

## **Online Learning and Motivational Strategies in the Backdrop of COVID-19: An EFL Perspective on Teachers and Students' Perceptions at Tertiary Level in Pakistan**

\* Dr. Mamona Yasmin Khan, Assistant Professor (Corresponding Author)

\*\* Syeda Ailya Raza, Student

\*\*\* Dr. Masroor Sibtain, Assistant Professor of English

### **Abstract**

*Keeping in view the significant role of E-Learning during COVID-19 and psychological issues of students and teachers resulting from the abrupt shift of teaching-learning mode to online, it is imperative to have a good understanding of motivational strategies being employed in EFL classes during this period. The present research being descriptive is designed to explore the perceptions of Pakistani teachers and learners about motivational strategies used in EFL classrooms during emergency remote learning. The frameworks of Dornyei and Csizs's model of Motivation in the EFL context (1998) and for E-Learning Computer Assisted Language Learning via Videoconferencing by Davies (2008) have been adopted. Following the pragmatic paradigm, a mixed-method study was designed and data was collected through an online survey from one hundred students and interviews from five university-level teachers. The findings revealed that teachers were more inclined to adopt and favor a student-centered approach to keep the EFL learners motivated, by maintaining a cooperative E-Learning environment, through using CALL's Web-based approach of Videoconferencing and by extracting students' responses. Students, on the other hand, were found to be reluctant to take initiative; the reason may be the psychological trauma caused by the quarantine period during the first wave of COVID-19. The implications of the study will instill a new insight for researchers and language learners to consider the scenario of the COVID-19 Pandemic as a blessing in disguise, acting as a foundation stone towards digital advancement, in the Pakistani E-Learning context in general and in the E-EFL context in Particular.*

**Keywords:** CALL, COVID-19, E-Learning, Individual Trauma, Motivational Strategies, Perceptions, Quarantine, Pandemic, Pakistani EFL Classroom, Web-based Approach

### **Introduction**

Saavedra the Global Director and promoter of 'Education Global Practice' at the World Bank Group talks about the global learning crisis in the backdrop of pandemic causing a huge majority of the students to be out of schools in almost 161 countries. The global closure of educational institutions resulted in an abrupt shift from on-site classes to online for securing the educational career of the students. Jalli (2020) reported that around 200 universities did the emergency shift to remote online classes in the United States and similar steps have also been taken globally. This drastic shift caused a collective, individual and societal trauma in general and specifically in educational institutions. The situation also gave rise to grave concerns regarding the practicality of such a system as it was implemented impromptu without prior planning and training of stakeholders. The crisis of developing countries is easy to guess in such a recession. The developing countries are also dealing with the dilemma of teacher's training in the usage of technology for EFL, as in Pakistani Government Schools, teachers are mostly finding it a tiresome and burdensome task due to their older age. On the same note, those who are willing and enthusiastic to adopt E- EFL process are doomed to face many different challenges. These challenges include getting student attention, procuring their sincere feedback, keeping them motivated, maintaining assessment criteria, and other factors like technological issues, lack of resources, and many more not mentioned go side by side.

There is a lot of literature written on the effectiveness of videoconferencing (Wang, 2004). Wu and Marek (2010) claimed that the issues that came across due to lack of interaction ( visual and

\* Department of English, The Women University Multan Email: [mamonakhan1234@gmail.com](mailto:mamonakhan1234@gmail.com)

\*\* Department of English, The Women University Multan Email: [ailyaraza2010@gmail.com](mailto:ailyaraza2010@gmail.com)

\*\*\* Govt. College of Science, Multan. Email: [masroorsibtain@gmail.com](mailto:masroorsibtain@gmail.com)

oral) in distance learning, can be overcome by the usage of an economic ‘internet-based desktop videoconferencing tool’. Students feel much motivated and active when they have to be in front of their instructor on live streaming. Motivation is an important psychological process that is one of the crucial factors in an E-EFL learner. It plays a very important part in E-EFL to keep the students active, participative, and productive; teachers take the support of many cultural and regional stances. So, on a broader view, it can be said that E-EFL is not only to learn a language or a subject but also to involve the learner in cultural learning and so; motivation holds a crucial role in EFL. (Dörnyei, 2001 & Gardner, 2007). Dantas and Kemm, (2008) asserted that to keep the learners away from boredom and passiveness and more into the active, involved, and motivated learning modes E-Learning is an effective strategy. So, consequently, Bernaus and Gardner, (2008) have stated that high motivation level leads to produce more productive and desirable results. The framework devised by Zoltan Dörnyei manifests that the collaboration of E-Learning and Internet video conferencing can affect learners’ motivation levels.

### **Statement of the Problem**

Pakistani academia showed their serious concerns for the students and scholars during the pandemic situation and put their best efforts to cope with the situation. They started using a CALL-based approach of World Wide Web Videoconferencing methods like Google Classroom, Zoom, LMS, GoToMeeting, and Teams, etc. for arranging E- Lectures for EFL learners, and motivation is a big concern on both ends, for teachers as well as for students. The present study is planned to explore the perspectives of students and teachers related to motivational strategies in E-EFL Learning during the quarantine period of the COVID-19 Pandemic.

It is a universally accepted fact that motivation plays a pivotal role in teaching and learning a foreign language and that E-learning requires motivation on part of both teachers and students. Motivation is considered an instrumental socio-psychological factor that plays its role in learning a language.

Teaching online and keeping the students motivated was found to be a great challenge in such a scenario as motivation is an inevitable factor for students learning and both perspectives are imperative to focus on, as both are involved in the teaching-learning process. As far as motivational strategies adopted in EFL classes are concerned, a lot of literature has emerged globally. However, in Pakistan, there is little work done in the dimension of focusing on the stances of both stakeholders for motivational strategies in EFL classes that are being conducted through E-Learning. The researchers aim to investigate the practicalities of the 10 Commandments of Motivation presented by Dörnyei and Csizsér (1998) into E-Classroom as previous researches have focused to investigate these commandments in an EFL traditional in-person classroom. The global recession resulting in psychological trauma also affected the educational performance requiring highly motivational strategies during the COVID-19 pandemic. The present study aims:

- a) to explore the role of motivational strategies in EFL online classes
- b) to investigate the motivational level of E-EFL learners during the Quarantine period COVID-19.
- c) To study the motivational strategies used by the EFL teachers during online classrooms in quarantine period COVID-19.
- d) To investigate the perceptions of students regarding the motivational strategies adopted by the teachers in the E-EFL classroom.
- e) to probe the particular motivational strategies to make E-EFL learning more effective and productive in the COVID-19 Pandemic.

To achieve the above-stated objectives, these research questions have been framed:

1. What is the role of motivational strategies in EFL online classes?
2. What is the level of motivational strategies in EFL online classes?
3. What are the perceptions of teachers regarding students’ motivation level in E-EFL classes during the COVID-19 pandemic period?
4. What are the perceptions of students regarding the motivational strategies being adopted by the teachers during online classes?
5. Which motivational strategies can be more effective and productive in the Pakistani E-EFL context to make online E-EFL learning successful during a pandemic?

