# PERSPECTIVES ON FACTORS THAT SUPPORT AND HINDER LEARNER L2 MOTIVATION IN AN EMERGENCY REMOTE LEARNING ENVIRONMENT

**Derek James Herbert**
Kanda University of International Studies

**ABSTRACT**

*Motivation remains a highly researched area for many academics within English language teaching. A motivated learner would do well in the L2 classroom but teachers should not presume and with a wealth of distractions in today's society, something could cancel out the strongest motivational tendencies (Mercer & Dörnyei, 2020). The COVID-19 pandemic led institutions to significantly change the way lessons were delivered by being conducted online. Furthermore, uncertainty and anxiety were likely dispositions as learners face ongoing challenges in emergency remote learning (ERL). This study highlights the factors affecting university learner L2 motivation in ERL from teacher and learner perspectives. Surveys were carried out with 11 teachers and 18 students participating. For further clarifications, three participants from each data set were chosen. Results showed similarities from both data sets in supporting factors, with teacher behaviour and approaches being a prevailing factor. Hindrances differed with teachers siding with a lack of a pleasant and supportive online atmosphere whereas a lack of a stimulating and enjoyable learning environment was selected by learners. Qualitative data showed both data sets favouring how teachers approach lessons; furthermore, teachers leant towards promoting peer support whilst learners focused more on constructive teacher feedback to support L2 motivation in ERL.*

## INTRODUCTION

"Motivation is a multifaceted construct, and the exact nature of the constituents activated in a particular situation depends greatly on contextual

factors" (Dörnyei & Cumming, 2003, p. 1). Many components of L2 learning can influence motivation in the English language classroom such as environment, class materials, behaviour and approaches. When COVID-19 struck, institutions were forced into an emergency remote environment thus made for a challenging pedagogical period for many. It brought limited knowledge of delivering lessons in this context (Huber & Helm, 2020) with language learning being reconstructed towards an online platform. This paper focuses on factors that support and hinder learner L2 motivation in an emergency remote learning environment from teacher and learner perspectives. Dörnyei's (2001) framework – *The components of the motivational teaching practice in the L2 classroom,* was adapted to cater for data construction in this paper.

The paper first reviews literature on motivation and demotivation and how emergency remote learning (ERL) affects learners in English language learning.

## LITERATURE REVIEW

### L2 Motivation in English Language Learning
"Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (Dörnyei & Skehan, 2003 as cited in Doughty & Long, 2003). Dörnyei (2020) describes motivation as "an ever-changing process" (P.5) and can depend on certain factors or conditions that can affect behaviour (Dörnyei, 2009) so second language (L2) learners may come across certain barriers that contribute to a change in their motivation levels.

Research has shown motivation fluctuates over time (Dörnyei et al., 2015) and with there being many internal and external influences, it does not remain constant when learning a second language to which can change over the course of a single lesson, or the months and years that follow (Dörnyei & Ushioda, 2011). The fluctuation of learner motivation can happen in the *classroom* where L2 is taught; therefore, should be a positive yet comfortable place to attend. The teacher should create a supportive class atmosphere by producing challenging yet manageable learning goals with relevant lesson content leading to a motivating and enjoyable classroom to go to (Lightbrown & Spada, 2013). If interesting and engaging syllabuses are created, learner motivation may fluctuate less frequently.

## Contributing Factors Towards Demotivation of L2 Learners

Certain pedagogical aspects may contribute to demotivation at some point in time and it could be up to those same components to help remotivate learners of L2 such as relevancy of materials and tasks or teacher behaviour. Lamb et al. (2019) defines demotivation as a learner who lost motivation at some point in time but may regain it (remotivation). A teacher may need to adapt lessons or approaches to their teaching in order to re-establish motivation. Aspects of the curriculum could also be a factor for demotivation such as teacher handouts, assessments, and course books (Apple et al., 2013). With the quality of such tools, there is a likely importance for teaching and learning; thus, institutions should carefully consider syllabus development to cater for curriculums that involve interesting and engaging content. A study by Kikuchi & Sakai (2009, as cited in Sampson, 2016) had university learners reflect on their past L2 studies in Japan resulting in 3 predominant demotivators found; pedagogical materials, an assessment focused curriculum and entrance examinations. This demonstrates the importance of quality educational resources in L2 learning in order to remotivate learners.

