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MOTIVATION IN ONLINE LEARNING DURING COVID-19 PANDEMIC: A CASE STUDY OF SEEU IN NORTH MACEDONIA

Brikena Xhaferi [1]
Gëzim Xhaferri

A B S T R A C T

This study aims to examine the type of learner motivation of the students studying foreign languages at South East European University (SEEU) in North Macedonia during their online classes caused by the global Pandemic COVID-19. Both teachers and students of this Institution faced several challenges. In order to be able to reach learning outcomes, the students must be motivated and engaged while attending online lessons.

The present study uses two instruments to address the research questions designed; a student questionnaire, Motivation to Learn Online Questionnaire (MLOQ), and a teacher semi-structured interview.

Overall, the study results revealed that the participants of the study are more intrinsically motivated than extrinsically. The instructor support was reported to be in a very high level in terms of teacher-students communication, responded to students in a timely manner and providing guidance for the students during online classes.

Nevertheless, teachers changed their assessment methods which respond to the students' needs and tried different instructional techniques to enhance student motivation for learning among which the online quizzes, class discussion and online presentations. The findings of the present study will provide EFL teachers with some new insights and practical ideas for increasing student motivation during online classes.

1. INTRODUCTION

Language acquisition is the process by which the learners learn any foreign language which involves natural acquisition or picking up a second language through exposure. Language acquisition or language learning differs among individuals and there are many predicators that determine the second language learning success. Many people believe that young learners acquire a second language more successfully than adult learners.

Adult learners are better in learning grammar (syntax and morphology) because they analyze the structure and are likely to make fewer mistakes than young learners. However, young learners are better in pronunciation and learning words more quickly but they fail to analyze grammar structures. Analyzing individual learner differences, motivation is believed to be crucial in learning a foreign language.

[1] Corresponding author: Brikena Xhaferi
Email: b.xhaferi@seeu.edu.mk

Motivation is not any easy issue to be achieved, it can result from learning and also cause learning. Many studies have shown that the most successful learners are those who are more motivated to learn a language. Two types of motivation embrace integrative and instrumental motivation. Instrumental motivation is a tool to meet the requirements at school, for example, studying for an exam while the integrative motivation exists when the students admire the target culture of an L2 group and want to identify with it. While Naiman et al. (1978) strongly believes that successful learners are not those you learn languages quickly, but those who posses typical characteristics which are related to learner motivation such as: positive task orientation, the involvement of ego, a desire for success, ambitions, oriented towards learning goal and flexibility.

Similarly, Gardner in 1985 developed the socio-educational model which he believed influences L2 performance and they are: motivation and aptitude. In fact, the main focus was on learner motivation because Garden was interested to find out how people learn second languages. Dörnyei (2005) also designed the motivational self-system of L2 learning where he included three important elements: the ideal L2 self, ought-to L2 self, and L2 learning experience (Al-Hoorie, 2018). Also, the Self-Determination Theory of Deci and Ryan (1985) is very influential for many studies which dealt with learner motivation.

A new reality, the shift from in-class to online learning was a challenging process for Universities around the world especially in motivating students to learn more and take part in online lessons. Most importantly, students are more engaged in the learning/teaching process when they are motivated (Xhaferi & Xhaferi 2020).

Although the influence of motivation in L2 learning was addressed and investigated by many researchers, not a single study in North Macedonia dealt exclusively with the learner motivation during the COVID-19 Pandemic online teaching. Therefore, this study aims to fill the research gap by surveying language learners and interviewing teachers at the Faculty of Languages, Cultures and Communications at SEEU in North Macedonia.

The students' level of motivation and instructional strategies used by teachers are two variables which are the focus of this study. We are of the opinion that the results of this pioneer study will serve as the basis for other language teachers in North Macedonia and beyond who are interested to investigate this issue further.

