Teacher motivation in online teaching: A case study of EFL instructors

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Abstract: The recent pandemic (COVID-19) forced major changes in education which led institutions to shift teaching from classrooms to virtual platforms. Considering the responsibility of teachers for successful implementation of this transformation, the study aims to investigate motivational reasons of instructors working in the school of foreign languages at a non-profit university for online teaching and the differences of their incentives in terms of synchronous and asynchronous teaching. To collect data, semi-structured interviews were carried out with 5 participants. Their answers were coded and categorized based on the research questions. The content analysis revealed that instructors had both intrinsic and extrinsic motivational reasons for both synchronous and asynchronous teaching. Also, the consequences of the recent pandemic were regarded as motivational factors for the participants. The changes in the society and technological advances indicated a reform in education was realized by the participants as an extrinsic motivation and it could be internalized and turned into an intrinsic motivation.

Keywords: Motivation, EFL, language instructors, online teaching

Çevrimiçi Eğitimde Öğretmen Motivasyonu: İngiliz Dili Eğitimi veren Öğretim Görevlileri Vaka Çalışması

Özet: COVID-19 salgını, eğitimde kurumların öğretimi sınıflardan sanal platformlara kaydırmasına neden olan büyük değişiklikleri zorunlu kıldı. Bu geçişin başarılı bir şekilde uygulanmasında öğretmenlerin sorumlulukları göz önünde bulundurularak, çalışma bir vakıf üniversitesi yabancı diller yüksek okulunda çalışan öğretim görevlilerinin çevrimiçi eğitim eğitimdeki güdülenme kaynaklarını ve eşzamanlı eğitimle asenkron eğitimdeki güdülenme farklılıklarını araştırmayı amaçlamaktadır. Veri toplamak için 5 katılımcı ile yarı yapılandırılmış görüşmeler yapılmıştır. Katılımcıların cevapları kodlanmış ve araştırma soruları doğrultusunda kategorize edilmiştir. Yapılan içerik analizi, öğretmenlerin hem eş zamanlı hem de asenkron eğitim için içsel ve dışsal güdümleyici nedenleri olduğunu ortaya çıkarmıştır. Ayrıca, son salgının sonuçlarının katılımcılar için güdümleyici faktörü olduğu belirlenmiştir. Toplumdaki değişimlerin ve teknolojik gelişmelerin, eğitimde bir reformu işaret etmesi katılımcılar tarafından dışsal bir güdümleyici olarak kabul edildiğini ve içsel bir güdülemeye dönüştürülebildiğini gösterdi.

Anahtar Sözcükler: Motivasyon, İngiliz dili eğitimi, İngilizce öğretmenleri, çevrimiçi eğitim

1. Introduction

Considering the technological and innovative changes, it is inevitable to witness the consequences of these advances in every part of life, especially in the field of education. For many years, a lot of institutions around the world have integrated technology into their classroom practices in order to reinforce learning by preparing exercises, supporting and monitoring learners, and evaluating their progress (Kozma, 2003).

Use of technology in education is not limited to classroom practices. Online technologies have enabled off-campus accessibility of resources and even online learning. Administrators are determined to make the best use of the internet in order to sign their names in edubusiness while students demand for making web-based materials available (Wolcott, 1997). Therefore, many institutions have been offering online education in asynchronous and / or synchronous forms for a great many reasons such as meeting the demands of the 21st century, reaching out to more students, and emancipating learning from classroom walls. While asynchronous learning enables students to access the materials anytime and anywhere, synchronous learning allows real time interaction.

Experience of online education is obviously different from face-to-face learning both for the students and the teachers in terms of classroom environment, teaching tools and techniques, the role of the teachers, and participation of the students (Conceiçao, 2007). Thus, it requires a lot of preparation and support before launching online programs and during implementation of online education.

The recent pandemic (COVID-19), however, has forced education for immediate transition from classrooms to virtual platforms. Therefore, it could be indicated that there is an ongoing educational reform and teachers bear a great responsibility for this reform to be implemented effectively. Teachers who were working in institutions that didn't utilize online education platforms as formal teaching have had to welcome this way of teaching. There have been significant changes in their physical environment such as their homes instead of classrooms, or wireless connections instead of board markers, use of technological devices such as laptops, tablets, even mobile phones as an alternative to the boards, and the methods implemented different from face-to-face interaction.