### **Literature Review**

An understanding of the connection between motivation and foreign language learning and the success rate of this association is imperative. A comprehensive literature review can help in finding the relationship and connections of these important concepts. We have reviewed the most recent empirical and conceptual studies relevant to the study.

#### **Motivation and EFL:**

Buendía, Carmen, Martín and José (2018) believe that motivation is a psychological phenomenon. Starting from the very basics of motivation by tracing the historical concepts; the Psychoanalytic Theory of Freud (1915) and Drive Theory proposed by Hull (1943), focused on the fact that a considerable influence can be observed in behaviors after stress reduction. Some other researchers and theorists, like Field Theory by Lawin, Achievement Theory by Atkinson, and Social Learning Theory by Rotter, worked out the expectations of individuals and the expectation of the incentives that learners gain after accomplishing their goals are the dimensions on which individuals' behavior is dependent. On the other hand, some theorists have worked on ascriptions and humanistic psychology. Keeping Madrid and Cañado (2001) in view, one can see the clear differences in these approaches but the two mentioned lastly are advocating the fact that throughout life, the human being is in a continuous struggle to understand himself and the universe around him, along with the processes that are shaping his growth as crucial elements of his motivation. To Maslow (1959) and Weiner (1980), the important quest was to dig deep into the stances that motivate humans. The former reveals in his Humanistic Theory that the extent of motivation in a human is bound to personal experiences and his personality. The latter explained the phenomenon by constructing a theoretical framework that states that human motivation results from the understanding of his actions and the interpretation of a cause for the particular behavior. Gardner and Lambert (1972) defined it by mentioning two types of motivation. They defined Integrative motivation as focusing on human's desire to be a worthy citizen of the land, while the motivation for social appraisal and to accomplish the desired goal in academics and professional career is instrumental motivation. +By focusing on the above-mentioned stances of motivation by Buendía et al. (2018), it can be asserted that motivation cannot be directly measured and observed; rather it is through the behavior; to say that one can guess about one's motivational state of mind.

Madrid (1999) stated that in this manner, in academics, students' motivation is dependent on the teacher's behavior and the stances that they adopt for the organization of the class. Teacher's motivation is dependent on the way, they are working in the class, positive feedback will ultimately encourage them and in turn, they will be motivated. A motivated teacher will produce motivated students in return. Buendía et al. (2018) cited Dörnyei (2001) asserting that he worked on motivation and came up with his model of motivation, where he presented it as a framework of three interwoven concepts including a) the willingness to choose a certain action, b) the perseverance with his choice and c) the struggle to accomplish his goal. A man is endowed with natural inquisitiveness, but this curiosity is missing in students as far as academics are concerned. Teachers' behavior and positive attitude, asserted by Dörnyei (2001), can motivate the students for learning. He, later on, formulated further categories of strategies that can be adapted for learners' motivation. Azarnoosh, Maryam, Tabatabaee and Seyyed (2008) citing (Guilloteaux, & Dörnyei, 2008) mention that motivational strategies are the instructional tactics and activities that teachers adapt invigorate their students or these can be those adopted by students for the assessment of their motivational level. Research has proved that students' motivation for learning a second language can be improved by employing certain motivation strategies on the part of teachers. Azarnoosh et al. (2008), Maya Sugita McEown and Takeuchi (2014), Kakar and Pathan (2017) asserted that Dörnyei and Csizér (1998) put forward research, focusing on Dörnyei (1994) previous findings. The study was comprised of a sample of 200 Hungarian EFL mentors, to explore their stances on motivational strategies and the rate of these strategies, with which these are being adopted in the classroom. They come up with ten motivational strategies for language teachers, also tagged as "10 Commandments of Motivation". The findings reveal that teachers must have to have an insight into the motivational strategies that they could adopt in the traditional classroom to motivate the learners. The strategies under reference are: a) maintenance of positive attitude and behavior of the teacher, b) maintenance of a comfortable classroom environment, c) presentation of the activities and task in an appropriate manner, d) maintenance of a friendly environment with students, e) increment of language confidence in students,

f) maintenance of interesting language classes, g) promotion of students' autonomy, h) personalization of teaching and learning process in class, i) increment of students' enthusiasm to help them accomplish their aims and j) familiarization of students with the social constructions and culture of the target language.

Guilloteaux, and Dornyei (2008) explain that the more a teacher is habitual to using motivational strategies in his/her classroom, the more the learners will enhance their motivational state and motivated learning behavior. Dornyei (2001) asserted that the application of these motivational strategies brings variety and diversity to the effect that the results after applying a motivational strategy will be different in a different context; the results can vary with time, location and instructor. His claim seems true, as can be seen in the diverse language learning scenarios, learners' abilities, and varied demographic information. Alshehri and Etherington (2017) stated that the research conducted in the past fifty years demonstrates a connection between second language learning and motivation. It has been stated that the contributions of the teacher are important to enhance students' motivation by adopting and adapting certain motivational strategies.

Ratnasari (2019) conducted a study defining the association between both instructional strategies and motivation. The findings reveal that students' motivation is bound to those instructions, in which teachers consider their preferences. To say that students' needs and preferences are necessary to account during planning and adopting the language learning process in the classroom. Kakar and Pathan (2017) stated that Moskovsky, Arabai, Paolini, and Ratcheva (2013) worked to examine the influences of motivational strategies that teachers were adopting in the EFL Saudi context and the findings reveal that EFL students were highly motivated as the teachers were implementing the motivational strategies. Al-Mahrooqi, Abrar-ul-hassan, and Asante (2012) studied the frequency of motivational strategies adopted by teachers in EFL classes in Oman by covering academic institutions of all levels like schools and colleges. Guilloteaux and Dörnyei (2008) analyzed a positive correlative relationship between motivational strategies that were adopted by teachers and the effect they cast on students' motivation levels in the Korean ESOL context. The researchers aim to explore the practicalities of the Ten Commandments of Motivation model presented by Dornyei and Csizsér's (1998) into E-Classroom as previous researches have focused to investigate these commandments in traditional EFL classroom. The practices adopted by teachers and students are purely embedded in CALL, along with that comes the basic issue of students' motivation for E-EFL Learning. Motivation has been an important parameter to work on in the EFL context by both teachers and students. Keeping in mind the undeniable need for E-Learning in the COVID-19 scenario, the researchers aim to describe the basics of the motivational model proposed by Dörnyei and Csizer (1998) and its connection with E-EFL learning based on CALL's Videoconferencing Approach. Then it provides the previous literature done in that dimension. In the last part, it reveals that no study in this part of the world so far has been reported focusing on both teachers' and students' stances that are relevant to motivation in EFL, E- classroom in the light of the COVID-19 pandemic situation.

