

**T.C.  
ISTANBUL AYDIN UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**



**THE RELATION BETWEEN TEACHER MOTIVATION AND TEACHER  
REFLECTION IN EFL CONTEXT**

**MASTER'S THESIS**

**Başak YAĞMUR**

**Department of English Language Teaching**

**English Language Teaching Program**

**JUNE, 2023**



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**(Y2112.021013)**

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**English Language Teaching Program**

**Thesis Advisor: Prof. Dr. Birsen TÜTÜNİŞ**

**JUNE, 2023**

**APPROVAL PAGE**



## DECLARATION

I hereby declare with respect that the study “The Relation Between Teacher Motivation and Teacher Reflection in EFL Context”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (.../.../2023)

Başak YAĞMUR

## FOREWORD

Writing this thesis has been an inspiring journey, offering me the unique opportunity to view the world not only as a student but also as an educator. As I reflect upon this enriching process, I am filled with immense gratitude for the constellation of individuals who provided me with unwavering support and faith.

First and foremost, I wish to express my heartfelt appreciation to my thesis advisor, Prof. Dr. Birsen TÖTÜNİŞ. Her wisdom and support served as a beacon that illuminated my path. For the past five years, including my bachelor's degree in English Language Teaching, she has been more of a mentor than an advisor. Her patience fostered an environment of growth, and her encouragement fueled my academic endeavor.

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June, 2023

Başak YAĞMUR

# **THE RELATION BETWEEN TEACHER MOTIVATION AND TEACHER REFLECTION IN EFL CONTEXT**

## **ABSTRACT**

In the field of English as a Foreign Language (EFL) education, the role of teachers is pivotal in facilitating effective language learning experiences. As the demands and expectations placed on EFL educators continue to evolve, it becomes increasingly important to investigate the factors that contribute to their professional development and instructional effectiveness. Among these factors, teacher motivation and teacher reflection have emerged as significant areas of interest. The aim of the current study was to explore the intricate relationship between teacher motivation and teacher reflection within the context of EFL. A descriptive design was used to examine the interplay between these two constructs and to explore (1) the correlation between teacher motivation and teacher reflection, (2) whether teachers' levels of reflection vary depending on their years of teaching experience and, (3) to explore if teachers' levels of reflection vary depending on their educational background. Through an in-depth exploration of existing literature, research, and analysis, this study contributes to the existing knowledge base and offers practical implications for EFL teacher professional development and instructional enhancement. For the quantitative process, one data collection tool was used. An adapted questionnaire from Algül (2021) was administered to 41 teachers across three universities in Istanbul. The adapted questionnaire comprised two sections: one focused on teacher motivation (12 items) and the other on teacher reflection (11 items). Using a Likert scale, participants indicated the frequency of their engagement in the behaviors or practices described. Following the data collection, the responses were analyzed using the Statistical Package for the Social Sciences (SPSS). The results indicated a moderate positive correlation between motivation and reflection, implying that more motivated teachers tend to exhibit more reflection. However, variables like years of teaching experience and

educational background did not significantly influence the reflection levels. The slight trend of teachers with a master's degree having higher reflective tendencies needs further exploration, considering the non-significance of the findings and the smaller sample size of participants with a PhD. Through an in-depth exploration of existing literature, research, and analysis, conclusions were made, and practical implications were offered. The findings of this study contribute to understanding the relationship between teacher motivation and reflection in EFL teaching.

**Keywords:** Motivation, Reflection, Reflective teaching



# YABANCI DİL OLARAK İNGİLİZCE BAPLAMINDA ÖĞRETMEN MOTİVASYONU VE ÖĞRETMEN YANSIMASI ARASINDAKİ İLİŞKİ

## ÖZET

Yabancı Dil Olarak İngilizce (EFL) eğitiminde, öğretmenlerin rolü, dil öğrenme deneyimlerini kolaylaştırmada büyük bir öneme sahiptir. Yabancı dil öğrenimine ilgi arttıkça, öğretmenlere yönelik beklentiler sürekli değişmekte, profesyonel gelişimlerine ve öğretim yaklaşımlarına katkıda bulunan faktörleri araştırmak giderek daha önemli hale gelmektedir. Bu faktörler arasında, öğretmen motivasyonu ve öğretmen yansımaları, önemli ilgi alanları olarak öne çıkmaktadır. Bu çalışmanın amacı, EFL bağlamında öğretmen motivasyonu ve öğretmen yansımaları arasındaki ilişkiyi incelemektir. Çalışmada, betimsel araştırma yöntemleri kullanılarak (1) öğretmen motivasyonu ve öğretmen yansımaları arasındaki ilişki, (2) öğretmenlerin yansımaları düzeylerinin öğretim deneyimlerine bağlı olarak değişip değişmediği ve (3) öğretmenlerin yansımaları düzeylerinin eğitim geçmişlerine bağlı olarak değişip değişmediği araştırılmıştır. Çalışma mevcut literatür, araştırma ve analizlerin ayrıntılı bir şekilde incelenmesiyle, alana katkıda bulunmayı amaçlamış ve EFL öğretmenlerinin motivasyon ve yansımaları seviyeleri arasındaki korelasyonu merkeze alarak çıkarımlar sunmayı hedeflemiştir. Algül'ün (2021) izniyle, mevcut çalışma için nicel veriler Yansıtıcı Öğretim Anketi adapte edilerek toplanmıştır. Anket, İstanbul'daki üç üniversitesinin, yabancı dil bölümlerinde görev yapan 41 öğretim görevlisine uygulanmıştır. İki bölümden oluşan anket, birinci bölümde (12 madde) öğretmen motivasyonu üzerine, ikinci bölümde ise (11 madde) öğretmen yansımaları üzerine maddeler içermektedir. Katılımcılar, Likert ölçeği kullanarak belirtilen davranışlara veya uygulamalara ne sıklıkta katıldıklarını belirtmişlerdir. Veri toplamanın ardından yanıtlar, SPSS veri analiz programı kullanılarak analiz edilmiştir. Sonuçlar, motivasyon ve yansımaları arasında orta derecede pozitif bir korelasyon olduğunu göstermiştir, bu daha motive olan öğretmenlerin daha yüksek

seviyede yansıtıcı uygulamalar sergilediđi anlamına gelmektedir. Ancak, ğretim deneyimi ve eđitim gemiři gibi deđiřkenlerin yansıma dzeylerini anlamlı derecede etkilemediđi gzlemlenmiřtir. Yksek lisans derecesine sahip đretmenlerin daha yksek seviyede yansıtıcı eđilimlere sahip gzlemlenmiřtir ama Doktora derecesine sahip katılımcıların rneklem iindeki byklđ daha kk olduđu gz nnde bulunduđunda bu konuda daha detaylı bir arařtırma yapılabilir. Mevcut literatr, arařtırma ve analizlerin ayrıntılı bir řekilde incelenmesiyle, sonular aıklanmıř ve pratik ıkarımlar sunulmuřtur. Bu alıřmanın bulguları, EFL đretiminde đretmen motivasyonu ve yansıma arasındaki iliřkinin anlamlandırılmasına yardımcı olabilecek niteliktedir.

**Anahtar Kelimeler:** Motivasyon, Yansıma, Yansıtıcı đretim

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## **ABBREVIATIONS**

**CET** :Cognitive Evaluation Theory

**EFL** :English as a Foreign Language

**SCT** :Social Cognitive Theory

**SDT** :Self - Determination Theory

**SPSS** :Statistical Package for the Social Sciences



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## I. INTRODUCTION

Our decisions and objectives we choose to work for are affected by our motivation. It affects the amount of work we put into achieving our goals, as well as the duration and degree of our tenacity in making these decisions. The term 'motivation' finds its origins in the Latin language, derived from the word 'movere', translating to 'to move'. This encapsulates the essence of motivation, serving as a force that initiates and perpetuates action, compelling individuals to engage and exert effort (Dörnyei & Ushioda, 2011). Similarly, Brophy (1983) defines motivation as a state of arousal or drive that energizes people and directs them toward actions that will satisfy their needs. Many scholars have been interested in motivation in foreign language learning and teaching, particularly in EFL (Boo, Dörnyei & Ryan, 2015; Bower, 2017). Motivation is often viewed as an essential and indisputable component of a foreign language learning environment, and it has received much attention in the field of language learning as well and for educators, the question of motivation is crucial. Encouraging students is correlated with how motivated the teachers are and teacher motivation is a prerequisite for a productive learning and teaching environment (Atkinson, 2000).

Human lives are interdependent, what we do individually affects the well-being of others. Reflection is necessary to become conscious of our practice, which might in turn, lead to acting and helping those in need. At one point in our lifetime either as a child, or a student it is most likely that we have encountered the phrase 'sit and think'. By investing time in our thoughts and mind mapping our actions, we contemplate the process and possible outcomes, hence we reflect. Dewey (1933), a pioneer in the field of reflection, emphasized that, in the context of learning, reflection is an active, purposeful process and thinking on learning is an essential practice for sense making. Reflection allows teachers to act deliberately and intentionally and frees them from the burden of everyday routine (Farrell, 2013). According to Dewey (1933), regular reflections of teacher's will create awareness within, and this insight will promote their professional development and personal

growth as educators. Teachers can help students identify their own concepts by providing materials and questions that prompt thought on and attention to the key ideas they have drawn from their own experiences (Brooks & Brooks, 1999). Schön (1984) expanded Dewey's idea and presented the notion of 'reflection-on- action' and 'reflection-in-action'. He said that by frequent practice of reflection on action educators can contemplate on the past experiences, which results in substantial number of rehearsed incidents (Schön, 1984). Instructional choice of teachers is affected by their past experiences and beliefs which are stored on an unconscious level and those developed assumptions and beliefs do not change unless consciously reflected on (Farrell, 2013). The main aim of this study is to investigate the relation between motivation and reflection of EFL teachers. The study will attempt to contribute to the field of EFL and aims to serve as a source for future research that studies motivation and reflection.

