used in the class, these rules can be expressed explicitly or implicitly. The fifth component is the "community" which refers to an organization or a group of people that the subject is a part of. And the last component is the "division of labour" which means sharing the responsibilities among the people who take place in the activity.

As it can be understood from these six important components, the activity model is a very comprehensive model which focuses on different components in social and contextual situations. It is also important because of its different understanding of instrument concept which suggest that the instrument or mediational tool does not have to be a physical tool, on the contrary it can be a symbolic tool (Song & Kim, 2016). For instance, teacher beliefs may have a role as mediational tools in a teaching environment because these beliefs may affect the teacher either positively or negatively (Song & Kim, 2016). A teacher can feel motivated or demotivated regarding the willingness or unwillingness of her/his students, teaching context and the circumstances. A teacher who strongly believes that her/his teaching style is very effective for students may feel motivated if her/his students become successful. In this case, her/his beliefs affected her positively. However, she/he may feel demotivated if her students fail to be successful and it means her/his beliefs affected her negatively (Song & Kim, 2016).

2.4.5 "Dörnyei's Process-oriented Motivation Theory"

Recent studies show, motivation has a dynamic structure and it may change with the other variables or it may change over time. A student's motivation to learn something may

dramatically change during an academic year, there may be ups and downs in his or her motivation level (Dörnyei, 2003).

According to Dörnyei's "process-oriented motivation model" there are three stages. The first stage is "choice motivation" (also called as pre-actional stage) which means setting the goals before an action. The second stage is "executive motivation" (also called as actional stage) which means accomplishing the necessary tasks to sustain motivation. The third stage is "motivation retrospection" (also called as post-actional stage) which refers to the learners' self-evaluations about their own performances. According to Dörnyei (2003), a learner's motivation may increase or decrease in different levels depending on the variables. To give an example, a high school student in Turkey feels excited about a school trip to the United Kingdom. So, he focuses on his English lessons and studies harder to learn better before the upcoming trip. In process-oriented motivation model, this is choice motivation. However, a few weeks later his excitement fades away, he loses his motivation and stops studying. This is executive motivation. After a while, one of his classmates talks about a great English speaking course. Thus, his choice motivation becomes active again. He enrols in the course and starts to practice speaking. In time, he feels very satisfied and happy with his achievement that he decided to enrol in a higher-level speaking course which can be labelled as motivation retrospective (Lightbown & Spada, 2006).

In addition to Dörnyei's Process-Oriented Motivation Theory, he also developed Combined Group Item Pool which is a type of a questionnaire including 16 factors about student motivation such as "Ideal L2 Self", "Cultural Interest" and "Encouragement/Family Influence". 10 of these 16 factors of this questionnaire were used by Taguchi, Magid and Papi (2009) to compare Chinese, Japanese and Iranian learners of English in terms of their L2 motivational self-system. At the end of this study, the reliability of Combined Group Item Pool designed by Dörnyei was proven. (See Table 3.1)

Apart from studies on student motivation, Dörnyei also conducted studies on "teachers' motivational strategies" in different ethnolinguistic contexts to see similarities and discrepancies. He first applied a questionnaire in Hungary (1998). This questionnaire has 48 items aiming to investigate motivational strategies used by teachers. Then, he applied the same questionnaire in Taiwan to see if those strategies are transferable across two culturally different contexts (2007). The results showed that, while some strategies such as "showing motivating teacher behaviour", "creating a comfortable classroom environment" and "encouraging learners to be self-confident" are transferable, some strategies are culturally dependent. For example, "promoting learner autonomy" is not a significant strategy for Taiwanese English teachers. However, Hungarian English teachers give importance to this motivational strategy.

2.4.6 "Motivation as Investment"

While talking about motivation and its complex structure, the term of 'investment' should be mentioned. Motivation is not a single-sided, unidimensional or stable concept. On the contrary, it is a multifaceted and dynamic concept that can change according to personal characteristics, circumstances, time, place, needs and wants (Norton, 1995).

Investing in a second language means being a part of the language. To be more precise, according to the term of investment, studying for a second language or taking part in language activities derive from a person's inner desire to achieve a goal related to the target language. An example would be very useful to explain the investment concept. It shows that a student invests in a language if she/he is very interested in learning a second language and this is not just because she/he wants to have better grades on test but because she/he wants to understand what a native speaker says or because she/he thinks knowing a language is very important and useful to understand a society's culture.

At this point, it should be remarked that the term of investment is different from instrumental motivation. At first sight, these two terms may be seen similar or same. However, the term of investment is a broader concept than integrative motivation because the notion of investment is mainly about a learner's inner desire to not only enhance the information about language, but also to enhance her/his personality, social knowledge and conception of the world (Norton, 1995). Thus, "investment in a second language" means that the learners develop themselves in several different aspects, they improve their social identities which change across time and space. As Norton states in her article "investment tries to capture the relationship of the language learner to the changing social world" (p.17, Norton, 1995).

According to Norton, who took the term of motivation a few steps forward by proposing the conception of investment, the SLA theorists have not deeply examined how relations of power in learners' social world affect their interaction process with the native speakers of the target language (Norton, 1995). According to her, power relations have a critical role in social interaction experiences as power relations can limit the second language learners' access to opportunities to find conversational partners and to make practice in their social contexts (Norton, 1995).

To express the term of "investment" and to show the importance of power relations I would like to mention Norton's study about immigrant women as language learners. The study took place in Canada and lasted 12 months. There were five immigrant women who agreed to participate in the study and they were from Vietnam, Poland, Czechoslovakia and Peru. She collected data through diaries which were recorded by the participants to reflect their interactions with Anglophone Canadians. She also used two detailed questionnaires, personal and group interviews as well as home visits. Norton followed Spolsky's idea that language learning cannot proceed without exposure and practice. According to Spolsky,

exposure and practice may occur in two different contexts, one of them is natural environment and the other one is formal classroom environment (Norton, 1995). Since Norton wanted to see how power relations affect and limit second language learners learning process, she collected data in natural learning environments which are learners' homes, workplaces and community. At the beginning of the study, all the participants were very motivated to learn English. They took extra courses, they did extra practise to learn English better. However, when they encountered a negative reaction about their English they felt humiliated and demotivated. For example, Eva who came to Canada to get a better job was very eager to practice and learn English until some customers made negative comments about her accents. Similarly, Martina who came to Canada to prepare better life standards for her children felt very demotivated when she could not defend her family's rights in the public. She made a lot of effort to learn English and tried to handle all the cases for her family, but after a while of struggling she felt frustrated and uncomfortable. Lastly, Felicia who left Peru because of terrorism felt very uncomfortable while she was talking English in front of other Peruvians speaking English very well (Norton, 1995). So, as it can be understood from this longitudinal and comprehensive study, the term of investment examines the second language learning process regarding learners' interaction experiences, social identities, individual differences and power relations. Motivation as investment is a crucial concept that enables us to see the effect of power relations on learners' success or failure in learning a foreign language.

2.5 Gender

Gender is another concept that this study focuses on. Like motivation, gender is also a highly argumentative topic which has been discussed over years in many different fields from science to art, history to biology. When we hear the word *gender*, we think it has the same meaning with *sex*. However, even though they are often used interchangeably, they have different meanings.

As Michael Kimmel (2000) states in his book, *gender* and *sex* terms are used to refer to different things. *Sex* means 'female' and 'male' as biological categories and it is an important part of human body affecting people's lives in many different aspects. *Gender*, on the other hand, is a term used to explain a lot of situations about what it means to be a woman or a man in a specific culture, specific time and specific place. It refers to what being feminine or masculine means to different people in different cultures and different times (Kimmel, 2000).

Women and men are born biologically different. Their musculature is different, they have different reproductive organs, they have different hormones in different levels (Kimmel, 2000). But, despite all these differences, women and men have been sharing the same or similar actions for centuries. They sometimes think similarly, they cook and eat same meals, they read about similar topics, or watch the same programmes. Thus, they may have similar or different tastes. And the reason for that is not just because they are different genders, but because they have been raised in different ways since their birth (Kimmel, 2000). Even though women and men have biological differences, it does not mean that all the men in the world are stronger than women or it does not mean that all the women are more emotional than men.

In this study, the purpose is to see if there is a difference between female and male instructors' motivating levels during English classes. Furthermore, it is also aimed to see what students think about female and male teachers teaching styles. For this study, gender differences and the perception of gender differences are very important since the research questions seek to understand students' reactions to female and male instructors as well.

There are some studies which were conducted to see the effect of "gender" on education, but not many. Varughese (2017) investigated the influence of teacher gender on college student motivation. The findings showed that both female and male students

demonstrate a higher level of motivation when they are taught by male teachers (Varughese, 2017). On the other hand, the interviews in another study, which was conducted to see if teachers' gender matters for primary school students, showed that students think both their female and male teachers are very supportive and encourage them to study hard (Carrington, Francis, Hutchings, Skelton, Read & Hall, 2007). Moreover, according to the same study's findings, most of the students believe that their teachers are fair and even-handed regardless of their gender.

Another study which was conducted with high school students showed that there is no significant interaction between student gender and teacher gender in terms of academic success (Martin & Marsh, 2005). Contrary to the common belief that "female students can learn better with female teachers" and "male students can learn better with male teachers", the study indicated that their teachers' gender is academically not important. However, according to the research, female students think they have a better relationship with their female teachers whereas the male students think they have a good relationship with both their male and female teachers (Martin & Marsh, 2005).

In the past, some countries tried a new role model recruitment policy. That new role model recruitment policy claimed that the educational outcomes would be more effective "if female teachers teach female students", "ethnic minority teachers teach the same ethnic minority students" and "male teachers teach male students" (Carrington, Tymms & Merrell, 2008). In the United States, data from more than 18.000 students and 15.000 teachers, which made accessible through the "National Education Longitudinal Study of 1988", were examined and the results showed that matching students and teachers according to their gender or ethnicity did not have a remarkable effect on students' academic success (Ehrenberg, Goldhaber & Brewer, 1995). However, the same study showed that matching policy had an impact on teachers' evaluations about their students. For example, white female

students were rated more highly by their white female teachers and they were rated lower by their white male teachers (Ehrenberg, Goldhaber & Brewer, 1995).

In addition to these examples, another study was conducted in primary and secondary schools in Konya, Turkey (Deniz, Avşaroğlu & Fidan, 2006). The purpose of this was to investigate the levels of English teachers' motivating the students. The participants were 107 female and 63 male teachers. The data were collected through a questionnaire developed by Sünbül, Kesici and Bozgeyikli (2003). In this study, there were two important terms need to be defined which are high level control behaviour and medium level control behaviour. Firstly, high level control behaviour refers to a state of being too strict to be able to control the class. It sometimes results in prohibition of some behaviours and punishing the students. According to Jelsma (1982), these types of teachers may limit the student behaviours while trying to motivate them. Secondly, medium level control behaviour does not include prohibitions and punishments which leads to a communicative classroom environment. The results of this study show that male teachers tend to be more strict than female teachers, which means they have high level control behaviour compared to female teachers. This result has also supported the result of a previous study conducted by Sünbül, Bozgeyikli, Kesici and Üre (2003). That study also shows that male teachers are prone to show more authoritative behaviours.

3. METHODOLOGY

3.1 Introduction

This chapter outlines, firstly, the research design and the participants of the study. Then, in the procedure section, the data collection procedure and instruments will be described and data analysis, reliability and validity will be discussed.

The aim of this research is to answer the following research questions:

1: What motivates English preparatory school students in learning English?

1a: What motivates female students in learning English?

1b: What motivates male students in learning English?

2: Is there a relationship between instructors' gender and students' level of motivation?

2a: How do the ELPP students interpret the effect of instructors' gender on their motivation?

3: What are the EFL instructors' motivational strategies in language teaching?

3a: What are female EFL instructors' motivational strategies in language teaching?

3b: What are male EFL instructors' motivational strategies in language teaching?

3.2 Participants

The participants of this study were recruited from a foundation university's English Language Preparatory Program in İstanbul. To have a better understanding about the participants' profiles we need to examine the English preparatory program's design at the private university where the data were collected. In the English preparatory program, there are 130 instructors working actively and there are around 1800 students each year. There are 5 levels in the English preparatory program and each level lasts two months. It means if a student starts the English preparatory program from the lowest level, he/she can complete the program at the end of the fifth level in the summer school unless he/she fails in one or more levels during the year. The students take a placement test at the beginning of the education

year and they are placed in the appropriate level according to their results at the placement test. The placement test consists of two main stages. The first stage has multiple choice questions about grammar, reading and it also has a writing part which asks students to write short paragraphs on the topics given. Students can take the second stage of the placement test if they get a high grade from the first stage. If they get a low grade, then they are placed in the appropriate level which can be level 1, 2, 3 or at most 4. The students who have the right to take the second stage of the placement test have a more detailed exam. The second stage has a speaking exam and a listening section in addition to a more complex reading text and an essay task. The students who get high grades on this exam can directly start their departments without studying at English preparatory program. If they cannot get a high grade enough to start their departments directly, then they only study level 5 at English preparatory program.

In the study, the participants who answered the questionnaire questions and who took part in the focus group interviews were from different levels in English preparatory program and they were all Turkish students whose age varied from 18 to 26. These participants were chosen randomly for the study.

