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**Facultad de Lenguas**

"Motivation in online courses during the time of pandemic: The case of ELT university students"

A thesis submitted to the Faculty of Languages

For the degree of

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

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## CHAPTER I: INTRODUCTION

### 1.0 Background issues

On March 30, 2020 the COVID-19 was declared as a public health emergency in Mexico. After this declaration all schools, colleges, and universities were forced to be closed and all students went into lockdown. Due to this fact, remote learning was a necessity to ensure education. Adopting this type of learning was not easy either for students or for teachers and the pandemic brought many challenges in the use of the appropriate teaching methods, the teaching strategies, and the learning strategies. Moreover, students and teachers faced online barriers such as effective internet connection, high-quality technology devices, and a suitable place to take lessons. All these factors affect the performance and the acceptance of online courses. A study carried out in 2021 by the Instituto Nacional de Estadística y Geografía (INEGI), revealed that in México a high number of students from all levels of both private and public sectors dropped out of school, due to COVID-19. The main reasons mentioned were the lack of contact with teachers, reduced parents' income, and the closing of schools.

In addition, it is observed that there existed other factors that every student faced based on his own context such as home, city, or school. Regarding the last one, some students complained about the situation that schools faced during the lockdown. The learners indicated that online learning was inferior to face-to-face classes, and no one ensured the effectiveness of the learning mode. There have always been skeptical beliefs and arguments that affected students' motivation.

Hernández and García (2021) considered that the rapid shift to online learning in response to the pandemic has brought challenges for both teachers and students, for instance, some students' challenges include the minimum access to technology, the internet connectivity and the lack of students' autonomy. On the other hand, teachers' challenges included training, internet connectivity and personalized attention to students in a virtual setting. All these factors affected the students' perception and motivation.

This research investigated the different types of student motivation and online learning barriers during the pandemic. The background of the Benemérita Universidad Autónoma de Puebla (BUAP), specifically in the Faculty of Languages was adequate for developing the research. The context was a course of Target Language II which was considered to have all the necessary elements to collect data about the types of students' motivation and the learning factors demotivate.

## **1.1 Rationale for the topic selection**

As mentioned earlier, the pandemic significantly affected various sectors, including education. Within this domain, the implementation of distance education and online courses was intensified. This situation led teachers and students to face some issues in the teaching-learning process. Regarding teachers, they had problems with technology and with the development of digital teaching materials and digital resources. On the other hand, students struggled with the use of technology, learning management systems (LMS), and developing essential language skills such as speaking, listening, writing, and reading. Some studies have demonstrated that online education brings specific challenges for students. One of these is demotivation. Smith (2022) points out that online education during lockdown impacts students' motivation to learn. "The lack of face-to-face interaction, limited social connections, and technological barriers have contributed to a decline in motivation among students" (Smith, 2022, p. 45).

Garcia (2021) carried out a study in an elementary school in México. In this study, he identified that during the time when students were moving from face-to-face courses to online courses, they had significant challenges with the use of technology and participation in their courses. They did not feel motivated to engage in a virtual learning environment. It seems that something similar happened at the Faculty of Languages. Students who were enrolled in online courses did not engage in their learning. Also, they did not participate during the virtual sessions and they did not get good academic results. All this could be due to a lack of motivation such as a lack of interaction face to face, personal problems, family problems, health problems, the lack of resources such as technology, ignorance of new technological tools, lack of skills to use devices and lack of suitable devices. For this reason, this study aims to identify the type of motivation students had in a virtual course (Target Language II) and the factors that negatively impact their learning performance.

## **1.2 Significance of the study**

This research aimed to offer an updated perspective on the importance of student motivation in the language learning process. It also provided important information related to the most common factors demotivated (technical, time management, and social) faced by students when they participated in virtual courses. According to INEGI (2021) since the COVID-19 pandemic, an estimated 5.2 million students, which accounts for approximately 14% of Mexico's school-aged children, abandoned school. Financial difficulties were the primary reasons for their decision to not keep up with their education.



Identifying the type of motivation that language learners had in online courses and unveiling the most common factors that limit students' learning provides valuable insights into potential solutions and strategies to overcome educational problems that arise in a lockdown scenario. This study is relevant for teachers since they know which problems students face in a virtual course and how they can modify their teaching methods, strategies, and materials.

### **1.3 Context of the research**

This study took place at the Faculty of Languages from the Benemérita Universidad Autónoma de Puebla (BUAP). This university is one of the leaders in the country and has an international position. The quality and relevance of its educational and academic services are based on: a solid and recognized academic community and a relevant and flexible educational model focused on the student and scientific and technological development.

The Faculty of Languages offers three undergraduate programs and three graduate programs. It is recognized for its strong emphasis on language acquisition and pedagogy, as well as its commitment to providing students with a well-rounded education in the English language.

The participants are students enrolled in the Target Language II course. These students had level A2 according to the Common European Framework of Reference for Languages (CEFRL) which corresponds to basic users of the language, i.e. those able to communicate in everyday situations with commonly-used expressions and elementary vocabulary. At the end of the course, the students will try to get B1 according to CEFRL, which corresponds to developing strong language skills that allow students to express themselves clearly, understand complex ideas, and engage in meaningful conversations in the subject. This faculty involves active participation in academic and extracurricular activities, fostering language proficiency, developing analytical and critical thinking skills, and engaging in the teaching of the language.

### **1.4 Aim of the study**

The interest in researching this topic came due to the pandemic implications in the educational field. To be specific, the online learning process is important in education in Mexico. This research had three principal aims: To identify the type of motivation that ELT students had in online courses during the pandemic. To explore the principal factors that students face in an online course and finally to identify the factors that motivated the ELT students in and online course. (Target Language II)

## **1.5 Research questions**

This project addresses the following research questions:

### **Main research question**

How motivation influenced ELT students in online English language courses during the pandemic?

### **Secondary research questions**

**RQ1.** What kind of motivation do ELT students have in online English language courses during the pandemic?

**RQ2.** What factors motivate ELT students in online English language courses during the pandemic?

**RQ3.** What factors demotivate ELT students in online English language courses during the pandemic?

## **1.6 Objective**

The main purpose of this study is to determine the influence of motivation in ELT students in online English language courses during the pandemic. It is worth investigating this topic because there are few studies about motivation in virtual contexts.

Additionally, this research had three objectives, the first one was to identify the type of motivation the ELT students have in an online English language course. The second one was, to identify the most common factors that motivated ELT students in online English language courses during the pandemic and the last one was to find out the factors that demotivated ELT students in online English language courses during the pandemic.

## **1.7 Conclusion**

This chapter introduced this research. The justification and importance of this study were described. Thus, the lack of motivation at Target Language II in online courses happened due to different factors such as learning methods used for online learning, economic factors, technological problems, and environmental circumstances. These reasons gave us interest in research affections and motivation to find some data and possible advice.

The next chapter presents a review of the literature and the theoretical framework of the motivation importance at English courses. This chapter is followed by the study methodology, the results, and the conclusions of this research.

## **CHAPTER II LITERATURE REVIEW**

### **2.0 Introduction**

As mentioned in Chapter one, during the Covid-19 pandemic students faced different issues that in one way or another affected their motivation. This research reports the type of motivation that English language learners can have in online classes at a public university in Puebla, Mexico, during the COVID-19 pandemic. It also identifies the possible factors that affect students' learning in an online context.

This chapter begins by explaining the concepts of online teaching and online learning, with their advantages and challenges. In the second section, this chapter offers a definition and the use of ICT. It also provides some advantages and disadvantages of ICT. Then, in the following sections, some of the most prominent online education methods are described. In later sections, motivation theories are analyzed from the view of different authors, such as Maslow, Howard Gardner, and Robert Gardner. Finally, some studies on the motivation approach used in online classes are presented, as well as barriers in the online learning context.

### **2.1 Online teaching and learning**

The world is changing, and it is self-evident that there is a transition to remote modalities. The field of education will not be exempt from these changes. This is why online teaching is so important today. The Covid-19 pandemic accelerated the use of online learning, as it offered education without the risk of spreading the virus. In China at the beginning of 2020, due to the outbreak of the Coronavirus pandemic, the Ministry of Education of the People's Republic of China issued a call to "interrupt classes and but not suspending learning, which caused online education to quickly become the focus of the education business, as it can overcome the limitations of traditional education in terms of space, time and educational environment, and provide excellent educational materials for users who need them" (Cia, 2021, p.30). Advances in technology now allow students to study entirely online while still socializing with classmates, watching lectures, and participating in subject-specific discussions. According to Johnson (2013) virtual classrooms empower students to engage with diverse perspectives and foster a global learning community.

At the time that teaching can be conducted in another context, new forms of learning have emerged in the last decades. For several decades, the world has been moving towards remote modalities, and various ways of using technology for educational purposes have been analyzed, thus online learning has emerged.

Online learning can be broadly defined as the use of the internet in some way to enhance the interaction between teacher and student. Online delivery covers both asynchronous forms of interaction, such as assessment tools and the provision of web-based course materials, and synchronous interaction through email, newsgroups, and conferencing tools, such as chat groups (Curtain, 2002, p.242).

According to Johnson (2013) *online learning* is just one type of “distance learning”, the umbrella term for any learning that takes place across distance and not in a traditional classroom.

Distance education has been also defined by different scholars. Simonson and Berg (2016) relate this concept to the type of instruction that takes place outside of a traditional classroom, making use of various technological materials. According to them, technology has been useful for non-conventional students, such as the military, workers, and people living in remote places. During the pandemic, the use of this modality gained prominence among conventional students.

Online teaching and learning have been researched for several years, and during this time it has been found to have both advantages and disadvantages. Among the most common advantages are:

*Time-Saving*: transportation-time and the change of schedule during classes, Gautam (2019) mentions that it also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort.

*Space*: there are different ways to take classes anywhere and comfortably. Going for classes with a much-reduced need for traveling. Learners may get deeper insights into the information through activities that are carried out in the classroom through interactive video facilities, slides, virtual worksheets and academic websites. Gautam (2019) points out that taking online classes at home allows learners to respond promptly to the activities. No need to go out and take your life in danger because of dangerous neighborhoods or pandemics.

*Cost-effectiveness*: lower-costing in online classes reduces financial costs. According to Gautam (2019) online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and real estate. All the course or study materials are available online, thus creating a

paperless learning environment that is more affordable, while also being beneficial to the environment.

*Flexibility:* it means taking classes anytime. According to Gautam (2019) flexibility offers teachers an efficient way to deliver lessons to students. Online learning has several tools, such as videos, PDFs, and podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers can become more efficient educators.

On the other hand, the most common disadvantages are:

*Lack of training in ICT for teachers and students:* teachers and students need to be trained in the new methods and ICT to know how to use them. If the students and the teachers are not able to use the digital tools, it provokes a learning barrier, frustration and the students and teachers' demotivation. Pelgrum (2001) suggests there were not enough training opportunities for teachers and students to use ICT in a classroom environment before pandemic time.

*Lack of students' autonomy:* the students need to be autonomous in their learning process. The attention of students should be focused on the online classes. If the students do not focus and are not concentrated, "the lack of attention at online courses will be an obstacle for the learning process, since online courses require more autonomous work than face-to-face courses" (Joaquin et al., 2020, p.1).

As mentioned before, online teaching and learning are necessary nowadays since the world has undergone a techno paradigm shift. That is why it is of vital importance that teachers and students continue updating themselves and learning how to use technological tools that help them in the teaching and learning process.

## **2.2 Information and communication technology (ICT) in the EFL classroom.**

In recent years, the use of Information and Communication Technology (ICT) has become vital for many academic contexts, including English as a Foreign Language (EFL). The term ICT alludes to the application of digital technologies in the classroom by giving students the opportunity to practice their language abilities in a more interesting and interactive way. ICT can be used in EFL classrooms to enhance teaching and improve learning. According to Warschauer and Healey (1998) ICT can be defined as the diverse range of electronic technologies that facilitate the creation, storage, retrieval, and exchange of information and communication. Asabere and Enguah (2012) state that ICT can be considered computers,

computer-assisted language learning as software, office applications on the Internet such as websites, downloadable software, commercial course book CD-ROMs, DVD players, mobile phones, and electronic dictionaries and among others. The use of these technologies in the EFL classroom will certainly bring great changes in the way teaching is conducted.

The use of information and communications technology (ICT) in the English Foreign Language (EFL) classroom can provide students with the opportunity to participate in authentic language input. According to Papadima-Sophocleous (2016) through the use of multimedia materials, internet tools, and communication technologies, ICT may also oblige students to develop a variety of language abilities, such as reading, writing, listening, and speaking. Levy and Stockwell (2006) argue that ICT can be utilized to improve language acquisition by giving students access to real-world engagement and communication.

ICT gives other alternatives to teaching and learning the language in different circumstances as the pandemic. One of these alternatives is the use of ICT which makes teaching and learning more flexible (Ramírez & García, 2017). It not only ties the teaching process to a specific place, such as a classroom, but also allows students to carry out their activities and tasks in their own schedules. Adebo (2018) points out that using ICT has advantages and challenges.

