



The Role of online Learning in Motivating Sixth Grade Students to Learn English

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Abstract

This paper is about cognition using online learning behaviour of a learner with technology and to motivate sixth grade students with foreign language-English learning. In the context of increasing digitalization in education, online courses are essential for a better student engagement and motivation. This paper investigates the role of interactive platforms, multimedia materials and flexible learning formats on for improving young learners attitudes towards English. Further, the paper investigates how online learning encourages independence, engagement with others as well as self-assuredness in sixth grade students. We chose a mixed-methods design that used both quantitative (questionnaire) and qualitative (classroom observation and teacher responses) data. The results show that online learning can greatly improve the motivation of students by offering them interesting student-centered activities and instant feedback. Nevertheless, issues like the lack of access to technology and differences in the level of digital literacy were also revealed. The paper concludes that online learning, properly applied, is potentially crucial in enhancing motivation and enhancing the results of learning the English language among primary school students.

Keywords: Online Learning, Motivation, English as a Foreign Language (EFL), Sixth Grade Students, Digital Education, Student Engagement

دور التعلّم الإلكتروني في تحفيز طلاب الصف السادس على تعلّم اللغة الإنجليزية

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ملخص

تتناول هذه الورقة البحثية الإدراك المعرفي لسلوك المتعلّم في التعلّم الإلكتروني باستخدام التكنولوجيا، وتحفيز طلاب الصف السادس على تعلّم اللغة الإنجليزية كلغة أجنبية. في ظلّ تزايد رقمنة التعليم، تُعدّ الدورات الإلكترونية ضرورية لتحسين تفاعل الطلاب وتحفيزهم. تبحث هذه الورقة دور المنصات التفاعلية، والمواد متعددة الوسائط، وأساليب التعلّم المرنة في تحسين مواقف المتعلّمين الصغار تجاه اللغة الإنجليزية. كما تبحث في كيفية تشجيع التعلّم الإلكتروني للاستقلالية، والتفاعل مع الآخرين، والثقة بالنفس لدى طلاب الصف السادس. اعتمدنا في هذه الدراسة منهجية بحثية مختلطة، استخدمت بيانات كمية (استبيان) وبيانات نوعية (ملاحظة الصف الدراسي واستجابات المعلمين). تُظهر النتائج أن التعلّم الإلكتروني يُمكن أن يُحسّن بشكل كبير من دافعية الطلاب من خلال تزويدهم بأنشطة شائعة تتمحور حول الطالب، وتغذية راجعة فورية. ومع ذلك، كشفت الدراسة أيضاً عن بعض المشكلات، مثل صعوبة الوصول إلى التكنولوجيا، والاختلافات في مستوى المعرفة الرقمية. تخلص الورقة البحثية إلى أن التعلّم الإلكتروني، عند تطبيقه بالشكل الأمثل، يُعدّ عاملاً بالغ الأهمية في تعزيز الدافعية وتحسين نتائج تعلم اللغة الإنجليزية لدى طلاب المرحلة الابتدائية.

الكلمات المفتاحية: التعلّم الإلكتروني، الدافعية، اللغة الإنجليزية كلغة أجنبية، طلاب الصف السادس، التعلّم الرقمي، مشاركة الطلاب



Chapter One: Introduction

1.1 Introduction

The use of technology in education has led to major changes in the learning and teaching processes in the twenty-first century. Among the most remarkable ones, the emergence of online learning should be mentioned as it has become a significant part of contemporary educational systems. E-learning, also known as online learning, is the utilization of digital technologies, internet-based learning and electronic resources to provide content and interaction between teachers and students (Moore and Kearsley, 2012). This type of learning has grown at an alarming rate with the improvement in technology and the growing access of the internet to the world. Consequently, online learning is not confined to higher education anymore, instead, it has become a more common occurrence in the primary and secondary school setting, including English language teaching.

