

THE EFFECTS OF ONLINE ENGLISH CLASSES ON STUDENTS' MOTIVATION TO LEARN ENGLISH LANGUAGE

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Abstract: The circumstances of the Covid-19 pandemic have brought about drastic changes in all aspects of human activities, including education. The challenges faced by educators worldwide have been to arrange online classes and provide an effective and motivating learning environment. The research presented in this paper analyzes student motivation for learning English in the setting of online classes, compared to traditional (face-to-face) classes. The main aim of this paper is to identify the factors of both online and traditional classes that positively affect student motivation in order to integrate them into an effective learning environment in the future. The focus is on factors of motivation that have been significantly affected by the pandemic, including the factors of physical conditions, methods of teaching and affective and interpersonal factors. This research was conducted at the Faculty of Technology and Faculty of Agriculture, University of Novi Sad, and included 120 engineering students who attended online English language courses. A questionnaire, used as a research instrument, consisted of statements related to the impact of online vs. traditional classes on student motivation to learn English, graded on a 6-point Likert scale. The obtained results indicated that students find the use of modern technology and applications quite motivating for learning English and that a certain flexibility, referring to the physical factors, could also be integrated into traditional classes. Interpersonal factors, such as face-to-face interaction with the teacher and peers, proved to be very important for student motivation. The research also showed that online classes reduce students' speaking anxiety, but that the issue of anxiety in both types of classes requires closer attention and should be addressed by raising student awareness of this issue and employing methods that would encourage students to participate in the classes more actively.

Keywords: motivation, online classes, face-to-face classes, Covid-19, integrative motivation, instrumental motivation

Introduction

The factors that affect learning in general, as well as language learning, are numerous. Still, the most important factors relate to motivation and students' attitudes towards language learning. A positive correlation between the rate and success in second language learning on one hand and a high degree of motivation on the other is found in many research studies (Dörnyei 1998, 117). Motivation at a psychological level "provides the primary impetus to initiate learning" and later it provides the learner with "the driving force to sustain the long and often tedious learning process" (Dörnyei 1998, 117). Where language learning is concerned, Gardner indicates that effort, desire to achieve a goal and positive attitudes towards language learning are the crucial elements in creating the right combination for learners to be highly motivated (Gardner 1985, 10). It appears that many aspects of human behavior need to be taken into consideration when discussing motivation, since it primarily refers to the part of the affective domain of human behavior, i.e. its emotional side as opposed to its cognitive side. Therefore, it is quite difficult to explain specific human behavior and the reasons for a high or low rate of motivation.

This paper stresses the dynamic nature of motivation and assesses the impact of online classes, precipitated by the pandemic, on the student motivation to learn English as a foreign language at the tertiary level. Special attention in the research is placed on affective and interpersonal factors, perceived through the importance the students attach to interaction with the teacher and peers, as well as the effect of online learning on lowering speaking anxiety as one of the most intimidating aspects of foreign language learning (Horwitz et al. 1986). The main aim of the paper is to identify the factors of both online and traditional classes that positively affect student motivation in order to integrate them into a future successful learning environment, which would combine the elements of online and traditional classes, so as to increase student motivation.

Definition and classification of motivation in second language learning

Jeremy Harmer defines motivation as “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer 2001, 98). A more elaborate definition is provided by Williams and Burden specifying motivation as “a state of cognitive and emotional arousal” which results in “a conscious decision to act”, resulting in “a period of sustained intellectual and/or physical effort” with the aim of accomplishing “a previously set goal (or goals)” (Williams and Burden 1997, 23).

The most common classification of motivation was defined half a century ago by Gardner and Lambert (1972) who distinguished between *instrumental motivation* – learning for practical reasons, e.g. for purposes of a job or studies, and *integrative motivation* – when learners want to get to know the culture and the country where the language is spoken and the people who use the language in order to integrate themselves into the community of the second language (also Brown 2000, 162–164; Gardner 1985; Harmer 2001, 98–104; Ushioda and Dörnyei 2012, 396–397). Many authors noted that these types of motivation should be “more appropriately termed orientations” (Dörnyei 2001; Gardner, Day, and MacIntyre 1992). Brown explains further that both integrative and instrumental motivation can imply high or low motivational intensity, while integrative motivation might be socially or culturally oriented and instrumental motivation may have academic or career orientation (Brown 2000, 164). Furthermore, many empirical studies confirmed that integrative and instrumental orientations are not mutually exclusive and it rarely occurs that second language learning is organized in exclusively instrumental or exclusively integrative contexts, as they more often overlap (Brown 2000, 164).