#### *Advantages of using ICT in the EFL classroom*

Without a doubt, ICT is a wonderful and innovative teaching tool for enhancing EFL learning. The rapid growth of ICT has naturally influenced every aspect of the language teaching process. Using technology has a positive effect on teaching and learning English. Technology can be applied to teaching practices to enhance and facilitate foreign language learning. “Tools like computers, internet, smart boards, cell phones, video games, music players, among others are used in the target language learning process to raise students' motivation and language awareness” (Altun, 2015, p.15).

According to Ammanni and Aparnajani (2016) EFL teaching and learning have benefited from the use of ICT. One main benefit is that students can access important information very fast which will help them compete in this quick-paced and aggressive environment. Also, with e-learning, teachers can help students develop their creative skills by stimulating and providing bored students with fascinating new methods to study. ICT also makes it possible for professors and students to use up-to-date, legitimate teaching resources, which improves the language learning process.

The use of ICT in the EFL classroom is productive, and helps students to stay motivated, to relate to the technologies, which will be the key to the new industrial revolution,

at the same time these technologies make the teaching and learning process more effective and faster; However, not everything is as easy as it seems and as seen throughout history any disruptive innovation brings with it several challenges that the education community has to address if they do not want to create a new educational gap.

#### *Challenges of ICT integration in EFL classrooms*

Although integrating ICT into EFL classrooms might be advantageous, some challenges must be resolved to guarantee that technology is applied effectively to improve language learning outcomes. The challenges can be divided into two categories. Teachers' challenges and students' challenges.

#### *Teachers' challenges.*

Although ICT has been studied for several years, it is only in recent years that it has begun to be widely used. Most teachers and professors today have not had the opportunity to be trained extensively in this topic; moreover, with the pandemic, many teachers have had to interact with these instruments for the first time without prior training. Chapelle (2018) states that digital literacy, as well as teacher training and support as well as assessment and evaluation, are key aspects that need to be addressed as challenges.

The integration of ICT in EFL classrooms requires teachers to have the necessary skills and competencies to use it effectively as BECTA (2004) points out teachers need to have the confidence, skills, and knowledge to use ICT effectively and appropriately to support their teaching and enhance their pupils' learning.

ICT training should not be just a session on how to use technological resources, without considering the pedagogical and human dimensions of being a teacher. Voogt (2017) argues that teacher training in ICT should focus on integrating technology with pedagogy to develop the necessary knowledge, skills, and attitudes to support technology integration. Ammanni and Paranjani (2016) argue that face-to-face learning can offer more human connection than internet learning does. Another problem for them is that since the instructor may only serve as a mediator, communication may only occur between students. It is necessary for educational stakeholders to remember that although AI and the use of ICT are becoming increasingly common in everyday life, the educational process is still human.

Integrating ICT into EFL classrooms can provide numerous benefits for language learning outcomes. However, as highlighted in this thesis, there are also several challenges that need to be addressed. Addressing these challenges will be crucial in ensuring that technology is integrated effectively into EFL classrooms to enhance language learning outcomes.

#### *Students' challenges*

Despite the fact that, currently, most students are digital natives and that technologies are frequently used in everyday life, employing technology in the classroom can present difficulties for EFL students as well. Livingstone (2012) asserts that ICT is not suitable for all learners in most situations and for each purpose, and may require some considerable learner training for effective use.

According to Chapelle (2018) issues related to access to technology and digital resources, as digital safety and literacy are key aspects that one should consider challenges. As it is well known, not all students have the same opportunities, and this can be a major disadvantage for some students. Warschauer and Matuchniak (2010) state that one of the most prominent challenges is the lack of access to technology outside of the classroom, which can limit their exposure to ICT and hinder their capacity to build digital literacy skills.

It is self-evident that the world is moving in pursuit of the digital, and the barriers between the digital and the physical are becoming increasingly less. That is why schools in Latin America must educate their students using ICT. It is necessary that students know how to use these new digital resources optimally, for this it is necessary that students receive training in the proper management of these resources, both how to use them, as well as how to use them safely. As they traverse the internet world, “EFL students must practice digital safety. Students may be exposed to a variety of online threats due to the growing use of technology in language learning, including cyberbullying, online harassment, and inappropriate material” (Ghaffari, 2018, p.37).

Moreover, “EFL students may encounter linguistic problems while utilizing internet resources, which might leave them open to phishing and fraud” (Alzahrani & Alfarhan, 2021, p.16). Hence, it is imperative that instructors instruct their pupils about good digital safety habits, such as creating strong passwords, refraining from disclosing sensitive information online, and reporting any instances of cyberbullying or harassment. Searson (2020) holds that teachers must also make sure that any technology used in the classroom is appropriate for students' ages and conforms with data protection and privacy laws.

It is important to ensure that students are using the technology for educational purposes during school hours. “The potential for technology distractions, such as social media, to detract students' focus and participation with the current language learning activity is another difficulty” (Cai et al., 2019, p.34). Ammanni and Paranjani (2016) believe that there is a possibility that students will visit pointless websites to play games or view movies, which might seriously interfere with their ability to learn. It is vitally important that both teachers and students take responsibility for the learning process. It is important that students understand



that it is their responsibility to learn and use digital tools to improve their academic performance. Ammanni and Aparanjani (2016) also believe that some learners may find it challenging to maintain the high level of self-discipline and self-direction required by utilizing ICT in language acquisition.

Also, when utilizing ICT, EFL students may run into linguistic difficulties, especially when using software and apps that are not available in their mother tongue. According to Warschauer and Matuchniak (2010) these difficulties show that educators must provide equal access to technology and carefully choose and execute it. It is imperative that these issues are addressed in order to avoid a widening of the educational gap, as well as to ensure that technological tools help improve the educational process in the teaching of English.

### **2.3 Online teaching methods**

Online learning has been researched for several years, and as a result, various methods and educational approaches have emerged to make the educational experience in this new paradigm enjoyable and favorable for everyone. According to Crawford (2014) in a higher education context, when someone refers to online classes they often think of courses that are offered completely outside the classroom; however, nowadays there are blended learning approaches that combine activities both inside and outside the classroom. During the last few years, several ways of using online education have emerged. With all the changes in technology and all the advantages, the approaches have changed, and new ones have risen to take advantage of the technology, among the most important:

*Blended learning.*- The world transitioned from a physical to a digital world, several projects and research have been created. With the disruption of the internet and computers, the digital and physical worlds drew closer together, therefore some educational programs merged both worlds by making use of blended learning. Graham (2006) explains that blended learning is part of a convergence that has been going on for decades, on the one hand, traditional classrooms and asynchronous classrooms. Going a little deeper Laliama (2001) states that it is a teaching-learning approach that incorporates elements of face-to-face teaching and elements of ICT-mediated teaching.

This method brings out other methods which are important for foreign language learning. Edmentum (2017) describes the alternating between learning modalities at the discretion of teachers or students, incorporating at least one online component.

*Flipped classrooms.*- During the last few years, education has been exploring the best ways to educate students. Bergman and Sams (2012) declare that originally this idea was to help students who could not be in class; however, this system was beneficial for the whole

class. According to Bergmann (2011) it is an approach that transfers the responsibility of learning from the instructor to the learners. This approach inverts the traditional learning experience. “Lectures are shared outside the class time and the students review the lessons as homework, and classroom time is reserved for class discussion and interactive projects” (Edmentum, 2017,p.1). Johnson (2013) states that the Flipped classroom is a strategy that minimizes the teaching time in class and takes more time for practice within the classroom.

*A la carte.*- Under this model, a student takes one or more courses online, traditional courses at a brick-and-mortar campus. Unlike full-time online learning, in the à la carte model, students at a particular school may choose between online and offline courses at their convenience.

Every method aforementioned is useful and can enhance the students' online learning experience. Time changes and the field of education must change with it. It is necessary to know and adapt to the new era to keep moving forward in the search for new and better ways to learn a second language; however, it is essential to consider the disadvantages. As mentioned, not only do teachers need to adapt to the new technology but also the teacher needs to understand the needs of the student to have better results and motivate students. Swan (2003) holds that generally speaking the outcomes of using online learning environments, and face-to-face instruction are almost the same; however, if the right tools for assessing and giving feedback in online learning are used in online learning it could promote and enhance learning. Online education has already been implemented in various parts of the world, using different methods and approaches, however, it is of vital importance that other factors, such as motivation, are also considered.

## **2.4 Motivation**

Being motivated for any human activity is vital to perform those activities optimally. In the teaching-learning process, it is important to take the aspect of student motivation into serious consideration. Paris and Turner (1994) state that motivation is the force that drives learning. Motivation is of vital importance for education because if the student feels motivated, he can learn better. “Research has shown that students who are motivated to learn are more likely to be engaged in challenging activities, do better at academic activities, and are more persistent and creative than those who are demotivated” (Ryan & Deci, 2000, p.71). It is not surprising that education and motivation are as connected as they are. Motivation is one of the most important for meaningful learning to take place. For this reason, it is of vital importance that teachers take motivation into account when preparing their classes, especially in this new

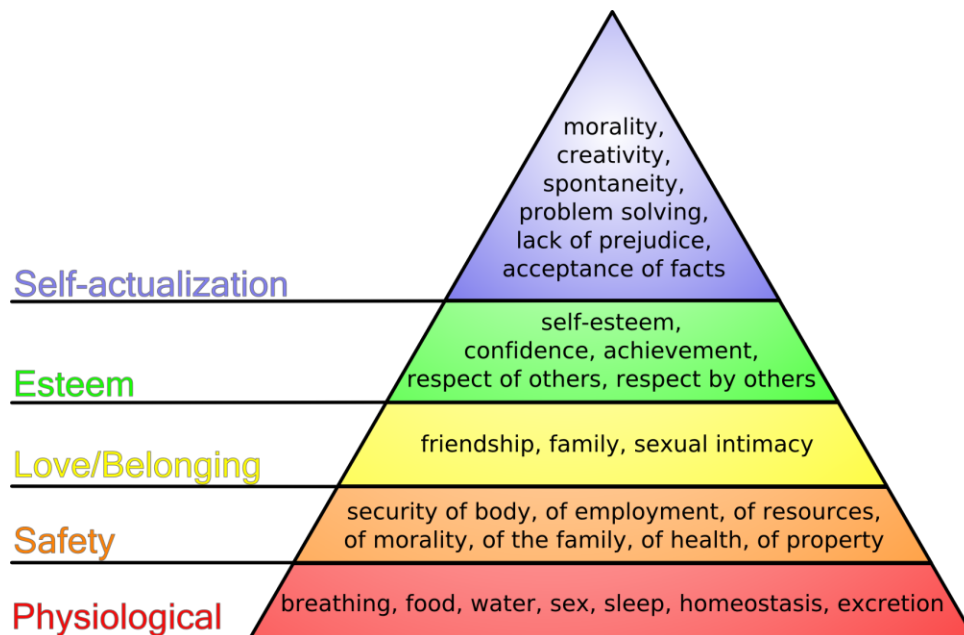
techno paradigm. Schunk and Usher (2012) declare that motivation is an essential factor in the learning experience since it can determine how, when, and what one learns. Since education and motivation are closely connected, several authors and researchers have dedicated themselves to investigating and proposing different theories about motivation and its effects on education.

### 2.4.1 Theory Abraham Maslow’s perspective of motivation

Maslow’s theory suggests that motivation is one factor that starts off the learning desire. According to Maslow (1970) the majority of human beings do different activities to satisfy their needs. Based on this thought, he classified these needs into five categories: 1) physiological and biological, 2) safety, 3) belonging and love affection, 4) esteem, and 5) self-actualization (see figure 2.1)

**Figure 2.1**

**Maslow's pyramid needs**



The first group is related to *physiological and biological* needs such as food, shelter, sleep, drink, air, sex, and clothing. These needs need to be covered because if they are not satisfied the human body cannot function optimally, hence students need to solve these primordial parts to concentrate on the lessons and have a good performance.

The second one, *safety*, includes things such as job security, financial security, law, rules, order, stability, and protection. These needs are important because the support conditions

are necessary, not only in the human environment but also in the academic context. For students, this need is relevant since the feeling of lack of safety plays a demotivating role in the learning path.

The third category is *belonging and loving* affection from colleagues, friends, and family. These needs concern the relationship and the social context. The acceptance of the group is important, in the school context the student needs to know that he/she belongs. This could present a problem online learning, Becker and Newton (2013) claimed the lack of social interaction is a demotivating situation in online circumstances.

The fourth one is *Esteem*, the individual needs recognition, confidence, achievement, status, and prestige. Maslow (1970) indicated that the need for respect or reputation is most important for children, adolescents, and young adults; the online courses have lacked the opportunity to develop this need.