The fact that English is increasingly becoming a common language among the people of the world has further enhanced the necessity to employ effective teaching strategies that are able to reach the youth learners. English is commonly considered the international language of communication, education, business and technology. As a result, English has been made a fundamental part of the learning programs in several nations since their early schooling. In the case of sixth-grade students, who are generally in the intermediate stage of education between elementary and intermediate levels, it can be both difficult and vital to learn English, which will play a pivotal role in their future academic achievements. At this age, students are building up cognitive and linguistic skills, and that is where it is necessary to use methods of teaching which stimulate their motivation and interest.

Motivation is a key element of language learning that is frequently viewed as one of the most influential determinants of success of students. Dörnyei (2001) argues that motivation dictates the focus and strength of efforts made by learners, and their endurance in the attainment of language learning objectives. Lack of adequate motivation can lead to loss of interest in learning by students, particularly when they are confronted with challenges. When speaking of English as a Foreign Language (EFL), the issue of motivation is even more important, because students might not be exposed to the language as much out of the classroom. Thus, educators need to prepare learning conditions that provide enthusiasm, interest, the desire to learn the language (Ushioda, 2011).

The traditional teaching practices in language teaching have been based on teacher-centred approaches in which learners are passive participants in the learning process. Such techniques can involve memorization, repetition and minimal interaction thus causing boredom and decreased motivation in learners.



Online learning environments, on the other hand, are more interactive and student-centered. Through the use of multimedia tools, such as videos, audio recordings, animations, and interactive exercises, online learning can make language learning more engaging and enjoyable (Mayer, 2009). These characteristics assist in keeping the students attentive as well as support their various learning styles thus improving their learning in general.

One of the key advantages of online learning is its ability to provide immediate feedback. In the conventional classroom, students can be forced to wait till teachers go through their work after which they get feedback. Nonetheless, online platforms usually comprise automated systems, where students can get immediate feedback on their answers. This instant feedback assists students to recognize their errors, grasp the correct answers and better their performance more efficiently (Hrastinski, 2009). This leads to a feeling of achievement and confidence among the students hence more motivation.

Learner autonomy is another factor of online learning. Through online platforms, students are able to access learning materials at their own rate and in accordance to their needs. This adaptability enables the learners to have control over their learning process which may lead to a sense of responsibility and autonomy among the learners. In the case of sixth-grade students, autonomy development is especially crucial, as it will equip them with the next stages of education. Online learning can provide a more customized and inspiring learning experience by giving students the opportunity to decide when and how to learn (Little, 1991).

Furthermore, the use of online learning frequently includes the features of gamification, including rewards, points, and challenges engaged in the course of online learning, which may play a significant role in motivating the students. Gamification has the advantage of making learning fun as it incorporates an element of play and competition, which is very attractive to the young learner. According to Prensky (2001), Prensky states that digital natives are more inclined to use learning activities which are more like games and interactive media, due to their upbringing in the technological era. Thus, addition of gamified aspects to English language learning can help to make the lessons more engaging and to promote active involvement.

Along with the personal learning advantages, online learning facilitates collaboration and communication between students. Several internet based sites offer services like discussion groups, chat rooms and group activities where students can communicate with other students. Such collaborative experiences can assist students in improving their communication abilities and sense of community, thus becoming even more motivated. One of the most important elements of



language learning is social interaction as it will help students to practice employing the language in meaningful situations (Vygotsky, 1978). With online collaboration, students will be able to interact in real communication and have their language skills developed more easily.

Although online learning has many benefits, it also has a number of challenges which can influence its success in student motivation. The digital divide, or unequal access to technology and internet resources is one of the key challenges. The students might not be able to access high-quality internet connections or appropriate devices, which can restrict their participation in online learning activities in certain areas (Selwyn, 2016). This is especially topical in the case of developing nations, in which the technological infrastructure might not be up to date. Consequently, online learning does not necessarily have equal benefits to all students.

The other challenge is that both students and teachers need to be digitally literate. The technological competence demanded to effectively use online learning tools is definite. Learners without these skills might find it difficult to manoeuvre online and accomplish learning activities. In the same way, educators should be well trained to prepare and present powerful online lessons. Untrained teachers might fail to maximize the potential of online learning and this can adversely affect the motivation of students and their learning results (Hockly, 2015).