#### **A. Background of the Study**

The background of this study lies in the current body of literature concerning teacher motivation, reflection, and their impact on teaching English as a Foreign Language (EFL). Recently, a growing emphasis has been placed on understanding the crucial role of teacher motivation in the context of EFL, as noted by Dörnyei & Ushioda (2011). Studies have indicated that motivated teachers display greater dedication to their profession, exhibit enhanced job satisfaction, and are more inclined to participate in ongoing professional development (Richardson & Watt, 2006). The notion of reflection has become increasingly important in the realm of education, especially in connection with teachers' professional growth (Farrell, 2013; Loughran, 2002). Reflective practice is acknowledged as a way for educators to critically evaluate their teaching methods, convictions, and presuppositions, which results in enhanced instructional approaches and overall teaching efficacy (Zeichner & Liston, 1996). Research has demonstrated that involvement in reflective practices can foster improved decision-making, heightened self-assurance, and a more profound comprehension of students' requirements (Jay & Johnson, 2002).

Although there is an increasing focus on motivation and reflection in the EFL domain, studies that explicitly investigate the connection between these two concepts are limited. Some studies have proposed an association between teacher motivation

and reflective practices, implying that highly motivated educators might be more inclined to participate in reflective practices to enhance their teaching (Korthagen & Vasalos, 2005). Nevertheless, further research is required to delve into this relationship within the EFL setting and to scrutinize the potential moderating influences of aspects like teaching experience and educational background.

The background of this study is framed by the existing literature on motivation and reflection in education, with a specific focus on the tertiary context. By examining the correlation between these two vital elements, this study aspires to add to the expanding pool of knowledge regarding EFL teachers' professional development and to establish a basis for subsequent research in this field.

## **B. Statement of the Problem**

The importance of teacher motivation and reflection in the context of EFL has been widely acknowledged in the field of education. Motivated and reflective teachers are more likely to engage in continuous professional development, which in turn can lead to better teaching practices and improved student outcomes (Farrell, 2016; Dörnyei & Ushioda, 2011). However, there is limited research exploring the relationship between teacher motivation and reflection, particularly in EFL settings.

This study aims to address the impact of teacher motivation on teacher reflection by examining the correlation between the two. Previous studies have shown that motivated teachers are more likely to engage in reflective practices, as they possess a strong desire to improve their teaching abilities (Korthagen & Vasalos, 2005). However, the extent to which these variables are related in the EFL context remains largely unexplored. Whether teachers' levels of reflection vary depending on their years of teaching experience is another question that is worth investigating. Some studies suggest that experienced teachers may be more reflective, as they have developed a deeper understanding of their practice and are better equipped to analyze and evaluate their teaching (Tsui, 2003). However, other studies argue that novice teachers may be more open to reflection, as they are still in the process of forming their teaching beliefs and practices (Fatemipour & HosseingholiKhani 2014).

The influence of educational background on teachers' levels of reflection has

yielded mixed results, with some studies suggesting that teachers with higher levels of education may be more reflective (Kabilan, 2007), while others have found no significant differences between teachers with different educational backgrounds (Akbari, Behzadpour & Dadvand, 2010). Given these inconsistencies and gaps in the literature, this study aims to explore the relationship between teacher motivation and reflection in the EFL context, as well as the influence of teaching experience and educational background on teachers' reflection.

### **C. Research Questions**

#### **Research question 1:**

What is the correlation between teacher motivation and teacher reflection?

#### **Research question 2:**

Do teachers' levels of reflection vary depending on their years of teaching experience?

#### **Research question 3:**

Do teachers' levels of reflection vary depending on their educational background?

### **D. Purpose of the Study**

The aim of this study is to investigate the relation between motivation and reflection of EFL teachers who teach at tertiary level in Turkey. Farrell (2016) stated that to reflect on your teaching experiences actively and methodically is essential for long-term professional development, looking back on one's teaching experiences and ahead than establishing objectives for new or altered directions are both parts of reflection. Main purpose of this study, besides highlighting the significance of the relation between motivation and reflection, is to research whether there is a correlation between teachers' reflective practice depending on factors such as age, education, and work experience. This study aims to provide solutions and help teachers to become enthusiastic in terms of professional development.

## **E. Significance of the Study**

According to Dewey (1933), the goal of education is to inspire and enable intelligent thought and action rather than routine activity, and teachers who engage in reflective inquiry can escape routine thought. Thus, it is important to engage in mindful reflective practice and to sustain the motivation to maintain that active process for our professional development (Farrell, 2016). This study is an attempt to investigate the relation between motivation and reflection. By understanding this relationship, educators can enhance their teaching practices and ultimately improve the quality of education for their students. Additionally, the findings can shed light for the professional development initiatives that encourage EFL teachers to reflect and stay motivated (Hiver & Dörnyei, 2017).

## **F. Definitions of Key Concepts**

**Motivation:** This term refers to the psychological processes or forces that drive an individual to act or behave in a certain way to achieve specific goals. It involves internal factors such as needs, desires, and goals, as well as external factors such as rewards, social expectations, and environmental conditions. In an educational context, motivation can play a key role in learning and academic achievement. For teachers, motivation might be influenced by factors such as professional satisfaction, desire for student success, intrinsic interest in the subject matter, or external rewards and recognition. In essence, motivation provides the 'why' behind our actions, influencing the direction, intensity, persistence, and quality of the behaviors and actions we choose to undertake.

**Reflection:** In the context of this study, reflection refers to the process of deeply thinking about one's teaching practices, decisions, and experiences, with the aim of understanding and improving professional practice (Dewey, 1933).

**Reflective Teaching:** Reflective Teaching refers to the methodology in which educators introspectively assess their teaching techniques. It involves a thoughtful evaluation of the teaching approach utilized and the consideration of potential enhancements or modifications to yield superior learning results. It involves critically examining one's actions, decisions, attitudes, values, and beliefs about teaching and learning, with the goal of continual professional growth and improved

student outcomes. This approach often involves a cycle of actions and reflections, where teachers first take action (implement a teaching method or strategy), then reflect on the results of that action (evaluate student outcomes, observe student behaviors, analyze personal feelings about the process), and finally use that reflection to inform future actions (modify the teaching method or strategy for next time). Reflective teaching is associated with models like 'reflection-in-action' (reflecting while teaching is happening) and 'reflection-on-action' (reflecting after teaching has occurred) as proposed by Schön (1984), and it is viewed as a key factor in effective teaching and teacher professional development.

**EFL:** An abbreviation for English as a Foreign Language. It refers to the learning and teaching of English in non-English-speaking countries or contexts. Students in these settings typically learn English as a secondary or additional language, and English is often not the primary language used in their daily lives. EFL teachers are educators who teach English to these students.

## **II. LITERATURE REVIEW**

### **A. Introduction**

Motivation is typically defined as a heightened state of energy or impulse that motivates individuals and directs them towards actions that lead to fulfilling a need or reducing a drive and it is a conceptual and theoretical idea that we utilize to clarify the reasoning behind individuals' thoughts and actions (Brophy, 1983; Dörnyei, 2001). Motivation, a crucial psychological concept in education, can be characterized by the accomplishment of individual goals, cultivating an interest in the subject matter, that depends on external incentives and pressures. Motivation theories specifically address the factors that stimulate actions (Ryan & Deci, 2017). The decisions and objectives we choose to work for are affected by our motivation. Early perspectives emphasized the importance of instincts or intrinsic qualities that are reflected in behavior. Freud conceptualized motivation in terms of psychical energy (Schunk, Meece & Pintrich 2014). The term "drive" has arguably been the single most influential notion in motivational theory (Remley, 1980). Motivation affects how much work we put into achieving our goals and the duration and degree of our tenacity in making these decisions. In the early 20th century, with the evolution of behaviorism, motivation was not regarded as a direct result of internal drives or needs. However, it was considered the result of the individual's history of reinforcement and punishment. It was believed that understanding and controlling the consequences of behavior was crucial for changing and shaping motivation.

Skinner (1974) applied this principle in his work with operant conditioning, where he used reinforcement and punishment to modify behavior in experimental subjects, including animals and humans. Although giving importance to social factors, Skinner's work disregards the concept of the self (Connell & Wellborn, 1991). Brophy (1983) defines motivation as a state of arousal or drive that energizes people and directs them toward actions that will satisfy their needs.