Another common classification distinguishes *extrinsic* and *intrinsic* motivation: extrinsic motivation arises as a result of outside factors and the environment, whereas intrinsic motivation comes from inside an individual (Brown 2000, 164–166; Noels 2001). An intrinsically motivated activity is one that comes from personal satisfaction, curiosity, interest in learning rather than from some apparent reward. Such learning presents the reward itself in order to cause “certain internally rewarding consequences” such as “feelings of competence and self-determination” (Deci 1975, 23). On the other hand, extrinsic motivation presupposes the reward from the outside – beyond the self, such as: grades, prizes, money, higher degree, positive feedback. Punishment avoidance is also an activity that is extrinsically motivated (Balenović 2011; Đorđević 2013).

Although the mentioned classifications have a lot in common, Brown points out the importance of distinguishing the intrinsic–extrinsic construct from Gardner’s integrative–instrumental orientation. Namely, the author explains that a person with highly developed intrinsic motivation might wish to learn a second language aiming at career advancement or succeeding in an academic programme, which overlaps with instrumental motivation. On the other hand, another person might develop positive attitude towards a foreign language for extrinsic reasons, such as parental enforcement or teacher’s encouragement, meaning that integrative motivation can be extrinsically established (Brown 2000, 166).

Factors affecting motivation in second language learning

In the literature dealing with factors that affect motivation in second language learning, one finds quite an extensive inventory of factors, including: parental influence, teacher influence, personal attitude, peer influence, methods of teaching, institutional assessment requirements, and even messages from society demanding an individual compete with others (Brown 2000, 162). As can be seen, the factors refer to various learner ages (e.g. young learners vs. students), being internal (e.g. personal, affective factors) and external (e.g. teacher / peer influence, methods of teaching, social factors). More specifically, Harmer (1991, 4) emphasizes the following factors which affect motivation in ESL: *physical condition* (i.e. condition of the classroom, hygiene and facilities), *method of teaching*, *the teacher and success* (i.e. the level of challenge designed by the teacher). These factors are very often connected with students and learners who are doing their degree at universities or colleges. Wong (2007) indicates in his study that there is a positive correlation and direct relationship between the teacher and students’ English attainment, while Combs (1965) observed that a positive teacher is an essential element in creating a supportive classroom. Considering methods of teaching as an affecting motivational factor, Burns noted that teachers who preferred student-centered methods of teaching rather than traditional approaches were more likely to create a more positive environment for studying (Burns 1982). Physical factors, also called environmental factors, can positively affect learners’ motivation, e.g. whether the classroom has enough lighting, good hygiene conditions, arrangement of desks, modern facilities such as visual aids, smart boards, projectors; useful materials (Trong Tuan 2012). On the other hand, if some of these conditions are not fulfilled, such as a crowded learning space, dark classrooms, old furniture

and obsolete technology devices, students become demotivated because such an environment “creates difficulty in studying due to troublesome conditions” (Ekiz and Kulmetov 2016, 22).

Motivation in online English classes

Dörnyei points out that until the 1990s motivation was seen as a relatively stable learner trait that covered: a) the learner’s social perceptions of the L2 and its speakers, as reflected by various language attitudes, (b) generalized attitudes toward the L2 learning situation, such as the appraisal of the course or the teacher, and (c) inter-ethnic contact and the resulting degree of linguistic self-confidence. The 1990s extended this concept by adding a number of cognitive and situation-specific variables to the existing paradigm (e.g. attributions and group cohesiveness). There was a shift towards viewing motivation as a more dynamic factor in a continuous process of evolution and change according to various internal and external influences the learner is exposed to (Dörnyei 2001). Light and Spada (2013) also stress the dynamic nature of motivation, trying to explain the changes that happen over time and their impact.