Considering this recent educational reform and the significance of teachers in the implementation phase, it might be indicated that motivation of teachers directly concerns the success of this transition besides the success of the students as the enthusiasm and the commitment of the teacher is considered as a significant factor that can affect learners' motivation to learn (Dörnyei & Ushioda, 2011).

Although there have been many studies on teacher motivation (e.g. Anderson & Iwanicki, 1984; Czikszentmihalyi, 1982; Neves de Jesus & Lens, 2005; Schulz, Reichert & Isabwe, 2015), most of them focus on teachers in the context of face-to-face education. On the other side, in terms of online teaching, the studies mainly concentrate on students' motivation (e.g. Bolliger, Supanakorn & Boggs, 2010; Cai & Zhu, 2012; Kim & Frick, 2011; Xie & Ke, 2011; Lee, 2000). Therefore, to my knowledge, the number of studies about teacher motivation to teach online is limited in the literature. Another issue is that the studies which focus on teacher motivation in online education include surveys either as the only or the main data collection tool which is complemented by interviews (e.g. Betts, 1998; Doo, Tang, Bonk & Zhu, 2020; Hussmann & Miller, 1999; Wright; 2014). As the items in a survey should be simple and straightforward so that they can be understood by everybody, the results are superficial and they provide 'thin' description of the target data rather than deep investigation (Dörnyei & Ushioda, 2011).

To sum up, there is a lack of studies regarding language teachers' motivation and motivational factors to teach online. As for relevant studies, participants are mainly limited to the options in the surveys while investigating motivational factors. Considering the current situation of education around the world and the role of teachers in this new world due to the ongoing pandemic (COVID-19), this study aims to deeply investigate the motivational factors of language instructors to teach online with the aim of adding to the literature and examining the possible differences of motivational factors in synchronous and asynchronous teaching. Within this purpose, the study aims to answer the questions below:

1- Do teachers working in the school of foreign languages at a non-profit university in Turkey have any intrinsic motivation to teach online?
a. If yes, what are their reasons for feeling intrinsically motivated?
2- Do teachers working in the school of foreign languages at a non-profit university in Turkey have any extrinsic motivation to teach online?
a. If yes, what are their reasons for feeling extrinsically motivated?
3- Does the motivation of teachers differ in asynchronous teaching and synchronous teaching?

a. If yes, what are their reasons?

2. Literature Review

2.1. Online Education

For many years, traditional education has set the value of a class with the time spent in classrooms (Witta, 2009). Yet, advances in online technology have enabled teaching and learning to take place anytime and anywhere with the emergence of online education as an alternative to face-to-face teaching (Baylen & Zhu, 2009; Russel & McCarron, 2009). As online education breaks down the barriers of time and place by offering independent and flexible education, it has become more common in order to meet the demands of the changing societies besides technological advances. For instance, additional courses are required in addition to having a degree in many professions; education is not attributed to young people anymore and lifelong learning is promoted; cultural diversity has gained importance; life is no more limited to geographical boundaries; and many people spend most of their time at work (Mehrotra, Hollister & McGahey, 2001). Within this perspective, many institutions have been offering online courses either as supplementary to face-to-face classes or as an alternative to them (Baylen & Zhu, 2009).