## The Effect of a Pandemic and ERL to L2 Motivation

The world has been affected by COVID-19 which has triggered life changes and the way we work and learn. The ELT industry has had to re-model the way lessons are distributed with companies and institutions having to either close or re-invent delivery of classes. A nationwide effort to improve the English competency of learners in the Japanese education system continues with more communicative functions in curricula across all levels from pre-tertiary to tertiary (Dörnyei & Ushioda, 2009). However, the government declared a state of emergency in March 2020 and measures were taken before the start of the academic year to cancel classroom teaching and move teaching online (Kawasaki et al., 2021). Emergency remote teaching (ERT) was introduced, though should not be defined as usual online learning. Online learning can be accessed anywhere at any time, has a clear focus to support virtually with instruction delivered on a digital device (Ferri et al., 2020). Moreover, careful decision making and planning to produce the design process for online instruction is prioritised (Hodges et al., 2020). Due to a crises circumstance, an emergency remote environment is a temporary shift from normal face-to-face, blended or hybrid teaching or learning (Hodges et al., 2020). Teaching materials may need to be adapted or created in order to cater for this environment, which may result in a lack of consistency or quality. A recent study concluded digital content for an emergency remote setting was deemed highly important as findings suggested quality of course

content was low with teachers needing more preparation time; moreover, it affected learner engagement negatively (Khlaif et al., 2021) causing a likely decline in L2 motivation.

Opinions of teachers and learners in face-to-face classroom settings may differ or show similarities to factors affecting learner motivation. Such elements may involve teacher approaches to classes, lesson materials and class atmosphere. But what of an emergency online environment? Recent studies have investigated the effect the pandemic has had on learner L2 motivation. Huber & Helm (2020) reported classroom management the strongest predictor of learner academic achievement and involves leading learners to maximize instruction towards meaningful learning. Furthermore, Huber & Helm (2020) argued the pandemic (and emergency remote teaching and learning) has eliminated teacher control over learners' active learning which may lead to them scheduling their learning time themselves, resulting in disorientation, negative emotions or becoming overwhelmed by coursework. Almekhlafy (2020) indicated poor internet access, a lack of online learning experience or insufficient technical skills were challenges for learning online during the pandemic. Valsaraj et al. (2021) added time management, online platforms, synchronous and asynchronous learning and learner engagement to likely be affecting factors. The issues mentioned may result in a reduction of learner L2 motivation, and if institutions invest time for teacher preparation and guidance on fundamental elements of online curriculums and platforms, this may lead towards a positive influence on motivation.

## METHODS

A mixed methods approach was chosen with quantitative and qualitative data integrated into the study. The quantitative data was carried out as a Google Form survey with a select number from each data set chosen at random to participate in one-to-one, semi-structured interviews (qualitative data) to gauge further clarification.

### Participants
Participants in the study were English language teachers and undergraduate learners from the same private university in Chiba, Japan. Learners may not have been in the same classes and were either in their second, third or fourth year. Those who contributed to the study had experienced an ERL environment prior to the 2021 spring semester – the initiation of this study.

Eleven teachers and 18 learners responded to the quantitative data with three willing participants from each set selected for interviews.

## Research Questions and Instrument
Research questions were the following:
1. Which factors support learner L2 motivation in an ERL environment the most?
2. Which factors hinder learner L2 motivation in an ERL environment the most?
3. What other factors support and hinder learner L2 motivation in an ERL environment?