Moreover, online education can decrease the personal contact between the teachers and students, which is a significant part of the education process. Early learners are especially in need of direct instructions, support, and feedback provided by their instructors. Lack of physical contact may at times cause isolation and lack of motivation. Moreover, online spaces can also have distractions; social media and other internet activities can distract students in their learning activities. So, online learning should be designed in such a way that it keeps the students focused and engaged.

With such opportunities and challenges, the role of online learning as a way of motivating sixth-grade students to learn English should be studied.

This paper will try to analyze how online learning environment affects student motivation, involvement and attitudes in learning English. It is designed to identify problems which may contribute to increased motivation and learning, and to examine the potential of online learning to restrict these in this way. This study aims to focus on the 6th-grade students who are at a very crucial age in language learning, and motivation can significantly influence subsequent academic outcomes.

This research would be important in that it will give insights to educators, curriculum designers and policymakers. Knowledge of the impacts of online



learning on the motivation of students can guide the teacher to formulate better teaching methods and provide the learning environment to be interesting. It can also direct the creation of the education programs that can be integrated with technology in meaningful ways. Education is still adjusting to the changes in technology and it is important to ensure that online learning is used effectively and students learn and grow.

To sum up, online learning has become an effective means of contemporary education, which provides a plethora of opportunities to make students feel motivated and engaged. The online learning approach can provide the sixth-grade students learning English with a dynamic and stimulating learning environment using the following aspects: interactive learning content, feedback, learner autonomy, and group activities. Nevertheless, barriers like restricted access to technology, and insufficient digital literacy, and reduced face-to-face communication need to be managed to make the most of its usefulness. By examining the role played by online learning in student motivation, this study contributes to the expanding understanding of online learning and its potential to improve language teaching and learning and to assist students in mastering the language changes in today's digital world.



Chapter Two: Review of Related Literature

2.1 Theoretical Framework

The use of motivation is considered to be one of the most essential aspects of effective language acquisition, particularly in the English as a Foreign Language (EFL) setting. The Socio-Educational Model by Gardner is one of the theories that form the basis of this area of research as it focuses on motivation, attitudes, and language achievement. Gardner separates between integrative motivation, which denotes the wish of a learner to belong to the target language community, and instrumental motivation, which is based on such practical needs as passing tests or attaining educational achievements. Gardner distinguishes between integrative motivation, which reflects a learner's desire to identify with the target language community, and instrumental motivation, which is driven by practical goals such as passing exams or achieving academic success. The instrumental motivation tends to dominate more in the case of sixth-grade students, since the learners are mainly interested in the results of school performance and in the future educational prospects. Nevertheless, integrative motivation can also be facilitated in online learning settings exposing learners to real-life instances of language content, such as videos, songs, and real-life communication situations that can be used to establish a significant relationship with the English language. (Ushioda, 2011).

Self-Determination Theory (SDT) is another key theoretical view that was created by Deci and Ryan (2000) and that further divides motivation into intrinsic and extrinsic. Intrinsic motivation is an activity that is performed on its own basis and is motivated by the interest and enjoyment, but extrinsic motivation is a type of motivation which is performed with the aim of getting external rewards or in order to avoid punishment (Deci and Ryan, 2000). This theory holds that learners are more motivated in case three major psychological needs are met; these needs are autonomy, competence and relatedness (Ryan and Deci, 2000). These needs can be well addressed in the online learning setting where students can enjoy flexible learning opportunities (autonomy), receive feedback and track progress (competence), interact and collaborate (relatedness), and as a result, increase their overall motivation (Deci and Ryan, 2000).

The motivation in online learning can also be well explained by the constructivist learning theory especially the work of Vygotsky (1978). Vygotsky stresses that learning is a social activity that takes place in interdependence with other people and within a culture (Vygotsky, 1978). His Zone of Proximal Development (ZPD) concept emphasizes the value of direction and partnership in



assisting learners to attain an elevated degree of comprehension (Vygotsky, 1978). Interactive capabilities in online learning environments, including discussion forums, group work, and peer-reviewing, are in accordance with the constructivist principles and contribute to active learning (Jonassen, 1999). In addition to facilitating an understanding, these social interactions make students more motivated since they feel more engaged and involved in the learning process (Vygotsky, 1978; Jonassen, 1999).