On the other hand, the features of the instructors who answered the instructors' motivational strategies questionnaire were different from each other. There were both female and male instructors and their ages varied between 25 and 55. Some of them were newly recruited instructors at this private university and some of them have been working at this university for almost 20 years. All the instructors teaching English at this preparatory program have different classes in every two months. The schedules of the instructors change every term. Therefore, all the instructors teach a different proficiency level every term. This is good for both instructors and the students as the students have the chance to see many different instructors and different teaching styles every term while the instructors have the chance to teach at a different level every term.

3.3 Data Collection Tools

With the purpose of investigating the relationship between English preparatory program students' motivation and English instructors' gender, the data were collected through adapted questionnaires and focus group interviews. The questionnaire applied to students was an adapted version of the questionnaires from Combined Group Item Pool which was designed by Dörnyei (2010). On the other hand, the questionnaire applied to English preparatory program instructors was an adapted version of Motivational Strategies Questionnaire which was designed by Dörnyei and Cheng (2007). The questionnaires were adapted to the current context and they were uploaded on a web-based research tool to gather the data online. The link was sent to the participants via e-mail and the participants answered the questionnaires online.

3.3.1 "Motivational Strategies Questionnaire"

To find out the "motivational strategies" that are used by female and male instructors, an adapted version of this questionnaire was used. The original questionnaire was designed by Dörnyei and Cheng (2007). In the first part of the adapted questionnaire, the instructors were asked some "demographic information about their age, gender, experience in their field". In the second part, the instructors were asked the questions as an adapted version of the original questionnaire. The items asked in English as the participants of this questionnaire were all EFL instructors. A "5 point Likert scale" was used in the questionnaire to see the frequency of the motivational strategies used by the instructors. There were 5 options in the scale: "5: Almost always, 4: Often, 3: Sometimes, 2: Rarely, 1: Never".

3.3.2 "Combined Group Item Pool"

To find out the English preparatory school students' motivation sources, an adapted version of the Combined Group Item Pool questionnaire was used. The original sets of

questionnaires were designed by Dörnyei (2010). There were many different subtitles in the original questionnaire and some items were taken out and some new items were added related to the research questions. In the first part of the questionnaire, students were asked some demographic questions about their age, gender, level of English at preparatory school. The items in the adapted version of the questionnaire were translated into Turkish by the researcher and the Turkish version was piloted. The translation was necessary because it was very important for the students to understand the items to get reliable answers. A "5 point Likert scale" was used in the questionnaire to see the motivation sources of the students. There were 5 options in the scale: "5: Strongly agree, 4: Agree, 3: I'm not sure, 2: Disagree, 1: Strongly disagree".

3.3.3 Focus Group Interviews

In addition to the questionnaires mentioned above, two focus group interviews were made with two student groups. There were 5 participants in the first focus group including 3 female and 2 male students, and there were 6 participants in the second focus group including 3 female and 3 male students. The questions asked during the interviews were designed according to the questionnaire results with the aim of gathering detailed information about some of the items. Especially, the items which were not clearly answered in the questionnaires were highlighted during the focus group interviews. These focus group interviews were very helpful to understand students' perspective and interpret the questionnaire results in an elaborate way.

3.4 Research Design

This study aims to investigate the relationship between the English preparatory program students' motivation and their instructors' gender. A "mixed method" design was used to meet the aims of the study. As the research design of current study required both quantitative and qualitative data, focus group interviews were made with the students in

addition to the questionnaires. In order to gather detailed and reliable data, the design of this study prioritizes quantitative data and then collects qualitative data. The qualitative data complete the ambiguous parts in the quantitative data while reflecting a detailed perspective for the study. In the first stage of this study, quantitative data were gathered from the instructors by applying an adapted version of the "Motivational Strategies Questionnaire" which was designed by Dörnyei and Cheng (2007), and also quantitative data was gathered from the students by applying an adapted version of the questionnaires from "Combined Group Item Pool" which was designed by Dörnyei (2010). In the second stage of the study, qualitative data were collected through two focus group interviews with the students.

3.5 Procedures

In this section of the study, detailed information will be given about the data collection procedures including "instruments, data analysis, reliability, validity and limitations".

3.5.1 Data collection procedures

The data were collected in English preparatory program of a private university in İstanbul. Before the data collection, permission was taken from the "Ethics Board Committee" and the Head of the English Preparatory Program of the university. The data were collected through 2 stages and a mixed method was used to collect data. I will explain the data collection process separately for two different groups of participants. The first group includes the students and the second group includes the EFL instructors.

3.5.1.1 Collecting data from English preparatory program students

3.5.1.1.1 Quantitative method

For the purpose of collecting data from English preparatory program students, an adapted questionnaire was used. The questionnaire applied to the students had 34 questions in total including items about both extrinsic and "intrinsic motivation". 98 students answered this questionnaire and 50 of the participants were female students while 48 of them were male

students. All the participants were kindly asked to answer the questionnaires online. The links were sent to the students' e-mail addresses formed in "Qualtrics" "(https://www.qualtrics.com)". The responses collected from the quantitative measures were automatically recorded. This web-based tool provided a high level of privacy and electronic security since only the researcher had access to the responses.

3.5.1.1.2 Qualitative Method

In addition to the data collected through the questionnaire, focus group interviews were made with English preparatory program students in order to gather detailed information on the topic. The interviews were made with two different student groups and the interviews were transcribed afterwards. The interviews were made in Turkish because it was very important for students to feel comfortable and express their thoughts and feelings in detail. In the first focus group, there were 5 participants including 3 female and 2 male students. In the second focus group, there were 6 participants including 3 female and 3 male students. Each interview lasted around 40 minutes and was recorded with an audio recorder.

3.5.1.2 Collecting data from EFL instructors

With the purpose of collecting data from the EFL instructors working at the same English preparatory program, an adapted questionnaire was used. The questionnaire applied to the instructors had 35 questions in total and they were about the instructors' motivational strategies that they use in their classes. 63 instructors answered this questionnaire and 43 of the participants were female instructors while 20 of them were male instructors. All the participants were asked to answer the questionnaires online. The links were sent to the instructors' e-mail addresses formed in "Qualtrics" "(https://www.qualtrics.com)". The responses collected from the quantitative measures were automatically recorded. This web-based tool provided a high level of privacy and electronic security since only the researcher had access to the responses.

3.5.2 Reliability and Validity

To assure that the data collection instruments are valid and reliable, the questionnaires which were previously applied in other studies were adapted according to the purposes of this study. In the previous studies, the instruments were confirmed to be valid and reliable. To give more detail about the reliability and validity of the original questionnaires, they will be discussed under two subtitles for each questionnaire.

3.5.2.1 "Motivational Strategies Questionnaire"

The original "Motivational Strategies Questionnaire" was designed by Dörnyei and Cheng to find out the motivational strategies used by Taiwanese English teachers (2007). The questionnaire consists of 48 items asking about motivational strategies used by the teachers. In the study conducted by Dörnyei and Cheng, two questionnaires were designed to see "how important the participating teachers perceived certain motivational strategies" and "how frequently they made use of these strategies in their teaching practice". These two questionnaires contain the same sets of "motivational strategies". The only difference between these two questionnaires was the "rating scales". While the first questionnaire consists of six response options describing the importance level ("not important – very important"), the second questionnaire consists of six response options describing the frequency degree ("hardly ever – very often") (Dörnyei & Cheng, 2007). According to Dörnyei's and Cheng's study (2007), the items in the original questionnaire were grouped under some subtitles and the Cronbach's Alpha was given for each subtitle. The Cronbach's Alpha of these items range from 0.73 to 0.82. Therefore, regarding the Cronbach's Alpha results of the individual items in the original questionnaire, it can be said that the items were reliable when they were designed and used in the previous study.

In the current study, some of these items were taken out by the researcher since the

questionnaire was very long and the participants were not eager to take part in long lasting studies. The participants answered 35 items by choosing one of the 5 response options which are "5: Almost always 4: Often 3: Sometimes 2: Rarely 1: Never". When the reliability analysis for the instructors' motivational strategies questionnaire was conducted in the current study, it appeared that the Cronbach's Alpha of the items was .92. Therefore, it can be said that the items in the adapted questionnaire are reliable.

3.5.2.2 "Combined Group Item Pool"

"Combined Group Item Pool" is a comprehensive questionnaire pool designed by Dörnyei (2010). In the original questionnaire pool, there were 16 factors concerning different aspects in the language learning. The original questionnaire pool is a very comprehensive questionnaire as it includes many different factors influencing motivation. These are "Criterion Measures, Ideal L2 Self, Ought-To L2 Self, Parental Encouragement/Family Influence, Instrumentality – Promotion, Instrumentality – Prevention, Linguistic Self-confidence, Attitudes Toward Learning English, Travel Orientation, Fear of Assimilation, Ethnocentrism, Interest in the English Language, English Anxiety, Integrativeness, Cultural Interest, Attitudes Toward L2 Community".

Some items from 10 of these factors were previously used in Taguchi, Magid & Papi's study (2009) which was conducted to compare the L2 motivational "self-system" amongst Chinese, Japanese and Iranian learners of English. Below, I want to represent Cronbach's Alpha for each factor used in the previous study. There are three different Cronbach's Alpha since the study was conducted for three different countries.

Table 3.1

*"Composites of attitudinal/motivational variables with Cronbach Alpha coefficients in Japan, China and Iran (*Taguchi, Magid, & Papi, 2009)"

"Factor name"	***"Japan"***		***"China"***		***"Iran"***	
	Item no.	***a***	***Item no.***	***a***	***Item no.***	***a***
"Criterion measures"	"5, 17, 28, 41"	"0.83"	"3, 13, 23, 31, 37, 45"	"0.75"	"8, 16, 24, 32, 40, 50"	"0.79"
"Ideal L2 self"	"8, 20, 33, 58, 66"	"0.89"	"6, 14, 29, 38, 46"	"0.83"	"9, 17, 25, 33, 41, 51"	"0.79"
"Ought-to L2 self"	"13, 25, 38, 62"	"0.76"	"5, 12, 19, 27, 36, 42, 49"	"0.78"	"1, 10, 18, 26, 34, 43"	"0.75"
"Family influence"	"2, 14, 29, 40"	"0.83"	"2, 11, 21, 30, 40"	"0.70"	"2, 11, 19, 27, 35, 44"	"0.69"
"Instrumentality promotion"	"6, 18, 31, 55, 64"	"0.82"	"4, 10, 16, 22, 28, 35, 41, 48"	"0.78"	"3, 12, 20, 28, 37, 45"	"0.67"
"Instrumentality prevention"	"10, 23, 36, 60, 67"	"0.73"	"7, 18, 25, 33, 43"	"0.84"	"4, 13, 29, 36, 42, 48, 53"	"0.81"
"Attitudes to learning English"	"12, 24, 37, 61"	"0.90"	"50, 55, 60, 65"	"0.81"	"54, 59, 63, 67, 71, 75"	"0.82"
"Cultural interest"	"43, 46, 49, 52"	"0.77"	"53, 58, 63"	"0.67"	"57, 61, 65, 74"	"0.76"
"Attitudes to L2 community"	"44, 47, 50, 53"	"0.86"	"54, 59, 64, 67"	"0.76"	"58, 62, 66, 70"	"0.76"
"Integrativeness"	"45, 48, 51"	"0.64"	"52, 57, 62"	"0.63"	"56, 69, 73"	"0.56"

In this current study, some of the items under these factors were used to find out the motivation sources of Turkish students who study at English preparatory program in a private university. As stated in the factor analysis part, when the adapted questionnaire was first applied to the students, there were fifteen factors including "Criterion Measures, Ideal L2 Self, Ought-To L2 Self, Parental Encouragement/Family Influence, Instrumentality – Promotion, Instrumentality – Prevention, Linguistic Self-confidence, Attitudes Toward Learning English, Travel Orientation, Ethnocentrism, Interest in the English Language, English Anxiety, Integrativeness, Cultural Interest, Attitudes Toward L2 Community" (Dörnyei, 2010). Apart from these 15 factors, another factor including gender related items

was added to this study. As no appropriate gender related questionnaires were found, it was necessary to create items to see if there is a relationship between EFL instructors' gender and students' motivation in learning English.

After the adapted version with 15 factors was first applied, the factor analysis procedure was done. Factor analysis was used to be sure about the consistency of the items used together in the questionnaire. When the adapted version of the questionnaire was applied to students, there were not any missing values. It means all the questions in the questionnaire were answered by each of the participants. The items in the student questionnaire were under 15 different factors when the questionnaire was applied first. After the factor analysis, the items were piled up under 13 factors, however, the majority of the items was piled up under 2 factors. Therefore, to be clear and focused, the items were organized in a way to gather them under two main factors called "intrinsic motivation" and "extrinsic motivation". Below, you can see the reliability of these 2 factors in the adapted questionnaire applied to the students.

Table 3.2

"Cronbach's Alpha of "intrinsic motivation" and "extrinsic motivation" Factors"

Factor name	*Number of items*	*a*
"intrinsic motivation"	19	.89
"extrinsic motivation"	15	.90

In the current study, all item loadings were higher than .31 and it indicated that the items were related to each other. There were 19 items in the "intrinsic motivation" group and Cronbach's Alpha of these items scale was .89. There were 15 items in the "extrinsic motivation" group and the Cronbach's Alpha of these items scale was .90.

The same factor analysis procedure was used for the instructors' motivational strategies questionnaire. According to the factor analysis, the items in the questionnaire were relevant and consistent.