According to Kung-Ming and Khoon-Seng (2009), online education is offered in asynchronous and / or synchronous ways depending on the nature of the subject, needs of the students, and desired level, type and dynamics of interaction in order to facilitate the learning that builds a bridge between teachers and students. Asynchronous learning in online education enables learners to access the materials regardless of time and place restrictions as long as the necessary equipment is available (Kung-Ming & Khoon-Seng, 2009; Perveen, 2016). Immediacy is not required in this kind of learning as the relevant records are archived, which makes them accessible anytime (Kung-Ming & Khoon-Seng, 2009). It gives students time to think, search and reflect on the subject matter and give constructed responses by using higher order learning skills (Kung-Ming & Khoon-Seng, 2009; Meyer, 2003; Perveen, 2016). In traditional education, some students may not participate in the lessons due to their shyness. However, asynchronous learning may reduce the stress of the student and promote participation since there is less stress than face-to-face interaction (Chester & Gwyne, 1998; Kung-Ming & Khoon-Seng, 2009; Perveen, 2016). Also, the fact that time and zone constraints are removed reinforces global participation. In other words, asynchronous learning makes education accessible to people from different countries and people with different responsibilities by offering the opportunity of participation at their convenience (Mehrotra, Hollister & McGahey, 2001). Video recordings, presentations, emails, web pages, blogs, handouts, articles can be included in asynchronous learning (Kung-Ming & Khoon-Seng, 2009; Perveen, 2016). On the other hand, Kung-Ming and Khoon-Seng (2009) explains synchronous learning as the online involvement of the parties at the same time in a virtual platform, which is similar to traditional classrooms with real time interaction and collaboration (Perveen, 2016). Synchronous learning stops distance being a barrier with real time interactions by gathering people from different places at the same time (Kung-Ming & Khoon-Seng, 2009). The presence of teacher and the students in the platform may increase motivation (Yamagata-Lynch, 2014). The teachers can observe the current progress of learners and propose immediate solutions to the problems besides foreseeing the possible problems (Kung-Ming & Khoon-Seng, 2009). Immediate feedback also helps students respond to the challenges they meet and comprehend the complex topics more easily in comparison to asynchronous learning (Kung-Ming & Khoon-Seng, 2009; Perveen, 2016). Video conferences, audio conferences, instant messaging, shared white boards, and application sharing can be included in synchronous learning (Kung-Ming & Khoon-Seng, 2009).

2.2. Teacher Motivation

The emancipation of teaching from the borders of physical classrooms raises the question of motivation as teaching is closely related to the actual classroom environment in traditional education. There have been many explanations for the word 'motivation'. Considering that it is the punch line of this study, it is better to look at some of the definitions before moving deeper into the subject matter. Jackson (1964) defines motivation as "a word used to describe or represent evidence of interest in a subject discernible

through such things as better achievement, higher quality of work, greater interest resulting in performance over and above that normally expected" (p. 402). Ryan and Deci (2000) define motivation as the energy of activation toward an end while doing something. Dörnyei and Ushioda (2011) relate motivation to the direction and degree of behaviors with their definition that it is the choice of, and the persistence with an action and the effort put on it. And, Waetjen (1970) views motivation as "the need that an organism has for stimulation".

The amount of motivation might have an impact on the level of success. The more motivated people are, the more effort they put in the work. However, besides the amount of the motivation, the kind of motivation also has an effect on the achievement and the quality of work. According to Ryan and Deci (2000), motivation varies in level and orientation. They state that the level of the motivation answers the question "how much?" while the orientation of the motivation answers the question "what type of?". In other words, orientation deals with the underlying notions of the actions (Ryan & Deci, 2000). For example, a teacher can integrate board games into the class to reinforce learning or to implement what is required in the pacing schedule. In each situation, the orientation of the motivation is different. In terms of understanding motivation, researchers have been selective in their focus as capturing all possible motives seems impossible (Dörnyei & Ushioda, 2011). Among these, intrinsic and extrinsic motivations are one of the most well-known distinctions in orientations (Dörnyei & Ushioda, 2011). Intrinsic motivation is defined by Ryan and Deci (2000) as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p. 56). They emphasize the importance of intrinsic motivation by stating that it is a natural tendency which is critical in social, cognitive, and physical development. They also state that relatedness of feeling connected to individuals and activities, self-determination, free choice, feelings of competence, also called as self-efficiency, result in the natural growth of intrinsic motivation (Ryan & Deci, 2000). Dörnyei and Ushioda (2011) divide competence into two categories: teaching efficacy, personal efficacy. They explain teaching efficacy as the beliefs of teachers on the possibility to foster student learning despite obstacles such as home environment while they express teachers' own appraisal of personal influence on this process as personal efficacy. They also associate intrinsic motivation with internal pleasure of autonomously carrying out a meaningful activity on an interesting subject matter with feelings of competence. (Dörnyei & Ushioda, 2011). On the other hand, extrinsic motivation contradicts intrinsic motivation as the activity is done to achieve an instrumental goal rather than inherent satisfaction (Reiss, 2012; Ryan & Deci, 2000). Similarly, Dörnyei and Ushioda (2011) relate extrinsic motivation to the involvement of instrumental ends such as receiving extrinsic rewards or avoiding punishment while performing behaviors. Ryan and Deci (2000) state that intrinsic motivation can be associated with autonomy while extrinsic motivation can be associated with control. Acknowledging that intrinsic motivation is more significant, they explain that it is possible to turn extrinsic motives into intrinsic ones by internalization of the understanding the value of an external motive and by integration which is transforming it into an inherent motive (Ryan & Deci, 2000).