## **1. Intrinsic Motivation**

Freud (1923) proposed that the ego may be able to neutralize libidinal vibrancies to use them for one's own purposes, and Hendrick (1942) referred to this drive as an innate urge to act and acquire new skills (as cited in Ryan & Deci, 2017). Intrinsic motivation is characterized by autotelic activities undertaken for the sake of one's own pleasure and fulfillment, which are self-determined by definition since the individual chooses them freely (Schunk, et al. 2014). They are voluntary actions that are continued by the enjoyment derived from the activity itself, unlike actions that rely on external rewards or incentives to occur or continue (Ryan & Deci, 2017). Thus, engaging in an activity has its own intrinsic benefits, participation being its reward (Schunk, et al. 2014). While intrinsic motivation does not encompass the entirety of human motivation, research on this form of motivation has resulted in a transformative area of exploration, underscoring the dynamic tendencies of a sound organism and its susceptibility to being subdued or manipulated (Deci & Ryan, 2000). According to Kruglanski (1975), the level of involvement and emphasis on producing high-quality work is superior when individuals choose to engage in tasks for personal reasons, as opposed to being driven by external factors such as receiving rewards or avoiding negative consequences. But distractions from external factors such as time constraints, production schedules, or competition can impede the quality of the work produced. Deci and Ryan (1985) stated that the key factor that determines how external factors affect intrinsic motivation is whether an individual views their environment as supportive of their autonomy or not (as cited in Vallerand & Pelletier, 1996). Baldassarre (2011) emphasizes the innate basis of intrinsic motivation, implying that it is an essential factor in an organism's capacity to investigate, acquire knowledge, and adjust.

When individuals participate in activities fueled by curiosity, personal interests, and pleasure, they are more inclined to achieve profound learning, as they proactively search for and assimilate new information. Intrinsic motivation has been associated with heightened creativity since people tend to be more open to risks and unconventional thinking when motivated by inner desires rather than external rewards or pressures. Additionally, intrinsically motivated actions often encourage increased perseverance when facing obstacles, as individuals are motivated by personal objectives and a sense of competence rather than external factors. In the

end, intrinsic motivation nurtures long-lasting involvement, enhanced satisfaction, and mental well-being, contributing to the comprehensive development of individuals in various aspects of life. Undoubtedly, a crucial element of intrinsic motivation is dedication. Shah and Kruglanski (2000) critique this means to end process in a structural perspective struggling to account for the diverse range of human behavior and they address to the issue at two significant levels as 'commitment to the goals and commitment to activities associated with goal attainment.' Hence, study posits that, the perceived connection between an activity and the achievement of a goal is stronger for intrinsically motivated activities than for extrinsically motivated ones (Shah & Kruglanski, 2000).

The intrinsic motivation of EFL teachers plays a vital role in determining the effectiveness and success of language teaching (Richards & Schmidt, 2010). Teachers in the EFL field driven by intrinsic motivation tend to find more joy, gratification, and commitment in their work. This positivity and dedication subsequently foster a more engaging learning environment, thereby contributing to elevated student performance and success. Teachers are more likely to adopt student-centered teaching approaches, invest in professional development, and continuously seek opportunities to improve their instructional practices (Dörnyei & Ushioda, 2011). Moreover, intrinsically motivated EFL teachers exhibit a strong sense of autonomy and personal responsibility in achieving their pedagogical goals, fostering a positive classroom environment that supports students' learning and autonomy (Deci & Ryan, 2000). The intrinsic motivation of EFL teachers, therefore, not only contributes to their own personal and professional growth, but also significantly impacts their students' language learning outcomes and overall educational experiences. It is essential to understand the factors that enhance or hinder intrinsic motivation of tertiary level teachers to better support their professional development and the success of their students (Dörnyei & Ushioda, 2011).

## **2. Extrinsic Motivation**

Extrinsic motivation refers to the drive to participate in an activity with the purpose of achieving a specific outcome. Those who are extrinsically motivated carry out tasks because they anticipate that doing so will lead to favorable consequences. Unlike intrinsic motivation, extrinsic motivation necessitates a relationship between the activity and external outcomes such as rewards, thus,

gratification does not stem from the activity per se, but instead from the consequences that the activity brings about (Deci, Koestner, & Ryan, 1999; Ryan & Connell, 1989). Early research on intrinsic and extrinsic motivation implied that external rewards negatively affected motivation and should be avoided. However, later studies indicated that extrinsic motivation does not always undermine intrinsic motivation; in some instances, it may even enhance it. Deci et al. (1999) suggest that extrinsic motivation is not solely controlled by external factors and contend that the connection between extrinsic and intrinsic motivation is more complex than first assumed. Factors like the nature of the reward, the context in which it is presented, and the individual's perception of the reward can all impact how extrinsic motivation influences intrinsic motivation. As a result, comprehending the interaction between extrinsic and intrinsic motivation can aid educators and researchers in creating better approaches to promote motivation and involvement in students, ultimately improving their learning outcomes and sustained success.

Extrinsic motivation, as studied by Vallerand and Bissonnette (1992), significantly influences behavior by prompting individuals to engage in tasks or activities due to external factors or rewards, rather than internal satisfaction or inherent interest. The connection between extrinsic motivation and behavior, identifying a range of motivational forms that span a spectrum from controlled to the autonomous. Their research posited that extrinsically motivated behaviors could yield both positive and negative outcomes, depending on the nature and intensity of motivation. For instance, behaviors motivated by external rewards can foster short-term involvement, but may also weaken intrinsic motivation, leading to reduced performance quality or even disconnection when rewards cease to exist. On the other hand, when extrinsic motivation becomes internalized and aligns with an individual's values, it can give rise to more self-directed behavior, culminating in enhanced persistence, performance, and contentment. As such, the effect of extrinsic motivation on behavior is intricate and depends on the particular context and motivational elements involved (Vallerand & Bissonnette, 1992).

The extrinsic motivation of tertiary level English teachers is important in regards of teaching performance and overall job satisfaction (Gardner & Lambert, 1972). While intrinsic motivation drives teachers from within, external rewards and recognition can also serve as powerful motivators, encouraging teachers to invest

more into their profession. In certain situations, extrinsic motivation can complement intrinsic motivation, leading to improved teaching practices and higher student achievement (Deci & Ryan, 2000). However, it is crucial to carefully consider the balance between extrinsic and intrinsic factors. Overemphasis on extrinsic rewards, such as promotions or bonuses, may unintentionally undermine teachers' intrinsic motivation and negatively affect their commitment to the profession (Deci & Ryan, 1985). With balance of extrinsic motivators and fostering a supportive environment that recognizes and appreciates EFL teachers' efforts, educational institutions can enhance teacher motivation and effectiveness (Gardner & Lambert, 1972).

## **B. Theories of Motivation**

### **1. Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs is a well-known theory in psychology that has been widely discussed and debated since its inception in 1943. According to this theory, human beings have specific innate needs that must be fulfilled to achieve personal growth and self-actualization. Maslow constructed a hierarchy composed of five distinct levels of human needs. The structure is arranged such that fundamental physiological requirements form the base, while the pursuit of self-fulfillment, termed as self-actualization, resides at the pinnacle. Maslow's theory suggests a progression in which each tier of need must be adequately met before progressing to the subsequent one, as unsatisfied needs may result in psychological discomfort and various negative consequences. The levels of needs in order from bottom to top are physiological, safety, belongingness and love, esteem, and self-actualization. Maslow (1957) describes first level as the most fundamental of all the needs being physiological needs, indicating that in the most extreme situations where individual lacks everything essential in life, the strongest motivation would be the fulfillment of physiological needs. In other words, an individual who lacks necessities such as food, safety, love, and esteem is most likely to prioritize satisfying their hunger over other needs. Once the physiological needs are reasonably fulfilled, a new category of needs arises, referred to as safety needs, which pertains to the need for security, stability, structure, and order. The third level of needs that can arise pertains to love, affection, and a sense of belonging. Maslow suggested that individuals strive to overcome emotions of alienation and loneliness, which involves both giving and

receiving love, affection, and a feeling of being a part of a group. The fourth level is the need for esteem, which encompasses the need for both self-esteem and the esteem one receives from others. Individuals require a stable and secure foundation of high self-respect, as well as the respect and admiration of others. When these needs are fulfilled, a person develops a sense of self-confidence and feels valuable in the world. Only when all the previous requirements are met, the top level, the desire for self-actualization is triggered, which is the need to achieve one's full potential. Even though self-actualization holds significant psychological significance, it is argued by some researchers that it is improbable to be a separate and distinct human need and it has been suggested that this need is primarily absorbed within esteem-related motives and mating-related motives in the revised framework (Kenrick, Griskevicius, Neuberg & Schaller, 2010).

Reasons for being one of the most long-lasting features of Maslow's theory is his concept of arranging basic motives in a hierarchy which implies that certain motives are more important than others, second being the fact that hierarchy reflected developmental stages, such as an infant whose physiological needs should be met before moving on to other levels (Kenrick et. al, 2010). While Maslow's hierarchy of needs has been widely popularized and has received considerable attention in popular media, it has also been subject to criticism (Schunk, et al. 2014). It has been argued that the hierarchy is overly simplistic and does not account for individual and cultural differences in how needs are prioritized and fulfilled (Kenrick et. al, 2010). Despite facing criticism, Maslow's needs hierarchy continues to hold significant sway and is frequently cited within the discipline of psychology. Its insights into human motivational drives and behaviors have significantly enriched our knowledge in these areas.

It is crucial to grasp Maslow's theory, in addition to those aforementioned in the study and the subsequent theories that will be mentioned to understand the extent of teacher motivation, and to consider each as a part of the whole since the subject of this research is human motivation and self which relies on both internal factors and external factors.

## **2. Herzberg's Motivation Theory**

The motivation for an employee to participate in an organization and work

stems from the need to make a living. Numerous studies have explored the desire to work, how employees can be encouraged to work willingly, and how they can become cognizant of the importance of working.