#### **Motivation and E-Learning:**

Abou El-Seoud et al. (2014) in their work on E-Learning in Egypt universities explained that students' motivation can be enhanced by the usage of interactive features of E-Learning. Tutors and teachers have to play a vital role. It is difficult anyhow to know the motivational status of every student in online learning as there is no one-to-one personal contact with students, so the instructors need to devise, manage and use motivational strategies in online classes by considering the scenario to engage the students in learning. Pinto, and Leite, (2020) talked about the role of digital technologies in students learning as the most integral part of higher education. The results showed an overall positive impact of digital technologies in enhancing students' interactive and collaborative roles in the learning process. Maldonado et al. (2011) researched to examine e-learning motivation by applying 'The Unified Theory of Acceptance and The Use of Technology'. Brophy (2004) stated that e-learning has an important influence on students' motivation, students are much more inclined to focus on the advantages and aims of every particular activity. Hashemyolia et al. (2015) stated that multimedia language courseware is being used in EFL classrooms and by adopting this language courseware, the findings reveal that students' motivation may be enhanced as it is casting positive effects on their motivation, and students are more interested to learn English through this approach. Harandi and Safiyeh (2015) conducted research focusing on students' motivation in e-learning, the results show that e-learning was motivating them to work and they were engaged in learning

successfully as they wanted to accomplish their aims and objectives in a more defined and motivated manner. Genc, Kulusakli, and Aydin, (2016) carried out a study in Turkey to reveal the motivational level of students for EFL e-learning, and further stated that the motivation of students is greatly affected by teachers' positive attitude and helping nature to set a particular goal and motivating environment for them.

#### **Motivation, CALL, and EFL**

Fandino et al. (2019) asserted that there is a co-relation between CALL and motivation. Foreign language learning and students' motivation are deeply connected in one means or another. Ali et al. (2016) and Butz and Stupnisky (2017) pointed out that students' high motivation is the basic ground to endorse autonomy in their minds and attitude; consequently, they can make their academic aims. The motivation level of the students is highly influential but the selection of motivational strategies and their use is imperative. An autonomous learning system comes with other factors to consider such as teachers' control of students. Therefore, a conducive environment is required to make the online learning process productive.

A lot of literature has emerged, as far as motivational strategies adopted in EFL classes are concerned. However, in Pakistan, the volume of work on this subject is rather small and of such a nature that is not focusing on the stances of both teachers as well as of students for motivational strategies in EFL classes that are being conducted through E-Learning. The other dimension of this study is also significant to mention as it deals specifically with exploring the need for the English language in developing countries for many valid reasons, as discussed earlier; the foremost is to raise the economic and literary status. On a similar note, the present scenario of the global recession stresses the importance of high motivation in EFL learners, because Pakistan being a developing country is going to suffer economically too, as the globe is under recession period due to the COVID-19 pandemic.

#### **Theoretical Framework**

This study is structured around the Dörnyei, and Csizsér's model of Motivation (1998) and Videoconferencing Approach of Davies (2008). The two approaches mentioned above, are linked by taking into consideration Dörnyei's clue that the collaboration of E-Learning and Internet video conferencing can affect learners' motivation level. Fandiño et al. (2019) assert that there is a natural association between CALL and motivation. The mélange of these two frameworks is suitable to the nature of this study, as the sudden shift in learning and teaching mode, due to the COVID-19 Pandemic, demands an extensive investigation of the functionality of the newly adopted methods for the English language. As quoted earlier, CALL is linked directly to students' motivation for foreign language learning. Therefore, this study is going to explore and answer as many dimensions as possible that are linked with students' motivation in the backdrop of COVID-19. Some of these are teachers' attitudes and the strategies that they are adopting, their viewpoints about students' motivation in this situation, the issues faced by the students and teachers due to the internet and technology usage, and of course, the effect of COVID-19 Pandemic on the learning process.

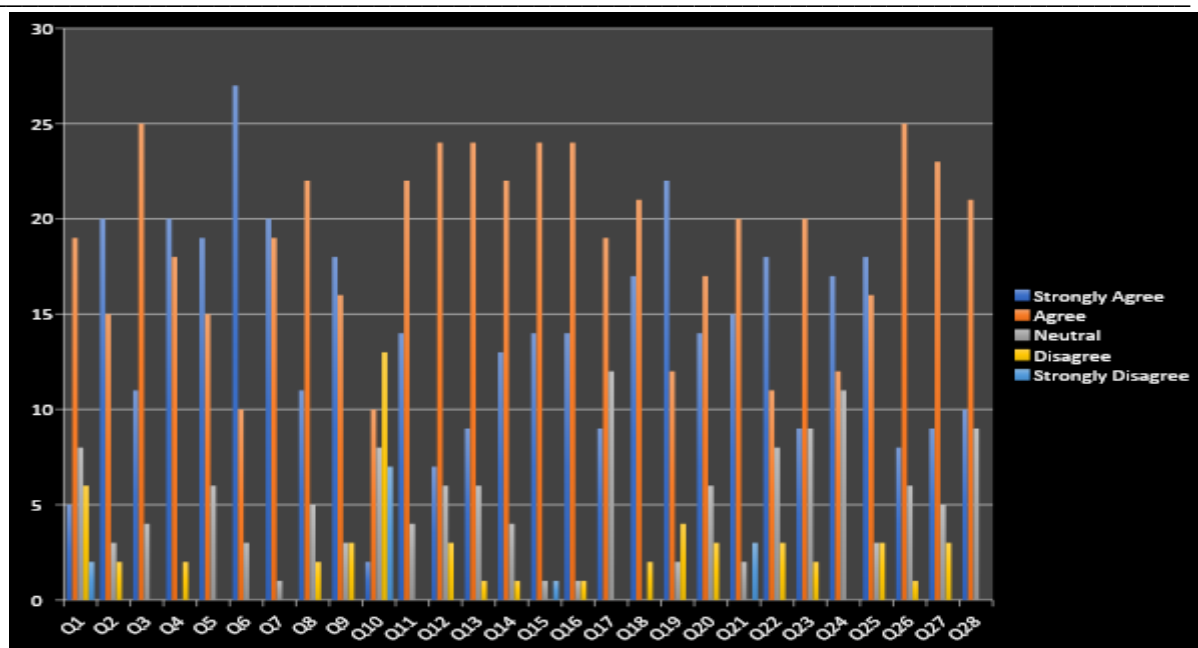
#### **Materials and Methods**

The present research is a descriptive study involving a mixed-method approach and following the study of Alshehri, and Etherington, (2017) as a model. The purpose to choose a mixed-method design was to have a holistic and comparative view by analyzing the data in words, figures, and graphical representation. As Leavy (2017) asserted the Mixed Method Research Approach hunts for a holistic comprehension of the phenomenon being discussed, as it incorporates both quantitative and qualitative data. The research participants are university-level teachers and students. A sample of forty female M. Phil. English students and five university teachers from the universities of Multan, Islamabad, and Lahore have been selected following non-random sampling techniques. The survey method is used to collect data including a questionnaire to grasp students' perceptions and semi-structured telephonic interviews to record the responses of the teachers. Prior verbal consent was made sure to record the telephonic interviews. Quantitative data is analyzed using SPSS and for qualitative data, a thematic approach is used.