In terms of education, teachers are expected to be internally motivated to educate people (Dörnyei & Ushioda, 2011). When the teacher sees students' progress through their performance and actions, intrinsic motivation is expected to increase (Csikszentmihalyi, 1997). Also, it is very likely that the student motivation will increase when the teacher is motivated because teacher motivation is closely related to teachers' enthusiasm for teaching, therefore, classroom practices which determine students' behaviors and perceptions (Hiver, Kim & Y. Kim, 2018; Wild, Enzle & Hawkins, 1992). Besides the success and the enthusiasm of the students, teacher motivation is also significant for the implementation of educational reforms (Neves de Jesus & Lens, 2005). In order to survive in a world with constant changes and advances, education systems need to meet the demands of societies and improve the quality of education (Taneri, 2016). Therefore, educational reforms have a proactive approach to continuously engage in renewal processes in order to enhance education. Taneri (2016) explains that educational reforms require changing the culture of the classrooms and schools while implementing recent policies. Therefore, she emphasizes the importance of understanding the teachers as the change agents in order to ensure the acceptance and successful implementation of educational reforms (Taneri, 2016).

Around the world, researchers have contributed to the literature with their studies on teacher motivation to teach online despite being in fewer numbers in comparison to the research on student motivation

towards online learning. Schifter (2000) conducts a study on motivators to participate in online education with 263 academics by means of a survey and reveals that intrinsic motivators which include using technology, improving teaching, flexibility are prominent in participation. Similarly, Betts (1998) investigates the factors that influence participation in online education in faculties. She conducts a survey with 993 lecturers and eight deans at The George Washington University, the results display that intrinsic motivational factors such as using technology, reaching new audiences, developing new ideas have higher influence on participation than extrinsic motivational factors such as promotion, recognition, higher salary (Betts, 1998). Husmann and Miller (1999) investigate incentives of online teaching participation with 53 community college teachers by means of a survey and demonstrate that internal rewards such as self-fulfillment, enjoyment of teaching, and professional challenges are superior to external reasons such as obligation, institutional atmosphere.

Wright (2014) uses a mixed method study to examine factors of motivation of university lecturers to teach online. Within this aim, he conducts a survey with 363 faculty members and carries out interviews with 14 faculty members. The results of his study indicate that flexibility and convenience in teaching online are the primary motivational factors (Wright, 2014). Xiao (2014) studies motivation of distance language tutors and reveals that self-efficacy, interest in teaching, and self-initiated professional development are the motivational factors of tutors. Doo, Tang, Bonk and Zhu (2020) conduct a research with mixed method approach to investigate MOOC (Massive Open Online Course) instructor motivation and career development. They carry out a survey with 142 MOOC instructors and interviews with 6 of the participants and reveal that the primary motivation of the instructors is intrinsic. They also divide the motivational factors into seven categories: "interest in a new learning technology, desire to provide service to the community and public, sharing professional expertise with others, personal growth and development, financial incentives and course release, research purpose, and institutional goals" (Doo, Tang, Bonk & Zhu, 2020; p. 8).

Although the studies investigate motivation to teach online, their context, except the study of Xiao (2014), differs from present conditions as all the institutions are obliged to transfer to online education due to the recent pandemic. The implications made in the studies are highly related to the faculty but the significance to educational reforms is neglected. Also, the studies don't emphasize the differences of teacher motivational factors in terms of synchronous and asynchronous are not investigated.