The year 2020 might be viewed as a situation-specific variable that significantly influenced teaching and learning process, especially at the tertiary level. Since the very first day, the Covid-19 pandemic has forced a global physical closure of businesses, sports activities, and schools pushing all institutions to switch to online platforms. Hence, the students of all universities in Serbia have faced a new, virtual way of learning, while teachers have had to convert their classes into virtual presentations and be well-prepared and highly skilled using digital tools for online teaching. From both points of view, such conditions have remarkably influenced the habits of traditional education, while student motivation, as a crucial factor in language learning, has certainly been affected (Holzer 2021, Ali 2020; Rizun and Strzelecki 2020; Ghazi-Saidi et al. 2020; Pokhreal and Chhetri 2021).

A significant number of research studies have been conducted aiming at investigating motivation in online learning (Wighting et al. 2008; Park and Choi 2009; Paulus and Scherff 2008; Hara and Kling 2003; Keller 1999; Artino 2008; Keller 2008). These studies have presented numerous findings and observations such as: higher dropout rates with online students, higher rate of intrinsic motivation with online students, feelings of isolation, frustration with the technology, time constraints due to other responsibilities, poor motivation as a

decisive factor contributing to high attrition as well as motivation as a crucial factor for successful online learning environments.

Motivation for learning in technology-rich environments, as an aspect of online but also traditional classes, has been an important research topic (Hartnett 2016). Martinez-Lage (1997) observed that multimedia presentations allow for a more effective learning process among learners. In a study assessing the influence of using computers and digital media engagement on university student motivation to learn English, it was found that the use of computers in English language classes has a significant influence on students' internal motivation and creation of a more encouraging learning process (Đorđević 2013). It has also been reported that university students express a higher level of integrative motivation when using digital media, as they are more motivated to learn English; "to enroll online English courses, listen to lyrics in English online, and read online in English for fun. They show a desire to learn the language in the setting and context in which the language is spoken" (Šafranj, Zivlak, and Bojanić 2019, 368).

A number of studies have focused on motivation for learning English in online classes, examining different aspects and types of motivation in online learning environments, especially in the context of the Covid-19 pandemic. For example, Subakhtiasih and Putri (2020) found that university students had higher intrinsic than extrinsic motivation for learning English in online classes. On the other hand, the results of a study conducted by Ikhwan and Andiyanti (2021) indicated that surveyed students had a low level of both integrative and instrumental motivation to acquire English in the virtual learning environment caused by the Covid-19 pandemic.

As this paper deals with online classes in the specific conditions of the pandemic, the research focuses on those aspects of motivation which were significantly affected and altered compared to traditional (face-to-face) classes. These aspects include:

- physical conditions,
- methods of teaching, and
- affective and interpersonal factors.

The aspect of physical conditions refers to the fact that students were outside the classrooms, learning in their homes. These circumstances provided certain flexibility, which might have affected their learning process and learning outcomes either positively or negatively.

The method of teaching was affected through greater reliance on electronic devices and different applications instead of more communicative and interactive tasks and activities.

Affective factors in this case refer to feelings of anxiety caused by the need to communicate in a foreign language in front of the teacher and peers. It is assumed that the factor of anxiety is affected by online classes where communication is significantly altered. Interpersonal factors, on the other hand, are related to the importance of direct interaction with the teacher and peers. The affective and interpersonal factors are analyzed together in the research, as they are thought to refer to two different aspects of the same situation – interaction with the teacher and peers.

In accordance with the above aspects, we have defined the following research questions:

(1) Do students find the use of modern technology and applications motivating for learning English compared to the methods used in traditional classes?

(2) Do students find the flexibility of online English classes (in terms of space and time) stimulating compared to the fixed timetable of traditional classes?

(3) Do online English classes affect the level of anxiety in students? And also, to what degree do students find direct interaction with the teacher and peers in traditional classroom important and motivating for learning?

Research methodology

This research was conducted at the Faculty of Technology and the Faculty of Agriculture, University of Novi Sad, during the spring and autumn semesters of 2020. The research included 120 engineering students (60 students from each faculty) who attended online English language courses in this period. The lessons were carried out using the Microsoft Teams platform, and could be attended either synchronously or asynchronously.