2. LITERATURE REVIEW

Motivation is listed as a key element which can result from learning and also cause learning. Many studies have shown that the most successful learners are those who are more motivated to learn a language. For Ellis (1997 as cited in Wold, 2006) both attitudes and affective states are involved in motivation because they have great impact on learner effort to learn a second language. Motivation can be integrative and instrumental where instrumental motivation is a tool to meet the requirements at school, for example, studying for an exam while the integrative motivation exists when the students admire the target culture of an L2 group and want to identify with it.

Gardner (2005) believes that integration, instrumentality, language anxiety and attitude toward language are directly linked to the language achievement- proficiency, but they still influence the overall process. The abovementioned variables are considered personal variables which affect motivation for learning foreign languages a lot. His model is best viewed from a social psychological perspective.

Furthermore, intrinsic and extrinsic motivation are two concepts which has been used to investigate learner motivation in online learning environments. "Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000 cited in Hartnett, 2016, p.2). ''Intrinsic motivation often results from the challenge, interest or fun an individual derives from an activity.

In contrast, "extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000 cited in Hartnett, 2016, p.9). This means that intrinsic motivation is associated with undertaking an activity for the enjoyment or interest inherent in it while extrinsic motivation is related to a source outside the activity itself, for example taking a course of study to improve the skills for their future profession (Hartnett, 2016).

2.1 Online learning and motivation

The definitions and characteristics of Online teaching and learning has been a research area of interest for the past two decades. In the literature of education we cannot find an appropriate definition of online learning nonetheless, it is a new way of teaching through internet. This was more than necessary with the emergency caused by the global pandemic, COVID-19 (Fahrurrozi et al., 2021), where all education institutions in the world moved all instruction online. Ally (2008) defines online learning as "the use of internet to access materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience'' (Martin et al., 2019). Chickering and Ehrmann, have developed 'seven principles' framework in 1996 which refers to Good practices in Undergraduate Education using new technologies. They are as follows: Encouragement of the Contacts Between Students and

Faculty, Reciprocity and Cooperation Among Students, Active Learning Techniques, Prompt Feedback, Time on Task and Respecting Diverse Talents and Ways of Learning.

Bates (2005) sees teaching as a continuum and for him face-to-face teaching is without technology. Using technology in addition to classroom teaching is called blended learning while for a flipped classroom students prepare at home before a classroom session watching lecture videos, etc. Hybrid learning, as a new concept used in education, refers to the environment where the students spend 50% of the time online and 50% in class. Finally, complete online learning is the process where students study entirely online, which is one form of distance education (2016). Further, Allen & Seaman (2006) or the Sloan Consortium provides another classification of web-based learning environments. ''by the proportion of content and activities delivered online: (1) web facilitated courses (1– 29%); (2) blended/hybrid courses (30–79%), and (3) online courses (80+%) (Chen & Jang, 2010). However, the emergency with the global Pandemic changed this teaching continuum because all education courses with 100% content and activities were delivered online. Therefore, investigating motivation of the students is very important because this issue has not received sufficient attention in online studies.

Gustiani (2020) suggest that online learning can be divided into: content and instructions. In his opinion, the content of an online course has an impact in achieving learning outcomes therefore, teachers should include even the most remote learners in different interactive audio and video content. The teachers should offer students opportunities so they can comment and their assignments directly. Similarly to individualized content, the instructions should be modified according to '' the pedagogy demands, interaction rules, and gadgets' availability on the basis of the hosting education institution's policy'' (Gustiani, 2020).

Gabrille (2003) conducted a study with 784 undergraduate students enrolled in a Military school in the USA. The aim of this research was to create models which positively influence motivation, performance, and self-directed learning. Additionally, teachers used new technologies to deliver strategies added to the course topics. Keller's ARCS (1987) model of motivation was used and delivered in the web as an intervention. Data collection included both quantitative and qualitative approach. The participants completed four surveys to measure the level of their motivation and also course cumulative points served as a tool to measure their overall academic performance. The research results concluded ''significant differences in motivation, academic performance, and proclivity to be self-directed learners of students who accessed the technology-mediated instructional strategies, suggesting that such motivational strategies should be incorporated into course instructional design'' (Gabrielle 2003).