One of the most influential theories in recent decades has been Herzberg's (1966) motivation- hygiene theory. Essentially, the idea splits stimulating elements into two factors as motivating factors, which are related to the task itself, and hygiene factors, which are related to the surrounding milieu. Hygiene factors is the term Herzberg coined to refer to the factors that are associated with working conditions and preventing dissatisfaction.

Herzberg's theory posits that enhancing salary and improving working conditions is crucial in minimizing job dissatisfaction, but once a certain threshold is reached, it is the job-related factors rather than financial compensation that drive motivation (Herzberg, Mausner & Snyderman, 1993). This implies that to foster employee engagement and commitment, organizations should focus on intrinsic factors, such as job enrichment, opportunities for personal and professional growth, and recognition for achievements (Alshmemri, Shahwan-Akl, & Maude, 2017).

Herzberg's theory suggests that increasing wages and bettering work environments are crucial for diminishing job dissatisfaction; however, after surpassing a specific threshold, it is the work-related aspects, rather than monetary rewards, that propel motivation (Herzberg et al., 1993). This suggests that to cultivate employee engagement and commitment, organizations should concentrate on intrinsic factors, such as job enrichment, opportunities for personal and professional growth, and recognition for achievements (Robbins & Judge, 2013). More recent literature on the topic supports the importance of these factors in the modern workplace. For instance, Armstrong and Taylor (2014) emphasize the role of job enrichment strategies, including job rotation, enlargement, and empowerment, in increasing employee satisfaction and motivation. Additionally, Latham (2007) found that intrinsic factors, such as a sense of accomplishment and opportunities for professional development, were significant predictors of job satisfaction across various professions. These findings highlight the enduring relevance of Herzberg's theory and its implications for organizations seeking to enhance employee motivation and satisfaction.

### **3. Expectation - Value Theories**

Expectancy-value theories hold a prominent position across various fields in psychology, with numerous educational and developmental psychologists employing this framework in their research on the development of achievement motivation (Atkinson, 1957; Eccles & Wigfield, 2002; Schunk, et al. 2014).

Different theories on motivation have been proposed throughout the years, each highlighting the importance of distinct aspects. One of the many theoretical frameworks in the literature of motivation is a class of motivational theories known as expectation-value theories, which focuses on how an individual's attitudes and beliefs about their chances of success and the importance of the result affect their motivation (Schunk, et al. 2014). These ideas contend that people are driven to act in ways they value and believe so that it will result in desired results (Dörnyei & Ushioda, 2011). One of the approaches that had a significant impact on modern expectancy-value theories is Lewin's level of aspiration which asserts that a high level of aspiration means that an individual sets high goals and strives for excellence, while a low level of aspiration means that the individual sets more modest goals and is less motivated to achieve them (Shah & Gardner, 2008). Atkinson's Achievement Motivation Theory, also known as the Expectancy-Value Model, endeavors to elucidate an individual's motivation for attaining a specific objective by examining two primary components: expectancy and value.

Expectancy refers to a person's perceived likelihood of successfully accomplishing a task or goal, taking into account their self-perceived competence, prior experiences, and the task's difficulty. On the other hand, value pertains to the significance or importance that an individual assigns to a goal, encompassing the anticipated rewards, inherent satisfaction, and potential costs associated with pursuing or achieving the objective. Atkinson (1957) posits that achievement motivation arises from the interplay between expectancy and value, suggesting that individuals are more inclined to pursue goals when they perceive a reasonable probability of success (high expectancy) and deem the objective valuable or important (high value). Furthermore, the theory incorporates the concept of need for achievement, an intrinsic drive to excel, surmount challenges, and attain mastery, which varies among individuals and is influenced by factors such as personality, upbringing, and cultural background. Those with a high need for achievement are

more likely to embrace challenging tasks and strive for success, whereas individuals with a low need for achievement may evade challenges and prefer tasks with a higher likelihood of success.

Eccles and Wigfield (2002) have significantly expanded upon Atkinson's Achievement Motivation Theory, developing their own Expectancy-Value Theory of Achievement Motivation, which concentrates on students' motivation, choices, and performance in academic and extracurricular contexts. Their model refines the concept of value by dividing it into four subcomponents: attainment value, intrinsic value, utility value, and cost. Although Eccles and Wigfield's work provides invaluable insights into understanding student motivation in educational settings, the present study will refrain from delving further into their model, as the research's focus is primarily centered on teacher motivation rather than that of the student.

A concept closely associated with expectancy-value theories is self-efficacy, a fundamental element of Social Cognitive Theory (SCT), which is intimately connected to motivation. SCT stands as one of the most prominent frameworks in the field of motivation, emphasizing motivation's pivotal role in learning and behavior modification processes (Usher & Pajares, 2007). Bandura (1997) theorized that individuals are motivated to participate in specific behaviors when they discern a link between their actions and a favorable outcome. A person's goals, convictions, and expectations concerning their capabilities also contribute to their motivation. Self-efficacy entails an individual's confidence in their capacity to perform the necessary actions to achieve a desired result (Schunk & DiBenedetto, 2019).

In conclusion, the interplay between expectancy-value theories, self-efficacy, and Social Cognitive Theory highlights the intricate nature of human motivation. These frameworks emphasize the crucial roles of individuals' beliefs, goals, and expectations in shaping their motivation to engage in specific behaviors. Notably, self-efficacy emerges from a complex self-persuasion process that includes the cognitive processing of others' perceptions, feedback, evaluations, guidance, reinforcement, and prior experiences (Dörnyei & Ushioda, 2011). By understanding the multifaceted dynamics of these motivational constructs, researchers and practitioners can develop more effective strategies to foster motivation and facilitate successful outcomes in various domains of human endeavor.

#### **4. Goal Theories**

The second set of theories are goal theories. Motivation has been acknowledged as the structuring and energizing force underlying all behaviors, from Freud, Jung, and Adler through learning theorists like Hull and Tolman to more and more scholars today (Grant & Dweck, 2003). First goal-setting theory proposed by Locke (1968) posits that setting clear and tough goals can increase both motivation and performance. According to this theory, setting specific and challenging goals can provide direction and focus, increase effort, and provide a sense of accomplishment when the goals are achieved (Locke & Latham, 2006).

The second theory, goal orientation, is a framework that explains how an individual's personal goals, or their orientation, can influence their behavior and motivation in achievement settings. This theory suggests that individuals can adopt different goal orientations depending on their focus, such as learning and improvement or performance and demonstration of ability (Dörnyei & Ushioda, 2011).

The third theory, goal content, and multiplicity postulate the importance of social setting and construct and its impact on an individual's motivation and behavior. Goal content and multiplicity put social construct and relationship goals for the approval of others in the center. This particular component of goal setting demonstrates the fundamentals; as such, it specifies the environment for investigating other motivational processes that control goal pursuit, and it provides for the possibility that goals might arise either from the individual or from the situation (Wentzel, 2000).

In conclusion, goal theories play a critical role in our understanding of motivation and behavior. They posit that individuals are driven by the setting and pursuit of specific, challenging goals (goal-setting theory), and that the orientation of these goals, whether towards learning and improvement or performance and demonstration of ability, influences motivation and behavior (goal orientation theory). Furthermore, they highlight the significance of social context and the pursuit of social approval, acknowledging that our goals are shaped by, and can influence, our social relationships and environments (goal content and multiplicity theory). Taken together, these theories underscore the multifaceted nature of motivation, pointing to the importance of not just the nature and difficulty of our goals, but also

our orientation towards them and the social contexts in which we pursue them. They illuminate the complex dynamics of goal pursuit and provide a valuable framework for understanding and enhancing motivation in a variety of contexts, from education and work to personal development and social interactions.

## **5. Social Cognitive Theory**

Social Cognitive Theory (SCT) postulates that for optimal intellectual functioning, individuals must develop proficiency in managing cognitive elements as well as motivational, emotional, and social factors that influence their cognitive performance (Bandura, 1997; Schunk & Zimmerman, 2011). According to this theory, individuals who possess a strong sense of self-efficacy in handling external stressors remain largely unaffected by these factors. However, those who perceive themselves as lacking control over adverse events may experience distress, subsequently undermining their performance levels.

The responsibility for creating educational environments that promote the development of cognitive skills largely depends on the abilities and confidence of teachers. Teachers who are highly self-assured in their ability to teach effectively believe that challenging students can still be taught through additional effort and suitable teaching methods, and that they can gain support from families and overcome negative influences from the community. However, instructors who question their effectiveness in teaching often feel powerless when students exhibit low motivation due to unsupportive factors that severely limit students' intellectual growth (Bandura, 1997).

## **6. Self-Determination Theory**

Self-Determination Theory (SDT) is a theory of human motivation and personality that evolved from early research on intrinsic and extrinsic motivation. Despite being different from cognitive approaches in terms of terminology and focus, social approaches also view the individual as formless until they become integrated into society (Connell & Wellborn, 1991). Deci (1980) suggests that the ability of human beings to make choices about fulfilling their needs is referred to as will, and self-determination is the act of using that will to guide their decisions (as cited in Schunk, et al., 2014).