3.6 Data Analysis

In this study, both quantitative and qualitative data collection tools were used. The data gathered from the questionnaires were statistically analysed through SPSS 20.0 ("Statistical Package for the Social Sciences"). Female and male participants' answers were examined separately.

For quantitative measures, firstly a factor analysis was conducted to make sure that all the items in the questionnaires are relevant and appropriate to measure the same thing. Afterwards, reliability of these measures was tested. At the end, tests were conducted to see whether there was any difference between the groups.

T-test was used to understand the relationship between the instructors' gender and students' motivation level.

To interpret the qualitative data gathered through the focus group interviews, the interview recordings were listened, transcribed and important themes were identified to describe in detail as it can be seen in the results chapter.

3.6.1 T-test

T-test is used to compare two averages in a study, it shows if they are different from each other. It also shows how significant the difference between two averages is. In the current study, T-test was used to understand the relationship between the instructors' gender which is the independent variable in this study and female and male students' motivation level which are the dependent variables in this study.

4. RESULTS

4.1 Introduction

This chapter shows the results of all the data collected from EFL instructors and students enrolled in an ELPP of a private university in İstanbul. The aim of this study is to investigate the motivation sources of ELPP students and motivational strategies of EFL instructors. The study also aims to reveal if there is a relationship between instructors' gender and ELPP students' motivation.

The data were gathered by both quantitative method and qualitative method. In the first step, the data were gathered through two different questionnaires adapted for EFL instructors and English preparatory program students. Along with a quantitative data collection method through the questionnaires, a qualitative data collection method was also used to gather more elaborate data through two focus group interviews with the English preparatory program students.

The findings of the questionnaires presented below try to explain the motivation sources for female students, the motivation sources for male students, and the gender issue concerning female and male students' perspective towards female and male EFL instructors.

In addition, the findings will be presented about female EFL instructors' motivational strategies and male EFL instructors' motivational strategies.

4.2 Research Question 1: What motivates English preparatory program students in learning English?

1a: What motivates female students in learning English?

1b: What motivates male students in learning English?

In this section, the first research question will be answered. Firstly, the findings will be displayed with tables for both intrinsic and extrinsic factors that affect female and male

ELPP students' motivation. Afterwards, the findings regarding the findings of the first research question will be summarized.

The following section will be about "intrinsic motivation" and "extrinsic motivation" in terms of female and male students. The percentages for the items from the questionnaire results will also be presented below.

4.2.1 "Intrinsic Motivation"

In the study, the questions related to "intrinsic motivation" were about using English for work opportunities and travelling abroad in addition to its financial contribution, etc. By looking at the questionnaire results, it can be seen that there are questions about students' motivation sources in learning English, their attitude toward learning English and their English classes at school in addition to the questions related to work, travelling and salary. In the table below, the perception of female and male students for all the factors are presented.

Table 4.1

Students' Motivation Questionnaire, Intrinsic Factors

"5: Strongly agree 4: Agree 3: I'm not sure 2: Disagree 1: Strongly disagree"

**All numbers on the table below are the percentages.*

		Female					***Male***				
	Questionnaire Items	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
1	"I can imagine myself living abroad and having a discussion in English."	26	62	10	2	-	31.3	41.7	27.1	-	-
2	"Whenever I think of my future career, I imagine myself using English."	36	36	26	2	-	31.3	35.4	27.1	6.3	-
3	"I can imagine myself speaking English with international friends or colleagues."	42	52	4	2	-	33.3	41.7	25	-	-
4	"I can imagine myself writing English e-mails/letters fluently."	34	44	16	4	2	33.3	39.6	27.1	-	-
5	"If I make more effort, I am sure I will be able to master English."	60	36	4	-	-	58.3	35.4	6.3	-	-

6	"I am sure I will be able to write in English comfortably if I continue studying."	60	36	4	-	-	47.9	37.5	14.6	-	-
7	"I am sure I have a good ability to learn English."	28	50	18	4	-	31.3	33.3	29.2	6.3	-
8	"Learning English is important to me because I would like to travel internationally."	74	24	2	-	-	64.6	29.2	6.3	-	-
9	"I study English because with English I can enjoy travelling abroad."	74	26	-	-	-	66.7	27.1	4.2	-	2.1
10	"I feel more comfortable when a female instructor teaches English in class."	12	8	16	42	22	25	14.6	31.3	12.5	16.7
11	"I like the atmosphere of my English classes."	32	50	16	-	2	39.6	37.5	18.8	4.2	-
12	"I always look forward to English classes."	12	42	32	12	2	16.7	29.2	45.8	8.3	-
13	"I find learning English really interesting."	18	52	24	6	-	39.6	31.3	20.8	8.3	-
14	"I really enjoy learning English."	26	60	12	2	-	31.3	41.7	22.9	-	4.2
15	"I think time passes faster while studying English."	18	46	24	10	2	22.9	18.8	45.8	8.3	4.2
16	"I am interested in the way English is used in conversation."	22	68	6	4	-	29.2	56.3	12.5	2.1	-
17	"I like the rhythm of English."	34	52	12	2	-	33.3	43.8	18.8	4.2	-
18	"I like meeting people from English-speaking countries."	46	38	14	2	-	41.7	39.6	18.8	-	-
19	"I would like to know more about people from English-speaking countries."	36	42	18	4	-	47.9	31.3	20.8	-	-

4.2.1.1 Female students' "intrinsic motivation" sources

According to the results, most of the female students study English to "have a good job" in the future and they also "want to have international jobs", so they are aware of the fact that English is going to be an important part of their lives and it is going to provide them a lucrative lifestyle. Moreover, they know that thanks to English "they can be more comfortable when they travel abroad". 98% of female students "want to travel internationally". Moreover, 100% of them think "they can enjoy travelling abroad" if they know English. Almost all the female students have the self-confidence and 96% of them are sure that "if they study more they will be able to learn and use English very well" and "they will be able to write in English fluently if they continue studying".

4.2.1.2 Male students' "intrinsic motivation" sources

The results about the male students' motivation sources are quite similar to female students' motivation sources. Most of the male students study English to "have a good job" in the future and they also "want to have international jobs", so they are aware of the fact that English is going to be an important part of their lives and it is going to provide them with a lucrative lifestyle. 73% of male students strongly agree or agree with the idea that "they can imagine themselves living abroad and having a conversation in English". 27.1% of them are not sure about this idea and there are not any male students disagrees. 72.9% of male students stated that "they can imagine themselves writing English e-mails and letters fluently". 27.1% of them are not sure about this idea and there are not any male students disagrees. 93.7% of male students believe that "if they make more effort they will be able to master English". Only 6.3% of the male students are not sure about it and none of them disagrees. 64.6% of male students believe that "they have a good ability to learn English". 29.2% percent of them are not sure about it and 6.3% of them disagree with this idea. 93.8% of male students state that learning English is important for them because "they want to travel internationally". Only 6.3% of them are not sure about it and no student disagrees. 93.8% of male students agree or strongly agree with the idea that "with English they can enjoy travelling abroad". Only 4.2% of them are not sure about this idea and 2.1% of male students strongly disagree.

These results show that travelling abroad and enjoying these travels, working abroad, earning a good salary are important motivation sources for both female and male students. Moreover, according to these results, most of the male students have the self-confidence about their ability to learn English.

4.2.2 "Extrinsic Motivation"

In the study, the questions related to "extrinsic motivation" were about the effect of gender of the EFL instructors on students' motivation, perception of learners' families and friends about the learners' success or failure, the encouragement and/or the pressure of the families. In the table below the perception of female and male students for all factors are presented.

Table 4.2

Students' Motivation Questionnaire, Extrinsic Factors

"5: Strongly agree 4: Agree 3: I'm not sure 2: Disagree 1: Strongly disagree"

**All numbers on the table below are the percentages.*

		Female					***Male***				
	Questionnaire Items	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
1	"I study English because close friends of mine think it is important."	10	34	16	32	8	18.8	31.3	16.7	20.8	12.5
2	"If I fail to learn English I'll be letting other people down."	10	16	32	34	8	18.8	18.8	29.2	18.8	14.6
3	"Studying English is important to me in order to gain the approval of my peers/teachers/family/boss."	26	26	20	18	10	22.9	29.2	25	14.6	8.3
4	"Studying English is important to me because other people will respect me more if I have a knowledge of English."	20	38	16	16	10	33.3	33.3	12.5	8.3	12.5
5	"My family put a lot of pressure on me to study English."	6	12	12	44	26	20.8	18.8	12.5	29.2	18.8
6	"I must study English to avoid being punished by my parents/relatives."	4	2	4	24	66	12.5	6.3	8.3	22.9	50
7	"Studying English is important to me, because I would feel ashamed if I got bad grades in English."	22	30	16	20	12	33.3	37.5	14.6	10.4	4.2
8	"Studying English is important to me because I don't like to be considered poorly educated person."	40	36	10	8	6	37.5	33.3	14.6	8.3	6.3
9	"I feel more comfortable when a male instructor teaches English in class."	12	12	10	46	20	6.3	6.3	39.6	20.8	27.1
10	"I understand better when my instructor is female."	10	10	20	36	24	16.7	14.6	39.6	10.4	18.8

11	"I understand better when my instructor is male."	12	10	18	38	22	6.3	10.4	50	10.4	22.9
12	"I think female instructors are more understanding."	6	16	26	34	18	20.8	10.4	45.8	6.3	16.7
13	"I think male instructors are more understanding."	14	14	28	32	12	6.3	12.5	50	16.7	14.6
14	"I want to participate more in the class if my instructor is female."	8	10	32	28	22	10.4	18.8	41.7	12.5	16.7
15	"I want to participate more in the class if my instructor is male."	14	6	32	28	20	4.2	8.3	54.2	16.7	16.7

4.2.2.1 Female students' "extrinsic motivation" sources

According to the answers in the table above, 52% of female students agree or strongly agree with the idea that "studying English is important to gain their families' or friends' approval". On the other hand, 20% of the students are not sure about this idea and 28% of students disagree or strongly disagree with this idea. It means studying English is important for 52% of female students "to gain their families' or friends' approval" and they care about other people's perception about their own success and failure. Only %18 of the female students stated that "their parents put a lot of pressure on them to study English". So, compared to the factor in the intrinsic part, it can be said that most of the families encourage their children to study English while only a few of them put a lot of pressure on their children to study English. 90% percent of female students disagree or strongly disagree with the idea that "they should study English not to be punished by their parents or relatives". It means that the fear of being punished by their parents or relatives is not a source of motivation or drive to study English for 90% of female students. 76% of female students care about studying English because "they do not want to be considered as poorly educated people".

4.2.2.2 Male students' "extrinsic motivation" sources

According to the answers in the table above, 50.1% of the male students strongly agree or agree with the idea that they study English because "their close friends think it is important". 16.7% of them are not sure about that while 33.3% of them disagree or strongly

disagree with this idea. 37.6% of male students think that “if they fail learning English they will be letting other people down”. 29.2% of them are not sure about this idea while 33.4% of them disagree or strongly disagree with this idea. 52.1% of male students state that “learning English is important to gain their friends’, families’ and bosses’ approval”. 25% of them are not sure about it while 22.9% of them strongly disagree or disagree with this idea. 66.6% of male students believe that “they will be respected more if they have a knowledge of English”. 12.5% of them are not sure about this while 20.8% of them strongly disagree or disagree with this idea. 39.6% of male students state that “their families put a lot of pressure on them to learn English”. 12.5% of them are not sure about this while 48% of them strongly disagree or disagree with this idea. 70.8% of male students state that “studying English is important for them because they would feel ashamed if they get bad grades”. 14.6% of them are not sure about this while 14.6% of them disagree or strongly disagree with this idea. 70.8% of male students state that “studying English is important for them because they do not want to be considered poorly educated people”. 14.6% of them are not sure about this while 14.6% of them disagree or strongly disagree with this idea.

After talking about “intrinsic” and “extrinsic” motivation for female and male students, it is necessary to make a point clear. Normally, financial items are related to “extrinsic motivation”. However, according to my questionnaire results the factor related to earning money appears in the intrinsic part. The reason for that can be the link that students are establishing between “earning a lot of money” and “having a good quality of life”. Because, earning a lot of money is not only an “extrinsic motivation” source, but it is also a factor affecting some very important “intrinsic motivation” sources. For instance, if the students want to earn a lot of money, it means they want to live a good life. However, it also means that the things that they are planning to do with this large amount of money will make them happy. If they have enough money to travel abroad whenever they want or if they have

enough money to go to the courses or schools to improve themselves in their favourite area, it satisfies them in an emotional way. So, earning a lot of money can be an "intrinsic motivation" source as well as an "extrinsic motivation" source due to its effect on a lot of parts of human life. In short, it can be said that, for some cases "extrinsic motivation" is not the ultimate goal but just an instrument to achieve an intrinsic goal.

4.2.3 Summary of the Findings of Research Question 1

In this section, the summary of the findings regarding the first research question of the study will be given. The factors that affect female and male ELPP students' motivation will be listed and explained briefly.

For most of the female and male students, "living abroad" is an important factor in learning English and it seems that the idea of living abroad is also a source of motivation to learn English for most of the female and male students. They want to learn English well in case they might live abroad one day in the future.