The fifth one is *self-actualization* which satisfies your self-realizing personal potential, self-fulfillment, seeking personal growth, and peak experiences. This need is the desire to become everything one is capable of becoming, to obtain this level of the pyramid, it is necessary to have the previous needs.

The greatest advantage of Maslow's theory of motivation is that it is very easy to understand and extremely easy to relate to since most humans have undergone one or more stages during their student life.

#### **2.4.2 Theory Robert Gardner's on motivation in second language acquisition**

Robert Gardner, the pioneer of the theory of motivation in second language acquisition, proposed that motivation was a substantial cause of variability in language learning success, and its effect was independent of ability or aptitude factors. Moreover, Ochsenfahrt (2012) speculated about the social and psychological dimensions of second language learning. In the acquisition of a second language, the student faces the task of not simply learning new information, which is part of his own culture, but rather acquiring symbolic elements of a different ethnolinguistic community. Thus, identification with the other culture becomes important in the process of second language acquisition.

Robert Gardner proposed three elements for his theory about motivation in second language acquisition.

The first *Effort* is the desire to learn the language.

The second *Desire* is wanting to achieve a goal.

The third *Positive effect* is to enjoy the task of learning the language

Gardner argued that if the student wants an effective tool for learning a new language, the three elements need to work together for an effective effect in the motivation path. Hence the student should be open to another cultural perspective, and learn new customs and traditions.

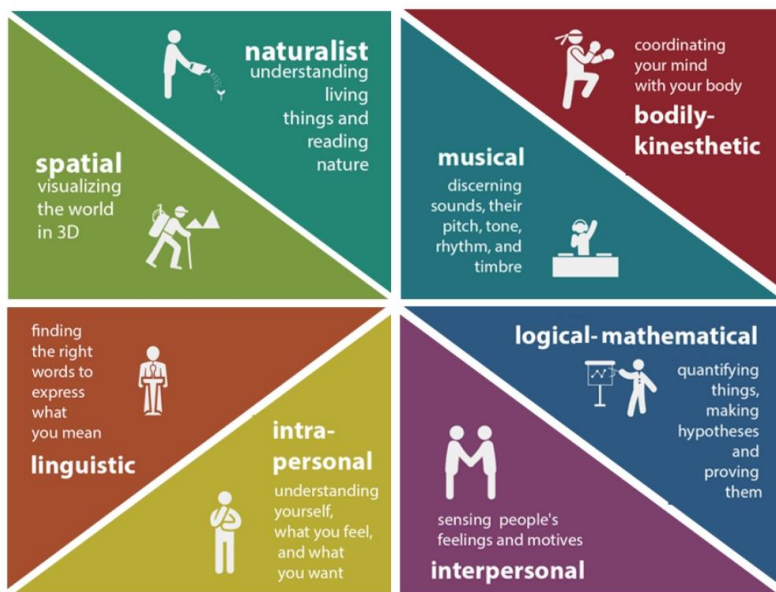
### 2.4.3 Theory of Howard Gardner's multiple intelligence

This research focuses on knowing the motivation and how this affects the student's performance. It is necessary not only to mention Maslow's theory but also Gardner's to obtain more elements to comprehend the motivation.

As suggested by Gardner (2001) the theory of multiple intelligence suggests that there is not one, but various types of intelligence. It challenges the old premise, which states that there is only one type of intelligence. Gardner (1983) mentions that learning that follows the motivational perspective of each student is the right path to success. This theory is divided into eight types of intelligence: 1) Logical-Mathematical intelligence 2) Visual-spatial intelligence 3) Intrapersonal intelligence 4) Kinesthetic intelligence 5) Naturalist intelligence 6) Musical rhythmic intelligence 7) Verbal-linguistic intelligence (See figure 2.2).

**Figure 2.2**

**Gardner's intelligence chart**



The first intelligence is *Logical-Mathematical intelligence*. It refers to the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.

The second intelligence is *Visual-spatial intelligence*. It has the potential to recognize and manipulate the patterns of wide space as the patterns of more confined areas, such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects.

The third intelligence is *Intrapersonal intelligence*. It is the capacity to understand oneself, to have an effective working model of oneself-including one's desires, fears, and capacities, and to use such information effectively in regulating one's own life.

The fourth one is *Kinesthetic intelligence*. It is knowing what happens through physical movement and the human physical body, the potential of using one's whole body or parts of the body.

The fifth intelligence is Interpersonal intelligence, which is knowing what happens when a group works together, it is the capacity to understand the intentions, motivations, and desires of others, therefore, it refers to working effectively with others.

The sixth intelligence is *Naturalist intelligence* which is knowing what occurs in and through human encounters with the natural world, it involves expertise in the recognition and classification of the numerous species as the flora and fauna of the environment.

The seventh one is *Musical-rhythmic intelligence* which is knowing what happens through sound and vibration, it refers to the skill in the performance, composition, and appreciation of musical patterns.

Finally, the eighth intelligence is *Verbal-linguistic intelligence* which comes through language like reading, writing, listening, and speaking. It deals with sensitivity to the spoken and written language, the ability to learn languages, and the capacity to use language to accomplish goals.

The eighth intelligence is quite important to the research because of the type of motivation used to settle into language learning. In addition, the type of motivation that students handled during the Covid pandemic was varied due to the need for students to adapt to new learning platforms and new technology that was developed during this period, both students and teachers had to adapt their paradigms about learning, teaching, and motivation. That motivation was a crucial element for the teaching-learning process because the factors or barriers affecting education were different from those of previous years.

#### **2.4.4 Motivation in Learning face to face and online mode**

Based on the definition by Gardner (2018) highly motivated learners have a stronger desire, express more positive attitudes, and make more attempts in learning to achieve the goal, as mentioned before, Maslow's theory brings out plenty of information in the learning process, one of which is motivation. There have been numerous classifications of motivation in learning.

#### **2.4.5 Authors' classification of motivation**

Some researchers have pointed out different types of motivation. Tomsik (2016) mentions that there are three types of motivation.

1. Intrinsic: Choosing a language to study for your satisfaction.
2. Extrinsic: Selecting a language to obtain social status and economic status.
3. Altruistic: Taking a language to help the social context in the community.

Other classification according to Alizaded (2016) there are other two types of motivation instrumental motivation and integrative motivation

1. The instrumental: Refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on.
2. The integrative: Describes learners who want to be integrated into the culture of the second language group and become involved in social interchange in that group.

Legault (2016) also argued a different classification of motivation into two parts:

1. Intrinsic: Refers to engagement in the behavior that is inherently satisfying or enjoyable.
2. Extrinsic: Refers to the performance of a behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself.

#### **2.5 Studies related to factors that demotivate in online learning**

Online learning is a disruptive thing for society; however, this modality has been studied for several years now, but due to the recent pandemic of Covid-19, the online modality has become a necessity. During the last few years, it has been detected that although online education is something to improve society, it also has certain factors, it is important to know them and take care of them in the best possible way. Classification of e-learning barriers has been a concern for teachers and researchers. Nevertheless, there are many learning factors identified from different perspectives. Ertmer (1993) mentioned two sets of factors: the first is the order factors, regarding extrinsic motivation, and the second order factors, regarding intrinsic motivation. In addition, Tsai and Chai (2012) proposed teachers' design thinking as the third-order factor.

*The first order of factors* (extrinsic motivation) is made up of technical facilities and support. This set refers to the use of technology and the support that schools and curriculums give to the teacher. It can include order barriers such as the lack of access to computers and software, insufficient time to plan instruction, and inadequate technical and administrative support.

*The second order of factors* (intrinsic motivation) compels pedagogy, sets of beliefs, or personal preferences. This order is about the teacher's perspective, feelings, and beliefs about technology; it can include beliefs about teaching, computers, established classroom practices, and unwillingness to change.

*The third order factor* is about redesigning learning materials to cater to different learners' needs in a completely online setting, focusing more on how to create online material in order to be useful and amusing for the students to solve problems

Talking about the third-order factor, which is related to the material is another barrier that some researchers have to consider such as.; Prober and Khan (2013) defined it as material and non-material barriers.

*Material factors* are related to the lack of Information and Communication Technologies (ICT) resources; in this, one can include all the material that the teachers use. According to Lin and Zane (2005) some common material factors were:

Online learning cuts into my personal time, significant interruptions during study at home/work, insufficient time to learn during online courses, lack of adequate Internet access, online learning technology costs too much, the needed technology is unavailable, lack of consistent platforms, browsers, software incompatibility creates technical problems, lack technical assistance.

*non-material factors* are relevant to teachers' knowledge and skills. Referring to the material and non-material factors, one can identify some of them in a survey. According to Lin and Zane (2005) some common online factors were:

Lack of sufficient academic advisors online, course materials were not always delivered on time, instructors not knowing how to teach online, lack of clear expectations/instructions, difficulty contacting the academic or administrative staff, lack of timely feedback from the instructor, lack of access to instructor/expert, lack of support services such as tutors online, insufficient training to use the delivery system, class size is not right for online learning, lack of interaction/communication.

In this case, it is observable that both material and non-material factors affect students' performance and motivations; therefore, the online classes perspective is not perceived as the



best option for taking classes. Researchers and teachers must understand that depending on the context they can face these or different barriers.

Bergmann and Sams (2012) grouped online learning factors into different levels, which are, teacher level, school level, and system level. Similarly, Akbaba (2006) categorized e-learning barriers emanating from factors such as learners, teachers, curriculum, and school learning. Below are presented the levels proposed by Bergmann and Sams:

*Teacher level.* - This level consists of people in the organization, their hierarchical rank, abilities, leadership, knowledge, skills, and communication skills to give online classes. The main barrier at this level is the belief sets.

*School level.* - This level includes organizational control, as well as, policies and procedures, including all types of equipment and processes that help members of the organization to perform their tasks. Therefore, this level involves revising strategies, structures, or technology. Referring to the last point, technology is the main factor at this level since teachers do not use it or use it without succeeding.

*Student level.* - This includes the students' perspectives and external factors in their context. For example, when considering the students' knowledge to utilize the new technologies and tools, strategies that work for full-time students may not be effective for adult learners with full-time jobs and family responsibilities.

Online learning has brought many benefits, but it has also opened up new barriers that certain students, teachers, and schools may face. It is important to consider these factors when making educational decisions, and planning and teaching classes. Some of these factors are more difficult to address than others, however, the whole world is heading towards a new educational technological paradigm, in which online learning will play a key role, and it is necessary to start addressing these barriers so that future generations can have easier access to online learning.

## **2.6 Chapter conclusion**

The world is changing, and education is no exception. The COVID-19 pandemic accelerated the technological change in education. Since this change was abrupt, many teachers and students did not know how to respond to some of the challenges and dilemmas of online education. Several teaching methods gained prominence during this time, and now many of these methods will forever remain an everyday part of education. The pandemic accelerated the techno-paradigm shift, and both teachers and students had to adapt quickly to the changes it brought with it.

It is evident that the motivation factor is of vital importance for education, and now in online education, it is no different. Those interested in education must be aware of the relevance of motivation to generate meaningful learning. The findings from this review indicate that all stakeholders in the teaching-learning process must work together to solve all the different barriers to motivate students in Online learning. Firstly, it is necessary to identify the different factors that can appear in online teaching. Then, one must identify the theories about multiple intelligence, and motivation to have success in online teaching and online learning; it is also important to recognize the necessity to learn how to use digital tools and apply them effectively in online teaching. Online education has both advantages and challenges, however, the world has begun to use online education more frequently and it is, therefore, relevant to keep abreast of what is happening in this field, as it will undoubtedly gain even more prominence in the coming years and it is necessary to be prepared to improve the online educational experience.

## **CHAPTER III METHODOLOGY**

### **3.0 Introduction**

As seen in the previous chapters the aim of this investigation is to scrutinize the most common factors demotivate during online courses in a foreign language from the student's perspective and at the same time to identify the type of student's motivation.

This chapter describes the participants, the methodology, and the procedure followed to obtain the results in order to answer the research questions presented in Chapter One. First, a general description of the research methodology, second a description of the context of the research, third the participants. Then, a brief description of the instrument will be presented. Finally, the data collection procedures will be described step by step.

### **3.1 Research methodology**

This investigation used a quantitative method because it involves the collection and analysis of numerical data to test hypotheses, the identification of patterns, and the making of generalizations about a population. Creswell (2009) emphasizes that quantitative research design is particularly useful when the researcher aims to measure variables, determine relationships between variables, and make statistical inferences. Quantitative research allows for the collection of objective, numerical data. This can be particularly useful in research due to measuring variables precisely and accurately, such as in experiments or surveys. Quantitative methods provide a standardized and systematic approach to data collection, reducing bias and subjectivity. Creswell (2009) discusses the strengths and weaknesses of the method and provides practical guidance on designing and implementing data collection instruments, such as questionnaires or structured observations.