Besides social interaction, cognitive engagement is also important in motivating the learners. The Cognitive Theory of Multimedia Learning by Mayer describes the way in which people receive information using their eyes and ears and the way in which multimedia can be used to improve comprehension (Mayer, 2009). Mayer (2009) suggests that multimedia materials should be well designed to help decrease cognitive overload and enhance comprehension by providing information in a structured and interactive way. Multimedia learning resources, which include videos, animations, and audio recordings are usually introduced in online learning environments and this renders learning interactive and approachable to young learners (Mayer, 2009). Greater involvement may result in greater motivation because students will be more inclined to enjoy and comprehend the learning content.

Another concept that is closely related to motivation is learner autonomy. According to Little (1991), learner autonomy is defined as a learner capability to be in charge of his or her learning process and this entails the ability to set goals, choose strategies, and assess the results. Online learning environments inherently encourage autonomy as it provides a student with a control over the speed and time of the learning activities (Little, 1991). In the case of sixth-grade students, autonomy is a key element to be developed as it will help to build independence and confidence in oneself. Students are more inclined to be motivated and to participate actively in the process of learning when they are convinced that they are able to control this process (Little, 1991; Ushioda, 2011).

In addition, the concept of gamification has become a critical approach to the development of motivation in online education. Gamification is the use of game-like features which include points, badges, and rewards in learning processes (Prensky, 2001). Prensky (2001) suggests that the contemporary learners, also termed as digital natives, are more receptive to interactive and technology based learning environments. Through incorporation of gamification in online education, teachers can ensure that the learning process is more entertaining and involved thereby enhancing the motivation and engagement of students (Prensky, 2001; Dörnyei, 2001). This method works especially well with sixth-grade students, who are inherently drawn to games and other interactive activities.



On the whole, the theoretical background of this paper is based on several different approaches such as the motivation theory of Gardner, Self-Determination Theory, constructivism, multimedia learning, learner autonomy, and gamification. All these theories have common points of engagement, interaction, autonomy, and meaningful learning experiences in motivating individuals. These elements are added into online learning environments, which make them effective in motivating sixth-grade students to learn English (Dornyei, 2001; Mayer, 2009; Ryan and Deci, 2000).

2.2 Related Studies

In the field of online learning, there is a considerable amount of empirical studies about the impact of online learning on student motivation and language learning. For instance, in the study by Hrastinski (2009), he examined the need for interaction in online learning and found that the interaction part of online learning is important in the aspects of increasing students' engagement and motivation, particularly in the interaction of online learning by making students active in learning by participating in the learning process. The researchers arrived at a conclusion that interaction is one of the key factors which contributes to the learners' interest and helps to facilitate efficient learning. This is particularly true of sixth-grade students who like interactive and socially active learning environments.

In the same manner, has investigated the application of digital technology in teaching language and has discovered that online activities could offer a variety of dynamic learning opportunities that boost student motivation. The study highlighted the importance of incorporating multimedia resources, such as videos and interactive exercises, to maintain students' interest and engagement (Hockly, 2015). It also highlighted the importance of training the teacher to make the successful integration of technology in the classroom (Hockly, 2015).

Ushioda (2011) carried out a study on motivation in language learning and discovered that learning activities are more motivating when learners feel that the learning activities are made to have relevance to their personal experiences. This relevance may be increased through online learning environment, which may include such real-life tasks as watching videos or engaging in virtual discussions (Ushioda, 2011). Such activities render language learning more realistic and interactive thus boosting motivation and involvement among the students (Ushioda, 2011).

Prensky (2001) coined the term digital natives and contended that technology-sensitive students like these would rather learn through interactive and visual-based learning. Based on his results, the conventional teaching approach might not meet the needs of contemporary learners, who are used to digital media and rapid information (Prensky, 2001). These preferences are met in the online



learning context with the provision of multimedia content and the interactive features of these tools, which may be used to a great extent to increase student motivation (Prensky, 2001; Mayer, 2009).