For many female and male students, "travelling around the world" and "enjoying these travels" are also very important factors in learning English. The students are aware of the fact that they can enjoy travelling around the world if they are able to speak and understand English. Therefore, the idea of travelling and enjoying these travels are very important factors in terms of their motivation.

The factors about work opportunities are also very important for both female and male students. They want to "work globally", they desire to "use English in their future career" and they also want to "earn a lot of money". They know that if they have a good level of English, they can find prestigious jobs with high salaries in their own country or they can go abroad and find good jobs in other countries with good salaries. These factors are connected with each other and most of the female and male students want to learn English to earn a lot of money and to work globally. For most of the students the hope of finding a good job is a very

important factor in learning English. They are aware of the fact that they may find a good job if they know English very well. These students also desire to "use English while talking to their future colleagues and friends". It means that they want to have the necessary English skills to communicate with their future friends and colleagues in their work places. Moreover, most of the female and male students desire to "use English fluently in their writings such as e-mails and letters". It means that students want to be able to express themselves clearly in English fluently.

Students' future plans are very important for them and both their plans about career or daily life are crucial factors affecting their motivation to learn English. They think English is necessary to live the life they want.

Students also have some social and educational concerns about learning English. Most of the female and male students care about "being respected by other people" and they think that knowing English very well is one of the ways to be respected by others. Besides, these students "do not want to be considered poorly educated". It means they give importance to be considered well educated and learning English is a part of it.

One of the most important factors in students' motivation is being successful at school. So, the idea of passing English exams is a very important factor affecting both female and male students' motivation in learning English.

Some social factors that affect the students' motivation in learning English are "knowing and understanding the news around the world", "learning about the culture and art, music, movies, TV series and books". Most of the female and male students want to know and understand the news around the world. So, they think they need to learn English to understand the "news on websites, newspapers, magazines or radio". The students also agree with the idea that English is necessary to learn more about the "culture and art" of the English-speaking countries. Most of the female and male students are also interested in the

music of the English-speaking countries and they want to understand the lyrics. They are also interested in the movies and TV series in English. So, they need to know English in order to understand these movies and TV series without subtitles. They also like the books and they sometimes do not like the translation of the books. So, they want to read and understand these books in their original language.

According to the questionnaire results, most of the female and male students would like to "meet new people whose mother tongue is English". That is why, they need to learn English to be able to communicate well with these people. Moreover, female and male students also want to "learn more about the people whose mother tongue is English". So, they think they should learn English well.

The factors that motivate the female and male students appeared to be mostly the same except from some items. There is a factor affecting only female students' motivation and it is about "gaining the approval of their friends, families or boss". According to most of the female students, it is important to "gain their friends, families or boss's approval". And they think that learning English well is one of the ways to gain their approval.

There is also a factor affecting only male students' motivation and it is about "getting good marks not to be embarrassed". Male students think that they should get good marks on English exams, otherwise they would feel embarrassed.

In the following section, gender related factors will be discussed and graphs showing female and male students' results will be presented for each factor.

4.3 Gender issue: Female and male students' perspective towards female and male EFL instructors

4.3.1 Research Question 2: Is there a relationship between instructors' gender and students' level of motivation?

2a: How do the ELPP students interpret the effect of instructors' gender on their motivation?

In this section, the graphs about the gender related items from the questionnaire will be presented and discussed. There are 8 gender related items and each item has been presented as a graph in order to visualize female and male students' reactions to the items. In the graphs below, orange colored bars represent the female students' answers and blue colored bars represent male students' answers.

"I feel more comfortable when a female instructor teaches English in class"

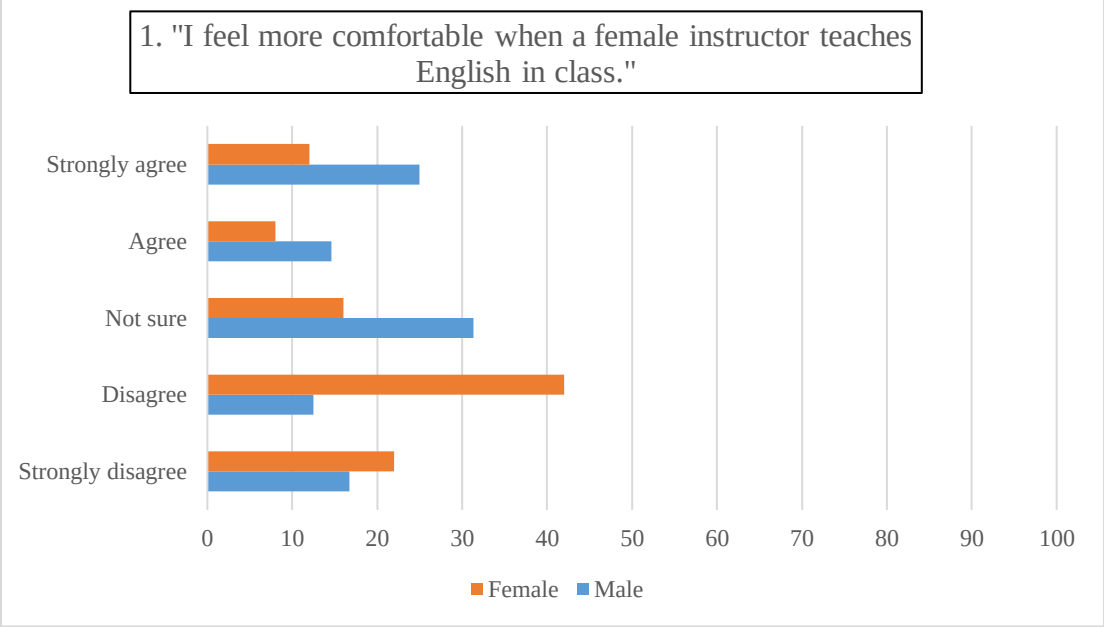

Figure 4.1

The 1st item above is the 10th factor in the "intrinsic motivation" table as you can see in the previous section. This factor is about the EFL instructors' gender and it should have appeared in the extrinsic part with other gender related items. However, surprisingly it appeared in the "intrinsic motivation" part at the end of the item analysis. It was very important to understand and explain the reason why this factor appeared in the "intrinsic motivation" part although all the other gender related items appeared in the "extrinsic

motivation" part. In the focus group interview section, the reasons for this item to appear in the "intrinsic motivation" part will be discussed in detail.

According to Figure 4.1, 64% of female students disagree or strongly disagree with the idea of feeling more comfortable when a female EFL instructor teaches in the class. 16% of the female students are not sure about this idea and 20% of the female students agree or strongly agree with the idea that they feel more comfortable when a female instructor teaches in the class. It shows that being taught by a female EFL instructor is not a reason to feel more comfortable for most of the female students, only 20% percent of female students stated that they feel more comfortable when a female EFL instructor teaches in the class.

On the other hand, when we have a look at the male students' answers for the same factor, we see that 39.6% of male students agree or strongly agree with the idea that they feel more comfortable when there is a female instructor teaching in the class. 31.3% of them are not sure about this idea and 29.2% of male students disagree or strongly disagree with the idea of feeling more comfortable when there is a female instructor teaching in the class. So, being taught by a female instructor is not a reason to feel more comfortable for female or male students.

"I feel more comfortable when a male instructor teaches English in class"

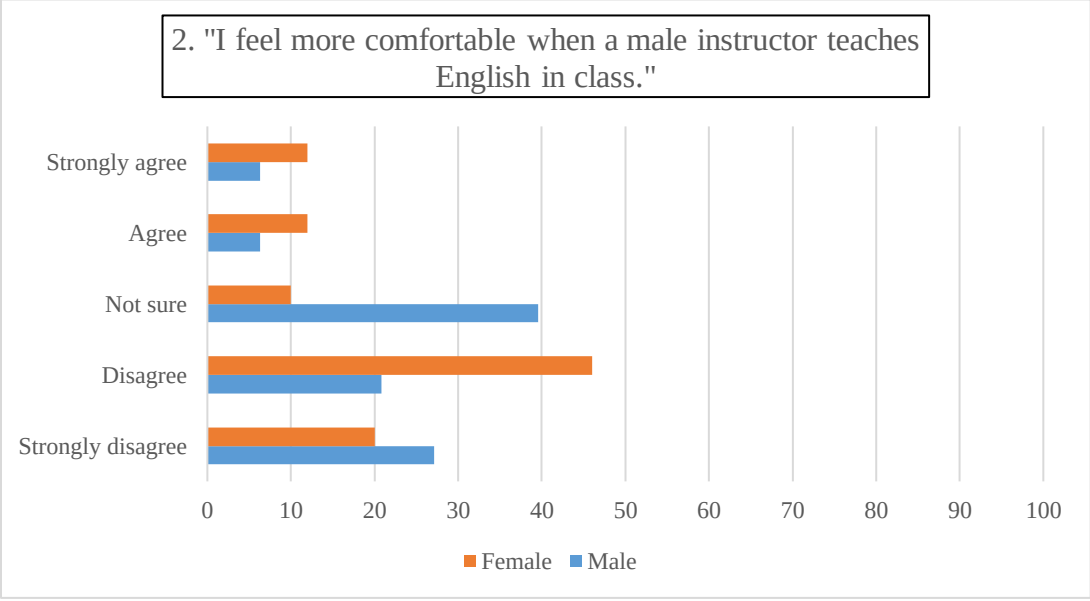

Figure 4.2

The 2nd gender related item above is the 9th factor in the "extrinsic motivation" part. According to Figure 4.2, we see that 66% of female students disagree or strongly disagree with the idea that they feel more comfortable when a male EFL instructor teaches in the class. 10% of female students are not sure about this idea and 24% of the students stated that they feel more comfortable when a male EFL instructor teaches in the class.

When we have a look at male students' answers we see that only 12.6% of male students agree or strongly agree with the idea that they feel more comfortable when a male instructor teaches in class. 39.6% of them are not sure about this idea while 47.9% of male students disagree or strongly disagree with it. Therefore, it can be said that being taught by a male instructor is not a reason to feel more comfortable for most of the female and male students. In the focus group interview section, the reason why a lot of male students are not sure about some of the items will be discussed.

"I understand better when my instructor is female"

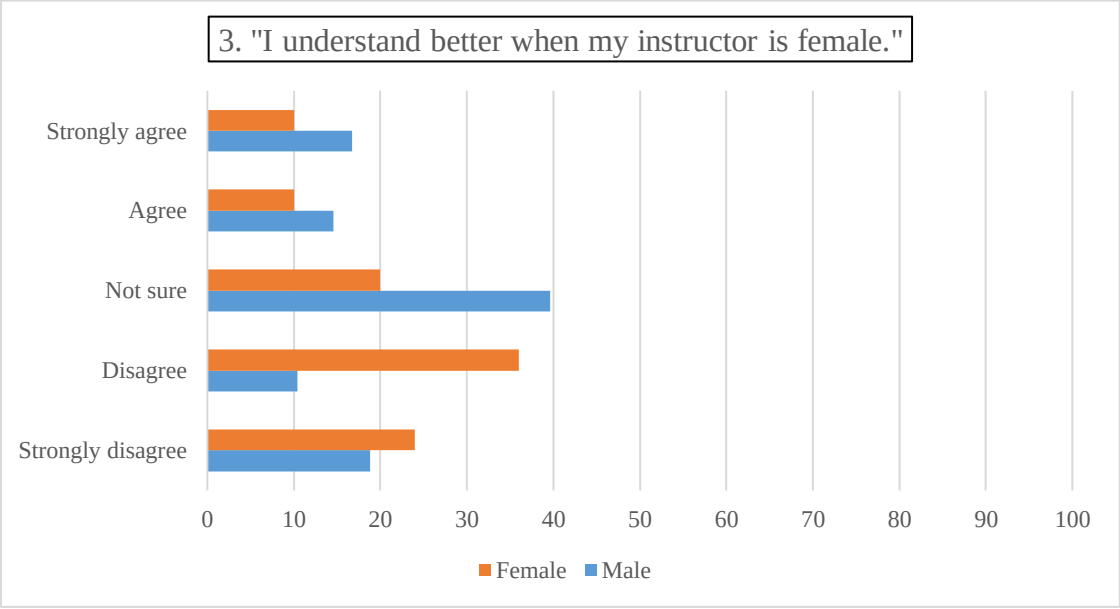

Figure 4.3

The 3rd item above is the 10th factor in "extrinsic motivation" table in the previous section. According to Figure 4.3, 20% of female students agree or strongly agree with the idea

that they understand better when their instructor is female, while 60% of them disagree or strongly disagree with this idea. It means having a female instructor is not a reason for female students to understand English better.

When we have a look at the male students' answers we see that 31.3% of male students agree or strongly agree with the idea that they understand English better when their instructor is female. 29.2% of the male students disagree or strongly disagree with this idea and 39.6% of them are not sure about it. So, it can be said that having a female instructor is not a reason for female or male students to understand English better. In the focus group interview section, the reason why a lot of male students are not sure about some of the items will be discussed.

