EFL Teachers' Perceptions On The Motivational Strategies For A Successful Online Learning Environment

Wafa' Abdemahdi Hazaymeh

College of Education, Humanities and Social Sciences, Al Ain University, Al-Ain, United Arab Emirates
wafa.hazaymeh@aau.ac.ae

Abstract

The purpose of this study was to investigate English as a Foreign Language (EFL) teachers' perceptions of the motivational strategies they used to inspire their online students. It offers suggestions for encouraging and motivating students throughout their online learning experience. As a result, 62 EFL teachers from various private and public schools in the UAE took part in the study. For the purposes of this study, a qualitative method design, including a survey, was used. The survey was distributed to participants via a Google form, and their responses were coded accordingly. According to the findings of the study, the majority of participants communicate and interact with their students using technological tools in order to effectively engage them in an online learning environment. EFL teachers used a variety of motivational strategies to ensure the effectiveness of their online classes. The proposed ten key motivational strategies to help EFL learners succeed in online learning. The majority of participants believe that technology-based online learning has numerous advantages for keeping students motivated to learn English effectively. The study's contribution is to assist EFL teachers in developing high levels of motivation in order to ensure students' success in an online learning environment.

Keywords: EFL teachers' perceptions; motivational strategies; online learning environment

Introduction

Increasing English as a Foreign Language (EFL) learners' motivation and engagement are critical components of successful foreign language learning. One of the most important determinants of successful second/foreign language learning is motivation (Dornyei, 1994). According to Lin et al. (2017), teaching a foreign language is difficult in online learning and motivating students to learn independently and interactively is one of the major challenges of online learning. Therefore, motivation and learning strategies are inextricably linked because motivational factors are required for self-regulated learning (Ryan & Deci, 2000). Motivation can influence students' behavior, preferences, and outcomes in a variety of ways. People are motivated to act in order to achieve their goals and make efforts to achieve their objectives (Börü, 2018). Teachers nowadays have always used technology in language teaching to increase student motivation and to create a cooperative e-learning environment for communication, interaction, and knowledge sharing (Esra & Sevilen, 2021; Panagiotidis et al. 2018). Because of the COVID-19 Pandemic, the entire world has shifted toward online learning. The success of online learning requires selecting the right pedagogically effective practice of digital tools that may motivate students to better perform. Rahardjan-to (2019) stated that a student who is highly motivated to learn is more likely to succeed in school. A well-designed learning environment has also the potential to boost students' learning motivation and encourage them to actively participate in the learning process. By incorporating technological tools into their lessons, teachers can serve as guides, facilitators, and motivators for their students. Teachers can use technological learning to help students examine problems and think deeply about their learning, access online information and

participate in simulations of real-world events to engage students with native English speakers through video or audio conferencing (Wu & Wu, 2008).

They can also use digital tools to help students create environments where they can experiment, practice, and take intellectual risks while still having access to all of the information they need. As a result, the pedagogical process must be refined to accommodate digital modes of education in order to empower and inspire teach-ers to provide more relevant and authentic learning to all students.

It is essential that online classes are successfully implemented in the current educational system. Because of its time and location flexibility, as well as its broad knowledge base, an online class can make a significant difference in the education system (Kulal & Nayak, 2020). Teachers, for example, can help students make cross-curricular connections and choose the best tools for collecting and displaying learning by participating in online forums, creating webinars, or publishing their findings on relevant websites. They can also assist students in developing an online learning portfolio to demonstrate their learning progress. Learners must feel at ease in the classroom, in the presence of their teacher and peers, as well as by creating a pleasant classroom environment and assisting in the development of positive group dynamics among the learners (Dörnyei, 1994). Apart from being exciting records of achievement, students can place resources in these portfolios that they can review and share as they move into deeper and more complex thinking about a specific issue. Furthermore, since teachers are shifting from being the dispenser of knowledge to being the facilitator of learning so they can collaborate with their students and peers as co-learners using digital learning tools to engage content with curiosity, as well as being knowledgeable co-creators (Gunter & Gunter, 2014). However, motivating and engaging students is always a challenge, so teachers should model the students they hope to inspire in their classes. According to Sass (1989), many factors influence students' motivation to learn, including enthusiasm, relevance, and organization. So learners who are motivated are

more likely to participate in challenging activities, to be more involved, creative, and to enjoy learning more.