3. Methodology

3.1. Research Context

The study was conducted in the school of foreign languages at a non-governmental university during the academic year 2019-2020. At the institution, the aim of the program is to equip students with writing, reading, listening, speaking, and grammar knowledge and skills required for academic studies and meeting both national and international criteria. The institute offers five modules for formal education in one academic year. The content of the course is delivered during 8 weeks of face-to-face instruction and assessment (168 hours of classes, 24 hours per week) in each module. The instructors are responsible for delivering the pre-designed program in class and making necessary adaptations according to the students' needs, teaching the assigned modules and programs according to the syllabus and the pacing schedules.

However, the recent pandemic (COVID-19) has forced education for immediate transition from classrooms to virtual platforms as of March 16th, 2020. The content of the course has been implemented synchronously on Zoom Application. For each level, a pre-designed program is delivered in 20 hours per week in the virtual classrooms. The records of the classes are saved and shared on LMS (Language Management System) within the purpose of asynchronous learning. Besides sharing records of lessons, the instructors are allowed to prepare extra materials to promote learning.

3.2. Participants

Convenience sampling defined as choosing participants on condition of meeting some criteria such as availability at a certain time or accessibility is used for the participant selection (Dörnyei & Csizer, 2009). Due to the ongoing pandemic disease (COVID-19), convenience sampling has been considered as the best sampling option. 5 English preparatory program instructors working in the school of foreign languages at a non-governmental university during the academic year 2019-2020 participated in the study. The participants consist of 2 females, 3 males who age between 27 and 35. All the participants have been working at the institute for at least 2 years. Although some of them have recently started online teaching due to the pandemic, some have been using similar virtual platforms for private tutoring. However, all the participants are familiar with such platforms as they have attended webinars for professional development. Each participant has been assigned 10 teaching hours per week to deliver the pre-designed program in the virtual classrooms. The School of Foreign Languages expects from instructors to recognize that all students have the right to be provided with equal opportunities; receive the same quality of education; fulfill a rewarding and enjoyable learning experience; use the facilities and resources of the university to foster their academic and non-academic skills; have freedom of thought and expression subject to applicable policies, rules and regulations of The Council of Higher Education (YÖK).

3.3. Research Design and Instruments

Qualitative case study has been chosen as the methodology in the present study to investigate intrinsic and extrinsic motivation of teachers, the reasons behind their motivation, and to examine whether there have been any changes in motivational factors in terms of synchronous and asynchronous teaching. Croker (2009) states that everybody perceives the things happening around him or her distinctly so it would be appropriate to state that reality is interpreted and constructed in many different ways. Hence, he adds that these interpretations and constructions may change as a result of time and circumstances, making it suitable to claim that reality is not unique; on the contrary, it is dependent on individuals, context and time (Croker, 2009). Within this perspective, qualitative research is claimed that there is not an exact 'truth'. Similarly, qualitative case studies, which work for the purpose of close and extended analysis of particular rather than general, are conducted with the belief that 'reality' is multiple, conflicting and changeable (Hood, 2009). As motivation is personal and the factors differ for each person, the interpretation of motivational factors for a particular group of people in this study could be best explored by means of a qualitative case study that serves the best for the purpose of the study.

As for data collection instruments, semi-structured interviews are chosen to have a clear picture of the topics to be covered, to be able ask the questions needed to investigate the topic, to be flexible enough to develop the interview naturally and to be open to possible new aspects to take on (Richards, 2009). The interviews were scheduled with the participants in advance and carried out individually via Zoom Application. Before the interview started, the participants were briefly informed on the research and they were reassured about the confidentiality by stating that the audio recordings and their names wouldn't be shared with the readers. Instead of their actual names, initials were used in transcriptions. In order to prevent the language to be a barrier for the participants and to make them feel more comfortable, the interviews were carried out in Turkish which is the native language of the participants and the researcher. Each participant was asked 6 questions in total. Extra questions were asked to some of the participants and some explanations were provided in order to prevent any misunderstandings. Each interview lasted almost 20 minutes.

3.4. Data Analysis

Qualitative content analysis is conducted in the study in order to examine the underlying profound meanings of the obtained data elaborately (Dörnyei, 2007). Dörnyei (2007) mentions four phases of analytical process which are transcribing, pre-coding, growing ideas and interpreting. Following his analytical process, all the interviews which were video recorded were transcribed with the help of Express Scribe Transcription Software. After reading the transcripts, some notes were written down on the raw interview data. The transcriptions were, then, coded twice iteratively in order to reduce the data and

feature the relevant extracts (Dörnyei, 2007). Next, the codes were categorized based on the research aim which indicated intrinsic and extrinsic motivational factors in terms of synchronous and asynchronous teaching separately and together. Lastly, by focusing on the scope of the research, the final data is interpreted.