### **3.2. Context of the research**

This study was carried out at The Faculty of Languages at BUAP in Puebla, Mexico, during the Covid-19 lockdown. The Faculty of Languages has the goal to train professionals in the area teaching of foreign languages (English and French) that contribute to making a more just and equitable society with a spirit of service and an attitude of social commitment. The Faculty of Languages is divided into Licenciatura en Enseñanza del Francés (LEF), Licenciatura Abierta en Enseñanza de Lenguas-Inglés and Licenciatura en Enseñanza del Inglés (LEI); besides the Faculty of Language has postgraduate programs such as Maestría en Enseñanza del Inglés (MIE ), Maestría en Innovación en la Enseñanza de Lenguas (MIEL ) and Doctorado en Enseñanza y Aprendizaje de Lenguas (DEAL).

Also, this Faculty offers courses to the university community as a tool to access technical, scientific, and cultural information generated in other languages for better performance in their professional life and as a means to join the labor market with better and greater opportunities.

The LEI is a higher education level program. It has as its mission the comprehensive training of professionals in the teaching of English with theoretical and practical knowledge in the area of pedagogy and communication skills in English. The students of the Faculty of Language will be professionals capable of adapting to various educational contexts, promoters of intercultural communication, with initial training in research, and with a spirit of service and social commitment. There are areas that they have to take in order to develop professionally in the area of English teaching, they are the following areas:

English Language, research, linguistics, teaching, culture, and among others. in the web site Facultad de Lenguas (<https://lenguas.buap.mx>).

One of the areas is the subject of Lengua Meta II (Target Language II) which is part of the educational program of LEI and is the second of five courses. Target Language II is important for developing the necessary skills to become an English teacher, as the students take five courses (Target Language I, Target Language II, Target Language III, Target Language IV, and Target Language V). During these courses, they used the Empower books from Cambridge University Press and the methodology from the same publisher. This information is important or crucial for the research because it was necessary to evaluate the students' opinions and motivation during the subject of Target Language II.

### **3.3 Participants**

The participants of this study were thirty students of the LEI program at the Faculty of Language at BUAP, who were enrolled in the online course of Target Language II. The English level of the participants was A2 according to MCER. English language learners at this level can understand phrases and frequently used expressions related to areas of experience that are particularly relevant to them (basic information about themselves and their family, shopping, places of interest, and occupations ) at the end of the course they reach the B1 that according to MCER they are able to understand the main points of clear texts and in standard language when it comes to familiar topics, whether at work, study or leisure situations.

All students who participated were Mexican and spoke Spanish as a mother tongue. 70% of the participants were women and 30% were men. 39% of them were 18 years old, 18% were 19 years old, 13% were 20 years old, 8% were 21 years old, 10% were 22 years old,

8% were 24 years old, and 4% were 37 years old.

### **3.4 Research instrument**

This study adopted a survey as a research instrument, therefore a questionnaire was designed and finally all data was integrated into a Likert-scale. According to Creswell (2009), survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The questionnaire was divided into 2 parts. The following text will be described: the measure was by the online tool (Survey) and all the information was gathered, during lockdown at the Language Target II at The Faculty of Languages BUAP. The survey consists of 19 questions. Each question adopts a Likert scale. The first part was: divided into four categories according to Brown's motivation model: Intrinsic, extrinsic, instrumental, and integrative. The first group is related to intrinsic motivation (from questions one to five). The second group is related to extrinsic (from questions six to ten), the third group is related to instrumental (from questions eleven to fifteen ) finally, the fourth group is related to integrative (sixteen to nineteen ).

The second: The research made another division for looking at online barriers that were made as like-scale. It was divided into the following factors: economic problems, health problems, and family problems.

### **3.5 Data analysis procedure**

The process of data analysis followed the Creswell method of quantitative data analysis. This method is based on stage analysis that is data collection, data display, and conclusion drawing.

The data collection was gathered by a digital questionnaire that was created in Google and was sent to all the participants in their course Target Language II to get all the students' opinions. In this way, all the opinions and beliefs were collected and the information relevant to the research was found. It found different types of motivations and perspectives regarding online barriers in each participant.

In the data display, the answers were collected from the questionnaire, put in an Excel chart to make the graphics, and were compared to all the answers with the different types of motivation and principal factors.

Some limitations during the observation such as:

Some students answered the survey late, and it took more time to gather all the opinions. During the rest of the survey, everything went well.

To obtain the students' opinions and beliefs about the factors demotivate in online courses using a digital survey by Google. This was important therefore the principal factors and types of motivation of the students were identified.

Finally, based on the results of the survey, it was decided to create pie charts and bar charts for handling the data in the best way. In the data conclusion, According to the graphics, it was analyzed what kind of motivation was more predominant between each student and in the classroom as well as the students' factors demotivate.

### **3. 6 Chapter Conclusion**

Chapter three provided the methodology used in this study. It described the participants and the instrument. Finally, it presented the data analysis procedure. In the next chapter, the results will be presented. Statistical analysis was taken by pie charts and bar charts, in addition, all information was handled for percentage and types of motivation.

## **CHAPTER IV DATA ANALYSIS AND INTERPRETATION**

### **4.0 Chapter introduction**

As mentioned in the previous chapter, it gave an explanation of the participants and instruments associated with the research methodology as well as a description of the procedure followed to collect the data. In this chapter, the findings will be presented in the following order: firstly participant's background information, secondary general results all this information relate for the research question:

#### **Main research question**

How motivation influenced ELT students in online English language courses during the pandemic?

#### **Secondary research questions**

**RQ1.** What kind of motivation do ELT students have in online English language courses during the pandemic?

**RQ2.** What factors motivate ELT Students in online English language courses during the pandemic?

**RQ3.** What factors demotivate ELT students in online English language courses during the pandemic?

### **4.1 Participant's background information**

The participants in the study were exclusively Mexican nationals with Spanish as their primary language. Among them, 70% identified as female and 30% as male. The age distribution was diverse, with 39% aged 18, 18% aged 19, 13% aged 20, 8% aged 21, 10% aged 22, 8% aged 24, and 4% aged 37. The survey consists of 19 questions. Each question adopts a Likert scale. They were classified into four categories according to Brown's motivation model. The first group is related to intrinsic motivation (from questions one to five). From question one to five. There were four types of motivation according to Brown, divided into four categories for each motivation in this case: intrinsic, extrinsic, instrumental, and integrative, finally, made another division for looking at online factors, which was made as a Likert scale.

The measure was by the online tool and all the information was gathered, during

pandemic times at the Language Target II at The Faculty of Languages BUAP.

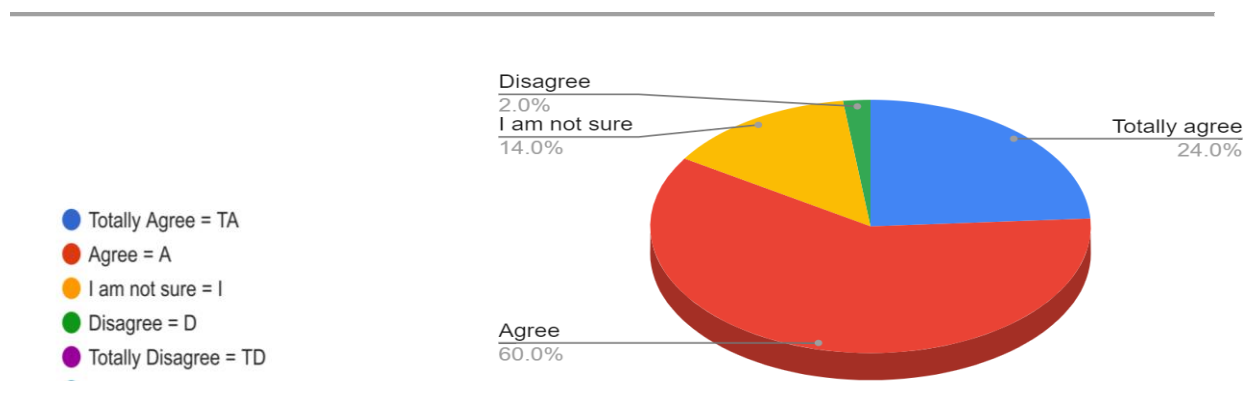
Statistical analysis was taking the pie charts into bar charts, in addition, all information was handled for percentage and types of motivation.

#### 4.2 General results

The sentence requires participants to express if they felt motivated at their Target Language II course.

**Figure 4.1**

#### English language students' motivation



The figure above displays that the majority of participants felt motivated during their English lessons. It seems that students had intrinsic motivation. As Brown (2000) points out when a student expresses that he or she is self-confident about learning something new, in this case a foreign language, it indicates a high level of intrinsic motivation.

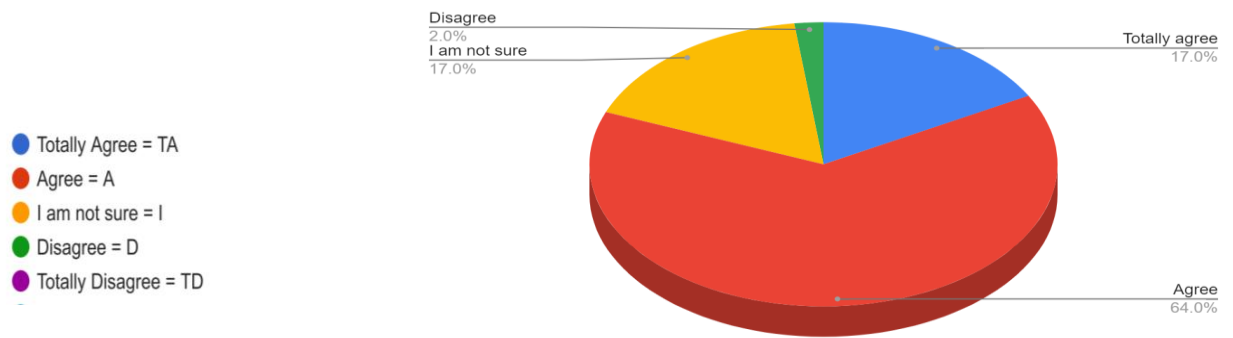
These results are quite similar to the ones found in a study carried out by Pathan, Shahriar and Mari (2010) in Pakistan, which demonstrated that people learn a foreign language better when they desire to do it.

The second sentence asks participants if they felt motivated enough to pass their English target language II course.



**Figure 4.2**

**English language students' motivation to approve the course**

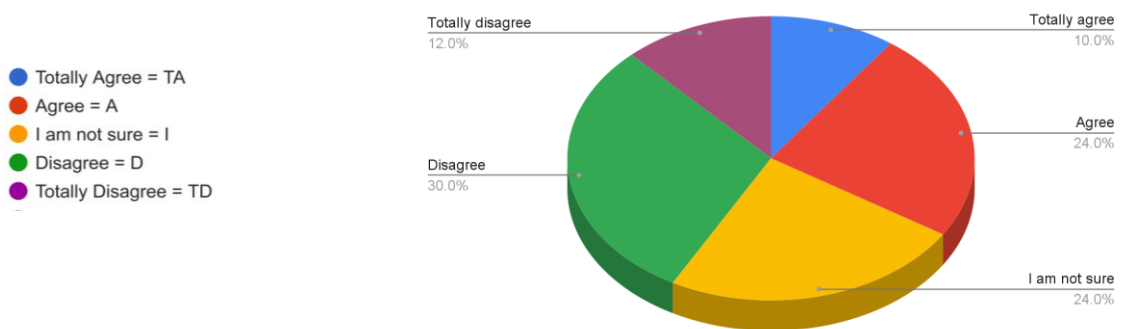


Data from the figure shows that the majority of the participants felt motivated to obtain good results in their English course. It seems that the participants thought they were able to complete tasks successfully and get good grades. According to Hengel (2022) self-efficacy and intrinsic motivation are quite related.

The third sentence asks participants if the lack of face-to-face interaction with their classmates made them feel demotivated.

**Figure 4.3**

**Lack of classmates' interaction during online courses**

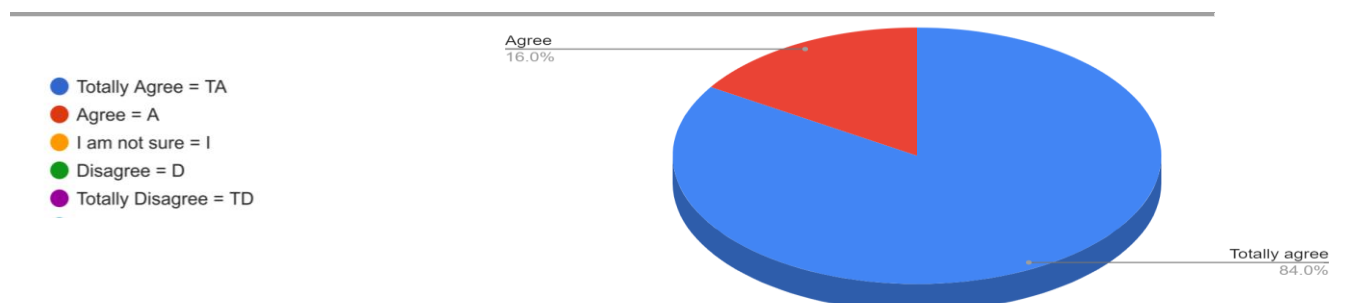


This pie chart shows how the participants felt about not getting interaction with their classmates. It shows that the students were unsure due to 34% feeling demotivated, the other 24% were sure and 42% disagreed with the sentence. Maslow (1970) mentions that people need to be respected or have a good reputation among their peers, this author considers that these feelings are related to intrinsic motivation. So in this case half of the group had more intrinsic motivation than the others.