Demographic data about the respondents of the survey were also obtained in order to better understand student background, including gender, the duration of learning English before university and student attendance at English lessons. Female students account for the majority of the surveyed participants (72.5%), whereas male students make up 27.5% of the sample. In regards to the length of learning English before enrolling at the faculty, the results show that 60% of the students learned English throughout their primary and secondary education, i.e., for 12 years. The next largest, 29.16%, learned English 6 to 10

years and 5.83% learned it for less than 5 years. Only a very small percentage of the respondents had experience in English learning longer than 12 years (3.33%) and even less (1.66%) never studied it before the tertiary level. The data indicating student English lesson attendance show that 70% of the sample attended classes regularly, 22.5% of students attended classes occasionally and only 7.5% of the students attended classes rarely.

The instrument used in the research was a questionnaire, which the students completed anonymously at the end of the semester. Since the surveyed students were at different levels of English language proficiency, the questionnaire was given in the Serbian language to eliminate potential obstacles related to language comprehension. The questionnaire consisted of 8 statements related to the impact of online vs. traditional classes on the student's motivation to learn English. The students assessed the statements on a 6-point Likert scale, from 1 – strongly disagree, to 6 – strongly agree, while the scale included 3 positive responses (strongly agree, agree, slightly agree) and 3 negative responses (strongly disagree, disagree, slightly disagree). Statements 1–4 referred to the impact of different aspects of online classes on student motivation, while statements 5–8 were related to aspects of traditional (face-to-face) classes. Each of the 8 statements (S1–S8) addressed one of the above explained factors, marked as MT (method of teaching), PC (physical conditions) and AF (affective factors) and IF (interpersonal factors):

Factors of motivation in online classes included:

- S1: using modern technology and applications (MT)
- S2: flexibility of online classes in terms of space and time (PC)
- S3: arousing interest in additional online material (MT)
- S4: lowering anxiety during classes (AF)

Factors of motivation in traditional classes included:

- S5: immediate feedback from the teacher during traditional classes (IF)
- S6: effect of the fixed timetable of classes and regular in-person attendance (PC)
- S7: interaction with peers through cooperative activities, e.g. group work (IF)
- S8: direct interaction with the teacher in traditional classes (IF)

The results were analyzed using various statistical methods. The answer distribution for each statement (1–8) for the Faculty of Technology and the Faculty of Agriculture was compared using a non-parametric chi-square test to

determine whether there were significant differences in motivation between the two groups of students.

Also, the results for each statement were analyzed using the t-test by comparing mean values (related to a 6-point Likert scale) and percentages to identify factors strongly affecting the students' motivation for learning English.

In order to study students' individual statements (S1–S8) an ANOVA (analysis of variance) method (Tuckey test) was applied to compare mean values and establish their classification. Such results were used for analysis of individual statements within each group of factors (MT – methods of teaching, PC – physical conditions and AF – affective factors and IF – interpersonal factors). For all statistical analyses, the value $p < 0.05$ indicates a statistically significant difference between the observed parameters.

Research results

In order to determine whether the answers provided by the students from the two faculties significantly differ, the chi-square test was applied, followed by the t-test (Table 1 and Table 2).

FT vs FA	p
1	0.36919
2	0.10281
3	0.1009
4	0.2598
5	0.75218
6	0.387072
7	0.064549
8	0.538891

Table 1. Chi-square test for Faculty of Technology (FT) and Faculty of Agriculture (FA)

	Mean	Mean	p
FT1 vs. FA1	4.216667	4.716667	0.047360
FT2 vs. FA2	4.266667	4.066667	0.449060
FT3 vs. FA3	3.883333	3.783333	0.703017
FT4 vs. FA4	3.983333	3.433333	0.063743

FT5 vs. FA5	4.983333	5.166667	0.280714
FT6 vs. FA6	4.500000	4.733333	0.197475
FT7 vs. FA7	4.266667	4.583333	0.156211
FT8 vs. FA8	4.650000	4.833333	0.412589

Table 2. T-test for Faculty of Technology (FT) and Faculty of Agriculture (FA)