4. Findings

The content analysis revealed that the participants had both intrinsic and extrinsic motivation to teach online although extrinsic factors were superior to intrinsic factors in number. Some of the reasons stated by the participants could be considered as both extrinsic and intrinsic motivation, in nature. For instance, in the analysis, enhancing personal / professional development were categorized under both intrinsic and extrinsic motivational reasons. When the participants related their reason for personal / professional development to the new order, it was admitted as an extrinsic motivational factor and when they related it to their interest, it was admitted as an intrinsic motivational factor.

Table 1.

Reasons for Intrinsic Motivation of Teachers to Teach Online

Intrinsic Motivation	Frequency
Fostering learning effectively	5
Managing time efficiently	4
Having new experience	3
Reaching out more students	3
Having enjoyable classes	3
Helping out the colleagues	2
Addressing to student perception	2
Breaking down the prejudices	1
Enhancing personal / professional development	1

Table 1 displays the intrinsic motivational reasons of participants to teach online and the number of the participants that stated the relevant reason. As shown in the table, all the participants stated fostering learning effectively as a reason to teach online. Two of the participants expressed that fostering learning effectively was their prior motivator in online education. Also, one of them stated that the success of the students in online education was an incentive to make a decision on carrying out online education in the future. Another participant stated that he could carry out a speaking activity effectively and achieve the desirable outcomes during online teaching. He further explained that students wrote their questions to the chat box and interrupted him during the lesson which he enjoyed and it was a sign of an "active mind". One participant expressed his one of the motivations as:

> "I prepare Instagram posts and share them with the students. Either an hour or a day later, students make use of the posts. I get messages from students saying "I have prepared a notebook for vocabulary". They write down all my posts in their notebooks and this is very pleasing." (SK)

Another intrinsic factor stated by four of the participants was to manage time efficiently. One participant explained that online education could make poor quality of time such as waiting at a bus stop effective if it was used to prepare and share teaching material. Two of the participants focused on managing class time efficiently. One of them explained that thanks to clear guidance, students sometimes found answers on their own by using the sources he had provided before. He also expressed that ready-to-use activities prepared by using online applications such as Padlet saved classroom time. Similarly, the other one states as:

> "After I teach the subjects, I send the students an online test. In a classroom environment, photocopying, distributing and taking back the papers, evaluating them sounds inefficient in

terms of time management. Yet, doing all these takes only a few seconds in online education. This enables providing a maximum amount of information in a minimum amount of time." (MK)

Having new experiences was another revealed motivational factor. Having no experience in synchronous online teaching, the opportunity to get to know Zoom Application, integrating tablets into teaching are stated as the motivational reasons by the participants. Also, one of the participants explained that he had volunteered to teach online previously to have the experience as online teaching was completely different from teaching in a classroom environment. As for reaching out more students, one participant explained that physical classrooms had a limited capacity but a post or a material could be viewed by thousands of people when shared for free. Another participant similarly highlighted the possibility to reach many people around the world by means of the tools for synchronous online education. One participant expressed his surprise as:

"You prepare materials without being aware of the situation but someone from somewhere that you don't know uses your material and thanks you. On a daily basis, I prepare around 10 quizzes and share them on Telegram. 200 to 250 people take notes of these quizzes and answer the questions." (SK)

Having enjoyable classes was stated by three participants. While one of them simply stated that the classes were enjoyable, the others mentioned that Zoom Application made the classes pleasing and that the classes were fun due to students' interest in technology. Both helping out colleagues and addressing students' perception were mentioned by two participants. One participant stated the fact that the student profile was different each year and students were tech savvy so this issue needed to be addressed in education. Another participant pointed out that older learners had difficulty in adapting to online education and explaining to them what to do eased them. Lastly, enhancing personal / professional development was stated by one participant as an intrinsic motivational factor. She expressed her lack of experience in synchronous teaching, enthusiasm in developing her skills in that and finding out more about an online platform she used while teaching.