The fourth sentence asks the participants if they were sufficiently motivated to learn English and pass the Target Language II online course.

**Figure 4.4**

**English language student's opinion about their motivation**



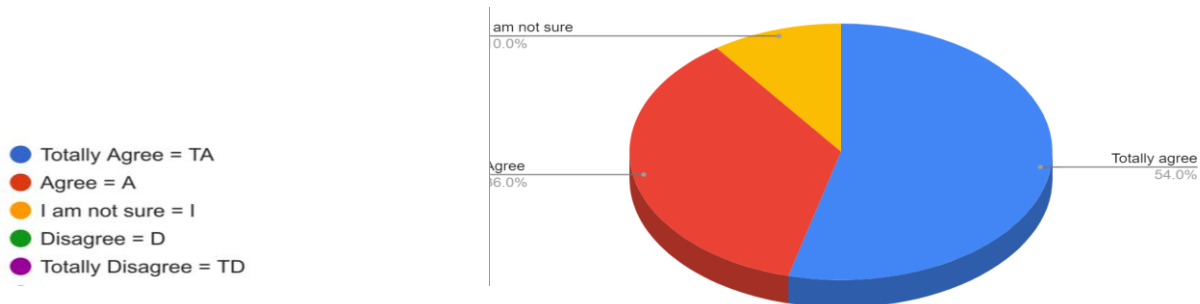
This pie chart shows if the students felt motivated enough to pass their online course. As Figure 4 shows 84% of participants felt highly motivated to learn the language as well as to pass the English online course. This result is quite similar to the one found in Tomsik's research (2016) which identified that students who are self-confident and have a strong desire to learn English most of the time have good results in online courses.

The fifth sentence asks participants if they were fulfilled to learn new things at the target language II course online.

**Figure 4.5**

**English language students' satisfaction with learn new things during their online course**

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This pie chart shows the students' opinions about their satisfaction with learning things in the online class. It shows that most of the participants were satisfied to acquire current things during their online course. According to Brown (2000) intrinsic motivation follows certain internal competence and self-determination to learn new things about the language such as vocabulary, idioms, slang expressions, and cultural phrases.

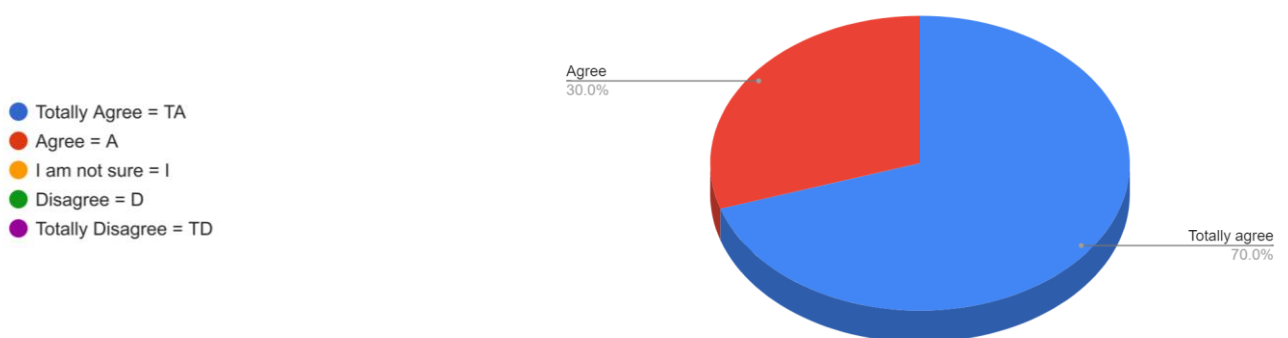
The next five sentences were made to measure the extrinsic motivation in the students in online courses the data brought out the next results:

The sixth sentence asks participants if they thought that their professor had the skills to give online classes.

**Figure 4.6**

**English language professor's skills**

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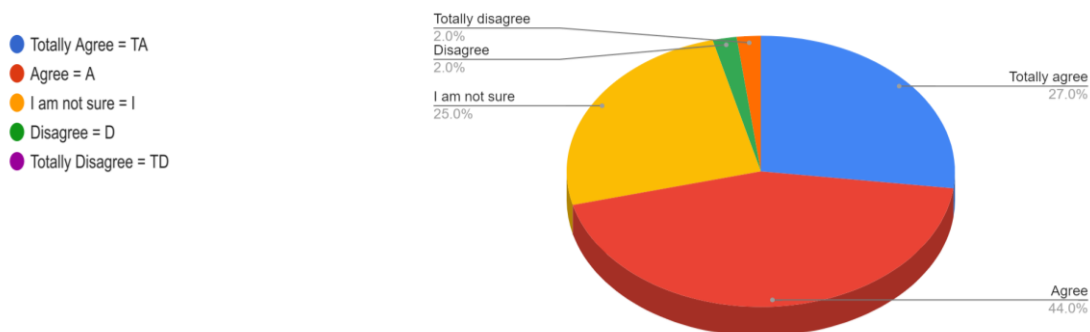


This pie chart shows students' thoughts related to their teacher's skills to work online. It shows that the participants considered that their professor possessed a great range of ICT skills. According to Kucharova et., al (2019) the teacher's skills are important aspects that impulse the students' desire to learn. These authors also identified that students increased their extrinsic motivation when they observed that their teachers had abilities to use platforms. It also impacts the students' results, and grades, during the lockdown period.

The seventh sentence asks the participants if they considered that the online course of Target Language II made them feel motivated to take more online courses.

**Figure 4.7**

**English language students' opinion about the online course**

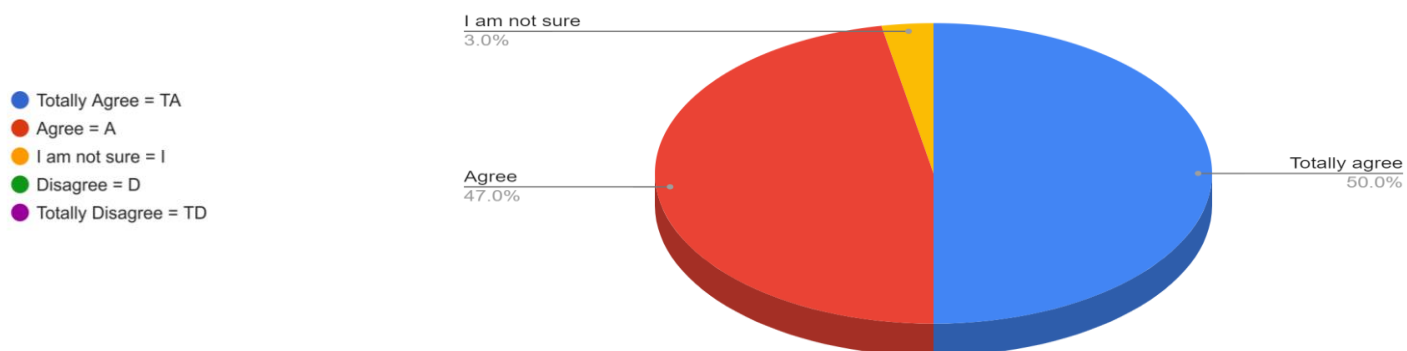


The figure above expresses the students' feelings regarding how this learning experience made them take other language courses online. It shows that most of the students thought that this course was a good experience, so they would like to take other online courses. A small number of students were not sure if they would like to take these types of lessons. Dörnyei (2020) suggests that extrinsic motivation is closely associated with engagement. He also points out that learners who enjoy this type of learning desire to explore other subjects in an online mode.

The eighth sentence asks participants if they thought information and communication technology (ICT) used in their language target II made them feel motivated.

**Figure 4.8**

**English language student's motivation related to information and communication technology**

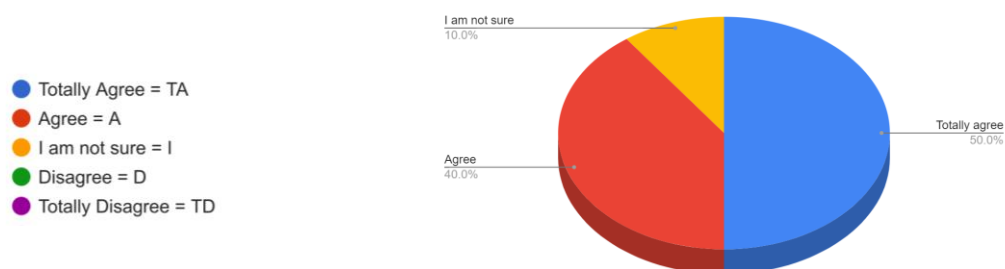


The previous pie chart shows if the use of ICT during the online classes made them feel motivated. It expresses that many participants felt motivated because of the use of ICT in the language online sessions. According to Ramírez and García (2017) students who use educational technology in school feel more successful in a scholarly environment, which is considered extrinsic motivation therefore depending on external factors, they are more motivated to learn and have increased self-confidence and self-esteem.

The ninth sentence asks if they thought that the online material used in their target language II made them encourage them to learn.

**Figure 4.9**

**English language student's motivation related to online material**



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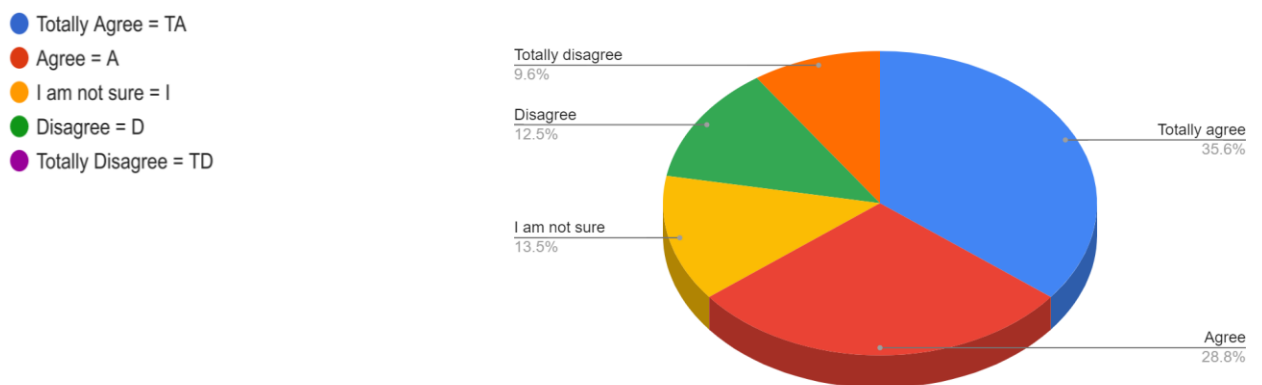
This figure shows if online material used during online classes increases the students' motivation to learn the English language. It expresses that most of the participants felt motivated to learn in the course related to online material. Miftah (2018) found that the use of Google Docs presentations as online material is useful to enhance the students' motivation to learn English when they take online classes.

The tenth sentence asks participants if they thought that the place where they took their online lessons affects their motivation towards the Target Language II course.

**Figure 4.10**

**English language students' motivation related to their study area**

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This pie chart shows if the place where the participants took the online course affects their motivation due to the different trigger distractors and the quality of the environment of the area of study. It shows that more than half of the student's interest or participation was affected due to the lack of an appropriate place to take the lessons. On the other hand, some participants considered that the place was not a factor that affects their interest in learning the target language. According to Legault (2016) importance of the study area is an external factor that

might increase or decrease the students' extrinsic motivation. She also points out that in order to have a great learning experience in an online context, it is relevant to have appropriate space, equipment, and furniture.

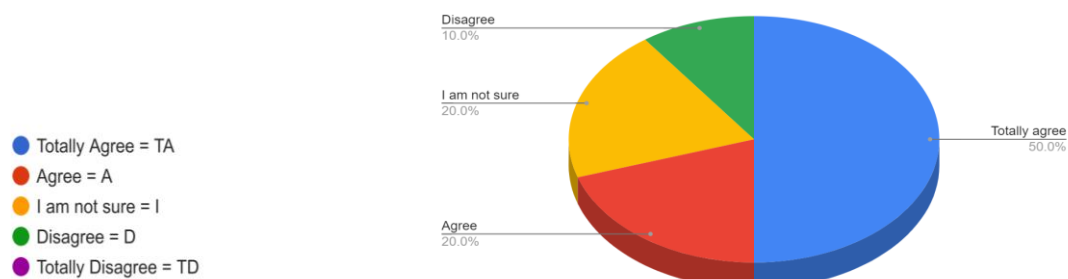
The next five sentences were made in order to measure integrative motivation the results were the next ones:

The eleventh sentence asks if participants thought that online English courses in Target Language II would help them to set a conversation with a native speaker.