Statements	Likert scale					
	1 strongly disagree	2 disagree	3 slightly disagree	4 slightly agree	5 agree	6 strongly agree
S1. I find using modern technology and applications (Microsoft Teams, Moodle platform, You Tube contents, etc.) stimulating for English language learning.	6%	4%	8%	27.5%	27.5%	27%
S2. I find <i>online classes</i> stimulating for learning English language because they do not have fixed timetable.	6%	8%	15%	26%	24%	21%
S3. <i>Online classes</i> motivate me to search for additional material for learning English language on the internet.	7.5%	9%	22.5%	30%	15%	16%
S4. <i>Online classes</i> decrease speaking anxiety and stress I experience during regular English language classes when I need to actively participate and communicate in English.	11%	18%	12%	26%	15%	18%
S5. I consider useful to obtain immediate feedback from the teacher during <i>regular classes</i> .	0%	2%	2%	22%	35%	39%
S6. Fixed timetable of <i>regular classes</i> motivates me to work regularly and to actively participate in classes.	0%	1%	11%	37.5%	27.5%	23%
S7. Working in groups with peers during <i>regular classes</i> motivates me to acquire knowledge in a more efficient and easy way.	2.5%	5%	11%	32%	29%	21%
S8. I find direct interaction with the teacher during <i>regular classes</i> important to make better progress in learning.	2.5%	2%	9%	27.5%	24%	35%

Table 3. Answer distribution for individual statements (S1–S8) presented in percentages

By comparing the values between the statements referring to online classes (S1–S4) and traditional classes (S5–S8), it is interesting to observe that the students generally have positive attitudes to all investigated factors of motivation in both learning environments. For example, most of them state that online classes lower the anxiety experienced at traditional classes, but at the same time they also recognize the importance of the interaction with the teacher and peers.

However, the values for S5–S8 are higher compared to S1–S4. For example, 96% of students (mean value 5.075) recognize the importance of having immediate feedback from the teacher during traditional classes (S5). This score is followed by 88% of the students (mean value 4.6) who find the circumstances of fixed timetable and regular in-person attendance motivating (S6). The third highest score is also among the statements referring to traditional classes – 86.5% of students (mean value 4.74) find that direct interaction with the teacher stimulates their learning (S8).

The lowest (although still positive) scores were determined for factors of online classes: 59% of the students (mean value 3.71) agree that online classes lower the anxiety experienced at traditional classes (S4). This statement has the most evenly distributed answers (11% of the students strongly disagree, 18% disagree and 12% slightly disagree, 26% slightly agree, 15% agree and 18% strongly agree with this statement). This score is followed by the factor of arousing interest in additional online material owing to online classes (S3) with 61% of positive answers (mean value 3.86). The highest score among factors of motivation in online classes was for S1, referring to the stimulating effects of using modern technology and applications (Microsoft Teams, Moodle, YouTube, etc.) in learning English (82% of students agree, mean value 4.47).

Factors of motivation are also analyzed within three groups (methods of teaching, physical conditions and affective and interpersonal factors). For this purpose, the data were also processed using an ANOVA. Mean values for each statement, calculated by using a 6-point Likert scale, are listed in Table 4. In addition, Table 4 presents the ANOVA results, where belonging to the same group means that there is no statistically significant difference between mean values. Table 4 also shows the results of comparing mean values for each pair of statements (S1–S8), by means of p-values.

	mean	S1	S2	S3	S4	S5	S6	S7	S8
S1	4.47 ^{ab}		0.6272	0.0039	0.0002	0.0069	0.9866	1.0000	0.7255
S2	4.17 ^{ac}	0.6272		0.4896	0.1124	0.0000	0.1272	0.7851	0.0140
S3	3.83 ^c	0.0039	0.4896		0.9956	0.0000	0.0001	0.0099	0.0000
S4	3.71 ^c	0.0002	0.1124	0.9956		0.0000	0.0000	0.0005	0.0000
S5	5.08 ^d	0.0069	0.0000	0.0000	0.0000		0.1124	0.0027	0.4896
S6	4.62 ^{abd}	0.9866	0.1272	0.0001	0.0000	0.1124		0.9472	0.9956
S7	4.43 ^{ab}	1.0000	0.7851	0.0099	0.0005	0.0027	0.9472		0.5584
S8	4.74 ^{bd}	0.7255	0.0140	0.0000	0.0000	0.4896	0.9956	0.5584	