Table 2.

Reasons for Extrinsic Motivation of Teachers to Teach Online

Extrinsic Motivation	Frequency
Facing the recent pandemic	5
Carrying out educational reform / new order	5
Crossing the barriers of time and distance	5
Being practical	5
Enhancing personal / professional development	4
Having large amount of instructional materials	4
Reducing the workload	3
Providing an economic opportunity	3
Having facilities provided by the institution	2
Being environmentally friendly	2
Having motivated students	1
Meeting the demand for learning a foreign language	1

Table 2 displays the extrinsic motivational reasons of participants to teach online and the number of the participants that stated the relevant reason. Facing the recent pandemic (COVID-19) was mentioned as a reason for being extrinsically motivated by all the participants. The participants explained their pandemic related reasons as emptying school buildings, being obliged to make changes, students' locking themselves in the houses, hearing people losing their lives due to the pandemic, and being able to be in touch with the colleagues during the pandemic. Another extrinsic reason was carrying out the educational

reform and the new order. Participants pointed out implementing the decision made by the Council of Higher Education (YÖK) and the institution to teach online as reasons. Also, some participants emphasized that the changes in the society and technological advances obliged to make changes in providing education.

> *"Education changes along with the world. Being part of this change will benefit us in the future. That some teachers above middle age have difficulties in adapting to the system is an example. We have to change. The system will force us to do so. Tomorrow if not today." (MK)*

> *"We are facing a technological revolution and a transition process. We need to form teacher roles and methodology which are appropriate to these changes." (AV)*

The fact that online education crosses the barriers of time and distance is a motivational factor for all the participants. As the institution is located in Istanbul, all the participants emphasized the waste of time in commuting and that online education overcame this problem. The participants were able to teach at homes and asynchronous education enabled students to reach the teachers and the materials anytime. All participants also stated that online education is practical in terms of sharing materials, evaluating students, finding relevant information about the students, and integrating extra digital tools into teaching. 4 of the participants were motivated to teach online as they were able to enhance professional and personal development in order to adapt to the changing society, to be updated on the advances, to facilitate their work. Having a large amount of instructional materials such as websites, digital tools, and electronic devices was another motivational factor revealed in the analysis. Using these materials revealed reducing workload as another extrinsic motivational factor. Participants stated that they didn't have to copy the materials, or evaluate student papers anymore. As for economic opportunity, one of the participants stated that many people lost their jobs during the pandemic and she could keep taking her salary thanks to online education. 2 others mentioned that online education provided a side income from private tutoring. Also, one of them stated that asynchronous teaching could increase the sales of his book to be published soon. Having facilities provided by the institution such as Zoom accounts, training and meetings to smooth the transition is another extrinsic factor for two participants. The fact that the materials can be shared online without taking the prints was pointed out by two participants as a motivational factor for being environmentally friendly. Both having motivated students and meeting the demand for learning a foreign language were stated by two different participants.

Finally, the findings revealed that the motivational factors of teachers are not very different in terms of synchronous and asynchronous teaching. Yet, the fact that students can reach the materials and the instructors anytime without time restrictions and attendance obligation; that teachers were able to reach more students were stated more often for asynchronous learning while student participation, communicating with colleagues were stated for synchronous learning.

5. Discussion

The interviews revealed that the participants had both intrinsic and extrinsic motivation to teach online. The codes emerging from the content analysis had some similarities with the study of Doo, Tang, Bonk and Zhu (2020). The motivational factors "interest in a new learning technology, sharing professional expertise with others, personal growth and development, financial incentives, institutional goals" were stated by the participants with different wording in this study (Doo, Tang, Bonk & Zhu, 2020; p. 8). Similarly, the motivational factors: self-efficacy, self-initiated professional development which are revealed in the study conducted by Xiao (2014) also match with the revealed motivational reasons which are the success of the students and the positive feedback from the students, enhancing professional development intrinsically in this study.