SDT acknowledges and investigates the importance of an inherent human ability for increasing awareness and self-reflection, such as being aware of one's wants, values, and aspirations and feeling the distinction between being independent and being managed. This awareness capacity is directly linked to effective self-regulation (Ryan & Deci, 2017). The examination of intrinsic motivation is based on the belief that individuals are proactive in attempting to control and understand their internal and external surroundings, which result in a closer look at the significance of self-determination in various human activities and experiences (Ryan & Deci, 2017). Expectancy-value theories and SDT are both frameworks that address motivation and behavior. However, they approach the topic from different perspectives. Expectancy-value theories propose that an individual's motivation to engage in a particular behavior is determined by their belief that the behavior will lead to a desired outcome and the value they place on it and assumes that motivation is driven by a rational calculation of the outcomes that a person expects to receive from a particular behavior (Ryan & Deci, 2017). It is important to note that in self-determination theory, it is not the environment itself that is crucial, but rather its impact on fulfilling individuals' psychological needs. Research in the field of SDT has provided evidence for the theory's central propositions. Some studies have shown that when extrinsic motivators support people's sense of autonomy, competence, and relatedness, they can increase intrinsic motivation (Gagne & Deci, 2005; Ryan & Deci, 2000b). On the contrary, when extrinsic motivators undermine these needs, they can decrease intrinsic motivation (Deci et. al, 1999; Lepper, Greene, & Nisbett, 1973)

Certain features of rewards can undermine self-determination, such as rewards that are given simply for participating in an activity may cause one feel like their behavior is being controlled, which can decrease the sense of autonomy, in addition to that, when people feel pressured to act by external threats or deadlines, they may be less likely to engage in the activity, and instead may be driven primarily by the desire to avoid negative consequences which can cause a reduction in self-determination (Schunk, et al. 2014). An environment that enables feelings of competence, autonomy, and relatedness leads to optimal motivation toward a particular task (Vallerand & Pelletier, 2008).

Competence refers to people's capability in their dealings with others, in tasks

and activities they undertake, and in more extensive situations, if a living being cannot navigate its environment and interact with its surroundings effectively, its chances of survival are low (Schunk et. al, 2014). The notion of voluntariness is referred to as autonomy; when there is autonomy, one engages in actions wholeheartedly, yet when acting against one's will, one suffers incongruence and conflict (Ryan & Deci, 2017). When people feel like they are being controlled or others are dictating their choices, they may experience a reduction in their sense of autonomy and be less motivated. The need for autonomy is more focused inward and stems from a desire for internal control and freedom of choice and action (Schunk et. al, 2014). The third component need of relatedness is essential because humans tend to execute activities when they are prompted, modeled, or appreciated by important persons to whom they feel bonded or related; thus, this shows that relatedness, the urge to feel belonging and closeness with others, is critical for internalization and that internalization is more likely to occur when there are external factors for feelings of relatedness (Deci & Ryan, 2000).

## **7. Cognitive Evaluation Theory**

Proposed by Deci and Ryan in the 1980s, Cognitive Evaluation Theory (CET) is a component of SDT that explains the effects of extrinsic motivators on intrinsic motivation. Intrinsic motivation is expected to stem from inside, yet, with research, it is found out that the premise of reward and external constraint shaped the nature of the motivated behavior, and as a result of that it led to the development of CET to investigate the relationship between locus of causality and locus of control. CET was formulated to elucidate the environmental factors influencing intrinsic motivation in human behavior (Deci & Ryan, 1985).

Many scholars have been interested in motivation in foreign language learning and teaching, particularly in EFL (Boo et al. 2015; Bower, 2017). Motivation is often viewed as an essential and indisputable component of a foreign language learning environment, and it has also received much attention in the field of language learning. For educators, the question of motivation is crucial. Encouraging students correlated with how motivated the teachers are. Teacher motivation is a prerequisite for a productive learning and teaching environment (Atkinson, 2000).

Unmotivated people lack the impulse to act, whereas motivated people are

those who are stimulated or activated toward a goal (Ryan & Deci, 2000). Motivation is what drives us to take action. Similarly, Johnson and Johnson (2003) described motivation as the extent to which people exert effort to pursue goals that they believe are significant and worthy, and it is the driving factor, the energy that propels people toward their goals. Motivation is an interrelated component of human psychology and it's a complex subject. Johnson and Johnson (2003) state that understanding intentions are essential for understanding oneself and others, and four propositions must be considered in order to comprehend motivation:

- Motivation helps in achieving goals.
- Emotions power motivation.
- Motivation can be traced back to interpersonal and social origins.
- Interdependence among social groups provides the environment in which motivation occurs.

The wording of the definitions may differ yet what is meant is clear as day for the researcher. The literature on motivation has mostly concentrated on achieving goals. Regarding the framework, it is a matter of choice on which perspective to adopt and which path to follow in terms of research paradigm.

### **C. Teacher Motivation**

Teacher motivation is a critical component of effective teaching and learning. It refers to the reasons why teachers engage in their work, the level of effort and enthusiasm they bring to their roles, and the satisfaction they derive from their work. Tschannen-Moran and Hoy (2007) argue that teacher motivation is primarily influenced by external factors, such as working conditions and pay, while others suggest that intrinsic factors, such as a sense of purpose and meaning, are more important (Deci & Ryan, 2017). Assisting students with their intellectual and emotional growth, whether they are in their early years of education or in advanced academic settings, can be immensely fulfilling for educators and helps them to fulfill their psychological requirements and facilitate their personal development (Dörnyei & Ushioda, 2011).

Dörnyei and Ushioda (2001) identify several factors that can contribute to

teacher motivation, such as autonomy, competence, relatedness, and task significance. They argue that teachers who feel they have control over their work, are skilled at their jobs, and have positive relationships with their colleagues and students, hence they see the value and impact of their work are more likely to be motivated. Research has shown that teachers who have a greater sense of autonomy in their work are more likely to feel motivated, satisfied, and committed to their roles (Skaalvik & Skaalvik, 2014). When teachers feel that they have control over their work, they are more likely to be creative and innovative in their teaching, which can lead to greater engagement and learning for their students. In addition, having autonomy can lead to a sense of personal fulfillment, as teachers are able to align their work with their personal values and goals. Deci and Ryan suggest that one of the fundamental prerequisites for experiencing intrinsic motivation is having a sense of competence, which involves feeling capable and accomplished in one's endeavors (as cited in Dörnyei & Ushioda, 2011).

Teacher competence refers to the level of knowledge, skills, and abilities that teachers possess in their subject matter and teaching methods. Teachers who feel competent are more likely to be effective in their teaching and to have positive relationships with their students (Hakanen, Bakker & Schaufeli, 2006). In the context of teacher motivation, relatedness can be seen as the need for teachers to feel connected to their colleagues, students, and the broader educational community. Teachers who feel connected to their colleagues and students are more likely to experience positive emotions and to be invested in their work. Task significance refers to the extent to which teachers view their work as important, relevant, and meaningful. Task significance is positively related to various aspects of teacher motivation, such as job satisfaction, commitment, and engagement (Stoeber, Childs, Hayward, & Feast, 2011). Teachers who perceive their work as significant are more likely to be motivated. They believe that their work has a meaningful impact on their students and society are more likely to experience a sense of fulfillment and purpose in their work. In addition, a sense of task significance can provide teachers with a sense of autonomy and control over their work, which can further enhance their motivation.

These aforementioned differing opinions highlight the complexity of understanding teacher motivation and the need for further research to fully

understand the factors that contribute to it. However, what is clear is that teacher motivation is a critical component of effective teaching and high-quality education. Motivated teachers are more likely to be engaged, committed, and effective in their roles, which can have positive effects on their students' learning outcomes. Therefore, it is important for schools and educational policymakers to prioritize teacher motivation as a key component of their strategies for improving the quality of education. This can involve promoting supportive leadership practices, providing opportunities for professional development, recognizing, and valuing the contributions of teachers, and creating a positive and empowering work environment. By doing so, we can create a culture of motivation and engagement among teachers that will ultimately benefit the students they educate.

### **1. The Role of Motivation in Professional Development of Teachers**

Motivation is an essential factor in the professional development of teachers. Teachers who are motivated tend to be more engaged in their work and take a proactive approach to their own development. Per Maslow's hierarchy of needs, one must satisfy fundamental needs, like physiological and safety requirements, before they can turn their attention towards more complex needs such as self-esteem and self-actualization (Maslow, 1943). Teachers who feel supported in meeting their basic needs, such as job security and fair compensation, are more likely to be motivated to improve their professional practice. Throughout history, teaching has been linked to an innate drive to instruct individuals, to convey information and principles, and promote progress for a society (Dörnyei & Ushioda, 2011). For educators, whether they work with young children or adult learners, facilitating the cognitive and emotional progress of their students can bring a deep sense of fulfillment and this process can address their psychological necessities and support their personal development (Deci et al., 1999). Teachers who are intrinsically motivated are more likely to seek out opportunities to improve their practice and this type of motivation is fostered by factors such as autonomy, competence, and relatedness, which allow teachers to feel a sense of ownership over their work and a connection to others in the profession.

## **D. Reflection**

The awareness of one's stream of consciousness, to ponder the meaning of one's train of thought, awareness of the moment and mindfulness of one's existence hence the research on metacognition has been an interest to many scholars from various disciplines throughout the centuries. Larrivee (2008) describes reflection as a theoretical concept that is inferred from observed actions and stated opinions, as it cannot be directly observed or measured. A method for deriving meaning from experiences involves engaging in well-guided conversations, which require advanced cognitive processing and may even lead to shifts in perspective (Cruickshank,1985).