Statement of the Problem

Motivating students in an online classroom is critical in English teaching. The motivational practices employed by teachers in the EFL classroom may influence students' engagement in EFL learning. As a result, in order to engage students in the learning process, EFL teachers should make the learning process as exciting as possible. Relatively few theoretical studies have looked into EFL teachers' perspectives on the motivational factors that lead to successful online learning. Because motivation is so important in foreign language learning processes, the purpose of this study was to look into English teachers' perceptions of online teaching strategies for motivating learners to learn English effectively. Motivation is an important factor in achieving success in an online learning environment. It is also critical to implement the necessary strategies to boost learner motivation and success. Consequently, another goal of this research is to provide general ideas to teachers on how to motivate their students in online learning environments. To that end, the study sought to answer the following questions:

1. What are EFL teachers' perceptions of the motivational strategies to achieve successful online EFL learning?
2. How can EFL teachers encourage and inspire their students to keep them motivated throughout the online EFL classes?

Literature review

English Language Learning and Motivation

Recent empirical and theoretical studies relevant to understanding the relationship between English language learning and motivation have been conducted by educators. Motivation could play a significant role in students' progress in reading, writing, speaking, listening, and critical thinking skills. Accordingly, English language teachers may encourage students to use digital resources to improve English skills such as well-organized

writing skills by imitating and examining various academic genre models. Students should be encouraged to select topics that are relevant to their interests and should be provided with the necessary information. Seli & Dembo (2019) considered successful students as those who use learning strategies effectively and can motivate themselves to change their behaviour in order to learn. Therefore, teachers should be aware of their student's learning styles and preferences in order to select the best learning strategies for them. Teachers should also use motivational strategies in the foreign language learning process that encourage students to improve their FL learning skills (Hidalgo & Villacis, 2020).

Motivation, according to Dörnyei (2020), is linked to engagement, which must be ensured in order to achieve student engagement. He went on to say that any instructional design, whether traditional or e-learning, should aim to keep students engaged in the learning context. Additionally, teachers should develop motivational techniques such as incorporating technological advances into their repertoires of motivational strategies that can result in actual gains in language learning. Moreover, awareness between teachers and students can promote students' innovative motivation and achievement (Li & Qin 2022; Rafiola et al., 2020). Furthermore, teachers could deliver the content in an engaging manner to meet the needs of students and help them improve their English skills. Bahous et al. (2011) indicated that language learning can be improved by incorporating technology and activities into the classroom. They added that instructional strategies can also improve students' engagement or participation in the learning process. Students who seek personal development, according to Dincer & Yesilyurt (2017), are more motivated and involved in online speaking courses. Gardner et al. (2004) found that language learning in language clubs and activities motivate students to improve knowledge, fluency, and familiarity with the language, as well as shaping attitudes toward language learning and future use. Vonderwell & Zachariah (2005) investigated the factors that influence online learning participation and identified four: technology and interface

characteristics, content area experience, student roles and instructional tasks, and information overload. Additionally, they stated that effective online learning requires interrelationships in order to achieve a shared understanding of learning goals in a learning environment. Wondim (2020) investigated the impact of motivational techniques on students' English achievement. He asserted that motivation and foreign language learning are inextricably linked because teachers cannot teach the target language unless students are motivated. Furthermore, motivated learners are more successful in their EFL achievement because they focus on acquiring abilities and strategies rather than completing tasks.

Motivation and Online Learning

In recent years, there has been a focus on motivation in online courses. The importance of motivation in driving online learning has been emphasized by many researchers. De Barba et al. (2016) concluded that motivation during the learning process serves as a link between intrinsic motivation and participation in distance education. Harandi (2015) investigated the relationship between e-learning and student motivation and found that e-learning affects student motivation because it contains various types of educational tools in learning and provides new solutions to problems.