#### **Results and Discussions**

##### **Students' Responses**

According to the first part of the questionnaire containing 28 closed-ended questions, overall respondents have given their positive responses for most of the proposed motivational strategies.



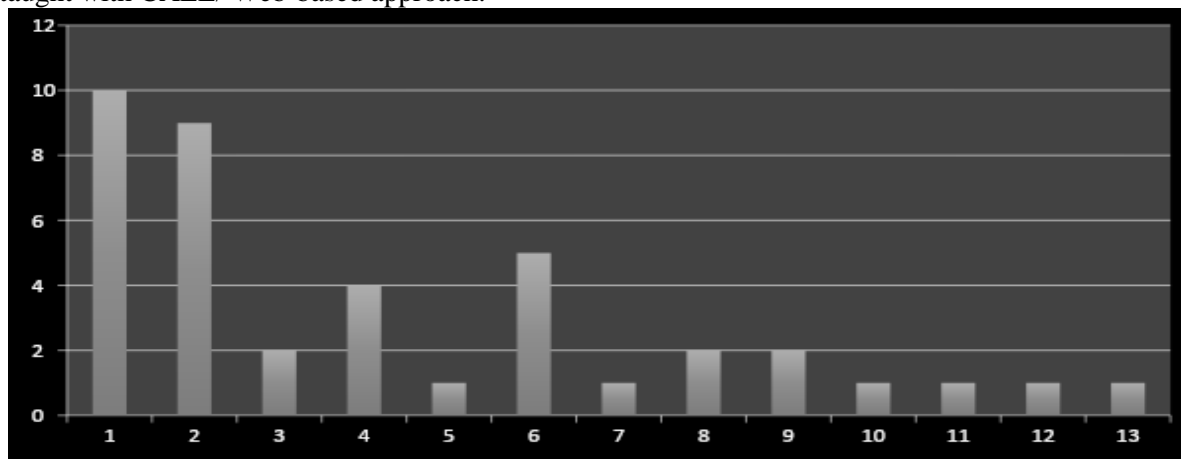
**Graph 4.1.** Students’ perceptions about the Motivational Strategies that should be adopted in E-EFL classes COVID-19 Pandemic situation.

Graph 4.1 reveals that almost all (98%) respondents agreed to the maintenance of a friendly e-class atmosphere. As Azarnoosh et al. (2008) cite Dörnyei et al. (1998) stated that the topmost mentioned strategies include, maintenance of positive attitude and behavior of the teacher, maintenance of a comfortable classroom environment, and the maintenance of a friendly environment with students. The second most widely agreed (96%) motivational strategy was to reduce the English-speaking anxiety of students; to say that motivates them to speak the English language fluently in an online class is necessary rather than focusing on accuracy and pronunciation. As Azarnoosh et al. (2008) explain the findings of Dörnyei et al. (1998) study that also focuses on the increment of language confidence in students. For the next widely agreed strategies (95%) students have chosen. Highly motivated teachers and encouragement of students’ choices in learning processes. Teachers’ motivation and vigilance is an ultimate strategy that must be adopted in an E-EFL classroom for students’ motivation as considering Dörnyei (2001) that asserted that a man is endowed with natural inquisitiveness, but this curiosity is missing in students as far as academics are concerned. Teachers’ behavior and a positive attitude can help students to get motivated to learning. Encouragement of students’ choices in the classroom process is also an important effective motivational strategy as Azarnoosh et al. (2008) elaborate that Dörnyei et al. (1998) also focuses on the promotion of students’ autonomy in a language class, that they must be entertained in taking suggestions about the classroom learning processes. Another most significant 88% of students have confirmed their approval for the usage of Videoconferencing tools e.g.: ZOOM, SKYPE, and GOOGLE CLASSROOM along with The Learning Management System (LMS) for E-Learning in this unpredictable COVID-19 situation. On the other hand, (50%) students have shown their outright disagreement with the strategy that to avoid mistakes, students should not be given chances and opportunities to participate and give their opinions and responses. They are showing that they should be provided with maximum chances of participation in E-classes as if they commit mistakes, they will learn from them. The study conducted by Ratnasari (2019) also endorses the viewpoint that student’s motivation is bound to those instructions in which teachers consider their preferences. Student’s needs and preferences are necessary to account for during planning and adopting the language learning process in the classroom. Maintenance of the positive attitude and behavior of the teacher is the strategy that is also mentioned in the Dörnyei et al. (1998) study. The next most disagreed strategy (28%) is, very important to note and novel to this study and much suited to the recent COVID-19 scenario; the conversion of the classes to E- classes from the traditional one; as students are not ready to accept this sudden shift and they are not prepared for it too. It is also important to notice that a majority of 28% of students are neutral in giving their opinion on the stance that teachers should focus on the communication of meaning by the usage of language, rather than focusing on the grammatical

accuracy. It could be as if the teacher will show too much leniency for grammatical mistakes, so the students will not be able to hone their English Language skills, as it is also an important concern to focus upon.

The results of the data obtained from four open-ended questions have been analyzed separately as below:

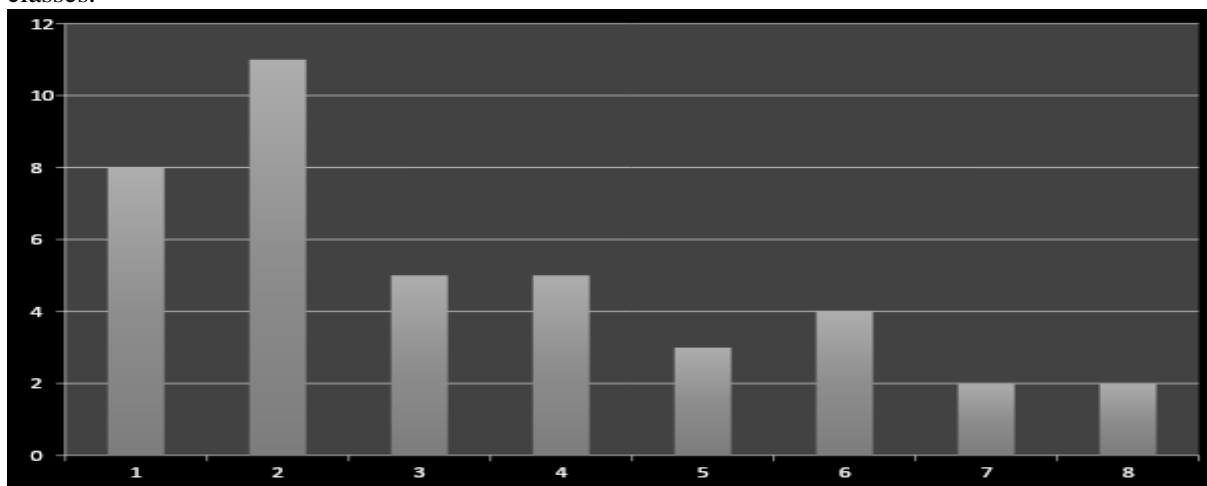
Graph 4.2 reveals the results of the second question; students have stated the sources and reasons for their motivation in E-EFL learning during the COVID-19 pandemic. The majority of students (23%) have mentioned the usage of CALL's Videoconferencing tools like; ZOOM, SKYPE, and Whatsapp by their teachers in their E-EFL classes. Similarly, the findings of the study conducted by Zarei, Abbas and Hashemipour, Mehrnoosh (2015) unveiled that CALL/Web-based videoconferencing tools and instructions, instilled autonomy and motivation in students as compared to those who are not taught with CALL/ Web-based approach.