The success of online learning in enhancing motivation and learning outcome is also supported by the research of Mayer (2009) on multimedia learning. His research shows that, students who are taught using multimedia resources perform better and that they are able to remember information better than their counterparts who use traditional methods of learning (Mayer, 2009). This enhanced performance can boost the confidence and motivation of students since they have developed confidence that they can comprehend and use the language (Mayer, 2009).

Although these are favorable results, other studies have also indicated issues that are related to online learning. Selwyn (2016) investigated the problem of digital inequality and discovered that restricted access to the technology may adversely affect the motivation and engagement of students (Selwyn, 2016). Without access to good internet or proper devices, students can feel frustrated and disengaged, which can hamper their learning process (Selwyn, 2016). This is important to provide all students with equal access to technological resources.

Moreover, Little (1991) also highlighted the role of the learner autonomy in facilitating motivation and effective learning. His studies show that the more a student engages in learning on his or her side, the more he or she is motivated (Little, 1991). Online learning environments promote autonomy by enabling students to select learning resources, goals and track their progress (Little, 1991). This flexibility may result in more personal and inspirational learning experience.

Dornye (2001) also emphasized the importance of teachers in their motivation. In his study, he asserts that teachers can motivate students through the establishment of positive learning environment, encouragement and through interesting teaching techniques (Dörnyei, 2001). Teachers, in their online learning experience, need to modify their practices to incorporate interactive technologies, timely responses, and student engagement (Dörnyei, 2001; Hockly, 2015). In digital learning spaces, students need to be motivated, which is only possible with the support provided by teachers.

Moreover, recent researches highlighted the importance of gamification in terms of motivation. Through online learning activities that include game-like activities, teachers can transform the learning experiences to be more interesting and entertaining (Prensky, 2001). They promote competition, team work and involvement, which are essential in ensuring that young learners are motivated (Dörnyei, 2001; Prensky, 2001).



To sum up, the literature reviewed suggests that online learning can positively influence the motivation of students in a significant way, especially in case it embraces interactive, multimedia, and student-centered strategies. Nonetheless, online learning can be effective only when the access to technology, teacher competence, and learning activity design are taken into account (Selwyn, 2016; Hockly, 2015). These results are highly supportive of the current study and will help point out the significance of applying online learning strategies more carefully in order to make the most out of it in relation to the sixth-grade students studying English.

Chapter Three: Research Methodology

3.1 Research Design

The research design used in this study is a mixed-method research design as it aims at exploring the role of online learning in encouraging sixth-grade students to learn English. Mixed-method approach is a combination of quantitative and qualitative methods which enables the research problem to be understood in a more comprehensive manner. The quantitative part addresses the levels of motivation among students by administering structured questions in a questionnaire and the qualitative part addresses the experiences and perceptions of students by



observations and teacher responses. This will provide numerical data and descriptive information to enhance the findings' validity and reliability.

The design in this case is also a very suitable mixed-method design as motivation is a complex concept and cannot be understood if the data obtained are only numerical data. The quantitative data can provide an indicator of the extent of student motivation while the qualitative data can provide the explanation on how and why the extent of student motivation is that way, and can provide more insight into the attitude and behavior of students. The study will ensure a thorough understanding of the effects of online study on the motivation of 6th graders learning English using both of these methods.

The study is descriptive-analytical in nature, as it intends to outline the existing application of online learning, and examine the effect of this on the motivation of students. This is the method of educational research that is often utilized to analyze the relationships between variables without controlling them. In this research, online learning is the independent variable, and the dependent variable is the motivation of students. The research does not seek to regulate or manipulate the learning environment but only observes and examines its outcomes in a natural learning environment.

3.2 Population and Sample

The students that make up the population of this study are sixth-grade students who were enrolled in primary schools whose English is taught as a foreign language. Such students are usually aged between 11-12 and at a critical stage of language development. In this level it is expected that learners acquire some elementary levels of communication in English such as listening, speaking, reading and writing. Motivation is also essential in their success in the acquisition of these.