Motivation in online learning is also defined by Hartnett et al. (2011) as a complex phenomenon influenced primarily by individual characteristics and specific contexts thus they focused on the design of online learning environments to maximize learner motivation. In the twenty-first century, moving toward online learning is a necessary mainstream for inspiring and motivating students to be more interactive during the lesson (Mohammed, 2021). According to Hodges et al. (2020), moving instruction online allows for the flexibility of teaching and learning to take place anywhere, at any time. Kim and Frick (2011) examined changes in student motivation during online learning. Their study found that motivation during self-directed e-learning was the best predictor of positive change in motivation. They considered that encouraging

students' motivation to learn is one of the most important principles for effective education. On the other hand, Shakah, & Alqudah (2019 stated that low motivation could lead to undesirable attitudes toward online learning.

Additionally, it is important to be investigated in an online course because students are less likely to participate and high attrition rates pose motivational challenges for distance education instructional designers (Kyewski & Krämer, 2018; Esra & Sevilen, 2021). Pinto and Leite (2020) investigated the role of digital technologies in student learning as the most important component of higher education. The findings revealed that digital technologies such as flipped lessons have a positive impact on students' interactive and cooperative roles in the learn-ing process.

Teachers can play a variety of roles in online learning that affect student satisfaction. According to Wallace (2003), "teachers in online courses moderate and facilitate discussions, respond to individual students and the class as a whole, and manage the flow of content via assignments and responses." Widjaja and Chen (2017) discussed the effect of online participation, social presence, and collaboration on students learning. The results showed that online participation groups improve students' learning experiences, engagement, and flow.

Methods

Participants

The purpose of this study was to investigate English teachers' perceptions of effective online strategies for motivating learners to learn English effectively. The sample consisted of 62 EFL teachers from private and public schools in Al-Ain, UAE. The survey received responses from 62 English language teachers at various school levels during the first semester of the academic year 2020-2021. A total of 27 male teachers and 35 female responded to the survey. Teachers were technologically proficient and ranged in age from 27 to 55. Teachers' demographic information, such as gender, age, years of teaching experience, years of online teaching experience and the school level they teach, were gathered to learn more about their backgrounds

Research design

To provide detailed and rich information, this study used a qualitative data collection method. The purpose of this qualitative study was to look into how EFL teachers encouraged and inspired students to stay motivated during online classes. A survey instrument with demographic questions and three open-ended questions were distributed online via a Google Form to the participants of the study. Two professors validated the content of the questions of the survey. The questions were as follows:

1. What are the motivational teaching strategies EFL teachers implement to encourage and inspire EFL students to stay motivated throughout online EFL learning?
2. What are the characteristics of online learning that motivate EFL learners to succeed?
3. Do you believe in the usefulness of technology as a motivational tool in online EFL learning? How?

Data Analysis

The collected data were categorized into demographic information and the EFL teachers' perceptions of motivational strategies for successful online English language learning. The qualitative data was then analyzed and coded in order to provide rich and validated findings. Furthermore, to ensure the validity of the data analysis, two coders, including the researcher, read and transcribed the sur-vey data. The emerging themes, which were confirmed by the two coders, were analyzed and reported on. The data revealed three major themes which were chosen according to the research questions: motivational teaching strategies to en-courage and inspire EFL students to stay motivated throughout the online learning environment, useful technological samples to increase EFL learners' motivation in an online learning environment and the characteristics of online learning that motivate EFL learners to

succeed. Results from the analysis are discussed in the following sections.

Findings

The study focused on EFL teachers' perceptions of motivational strategies used to succeed in online EFL learning. EFL Teachers' demographic information were gathered to learn more about their backgrounds as shown in Table 1.