**Graph 4.2 4.2 Students' Perceptions about the Motivational Strategies that are being adopted in E-EFL classes COVID-19 Pandemic situation**

Teachers' cooperation and continuous guidance and their friendly attitude in E-EFL class, is the other widely stated cause of students' motivation during the COVID-19 situation. The findings of the study by Alqurashi (2019) also confirm that productive leadership and assistance were the prominent factors behind students' motivation in the Saudi EFL context. They also mentioned that E-Learning is a new and innovative method as compared to the traditional classroom so this inquisitiveness also motivated them to learn in E-EFL classes. Fear to pass the exam has also been a motivating factor that inspired them to learn in EFL, E-classes. Some of them mentioned that their self-motivation remained an important motivating force behind their learning.

The results of the first question can be traced from Graph No.4.3, which shows the relative strength of the motivational strategies that the students have stated for their motivation in E-EFL classes.

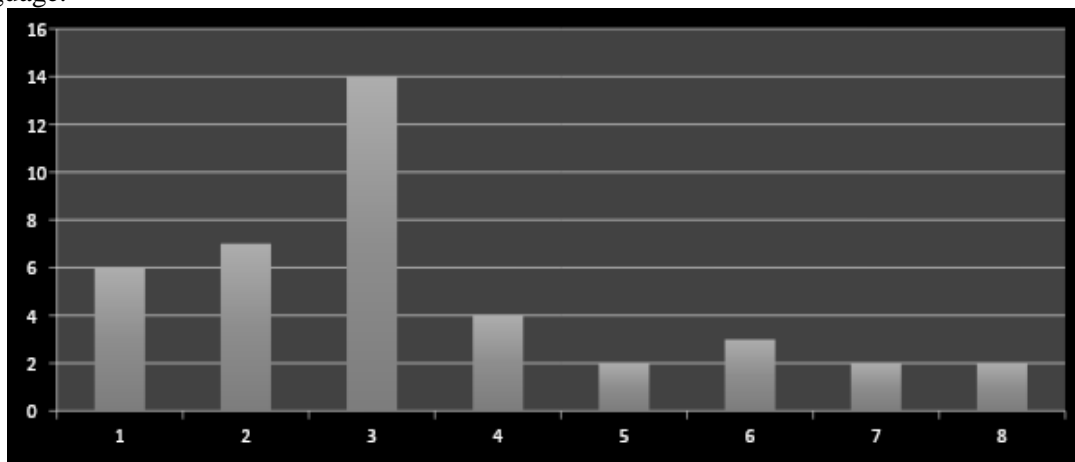


**Graph 4.3 Reasons behind their Motivation in E-EFL Learning During the COVID-19 Pandemic situation:**

The two most prominent peaks indicating that according to 14% of respondents, the most

effective strategy that can motivate them is the friendly atmosphere of the e-classroom. The result obtained from this question conforms to the result of the first section of the questionnaire. In that above-mentioned section, the majority of students have chosen that the friendly E- classroom environment could be an effective motivational strategy to be adopted by teachers in E-EFL classes. The similarity stresses the fact that the friendly atmosphere of the classroom is necessary to maintain, as it is irrelevant to the class type, either traditional class settings or virtual e-classroom settings. Pathan, Shahriar and Mari (2010) conducted a study to focus on the reasons behind the motivation for learning English in Pakistan and the findings also reveal that the maintenance of a friendly classroom environment by the teacher is a prominent reason behind it.

The next most prominent effective strategy mentioned by 13% of students is their active participation in an e-classroom along with their continuous appraisal in the learning process. By researching motivational effects in the Saudi EFL context, Alqurashi (2019) stated that the findings of the research were emphasizing the usage of positive and encouraging words for students from the teachers that were ultimately boosting their morale and self-confidence in learning the English Language.

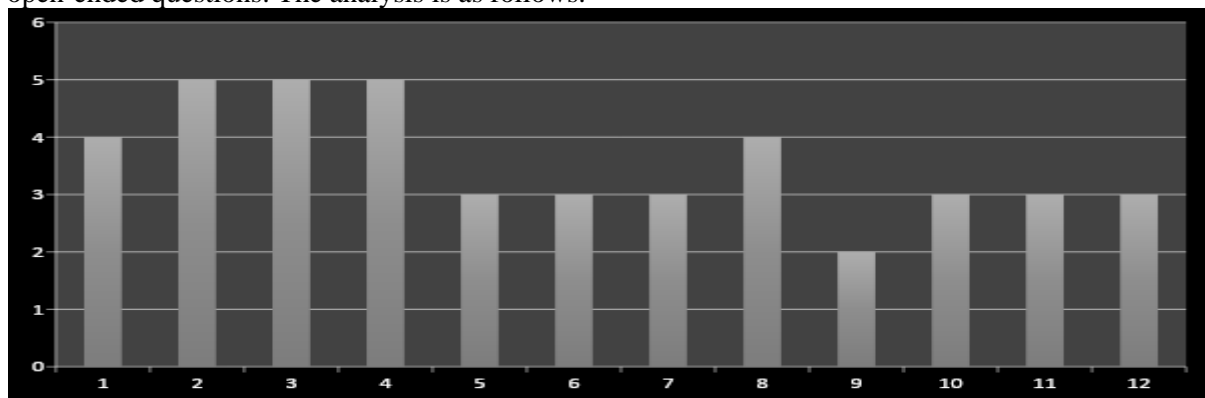


Graph 4.4 Students' Recommendations for Productive E-EFL Learning and Motivation during the COVID-19 Pandemic Situation:

Graph 4.4 demonstrates students' recommendations by keeping in mind the COVID-19 Pandemic and E-EFL learning, showing that 25% of participants have recommended that there is an ultimate need to work on the training of both students and teachers for the effective usage of technology. The second most recommended strategy by 19% of students is the cooperation of the teacher in an E-EFL classroom.