The definitions of reflection concentrate on the personal mental procedures and accountability of individuals for their conduct. Dewey (1933) suggested that reflection is to examine any belief or presumed knowledge carefully and consistently by taking into account the supporting evidence and the potential conclusions that may arise from it. In the literature on professional education during the 1980s, there was a noticeable increase in the prominence of discussions on the significance of reflection in the learning process. Schön (1984) defines reflection in educational psychology as a term which refers to the process of thinking deeply and critically about one's experiences, beliefs, and actions, in order to gain new insights and improve one's understanding and performance. Schön's research underscores the significance of reflective practice in pedagogy, as it cultivates professional development, stimulates ongoing learning, and advances a more agile and tailored methodology for addressing the heterogeneous needs of students. In education, reflective thinking is described as a method for improving student learning by contemplating the content being taught while it is being applied in practical situations. By incorporating both forms of reflection, educators can attain a more profound comprehension of their pedagogical approach and augment their abilities, ultimately resulting in increased efficacy and enriched educational encounters for their pupils (Nguyen, 2015).

Engaging in reflective self-assessment of their thoughts and behaviors, individuals can modify their thinking and exert control over their future actions which posits that self-reflection is significant in academic contexts (Mercer & Kostoulas, 2018). All interpretations of reflection encompass additional components that distinguish how reflection, as a distinct mode of thought, deviates from other

cognitive processes. Rodgers (2002) considered reflection to be a methodical, stringent, and disciplined thought process grounded in scientific investigation, and saw it as a strategy for addressing problems.

A relatively recent and comprehensive study by Nguyen (2015) identified five core components that are to be considered for an experience to be truly reflective. The first component is thoughts and actions (TA) which emphasizes the connection between thinking and doing. Reflective practice involves not only contemplating one's actions but also applying the insights gained to modify or improve future actions. The second one is Attentive, Critical, Exploratory, and Iterative Processes (ACEI) which highlights the need for being attentive to one's thoughts and actions, critically examining and questioning them, exploring alternative perspectives and solutions, and engaging in an iterative process of learning and improvement through reflection. Third component is the underlying conceptual frame (CF) which refers to the theoretical foundation or framework that guides one's thinking and actions. Reflective practitioners continuously examine and challenge their conceptual frames, which helps them develop a deeper understanding of their practice and enhance their decision-making abilities. Fourth is the view on change (VC) that acknowledges the importance of being open to change and adapting one's practice based on reflective insights. Embracing change allows practitioners to grow professionally and respond effectively to new challenges and contexts. Last one is the self (S) which focuses on the role of self-awareness and self-regulation in reflective practice. By understanding one's values, beliefs, strengths, and weaknesses, reflective practitioners can better evaluate their actions, manage their emotions, and make informed choices in their professional practice. These five components collectively provide a comprehensive framework for understanding reflection and its importance in professional development and learning and they are the key attributes that allow a thinking process to become reflective.

## **E. Reflective Practice**

Reflective practice has emerged as an important concept in professional development and learning, gaining recognition for its potential to enhance practitioners' skills and understanding of their work (Schön, 1984; Hébert, 2015). Reflective practice entails undertaking a methodical and critical analysis of one's

thoughts, actions, and experiences to foster ongoing enhancement and adaptability in the face of diverse professional settings (Schön, 1984). Hébert (2015) also highlights the significance of reflection in cultivating self-awareness and self-regulation, enabling practitioners to pinpoint their strengths and shortcomings, regulate their emotions, and make well-informed choices in their practice. Schön (1984) further developed his investigations into the realm of professional education, focusing on the identification of underlying suppositions and differentiating between two distinct types of reflection: reflection-in-action and reflection-on-action.

Reflection-in-action encompasses the cognitive processes occurring concurrently with a given situation, wherein individuals gain consciousness of their thoughts, emotions, and actions. On the other hand, reflection-on-action refers to the subsequent contemplation and analysis of past events, during which individuals recollect their thoughts, emotions, and actions that transpired. By integrating in-action and on-action reflection, as proposed by Schön (1984), professionals from various domains, such as teaching, nursing, and social work, can attain a more profound comprehension of their practice, ultimately resulting in increased efficacy and meaningful outcomes for those they support. A reflective practitioner is someone who does not only prepares prior to acting and reviews past occurrences to contemplate various options, but also possesses the ability to reevaluate their course of action while it is in progress. Similarly, as Walkington and Christensen (2001) stated, in an academic context, it could be stated that the most effective educators are often characterized by their ability to critically reflect on their pedagogical objectives, the methodologies they employ to achieve these goals, the underlying rationale for the desired student learning outcomes, and the assessment strategies they utilize to ascertain the extent of students' comprehension.

Reflective approach entails teachers intentionally scrutinizing their beliefs about their practice, or as Mann (2005) suggested, expressing an internal realm of decisions made in reaction to the external environment of the teaching setting (as cited in Richards & Farrell, 2011). As per the study of Richards and Farrell, participating in methodical reflection enables educators to discern recurring themes and tendencies in their teaching methods, which in turn facilitates a deeper comprehension of their pedagogical decision-making and its consequences on pupil achievement. Moreover, the authors propose that reflective instruction aids teachers

in cultivating a more agile and adaptable methodology, as they consistently assess and modify their techniques to accommodate the varied requirements and aspirations of their students (Richards & Farrell, 2011). Additionally, they underscore the significance of cooperative reflection, wherein educators collaborate to converse, scrutinize, and glean insights from one another's experiences, ultimately promoting a perpetual enhancement culture within the educational field.

By adopting a reflective mindset, teachers can develop heightened self-awareness and critical engagement, thus acquiring the competencies and knowledge needed to traverse the intricate and ever-evolving terrain of modern education. Bradbury and Frost (2010) propose that the traditional reflective practice, often falls short in generating profound and transformative growth and they suggest for expanding the reflective process to encompass social, political, and cultural contexts, emphasizing the necessity for critical reflection that challenges underlying assumptions and power dynamics in professional practices. Despite the influence of socio-economic factors on the quality of professional development and reflective practice, leading to criticism regarding its effectiveness and validity, reflective practice remains an integral component of professional education, with many advocates calling for a shift away from a purely technical rational approach (Lawrence-Wilkes & Ashmore, 2014).

Mercer and Kostoulas (2018) underscore the critical role of reflective practice in the realm of language teaching, particularly in relation to the psychological dimensions that influence both instructors and students and suggest that reflection allows teachers to become more cognizant of their own beliefs, values, emotions, and attitudes, which contribute significantly to their instructional effectiveness. Brookfield (2017) emphasizes the importance of the process that results in reflective practice, to accurately comprehend reflective practice, it is essential to recognize the reflective process's unique emphasis on identifying assumptions, which are the implicit beliefs about the world and our position in it that appear self-evident and often define our perspectives. Reflective practice plays a crucial role in the field of teaching, fostering continuous professional development and contributing to improved student outcomes. By consistently evaluating and analyzing their instructional methods, teachers can identify areas of growth and make necessary adjustments to enhance their effectiveness. This iterative process of self-assessment

not only promotes a deeper understanding of pedagogical strategies, but it also fosters a growth mindset and resilience in educators, enabling them to adapt to ever-changing classroom dynamics and diverse student needs.

While reflective practice has proven to be important in enhancing pedagogical skills and understanding, it was not a focal point of this study due to the specific scope of our research. We recognize that the integration of reflective practice may significantly augment teachers' professional growth, and we firmly advocate for its incorporation, the intricate relationship between teacher motivation and reflection served as the central focus of our investigation. Our descriptive design and data collection process, utilizing an adapted questionnaire carried certain limitations, such as the inability to investigate further with follow up questions on reflective practice as a variable within our analysis. The exploration of how reflective practice interacts with teacher motivation and reflection in the EFL context may lead to another research on its own.

#### **F. Reflective Teaching**

Reflective teaching serves as a unique approach to increase consciousness surrounding language instruction and enhance language teaching by motivating educators to broaden their perspectives, modernize their pedagogical techniques, and modify their lesson plans (Olaya, 2018). Reflective teaching occurs when we recognize and examine the underlying beliefs that influence our educational methods.

Through ongoing examination of their teaching methods, educators can uncover concealed convictions, investigate different approaches, and synchronize their actions with their values which empowers them to make well-informed choices instead of merely responding instinctively. According to Tok and Dolapçioğlu (2013) educators frequently engage in several reflective pedagogical approaches, that include; fostering a student-focused learning environment, cultivating a reflective atmosphere within the classroom, appreciating critical feedback, conducting self-evaluation, determining future actions, addressing challenges, and demonstrating receptiveness to ongoing professional growth. By incorporating reflective practice into their professional routines, teachers are better equipped to create engaging, inclusive, and supportive learning environments that cater to the unique requirements of their students and its relationship to teaching proficiency encourages educators to

delve deeper into transformative learning, ultimately enhancing their level of understanding and skill (Lawrence-Wilkes & Ashmore, 2014). Thus, engaging in reflective practice, educators can break away from habitual actions and impulsive behaviors, enabling them to act with purpose and intention. (Farrell, 2013).

Brookhart and Freeman (1992) state that reflection is particularly crucial for novice teachers, as they frequently possess idealistic perspectives on the challenges they will face and assume they already possess the necessary knowledge and skills to be successful educators. Furthermore, continuous reflection fosters a growth mindset in educators, promoting an ongoing commitment to professional development and the acquisition of new skills and knowledge and studies have demonstrated that teachers who engage in regular reflection not only improve their instructional practices but also enhance student outcomes (Dweck, 2006; Ingersoll & Strong, 2011).