"I understand better when my instructor is male"

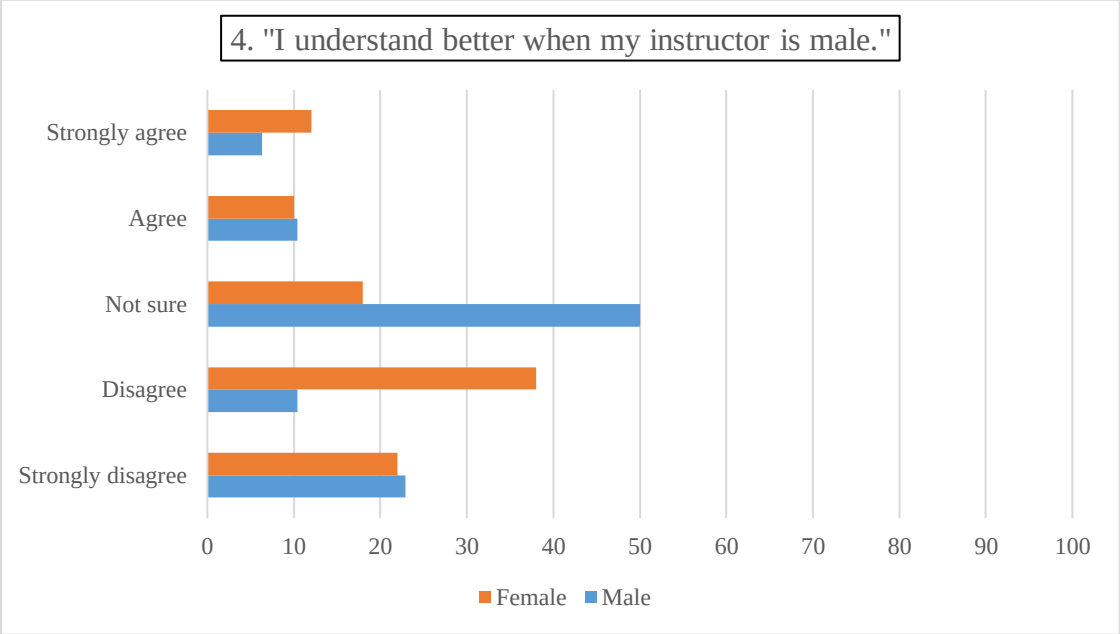

Figure 4.4

The 4th item above is the 11th factor in the "extrinsic motivation" table in the previous section. According to Figure 4.4, 60% of female students disagree or strongly disagree with the idea that they understand better when a male instructor teaches English. Only 22% of them agree or strongly agree with this idea and 18% of female students are not sure about this

idea. It shows that for most of the female students it does not mean that having a male instructor helps them to understand English better.

When we have a look at male students' reactions we see that 16.7% of male students agree or strongly agree with the idea that they understand English better when their instructor is male. 33.3% of them disagree or strongly disagree with this idea. But the most interesting part is that 50% of male students are not sure about it and it means half of the male participants are not sure about this idea or they did not want to think about that item. In the focus group interview section, the reason why most of the male students are not sure about some of the items will be discussed.

"I think female instructors are more understanding"

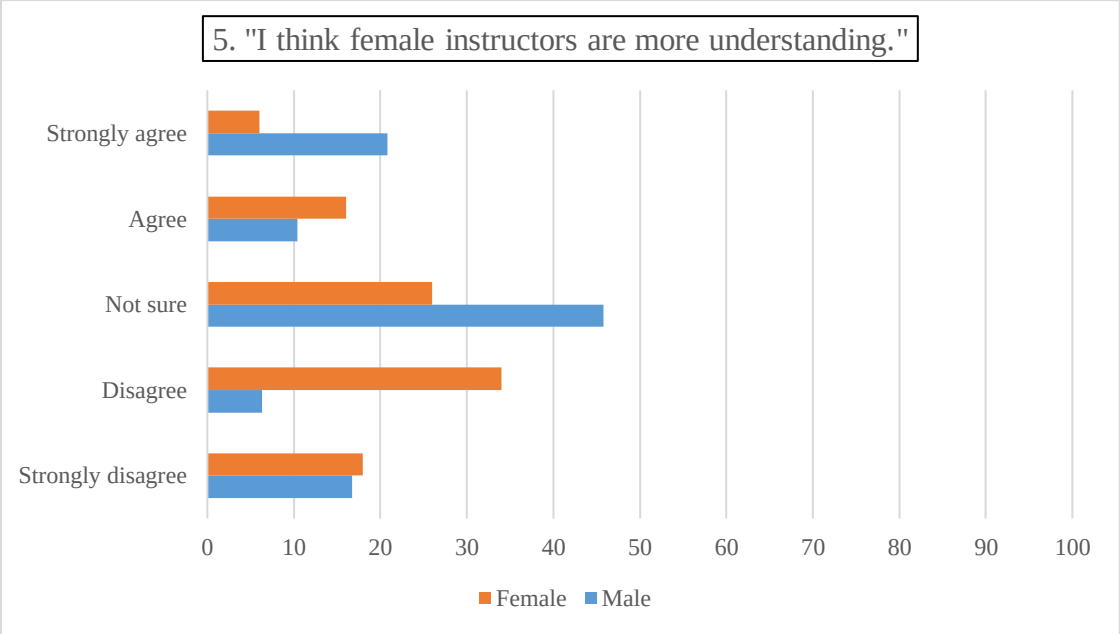

Figure 4.5

The 5th item above is the 12th factor in the "extrinsic motivation" table in the previous section. According to Figure 4.5, 52% of female students disagree or strongly disagree with the idea that female instructors are more understanding. 26% of them are not sure about this idea and 22% of female students think female instructors are more understanding.

When we have a look at the male students' answers we see that 31.2% of them agree or strongly agree with the idea that female instructors are more understanding. 23% of them disagree or strongly disagree with this idea and 45.8% of male students are not sure about it. Once again, the number of the male students who are not sure about the item is quite a lot and this situation will be discussed in the focus group interview section.

"I think male instructors are more understanding"

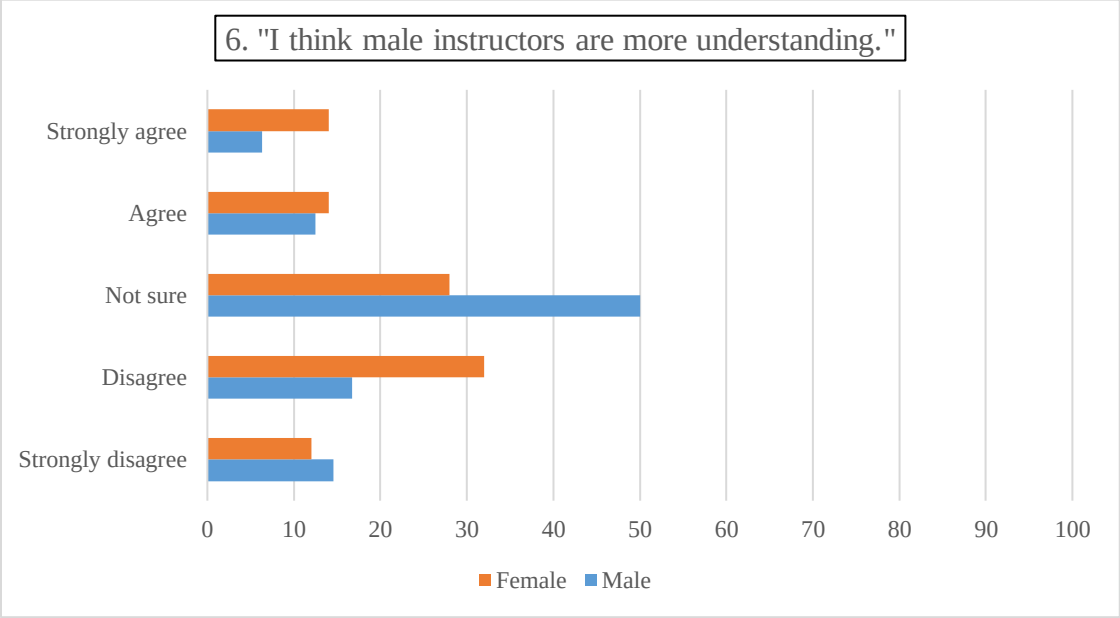

Figure 4.6

The 6th item above is the 13th factor in the "extrinsic motivation" table in the previous section. According to Figure 4.6, 44% of female students disagree or strongly disagree with the idea that male instructors are more understanding and 28% of them are not sure about this idea, while 28% of female students think that male instructors are more understanding.

When we have a look at male students' answers we see that 18.8% of male students agree or strongly agree with the idea that male instructors are more understanding. 31.3% of them disagree or strongly disagree with this idea and 50% of them are not sure about it and the possible reasons why male students are not sure about this item will be discussed in the focus group interview section.

“I want to participate more in the class if my instructor is female”

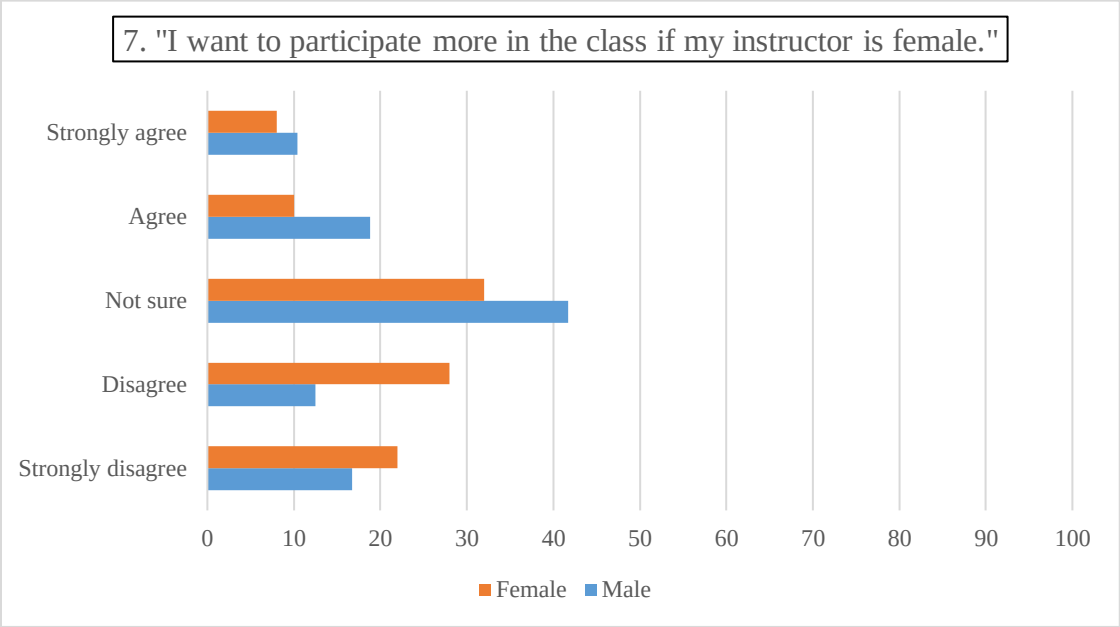

Figure 4.7

The 7th item above is the 14th factor in the “extrinsic motivation” table in the previous section. According to Figure 4.7, 50% of female students disagree or strongly disagree with the idea that they want to participate more if their instructor is female. 32% of them do not have a certain idea about it and only 18% of female students agree or strongly agree with the idea that they want to “participate more when they have a female instructor”. It means that having a female instructor does not have a crucial role in female students’ participation.

When we have a look at the male students’ answers we see that 29.2% of male students agree or strongly agree with the idea that they want to participate more if their instructor is female while the same number of students (29.2%) disagree or strongly disagree with this idea, and 41.7%of them are not sure about it. The situation about the male students who are not sure about the item is going to be discussed in the focus group interview section.

“I want to participate more in the class if my instructor is male”

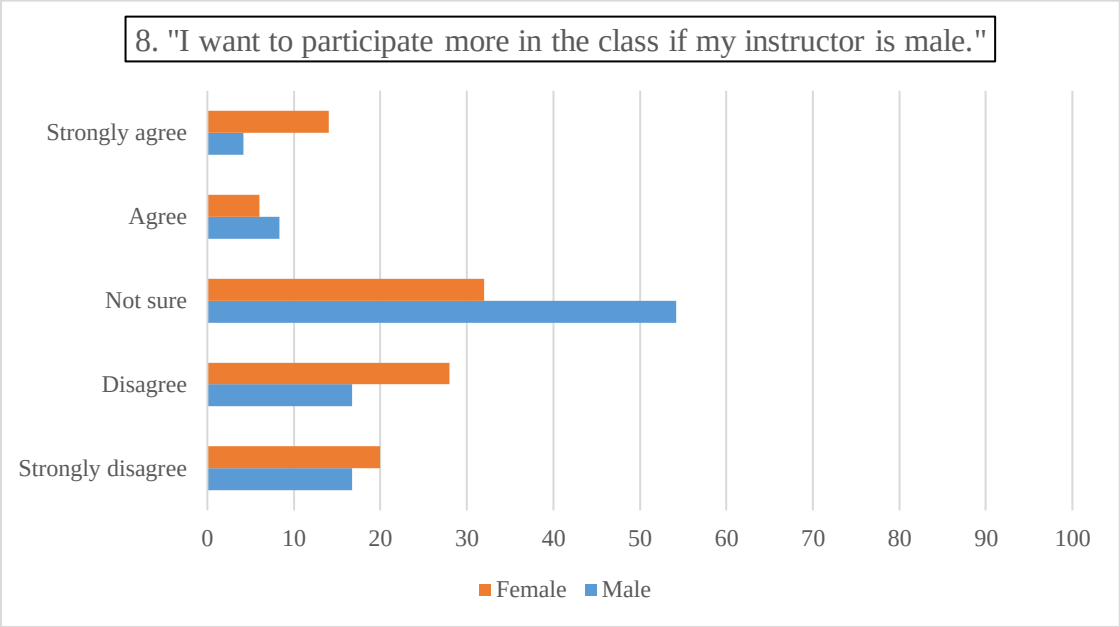

Figure 4.8

The 8th item above is the 15th and the last factor in the “extrinsic motivation” table in the previous section. According to Figure 4.8, 48% of female students disagree or strongly disagree with the idea that they want to participate more if they have a male instructor and 32% of them do not have a certain idea about it, while only 20% of female students state that they want to participate more when they have a male instructor. Therefore, having a female or male instructor is not distinguishing in terms of female students’ participation willingness.