Table 1 Teachers' Demographic Information

Teachers' Demographic Information		N (%)
Gender	Male	27 (43.55%)
	Female	35 (56.45%)
Age	20-29	13 (20.97%)
	30-39	21 (33.87%)
	40-49	19 (30.65%)
	50 and above	9 (14.51%)
Years of teaching experience	0-5	24 (38.71%)
	6-10	16 (25.81%)
	11-15	17 (27.42%)
	16-20	5 (8.06%)
Years of online teaching experience	1	12 (19.35%)
	1-2	46 (74.20%)
	3-5	4 (6.45%)
School level	Primary (1- 6)	15(24.20%)
	Middle (7-9)	22(35.48%)
	Secondary (10-12)	25(40.32%)

Table 1 shows the demographic information of the respondents, which reveals that females (56.45%) were more than males. 38.71% of those respondents have less than five years of teaching experience. The majority of teachers (74.20%) have only been teaching online classes for one or two years, since the COVID 19 pandemic. According to the education system category in the United Arab Emirates, which is divided into three levels, 40.32%of respondents teach secondary level, 35.48% teach middle level, and 24.20% teach primary level.

Themes

The responses to the first survey question about the motivational strategies EFL teachers used to achieve successful online English language learning were analysed and coded. The findings revealed that EFL teachers were mainly based on using technology throughout classroom experiences and activities to motivate students in online EFL learning. Some excerpts of the participants' quotations confirm these strategies. Based on the qualitative survey transcripts, the three emerging themes are as follows:

1.   The motivational teaching strategies to encourage and inspire EFL students to stay motivated throughout the online learning environment
According to the survey results, EFL teachers proposed ten motivational strategies that can be used in online learning as follows:

1.1.   Planning and selecting the best online learning strategy. This strategy was suggested by 56 EFL teachers. The respondents planed correctly when it comes to selecting the right technologies to deliver a lesson and making course materials

accessible, thereby making the learning process more effective and learners more productive. To reduce student confusion, course materials assessments and records were organized and labelled consistently. Direct quotations that attract the researcher's attention to confirm planning are in the following paragraphs:

I help my students get started with online learning by showing them an introductory video about materials, assignments, and assessments, as well as how to communicate with their teachers and peers. I also explain the purpose of each activity and related it to the course's learning outcomes.

1.2.   Setting goals. This strategy was reported in the responses of 48 EFL teachers. The respondents stated that a course structure is very critical for motivating students in an online learning environment. They had given learners reasonable expectations about the online classes. They assured that EFL teachers must remember to teach with their students' goals in mind. They stated that when students set realistic goals for themselves, they understand what they need to learn to achieve them. They will also be capable of completing certain tasks or assignments in a set amount of time. In addition, setting goals provides learners with a clear objective and a reason to participate in the learning process, which increases their motivation.

1.3.   Involving students in the learning process. 52 respondents recommended that teachers should empower students to manage their own learning based on their prior knowledge, skills, and abilities. Assist them in deciding how they will demonstrate their ability and apply what they've learned. Teachers should also encourage students to freely share their ideas and then consider their feedback. According to most of them, this promotes self-directed learning by boosting the learner's confidence, motivation, and sense of self-sufficiency. Furthermore, teachers can keep students interested, focused, and capable of handling information by asking them questions throughout the lesson.

1.4.   Promoting lifelong learning. 51 EFL teachers suggested that teachers should incorporate practical and real-life scenario information into their courses to engage students and make them realize how useful and practical the knowledge is. They can also provide language tasks that require students to reflect on their own lives because personalized content and assignments are more motivating and allow students to learn new specific content.

1.5.   Rewarding. This strategy was reported by 57 respondents. They suggested that EFL learners' achievements should be recognized and rewarded throughout the learning process. They may be encouraged to develop self-esteem and self-confidence as a result of rewards, which motivates them to complete tasks correctly. Teachers may also use gamification to make online learning more enjoyable and interesting for students. Online quizzes appear to be very effective at motivating students as well as reviewing material covered in previous classes. They added that a competitive quiz with a prize or a scoring system will increase student involvement. Recap quizzes can also help less engaged students who are likely to be unprepared for class by motivating them and assisting them in remembering key information and focusing.