Another study relevant for actual research was conducted by Chen and Jang in 2010. The aim of this study was to test Ryan and Deci's self-determination theory for student motivation in online courses.

The research was conducted with the students attending two certified programs developed for people who aimed at obtaining teaching certificate for Special Education. The participants were 267 online students of both genders, males and females. The research used a survey with a seven-point, Likert-type, and was delivered online to the participants. This study investigated four variables aside from demographic data: (1) Contextual support, (2) Need satisfaction, (3) Motivation, and (4) Learning outcome. The overall study results showed that students' self-determination directly predicted success in learning also direct connection of the contextual support to course satisfaction. These results present the specific dynamics of individual learning success, also reflect that exploring the antecedents, correlates, and outcomes in an integrative approach serves as a pathway to enrich our understanding of online learner motivation.

3. RESEARCH METHODOLOGY

The participants of this research are 93students of the FLCC (Faculty of Languages Cultures and Communication) studying English and German languages. They belong to different ethnic groups: Albanian, Macedonian, Turkish and Roma. They are of both genders, 70 female and 23 male students. Based on the Common Framework for Languages (CEFR), the participants belonged to B1 to C1 levels of English proficiency.

The data collection methods were: the Motivation to Learn Online Questionnaire (MLOQ) and a semi-structured interview. The Questionnaire was taken from Fowler (2018) and it contains 7 domains: Intrinsic Goal Orientation, Extrinsic Goal Orientation, Control of Learning Beliefs, Self- Efficacy, Task-Values, Social Engagement and Instructor Support. It uses five options of Likert-Scale, on a continuum from strongly agree (SA), Agree (A), Undecided (U), Disagree (D) and strongly disagree (SD), assuming that motivation can be measured. The questionnaire was delivered online through Google Forms and the responses were carefully analyzed.

The semi-structured interview is the second method used, and it contains 10 questions. The aim was to reveal the instructional strategies and assessment that teachers use to increase and raise students' level of motivation in online classes. The interview questions were composed based on the literature review. The researcher recorded participants' interviews with the help of the using the Google Meet option, Record meeting, because the notes taken do not seem to be very reliable and often the main points are forgotten.

For the purposes of the study the researchers developed and analyzed the following research questions:
Are the students intrinsically or extrinsically motivated in online classes?
Which are the instructional methods that teachers use to motivate students in their classes?
What is the level of students' satisfaction with the instructor support?

4. RESULTS

The questionnaire, MLOQ, was a theoretical model developed by Fowler in 2018. It contained 7 parts namely: Intrinsic Goal Orientation, Extrinsic goal orientation, Control of learning beliefs, Self-Efficacy, Task values, Social Engagement and Instructor support. The Tables 1-7 show the results obtained from students who participated in the study. The initial plan was to include 110 students but only 93 of them completed the online questionnaire created in Google Sheets.

Note: 1= Strongly disagree; 2= Disagree; 3=Neutral; 4= Agree; 5= Strongly Agree

Part 1: Intrinsic Goal Orientation
Part 1 contains questions which deal with intrinsic type of motivation.

Table 1. Results of questions 1-4

Items	SD	D	N	A	SA
Q1	3%	10%	15%	22%	50%
Q2	10%	0%	10%	35%	45%
Q3	5%	10%	5%	20%	60%
Q4	10%	5%	13%	37%	35%

Results presented in Table 1 indicate that the majority of respondents prefer materials which challenge them (50% strongly agree and 22% agreed) and arouse their curiosity despite being difficult (45% strongly agreed and 35% agreed). While the most satisfying thing for the respondents is to understand content as much as possible (60% strongly agreed and 20% agreed). Finally, 35 % of the respondents strongly agreed and 37% agreed that they choose the assignment from which they can learn even if they did not guarantee a good grade. The facts for this part of the questionnaire suggest that the respondents' intrinsic motivation is rather high and no external award is expected.

Part 2: Extrinsic Goal Orientation
Part 2 of the questionnaire contains questions related to extrinsic type of motivation.