Table 4. Results of ANOVA test for statements S1–S8
(Superscript indicates class groupings obtained by ANOVA)

1. Methods of teaching: For both S1 (using modern technology and applications) and S3 (arousing interest in additional online material), the majority of students (82% and 61%, respectively) expressed general agreement regarding the benefits of using digital technologies in the learning process. However, there is a statistically significant difference ($p=0.003942$) between the answers for S1 and S3, indicating that although digital technologies are stimulating for English language learning, students are not as motivated to look for additional online resources and content related to learning the English language.

2. Physical conditions: Considering physical conditions, we obtained seemingly contradictory results, as would be expected since students would assess only one of the two statements (S2 or S6) as motivating. However, S2 (referring to flexibility of distance learning) was assessed as motivating by 71% of students, while even more students (as many as 88%) considered attendance at traditional classes (S6) encourages them to participate in classes actively and successfully complete their tasks. These results show that although students find the flexibility of distance learning motivating, they are at the same time aware of the benefits of regular attendance at traditional (face-to-face) classes. These statements had similar scores and no statistically

significant difference was determined between them ($p=0.1271$). Therefore, both of the factors should be considered important.

3. Affective and interpersonal factors: The statement which refers to the effect of online classes on speaking anxiety (S4) had the most evenly distributed answers and the lowest score. Namely, 59% of the students (mean value 3.705) agree that distance learning decreases anxiety caused by the presence of peers and the teacher in situations when students are expected to actively participate in classes, i.e. speak in English. However, although the majority students view online classes, to a certain extent, positively influence the anxiety factor, it seems that the interpersonal factors of traditional classes (face-to-face interaction with the teacher, working with peers, immediate feedback) are assessed as more beneficial for student motivation. The results of an ANOVA indicate a statistically significant difference between S4 and S5, S7 and S8 ($p=0.000032$, $p=0.000523$, $p=0.000032$, respectively), indicating that the interpersonal factors of traditional classes are considered as significantly more valuable to student.

Conclusion and pedagogical implications

The stated aim of the paper was to identify the factors of both online and traditional (face-to-face) classes that positively affect student motivation in order to integrate these modes into future learning environments. The idea is not to return to the previous form of traditional classes once the pandemic is over, but to try to apply aspects of both approaches which proved to be beneficial for student motivation.

The results for the research question related to the use of modern technology and applications indicated that a great majority of the students find this factor motivating for learning English. It is in line with the findings of Šafranĳ, Zivlak, and Bojanić (2019) that students express higher level of integrative motivation when using digital media. Our results suggest that modern technology should be more integrated into traditional English classes. For instance, a part of input and exercises during traditional classes could be provided and performed via students' personal devices through different applications, podcasts or learning platforms in order to make classes more dynamic and motivating.

Considering the second research question, the flexibility of online classes was assessed as stimulating by the students, but at the same time the students find attendance at traditional classes even more important. Interestingly, these results are in contrast to the findings of Wighting et al. (2008), who determined a higher rate of intrinsic motivation in online students compared to on-campus students. In

order to take into account both factors of motivation from the current study, certain flexibility could be integrated into traditional classes by allowing students to choose to attend certain classes online, offering them thus more independence and creativity, as a means of enhancing motivation for learning.

The third research question dealt with affective and interpersonal factors. The results show that the students are well aware of the beneficial aspects of traditional classes, including face-to-face interaction with the teacher and peers, for which there is still no good substitute in online classes. The research showed that these factors are significantly more important for student motivation than the effect of lowering speaking anxiety in online classes.