1.6.   Enabling online feedback. It was indicated by 55 respondents who specified that offering meaningful feedback, such as verbal feedback via recordings, video feedback with captions, or video conferencing, is critical for fostering a self-regulated learning environment and keeping learners on track. As a result, students will have a clear understanding of what they need to do to improve, which will motivate them to do so. They added that listening to students' feedback is another way to increase their motivation because it makes them feel more valued and engaged. Excerpts of the participants' quotations confirm feedback:

Students should be included in the teaching and learning process, and they should be given the opportunity to speak up. I can modify the lesson plans by asking students how they think the course

is going and what they would change about it. For example, I use video-based learning content in which students watch the video while I am monitoring their progress and then provide feedback, accordingly.

1.7.   Encouraging interaction and participation. It was specified by 56 respondents specified that interaction is required in language learning classes. Students must ask and answer questions, as well as listen to and converse with other students. During the class, the EFL teacher expects each student to participate in every class and to occasionally open the camera on the platform because facial expressions and body language are important in communication. In addition, teachers can make their classes more interactive by staying in touch with the students and encouraging a sense of community in the online learning environment by using educational platforms such as Teams and Moodle, which encourage students to comment and highlight materials for further discussion. They believed that online group activities, for example, could be used by teachers to encourage interaction within the content and reduce feelings of isolation.

1.8.   Making online classes easily accessible. 49 EFL teachers encouraged peer learning and support as the best way to keep motivation high. They allow them to share materials, videos, and notes with other students on the learning platform. They added that the teacher should also be available to answer any questions or address any concerns that students may have. It could be extremely beneficial in this situation to schedule virtual office hours when you are available to do so. They might even think about allowing students to contact them via text with any problems they are having.

1.9.   Changing the teaching methods. 47 EFL teachers could change the methods on a regular basis to keep students motivated and engaged in online courses. They suggested that exposing students to new content and learning methods, for example, encourages the formation of new neural connections, allowing them to become better problem solvers, learn more, and stay engaged. In

addition, use various types of interesting content, such as text documents and virtual reality, to pique your learners' interest and keep them engaged. Teachers should also be flexible with their students and allow them to express themselves in the way they understand the language. Several EFL teachers suggested that the ARCS motivational model be used to improve online learning. The ARCS model is a problem-solving approach to designing the motivational aspects of learning environments in order to increase and sustain students' motivation to learn. The acronym ARCS stands for Attention, Relevance, Confidence, and Satisfaction (Keller, 2016).

1.10.   Inspiring collaboration and responsibility. 60 respondents focused on collaboration as an important strategy for students to foster their motivation. It can be practised in the classroom through discussions, team-building exercises, and group projects. Students are more likely to remain engaged if they are required to collaborate on class projects or discussions. They recommended that EFL teachers should encourage students to collaborate in order to achieve their educational objectives and to promote social and emotional learning. For example, students can upload important pieces of content, such as works, presentations, or videos, to the platform for the entire group to view. Furthermore, by engaging online students in frequent pair and group activities, teachers can encourage them to form friendships and study groups while maintaining privacy, such as asking students to create class-specific email accounts. Excerpts of the participants' quotations confirm collaboration:

In addition, I make pair and group assignments to help my students practice speaking the English language they're learning. For instance, I might begin with a video example about sentence formatting that students can watch multiple times online, then ask them to create their own video with various sentences, which they then share and receive peer feedback on. As a result, collaboration keeps students motivated, and keeping an open line of communication is beneficial to increasing

student success and ensuring that no one feels left behind.

2. **Useful technological samples used by EFL teachers to increase EFL learners' motivation in an online learning environment**

According to the findings of the second question of the survey which concentrated on the benefit of technology in online learning, EFL teachers were concerned about students' success, so they used technology to provide positive reinforcement and assistance while students adjusted to the online format and teaching style. According to them, technology is enabling personalized learning by allowing students to devote their time to learning the specific skill required. Based on the survey results, the majority of EFL teachers pointed out various technological samples and functions which are useful for increasing learners' motivation in online EFL learning, including 11 examples as shown in Table 2 below.