**Figure 4.11**

**English language courses about having a conversation with a native speaker**

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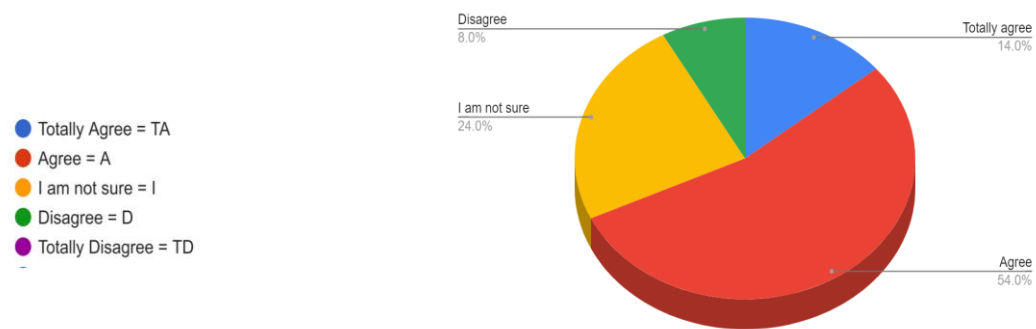
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This graph expresses that 70% of the students thought that the content of the lessons would help them to talk with a native speaker. On the other hand, 30 % thought that the content of the course would not help them to communicate with a native speaker. Pathan, Shahriar and Mari (2010) point out that integrative motivation is a tool used by students to improve their knowledge in online courses.

The twelfth sentence asks participants if they took English courses online to learn about the culture of the target language.

**Figure 4.12**

**English language student's interest in culture**



This graph shows if the students took courses to learn about the culture. It mentions that most of the participants agreed with the sentence. However, 25% of the participants disagreed. According to Bao and Lui (2021) the culture factors play the same importance as the cognitive factors due to the importance of knowing the cultural horizon of the foreign language, therefore it improves the learning process of the language through the acquisition of the cultural knowledge.

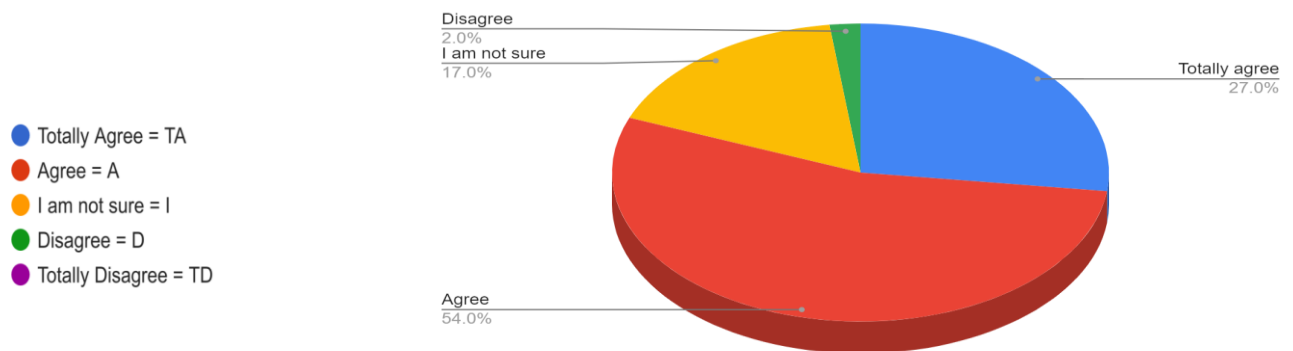
The thirteenth sentence asks participants if they believed that online Target Language II courses allowed them to appreciate and understand the social context.



**Figure 4.13**

**English language student's understanding of the social context**

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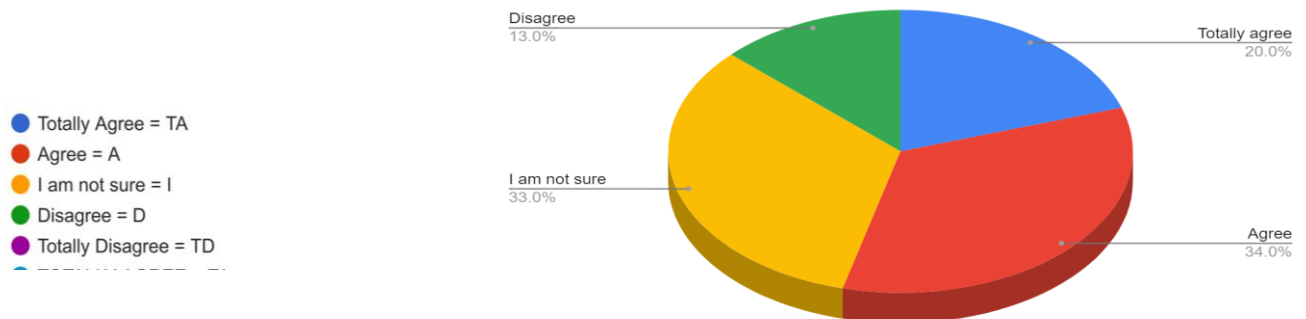
This pie chart shows if the students took the online course to appreciate and understand the social context of the English language. as a desire to learn more about the culture of the language. It shows that most of the participants agreed with the sentence. According to Khan, Sani, and Shaikh-Abdullah (2016) obtaining knowledge in online courses about the social context is important for the students to better understand the language and be involved in the foreign country. This idea is related to having integrative motivation in their learning process.

The fourteenth sentence asks participants if they had taken English classes online to participate in the cultural context of the Target Language II.

**Figure 4.14**

**English students' participation to be involved in the cultural context of target language II**

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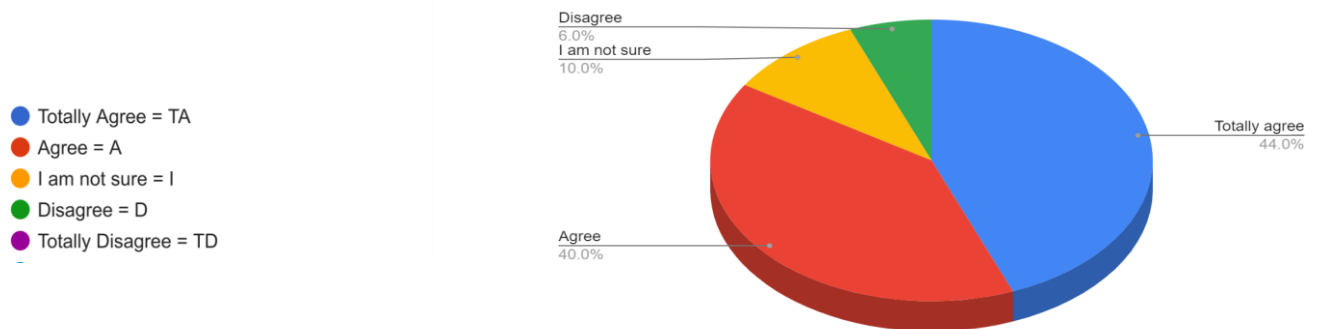
This graphic shows if they took courses to participate in the cultural context. Showing that almost half of the participants did not take the online course to be involved in the cultural context, this finding is interesting, due to the process of learning a second language needs a cultural background. Therefore Bao and Lui (2021) suggest that cultural background is important during the process of learning acquisition. It is related to integrative motivation which plays a crucial role in the students' development.

The fifteenth sentence asks participants if they took online English courses to understand English literature, music, and movies.

**Figure 4.15**

**English language as a tool to participate in artistic expressions**

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This pie chart shows that one of the reasons why a great number of students took an online English course is to understand literature, music, and movies. Despite the result gathered in the previous sentence (figure 4.14) in which half of the participants were not interested in taking classes for cultural context, for artistic reasons they had more motivation therefore most of the participants agreed with the sentence. According to Saville (2006) students learn a second language online because they wish to know the culture of the language, such as music, movies, and other cultural art.

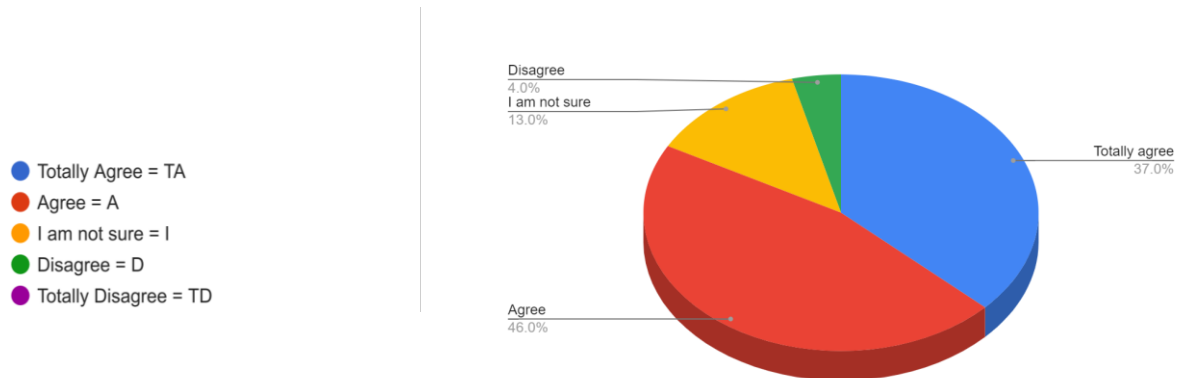
The next four figures present information related to the instrumental motivation in an online English course.

The sixteenth sentence asks participants if they took English courses online to access a better lifestyle.

**Figure 4.16**

**English language to access a wealthy life**

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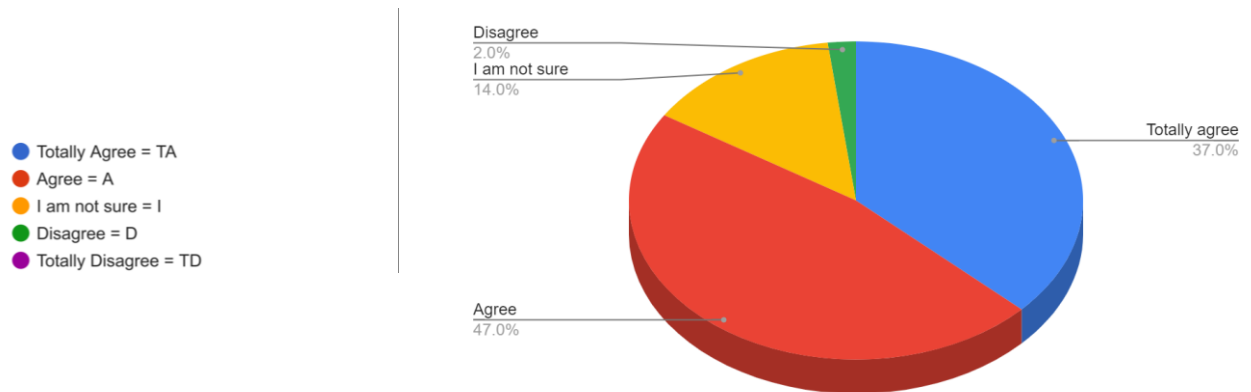
The results show that most participants agreed that they take English lessons because managing the language will bring benefits to their lives, however, 13 % of them are not sure about it. According to Khan, Sani, and Shaikh-Abdullah (2016) benefits such as: getting good grades, passing an examination, and securing admittance to university are desired by students who want to do or achieve something to improve their lives through the use of the English language in online courses.

The seventeenth sentence asks if they took English courses online to be successful in life.

**Figure 4.17**

**English language to achieve success in life**

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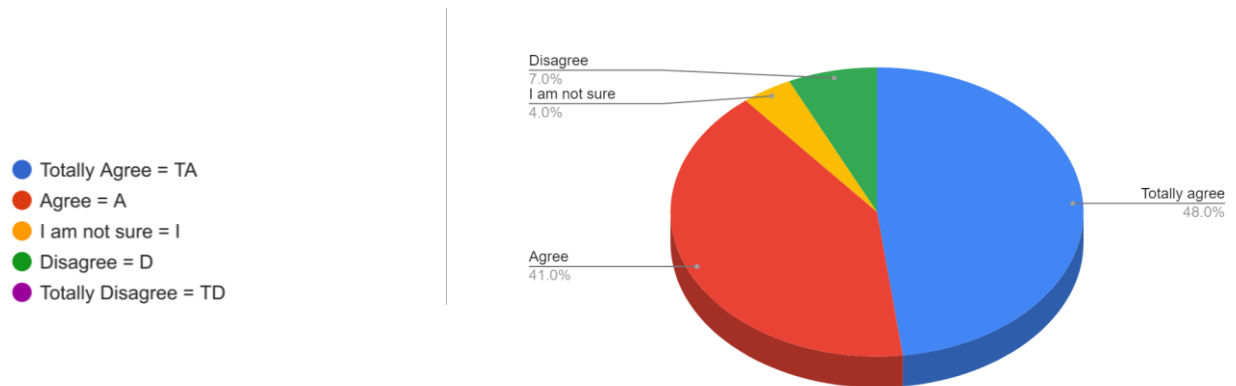


This graphic mentions if the students took online courses to be successful in their lives. It shows that most of the participants considered that learning English will give them the opportunity to be successful in their life, it seems that these students have an instrumental motivation. According to Khan, Sani, and Shaikh-Abdullah (2016) instrumental motivation improves the learning process. When students want to make their goals and desires come true, they start taking several courses, such as webinars, diplomas, and online courses.