Table 2. Results for questions 5-9

Items	SD	D	N	A	SA
Q5	12%	8%	5%	37%	38%
Q6	4%	7%	36%	28%	25%
Q7	8%	15%	30%	22%	26%
Q8	13%	15%	20%	17%	35%

Regarding questions 5 to 9 related to the respondents' extrinsic motivation, it can be concluded that 38% of the respondents strongly agreed and 37% agreed that getting a good grade in a course is the most satisfying thing for them(question 5). Surprisingly, their grade point average was indicated by 25% who strongly agreed and 28% agreed on this. On the other hand, it must be emphasized that 36% nor agreed or disagreed but they were neutral on this statement. Higher percentage of the participants, 31% and 17%, reported that they either strongly agreed or agreed that they wanted to do well in the classes because this will show their ability to their families, friends and employers.

Part 3: Control of Learning Beliefs
Questions of the part 3 of the questionnaire are related to their learning beliefs which influence their motivation for class attendance and attain higher proficiency levels.

Table 3. Results of questions 9-12

Items	SD	D	N	A	SA
Q9	10%	5%	12%	28%	55%
Q10	14%	12%	14%	15%	45%
Q11	8%	9%	12%	34%	37%
Q12	9%	20%	22%	20%	29%

The results related to learner beliefs of languages learning show that 55% of the respondents indicated that they strongly agree and 28% agreed that if they studied in appropriate ways they would be able to learn the material. When it comes to learning materials used in teaching, 45% strongly agreed and 15% agreed that it is their responsibility to study the material covered in the classes. Similarly, the respondents reported that if they do not try hard enough, they will not learn (37% strongly agreed and 34 agreed) while 29% strongly agreed and 20% agreed that when they do not understand the material it because they do not give efforts do to that.

Part 4: Self-Efficacy
The question of part 4 asked the participants to express their Self-efficacy or individual beliefs of his or her own capacity for learning.

Table 4. Results of questions 13-20

Items	SD	D	N	A	SA
Q13	10%	14%	15%	31%	30%
Q14	15%	13%	12%	23%	37%
Q15	12%	8%	10%	25%	35%
Q16	10%	12%	17%	23%	38%
Q17	7%	18%	15%	20%	40%
Q18	9%	9%	11%	26%	45%
Q19	10%	12%	8%	35%	35%
Q20	10%	6%	8%	36%	40%

Analyzing, Table 4 we can state that the results for questions 13 and 14 do not differ much 30 % of the participants strongly agreed and 37% agreed that they will receive excellent grades in the courses and they were certain that they would understand the most difficult

readings. Questions 15, 16 and 17 deal with the respondents' confidence in learning basic concepts of the class, understanding the material presented by the instructor and doing an excellent job on the assignments and tests. A higher number of the participants was positive about the level of their confidence, more than 35% strongly agreed and more than 20% agreed on these. Regarding question 18, if the students expected to do well, 45% strongly agreed and 26% agreed with the statement. Also, 70% of them either strongly agreed or agreed that they can master the skills taught and finally, 40% strongly agreed and 36% agreed and are very optimistic that with the teachers' help and their skills, they can do well in the classes.

Part 5: Task Value
The following 6 questions are related to the value of the task presented to the students in the online classes. Students' responses are presented in Table 5.

Table 5. Results of questions 21-26

Items	SD	D	N	A	SA
Q21	5%	11%	8%	24%	52%
Q22	3%	5%	10%	24%	58%
Q23	10%	13%	15%	30%	32%
Q24	13%	12%	9%	30%	35%
Q25	10%	13%	12%	35%	30%
Q26	11%	8%	20%	16%	57%

Regarding question 21, which asks the respondents about their ability to use what they have learned previously in other classes as well, 52% of them strongly agreed and 24% agreed on this. While for questions 22, 23 and 24, which deal with the importance of learning course material, their interest and their attitude towards the content area, the participants share the same viewpoints with around 35% strongly agree and 30-35% agree. 58% of the participants strongly agreed and 24% strongly agreed that they liked the subject matter of the course and at the same time they understand it (57% strongly agreed and 16 agreed). Based on these questions, we can state that the respondents are acknowledging the importance of subject matter of the course and application of knowledge in other subjects as well.