Table 2 Coding of Technological Samples and their Functions for Online Learning

Technological Samples	EFL Teachers Perceptions
Adaptive learning platforms	EFL teachers believe that to implement online EFL learning, technological tools should be used effectively. For example, 38 EFL teachers provided extracurricular support to their students by utilizing adaptive learning platforms that allow them to present and share information online as well as modify learning levels based on student performance.
Shared forums	Several EFL teachers used shared forums as a pedagogical tool to encourage social interaction among their students as well as to provide immediate feedback on their progress. They asserted that these forums could help to resolve a community issue
Digital learning games	The majority of EFL teachers used digital learning games to increase student collaboration, motivation, and engagement, particularly in vocabulary and grammar learning. They reported that the outcomes of students using digital games are motivating for interactive learning.
Online digital mind mapping	Many respondents used online digital mind mapping to successfully motivate students to identify, analyze, and comprehend reading comprehension. Some of them provided more interesting problems or puzzles to solve, such as mind-mapping or concept mapping then incentivized students with extra grade points
Online tasks	Several English teachers encourage low-level students to improve their skills by assigning extra practice online tasks with bonus points, such as grammar exercises, to help them overcome the language barrier and focus on their improvement
Flipped learning lessons	32 respondents used flipped learning lessons to ensure that all students followed along and received the assistance they required.
Animated presentation software or multimedia formats	Many respondents encouraged students to use animated presentation software or multimedia formats such as videos and blogs to create and present their work, which transforms them into enthusiastic learners. Some respondents stated that when technology and learning are combined, the learning process becomes easy and simple, transforming students into critical thinkers and problem solvers.
Online dictionaries	Some EFL teachers encouraged students to use online dictionaries and download dictionary apps to improve their vocabulary and other English language skills. students can quickly find the word they need by accessing words online. Furthermore, these dictionaries provide quick access to related words, phrases, and even conjugation tables.

Webinars and online videos	24 EFL teachers engaged students with webinars and online videos to enable them to develop their English skills and study topics at their own pace to increase their motivation and success. Using educational videos, for example, can be used to increase visual learners' motivation. Furthermore, using audio-visual presentations encourages students to actively participate and interact in online class.
Educational videos and audios	Several EFL teachers proposed technology-based online classes that have aided in the development of educational strategies in a variety of modern ways that incorporate various learning styles. Using educational videos, for example, can be used to increase visual learners' motivation. Besides, using audio-visual presentations encourages the auditory learners to actively participate and interact in an online class.
Computer-based assignments	Numerous EFL teachers practised computer-based assignments which were used by the majority of EFL teachers to assess students' proficiency in the necessary English vocabulary and grammar. This information is then used by the teacher to individualize lessons for EFL students which will strengthen their self-motivation to learn.

3. The characteristics of online learning that motivate EFL learners to succeed

According to the findings of the study, the majority of EFL teachers described online learning as a positive environment for increasing their students' engagement in English as a foreign language learning. Based on their responses, EFL teachers identified ten online learning characteristics that encourage students to succeed in the learning process:

3.1.   The majority of EFL teachers described that online learning makes it much easier to teach English skills based on technology because it encourages students to collaborate and communicate with their classmates and teachers, search for more information about different topics to gain a broader understanding, assist students in doing their homework, and enlighten their mental perception and increase their intelligence.

3.2.   41 respondents believed that online classes make the lesson more appealing and pleasurable. Teaching online through technology makes students feel more confident because it allows them to learn while having fun, generates groups dynamically and globally, and creates happy moments that increase motivation and improve learning. It makes the class fun, comfortable, and changeable, preventing boredom and increasing student engagement in the lesson.

3.3.   Some of them said that it is simple to enrol in online classes because they provide students with a lot of information and knowledge, increasing their motivation to learn. They enable students to attend classes from anywhere in the world. They also enable schools to reach out to a broader network of students rather than being limited by geographical boundaries. Online classes can also be recorded, archived, and shared for later use. This allows students to access the learning material whenever it is convenient for them.