The first two questions of the survey support the first two research questions of this paper. Question three and four of the survey support the third research question and was a chance for the participants to address up to three other factors they perceive may support (question three) and hinder (question four) learner L2 motivation. From the survey questions (see APPENDIX A), question one and two predominantly focused on factors based on Dörnyei's (2001) framework of *the Components of Motivational Teaching Practice in the L2 Classroom* (see APPENDIX B) where participants chose up to three factors they believe support (question one) and hinder (question two) learner L2 motivation the most. Participants could opt to write additional factors that supported (question one) or hindered (question two) learner L2 motivation if they so wished. The surveys were in English and content was the same for both teachers and learners; although, Japanese translation was included in the learner's survey to make content easier to understand. Three willing participants from each data set were contacted for an interview conducted online over Zoom. Participants who answered all four parts of the survey were chosen so that discussions would contribute to all parts of the quantitative data.

The next section of the paper involves how the quantitative and qualitative data were analysed with results following.

## Data Analyses
From analysing the quantitative data, the survey of learners had a total of 18 respondents. All accepted and completed the first two questions, with 11 completing the final two questions and 17 respondents willing to take an interview. The answers given from learners in question three and four were paraphrased for clarity. From teachers' data, all 11 accepted and completed the first two parts of the survey, nine completed the last two questions and

all were willing to take an interview. All participant interviews were recorded and responses summarised.

## RESULTS

### Teacher Perspectives

Table 1.1 demonstrates the opinions of teachers which show factors supporting learner L2 motivation for ERL the most. Findings show *teacher behaviour and approaches for online lessons* as the most popular selected with *relevance of teaching materials for online learning* and *making learning stimulating and enjoyable* prevailing also. Two teachers opted to report additional factors which were "being fair and reasonable in terms of the amount of work you have students submit" and "learner acceptance of the situation and their own generated positivity". From this data, the perception from most respondents prioritise teacher behaviour and approaches and how the teacher prepares content for online learning to stimulate and engage learners.

*Table 1.1. Teacher Perspectives of Factors That Support Learner L2 Motivation in an ERL Environment*

| Factor | Quantity of Factor Selected |
|---|---|
| Teacher behaviour and approaches for online lessons | 8 |
| A pleasant and supportive online atmosphere | 5 |
| Relevance of teaching materials for online learning | 6 |
| Increasing learners' expectancy of success for online learning | 3 |
| Creating learner autonomy | 2 |
| Making learning stimulating and enjoyable | 6 |
| Providing motivational (teacher) feedback | 3 |
| Increasing learner satisfaction | 0 |
| None of the above | 0 |
| Other | 2 |

73

Findings in Table 1.2 had a somewhat similar pattern as *teacher behaviour and approaches to online lessons* prevailed along with *a lack of a pleasant and supportive online atmosphere.* Two teachers opted to report additional factors: "remote learning can often have the social aspect of language learning stripped out of the experience. It becomes more content, less of an experience" and "learners not accepting the situation and view online learning as time to unfocus". The *teacher* and what the teacher does in lessons seems an emerging theme from results that can bear a positive or negative effect; yet, the learner's attitude was mentioned and could be impactful towards motivation through ERL.

*Table 1.2. Teacher Perspectives of Factors That Hinder Learner L2 Motivation in an ERL Environment*

| Factor | Quantity of Factor Selected |
|---|---|
| Teacher behaviour and approaches for online lessons | 6 |
| A lack of a pleasant and supportive online atmosphere | 6 |
| Irrelevant teaching materials for online learning | 3 |
| Not promoting learners' expectancy of success for online learning enough | 3 |
| A lack of learner autonomy | 1 |
| A lack of a stimulating and enjoyable learning environment | 4 |
| A lack of motivational (teacher) feedback | 3 |
| A lack of learner satisfaction | 3 |
| None of the above | 0 |
| Other | 2 |

Table 1.3 shows what teachers perceive are supporting factors of learner L2 motivation in an ERL environment. The majority of factors centred around what the teacher can do to aid learner motivation such as coursework load, conducting student needs analyses and giving learners' time to prepare, practice and engage with peers online.