**Teachers' perceptions:**

To account for teachers' perceptions unstructured interviews have been conducted, that contain four open-ended questions. The analysis is as follows:



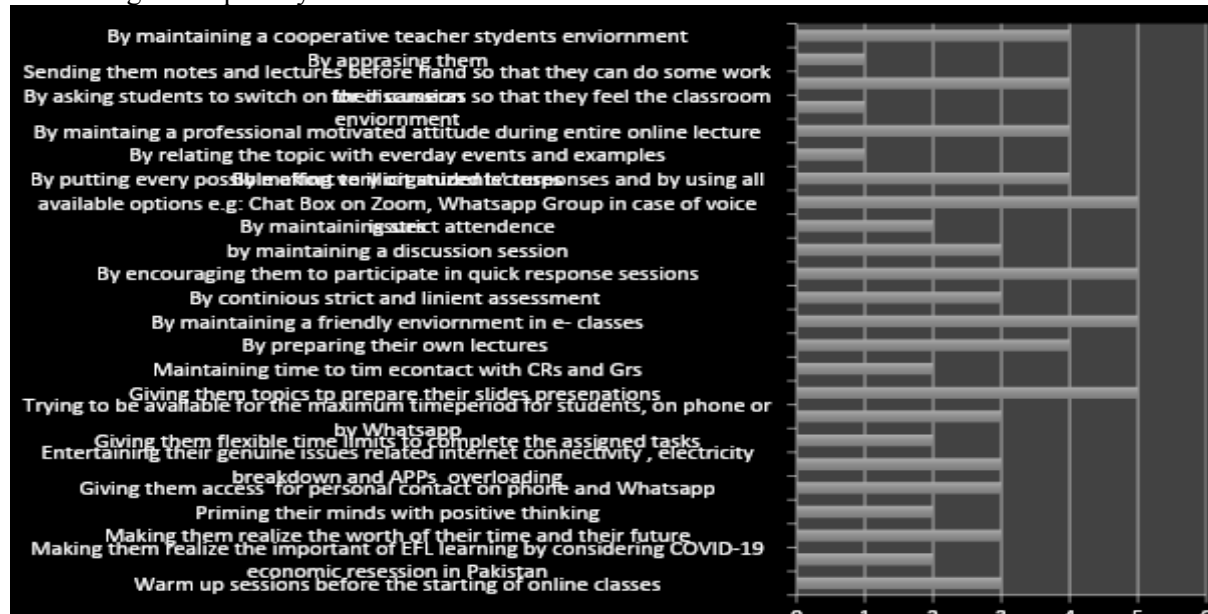
Graph 4.5 Teachers' Viewpoints Related to the Motivation Strategies that should be Adopted in E-EFL Classes During the COVID-19 Pandemic Period:

In the next section, as demonstrated in Graph, 13% of opinions are in favor of students' active participation in discussion sessions and interactive activities, as it is an important motivational strategy that should be adopted by teachers in E-EFL classrooms, during this pandemic situation.



Similarly, teachers have asserted an equal percentage on the cooperative and interactive environment between students and teachers that can help boost students' motivation. The other notable strategy they mentioned with the same ratio is the usage of CALL's videoconferencing tools for delivering online lectures. Participants have given 10% weightage to both students' guidance and teachers' training, as teachers must play their active and vigilant role to guide students on every possible ground, where needed. Teachers' training is a must for the usage of technology and when teachers are proficient in it, they can utilize their maximum efforts to incorporate students in the E-Learning process as with this sudden shift towards E-Learning; improvement is needed in its use.

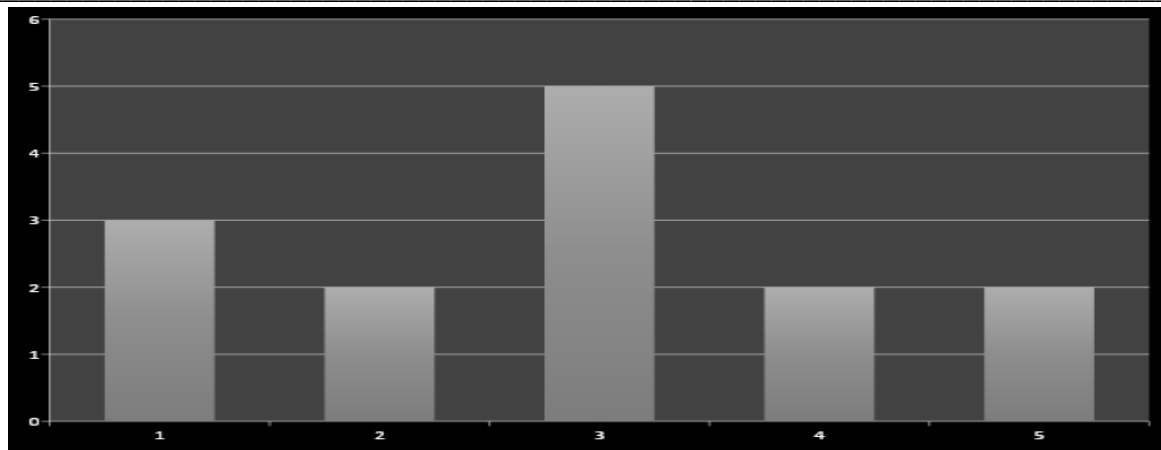
The strategies adopted by the teachers for students' motivation are as follows:



Graph 4.6 Teachers' perception related to the motivational strategies that they are adopting in E-EFL Classes during Quarantine Period of COVID-19 Pandemic:

The ultimate focus of all teachers is to elicit responses from the students so that an interactive classroom may be established. Teachers are trying their best to inculcate Student-Centered Approach in E-learning, as it will motivate them. They are distributing the responsibilities to students as well as all five teachers are found advocating that they are assigning topics to the students, so that they will present the topic online by using the CALL, videoconferencing tools like ZOOM, Google Classroom, SKYPE, etc. This practice will enthuse students to work efficiently; moreover, their language skills will be enhanced by this innovative strategy. They have also mentioned that students are enjoying this strategy and making significant progress in language learning as the formative and summative assessments of the students are very satisfactory along with their attendance. The next most applied strategy that all five teachers have mentioned in the maintenance of a friendly environment in the classroom, that they are not imposing their orders on students, but trying to involve them as much as possible in the learning process. This inclusion is not being done blindly, but by making them aware of the E-EFL learning at the very start of the online lecture session, and this warm-up strategy is also another notable strategy that the teachers are adopting. They are always entertaining students' issues and their problems related the internet availability and giving special attention to those students that they can write their responses in the chat box if they are not audible due to connectivity issues. In this way, the students are making a collaborative friendly bond with their teachers and improving day by day. According to four teachers, they are adopting multilayer lecture techniques to save their students from boredom by involving them in interesting activities and backing them up to give their maximum responses as much as possible by telling them that they will be graded and assessed based on their responses. Moreover, they allot the last half hour of the lecture for quick responses discussion sessions.

Graph 4.7 is showing teachers' viewpoints related to students' motivation in E-EFL classes during COVID -19 Pandemic period.