The eighteenth sentence asks participants if they took online English courses to obtain an international certification. (TOEFL or Cambridge)

**Figure 4.18**

**English language to get an international certification**



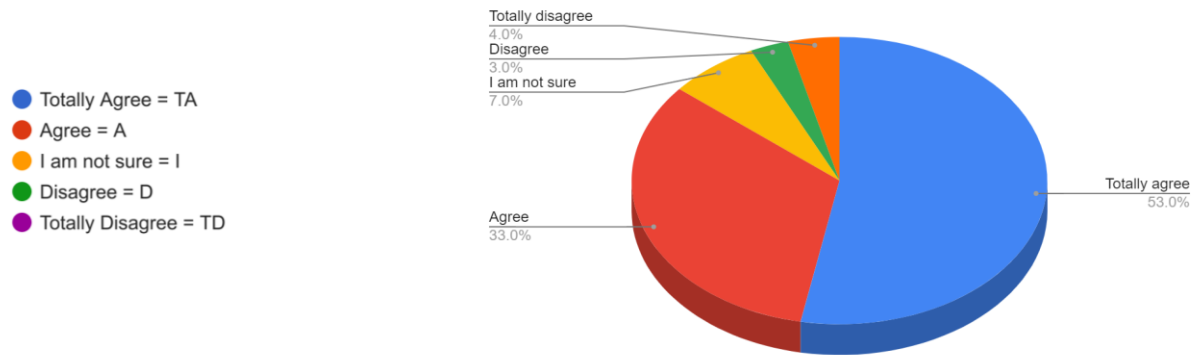
This pie chart shows that a great number of students took the online course to obtain a certification in the future. These results confirm that participants had instrumental motivation. Khan, Sani, and Shaikh-Abdullah (2016) point out that learners who have instrumental motivation do their best on a course since they think it will help them to obtain a language certification which will have a great impact on their professional lives.

The nineteenth sentence asks participants if they took online English courses to get a better job.

**Figure 4.19**

**English language to get a better job**

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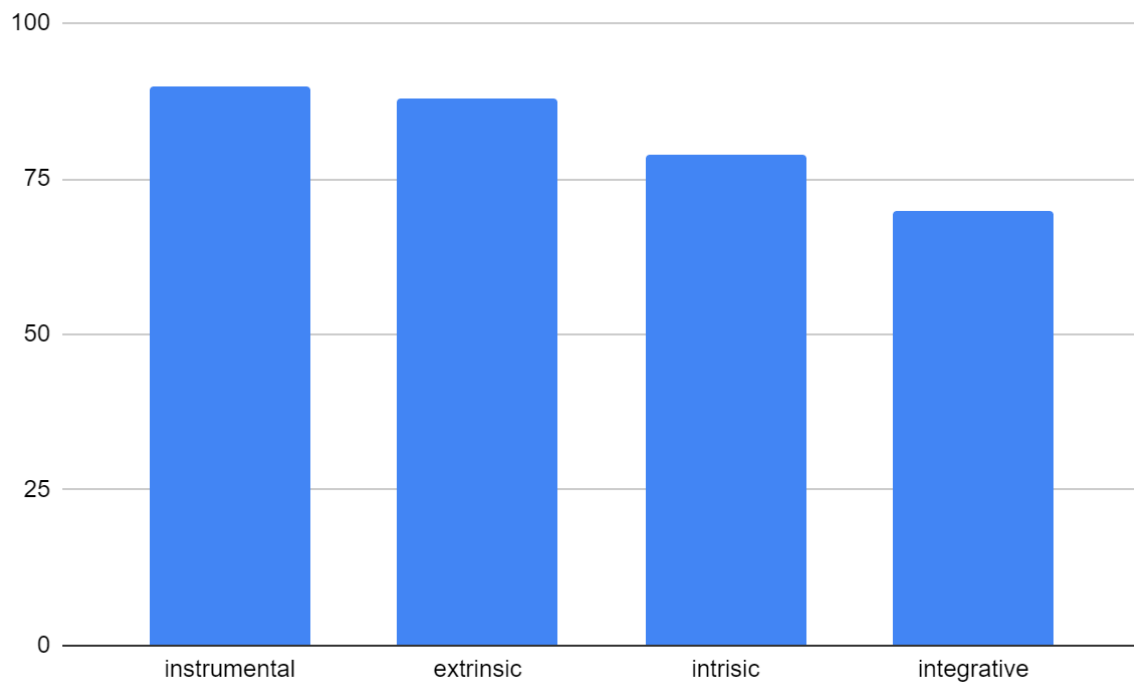
This graphic shows if the students took online courses to get a better job or to have more job opportunities. Most of the participants believed that speaking a foreign language, such as English, can give them the tools to get a good position in the professional English language teaching field. Based on this result, it can be said that participants had an instrumental motivation. According to Oswald (2022) students who want some type of external reward, they pick online courses to get a higher professional job, due to the compensation that comes along with it. Which can be a better position in their job or increase their salary.

**Types of motivation at online courses**

The first part of the survey provides information related to the types of student's motivation, the survey was divided in different questions to identify the following motivation: extrinsic , intrinsic , instrumental and integrative.

**Figure 4.20**

**Types of motivation**



According to a survey, the most predominant type of motivation that ELT students had. It was instrumental with 90 % .The second type of motivation was the second most predominant. It was extrinsic motivation. 88.2%, the third one was the intrinsic motivation. 79.2%, the last type of motivation was integrative. 70%.According to Gardner (1990) Motivation is the fuel that propels us towards our dreams, the spark that ignites our potential, and the force that keeps us pushing forward even when the path seems daunting.

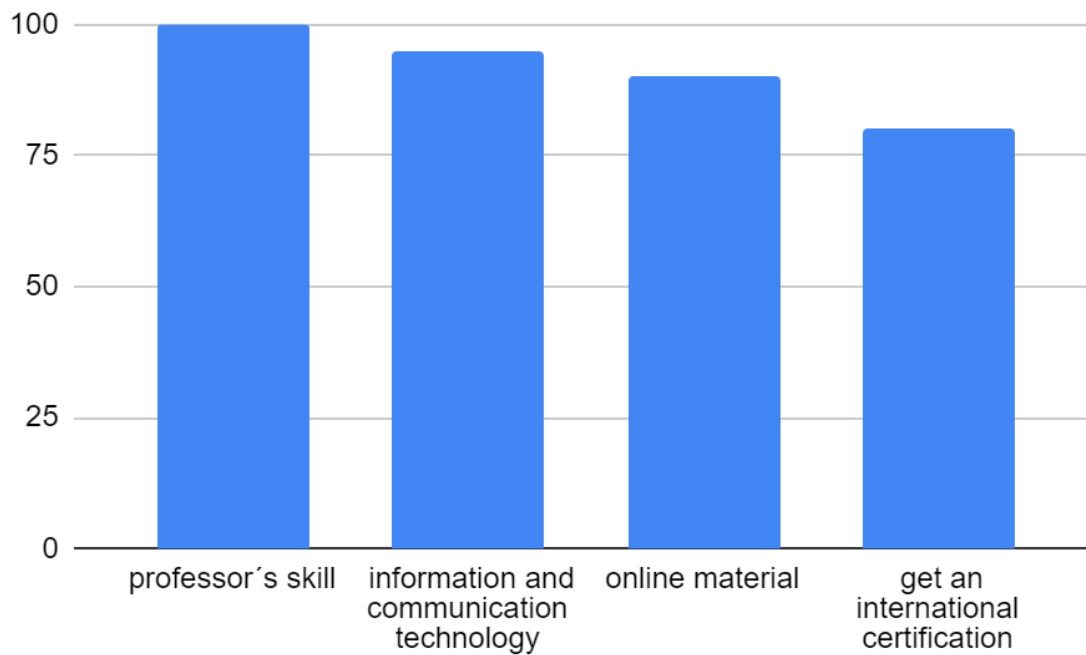
**Factors motivated students' performance**

The first part of the survey provides information related to those factors that are most common in class: 1) Professor's skill 2) Information and communication technology 3) Online Material 4) Get an international certification.



**Figure 4.21**

**Technology and knowledge factors**



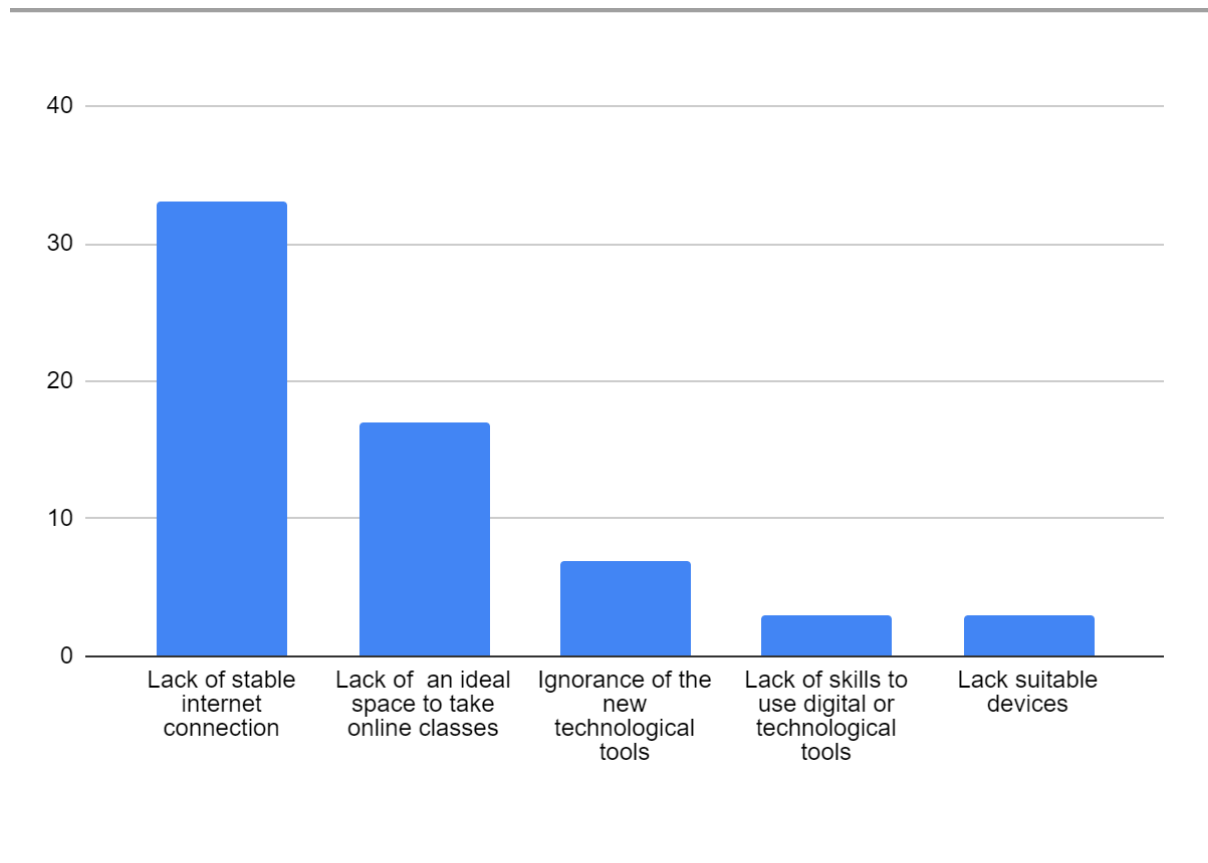
According to a survey, the most common factor that motivated ELT students is professor skill. A professor's skill is crucial for a great learning process, and its absence can be a significant factor that affects students' performance. According to Bergmann and Sams (2012) the professor's hierarchical rank, abilities, leadership, knowledge, skills, and communication skills to give online classes helps to increase or decrease the student's motivation.

**Factors demotivated students' performance**

The second part of the survey provides information related to those factors that affect the student's performance and learning process in an online English language course. These results are classified into three groups: 1) Technological and study environment factors, 2) Communication factors 3) Personal factors.