Part 6: Social Engagement

Table 6. Results of questions 27-31

Items	SD	D	N	A	SA
Q27	16%	15%	32%	15%	21%
Q28	3%	9%	11%	26%	51%
Q29	12%	14%	16%	18%	40%
Q30	20%	20%	16%	21%	33%
Q31	10%	14%	19%	25%	33%

The results for question 27 that is the students' feelings of being ''disconnected'' from the teachers and colleagues, indicate that 21% strongly agreed and 15% agreed on this. A higher percentage of the participants of 51% strongly agreed and 26% agreed reported that they

pay attention in clauses. What is more, they enjoy online class discussions a lot where 40% strongly agreed and 18% agreed). Regarding students' free communication with the peers in online classes and their relationship with them, the respondents gave approximately the same answers with 33% strongly agreeing for both questions and something slightly different results in agreeing, 21% and 25%.

Part 7: Instructor Support
The last part of the questionnaire deals with questions related to the support the students get from their teachers during online classes. The results are presented in Table 7.

Table 7. Results of questions 32-37

Items	SD	D	N	A	SA
Q32	3%	3%	8%	13%	73%
Q33	0%	5%	5%	5%	85%
Q34	9%	7%	11%	23%	50%
Q35	10%	10%	12%	25%	53%
Q36	1%	6%	8%	20%	65%

Generally speaking, this part of the questionnaire was the most positively indicated by the participants of this study because 73% reported that they strongly agreed with question 32, that is, if they can freely communicate with the teacher in this class. The instructor support is very high because they clearly respond and in timely matter as indicated with strongly agree by 85% of the research participants.

Regarding questions 34, 35 and 36 which dealt with instructor's guidance, posting of materials and guided learning and finally, regular feedback more than 50% of the participants strongly agreed and more than 20 % agreed on these issues.

Based on the survey results, it can be concluded that the students are more intrinsically motivated but extrinsic motivation was also present. Regarding their beliefs about learning, they were objective because the participants expressed that they would succeed if they tried hard enough to study. Also, the task is very important for them they liked the subject matter of the course and at the same time they understand it well. The level of their awareness was high because knowing subject matter of one course can be applied to another course. It would be fair to conclude that, the instructor support is perceived to be the most important element of this study and the respondents were very happy with the communication they have with the teachers, they responded in timely matter, providing guidance for the students during online classes and they level of their leaner autonomy is rather high because they have the freedom to guide their own learning.

4.1 Semi-structured Interview results

The semi-structured interview was conducted with 15 EFL teachers of SEEU. They were all individually

interviewed via Google Meet and their interviews were kept anonyms. The following are some excerpts taken from the interview responses.

Q=Questions
P=Participants

Q1: How would you define motivation?
- Motivation means everything to me, the force which makes us do something in life .(P3)
- Motivation is a reason why we do or we do not do.(P5)
- Motivation is a process which helps us t achieve our goals in life (P11)
- To me, motivation is enthusiasm to do something useful . (P14)

Q2: Do you agree that motivation is the main factor in learning? Why or why not?
- Yes, I agree that it is the most important factor in learning because the best students in the group are also the most motivated ones. (P3)
- I also believe that attitude and talent are important in language learning. (P6)
- I agree that the teacher' primary role is to motivate students to learn. (P9)

Q3: How do you usually begin a class?
- I usually begin a class with discussion of the latest news in the world. (P2)
- I begin my classes by revising the previously taught material. (P5)
- I begin my class with a warm-up activity because it will motivate them to be more engaged in learning. (P12)

Q4: Do you have the freedom to choose your own teaching materials?
- Yes, we all choose our own teaching materials. (P4)
- Yes, we have the freedom to choose our own teaching materials for every course because we are at University level. (P7)
- Yes, we are autonomous when it comes to choose the textbooks and additional materials for our courses. (P9)

