**EDUCATORS' MOTIVATION AND JOB SATISFACTION LEVELS IN THE GLOBALIZED WORLD: A HEUTAGOGY PERSPECTIVE**

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Unquestionably, as educators are the ones who introduce students to the world of learning and teaching, they are always the first in the educational cycle. This is especially true in the context of language instruction in Türkiye, where educators are the primary and frequently the only means of introducing students to the target language and culture. The quality of educators' practices is now explained by their job satisfaction and motivation levels, which is predictable. This evident reality served as the foundation for the current study's analysis and comprehension of the motivation and job satisfaction levels among Türkiye's language educators, who are distributed across numerous geographic areas. Out of the 850 participants that were contacted on average through e-mails, only 198 completed the questionnaires. The study employed a quantitative research approach and incorporated both descriptive and correlational analyses. According to the quantitative results, language educators are neither motivated (*M* = 2.85, *N* =198) nor satisfied (*M* = 2. 72 *N = 198)* with the L2 classes. It was discovered that educators complained about the administrative issues, salaries, and the shortage of the Professional development sessions. It is preferable to underline that further qualitative researches are in need in order to explore the details of the demotivator factors and back up the numerical data of the quantitave researc results.

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Ps. if required, the abstract can be translated into Turkish.