*Table 1.3. Teacher Perspectives on Other Factors That Support Learner L2 Motivation in an ERL Environment*

| Teacher | Factors that Support |
|---------|---------------------|
| 1 | Patience with media literacy and tolerance for new technology, willingness to learn and re-imagine how the classroom could be (e.g. flipped, asynchronous, holistically assessed). |
| 2 | Clear, concise communication in and outside lessons. Transparency of aims for each lesson and how they are achieved. Not overlooking asynchronous tasks and careful consideration for task time. |
| 3 | Encouraging students to make contact for projects outside of class (e.g. LINE and other social media platforms). Remind students the necessity and practicalities of their study, maintain student feedback and make changes accordingly if necessary. |
| 4 | Smaller group interaction to maximize learner talk time. |
| 5 | Communicative classmates, appropriate workload and routinisation of assessed activities. |
| 6 | Plenty of interactive synchronous activities, sufficient opportunities to get to know classmates at the beginning of a course, not getting burnt out due to screen time. |
| 7 | Group work, individual work, consistent scheduling and planning so students know what to expect. |
| 8 | Instructing learners on time management techniques for them to schedule time more effectively. |
| 9 | Balancing synchronous and asynchronous tasks is essential, student needs analyses to help lesson preparation. |

Data in Table 1.4 shows similar considerations to supporting factors. Respondents reported a decline in motivation if the teacher underprepares with limited interactive tasks likely resulting in learner disinterest. Teachers also report concern of the difficulties learners face in a remote learning environment as this may be the first experience for most. In contrast to Table 1.3, the data shows more concern for the *learner* due to workload, unfamiliarity with online platforms and loneliness.

*Table 1.4. Teacher Perspectives on Other Factors That Hinder Learner L2 Motivation in an ERL Environment*

| Teacher | Factors that Hinder |
|---------|---------------------|
| 1 | Learners constantly waiting for the pandemic to be over, failure to tap into learner media literacy (most 18-22 year-olds are more than familiar with digitally mediated communication) and failure to find new genuine structures and expectations to make classes consequential or *real*. |
| 2 | Lack of a sense of community. |
| 3 | Isolation from friends and other support networks, overwhelmed with homework, teachers not considering student schedules and other personal commitments (in terms of schedule changes without warning). |
| 4 | Lack of real language practice opportunities, demotivation to use digital devices beyond the required amount (leading to burnout). |
| 5 | An excess of asynchronous work, a lack of face-to-face contact with other learners. |
| 6 | A lack of interactive activities, too much asynchronous content and screen time. |
| 7 | Loneliness that comes with isolation, overwhelmed, not progressing due to lack of feedback from peers and teachers. |
| 8 | Physically Inactive, technology and internet difficulties while living alone. |
| 9 | Learners thrive in a usual learning environment, meeting classmates and having informal discussion with teachers on campus. |

**Learner Perspectives**

Table 1.5 shows supporting factors on L2 motivation from the perspective of learners. Just as teachers perceived, learners prioritised *teacher behaviour and approaches for online lessons* yet learners also ranked *a pleasant supportive online atmosphere* and *providing motivational (teacher) feedback* the most. Findings show learners need assurances with coursework and encouraging yet constructive feedback in ERL to foster motivation.

*Table 1.5. Learner Perspectives of Factors That Support Learner L2 Motivation in an ERL Environment*

| Factor | Quantity of Factor Selected |
|---|---|
| Teacher behaviour and approaches for online lessons | 9 |
| A pleasant and supportive online atmosphere | 9 |
| Relevance of teaching materials for online learning | 4 |
| Increasing learners' expectancy of success for online learning | 1 |
| Creating learner autonomy | 2 |
| Making learning stimulating and enjoyable | 6 |
| Providing motivational (teacher) feedback | 9 |
| Increasing learner satisfaction | 7 |
| None of the above | 0 |
| Other | 0 |

Table 1.6 displays mixed opinions as learners identified factors of near equal importance towards L2 motivation. *A lack of a stimulating and enjoyable learning environment* prevailed followed by *a lack of motivational (teacher) feedback* and *a lack of learner satisfaction*. *Teacher behaviour and approaches in online lessons* and *a lack of a pleasant and supportive online atmosphere* were other popular hindrances determining that learners have mixed views on what predominant contributors reduce motivation.