The study uses a purposive sampling technique to select a sample of about 40-60 sixth-grade students. The purposive sampling enables the researcher to sample out individuals who have been directly involved in online learning and this way, the data obtained will be relevant to the research goals. The students that have been selected have been exposed to online learning programs as a part of their English language teaching either in their entirety or in part. This exposure will allow them to give relevant answers as to their motivation and learning experiences.

Besides students, there are a few English language teachers (about 3-5) involved in the study to add qualitative information. A considerable role in the implementation of online learning and the motivation of students is played by teachers. Their opinions contribute to the data enrichment and allow having a more detailed view of the research issue.



The sample will also be selected in schools which have easy access to basic technological facilities including the use of internet and digital devices. This will make sure that participants are well familiar with online learning. The differences in access and usage are also taken into account though, and they can affect the motivation of students and their learning results.

3.3 Data Collection Instruments and Procedures

In order to accomplish the goals of the research, several data collection tools are employed such as questionnaires, classroom observations, and teacher interviews. Triangulation of the data can be achieved by the use of several instruments and this increases the validity and credibility of the research results.

The main data collection tool will be a structured questionnaire that will be conducted to students. The questionnaire will seek to gauge the motivation of the students to learn English using online platforms. It contains closed-ended and Likert-scale items, that is, the students have a chance to answer the questions based on their degree of agreement with the statements concerning their motivation, engagement, and attitudes. Items in Likert scales are often employed in educational studies to quantify and measure attitudes and perceptions in a systematically and quantitatively manner. The questionnaire addresses various aspects of motivation, such as interest, participation, confidence, and perceptions of usefulness of online learning.

Along with the questionnaires, classroom observations are also performed to observe the behavior and the engagement of students in online learning sessions. An advantageous qualitative technique is observation which enables the researcher to gather data in a natural environment without necessarily using self-reported data. In the observations, the researcher concentrates on the signs of motivation, including engagement in activities, interaction with peers and teachers, task attention, and interest in learning. The observations presented are the first-hand evidence of the reaction of students to online learning conditions.

Moreover, the English language teachers are interviewed using semi-structured interviews in order to have an insight into their experiences and perception towards online learning. Semi-structured interviews are flexible to interrogation but at the same time important issues can be addressed. The teachers are questioned regarding the efficiency of online learning tools, their challenges and observed motivation of students. Their reactions are useful in putting the results into perspective and giving a better insight into the underlying forces of motivation.

The process of collecting data takes place within several weeks. To begin with, school authorities and participants are given permission. The questionnaires are then given out to students and the survey conducted. During online classes,



which are scheduled, observations are conducted, and interviews are scheduled with teachers at their convenience. The ethical considerations that are met during the research process include informed consent, confidentiality and voluntary participation.

3.4 Data Analysis Techniques

In this research, quantitative and qualitative analyses are used to analyze the data obtained. The quantitative data gathered using the questionnaires are analysed using descriptive statistics such as frequencies, percentages, means and standard deviations. These statistical measures are useful to summarise the data and detect trends in students' motivation. For example, the mean Likert-scale items scores represent the overall agreement of students, while the percentages indicate the percentage of students responding in that particular manner.

Aside from descriptive statistics, an inferential analysis may be used to explore relationships between variables such as the association between the use of online learning tools and the level of student motivation. This analysis is used to see if there is a significant effect when learning online on motivation. Depending on the availability of resources, statistical analysis is done with the help of appropriate software or manually with the help of calculations.

Thematic analysis is used to analyse qualitative data collected through observations and interviews. This approach entails the detection, analysis and interpretation of patterns or themes in the data

. The researcher thoroughly analyses the information, classifies answers and finds themes that are recurring in reference to motivation, engagement and the challenges of online learning. These themes are then viewed within the context of the research objectives and theory.