Q5: Which instructional strategies do you use in your online classes?
- I use discussions, Q and A technique a lot because it included all students during online learning classes. (P5)
- I use YouTube video analysis very often because it promotes students' critical thinking skills.
- I use Classroom Presentations because they will become teachers one day and good presentation skill is crucial for their teaching profession. (P10)

Q6: How do you encourage less motivated students to engage in online classes?
- I call their names and they respond. (P2)
- I ask them to turn their camera on so I can see them all (P6)
- I usually assign the students an easier task to do so I can engage the first. (P7)

Q7: Which course features have you changed when you switched to online teaching? Why?
- I have changed the aims of the course and assessment methods. (P1)
- I have change two assessment methods, I have added online presentations and Self-evaluation tasks. (P6)
- I have changed the teaching materials and added 2 online quizzes. (P9)
- I have personally changed the assessment methods and modified course topics. (P14)

Q8: Is the teacher the main source of motivation or not?
- I think that the teacher is one of the main sources in motivating the students to learn. (P3)
- Yes, the teacher is the main source of motivation because he/she should raise student awareness about learning. (P5)

Q9: Has your teaching philosophy changed when you switched to online teaching or not? Why?
- The Pandemic has changed everybody's philosophy of teaching I believe because it is a new learning and teaching environment where you are prevented to do many things you have done before. (P8)

Q10: How do you help your students cope with technological challenges?
- By giving clear instructions to them and reducing the anxiety that had especially before the exams. (P3)
- I tried to show them appropriate and safe sites for activities and research, helped them with presentations. (P8)

5. DISCUSSION OF THE FINIDING

The data obtained from the student questionnaire and teacher interviews have provided some interesting results regarding the participants' motivation in learning and teaching during global pandemic COVID-19 in North Macedonia. The first part of the survey investigated students' goal 0f intrinsic motivation and more than 70% in both categories of the Likert Scale, strongly agree and agree, expressed high level of satisfaction in understanding content as thoroughly as possible and they prefer to be challenged by materials which are used by the teachers so they could use new things. There might several reasons for this. Firstly, the research was conducted during online classes when the teachers can use different online resources which can enhance student

motivation. Secondly, students involved in this research were in the third year of their study which shows that they are mature enough to recognize that they will soon become teachers and knowledge is crucial for them. As Valerio (2012, p.34) stated ''Motivating students into learning for the desire of learning can open up a world of possibilities. Intrinsic motivation is a fundamental element in students' learning, with teachers having the influence to implement learning experiences that allow students to see knowledge as worthwhile and take ownership over their learning''.

When it comes to extrinsic type of motivation, the research findings revealed that this is not as strong as intrinsic motivation. Questions 5, "getting a good grade", and question 6, "improve my overall grade point average'' show slightly different results. Even though extrinsically motivate students often tend to impress the parents, peers and employers, which is not the case in this study. Actually, some studies even suggested that extrinsic motivation reduces intrinsic motivation for learning   and these prevent them for being creative and innovative. In contrary, Ryan & Deci (2000) are of the opinion that extrinsic motivation often create immediate results and less effort is required by the students in comparison to intrinsic motivation.

This research identifies another area of interest that is the student control of learning belief. In this regard, around 84% of the participants either strongly agreed or agreed that If they studied in appropriate ways, then they would able to learn the material. Learning beliefs about language learning have a very positive impact in the overall academic performance. Language teachers should continuously follow students' beliefs in their classes because it can impact learning negatively. Examining ones beliefs can be very useful in helping students examine their own leaning beliefs. BALLI questionnaire developed by Horwitz in 1985 can be applicable in any setting.