*Table 1.6. Learner Perspectives of Factors That Hinder Learner L2 Motivation in an ERL Environment*

| Factor | Quantity of Factor Selected |
|---|---|
| Teacher behaviour and approaches for online lessons | 7 |
| A lack of a pleasant and supportive online atmosphere | 7 |

| | |
|---|---|
| Irrelevant teaching materials for online learning | 1 |
| Not promoting learners' expectancy of success for online learning enough | 2 |
| A lack of learner autonomy | 6 |
| A lack of a stimulating and enjoyable learning environment | 9 |
| A lack of motivational (teacher) feedback | 8 |
| A lack of learner satisfaction | 8 |
| None of the above | 0 |
| Other | 0 |

Table 1.7 shows learner beliefs on other supporting aspects with views balanced on what measures learners and teachers can do. Some mentioned classmates as an influence in which being positive and autonomous was voiced along with contributing more actively towards online lessons. Learner talk time, lesson preparation and content were factors that respondents felt that teachers should consider.

*Table 1.7. Learner Perspectives on Other Factors That Support Learner L2 Motivation in an ERL Environment*

| Learner | Factors that Support |
|---|---|
| 1 | Many breakout sessions with classmates. |
| 2 | Talkative classmates in synchronised classes. |
| 3 | Positive classmates. |
| 4 | Various types of materials. |
| 5 | Autonomous classmates. |
| 6 | Creating an atmosphere that is comfortable for classmates. |
| 7 | Using a LINE group chat so teachers and classmates can chat together outside of lesson time. |

Herbert, D. (2023). Perspectives on factors that support and hinder learner L2 motivation in an emergency remote learning environment. *Literacies and Language Education: Research and Practice, Spring 2023, 68-89.* English Language Institute, KUIS.

| | |
|---|---|
| 8 | Learners actively participate in synchronous classes with cameras turned on. |
| 9 | Receiving opportunities to speak as much as possible. |
| 10 | Further practice of discussion in breakout rooms. |
| 11 | Goal-orientated classmates. |

Other factors that hinder L2 motivation in an ERL environment from a learner perspective are shown in Table 1.8. Class content, setting homework, approach to the lesson, teacher support and engaging materials were contributors that can inhibit, with screen time and internet connection expressed as potential hindrances in ERL also.

*Table 1.8. Learner Perspectives on Other Factors That Hinder Learner L2 Motivation in an ERL Environment*

| Learner | Factors that Hinder |
|---|---|
| 1 | Internet disruption. |
| 2 | Tiredness, learners not listening to other classmates, background noises and distractions. |
| 3 | Teacher-fronted, passive online classes. |
| 4 | Lack of casual conversation between teachers and learners. |
| 5 | Lack of class instruction, not engaging learners into the lesson enough. |
| 6 | Poor sound and image quality, teachers unable to go into every breakout room at the same time, collaboration is difficult with some classmates. |
| 7 | Uninteresting topics, enforcing a 100% English speaking policy in online classes, not enough time for English discussion. |
| 8 | Lack of teacher support, not being able to study with friends. |
| 9 | Too much homework. |
| 10 | Unstable Wi-Fi. |
| 11 | Being in front of a screen for a long time. |

## Qualitative Data

Table 1.9 and 1.10 reviews beliefs reported from both data sets from the interviews. In summary, respondents revealed similar patterns of emerging topics. Many points focused around how teachers should create an interactive and positive atmosphere that will benefit learner motivation within a remote environment. The teacher's approach towards lessons, preparation and management of class content were other discussion points favoured by participants. Learners focused on teacher traits such as being positive and assertive and to have that assertiveness to manage cameras or with an all English-speaking environment. Constructive teacher feedback was voiced in all three learner interviews with teachers siding with encouraging peer support showing it to be a favoured attribute for learner motivation in ERL but with perspectives differing on feedback method.