Quantitative and qualitative analysis improves the validity of the research work as it gives different insights into the research problem. Whereas quantitative data can be used to give concrete evidence of motivation, qualitative data can be used to give more in-depth information about the experiences and perceptions of students. This combined method will guarantee a thorough perception of the role of online learning in encouraging sixth grass students to study English.

3.5 Validity and Reliability

A valid and reliable research instrument is a factor that should be taken into consideration in the research. Validity is the degree to which a measurement instrument measures what it claims to measure whereas reliability is the degree to which the results are consistent with time. Content validity in this research is provided through developing the questionnaire according to the existing theories of motivation and past research studies. Experts in the sphere of education also review the questionnaire to make sure that it is relevant and clear.



Reliability is achieved through clear and consistent questions on the questionnaire as well as administering the questionnaire under similar conditions to all the participants. Pilot study could also be undertaken to check the reliability of the instrument and to identify any problem. In qualitative data, the method of ensuring reliability is to ensure that observations are well documented and that the interpretation of interview responses are done consistently.

3.6 Ethical Considerations

Throughout the research process, ethics are taken seriously. They are made aware of the objectives of the study, and the right to withdraw whenever they wish. Both students and their guardians, teachers and school authorities are informed and give their consent. The confidentiality will be ensured by keeping the identities of the participants undisclosed in the research report.

Also, the researcher makes sure that the study does not inflict any harm or discomfort on the participants. Data gathered is utilized only in academic purposes and kept in a safe place to avoid unauthorized access. Such ethical procedures assist in ensuring integrity and credibility of the research.

Chapter Four: Data Analysis and Discussion

4.1 Introduction

In this chapter, the data collected to explore the importance of online learning in encouraging sixth-grade students to study English as a Foreign Language (EFL) will be analyzed and discussed. The analysis will combine both the quantitative data collected through student questionnaires and qualitative data collected through classroom observations and interviews with teachers. This



chapter aims to make meaning of the findings based on the research objectives and theoretical framework described in the earlier chapters.

4.2 Quantitative Data Analysis

4.2.1 Students' Overall Motivation

The findings of the questionnaire show that online learning is positively effective in students' motivation for learning English. The majority of students agreed with the statements concerning interest, enjoyment and engagement in online learning activities. The average Likert-scale scores indicate that students are more motivated when they learn English using digital tools than when they learn it in the classroom.

These results are consistent with the belief that motivation is the key to the success of language learning (Dornyei, 2001). The motivation level of students is higher as a result of the interactive and student-centered learning environment of online learning.

4.2.2 Engagement and Participation

The statistics indicate that online learning activities are more engaged by students. A large proportion of respondents indicated that they attend more of the lessons that involve multimedia content like videos, animations, and interactive activities.

This is in line with the Cognitive Theory of Multimedia Learning, which underlines the fact that multimedia materials stimulate comprehension and interaction (Mayer, 2009). These results also confirm the argument by Hrastinski (2009) that active engagement is an important attribute in sustaining motivation in on-line learning settings.

4.2.3 Confidence and Immediate Feedback

The students also claimed that they felt more confident with online feedback. They were able to find their errors and correct their performance immediately as they had the option of instant responses.

This finding is consistent with other studies demonstrating that providing students with instant feedback enhances learning performance and motivation and is indicative of the role of competence in SDT. (Deci and Ryan, 2000).

4.2.4 Learner Autonomy

The results of the questionnaires indicate that students value online learning flexibility. A significant number of students concurred that they have the ability to learn at their necessary speed and go back to the materials at will.

This observation justifies the idea of learner autonomy that is tightly correlated with the motivation and engagement (Little, 1991). It is also consistent with Self-Determination Theory that focuses on the effectiveness of autonomy in promoting intrinsic motivation (Ryan and Deci, 2000).



4.2.5 Challenges Identified

Despite the positive findings, some students reported challenges, including:

- Limited access to devices or internet
- Difficulty using digital platforms
- Distractions during online learning

These issues reflect the digital divide highlighted by Selwyn (2016), which can negatively affect students' motivation and participation.