It seems that instructor's support was an area where which was mostly indicated by the participants. Despite learning in online environment, 73.15 reported that they strongly agreed with question 32, that is, they can freely communicate with the teacher in this class. The instructor support is very high because they clearly respond and in timely matter as indicated with strongly agree by 84.9% of the participants. Similar results with more than 70% of the strongly agree are obtained for questions 34 (instructors' expectations for the students), question 35 (providing guidance the students needed) and question 36 (material presentation by the teacher). Finally, 61.3 % of the respondents strongly agreed and 18.3 agreed they had the freedom to guide their own learning. This fact is supported by Bender (2003), who stated that "Ironically, sometimes students and faculty interact more in an online course (through emails and direct communication via discussion boards and feedback) than in face-to-face classes''(para.2).

The second research instrument, used to collect data was teachers' semi-structured interviews. Results of these showed that teachers viewed motivation the main factor which influences student learning and success. They try very hard to offer different instruction strategies which address students' needs. The following are some teacher responses related to instructional strategies they use in teaching online:

I use discussions a lot because it included all students in my classes. (P5); I use the Q and A technique because students have to be focused the class topic(P8); I use YouTube video analysis very often because it promotes students' critical thinking skill; I use Classroom Presentations because they will because teachers one day and presentation skill is crucial for their teaching career. (P10)

When it comes to modifying teaching which would be appropriate for online mood, it seems that the main course feature changed by the teachers were the assessment methods. The following are some teachers; responses to the interview question: *Which course features have you changed when you switched to online teaching? Why?*

I have changed the aims of the course and assessment methods. (P1); I have change two assessment methods, I have added online presentations and Self-evaluation tasks.(P6); I have changed the teaching materials and added 2 online quizzes.(P9); I have personally changed the assessment methods and modified course topics.(P14)

To sum up, students can be intrinsically or extrinsically motivated but most importantly they to learn the course content and become successful learners of any language. A good starting point would be to examine their learning beliefs, maintain positive attitude towards learning a language and use different methods to learn any language point, grammar, vocabulary, improve language skills, etc. Teachers, on the contrary, should respond to the diversity and challenges posed by online teaching with emphasis on student motivation, encourage their participation in the classes and increase the level of their learning autonomy. Only in this way, all learning outcomes will be achieved and the teacher can be seen as a model for future generations.

6. CONCLUSION

The present study was designed with two goals in mind. The first goal was to understand the type of student motivation, intrinsic or extrinsic, during online classes and how they perceive the support they get from their teachers. Secondly, to gain a deeper understanding of teachers' experiences during teaching in online environment, the instructional techniques they used as well as assessment tools used to motivate students to learn more.

All seven fields of the student questionnaire addressed different issues concerning student motivation for learning a language and they are all equally important to maintain and increase motivation in online classes during global pandemic. The research results confirmed that the students, participants of this research, are intrinsically motivated to study languages at SEEU. This is without any doubts, a force which will drive them to study more and achieve higher learning results.

Teachers' semi-structured interview also confirmed that motivation is the main factor which influences learning of the students and teachers are always willing to change their instructional strategies and assessment methods in order to provide more opportunities for learning and increase student motivation. The conclusion which is drawn from these facts is that they also changed their teaching philosophy for the sake of the students' success in learning.

The findings of the current study will serve to EFL teachers and students and will offer them deeper understanding of how motivation can be achieved when the teaching is offered online. Furthermore, teachers should become more creative because the internet can offer them enormous learning activities, including the ones which are interesting and attractive for the students. Despite many limitations of the current study, it is strongly suggested that teachers do additional research to clarify many issues that left uninvestigated when it comes to teaching online. Also, trying to include more respondents in the research and extend the research context to different Higher Education institutions in North Macedonia.

To conclude this paper, effective teaching is tailored around learners' needs and interest for studying which results in higher motivation. Engaged individuals are motivated individuals and by improving our teaching practices, we can help our learners become successful even at the worst times such as the era of the COVID-19 pandemic.

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Brikena Xhaferi
South East European University,
Tetovo,
North Macedonia
b.xhaferi@seeu.edu.mk

Gëzim Xhaferri
South East European University,
Tetovo,
North Macedonia
b.xhaferi@seeu.edu.mk