*Table 1.9. Teacher Interviews*

| Interview | Summary of Teacher Perspectives |
|:---:|:---|
| 1 | ● Teacher behaviour affects student attitude and willingness to engage.<br>● Adaptation of materials for Zoom classes is key.<br>● Each lesson should incorporate synchronous activity, especially for first year university learners to build social relationships.<br>● Promote peer feedback.<br>● Be caring and supportive to learners though give them independence balancing self-study and autonomy.<br>● Online lessons should feel real and creative like usual classroom lessons so class planning may need more time and thought.<br>● Forcing learners to speak English is unwise, especially first year learners living alone.<br>● Over reliance on writing tasks in a discussion-based course online is not advisable with learners quickly losing focus and interest. |
| 2 | ● Proper teacher behaviour and approaches for online classes will have a positive effect.<br>● Encouragement, class dynamics and coursework quantity must be managed effectively.<br>● Learners may become dissatisfied so teachers should adapt towards a supportive and positive atmosphere.<br>● Promote peer support. Learners may prefer conversing with other classmates more than the teacher.<br>● Consider learner wellbeing in emergency remote environments. |

| Interview | Summary of Teacher Perspectives |
|---|---|
| 3 | <ul><li>Giving learners individual time will reassure them on progress and may build confidence.</li><li>If a teacher's character is warm and welcoming, learners will respond positively.</li><li>Badly managed activities which are not scaffolded to learner needs will be a key hindrance.</li><li>Learners should know the *end goal* to tasks with clear and achievable objectives for online lessons.</li><li>A teacher's breakout room management is important to maintain learner stimulation and enjoyment.<br>Clear and concise instruction in and outside the class and making learners aware of expectations from the beginning of the semester.</li></ul> |

*Table 1.10. Learner Interviews*

| Interview | Summary of Learner Perspectives |
|---|---|
| 1 | <ul><li>Being unaware of progress other students were making with assignments was difficult online which made submitting tasks concerning. Constructive teacher feedback is essential for learner assurance and to identify improvements.</li><li>Set fun, interesting and challenging tasks online and for learners to learn actively.</li><li>Autonomy may have a negative turn in remote environments (at home) with many distractions such as TV and social media.</li><li>Enforce rules on Zoom for learners to keep cameras on. Seeing learners can impact the discussion positively if the person talking can see those listening. If cameras are off, discussions can be difficult.</li><li>Monitoring all breakout rooms at once is not possible and classmates may speak Japanese or be unresponsive.</li></ul> |

| Interview | Summary of Learner Perspectives |
|---|---|
| 2 | <ul><li>A positive teacher makes learners comfortable with an eagerness to learn.</li></ul> |

| | | |
|---|---|---|
| | | • Giving complicated comments on assignments may cause confusion and concern for learners. Teacher feedback should be clear and constructive which can increase confidence. |
| | | • Making a 100% English speaking environment mandatory will challenge learners if teachers set interactive and interesting tasks throughout the lesson. |
| | | • Investing time for each learner will help with learning goals and motivation. |
| 3 | | • The way of teaching is very important. Teachers should create a comfortable learning environment by varying lesson content, giving more time for discussion in breakout rooms and ample opportunities to get to know classmates. |
| | | • Constructive feedback is so important for learners to improve work. |
| | | • Online environments can be isolating so giving learners interesting and achievable group tasks and collaborative projects can be stimulating. |
| | | • More talkative, outgoing learners could benefit shy learners in group discussions. |
| | | • Tiredness can have a big impact on motivation especially with classes scheduled back-to-back. Live lessons and a heavy workload can be difficult to manage. |

## DISCUSSION

As previously mentioned, certain conditions and factors can disrupt learner behaviour (Dörnyei, 2009) so it was no surprise the pandemic and moving towards an ERL environment impacted learner motivation to learn English. From quantitative data, the majority of learners and teachers perceived teacher behaviour and approaches to be an important factor along with a pleasant and supportive online atmosphere. Classmates were mentioned from learners who reported goal-driven and collaborative peers would benefit motivation. The qualitative data showed an emerging theme from both data sets demonstrating teachers play a significant part towards learner L2 motivation in ERL. Creating engaging and relevant lesson content and learning outcomes (Lightbown & Spada, 2013) and giving learners the constructive feedback to improve, were factors mentioned in support of motivation. Findings from learner interviews indicated a concern for learner emotions where negative feelings of loneliness due to isolation would hinder motivation in ERL yet learner wellbeing was also mentioned in Teacher Interview 2. A new learning platform and balancing synchronous and asynchronous learning may influence learners hence it could affect other factors such as time management and learner engagement (Valsaraj et al., 2021). Further preparation from teachers may contribute positively towards