When we have a look at the male students’ answers we see that 12.5% of male students agree or strongly agree with the idea that they want to participate more if their instructor is male. 33.4% of them disagree or strongly disagree with this idea and 54.2% of male students are not sure about it. The situation about the male students who are not sure about the item is going to be discussed in the focus group interview section.

4.3.2 Summary of the Findings of Research Question 2

According to the gender related items' results, although the numbers show some differences, there is not a significant difference between female and male preparatory school students' reactions towards their female and male EFL instructors. As the graphs about gender related items have already been discussed one by one above and the percentages have been given for both female and male students, the result of the T-test will be given in the following section to show the relationship between the students' motivation level and their EFL instructors' gender.

4.3.3 T-test Result to Find Out the Relationship Between Students' motivation and EFL Instructors' Gender

Even though there are some differences in the percentages between female and male students' answers, T-test result showed that there is no significant relationship between the instructors' gender and female and male students' motivation level. It means instructors' gender does not have a significant effect on female and male students' motivation levels ($p>.05$).

In the following section below, the motivational strategies of female and male EFL instructors will be discussed and interpreted regarding the third research question according to the results of the "Teachers' Motivational Strategies" questionnaire.

4.4 Female and male EFL instructors' motivational strategies

4.4.1 Research Question 3: What are the EFL instructors' motivational strategies in language teaching?

3a: What are female EFL instructors' "motivational strategies" in language teaching?

3b: What are male EFL instructors' "motivational strategies" in language teaching?

In order to investigate female and male EFL instructors' motivational strategies used in the class, the data were collected through adapted teachers' motivational strategies

questionnaire. The mean scores of the questionnaire were calculated by using SPSS software. The sample size was indicated as 43 participants for females and 20 participants for males. In the table below the perception of female and male EFL instructors for all the factors are presented.

Table 4.3

Teachers' Motivational Strategies Questionnaires

"5: Almost always 4: Often 3: Sometimes 2: Rarely 1: Never"

*All numbers on the table below are the percentages.

		Female					Male				
	ITEMS	**5**	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
1	"I bring in and encourage humor and laughter frequently in my class."	32.6	41.9	25.6	-	-	55	30	10	-	5
2	"I show students that I respect, accept and care about each of them."	67.4	30.2	2.3	-	-	40	50	5	5	-
3	"I create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition)."	32.6	39.5	25.6	2.3	-	45	25	25	5	-
4	"I familiarize the learners with the cultural background of the English language."	25.6	44.2	25.6	4.7		20	35	35	-	10
5	"I explain the importance of the class rules that I regard as important and how these rules enhance learning, and then ask for the students' agreement."	37.2	44.2	14	2.3	2.3	30	30	30	5	5
6	"I give clear instructions about how to carry out a task by modelling every step that students will need to do."	44.2	46.5	9.3	-	-	25	50	25	-	-
7	"I monitor students' accomplishments, and take time to celebrate any success or victory."	48.8	37.2	14	-	-	20	55	20	5	-
8	"I regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad)."	37.2	34.9	23.3	2.3	2.3	30	20	30	10	10
9	"I encourage students to specific, realistic and short-term learning goals for themselves (e.g. learning 5 words every day)."	20.9	34.9	30.2	9.3	4.7	30	20	25	20	5
10	"I design tasks that are within the learners' ability so that get to experience success regularly."	46.5	37.2	7	9.3	-	45	35	20	-	-
11	"I introduce in my lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programs, pop starts or travelling)."	27.9	27.9	34.9	9.3	-	25	40	25	10	-
12	"I teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions."	11.6	27.9	51.2	4.7	4.7	20	15	40	20	5
13	"I make sure grades reflect not only the students' achievement but also the effort they have put into in the task."	34.9	37.2	25.6	2.3	-	35	30	20	15	-
14	"I ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning."	18.6	20.9	32.6	20.9	7	25	15	25	20	15
15	"I show my enthusiasm for teaching English by being committed and motivating myself."	62.8	34.9	2.3	-	-	40	40	10	10	-
16	"I break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole class lecture can be followed by group work)."	32.6	34.9	25.6	7	-	30	45	15	5	5
17	"I use short and interesting opening activities to start each class (e.g. fun games)."	16.3	32.6	37.2	14	-	10	40	35	15	-
18	"I establish a good relationship with my students."	76.6	20.9	2.3	-	-	65	25	10	-	-

19	"I encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching)."	34.9	51.2	14	-	-	20	40	20	20	-
20	"I try to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible."	18.6	53.5	20.9	4.7	2.3	25	30	30	10	5
21	"I allow students to create products that they can display or perform (e.g. a poster or radio program)"	4.7	27.9	44.2	20.9	2.3	10	25	30	30	5
22	"I encourage learners to try harder by making it clear that I believe that they can do the tasks."	46.5	41.9	11.6	-	-	30	50	15	-	5
23	"I create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule."	62.8	37.2	-	-	-	35	50	10	5	-
24	"I bring various authentic cultural products (e.g. magazines, newspapers or song lyrics) to class as supplementary materials."	9.3	11.6	41.9	30.2	7	-	15	35	35	15
25	"I include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation."	14	37.2	20.9	25.6	2.3	15	25	40	10	10
26	"I adopt the role of a 'facilitator' (i.e. my role would be to help and lead my students to think and learn in their own way, instead of solely giving knowledge to them)."	27.9	51.2	18.6	2.3	-	40	35	15	10	-
27	"I highlight the usefulness of English and encourage my students to use their English outside the classroom (e.g. internet chatroom or English speaking pen-friends)."	30.2	34.9	20.9	14	-	35	25	20	20	-
28	"I motivate my students by increasing the amount of English I use in class."	46.5	48.8	4.7	-	-	60	10	25	-	5
29	"I avoid social comparison amongst my students."	88.4	9.3	2.3	-	-	75	-	20	5	-
30	"I encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities."	55.8	34.9	9.3	-	-	35	45	20	-	-
31	"I encourage students to share personal experiences and thoughts as part of the learning tasks."	41.9	46.5	9.3	2.3	-	55	30	5	5	5
32	"I enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films."	32.6	41.9	20.9	-	4.7	35	25	35	5	-
33	"I show students that their effort and achievement are being recognized by me."	69.8	30.2	-	-	-	65	30	-	5	-
34	"I try to be myself in front of the students without putting on an artificial 'mask', and share with them my hobbies, likes and dislikes."	62.8	30.2	4.7	2.3	-	45	40	10	5	-
35	"I ensure students that they can share their social or emotional problems with me."	37.2	32.6	20.9	9.3	-	10	35	40	15	-

According to results on the table above, 67.4% of female and 40% of male instructors agree that they almost always “show students that they respect, accept and care about each of them”. 30.2% of female instructors state that they often and 2.3% percent of female instructors state that they sometimes “show students that they respect, accept and care about each of the students”. When we have a look at the male instructors’ answers, we see that 50% of them state that they often and 5% of them state that they sometimes “respect, accept and care about each of their students” while 5% of the male instructors report that they rarely do it.

51.2% of female instructors say that they “sometimes teach the students self-motivating strategies so as to keep them motivated when they encounter distractions”. 11.6% of female instructors almost always use this motivational strategy while 4.7% of them state that they never use it. 27.9% of instructors often use it and 4.7% of them rarely use it. According to the results of male instructors, 40% of male instructors sometimes use this strategy, while 20% of them say that they always and %15 of them often use it.

62.8% of female instructors state that they almost always “show their enthusiasm for teaching English by being committed and motivating themselves”. 34.9% of them often use this motivational strategy while 2.3% of them sometimes use it. On the other hand, 40% of male instructors state that they always “show their enthusiasm” and this percentage is the same for the male instructors who say they often do this, while 10% of male instructors state that they sometimes and 10% of them state that they rarely “show their enthusiasm”.

76.7% of female instructors say that they almost always “establish a good relationship with their students”. 20.9% of instructors say that they often and 2.3% say that they sometimes “establish a good relationship with their students”. On the other side, 65% of male instructors state that they almost always “establish a good relationship with their

students" while 25% of them state that they often do it and 10% of male instructors say that they sometimes do it.

53.5% of female instructors agree that they often "try to find out about their students' needs, goals and interests, and then build these into their curriculum as much as possible". 18.6% of female instructors say that they almost always use this strategy. 20.9% of female instructors sometimes use it, 4.7% of them rarely use it and 2.3% of them never use it. When we have a look at the male instructors' results on the table, we see that 25% of them state that they almost always use this strategy and 30% of them often use it while 30% of male instructors state that they sometimes use it.

62.8% of female instructors state that they almost always "create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule". 37.2% of them state that they often do it. On the other hand, 50% of male instructors say that they often "create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule" while 35% of them say that they almost always "create that kind of a classroom environment". 10% of them say that they sometimes do it and 5% of them say they rarely do it.

51.2% of female instructors agree that they often and 27.9% of them agree that they almost always "adopt the role of a facilitator". 18.6% of them sometimes and 2.3% of them rarely "adopt the role of a facilitator". The results show that 40% of male instructor almost always and 35% of them often use this strategy in their classes.

A great number of female instructors, 88.4%, state that they "avoid social comparison amongst their students" while 9.3% of them state that they often and 2.3% of them state they sometimes "avoid social comparison amongst their students". Similarly, a large number of male instructors, 75%, indicate that they almost always "avoid social

comparison amongst their students". 20% of them sometimes avoid this situation while 5% of them rarely avoid it.

55.8% of female instructors agree that they almost always "encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities". 34.9% of them often use this motivational strategy and 9.3% of them sometimes use it. On the other hand, 35% of male instructors indicate that they almost always and 40% of them indicate that they often use this strategy in their classes.

69.8% of female instructors state that they almost always "show students that their effort and achievement are being recognized by them" while 30.2% of them state that they often do it. Similarly, a large number of male instructors, 65%, indicate that they almost always "show students that their effort and achievements are being recognized by their instructors" while 30% of them often do it and 5% of them rarely do it.

62.8% of female instructors agree that they almost always "try to be themselves in front of the students without putting on an artificial mask and share with them their hobbies, likes and dislikes". 30.2% of them say they often do it, while 4.7% of them sometimes and 2.3% of them rarely do it. When we have a look at the male instructors' results on the table, we see that 45% of them state that they almost always and 40% of them often use this strategy.

55% of male instructors agree that they almost always "bring in and encourage humour and laughter frequently in their classes" while only 5% of them stated that they never use this motivational strategy. 30% of male instructors state that they often use it and 10% of them say that they sometimes use this strategy. On the other hand, 32.6% of female instructors indicate that they almost always and 41.9% of them state that they often use this motivational strategy in their classes.

44.2% of female instructors indicate that they almost always and 46.5% of them state that “they often give clear instructions and carry out a task by modelling every step for their students”. When we have a look at the male instructors’ results on the table, 50% of male instructors indicate that they often “give clear instructions about how to carry out a task by modelling every step that students will need to do”. 25% of them say that they almost always use this strategy while the rest of them, 25%, say that they sometimes use it.

48.8% of female instructors state that they almost always “monitor students’ accomplishments, and take time to celebrate any success or victory” and 37.2% of them state that they often use this motivational strategy in their classes, while 14% of them indicate that they sometimes use it. On the other hand, 55% of male instructors state that they often use this strategy. 20% of them indicate that they almost always use this motivational strategy while 20% of them sometimes use it and 5% of them rarely use it.

46.5% of female instructors indicate that they almost always “encourage learners to try harder by making it clear that they believe their students can do the tasks” and 41.9% of them indicate that they often use this motivational strategy, while 11.6% of them state that they sometimes use it. When we have a look at the table for male instructors’ results, we see that 50% of male instructors indicate that they often use this strategy. 30% of them indicate that they almost always use this strategy while 15% of them sometimes use it, and 5% of them never use it.

46.5% of female instructors state that they almost always and 48.8% of them state that they “often increase the amount of English they use in the class to motivate their students”. 4.7% of female instructors indicate that they sometimes use this technique. On the other hand, 60% of male instructors indicate that they almost always “motivate their students by increasing the amount of English they use in the class” and 10% of them indicate that they often use this strategy while 25% of them sometimes use it and 5% of them never use it.

41.9% of female instructors state that they almost always and 46.5% of them state that they often "encourage their students to share their personal experiences and thoughts as part of the learning task". 9.3% of them state that they sometimes use this motivational strategy while 2.3% of them state that they rarely use it. On the other hand, 55% of male instructors say that they almost always "encourage students to share personal experiences and thoughts as part of the learning task". 30% of them say they often use this motivational strategy and 5% of them say that they sometimes use it. 5% of them rarely use it while 5% of them never use it.