3.4.   Several EFL teachers clarified that they were real co-learners in online classes through participating in the creation of dynamic and exciting online learning discussions to assist students in completing their activities and assignments. This method encourages interaction among learners while also improving their speaking skills by selecting interesting topics and gathering information relevant to their interests.

3.5.   Many EFL teachers anticipated the flexibility of online classes in education; online classes are effective for improving English learning skills, refining time management skills, and

expanding the network of social relationships. They also added that online classes are more convenient and save students time, money, and effort. Furthermore, 47 EFL teachers conveyed that students in online classes are more motivated, innovative, and stimulating, whether for pedagogical or communication purposes, due to the use of technological tools such as discussion forums and Wikis.

3.6.   53 EFL teachers indicated that technology-based online classes are very important in our educational lives. With the emergence of the new Coronavirus, it has become necessary to use technology in education to facilitate the teaching and learning process. They can improve their reading and writing skills due to technological advancements. It also assists students in pronouncing words by using video games, puzzles, and videos. It simulates reality in the classroom because students can create more advanced applications that make their lives easier. Furthermore, by utilizing technology in the classroom, both teachers and students can improve leadership skills, motivation, and productivity by providing unlimited access to current information and data from a variety of sources and sharing videos with students.

3.7.   39 respondents said that as students' comprehension becomes focused on presentations, whether audio or visual, to raise their level of understanding, technology helps to deliver the most difficult information to them. The ability to schedule educational lessons for both the student and the teacher based on the circumstances that suit each of them throughout the day. It also encourages students to attend classes so that they can study whenever and wherever they want. Even tests and examinations become easier and more straightforward as a result of online learning.

3.8.   44 English language teachers implement numerous programs with their students that contribute to the development of the four skills they possess through the use of various audio-visual programs. Games, for example, are fantastic learning tools that provide children with a plethora of opportunities to improve their English. Students can also improve their spelling, grammar, and other English skills by playing computer games and listening to music on their mobile devices. During the warm-up stage, I use games to get students to pay attention to the lesson. Furthermore, simplifying teaching vocabularies through images or puzzles to make the lesson simple so that students feel happy when they learn the information. Providing multimedia lessons or simulations to help students improve their language skills and self-learning abilities.

3.9.   38 respondents said that online classes allow them to provide additional clarification for the lesson by displaying pictures, graphics, online activities, and videos to provide additional explanation and improve students' pronunciation.

3.10.   The majority of them stated that using technology in online language learning has become the ideal complement to achieving proficiency and fluency, and English courses that include technology integration are the most effective and appealing to students who want to succeed in their studies. As a result, online learning can improve student collaboration by providing additional activities in language learning about the lesson to improve listening and reading skills through access to various educational websites.

Discussion

According to the findings, the majority of EFL teachers who participated in this study had positive attitudes toward online EFL learning. Students were motivated to participate in online EFL classes because EFL teachers played critical roles in activating online classes using technology. The findings of this study are consistent with previous researches on teachers' perceptions of online learning, which has revealed teachers' satisfaction with various motivational strategies for successful online learning (Dincer & Yesilyurt 2017; Dörnyei,

2020; Hidalgo & Villacis, 2020; Seli & Dembo, 2019; Wondim, 2020). Using technology throughout classroom experiences and activities has a positive impact on motivating students in online EFL learning (Bahous et al. 2011; Pinto & Leite, 2020; Vonderwell and Zachariah, 2005).

Furthermore, EFL teachers in this study expressed a preference for using numerous practical examples of technology and being co-learners with their students to increase their motivation throughout the online EFL learning environment. For instance, EFL teachers used video-based learning content to motivate students and provide immediate feedback on their progress. They assigned additional practice tasks, such as online grammar exercises with bonus points to motivate low-level students and improve their English skills. They encouraged students to use animated presentation software or multimedia formats such as videos and blogs to present their work. They also used computer-based assignments to assess students' proficiency in the required English vocabulary and grammar, as well as to increase their self-motivation and self-learning. Besides, they taught via gamification to make online learning more enjoyable and interesting for students. The findings also revealed that teachers encouraged students to freely share their ideas and then take their feedback into consideration. They customized content and assignments to help students learn new specific content, and they used online quizzes to motivate students and review material covered in previous classes. They went on to say that a competitive quiz with a prize or a scoring system would increase student participation. These are supported by previous researches (Esra & Sevilen, 2021; Gunter & Gunter, 2014; Kim and Frick, 2011; Kulal & Nayak, 2020; Panagiotidis et al. 2018; Ryan & Deci, 2000)