Besides the similarities of the results with relevant studies, some implications can arise from particular motivational reasons. Firstly, Dörnyei and Ushioda (2011) stated that teacher motivation is closely related to student motivation and that student motivation increases when teachers are motivated. Having motivated students was mentioned as a reason by one of the participants. Therefore, it could be indicated

that teacher motivation and student motivation are interdependent. Teaching has always been related to the natural desire to educate people, and share knowledge (Dörnyei & Ushioda, 2011). Hence, fostering student learning as mentioned by all the participants may be implied as an expected motivational factor. Considering the timing of the study, fostering student learning during the pandemic could also be related to the teaching efficacy which belongs to self-efficacy and refers to the possibility to foster student learning despite obstacles (Dörnyei & Ushioda, 2011).

The recent pandemic was often mentioned as an obligation by all the participants and it was associated with the changes in the world including technological advances. Hence, it can be implied that the participants are aware of the fact that the recent pandemic and technological advances have started a new reform in education just as Taneri (2016) claims education systems have to meet the needs of societies and enhance the quality of education. Within this aim, the participants are eager to teach online for their professional development in order not to fall behind. Also, educational reforms result in the change of classroom culture (Taneri, 2016), which echoes that teaching online is different from teaching face-to-face in many aspects as expressed by one of the participants.

Despite being concerned about technology, experiencing online education led a participant to see the possibility of integrating online education with face-to-face education and the positive effects of online teaching. It may indicate that teachers need to be offered opportunities since teachers as the change agents should be understood in order to implement educational reforms successfully (Taneri, 2016). Also Ryan and Deci (2000) consider that intrinsic motivation is more important and that extrinsic motives can be turned into intrinsic motives by internalization and integration. The extrinsic motivational factors of the participants related to the necessity of integrating online education into school implementations may indicate that they understood the value of online education as an educational reform although they were obliged to do so. Therefore, this obligation could be turned into an intrinsic motive if teachers are supported by the institutions and the governments. Lastly, as mentioned above, one of the participants expressed her concern about lack of information and she mentioned the guidance of the superiors and meetings in the institution while carrying out operations. It may also be implied that the support from the institution is a relief at implementing the reform.

6. Conclusion and Implications

Due to the recent global pandemic, online education has turned into an indispensable part of most students and teachers' lives. And, teachers have a great responsibility for the smooth transition and implementation of this way of teaching. Within this perspective, acknowledging that motivation affects teaching performance, the purpose of this study was to investigate motivational factors of the instructors working in the school of foreign languages at a non-profit university to teach online and possible motivational differences in terms of synchronous and asynchronous forms. The data analysis reveals that the instructors had both intrinsic and extrinsic motivations to teach online. Intrinsic motivational factors were classified into nine groups: fostering learning, managing time efficiently, having new experience, reaching out more students, having enjoyable classes, helping out the colleagues, addressing to student perception, breaking down the prejudices and enhancing personal / professional development while extrinsic motivational factors were classified into twelve groups: facing the recent pandemic, carrying out educational reform / new order, crossing the barriers of time and distance, being practical, enhancing personal / professional development, having large amount of instructional materials, reducing the workload and providing an economic opportunity. In terms of synchronous and asynchronous teaching, crossing the barriers of time and distance, reaching more students were more often stated for asynchronous learning whereas student participation and communication were stated for synchronous learning.

Some conclusions can be drawn according to the data analysis. Firstly, it could be indicated that student motivation has an impact on teacher motivation just as the other way around. Secondly, teachers seemed aware of the necessity of online education as a result of the recent pandemic and the changes in the world. Such consequences of the pandemic as loss of lives and job insecurity can also be implied as motivational reasons to keep teaching online as the participants expressed feeling financially and mentally well thanks

to online education. They also seemed aware of the fact that online education indicated a new educational reform. Therefore, they valued online education in this period in order to get ready for future implementation. Another conclusion could be reached as support of institutions smoothes the transition and relieves the teachers who are the main performers of educational reforms. Therefore, it can be implied that the institutions should provide the necessary support in order to successfully implement the changes.

Similar studies could be conducted with other departments in the institution in order to detect how the quality of online education can be enhanced. Also, most of the institutions around the world face the recent changes. Therefore, similar studies conducted in different institutions could give a better idea of teacher motivation in online teaching. From a different perspective, the reasons that demotivate teachers could also be investigated in order to prevent the possible problems.

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