4.4.2 Summary of the Findings of Research Question 3

As the results of the questionnaire and T-test indicate, there is not a significant difference between the motivational strategies used by female and male EFL instructors. There are some differences between female instructors' and male instructors' motivational strategies which are not statistically significant. For example, more female instructors stated they always show students that "they respect, accept and care about each of them". On the other hand, more male instructors stated that "they sometimes teach the students self-motivating strategies so as to keep them motivated when they encounter distractions". Moreover, more female instructors stated that "they almost always establish a good relationship with their students". Therefore, it can be said that, there are variable answers from female and male instructors for each item in the questionnaire and there are no significant differences between their "motivational strategies" used in the class.

4.4.3 T-test Result to Find Out the Relationship Between EFL Instructors' Gender and Their Motivational Strategies

Another T-test was used to see the relationship between the EFL instructors' gender and the motivational strategies that they use. According to the T-test, the motivational strategies utilized by female and male instructors were not significantly different.

4.5 Results From Focus Group Interviews

With the aim of gathering elaborate information from English preparatory program students, two focus group interviews were conducted in addition to the questionnaires above. The questions which were asked during these focus group interviews were similar to the questions in the questionnaires. By making focus group interviews, it was aimed to learn more details about students' general perspective toward learning English. In addition, the focus of the interviews was highlighting the gender related items and getting more elaborate data about these items.

Moreover, when male students' questionnaire answers are examined, it is noticed that most of the male students stated that they are not sure about some of the gender related items in the questionnaire. There could be two possible reasons that could explain this tendency of male students. The first assumption is that some of the male students did not want to think about these gender related items in detail and they just chose to say that they are not sure about these items. The second assumption, on the other hand, is that some of the male students may have had some experiences that they could not explain in a questionnaire. That is why, by asking questions in the focus group interviews, it was aimed to understand students' main reasons. It was also very useful to see the female and male students doing brainstorming together and discussing each question among themselves and expressing themselves in a friendly environment. For sure, a questionnaire is a very convenient way to gather data from large number of participants. However, without having focus group interviews this research would be deficient and lack elaborate data.

In the first focus group, there were 2 male students and 3 female students studying in English preparatory program. In the second focus group, there were 3 female students and 3 male students studying in English preparatory program. In this section, students' answers to

interview questions are interpreted under some very important themes and the observations of the researcher will be given as well.

4.5.1 What Motivates Female and Male Students According to Focus Group Interview Results

In this section, the important factors that motivate students will be discussed as grouped under themes from the interviews. In general, it can be said that both female and male students indicate that they want to learn English well not just to pass the preparatory program. They all have different reasons to learn and master English. Below, the most frequently mentioned reasons are discussed as extrinsic and "intrinsic motivation" factor.

4.5.1.1 "Intrinsic Motivation" Factors

a) "Travelling or living abroad"

Both female and male students want to travel abroad and some of them want to live in a different country, so they need to know English very well. They do not want to have difficulty due to communication problems when they go abroad. The students want to travel and see different places and they also want to meet new people while travelling. They believe that if they know English well, they can learn many new things and they can get experience while travelling and meeting new people.

b) "To be able to understand books, movies, songs in English"

Apart from the students' educational concerns, they also learn English because they want to follow TV series and movies in English without Turkish subtitles. All female and male students want to be able to read and understand English newspapers, magazines and books very well. It means, all these students want to improve their general culture by using English as a tool. They also complain about some bad translations and subtitles in the movies, TV series or shows.

c) “To be able to communicate with people in English”

All the students “want to be able to communicate in English” and this is not just for their career but for every part of their lives. They desire to have the necessary communication skills in English to use English in their career in Turkey, or they want to have the necessary communication skills to be able to use English in other countries. Some of the students also stated that “they feel embarrassed when they cannot talk in English with people in a social environment”. To give an example from the focus group interviews, a student’s sentences will be quoted: “Yani mesela atıyorum dünyada bir sürü farklı kültürler farklı insanlar farklı diller var ve iletişim kurabilmek için İngilizce büyük bir şey. Bir ülkeye gittiğinde muhakkak İngilizce bilen birisi oluyor, evrensel bir dil. Bölümüm Türkçe olsaydı bir şekilde, birinin yardımıyla İngilizcemi geliştirirdim.”

d) “Social media”

For all the students in the focus groups, using social media in the target language is a very important motivation and they want to be able to understand every news or jokes on social media. They state that they feel themselves inadequate when they cannot understand something on social media.

e) “Desire to learn more about other countries’ news”

All the female and male students indicate that they want to be good at English because they want to be aware of world’s news and they want to understand the original sources on the internet. They want to watch and read the news around the world in English, they do not want to limit themselves with the news given here in their country. For example, one of the male students stated that the content of the news can be changed and interpreted intentionally or unintentionally while it is being translated. To give an example, sentences of this student will be quoted: “Diğer ülkelerin iç olaylarını çok merak ediyorum. Giriyorum bakıyorum hep İngilizce. Anca çeviriyle tek tük, düzgün de çevirmiyor. Veya oradan alıp buraya gelince de

haberlere bir sürü şey ekleniyor. Direk kendim okuyabilmek isterim." It means that some of the young people want to learn the news at first-hand.

f) "Feeling responsible"

When the students were asked if they feel any pressure from their families about learning English, they gave similar answers. Female and male students stated that their families do not put pressure on them about learning English and the families just try to guide their children by telling why learning English is important and how it is going to be useful for their careers in the future. To explain the situation in a clear way, a student's words will be quoted: "Üzerimde baskı yok ama kendi üzerimde bir sorumluluk hissediyorum, kendim için bunu öğreniyorum gibi". Therefore, it can be said that apart from their parents' guidance, the students feel themselves responsible to learn English very well because they know that it is for their own sake.

4.5.1.2 "Extrinsic motivation" Factors

a) "Career after graduation"

Most of the female and male students have concern about their careers after graduation from the university. They are all aware of the fact that they should know English well to find a good job when they graduate from the university. They also think that if they have a good level of English, that may affect their salaries in a positive way.

4.5.1.3 Both "Extrinsic" and "Intrinsic" Motivation Factors

a) "The medium of teaching is English"

The medium of teaching is English in most of the students' departments and that is one of the biggest reasons for them to learn English. But all the female and male students stated that this is not the only reason for them. There was a female student who told that she was studying at a different university beforehand and her department's medium of teaching was Turkish, but she studied for the university entrance exam again to study at a university with English

medium of teaching. For a better understanding, her sentences are quoted from the focus group interview: “Ben normalde Türkçe bir bölüm okurken, açıkçası İngilizcenin eksikliğini hissettiğim için, tekrar hazırlanıp Hazırlık’lı bir bölüme geçtim. Ama asıl sebebim bölümüm İngilizce olduğu için İngilizce öğreneyim değil, en basitinden hepimiz internet kullanıyoruz hepimiz sosyal medyayı kullanıyoruz, en ufak bir espri olsun herhangi bir kaynak olsun bunu anlamak için İngilizceye ihtiyacımız oluyor, sosyalizasyonu da sağlıyor aslında, hani dünyayla alakalı kaynaklara daha çabuk ulaşabilmek için.” It means, this student wants to study her department in English although she knows this process is more difficult than studying a department in her native language. But she wanted to do that for her career and self-development.

b) “English is the universal language in the world”

All female and male students think that they have to learn English since it is the universal language in the world and they need English in every part of their lives. Knowing English well is important for their career, social life, travel plans, etc.

c) “Difficulty in finding sources for education & Getting a master’s degree”

The students complain that there are not enough sources in Turkish or the translations are not good enough to understand. This is a big disadvantage, especially for their education. Some of them said that they want to get a master’s degree and it requires them to know English very well. If they get a master’s degree in their own country, their medium of teaching will probably be in English again. Even if the medium of teaching is Turkish, they will need more sources for their research and these sources will probably be in English. So, they need to learn English well “to be able to understand all the articles” that they are going to use during their education.

4.5.2 General Ideas and Perspectives of the Students

According to the students in the focus groups, there are some very important factors that affect their motivation in the class. So, in this section, students' general ideas about the characteristics of a good instructor will be discussed.

a) "Having a sense of humour"

According to students, it is very important that the instructors have a sense of humour. Because having a sense of humour or sharing a similar sense of humour make the lesson more enjoyable and the students follow the topic by having fun.

b) "Behaviours towards students"

All the students in the focus groups stated that the behaviours of the EFL instructors towards students have a crucial role on their motivation and willingness. If the instructors are kind, smiling and understanding, it affects students' motivation in a positive way and students feel more enthusiastic to learn.

c) "Sincerity"

For the students, it is very important for instructors to be sincere. Students state that they need to feel the sincerity of the instructors. They want to feel that they are cared by the instructors. The students do not like to be taught like robots, they have feelings and they want the feel the sincere connection between themselves and the instructors.

d) "Teaching well"

According to focus group interviews, it is very important for students that the instructors teach well. Students' motivation can increase or decrease depending on the quality of the lesson and the instructors' teaching skills or methods.

e) "Personality and character"

According to students in the focus groups, the personality and character of the instructors are very important. The personality of the instructors can affect the students' motivation in both

ways. If the instructors are kind, patient, smiling, understanding and helpful, it affects the students' motivation positively. However, if the instructors are rude, capricious, impatient and insensitive, it affects the students' motivation negatively. When the instructors are kind and tolerant, students follow the lessons eagerly and they participate more.

f) "Making you feel comfortable"

It is also an important factor that the students "feel comfortable" in the class with the help of instructor behaviours. The positive attitudes of the instructors help students feel relaxed in the class and that situation leads a good level of motivation for the students.

g) "Noticing and supporting the potential of the students"

Another important point for the students is being noticed and appreciated by their instructors. If the instructors see the potential of the students and encourage them for the necessary tasks, it has a positive effect on students' motivation. Being supported for their potentials and achievements make students feel confident and motivated to study and learn.

h) "Having a similar attitude of mind"

According to focus group interviews, students care about having a similar attitude of mind with their instructors. When their instructors have a similar attitude of mind with them, they feel comfortable to share the ideas, it also affects the type of jokes they make during the class. So, students feel comfortable and good during the classes and it affects their motivation in learning.

i) "Empathy"

The students in focus group interviews stated that empathy is very important for them and their motivation. When they have a problem, they need to see a helpful and understanding instructor in the class to share their problems and hear some advice. If the instructor is someone who does not care about other people's mood, then the students cannot share their

problems or ideas and they cannot focus on the subject during the class. This situation affects their motivation negatively.

j) “Supporting instead of embarrassing”

According to students’ comments in focus group interviews, it is important for them to feel the support of the instructors. If the instructors make students feel embarrassed about anything in the class, it demotivates students and they lose their interest in lesson. On the other hand, if the instructors support the students when they have difficulty during the tasks, it motivates the students.

4.5.3 What Do Female and Male Students Think About the Gender Effect on Their Motivation?

In this section, the gender related items in the focus group interviews will be discussed under some most frequent themes. In general, it can be said that there is not a distinctive difference between female and male students’ answers. Almost all the students in the focus group interviews stated that their motivation in learning English is not related to their instructors’ gender. According to the students, their motivation can increase or decrease depending on the instructors’ personality, behaviour, mood, willingness to teach, etc. For instance, all the students in focus group interviews stated that both female and male EFL instructors can be kind or rude because it is not about gender but about their personality.

However, every example that the students gave about their experiences shows that they subconsciously have some gender related thoughts about their instructors. The students gave descriptions about their female and male instructors some of which can be related to gender. In the following section, the most common features of the female and male instructors will be discussed along with some of their experiences.

4.5.3.1 Students' Experiences About Their Instructors

When the students were asked if they "feel more comfortable" when they have a female or male instructor teaching in the class, all female and male students indicated that the instructor gender is not important for them to feel more comfortable. They all said that this is not about the instructors' gender but about their personalities.

All the female and male students stated that feeling comfortable is not related to instructors' gender. According to a female student, having a smiling face, having and showing the willingness to teach are very important. On the other hand, a male student said that, based on his experiences, female instructors are more likely to teach repeatedly if the students do not understand a topic in the class, and male instructors are more likely to teach a topic only once. He explained this situation by saying that female instructors may be more patient while teaching in the class.

Distinctively, one of the male students in the focus group stated that having a female or male instructor matters for him because he thinks that male instructors are ruder than the female instructors and it is more difficult for him to understand the male instructors.

When the content of the interviews was analysed, it was seen that students have stated a lot of gender related ideas about female instructors, but they did not state much about male instructors. In the following section, some common features of the female and male instructors will be discussed in order.

4.5.3.2 Common Features of Female EFL Instructors

Although students in focus group interviews stated that their motivation is not related to their instructors' gender, their experiences and examples showed that students have a lot of gender based ideas. In this section, the features which are mostly associated with the female gender will be discussed.

To start with, students who took part in the focus group interviews stated that female instructors are usually more patient in the class. According to students, female instructors are more eager to teach a topic for a few times if the students do not understand it. Moreover, according to students who took part in the focus group interviews, female instructors are more inclined to teach. It means that female instructors seem more eager to teach during the lessons.

The second feature of female instructors is being smiling and tolerant. The students in the focus groups stated that female instructors are usually smiling and they are more tolerant. It means female instructors usually do not pout in the class and they usually do not overreact.