More importantly, the findings revealed several characteristics of online learning that encourage students to succeed. Online learning can assist students in becoming more engaged, motivated,

innovative, and stimulating in their study of English as a foreign language. When students have access to a large amount of information and knowledge via online lessons, they are more motivated to learn English. When technology and learning are combined, the learning process is simplified and made easier for students, as well as they, are transformed into critical thinkers and problem solvers. Furthermore, technology makes teaching English skills much easier because it encourages students to collaborate and communicate with their classmates and teachers. Online language learning has evolved into a valuable supplement for achieving proficiency and fluency. As a result, online classes become more appealing, adaptable, and enjoyable. The study also indicated that online classes are beneficial for improving English learning skills, refining time management skills, and expanding one's social network. Furthermore, playing computer games and listening to music on mobile devices help students improve their English spelling, grammar, reading, and writing skills. Technological tools, such as video games and puzzles, can also assist students in pronouncing words. Even tests and examinations become simpler and more straightforward in online learning. Previous studies found similar results (De Barba et al. 2016; Harandi, 2015; Hartnett et al. 2011; Hodges et al. 2020; Sass, 1989; Wallace, 2003; Widjaja & Chen, 2017).

Conclusion

Based on the findings, it is possible to conclude that EFL teachers play an important role in the online learning process by motivating their students to learn actively. Online learning is an innovative method of teaching English as a foreign language that had a positive impact on student motivation. There are nu-merous benefits of integrating technology into the learning process. Teachers prefer online classes because they keep students engaged in a virtual learning environment. The study showed that online learning clearly has significant ad-vantages in terms of providing

learners with the necessary need-based skills, knowledge, and information, as well as empowering them in various aspects of life (Bordoloi, 2018). According to the findings, online classes encourage students to be self-motivated and self-directed.

The findings of this study also demonstrated that EFL teachers were fully aware of their critical role in motivating students to learn the English language effectively. They relied on technology in online classes which can be easily accessible to motivate students and increase class attendance, encourage problem-solving, create new avenues for demonstrating creativity, develop innovative ways to teach EFL learners with different learning styles, and capture and hold students' attention. In addition, the findings revealed that EFL teachers employed a variety of teaching strategies and motivational techniques to ensure the effectiveness of their online classes. The majority of participants communicated and interacted with their students via technological tools to effectively engage them in the teaching practice. Therefore, they proposed ten key motivational strategies to help EFL learners succeed in online learning. The strategies include (1) planning and selecting the best online learning strategy, (2) setting goals, (3) involving students in the learning process, (4) promoting lifelong learning, (5) rewarding, (6) enabling online feedback, (7) encouraging interaction and participation, (8) making online classes easily accessible, (9) changing teaching methods, and (10) inspiring collaboration and responsibility.

The participants' perceptions of the characteristics and examples they provided about online learning were nearly identical. The majority of them believe that technological tools are effective ways to boost EFL learners' motivation in an online learning environment. Thus, the study's contribution is to help EFL teachers create a high level of motivation. Finally, this study also demonstrated that online learning based on technology has numerous advantages in terms of keeping students motivated to learn English effectively. However, there is a need to examine the challenges that face EFL teachers in an online learning environment.

Recommendation

According to the findings of this study, it is suggested that EFL teachers should incorporate as many motivational strategies as possible into their classroom instruction to achieve more success in online learning. It should be noted that the focus of this study was primarily on the positive aspects of how to motivate and inspire students in an online learning environment and ignored the challenges that face EFL teachers. Therefore, future research is needed to study these challenges at the school level and university level. Future research can use different methods to collect and observe how teachers apply motivational strategies in higher education.

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