**Figure 4.22**

**Technological and study environment factors**



According to a survey, the most commonly reported technological problem in online courses is unstable internet connectivity. A stable internet connection is crucial for a great learning process, and its absence can be a significant factor that affects students' performance. Meyer (2006) emphasizes that factors have a significant impact on e-learning implementation, including factors such as students, instructors, infrastructure, and technology

**4.3 Chapter conclusion**

Chapter four presented and described the data from the instrument used in this study. It was made in order to provide an answer to each one of the research questions. As a conclusion of the data, the research brought out that the most of the motivation was instrumental, on the other hand, the lowest was the integrative motivation. Talking about the factors, the primary

affection that the students recognized was the stable connection on the other hand the lowest was the family problems.

The following chapter draws the general conclusion of this research and will discuss the significance, limitations, and directions for further research.



## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

In this concluding chapter, the study will present its findings and offer recommendations. The primary objective of this research was to discern the prevalent motivation and factors demotivate English Language Teaching (ELT) students in their learning journey amid the challenges posed by the pandemic.

Chapter four shows and describes the data of this study. In this chapter the general findings, and the answers to the research questions are provided. It also contains the implications, the limitations, the personal reflection, and the suggestions for further research.

### **5.1 General findings**

This research was focused on answering the following research question:

#### **Main research question**

How motivation influenced ELT students in online English language courses during the pandemic?

During the COVID-19 pandemic, motivation played a significant role in the experiences of English Language Teaching (ELT) students in online courses. Motivation became a crucial factor in determining students' engagement and success in these courses. Those who had highly instrumental motivation tended to adapt more easily to the online format, Gardner (1990), proposed that motivation was a substantial cause of variability in language learning success, and its effect was independent of ability or aptitude factors. Motivation remained committed to their studies, and actively participated in class activities, one of the factors determined was the professors' skill. According to Bergmann and Sams (2012) the professor's hierarchical rank, abilities, leadership, knowledge, skills, and communication skills to give online classes helps to increase or decrease the student's motivation. Conversely, students with lower levels of motivation may have struggled to stay focused and maintain consistent attendance and participation, some factors could affect their motivation were the stable internet, an adequate space for taking online classes and ignorance of technological tool Meyer (2006) emphasizes that factors have a significant impact on e-learning implementation, including factors such as students, instructors, infrastructure, and technology.

#### **Secondary research questions**

**RQ1.** What kind of motivation do ELT students have in online English language courses during the pandemic?

The answer to this research question is the following:

The most salient type of motivation presented by participants of this study was instrumental motivation. 90% of the students agreed that they were very interested in learning English since they believe that it is something that will allow them to obtain an international certification, to obtain a better job, and obtain a wealthy wage. According to Gardner (1990) instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on.

The second type of motivation was extrinsic motivation. 88% of the students agreed that their motivation was affected by teacher skills, the course content and adequate ICT. According to Gardner (1990) extrinsic motivation is all the external factors that affect the behavior of the students.

The third one was the intrinsic motivation. 79% of the students agreed that they felt motivated with approving the course and the interaction with their classmates according to Gardner (1990) refers to engagement in the behavior that is inherently satisfying or enjoyable.

The last type of motivation was integrative. 70% of the students agreed that they felt motivated to understand artistic expressions, to travel around the world, and be part of the culture. According to Gardner (1990) it describes learners who want to be integrated into the culture of the language. The result was interesting to know the type of motivation which is important to take into account to design online courses more effectively, therefore students can be led in a better way to achieve their academic objectives and in the case of online courses make the subject more attractive.

The second question for this study was:

**RQ2.** What factors motivate ELT students in online English language courses during the pandemic?

The findings for this research question are:

**Professor's Skill:** Students highlighted the significance of the professor's knowledge and skill in delivering online classes, with unanimous agreement 100%. This underscores the importance of considering the instructor's proficiency when opting for online courses. According to Kucharova et., al (2019) the teacher's skills are important aspects that impulse the students' desire to learn.

**Information and Communication Technology:** A majority of students 95% emphasized the critical role of information and communication technology in online courses. The way information is presented and shared was identified as vital for maintaining motivation.

Online Material: 80% of the students recognized the indispensability of online materials for positive and engaged learning experiences. This underscores the importance of well-crafted online resources in the educational process.

International Certification: A significant portion of students 77% expressed motivation when there was a professional purpose, such as obtaining an international certification. This suggests that having a tangible goal, like certification, positively influences student motivation.

**RQ3.** What factors demotivate ELT students in online English language courses during the pandemic?

In order to answer this research question, the survey was used to gather all necessary information. The results showed what was the main factor demotivate that the students faced during their the course, For this reason, the survey was divided into three categories economic problems, healthy problems and family problems, the principal affectation was a stable connection to the internet for taking online classes, then the student's area to take courses, the third factor was the lack of communication with their teachers, subsequently reason was lack of communication with their classmates, then the lack of ICT, next economic problems, health problems, familiar problems and lack of useful devices. According to Bergmann and Sams (2012) the importance of external factors in the student's context such as considering the students' knowledge to utilize the new technologies, tools, strategies, economic problems, healthy problems, and family responsibilities can improve or decrease the student's performance.

## **5.2 Practical implications**

The recommendations arising from this study show four implications for different areas. The first one in the area of online course design and the delivery of the practical implication based on the research findings is that universities and educators can enhance their online course design and delivery methods to better align with students' motivation factors. To investigate specific strategies and best practices for adequate lesson plan for courses online that boost student motivation, such as incorporating interactive elements, multimedia, and gamification.

The second area is teacher training and support. The practical implication is that universities can provide training and support for instructors to effectively engage and motivate students in online learning environments. To explore the impact of teacher training programs on student motivation and learning outcomes in online courses.

The third area is the area of mental Health and well-being the practical implication is that institutions should be aware of the mental health challenges that students face during extended periods of online learning and provide resources and support for students' well-being. To investigate the relationship between students' mental health, motivation, and online learning performance. Develop interventions to address mental health issues that impact motivation.

The fourth area is peer interaction, and collaboration practical implication is to encourage peer interaction and collaboration in online courses fosters a sense of community and motivation. To explore effective methods for facilitating peer-to-peer interactions in online learning environments and their impact on motivation.

### **5.3 Limitations of the study**

There were two limitations: The first was the sample size. This study was relatively small, consisting of 30 participants from The Faculty of Language BUAP. Consequently, the findings may not be representative of broader populations or applicable to individuals from different cultural backgrounds and only one group of students was tested for our project. The second limitation was the online mode, therefore the study was conducted in the online mode, due to the pandemic time that was created to take a lot of precautions and restrictions such as lockdown which may not fully capture the answers face to face and this may cause some variations about contextual factors that influence the results.

### **5.4 Suggestions for further research**

The main purpose for developing this research project was to know the most common factors that students face in online courses and the kind of motivation that each student has consequently from all this work some suggestions for doing further research emerge. The first is to do the research with more participants in order to have more data to work and better results. The second is to do the project in a private school where you have access to more things talking about digital tools for both teachers and students and see the difference with these results and how they experienced the classes in pandemic times.

### **5.5 Personal reflection on the research experience**

In this section, the research explores the various experiences and challenges encountered by the students during this study. It will share the perspective on these aspects. To begin with, the work aims to provide insight into the inception of this research project. Subsequently, it will detail the developmental phase of the project. Following that, the research



will delve into the concluding phase of the project. Lastly, the research will discuss the personal growth experienced as a result of this journey.

At the outset, there was an attempt to collaborate on our respective theses, with each of us having potential ideas for the project. However, it wasn't until the onset of the pandemic that our communication lapsed due to concerns about the situation. After further discussions and realizing the similarities in our theses, along with a shared objective, we decided to work together.

Initiating the work presented its challenges, particularly in defining a clear project title and adhering to the writing style preferred by our instructor. During the process, the most formidable obstacle was coordinating our schedules for meetings and writing sessions. Given that the researchers had other commitments, scheduling sessions often had to be done at late hours, resulting in varying levels of energy. Nevertheless, with guidance from our dedicated teacher, the process improved significantly. The research project witnessed substantial growth through this journey, teaching us essential skills such as proper writing techniques, citation practices, teamwork, and, ultimately, how to conduct research effectively.

## **5.6 Conclusion**

After completing this research project, several key observations and conclusions can be made. Firstly, it was truly fascinating to uncover the results obtained, particularly in relation to student motivation. This research has shown that understanding students' motivation within a course can significantly enhance the ability to guide and facilitate their learning journey. By gaining insights into their motivations, instructors can better assist students in achieving their objectives and nurturing their educational drive.

Furthermore, a deeper understanding of the barriers students may encounter is crucial. This knowledge can help us comprehend the challenges students face and enable us to make necessary adjustments to the online course, materials, and curriculum. Ultimately, this approach aims to create a more supportive and conducive learning environment for students.

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## APPENDIX

### Appendix I. Encuesta de motivación en clase de Lengua Meta 2

**El objetivo de una encuesta diseñada para conocer el tipo de motivación que:**

El propósito principal de esta encuesta es obtener información detallada sobre la motivación de los estudiantes en las clases de inglés, con el fin de comprender los factores que influyen en su compromiso y participación en el aprendizaje del idioma. Además, buscamos identificar y analizar las barreras específicas que los estudiantes han enfrentado durante su experiencia educativa, con un enfoque particular en aquellas que han afectado su motivación y desempeño en el aprendizaje del inglés en línea. A través de esta investigación, se pretende obtener una visión integral de los aspectos motivacionales y de las dificultades percibidas por los estudiantes, lo que puede contribuir a mejorar las estrategias de enseñanza y crear un entorno más propicio para el aprendizaje efectivo del idioma inglés.

Edad: \_\_\_\_\_ Género: \_\_\_\_\_ Matrícula: \_\_\_\_\_

Objetivo:

Recabar información acerca del tipo de motivación que tienen los alumnos en línea así como , encontrar los principales barreras que se encontraron al tomar clases en línea durante la pandemia,

**I. De acuerdo a tu experiencia indica el grado de aprobación en cada uno de los enunciados de la encuesta, Encierra la opción que consideres más de acuerdo a tu experiencia.**

Muy Acuerdo=**MA** Acuerdo=**A** Indeciso=**I** Desacuerdo=**D** Muy Desacuerdo=**MD**

1. Me siento motivado (a) en la clase de lengua meta II en línea.

MA A I D MD

2. Estoy lo suficientemente motivado (a) para aprobar el curso de lengua meta II.

MA A I D MD

3. La ausencia de interacción presencial con mis compañeros me desmotiva a aprender el idioma inglés.

MA A I D MD

4. La motivación es necesaria para aprender el idioma inglés.

MA A I D MD

5. Me siento satisfecho(a) al aprender nuevas cosas en la clase de Lengua Meta II en línea.

MA A I D MD

6. Pienso que mi profesor tiene las competencias para impartir las clases en línea.

MA A I D MD

7. Considero que el curso de Lengua Meta II me motiva a tomar otros cursos en línea.

MA A I D MD

8. Creo que las herramientas tecnológicas utilizadas en el curso de Lengua Meta II motivan mi aprendizaje.

MA A I D MD

9. Creo que los materiales virtuales utilizados en el curso de lengua meta II motivan mi aprendizaje.

MA A I D MD

10. Creo que el espacio físico donde tomo mis sesiones en línea afectan mi motivación hacia la clase de Lengua Meta II.

MA A I D MD

11. Creo que las clases de Lengua Meta II en línea me ayudaran en un futuro a entablar una conversación con un nativo parlante del idioma inglés.

MA A I D MD

12. Las clases de inglés me permiten aprender acerca de la cultura de la lengua meta.

MA A I D MD

13. Creo que las clases de Lengua Meta II en línea me permiten apreciar y comprender el contexto social.

MA A I D MD

14. Las clases de inglés en línea me permiten participar en el contexto cultural de la lengua meta.

MA A I D MD

15. Las clases de inglés en línea me permiten entender la literatura, música, películas y libros de la lengua meta.

MA A I D MD

16. Las clases de inglés en línea me permitirán acceder a un estilo de vida mejor.

MA A I D MD

17. Las clases de inglés en línea me permitirán tener éxito en la vida.

MA A I D MD

18. Las clases de inglés en línea me ayudarán para lograr una certificación (TOEFL and Cambridge).

MA A I D MD

19. Las clases de inglés en línea me ayudarán para ascender a un puesto de trabajo.

MA A I D MD

**II. Indica los factores que afectan tu motivación y tu desempeño académico en las clases de Lengua Meta II en línea.**

1) Falta de dispositivos adecuados.

2) Falta de una conexión estable de internet.

3) Carencia de un espacio ideal para tomar las clases en línea.

4) Falta de interacción personal con mis profesores.

- 5) Falta de interacción personal con mis compañeros de clase.
- 6) Desconocimiento de las nuevas herramientas tecnológicas.
- 7) Falta de habilidades para el uso de las herramientas digitales o tecnológicas.
- 8) Problemas económicos.
- 9) Problemas de salud.
- 10) Problemas familiares.
- 11) Actividades de trabajo.