### **III. METHODOLOGY**

#### **A. Introduction**

This section outlines the approach employed during the research process, discussion the investigation. Furthermore, the design, implementation, and data analysis of the research are also described within this chapter.

#### **B. Design of the Study**

This study aims to explore the relationship between teacher motivation and teacher reflection in the context of English as a Foreign Language (EFL) teaching. The research questions investigate the correlation between motivation and reflection, whether teachers' levels of reflection vary depending on their years of teaching experience, and whether their levels of reflection differ based on their educational background.

A descriptive research design was employed to address these questions. One of the most frequent approaches to gather data about attitudes and opinions from a sizeable group of participants is through a questionnaire and in L2 research, it has been widely used to research an extensive number of problems. Questionnaires, as mentioned by Dörnyei, Csizér and Németh (2012), can gather data on participant's behavior, opinion, attitude, feelings, knowledge on certain subjects and participant's background information in a considerably short amount of time.

A questionnaire that was developed by Algül (2021) for her PhD thesis titled "Reflective Teaching Perception of EFL Teachers Who Applied Reflective Teaching Tools in Their Class" was adapted with her permission for this research. The adapted questionnaire was approved by Istanbul Aydın University Ethics Committee (See Appendix B) holding the serial number E-88083623-020-85125.

The data collection process involved gathering qualitative data from EFL teachers through the questionnaire, which provided quantifiable information for statistical analysis. By examining these responses, this study aims to shed light on the

potential links between teacher motivation and reflection and how factors such as experience and education may impact these aspects of teaching. The results of this research could have significant implications for the EFL teaching community, informing professional development and teacher training programs.

### **C. Participants**

The target population for this study consists of EFL teachers from three different universities in Istanbul. A convenience sampling method is employed to recruit participants, as this method is suitable for reaching a readily available pool of EFL teachers from the selected institutions.

The sample size for this study is 41 participants. As the study aims to understand the relationship between teacher motivation and reflection in the EFL context, no specific eligibility criteria or exclusion criteria was set. This approach allowed for the inclusion of EFL teachers with diverse backgrounds, educational qualifications, and teaching experiences, thus providing a comprehensive overview of the research questions under investigation. Detailed demographic distribution of the participants regarding their gender, age, degree, years of teaching experience and teaching hours per week will be elicited in the findings part under participant profile section.

### **D. Instruments**

To gather quantitative data for this research, an adapted questionnaire adapted from Algül's (2021) PhD thesis, titled "Reflective Teaching Perception of EFL Teachers Who Applied Reflective Teaching Tools in Their Class" was used. The original questionnaire was designed to measure the levels of reflection based on the levels defined by Larrivee (2008). With Algül's permission, the questionnaire was adapted for the purposes of this study, focusing on teacher motivation and reflection.

The adapted questionnaire comprises two sections: the first section addresses teacher motivation and consists of 12 items, while the second section focuses on teacher reflection with 11 items. Participants are asked to rate each item numbered 1 through 5 on the Likert scale. Each number indicates as:

1. Usually (U);
2. Often (O);
3. Sometimes (S);
4. Rarely (R);
5. Never (N) to

indicate the frequency with which they engage in the described behaviors or practices.

This format enabled a detailed assessment of both motivation and reflection among the EFL teachers. After the data collection process, the Statistical Package for the Social Sciences (SPSS) was employed to analyze the gathered data. The adaptation process sought to maintain the integrity of the original instrument while tailoring it to the specific research questions of this study.

#### **E. Statistical Package for the Social Sciences (SPSS)**

The Statistical Package for the Social Sciences (SPSS) is a software application designed for statistical analysis in social sciences. SPSS generates graphs and tables to facilitate data analysis and is typically employed for descriptive statistics, numeric outcome prediction, and group identification prediction. In this descriptive research, SPSS version 29.0 was utilized to analyze the data, ensuring valid and reliable outcomes.

#### **F. Data Collection Procedure**

The data collection process was initiated after receiving approval from the Istanbul Aydın University Ethics Committee to distribute the adapted questionnaire to three universities in Istanbul. The questionnaire was prepared using Google Forms, and the link was sent to the directors of the preparatory classes at each university, who then shared it with the EFL teachers. Participants were informed about the study's procedure and the confidentiality of their responses to the questionnaire. They were given a three-week window to complete and submit their answers.

After this period, no further responses were accepted. The collected data was then exported to an Excel file for the purpose of analyzing it using SPSS. This approach ensured an organized and systematic data collection process while maintaining the confidentiality and privacy of the participants.

#### **G. Data Analysis**

Upon completion of the data collection process, the data was exported from

Google Forms to an Excel file to facilitate analysis using SPSS. The raw data was cleaned and coded to ensure accuracy and consistency. Appropriate statistical tests were employed to investigate the relationships between the variables of interest for each research question. Spearman correlation analysis was conducted to examine the correlation between motivation and reflection, addressing the first research question. Additionally, to explore the relationship between reflection levels and educational background, the Kruskal-Wallis test was employed to compare reflection scores among different educational backgrounds. These statistical tests were selected based on the characteristics of the variables and the underlying assumptions of the data. The obtained results from these correlation and comparative analyses were carefully interpreted in the context of the research questions, providing valuable insights into the relationships between teacher motivation, reflection, teaching experience, and educational background in the EFL context.

## IV. FINDINGS AND DISCUSSION

### A. Introduction

This chapter presents the findings of the study which aimed to answer three research questions, mainly examining the correlation between motivation and reflection, and how teachers' levels of reflection vary depending on their years of teaching experience and educational background. The data was collected from a sample of 41 participants who completed the questionnaire and was analyzed using SPSS. A descriptive statistical approach was employed, utilizing Spearman correlation analysis to address the first research question, and Kruskal-Wallis test to investigate the latter two questions. The subsequent sections detail the significant findings derived from this analysis.

### B. Findings

#### 1. Participant Profile

The sample for the study consisted of 41 participants who were approached using a convenience sampling method. The demographic and professional details of the participants were gathered through the questionnaire with five items as gender, age, degree, years of teaching experience and teaching hours per week.

Table 1 demonstrates the gender distribution of participants, which was the first question in “Participant Profile” section. 65,9% (n=27) of the teachers were female, and 34,1% (n=14) of the participant were male.

Table 1 Gender Distribution of Participants

Gender	f	%
Female	27	65,9
Male	14	34,1

As demonstrated in Table 2, the age distribution of the participants predominantly falls within the 26-45 years category, reflecting the mid-career stage of most participants in this study.

Table 2 Age Distribution of Participants

Age	f	%
18-25	4	9,8
26-35	18	43,9
36-45	17	41,5
45 or more	2	4,8

The degree distribution of participants, as presented in Table 3, reveals that master's degree holders constitute the largest segment of the sample.

Table 3 Degree Distribution of Participants

Degree	f	%
BA	12	29,3
MA	20	34,1
PhD	9	22,0

Table 4 outlines the distribution of participants by years of teaching experience, showing a substantial number of participants with 1-5 and 11-15 years of experience.

Table 4 Years of Teaching Experience Distribution of Participants

Experience	f	%
1-5	13	31,7
6-10	8	19,5
11-15	13	31,7
16-20	3	7,3
21 or more	4	9,8

As illustrated in Table 5, participants' weekly teaching hours vary, with a notable concentration of teachers working 21-30 hours per week.

Table 5 Teaching Hours Per Week Distribution of Participants

Teaching Hours Per Week	f	%
9-12	11	26,8
13-20	9	22,0
21-30	17	41,5
31 or more	4	9,8

## 2. Evaluation of Findings of Research Question One

*What is the correlation between motivation and reflection?*

Table 6 Correlation Between Motivation and Reflection

	Correlation Coefficient	P-value	N
Motivation and Reflection	0,494	0,001	41

To investigate the relationship between motivation and reflection, a Spearman correlation analysis was conducted due to the non-normal distribution of motivation and reflection scores. According to the table, motivation and reflection demonstrate a significant moderate positive correlation ( $r = 0.494$ ,  $p < 0.001$ ). Therefore, this implies that higher motivation levels are associated with higher reflection levels.

## 3. Evaluation of Findings of Research Question Two

*Do teachers' levels of reflection vary depending on their years of teaching experience?*

Table 7 Comparison by Years of Teaching Experience

	Years of Teaching Experience	N	Mean Rank	Kruskal-Wallis H	P-value
Motivation	1-5	13	22,96	5000	0,287
	6-10	8	24,81		
	11-15	13	20,27		
	16-20	3	21,00		
	21 or more	4	9,38		
Reflection	1-5	13	24,88	2,324	0,676
	6-10	8	18,81		
	11-15	13	18,73		
	16-20	3	22,83		
	21 or more	4	18,75		

The table represents the ranks of participants based on their years of teaching experience in terms of motivation and reflection. Kruskal-Wallis H test was employed as the statistical method of choice. This non-parametric test was selected due to its utility in comparing more than two independent groups, especially when the assumption of a normally distributed population could not be met.

Table 7 presents the results from this analysis. For both motivation and reflection, the Kruskal-Wallis H test did not reveal a statistically significant

difference across the different categories of teaching experience, as indicated by p-values of 0.287 and 0.676 respectively, both of which exceed the typical threshold of 0.05 for statistical significance. In terms of motivation, teachers with 6-10 years of experience had the highest mean rank, suggesting they were the most motivated group within this sample. However, for reflection, the group with 1-5 years of experience had the highest mean rank.