4.3 Qualitative Data Analysis

4.3.1 Classroom Observations

Classroom observations revealed that students were generally more enthusiastic and engaged during online learning sessions. Indicators of motivation included:

- Active participation in tasks
- Willingness to answer questions
- Interaction with peers

Yet, some students showed distracted or less involved, particularly when technical issues occurred or when activities lacked interactivity.

These observations support Vygotsky's (1978) notion that social interaction plays a crucial role in learning. When online activities included collaboration, students were more engaged and motivated.

4.3.2 Teacher Perspectives

Teachers reported that online learning has both advantages and challenges. According to their feedback:

Advantages:

- Increased student engagement
- Access to diverse teaching resources
- Easier monitoring of student progress

Challenges:

- Technical difficulties
- Lack of digital literacy
- Reduced face-to-face interaction

Teachers emphasized that their role remains essential in guiding students and maintaining motivation. This supports Dörnyei's (2001) view that teachers significantly influence learners' motivation through their instructional strategies.

4.4 Discussion of Findings

As the results of this research indicate, online learning has a tremendous impact on increasing the motivation of students to learn English. This improvement can be described in terms of various theoretical points of view.



First, the findings are in line with the Self-Determination Theory since online learning conditions meet the needs of students in the areas of autonomy, competence, and relatedness (Deci and Ryan, 2000). Students are more independent, get instant feedback, and do more interactive activities which leads to increased motivation.

Second, the results are consistent with the constructivist theory which focuses on active and social learning (Vygotsky, 1978). Learning online platforms with collaborative tasks and communication technologies generate valuable learning experiences that enhance engagement.

Third, effectiveness of multimedia learning has also been verified in the study since students are responsive towards visual and interactive learning (Mayer, 2009). Young learners find multimedia elements more entertaining and accessible as they make learning more enjoyable.

Moreover, the application of gamification can also be seen in the enhancement of motivation. Learning becomes more enjoyable with the use of game-like features like rewards and challenges, which is why Prensky (2001) is right in his idea regarding digital natives.

Nevertheless, there are also significant challenges that the study presents. The digital divide and lack of technological skills can limit the effectiveness of online learning (Selwyn, 2016; Hockly, 2015). Moreover, it can impact those students who need face-to-face assistance.

Conclusion

This chapter has outlined the research methodology that was used to explore the effect of online learning in encouraging sixth-grade students to learn English. To ensure an in-depth interpretation of the research problem, quantitative and qualitative data were combined and a mixed-method approach was employed. This method was especially appropriate since motivation is a multidimensional and multifaceted phenomenon that needs to be measured in numbers and the further analysis. In this way, the study could have the level of motivation of the students and the factors that made them attain this level.

The study design used was descriptive-analytical, and the purpose of the study was to explore the correlation between online learning and student learning motivation with the variables not controlled. The study was conducted with the sixth-grade students who took English as a foreign language as a sample population, and the language study were selected by purposive sampling, because the target students must have specific experience in online learning. It was also beneficial to include teachers in the sample as it offered more insights into engagement and motivation of students.



Data was collected using questionnaires, classroom observations and semi-structured interviews. Triangulation was possible with the use of these tools, which contributed to greater credibility and validity of the findings. The questionnaires were employed to acquire measurable information regarding students' motivation while observation and interview were employed to gain more information regarding students' experiences and behaviors in online learning settings.

The data analysis procedure was a blend of both quantitative data analysis with descriptive statistics and qualitative data analysis with thematic analysis. This two-decade period allowed the researcher to closely examine the results and derive patterns, trends and key themes related to motivation. Moreover, the validity and reliability of the research instruments were taken into account, including checking the validity with experts and the design of the questionnaire.

Ethical issues also were significant in the research process. The rights and welfare of all the participants were protected; their rights were explained and confidentiality assured, and they were asked to participate in the study voluntarily. These procedures were beneficial in maintaining integrity and reliability of the research.

In the end, the research methodology used in this study can be used as a good and systematic guide for study of the effect of online learning on sixth grade pupils' motivation to learn English in school. Such combination of the methods, attentive data collection and thorough analysis makes sure that the results given in the following chapter make sense and are trustworthy

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