L2 motivation such as lesson planning with achievable outcomes, material creation and adaptation for online learning.

From investigating perspectives in this study, many of the factors can influence learner L2 motivation in both face-to-face and online environments such as teacher behaviour and approaches, preparation and planning of classes and homework, construction of feedback and consideration of learner wellbeing, showing that teaching skills and attitudes are equally important in both settings.

Course content for ERL has been shown to negatively affect engagement if not prepared well (Khlaif et al., 2021) to which relates towards the beliefs made by teachers and learners in this study. The relevancy of online materials (Table 1.1) was one of the prevailing factors chosen by teachers with one learner reporting that uninteresting topics (Table 1.8) can negatively affect learners' motivation in ERL. From qualitative data, material adaptation (Table 1.9) and varying lesson content (Table 1.10) were mentioned which can cater for a positive online learning environment. Moreover, further effort towards teacher training of L2 content in an emergency remote environment should be encouraged in institutions. In addition, it may benefit educators with the transition back towards classroom teaching.

**CONCLUSION AND LIMITATIONS**

Not only teachers but learners should appreciate the situation of how the pandemic has significantly changed the way we teach and learn. Teachers have to carefully consider how they prepare classes, create materials and atmosphere for learners to be assured the ERL environment is a place where they feel comfortable and supported before, during and after lessons. Yet learners can play a part in supporting their motivation by exerting more effort by collaborating and engaging online with classmates to maximise English production in classes. If learners take a positive approach towards online classes, not only will this likely benefit learning, it may also benefit the teacher's own motivation in emergency remote teaching.

This project was a small-scale study with a limited number of respondents for each data set. For further depth and consistency, collaborating with other universities may benefit the study in order to determine clearer outcomes on which factors affect learner L2 motivation the most. Other institutions may

use different teaching approaches and online platforms; thus, perspectives may differentiate from data gathered from this investigation.

## REFERENCES

Almekhlafy, S. S. A. (2020). Online learning of English language courses via blackboard at Saudi universities in the era of COVID-19: perception and use. *PSU Research Review, 5*(1), 16–32. https://doi.org/10.1108/PRR-08-2020-0026

Apple, M. T., Da Silva, D., & Fellner, T. (2013). *Language Learning Motivation in Japan.* Multilingual Matters. https://doi.org/10.21832/9781783090518

Dörnyei, Z. (2020). *Innovations and Challenges in Language Learning Motivation.* Routledge. https://doi.org/10.4324/9780429485893

Dörnyei, Z., MacIntyre. P. D., & Henry, A. (2015). *Motivational Dynamics in Language Learning*. Multilingual Matters. https://doi.org/10.4324/9781315772714

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation.* Routledge.

Dörnyei, Z. (2009). *The Psychology of Second Language Acquisition.* Oxford University Press.

Dörnyei, Z., & Ushioda, E. (2009). *Motivation, Language Identity and the L2 Self.* Multilingual Matters. https://doi.org/10.21832/9781847691293

Dörnyei, Z., & Cumming, A. (2003). *Attitudes, Orientations and Motivations in Language Learning.* Blackwell Publishing. https://doi.org/10.1111/1467-9922.53222

Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition,* 589–630. Blackwell Publishing. https://doi.org/10.1002/9780470756492.ch18

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom.* Cambridge University Press. https://doi.org/10.1017/CBO9780511667343

Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: opportunities and challenges in emergency situations. *Societies, 10*(4), 86. https://doi.org/10.3390/soc10040086