The student anxiety factor, however, requires closer attention. Namely, although most students state that they experience reduced speaking anxiety during online classes, we should keep in mind that oral student–teacher interaction in online classes is frequently reduced and sometimes even missing (due to various reasons, e.g. technical problems, delayed viewing). Therefore, the learning environment of online classes seems to postpone rather than solve this problem for students in the future. As previously noted, speaking anxiety is one of the most intimidating aspects of foreign language learning. Horwitz et al. (1986) stress that the situations when students are required to actively participate in classes using a foreign language are frequently seen as a threat to student self-esteem and self-perception. This anxiety can greatly undermine the whole process of foreign language learning. These situations should be addressed by raising student awareness of the issue and by employing methods that would encourage students to more actively participate in classes. This may include providing more preparation time and prompts before speaking activities, equipping students with topics and target vocabulary in advance, arranging working in groups and conducting individual research, etc. Elaborating these methods should be the subject of further research, preferably qualitative analysis, focusing on potential online resources and inputs for the purpose of lowering student anxiety in new learning environments.

The scope and applicability of the findings presented in this study are subject to certain limitations. As this study refers to the students of Serbian faculties, where online classes were generally not held until the pandemic outbreak, the results could be taken as useful indicators for universities where online classes have been newly introduced. Furthermore, it is important to note that student attitudes towards online classes could depend on the form of the classes, e.g. whether the

classes are synchronous or asynchronous, which tools or platforms are used, etc. Therefore, further studies on student motivation should take into consideration the impact of using different forms of online classes. This research could be further extended, also, by including other relevant sociological and psychological factors that could affect the students' attitudes and responses, referring primarily to the conditions and resources that students have for online learning (e.g. adequate space for learning at home, support of the family, availability of digital devices and stable internet connection). In addition, in order to provide a more comprehensive picture of the studied issues, further research could also determine the correlation between the student motivation and academic achievement (acquired competences and grades) in traditional vs. online classes, together with the teacher observations of the student motivation, engagement and progress in different learning environments.

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UTICAJ NASTAVE NA DALJINU NA MOTIVACIJU STUDENATA ZA UČENJE ENGLESKOG JEZIKA

Okolnosti pandemije kovid-19 dovele su do značajnih promena u mnogim aspektima ljudskih delatnosti, uključujući i obrazovanje. Izazov sa kojim se suočavaju predavači širom sveta jeste organizacija nastave na daljinu i obezbeđivanje efikasnog i motivišućeg radnog okruženja. Istraživanje predstavljeno u ovom radu bavi se analizom motivacije studenata za učenje engleskog jezika tokom nastave na daljinu u poređenju sa klasičnom nastavom u učionici. Glavni cilj rada je određivanje faktora kako nastave na daljinu tako i klasične nastave koji pozitivno utiču na motivaciju studenata, da bi se izvršila njihova integracija u uspešniju buduću praksu. Akcenat u istraživanju je stavljen na one faktore motivacije na koje je pandemija imala značajan uticaj, uključujući faktore fizičkih uslova, metode podučavanja i afektivne i međuljudske faktore. Istraživanje je sprovedeno na Tehnološkom fakultetu i Poljoprivrednom fakultetu Univerziteta u Novom Sadu i obuhvatilo je 120 studenata inženjerstva koji su pohađali nastavu engleskog jezika na daljinu. Upitnik koji je korišćen sastojao se od tvrdnji koje su se odnosile na uticaj nastave na daljinu i klasične nastave na motivaciju studenata za učenje engleskog jezika, gradiranih na Likertovoj šestostepenoj skali. Dobijeni rezultati pokazali su da upotreba modernih tehnologija i aplikacija motiviše studente za učenje engleskog jezika kao i da bi određena fleksibilnost, koja se odnosi na fizičke uslove, mogla biti integrisana i tokom klasične nastave. Međuljudski faktori, poput direktne interakcije (licem-u-lice) sa profesorima i vršnjacima, pokazali su se kao veoma važni za motivaciju studenata. Istraživanje je takođe pokazalo da studenti osećaju manju anksioznost tokom nastave na daljinu, ali i da ovaj problem u obe vrste nastave zahteva više pažnje i dublje bavljenje, pre svega podizanjem svesti kod studenata i primenom metoda koje bi podstakle studente da aktivnije učestvuju u nastavi.

Ključne reči: motivacija, učenje na daljinu, klasična nastava, kovid-19, integrativna motivacija, instrumentalna motivacija