According to the participants in focus group interviews, another feature of female instructors is that female instructors are better observers and they can catch the details about the students or about the atmosphere of the class. If a student seems he or she does not understand the topic, a female instructor can understand that from his or her look.

Another feature of female instructors is that they are more supportive inside and outside the class. They are usually ready to listen to their students' problems and give advice like an older sister. Students can share their problems about school or anything else with their female instructors mostly. Similarly, according to students, the reason for female instructors being more tolerant and kinder can be about their motherhood. Even though not all female instructors are mothers, they are mostly sensible and tender towards their students.

The last common feature of female instructors is being friendlier and kinder. According to students in the focus groups, female instructors are friendlier and kinder. It shows that female instructors can communicate with students more easily and they approach their students in a kinder way.

4.5.3.3 Common Features of Male EFL Instructors

Although students in focus group interviews stated that their motivation is not related to their instructors' gender, their experiences and examples showed that students have a lot of gender based ideas. In this section, the features which are mostly associated with the male gender will be discussed.

According to the students in the focus groups, male EFL instructors sometimes seem angrier and ruder in the class. The students stated that male instructors are not as patient as the female EFL instructors.

Moreover, the students in the focus groups stated that male EFL instructors can be a little bit more capricious in the class. This may make it difficult for students to express themselves comfortably in the class.

4.5.4 Focusing on the Reasons Why Male Students Are Not Sure About Gender Related Items

In focus group interviews, a question was asked the students about the case that most of the male students choosing "I am not sure" option for some of the gender related items. One of the female students said that sometimes there are some situations that the male students have a crush on their female instructors, maybe that is the reason for some of the male students choosing "I am not sure" option and getting away from this subject. She thinks, some male students may like some of their female instructors in a special way and that is why they do not want to think about these items in the questionnaires, because they feel embarrassed and uncomfortable about this situation. Moreover, according to a female student from the same focus group, these male students may have not thought about these gender related items in depth and that is why they may have chosen "I am not sure" option.

On the other hand, in the second focus group, the students have different ideas for the same question. Some of the male and female students said that male students may feel more

comfortable with the male instructors because they can use slang in the class and male instructors may not be annoyed with this situations as much as the female instructors may be. And these male students may have not expressed themselves clearly in the questionnaires and they prefer to choose "I am not sure" option.

When it was asked whether they think the female or male instructors are more understanding or not, all female and male students stated that this is not about the instructors' gender, it is about their personality again. However, some female students from the second focus group indicated that the female instructors are better at observing the students and understanding if something is wrong in the class. One of female students gave an example by saying that if she stares blankly during the class a female teacher sees that and asks whether she understands the topic or not. These female students think that some female instructors are not only teachers but they are also like an older sister for them both in and outside the class. It means that female students feel better and more comfortable when they feel that their instructors care about their learning, their mood and their problems. One of the female students has a good explanation for the situation that the female instructors are more caring than the male instructors. She thinks that the male instructors may behave in a less caring way intentionally, because they may be afraid of being misunderstood if they show tenderness.

At this point, it will be useful to reconsider the first gender related item in research question 2 section. The item was "I feel more comfortable when a female instructor teaches English in class" and it appeared in the "intrinsic motivation" part at the end of the item analysis while all the other gender related items appeared in the "extrinsic motivation" part. This was one of the reasons why I wanted to make focus group interviews. Because, with the help of the detailed information collected through focus group interviews I might find a valid answer. And when I completed the focus group interviews and analysed the students' answers I found out the answer. Even though most of the students stated that gender is not important in

terms of their motivation in learning English, almost all the students participated in focus group interviews stated that they think female EFL instructor are more patient and affectionate which can be a really important factor affecting their mood in the class. The reason why this factor appeared in the “intrinsic motivation” part may be explained with this information obtained during the focus group interviews. If the EFL instructor is kind, caring, patient and affectionate then the students feel more comfortable and safe during the class. Feeling comfortable and safe can be related to intrinsic and “extrinsic motivation” at the same time depending on the source of safety and comfort. In this situation, being taught by a female ELF instructor can make the students feel safe and comfortable because they instinctively think or feel that they are taught by a person who looks like a mother.

In the following section, the summary and the conclusions of the current study will be given, the limitations will be discussed and recommendation for future research will be mentioned.

5. DISCUSSION

5.1 Summary of the Findings

The main purpose of this study was to investigate the factors affecting ELPP students' motivation. Moreover, this study also aimed to investigate the relationship between students' motivation and EFL instructors' gender. For these purposes, the data were collected through both quantitative and qualitative method. This chapter analyses the results of the study including each research question and then conclusions, limitations and recommendations will be presented.

RQ 1: What motivates English preparatory program students in learning English? RQ 1a: What motivates female students in learning English? RQ 1b: What motivates male students in learning English?

The first research question including 2 sub-questions attempted to investigate the factors that affect ELPP students' motivation. This question also aimed to reveal whether there are some differences between factors affecting female and male students' motivation or not. The factors affecting female and male students' motivation in learning English were investigated through "Combined Group Item Pool", which is a comprehensive questionnaire pool, designed by Dörnyei (2010). In the original questionnaire pool, there were 16 factors concerning different aspects in the language learning. I want to share the list of the factors from the original questionnaire pool to show how comprehensive the questionnaire is: "Criterion Measures, Ideal L2 Self, Ought-To L2 Self, Parental Encouragement/Family Influence, Instrumentality – Promotion, Instrumentality – Prevention, Linguistic Self-confidence, Attitudes Toward Learning English, Travel Orientation, Fear of Assimilation, Ethnocentrism, Interest in the English Language, English Anxiety, Integrativeness, Cultural Interest, Attitudes Toward L2 Community". Besides this comprehensive questionnaire, the

data were also collected through focus group interviews with ELPP students. There were both female and male students in these focus groups.

The findings revealed that most of the factors affecting female and male ELPP students' motivation are the same or similar with only 2 exceptions. By examining the results of the questionnaire and the focus group interviews, it can be said that both female and male students have similar thoughts about the factors that motivate them to learn English. The students state that "living abroad, travelling around the world and enjoying these travels, working globally, using English in their future career, earning a lot of money by using English, using English while talking to their future colleagues, using English in their writings fluently, being respected by other people, being successful at school and passing English exams, knowing and understanding the news around the world, learning about the culture, art, music, movies/TV series of English speaking countries, meeting new people whose mother tongue is English" are the factors that motivate them to learn English. Apart from these common factors, there was one factor that affects only female students' motivation in learning English and it was "gaining the approval of their friends, families or boss". Besides, there was one factor that affects only male students' motivation and it was "getting good marks not to be embarrassed".

Apart from these answers which were revealed through the questionnaire questions, more elaborate data about the factors affecting students' motivation were gathered through focus group interviews. During these interviews, students stated that being successful at school is an important factor and they should learn English well because the medium of teaching is English at their schools. However, this was not the only reason for them to learn English. They stated that English is the universal language in the world and they should learn English for both their daily life and career. They have career plans after graduation and they should learn English to apply these plans in their lives. Another important factor for students

was travelling abroad or living abroad. All the students want to travel abroad and some of them want to live abroad. Therefore, knowing English well is a necessity for them. The students stated that they feel responsible to learn English for both themselves and their families. So, they do not want to let themselves or their families down. Another factor affecting students' motivation in learning English is the desire to understand books, movies and songs in English, because they do not like the translations or they do not want to follow subtitles while watching a movie. Moreover, these students want to be able to communicate with people in English and for these students it is very important for their social life and work life. Since they all use social media, they want to be able to understand everything in English on social media. In addition to these factors and reasons, the students stated that they have difficulty in finding sources for education, because most of the sources and articles are written in English. This stated that this situation may be a problem when they want to get a master's degree. That is why, learning English is very important for these students. Lastly, the students want to learn more about other countries' news by reading or listening to the original English sources. By looking at these factors and reasons, it can be said that these young students have a lot of reasons to learn English and each of these factors affect their motivation in learning English.

Research Question 2: Is there a relationship between instructors' gender and students' level of motivation?

2a: How do the ELPP students interpret the effect of instructors' gender on their motivation?

The second research question of this study aimed to find out the relationship between EFL instructors' gender and these students' level of motivation. The data were collected through the questionnaire and focus group interviews.

According to the findings of the questionnaire, there was no relationship between EFL instructors' gender and ELPP students' motivation. The students' answers to the questionnaire questions pointed out that they think their motivation level is not related to their instructors' gender. Strangely, most of the male students were not sure about the gender related items in the questionnaire. To find out more elaborate data about gender related items focus groups interviews were very useful indeed.

During the focus group interviews, all the students stated that their motivation level for learning English is not related to their instructors' gender, but their motivation level can be affected by many other factors which are about the instructors' personality and characteristic. According to the students participated in focus group interviews, some of the instructor related factors that affect students' motivation can be listed as having a smiling face, being helpful and understanding, having a similar attitude of mind with the students, being supportive, teaching well, having a sense of humor, being patient, making students feel comfortable, etc. These positive personality feature are the factors that affect students' motivation positively in learning English. On the other hand, having a rude or capricious instructor in the class who prefers to embarrass the students instead of supporting them affect the students' motivation in a negative way and as a result students feel unwilling to learn.

However, while all the students in the focus group interviews were arguing that their motivation level does not change depending on the instructors' gender, all the examples they gave or all their past experiences were indicating that there has been a crucial difference between the impression of female instructors and the impression of male instructors. In every example and every sentence, the students were pointing out some gender related differences between female and male instructors consciously or subconsciously. Both female and male students told that female instructors are more patient and they are more likely to teach a topic more than once if the students do not understand it. They also stated that female instructors

are ready to listen to students' problems inside and outside the class and they are ready to give advice or support their students like a "mother" or an "older sister". Even though students say that having a female instructor in the class does not make them feel more comfortable, all their examples reveal that having a female instructor in the class may make them feel more comfortable since female instructors seem more affectionate. Furthermore, students stated that female instructors are mostly better at observing the students and they are more likely to notice if a student does not understand the topic. Although the students do not think so, their experiences, impressions and examples showed that male instructors are not as patient as female instructors during class and they are eager to teach a topic only once. All the students repeatedly stated that all these features are about the instructors' personality not their gender, however, their examples revealed some very important differences between female and male instructors impact on students' motivation.

Research Question 3: What are the EFL instructors' "motivational strategies" in language teaching? 3a: What are female EFL instructors' "motivational strategies" in language teaching? 3b: What are male EFL instructors' "motivational strategies" in language teaching?

The third research question of this study intended to find out what are female and male EFL instructors' "motivational strategies" that they use in their classes. T-test was conducted to see if there is a relationship between the instructors' gender and "motivational strategies" they use in the class. The result of the T-test showed that there is not a significant difference between the "motivational strategies" used by female and male instructors. Similarly, according to questionnaire results, both female and male instructors use the same "motivational strategies" in their class with some frequency differences.

2. Conclusions

The results of this research study showed that a detailed analysis of the factors that affect ELPP students' motivation has valuable benefits to the education field. The data collected through a questionnaire and focus group interviews displayed that there are many factors that affect ELPP students' motivation in learning English, such as travelling and living abroad, having a successful career and earning a lot of money, communicating with foreign people, learning more about other countries' news, culture and art, etc. Moreover, the findings revealed that although students think that instructors' gender does not have any impact on their motivation, their examples, impressions and experiences show the opposite. Even though most of the factors affecting students' motivation are about instructors' personality, these personality features are grouped for female and male instructors by the students consciously or subconsciously. In their mind, female instructors are more patient, more affectionate, kinder while male instructors are a little bit more capricious.

To conclude, the prior purpose of this study was to investigate the factors that affect ELPP students' motivation in learning English and to reveal if there is a relationship between EFL instructors' gender and ELPP students' motivation. This research study revealed the factors that motivate the students in the process of English learning. It also revealed the perception of students about their female and male instructors in terms of gender and its impact on language education. This study mostly focused on the reasons that lead students to learn English and it also focused on the gender effect on English learning process.

3. Limitations

There are some limitations in this study. The first limitation can be the number of instructors and students that participated in the study. That is why, the results might not be enough to generalize the findings.

A second limitation of this study can be listed as the time restriction. Sources of motivation can change for students over time. Also, the motivational strategies of the instructors can change over time depending on their experience or enthusiasm in the field.

A third limitation can be listed as the levels of the students. There were students from each level of the English preparatory program, however, the majority of the students was from level 3, 4 and 5. For that reason, the findings must be supported with the data collected from level 1 and 2 students in a further study.

Another limitation might be that the study was done only with the Turkish students who are in a private university setting. Therefore, generalizing the findings for all the university students in Turkey may not be appropriate.

Lastly, one of the limitations might be the number of the focus group interviews. Only two focus group interviews were made with the English preparatory program students. In addition, no focus group interview was made with the EFL instructors because none of them was eager to take part in a focus group interview.

4. Recommendations for Future Research

In this study, the number of participants was limited. The same study can be carried out with a greater number of participants. Moreover, this research may be conducted in a context other than university. The findings would be different if the study is carried out at a high school or a secondary school. Also, it would be great if the researcher has interviews with the teachers or instructors in addition to interviews with students. If time allows, observing female and male teachers' or instructors' lessons for a period would be very useful in terms of monitoring female and male students' attitudes and motivation in English classes. A further research can be conducted to investigate the difference between the success rates of students who are taught by female and male instructors or teachers.

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