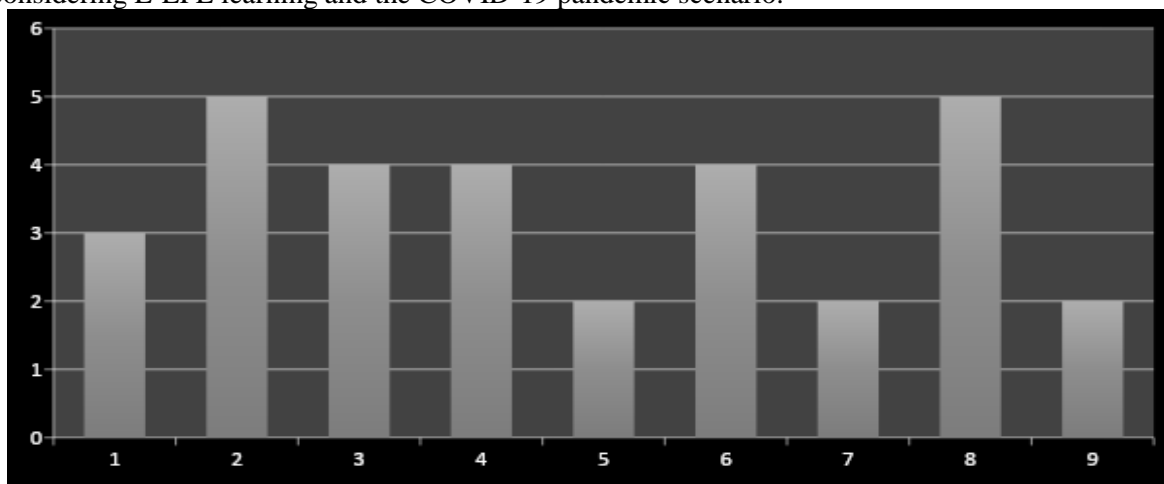


Graph 4.7 Teachers' perception of the Students' Motivation to Study English in E- Classes by Considering the Covid-19 Scenario:

There can be seen a unanimous viewpoint of the low motivational level of students, the causes described by the respondents are different, as can be seen, that all 5 teachers have posed their point of a sudden shift from the traditional classroom towards the digital one, due to the COVID-19 Pandemic as the most prominent cause of students' demotivation. However, their motivation level is increasing day by day, as they are getting used to E-Learning, and putting their efforts along with their teachers to make it more effective. As stated by Huang et al. (2019) that students' comfort level with technology can be very productive for academic learning, because they will be confident and motivated for technology usage like computers, etc. The other stances, each one having the equal ratio of 18%, shared by the teachers for student's demotivation are economic issues and the internet issues that they are facing in the E-Learning due to the COVID-19 pandemic.

#### Teachers' suggestions

In the last question, the researchers have asked the participants to give their worthy suggestions by considering E-EFL learning and the COVID-19 pandemic scenario.



Graph 4.8 Teachers' suggestions

Graph 4.8 shows that all five teachers have suggested that there could never be any best alternative to the videoconferencing approach for E-Learning, as it is a source of quick, online, one-to-one interaction between teachers and learners. Learners can share their immediate concerns with teachers, they can take part in the discussion and they can involve them in class activities too. Recorded lectures may be used as the secondary resource for learning, as in recorded lectures there is no face-to-face interaction, but in case of any emergency on the part of students and teachers it can be utilized and the learning process will not be hindered. Teachers also shared their satisfaction, that even with a sudden shift and no previous experience, both teachers and students are going well and putting their maximum efforts to challenge the unexpected challenging situation, however, exceptions have been reported too. They also suggested that the desired learning outcomes could be achieved by proper training of teachers and students for technology use, by incorporating their concerns related to E-Learning in the Pakistani scenario as both teachers and students were reported to be facing

difficulty in the handling of technology along with the socioeconomic challenges resulting in a more complex situation.

**Findings and Conclusion:**

The study reveals that students' motivation was low at the start of the E-EFL classroom because it was too sudden for them to accept a shift from the traditional classroom, but over time, their motivational level is increasing as they are getting used to it. It can also be analyzed from students' responses that a majority of the students are motivated and showing their interest to learn in E-EFL classes as they have shown their maximum agreement with the motivational strategies that are being adopted in this pandemic situation.

**Maintenance of teachers' positive attitude and behavior:**

Teachers as well as 50% of learners have stated that they are maintaining a positive attitude and behavior for the e-classroom by allotting one-hour time apart from lecture timings in which the students can share their problems with them and they try to facilitate them. Accordingly, (23%) students are of the view that teachers are motivating them by continuous cooperation and guidance that resulted in a comfortable e- classroom environment.

**Presentation of the activities and task in an appropriate manner:**

All the teachers have stated that they are teaching the students with the help of PowerPoint presentations that are provided before the lecture to have background knowledge of the topic and to deal with some unusual technical issues they have recorded the presentations as well, that are easily available for them. However, only 3% of students stated that teachers are actively engaging them in productive e-classroom activities that are making e-classroom interesting for language learning.

**Maintenance of a friendly environment with students:**

All teachers were of the view that they are maintaining a friendly atmosphere in the e-classroom by providing them flexible time limits to complete their tasks and by being lenient to strict assessment techniques. Similarly, students (25%) stated that teachers are maintaining a friendly e- class atmosphere by adopting above stated techniques.

**Promotion of students' autonomy:**

All teachers have focused that they are encouraging students to make presentations on their own on the given topics and providing them with the related data. They are also putting their efforts to elicit responses from the students in quick response discussion sessions. However, only 3% of students are of the view that teachers are motivating them to participate in discussion sessions in their e-classes.

**Increment of students' enthusiasm to help them accomplish their aims:**

75% of teachers are of the view that they are using strict attendance criteria for the students; along with that, they are making them realize the worth of students and the critical importance of time. They are providing timely feedback to their students as well.

Similarly, students revealed that they are being motivated to accomplish their aims in two ways: 13% of students claimed that fear of Grading and Evaluation is the prime motivation along with that 3% of students termed teachers' continuous feedback as a motivating drive for them in e-classroom.

A sharp contrast can be seen by comparing the stances of both learners and teachers related to the motivational strategies that should be adopted for E-EFL learning in the quarantine period of the COVID-19. All teachers (100%) are more focused on eliciting responses from the students by maintaining healthy interactive discussion sessions, while students (28%) widely agreed to maintain a friendly environment for E-EFL learning. Teachers are advocating a student-centered approach too, by focusing on a cooperative learning environment, while students have favored the implementation of these strategies that can reduce their anxiety to speak in the English Language in E-EFL classroom. On the other hand, both have given unanimous verdict to consider Web-based Videoconferencing Approach of the Computer Assisted Language Learning for motivation in E-learning, as it is the most feasible source of online face-to-face interaction.