These results suggest that, within this sample, teaching experience may not have a significant impact on teachers' levels of reflection. However, this conclusion should be interpreted with caution given the small sample sizes in some categories, particularly for teachers with 16-20 and 21 or more years of experience. Further research with larger sample sizes could provide more insight into these relationships.

#### 4. Evaluation of Findings of Research Question Three

*Do teachers' levels of reflection vary depending on their educational background?*

Table 8 Comparison by Educational Background

	Degree	N	Mean Rank	Kruskal-Wallis H	P-value
Motivation	BA	12	24,54	3,911	0,141
	MA	20	21,85		
	PhD	9	14,39		
Reflection	BA	12	21,79	0,901	0,637
	MA	20	22,03		
	PhD	9	17,67		

Table 8 represents the ranks of participants based on their educational degree. Kruskal-Wallis H test was utilized for being advantageous when comparing more than two independent groups and the assumption of a normally distributed population cannot be assumed.

According to the results, there was not a statistically significant difference in teachers' levels of reflection based on their educational background. This is evidenced by a p-value of 0.637 for the reflection variable, exceeding the typically accepted threshold for significance of 0.05. The mean ranks suggest slight differences in the levels of reflection among the groups. However, in terms of reflection, participants with a master's degree have a slightly higher mean rank compared to participants with a bachelor's degree and participants with a PhD. These

results suggest that, within this sample, a teacher's level of education does not significantly influence their levels of reflection. However, given the limited sample size particularly for the PhD group, these findings should be interpreted with caution. Further research, involving larger sample sizes, could provide more nuanced insights into the potential impacts of educational background on teachers' reflective practices.

### **C. Discussion**

The findings on correlation between motivation and reflection revealed a moderate positive correlation between motivation and reflection, suggesting that teachers with higher levels of motivation tend to exhibit more reflection. This aligns with the Self-Determination Theory (Deci & Ryan, 1985), which posits that motivated individuals are more likely to engage in thoughtful and reflective behavior. It also reinforces the notion from the Social Cognitive Theory (Bandura, 1997) that cognitive processes, such as reflection, can be influenced by factors like motivation. Our finding is significant as it underscores the importance of motivation in fostering reflection. Thus, it could be expected that strategies to enhance teacher motivation could indirectly promote more reflective teaching, which requires decent research on teaching practices.

The findings on reflection and years of teaching experience did not demonstrate a significant difference in levels of reflection based on years of teaching experience. This is somewhat contrary to the expectation that more experienced teachers might be more reflective due to their accumulation of teaching experiences to reflect upon. However, our findings align with certain elements of the Cognitive Evaluation Theory (Deci & Ryan, 1985) which suggests that intrinsic motivators, like personal interest and satisfaction, might be more influential on reflection than extrinsic motivators such as years of experience. This indicates the need for a supportive work environment that encourages all teachers, regardless of their years of experience, to reflect on their practices.

The results did not show a statistically significant difference in levels of reflection based on educational background, there were observable trends in the data. Teachers with a master's degree demonstrated slightly higher levels of reflection compared to those with a bachelor's degree or a PhD. This trend aligns with the expectation that higher education, especially at the master's level where pedagogical

theory often emphasized, could enhance teachers' reflective capacities.

However, given the lack of statistical significance and the relatively small sample size of participants with a PhD, we should be cautious to draw a definitive conclusion. It is possible that individual factors, such as motivation and personal beliefs, may also significantly influence the degree of reflective practice, consistent with the tenets of Goal Theories (Locke & Latham, 2002). This underlines the importance of fostering intrinsic motivation and reflective attitudes among teachers, in addition to academic advancement. Further research with a larger sample size, particularly among teachers with a PhD, could provide a more nuanced understanding of the influence of educational background on reflection.



## **V. CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

### **A. Introduction**

This concluding chapter presents an overview of the study, drawing together the key findings and discussing their implications for the field of English as a Foreign Language (EFL) teaching. The study aimed to explore the correlation between motivation and reflection among EFL teachers and assess the variance in teachers' levels of reflection based on their years of teaching experience and educational background.

### **B. Summary of the Study**

The study revolved around three main research questions that examined the intricate relationship between motivation and reflective teaching practices. Data was gathered from a sample of 41 EFL teachers in Turkey who completed a questionnaire. The analysis of this data yielded insightful findings that contribute to our understanding of EFL teachers' motivation and reflective teaching practices.

The study found a moderate positive correlation between motivation and reflection, implying that teachers who reported higher levels of motivation also demonstrated a greater tendency for reflective teaching. This finding supports the belief that motivation plays a critical role in stimulating and maintaining reflective teaching practices, thus confirming the theories of Dörnyei & Ushioda (2011) and Korthagen & Vasalos (2005).

As for the influence of teaching experience on teachers' levels of reflection, the study found no significant difference across the various categories of teaching experience. This is somewhat unexpected as one might hypothesize that teachers with more experience would exhibit higher levels of reflection.

Lastly, regarding teachers' levels of reflection based on their educational background, although the master's degree holders demonstrated slightly higher reflective tendencies, there was no statistically significant difference among teachers

with different educational degrees.

### **C. Implications of the Study**

The findings of this study hold valuable implications for teacher education and professional development programs. First and foremost, the correlation between motivation and reflection suggests that initiatives aimed at fostering teacher motivation could indirectly promote reflective teaching practices. This resonates with the findings of Richardson & Watt (2006), who posited that motivated teachers display greater dedication to their profession and are more inclined to participate in ongoing professional development.

Furthermore, the absence of a significant impact of teaching experience and educational background on reflection suggests that reflection is a personal trait more influenced by individual factors such as motivation, personal beliefs, and attitudes, as inferred from the Goal Theories (Locke & Latham, 2002). Hence, teacher education and professional development programs should focus not only on academic upgrading but also on fostering reflective attitudes and behaviors among teachers.

### **D. Suggestions for Future Research**

While this study offers valuable insights into the correlation between motivation and reflection in EFL teaching, it also opens avenues for future research. Given that the impact of teaching experience and educational background on reflection was not significant in this study, it would be beneficial for future research to explore other potential influencing factors. Moreover, the sample size of this study was relatively small and confined to a specific context. Thus, replicating the study in different contexts and with larger sample sizes could yield more generalizable results.

### **E. Final Remarks**

In conclusion, this study sheds light on the interplay between motivation and reflection in the EFL context and emphasizes the need for nurturing these vital elements. Reflection and motivation are indispensable components of teaching efficacy, and their significance should not be underestimated in any education

setting. By making conscious efforts to cultivate and sustain these, we can continually enhance the quality of EFL teaching and learning, thereby enriching the educational journey for both the teachers and students.



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## **APPENDIX**

**Appendix A** Survey

**Appendix B** Ethics Approval



## Appendix A: Survey

### The Relation Between Teacher Motivation and Teacher Reflection in EFL Context

Dear Participant,

Thank you for your support and willingness to complete this survey. The survey will support my master's thesis and it aims to explore the relation between teacher motivation and teacher reflection in EFL context. Your participation in this study is entirely voluntary. You reserve the right to withdraw from the study at any given time. Bear in mind that in this questionnaire, there is not right or wrong answer. The survey takes approximately 5 minutes to fill out.

I appreciate your participation.

\*\*\*\*\*

#### Section 1

##### 1. Gender

Female      Male      Prefer not to say

##### 2. Age

18-25

26-35

36-45

46-55

55 or more

##### 2. Degree

BA

MA

PhD

Celta

Delta

3. Years of teaching experience

0-5

6-10

11-15

16-20

21 or more

4. Teaching hours per week

8-12

13-20

21-30

31-40

41 or more

## Section 2

For each indicator, please select the rating that best represents the current state of your practice. Use **U (usually)**, **O (often)**, **S (sometimes)**, **R (rarely)**, or **N (never)**.

### Motivation

1. I feel excited about going to work on a typical school day.
2. I find my work fulfilling.
3. I feel motivated when I see my student's progress.

4. I feel dedicated to my profession.
5. I feel highly motivated when my efforts as a teacher are recognized and appreciated by my colleagues.
6. I feel satisfied when I receive the support of my institution.
7. I feel that my work-life balance is positively affected by my job as a teacher.
8. I would be happy to mentor the novice teachers.
9. I feel confident in my ability to create a positive and supportive learning environment for my students.
10. I feel satisfied with the materials and methods I use in my teaching.
11. I feel that my personal beliefs and attitudes towards language teaching positively affect my motivation to teach.
12. I feel motivated to actively seek out new teaching strategies and resources to improve my teaching.

### **Reflection**

13. I analyze the relationship between teaching practices and student learning.
14. I engage in constructive criticism of my own teaching.
15. I consider the ethical consequences of classroom policies and practices.
16. I evaluate myself in the process of teaching.
17. I reflect upon my teaching process after classes.
18. I address social issues that arise in and outside of the classroom.
19. I observe myself in the process of teaching.
20. I acknowledge the social and political consequences of my teaching.
21. I like to be observed by my colleagues during teaching practices.
22. I am an active inquirer of my own teaching process.
23. I like to observe classes of my colleagues and discuss class procedures.

## Appendix B Ethics Approval

Evrak Tarih ve Sayısı: 05.05.2023-85125



T.C.  
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Sayın Başak YAĞMUR

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Eğitim Bilimleri Etik Komisyonu'nun 28.04.2023 tarihli ve 2023/04 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

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Müdür Yardımcısı

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