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *Educause Review.* https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Huber, S. G., & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educational Assessment, Evaluation and Accountability, 32,* 237–270. https://doi.org/10.1007/s11092-020-09322-y

Kawasaki, H., Yamasaki, S., Masuoka, Y., Iwasa, M., Fukita, S., & Matsuyama, R. (2021). Remote teaching due to COVID-19: an exploration of its effectiveness and issues. *International Journal of Environmental Research and Public Health, 18*(5), 2672. https://doi.org/10.3390/ijerph18052672

Khlaif, Z. N., Salha, S., & Kouraichi, B. (2021). Emergency remote learning during COVID-19 crisis: students' engagement. *Education and Information Technologies, 26,* 7033–7055. https://link.springer.com/article/10.1007/s10639-021-10566-4

Lamb, M., Csizér, K., Henry, A., & Ryan, S. (2019). *The Palgrave Handbook of Motivation Language Learning.* Palgrave Macmillan. https://doi.org/10.1007/978-3-030-28380-3

Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.

Mercer, S., & Dörnyei, Z. (2020). *Engaging Language Learners in Contemporary Classrooms.* Cambridge University Press. https://doi.org/10.1017/9781009024563

Sampson, R. J. (2016). *Complexity in Classroom Foreign Language Learning Motivation.* Multilingual Matters. https://doi.org/10.21832/9781783095896

Valsaraj, B. P., More, B., Biju, S., Payini, V., & Pallath, V. (2021). Faculty experiences on emergency remote teaching during COVID-19: a multicentre qualitative analysis. *Interactive Technology and Smart Education, 18*(3) 319–344. https://www.emerald.com/insight/content/doi/10.1108/ITSE-09-2020-0198/full/html

Herbert, D. (2023). Perspectives on factors that support and hinder learner L2 motivation in an emergency remote learning environment. *Literacies and Language Education: Research and Practice, Spring 2023, 68-89.* English Language Institute, KUIS.

**APPENDIX A**

**Survey Questions**

1. Which of these factors, if any, do you think supports L2 motivation in an emergency remote learning environment the most? Choose up to 3 options below.

- [ ] teacher behaviour and approaches for online lessons

- [ ] a pleasant and supportive online atmosphere

- [ ] relevance of teaching materials for online learning

- [ ] increasing learners' expectancy of success for online learning

- [ ] creating learner autonomy

- [ ] making learning stimulating and enjoyable

- [ ] providing motivational (teacher) feedback

- [ ] increasing learner satisfaction

- [ ] None of the above

- [ ] Other...

2. Which of these factors, if any, do you think hinders L2 motivation in an emergency remote learning environment the most? Choose up to 3 options below.

☐ teacher behaviour and approaches in online lessons

☐ a lack of a pleasant and supportive online atmosphere

☐ irrelevant teaching materials for online learning

☐ not promoting learners' expectancy of success in online learning enough

☐ a lack of learner autonomy

☐ a lack of a stimulating and enjoyable learning environment

☐ a lack of motivational (teacher) feedback

☐ a lack of learner satisfaction

☐ None of the above

☐ Other...

3. Which other factors, if any, do you think support L2 motivation in an emergency remote learning environment the most? Sample answer 'interactive synchronous classes with classmates, supportive and/or positive classmates'. Write up to 3 factors below.

Long answer text
............................................................................................................................................

4. Which other factors, if any, do you think hinder L2 motivation in an emergency remote learning environment the most? Sample answer 'Isolation and Wi-Fi connection'. Write up to 3 factors below.

Long answer text
............................................................................................................................................

**APPENDIX B**

## Dörnyei's (2001) Framework of the Components of Motivational Teaching Practice in the L2 Classroom



Creating the basic motivational conditions
- Appropriate teacher behaviours
- A pleasant and supportive classroom atmosphere
- A cohesive learner group with appropriate group norms

Generating initial motivation
- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

**Motivational teaching practice**

Maintaining and protecting motivation
- Making learning stimulating
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Promoting cooperation among the learners
- Creating learner autonomy
- Promoting self-motivating learner strategies