The least mentioned strategy by the teachers in the maintenance of a friendly environment in E-classroom, while the students were least agreed to involve themselves in the learning process as some of them have also shown their disagreement to a degree for this conversion of a traditional classroom with E-Classroom. So, they are hesitant to take initiative in the E-learning process as a natural concomitant. Both have given almost the same suggestions by focusing on the Pakistani, E-EFL context, and motivational strategies in the COVID-19 Pandemic situation. Teachers' and

students' training is a must to consider in this situation. Teachers have stressed much on bringing in development in E-Learning, as for them, this natural and sudden situation could prove a foundation stone in a Pakistani E-Learning context, as this is a much needed and desired thing to do by considering the global need of English.

Along with that, due stress has been laid on teachers' motivation; a teacher must develop a healthy and productive mindset, that will result in a collaborative, well-designed e-classroom and will ultimately motivate students. The findings unfolded that initially, students were quite unmotivated with this sudden shift towards e-classroom from the traditional ones but their motivational level and assessment graph increased gradually as a result of maximum efforts of collaboration and cooperation by the teachers. The highest ratio of the responses by both the teachers and the students was the proper training of stakeholders in technology usage. This research also unveils some important dimensions that are revolutionary to think about by considering this sudden shift towards E-Learning. Pakistan being a developing country is trying to keep pace with this digital era, although the results are not much up to the mark as compared to that of the developed countries. On the other side, educational institutions, teachers, and students are gradually trying to cope with this situation in a very planned and decisive manner, although exceptions are here too. For further expansion of this research, it is very necessary to focus on the effects of the COVID-19 Pandemic and the motivational strategies in E-EFL learning in the Pakistani context. Moreover, this study could be expanded for future unexpected events like that of COVID-19 Pandemic, which can call for the inspection of teachers' and learners' views and stances in E-EFL learning.

**References:**

- Abou El-Seoud, M., Taj-Eddin, I., Seddiek, N., El-Khouly, M., & Nosseir, A. (2014). E-learning and students' motivation: A research study on the effect of e-learning on higher education. *International journal of emerging technologies in learning (iJET)*, 9(4), 20-26.
- Al-Mahrooqi, R., Abrar-UI-Hassan, S., & Cofie, C. (2016). Analyzing the use of motivational strategies by EFL teachers in Oman. *Malaysian Journal of ELT Research*, 8(1), 41.
- Alqurashi, F. (2019). The Effects of Motivation on EFL College Students' Achievement. *Studies in English Language Teaching*, 7(1), 83-98. <http://dx.doi.org/10.22158/selt.v7n1p83>
- Alshehri, E., & Etherington, M. S. (2017). Motivational strategies: The perceptions of EFL teachers and students in the Saudi higher education context. *International Journal of English Language Education*, 5(2), 46-82.
- Azarnoosh, M., & Tabatabaee, S. M. (2008). Teacher: A key to motivating language learners. In *6th International TELLSI Conference: Issues in Teaching English Language and Literature in Iran*. Iran: University of Guilan.
- Brophy, J. (2004). *Motivating students to learn* (2nd ed.). Mahwah, NJ: Erlbaum.
- Brophy, J. E. (2013). *Motivating students to learn*. Routledge.
- Buendía, Carmen & Ortega Martín, José. (2018). Motivation: A key issue in the EFL classroom. *The International Journal of Diversity in Organizations, Communities, and Nations: Annual Review*. 17. 27-43. 10.18848/1447-9532/CGP/v17i01/27-43.
- Davies, G., (2008). CALL (Computer Assisted Language Learning). Retrieved on June 16, 2017, from. Centre for Languages, Linguistics and Area Studies Good Practice Guide. <https://www.llas.ac.uk/resources/gpg/61>
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language teaching research*, 2(3), 203-229.
- Dörnyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*.
- Dörnyei, Z., & Ushioda, E. (Eds.). (2009). *Motivation, language identity, and the L2 self* (Vol. 36). Multilingual Matters.
- Dörnyei, Z. (2001). New themes and approaches in second language motivation research. *Annual review of applied linguistics*, 21(1), 43.
- Fandiño, F. G. E., Muñoz, L. D., & Velandia, A. J. S. (2019). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon*, 5(9), e02394.

- Genc, G., Kulusakli, E., & Aydin, S. (2016). A Comparative Study on the Motivation and Attitudes of Language Learners of Online Distance and Traditional In-Classroom Education. *Turkish Online Journal of Distance Education*, 17(4), 63-75.
- Gardner, R. C., & Lambert, W. E. (1972). Attitudes and Motivation in Second-Language Learning.
- Harandi, S. R. (2015). Effects of e-learning on Students' Motivation. *Procedia-Social and Behavioral Sciences*, 181(2015), 423-430.
- Hashemyolia, S., Ayub, A. F. M., & Moharrer, Z. (2015). The effectiveness of multimedia language courseware on secondary school students' motivation for learning English. *Mediterranean Journal of Social Sciences*, 6(6 S4), 566.
- Hull, C. L. (1943). *Principles of behavior* (Vol. 422). New York: Appleton-century-crofts.
- Jalli, N. (2020, April 7). Commentary: E-learning sees no smooth sailing in Malaysia and Indonesia. Retrieved April 14, 2020, from <https://www.channelnewsasia.com/news/commentary/coronavirus-covid-19-malaysia-indonesia-school-e-learning-online-12616944>
- Kakar, S., & Pathan, Z. (2017). Exploring the motivational strategies practiced by Pakistani EFL teachers to motivate students in learning the English language. *International Journal of English Linguistics*, 7(2), p117.
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.
- Madrid, D. (1999). *La investigación de los factores motivacionales en el aula de idiomas* [The research in motivational factors in the language classroom]. Granada, ES: Grupo Editorial Universitario.
- Maldonado, U. P. T., Khan, G. F., Moon, J., & Rho, J. J. (2011). E-learning motivation and educational portal acceptance in developing countries. *Online Information Review*.
- Maya, S. Mc Eown & Osamu, T. (2014). Motivational strategies in EFL classrooms: how do teachers impact students' motivation? *Innovation in Language Learning and Teaching*, 8(1), 20-38, DOI: 10.1080/17501229.2012.741133
- Pathan, H., Shahriar, A. & Mari, M. (2010). The motivation for Learning English in Pakistan. *EFL Annual Research Journal SALU*, 12, 75-91.
- Pinto, M., & Leite, C. (2020). Digital technologies in support of students learning in Higher Education: a literature review. *Digital Education Review*, (37), 343-360.
- Ratnasari, D. (2019). Motivation and Instructional Preference of EFL Students at Tertiary Level. *International Journal of Language Teaching and Education*, 3(1), 28-44. <https://doi.org/10.22437/ijolte.v3i1.6559>
- Zarei, A. & Hashemipour, M. (2015). The Effect of Computer-Assisted Language Instruction on Improving EFL Learners' Autonomy and Motivation. *Journal of Applied Linguistics*. 1. 40-58.